

The Work of Universities' Career Centres in Europe

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In Europe the concept of career centres in higher education differs between countries. The differences can be seen particularly in a diverse distribution of areas of work among employees, in the employment of different profiles and in the services they offer to students. Based on an empirical qualitative study, we researched these differences in three selected countries and among public and private universities. The analysis we carried out shows that the most employable people in career centres are those with degrees in Psychology or Economics. According to some career counsellors, the key factor for successful operation of career centres is cooperation with employers, the ability to engage partners and an online platform. Career centres also face some challenges, particularly a lack of interest among students, excessive activities offered to students and staff shortages.

Keywords: career centre, Europe, higher education, career counsellors, career

Introduction

As time passes, career centres are becoming an increasingly important asset for every university. They have been established in universities (Žnidaršič Žagar 2015; Basham 2011) mainly with the goal to help students in their career path and in the development of their potential, and particularly to increase the employability of graduates (European Ministers of Education 1999; The UK HE Europe Unit n. d.; European Ministers in Charge of Higher Education 2012) and their personal and professional development in order to meet Europe's needs (European Ministers in Charge of Higher Education 2012). The importance of career centres has increased due to the high unemployment rate that many European countries have been facing in recent years. In 2014, the average unemployment rate in the European union was 9.9%, whereas in March 2019, it dropped to 6.4% (Eurostat 2016; Eurostat n. d.b). Among young people aged up to 34 who completed tertiary education, the unemployment rate was even higher. Since 2007, the highest unemployment rate in Europe since 2007 was registered in 2012 – 19.8% (Eurostat n. d.a). Even today the labour market is still facing some problems (Podmenik 2012; 2017), although

the unemployment rate among young people has improved (in January 2019 it was 14.9%) (Statista n. d.).

The work of career centres has been improving and expanding year after year. However, cooperation with students is still not as strong as it could be. This is reflected in their lack of information and interest. An analysis of the studies carried out so far (Crişan, Pavelea, and Ghimbuluţ 2015; Basham 2011) shows that career counsellors at the career centre should provide students with more information about study programmes and about the faculty's work, as well as more practical content about career guidance, such as workplace visits. The importance of presenting examples of good practice is also underlined in the report *21st Century Recruiting and Placement Strategies* (Hanover Research 2014), which includes an illustration of the strategies and the work of nine career centres, in which they conclude that it is crucial to develop a model or strategy for the comprehensive development of students, both personal and professional, and emphasise that the use of information technology represents a major advantage and improves the work of career centres.

In light of these facts, we wanted to research the work of career centres in Europe (as the above-mentioned report included only American career centres and the differences in their operation), in order to gain as many examples of good practice as possible, which could also be used by other career centres. We have therefore focused on work distribution among career centres and on the opinions of career counsellors about the work of their career centres. The key goal of the paper is to illustrate examples of good practice of career counsellors (the use of different approaches, the range and distribution of work tasks) in their working environment.

In this paper we want to determine the criteria that contribute to the development of areas of work within career centres and identify the opinions of career counsellors about the operation of their career centre. The article is intended primarily for career counsellors in order to present examples of good practice and, consequently, can help career centres to increase interest among students.

The Differences in the Work of Career Centres within the EU

In 2000, Europe experienced a turning point in the development of career guidance. It became publicly known that career guidance is an important activity that contributes to the development of the workforce and to the competitiveness of the global economy (Niklanovič 2012). In 2004, experts still believed that in the EU, many students who were enrolled in tertiary education had access to few, if any, services related to career guidance. They also be-

lieved that professionals who worked in this field were not qualified enough. The services career centres offer to students are too focused on personal development and on the choice of university study programme (OECD 2004).

The two Council resolutions on career guidance from 2004 (Council of the European Union 2004) and 2008 (Council of the European Union 2008) thus contributed greatly to the strengthening of this field. The resolution from 2004 confirmed the term 'career guidance' and its definition. The resolution mainly calls for the strengthening of systems and policies.

The EU identified the need to improve this field, therefore in 2007, it established the European Lifelong Guidance Policy Network (ELGPN) (Vourinen and Watts 2010). The network aims at developing common policies in all member states. The network was also created thanks to European funding. On the national and regional level many ministries cooperate in the development of guidelines. There are, however, differences in the way single EU member states develop their guidelines and define professional competences for this field (Yoon et al. 2017).

In 2008, the Council of the European Union adopted the second resolution on career guidance, which further strengthened the work and the importance of career guidance in Europe. This resolution mainly encouraged the promotion of lifelong learning of career guidance skills and the quality assurance of career guidance services. Both resolutions pointed out and emphasised the importance of the development of counselling, with the aim to develop lifelong learning and career counselling offices in different institutions, such as schools, universities, the employment service, companies, etc., while stressing that these services should be available for all Europeans (Council of the European Union 2004; 2008).

The resolutions generated major interest among EU member states and the field began to develop with the help of financial contributions of the European Social Fund (Niklanovič 2012). The fund mostly finances projects aimed at lowering inactivity among youth and long-term unemployed, and at improving training opportunities. The fund also invests in education and in lifelong learning and promotes social inclusion (Prospects n. d.).

The current state of affairs shows that since 2004, the development of career centres has greatly improved. Most students are offered career guidance services during their studies (Dey and Cruzvergara 2014; Watts 2018). Professionals (career counsellors) participated in different trainings aimed at improving and gaining additional knowledge (Dey and Cruzvergara 2014; CEDEFOP 2009; Recreate 2014). However, among EU countries there are major differences in the perception of career guidance and in the provision or offer of related services to students (Vuorinen and Kettunen 2017). The Recre-

ate project (2014), which aimed at determining differences in the operation and structure of career centres in nine European countries, also confirmed these major differences.

Ertelt and Kraatz (2011) also pointed out clear differences between career centres, but more in relation to the question whether all services are carried out by the centre itself or whether the centre cooperates with external offices that are specialised only in a certain field.

The differences in the concept of the centre's operation also lead to the employment of staff with different qualifications. Certain career centres employ mainly psychologists, others people with degrees in education studies and still others labour market administrators. Due to this, different models of career centres have developed in the EU, such as the educational, psychological and hybrid model. The hybrid model is a combination of the educational and psychological model. The model defines what profiles will be employed and in what way career guidance content will be transferred to students (Vuorinen and Kettunen 2017). Regarding the qualification of the staff, Dey and Cruzvergara (2014) point out that the formal education of career counsellors is not as important as the amount of informal training they receive. The report of the Recreate project (2014) adds that within career centres there is plenty of room for additional improvement, further training, implementing innovative approaches and providing online tools for career guidance and counselling.

In light of these observations, the research aims at finding out how the differences between career centres with different development and different operation methods manifest according to career counsellors, and how and in which aspects career centres can be improved.

The Study

The aim of the study was to present the characteristics of the operation and distribution of work areas in university career centres in relation to the type of university and the country in which the career counsellor is employed, in order to provide examples of good practice that career counsellors can implement in their career centres. The study is an upgrade of a previous extensive study which was carried out as part of a doctoral dissertation (Krmac 2016).

Research Goals

1. To analyse the criteria that contribute to the development of work areas within career centres.
2. To identify the opinions of career counsellors about what they consider

to be important in relation to the strengths and improvements of their career centre.

Participants

The research was carried out on career counsellors (the names below are invented to ensure anonymisation) who come from three different countries and work in five career centres within public or private universities.

- Maja is the head of a university career centre in Slovenia (public university). She has been working there since the opening of the centre in 2010. She has two university degrees: one in Traffic Technology and one in Management. She passed the pedagogical-andragogical exams.
- Katrin works at a university career centre in Austria (public university). She is the director of the centre, which was opened in 1983 and is Austria's first career centre. She has been working there for 17 years. She has a double degree in Economics and Education studies. She also has a master's degree.
- Luana is the head of a university career centre in Portugal (public university). She has been working there for 4 and a half years. Her career centre was opened in 2004. She has a degree in Organisation Technology. She has a master's degree in Clinical Psychology.
- Hans is the head of a university career centre in Austria (private university). He has been working there since the opening of the centre in 2010. He has a degree in Tourism Management. He has a master's degree in Intercultural Competences.
- Carolina is the head of a university career centre in Portugal (Catholic university). She has been working there since the opening of the centre in 1996. She has a degree in English and French.

Data Collection Procedure

The data was collected through semi-structured interviews. We contacted career counsellors who work in university career centres via email and asked to visit their university, where we also conducted the interview. We visited the career centres; therefore the analysis also includes data which was collected through observation by writing notes.

Data Analysis

Based on the research goals, we carried out coding, where we determined coding units and selected and defined relevant terms from which cate-

gories were derived. The coding results were presented in a thematic scheme (Creswell 2007). We analysed the acquired data with descriptive analysis.

The Development of Areas of Work in Career Centres

From the analysis of the material we determined 4 factors: (a) The profile of employees, (b) Work tasks, (c) Cooperation with employees and employers, and (d) Staff training, which career counsellors consider to be important in relation to the development of areas of work within career centres.

The Profile of Employees

Maja said that in Slovenia, career centres had the possibility to participate in a public call for applications for the co-funding of the development and activities of career centres in higher education. Their centre received European funding. The call for applications required applicants to have a university degree in social studies. The area of study was not determined, but it depended on the area of work the applicant would cover. Like Dey and Cruzvergara (2014), Maja also believes that informal training is very important. She considers this aspect when selecting career counsellors.

Due to a higher number of employees in the career centre where Katrin works, the distribution of posts is more structured. At their centre all the employees who work in the career counselling department are required to have a degree from the field of Economics. She added that it is preferred that employees graduated from their university, as they know how the faculty operates, and the professors and employees. If candidates do not have a degree in Economics, they also accept people with degrees in Psychology. They also employ psychologists in the areas of education, training and testing. Employees are required to have a university degree: this is only not mandatory in the marketing department.

Regarding the profile of career counsellors, Carolina did not mention any specific qualification requirements. She has a degree in English and French, which in terms of content is not related to the profile in question. She also pointed out that having a degree from the Alma Mater is an advantage.

Luana and Hans said that the most important feature of career counsellors is empathy. Luana added that a degree in Psychology is also an advantage, whereas Hans underlined the importance of knowing different companies and hotels from all over the world, as a career counsellor with these competences would contribute to their career centre the most. Carolina finds it important that the employed person is empathetic and that they enjoy finding and developing people's potential.

All career counsellors stressed the importance of having a university degree in social studies. Katrin also highlighted the importance of different competences of career counsellors, which differ based on the work tasks they carry out. Maja underlined the importance of having a university degree and said that the employee's competences and knowledge are based on their area of work. On the other hand, Luana and Hans pay more attention to the counsellor's personality and experience. The interviewees' answers also show us that the areas of knowledge of career counsellors depend on the university's study programmes.

Vuorinen and Kettunen (2017) mention that different models in the field of career counselling education have developed in the EU, such as the educational, psychological and hybrid model. The hybrid model is a combination of the educational and psychological model. As we can see from the participants of our study, different models are present among the career centres. The career centre where Maja is employed does not follow any of the models, but is more broad-minded and requires employees to have a university degree in social studies. Katrin's career centre follows a hybrid model, giving priority to the study of economics. Carolina and Hans also do not follow any of these models. Luana, on the other hand, follows a psychological model, although she emphasises primarily the personality traits of the candidate. As can be seen, the structure of employees varies considerably between career centres and also between countries. This confirms the findings of the Recreate project (2014), which showed large differences in the structure and operation of career centres. Obvious differences between career centres are also highlighted by Vuorinen and Kettunen (2017) and Ertelt and Kraatz (2011). Differences are also observed in the following chapters.

Work Tasks

Due to a high number of employees and a better work systematisation, Katrin's career centre is divided into several departments. They have fifteen full-time employees and five students who work part-time. They have a career counselling department, an education and testing department, an employment marketing department, a human resources and finance officer, an assistant director and two directors. Katrin is responsible for career counselling, whereas the other director is responsible for employment.

Maja said that she mostly covers event organisation and project management. Her colleague covers only career counselling. They organise larger events together. Other offices, such as the Admissions Office, also help them in event organisation.

Luana's career centre employs seven people, of which one covers only co-operation with employers. The other six work with students. Each person covers a study programme. As in Maja's case, all the employees contribute to the organisation of important events.

Carolina's career centre employs six people. Three of them cover only career counselling, while the other three cover the work of university clubs, the organisation of career events and cooperation with employers.

In Hans's centre the distribution of work tasks is very similar to the one in Maja's centre. His centre also employs only two people. They organise larger events together, whereas the other work tasks are separate. Interestingly, in Luana's centre only one person covers cooperation with employers. In Katrin's centre it is the opposite, as their main focus is cooperation with employers. In Carolina's centre half of the staff focuses on students, and the other half on employers.

We can see that there are many differences in the distribution of areas of work within career centres. Certain career centres perform all tasks together, some divide study programmes, and some perform specific work, mostly according to their acquired education. Even in the literature, we do not notice that models of how to distribute tasks among career counsellors stand out. The distribution of work itself strongly depends on the number of employees and their education.

Cooperation with Employees and Employers

In Katrin's university the alumni association is not part of the career centre. Due to the high number of students, cooperation between university offices in Katrin's career centre is not common.

In Maja's case it is the opposite, as she underlines the importance of co-operation between employees. They mainly cooperate with the Admissions Office and the Office for International Cooperation, as well as with faculties and professors.

Hans's career centre cooperates with other offices as the university is small and has only about 400 students. Cooperation with all offices is important, as they assist students in a comprehensive way.

In Luana's and Carolina's centres they cooperate with other offices in event organisation and in the presentations of the centre. They mostly cooperate with professors, as they teach a course teach courses. which is related to the students' career paths. The alumni associations are not part of the career centre. They cooperate only when they coordinate event dates.

The cooperation between offices depends on the size of the university. In

large universities with large departments there is less cooperation and vice versa.

We also wanted to know how cooperation with employers works. Maja said that cooperation with employers is strongest during the organisation of career days. However, cooperation with employers is still not sufficiently developed. It is also not easy to convince employers to cooperate.

Katrin's career centre is not financed by the university. Cooperation with employers is therefore the main activity of the career centre. She told us that there are approximately 2000 companies registered on their online portal. They also cooperate with 130 organisations (which include several companies), who pay an annual fee of 820 €. The employers are very interested in cooperating, as they want to be the first ones to employ the best students.

Carolina's centre also often cooperates with employers. There are between 1000 and 2000 employers registered on their online portal. Students can access the portal for free. Twice a year they meet with the employers with whom they cooperate on a regular basis, in order to develop new plans and pay attention to their needs.

Luana's centre also cooperates with employers on a daily basis. Their cooperation takes place mostly via the online portal and through different career events. Students and employers can use these services for free.

In Hans's case cooperation with employers is also a key activity. They focus more on internships than on employment. They have more than 450 partners from all over the world who offer students internships and employment.

Based on the answers of career counsellors we can conclude that in larger career centres which have been operating for a longer period of time, cooperation with employers is more prominent and developed, which is not surprising. Larger centres in universities with a high number of students can offer more to employers.

Once again, we notice many differences in performance, and these are present mainly due to the source of funding, the number of employers and students and, last but not least, the areas of study programmes for which the career centre operates. It is definitely easier for students with an economics degree to connect with employers than, e.g., students with a degree in history, archaeology, etc. Ertelt and Kraatz (2011) also pointed out the question whether all services are carried out by the centre itself or whether the centre cooperates with external offices that are specialised only in a certain field. Based on our study, we found that career centres with fewer employees are characterised by connecting with external offices, especially when working with students with special needs.

Staff Training

In Katrin's centre counsellors constantly participate in trainings. Some of them opt also for long-term education and training, for example one-year trainings. Katrin underlines that she prefers to attend payable trainings as they require less work from the counsellor in terms of producing reports.

Maja told us that she attends different panels, round tables and conferences. Through calls for applications they have the possibility to go on exchanges financed by the university, therefore they can visit career centres in other countries.

Luana said that they organise different meetings where they visit other career centres and exchange the knowledge they have gained through practice, discover examples of good practice and learn a lot. However, she thinks that there are not enough meetings.

Carolina also underlines the importance of training. She finds visits to similar working environments (in her case Catholic universities, for example in Spain or Austria) to be even more important than training.

Hans told us that currently he has been participating mainly in trainings related to alumni associations. European Alumni associations do not operate in the same way as in the USA, therefore it is important to gain as much knowledge and new ideas about this field as possible.

In figure 1 we provide a thematic network which includes the factors that career counsellors consider to be the most important for the development of areas of work within career centres.

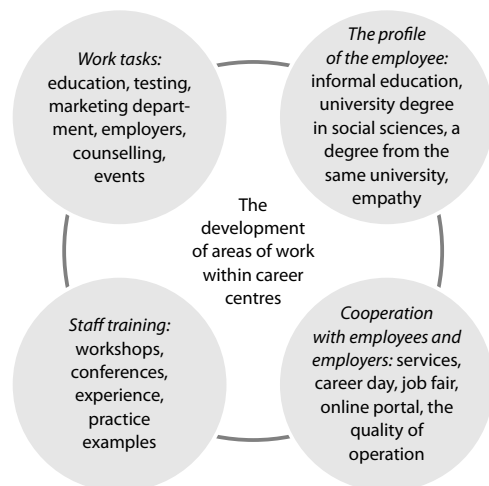


Figure 1
Thematic Network of Development Factors of Areas of Work within Career Centres

In 2004, experts still believed that in the EU many students who were enrolled in tertiary education had access to few services related to career guidance. They also believed that professionals who worked in this field were not sufficiently qualified. The services career centres offer to students are too focused on personal development and on the choice of the university study programme (OECD 2004). The current state of affairs shows that since 2004, the development of career centres has greatly improved. Most students are offered career guidance services during their studies (Dey and Cruzvergara 2014; Watts 2018). It is also evident from the participants in our study that in recent years there has been a desire to educate career counsellors. Also, Dey and Cruzvergara (2014), CEDEFOP (2009) and Recreate (2014) mentioned that career counsellors participated in different trainings aimed at improving and gaining additional knowledge.

The Opinions of Career Counsellors About the Operation of Their Career Centre

From the analysis of the material (interviews and observations) we determined 3 factors: (a) strengths, (b) weaknesses, and (c) challenges, which career counsellors consider to be important in relation to the strengths and improvements of their career centre.

Strengths

Luana thinks that a particularly important feature of her career centre is the employees' passion and love for their work. Students like to attend the centre's events and career counsellors find it important that students also recognise that for them good relationships and efficient communication come first.

Maja told us that all the activities they planned so far have been carried out successfully and that she feels positive about the future of the career centre. She underlines that the centre is in its beginnings; however, they have already reached many goals. One of the achievements of the career centre is that they have developed a competence portfolio sample.

Carolina thinks a strength of her career centre is the fact that there are not many students (approximately 1000), therefore they can adopt an individual approach for each student. They know most of the students by name, which contributes to a family-like environment. She also underlined the importance of the online platform which is most useful for the students.

In Katrin's centre they are aware of the fact that their centre is one of the best career centres in Europe, and their vision is to continue on this path

and improve themselves. She thinks one of their strongest assets is cooperation with employers. Usually students find their first employment within 2–3 months after obtaining their degree. From their perspective this is a good indicator of the successful operation of the centre.

Hans said their area of strength is the cooperation with students and companies. He thinks their strength lies in the fact that they always consider what employers are looking for and develop study programmes accordingly.

In light of these observations, we can conclude that between career centres the areas of strength differ to a certain extent. Luana, for example, said that their main area of strength is the relationship with students. Carolina also finds this aspect to be important. Katrin and Hans pay more attention to cooperation and networking with employers. Maja's career centre is still in its initial development and operation phase, therefore she believes its strength is the fact that they have already achieved many goals.

Weaknesses

Maja sees the low number of employees as a weakness. In each area of work there are segments which could be further developed and elaborated, however, two people alone cannot achieve this. She thinks they should particularly dedicate more time to the creation and functioning of an alumni association within the university.

We already mentioned that one of the areas of strength of Katrin's centre is the fact that it is financially independent. She sees this as an advantage, but on the other hand she thinks the centre's autonomy can also be a weakness. The fact that they have partners and employers who pay them annually represents a constant source of concern, as their salaries depend on it. She thinks the high number of services they provide is also a problem.

Like Maja, Luana also faces the problem of staff shortages, while the number of students has been increasing. She also thinks they do not use information technology sufficiently. Hanover Research (2014) emphasise that the use of information technology represents a major advantage and improves the work of career centres.

Carolina thinks the career centre could operate more efficiently if they cooperated with the university's alumni association.

Hans is satisfied with the work of the career centre and does not see any weaknesses. He only added that in the new academic year the university will offer a new study programme, therefore the centre will have to find new suitable partners who could offer employment or internships to students.

The last factor we want to analyse are improvements, where career coun-

sellors offered solutions for the above-mentioned weaknesses. As already mentioned in the theoretical part, an analysis of the studies carried out so far (Crişan, Pavelea, and Ghimbuluţ 2015; Basham 2011) shows that career counsellors should provide students with more information about study programmes and about the faculties' work, as well as more practical content about career guidance, such as workplace visits. Perhaps this could be one of the ways for those career centres that have a problem with collaboration with students to increase interest in career centre activities.

Challenges

Both Maja and Luana think a solution for an improved operation of the centre is to hire more people.

Maja thinks there is also potential for improvement in setting up an online platform, a feature the other centres already have, and which brings positive results.

Luana also wants to improve her centre in terms of international career counselling. She thinks that people who do not find employment in their own country will try to find it abroad.

Regarding improvements, Katrin only mentioned that they will divide the services they offer to students and employers into coherent categories, so that they will be clear and more easily accessible.

Carolina sees room for improvement in finding ways to measure the impact and success rate of the career counselling they offer to each student.

Hans sees potential for improvement in the establishment of an alumni association and in setting up a website where students could have access to all of the information about the career centre.

In figure 2 we provide a thematic network of the factors which were obtained through coding.

Conclusions

In the article we mentioned the *21st Century Recruiting and Placement Strategies* report (Hanover Research 2014), which presented the working methods of nine American career centres. Our interviewees also underlined the importance of comprehensive counselling for students. However, there was less emphasis on strategies and on the development of a counselling model that could be applied throughout the study process. Only Hans's career centre offers a personalised programme throughout the students' studies, however, his centre operates within a private university with a considerably lower number of students compared to the other interviewed career centres. It is



Figure 2

Thematic Network of Factors of Weakness and Improvement in the Interviewed Career Centres

therefore not surprising that their approach is much more personal and personalised. Carolina also mentioned the link to the study process, and at their faculty students of master's programmes are offered three hours of career counselling per year. However, she said that the link with the study process is not sufficiently related and that three hours is not enough time for the transfer of all contents.

In general, the interviews we conducted confirmed that the most employable people in career centres are those who have a university degree in social sciences. Although career centres prefer to employ a person who is empathetic, outgoing and wants to help others, it emerged that the most employable profile is people with degrees in Psychology or in Economics. The interviewees also greatly value the employee's experience, particularly experience from the study areas that the university offers. Another major advantage for counsellors is knowing people who work in companies or organisations who are potential employers of the students of their university.

Based on the opinions of the interviewees, we can conclude that the diversity and variety of the offer of career centres depends on the number of students and on how long they have been operating. We found that Katrin's centre has the most diverse and varied offer, and that the students' and employers' level of interest is the highest.

There were major differences between the career centres in the profile of employees, work tasks and in the operation of the centre itself. Differences in performance are expected due to different numbers of employees. However, we found that even where there was a similar number of employees,

the mode of operation was not the same or even similar. As Hanover Research (2014) also notes, it is crucial to develop a model or strategy for the comprehensive development of students, both personal and professional, and emphasises that the use of information technology represents a major advantage and improves the work of career centres. It has been shown that the training of career counsellors has significantly improved the performance of career centres (Dey and Cruzvergara 2014; Watts 2018). This improvement was mainly due to participation in different trainings aimed at improving and gaining additional knowledge (Dey and Cruzvergara 2014; CEDEFOP 2009; Recreate 2014). The importance of and presence at the trainings was also confirmed by our participants in the discussion. This is why it would be necessary for these trainings to be organised even more often at the international level, as sharing the experience of career counsellors could reduce the differences in the operation of career centres. At the same time, we should not ignore the fact that the operation of career centres and the preparation of activities for students depend on the areas of study programmes at the faculty or university.

Conclusion

As for the importance of the centre's services, all counsellors believe that the online portal greatly contributed to the successful operation of the centre. Cooperation with employers and the search for partners are important factors that increase significantly the students' interest and their participation in the activities of the career centre.

The interviewed career counsellors show a high level of motivation for carrying out their work. The presented viewpoints offer all career centres an opportunity to update and redistribute their areas of work. Areas of strength and suggestions for improvement are the main factors that provide all other career centres with the most ideas for redeveloping their offer and areas of work.

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Delo kariernih centrov evropskih univerz

Koncept delovanja kariernih centrov v visokem šolstvu se v evropskem prostoru med državami razlikuje. Razlike se kažejo predvsem v drugačni razporeditvi delovnih mest, zaposlovanju različnih profilov in storitev, ki jih nudijo študentom. V prispevku predstavljamo rezultate kvalitativne študije, v kateri smo raziskovali, kako se te razlike kažejo med tremi izbranimi državami ter javnimi

in zasebnimi univerzami. Opravljena analiza prikazuje, da so v kariernih centrih zaposljivi predvsem posamezniki, ki imajo zaključen študij s področja psihologije in ekonomije. K uspešnemu delovanju kariernega centra po mnenju kariernih svetovalcev najbolj pripomorejo sodelovanje z delodajalci, pridobivanje partnerjev in spletna platforma. Pomanjkljivosti se kažejo predvsem v nezanimanju študentov, preobširni ponudbi za študente in premajhnem kadru.

Keywords: karierni center, Evropa, razporeditev dela, karierni svetovalci, kariera