

New Challenges for Student Counselling? Outgoing Erasmus students private and professional experiences during the Erasmus stipendium time period.

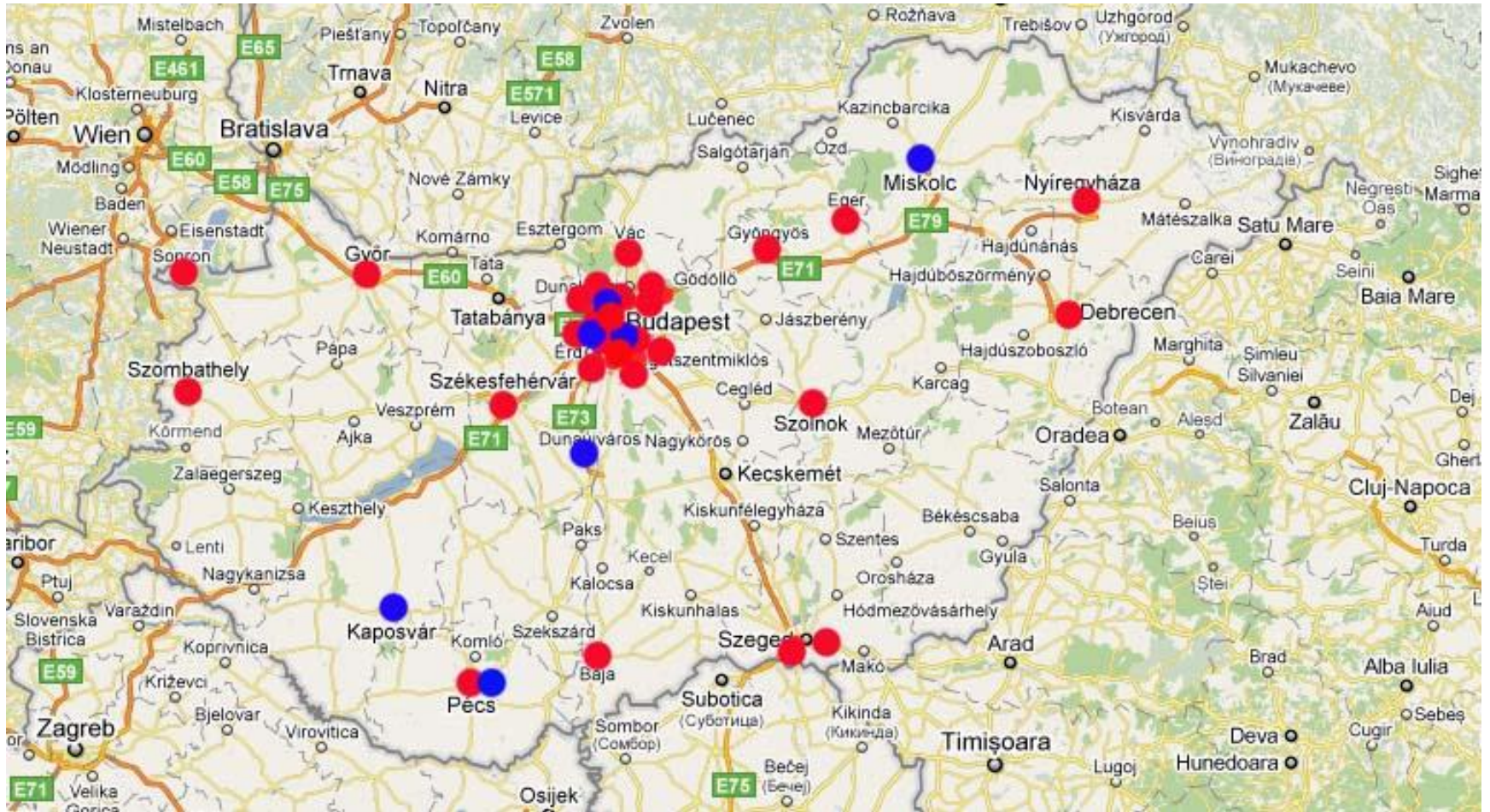
*Zsuzsa Puskás-Vajda, anthropologist
vajda.zsuzsa@gmail.com*



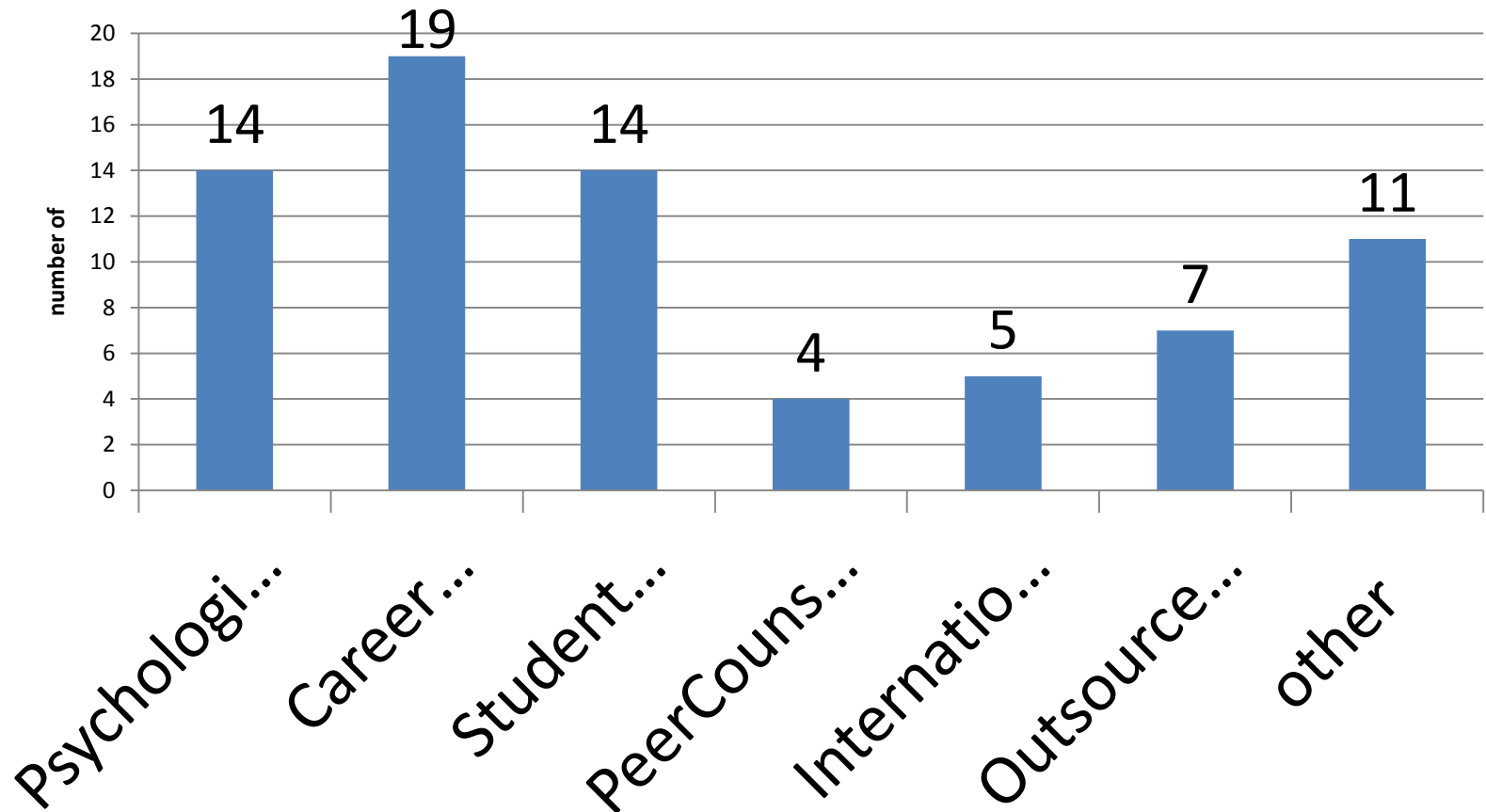
Financing of the research and the data used

- The Hungarian Association for Counseling in Higher Education, financed by TEMPUS Public Foundation, did a research focusing on the institutions and the services provided by the Hungarian student counseling in 2010.

Quantitative Data



Types of Services in the Institutions Examined N= 29



training or/and consultation supporting international mobility

- Of course, it can be doubted whether special training or consultation supporting international mobility is necessary.
- Why do we suppose it is?

Network vs. formal channels

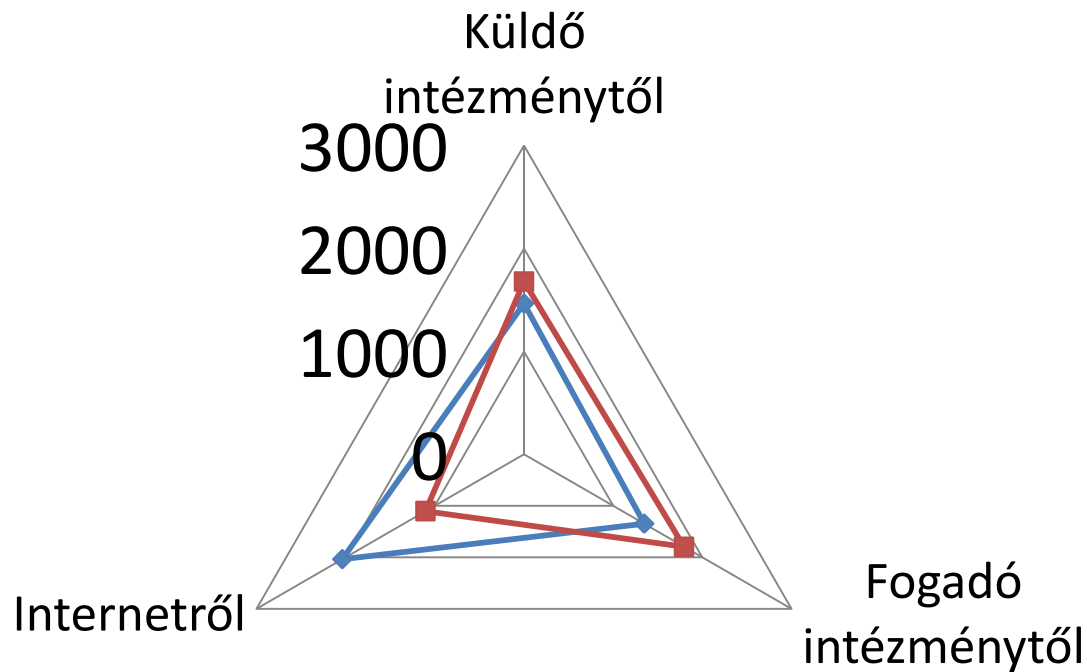
- The most frequent source of preliminary information generally their personal relationships:
 - students who had previously studied at the applied university
 - students who had previously studied in another foreign country,
 - people who had lived in the given country,
 - young people coming from that country.

How the host institution promote the students' orientation in the local (institutional) culture?

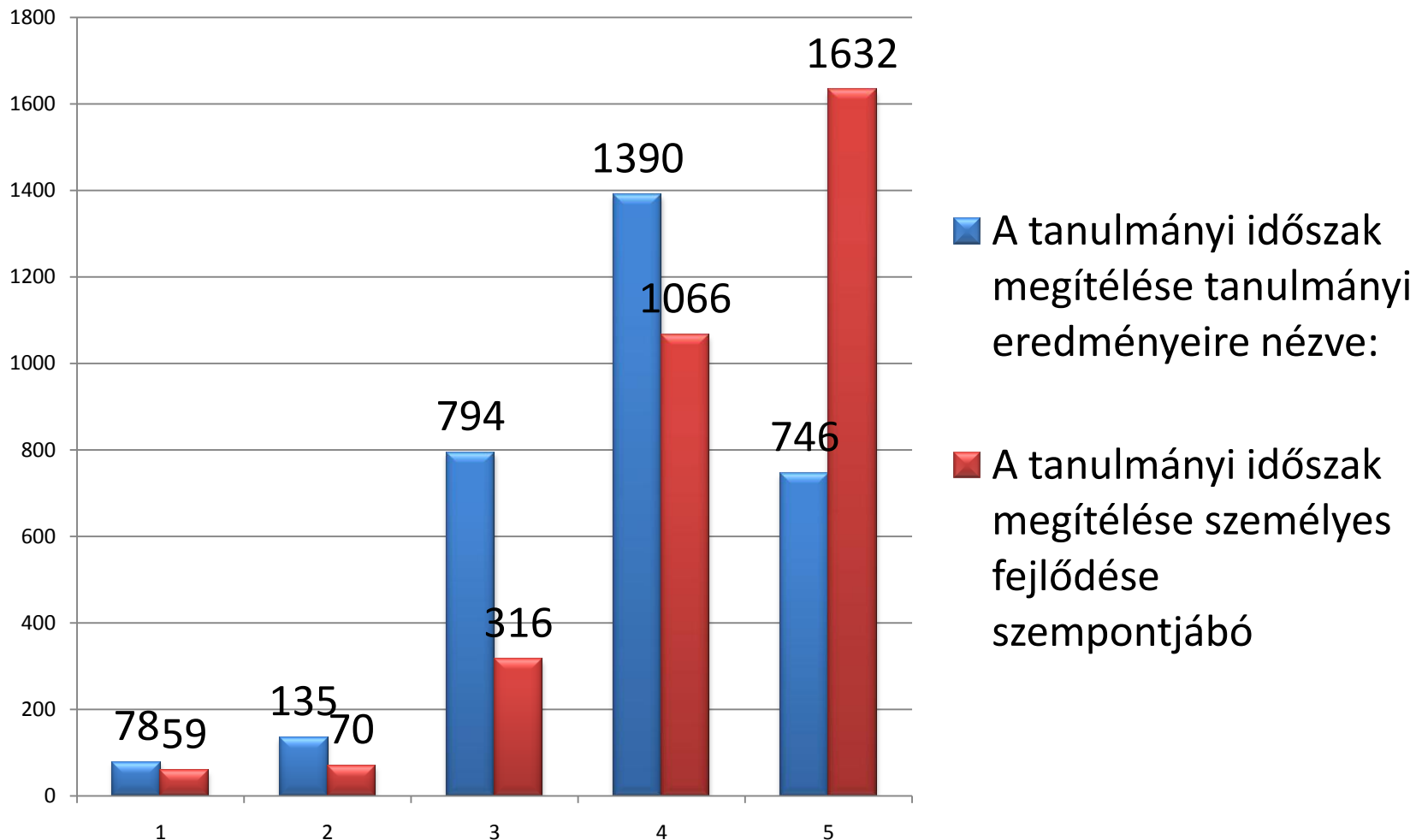
- orientation lectures, and joint programs for the incoming students
- individual consultation (Wiegersma's 2. level) provided by the peer counsellors (Finland, Norway and Germany)

In a wider context

- In order to demonstrate our data received from the counselors and the students turning to them in a wider context, we have also used data received from Tempus Public Foundation. (Sz. Bokodi Tempus Public Foundation 2010.)
- Tempus Public Foundation is the distributor and organiser of Erasmus stipendiums in Hungary.



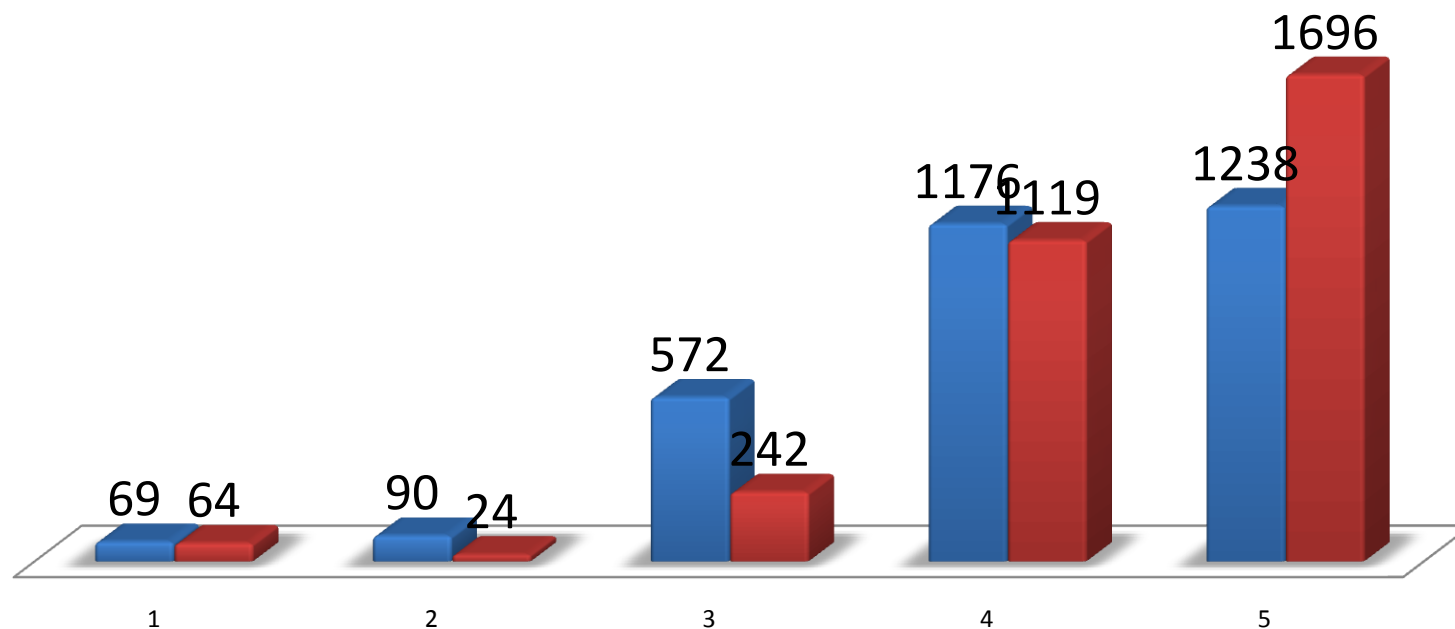
Where have you got information on the educational program of the host institution from?"
N=3134



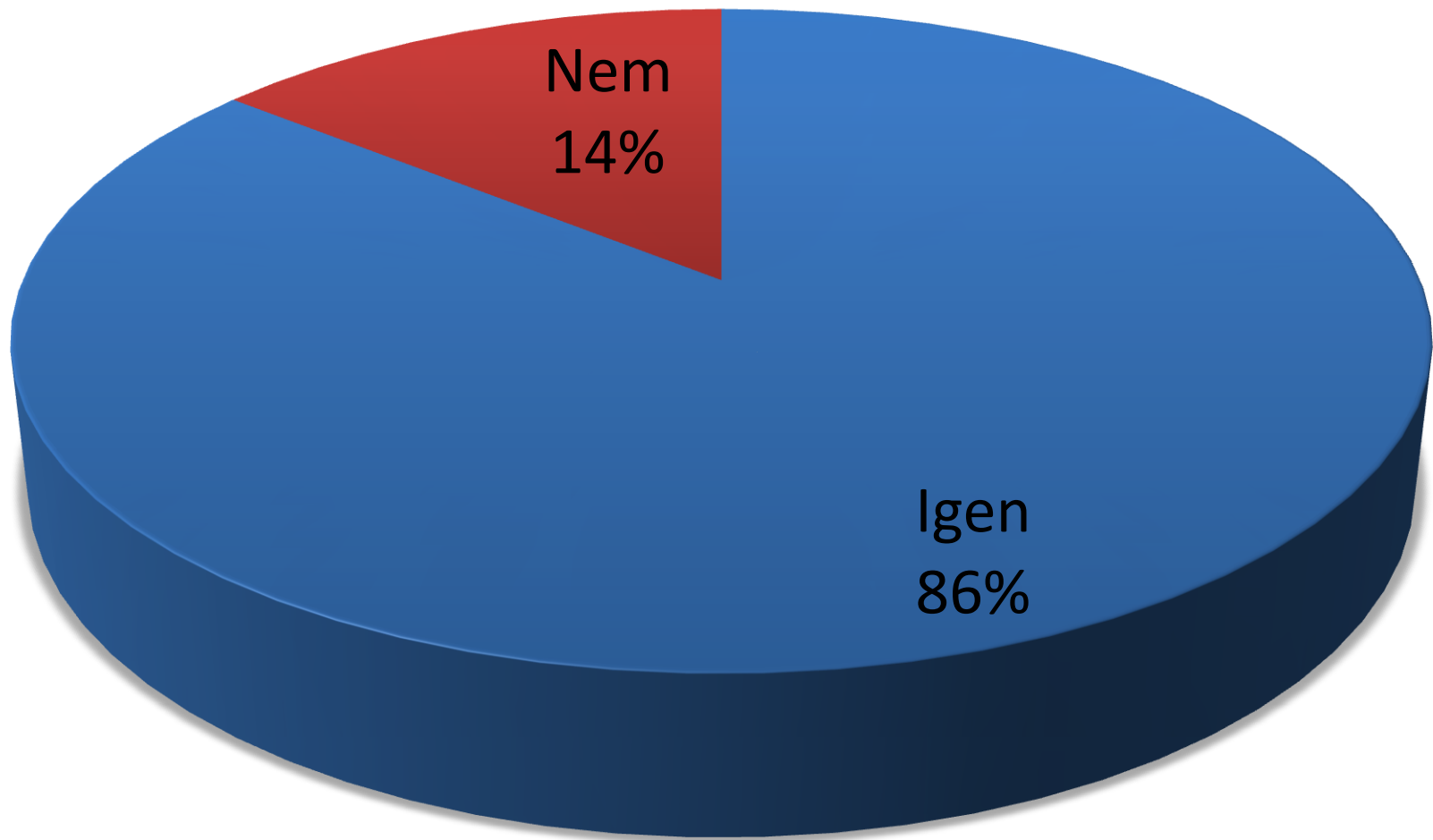
academic achievement and personal benefits (N=3143)

1 – poor to 5 - excelent

- Segíti-e szakmai előrejutását / karrierjét a külföldi tanulmányút?
- Az Erasmus tanulmányút átfogó értékelése



***professional development/career and
comprehensive evaluation of the Erasmus study
travel N=3145 1 – poor to 5 - excelent***



“Would you really mean to work in another state member?” N=3137

Data from Forecast Research
Institute “*Research Report to the
Hungarian Public Employment
Service*” (ÁFSz 2010, 15.)

Budapest Job Fairs 2008- 2010	2 nd Job Fair	3 rd Job Fair	4 th Job Fair	5 th Job Fair
N	437	524	1448	662

The problems specified in student narratives can be categorized into three main types :

- Mostly they are challenges of learning/training/career building
- Personal life problems and difficulties
- Cultural contact, intercultural encounter.

learning/training/career building

- learning techniques, Career management skills deficit
- „Tempo” as a general label
- career management training

Personal life problems and difficulties

- the ERASMUS period is very important *for the personal development*
- crises in some cases

Cultural contact, intercultural encounter

- as a source of uncertainty and anxiety (Gudykunst, 1985), on one hand,
- and as an avenue of culture learning and social support, on the other (Berry, 1997; Bochner, 1982). In Ward, C., & Masgoret, A.-M. (2004).

The so-called Erasmus training for outgoing and/or returning students, developed by our colleagues Virág Füzi and Adam Boncz.

Futher goals

- learn and adapt consultation methods and different types of preparation trainings for the outgoing and incoming Erasmus students
- But not just for the Erasmus students,

We think that the development of self-confidence, cultural identity composed of realistic elements, and ability for self-mamanegment are useful knowledge even for those who will never leave their country for a longer period of time.