

Students' Right to Counseling Services in EU Countries - A Comparative Analysis

Camelia STAICULESCU¹

Ana Claudia VIDAT²

Mihaela MINCIU³

Abstract

Counseling and orientation services contribute to students' academic and professional development, providing them with the necessary support and guidance in the transition from high school to university, as well as in their integration into the labor market. In this context, this article aims to highlight the importance of student counseling and guidance services in universities by conducting a comparative analysis across several European countries: Romania, France, Austria, Italy, Sweden, Greece, and Poland. The analysis highlighted both differences in the organization and legal regulation of the services offered, as well as common elements among the seven countries analyzed, such as the use of psychological tests as a basis for counseling services offered in individual or group counseling sessions, vocational testing, and the implementation of certain professional training standards for specialists working in these services, through collaboration with various organizations to facilitate the insertion of students into the labor market. The conclusions obtained emphasize that the academic counseling and guidance services offered to students make a significant contribution to the creation of an inclusive, effective educational system that contributes to the success of young people.

Keywords: *counselling, university students, systematic review, legal regulations in counseling*

JEL classification: K30, Z10.

DOI: 10.24818/RMCI.2025.4.621

1. Introduction

In the current educational context, marked by a multitude of changes that are often difficult to understand, the counseling and orientation services offered to students become essential. Regardless of their form (psychological counseling, academic counseling, vocational counseling, career guidance, etc.), these services

¹ Camelia Staiculescu, Bucharest University of Economic Studies, Teacher Training Department, E-mail: camelia.staiculescu@dppd.ase.ro

² Ana Claudia Vidat, Bucharest University of Economic Studies, Law Department, E-mail: ana.vidat@drept.ase.ro

³ Mihaela Minciu, Bucharest University of Economic Studies, Teacher Training Department, E-mail: mihaela.minciu@dppd.ase.ro

provide specialized support so that students can develop their emotional, academic, and professional skills and improve their academic performance. In fact, academic requirements are considered to be increasingly stressful for students in higher education (McKenzie, et al., 2015). Moreover, among the most common challenges faced by students in the university environment is the adaptation of students from other cities to a new community (Sommantico, et al., 2017).

Career counseling contributes decisively to the integration of students into the community and universities must develop specific career guidance services that involve all the fundamental actors of the process: students, alumni, employer representatives, political decision-makers (Crăciun, 2017).

In the literature, counseling and orientation services are actively involved in assessing students' mental health and providing interventions designed to help students prevent, manage, or overcome psychological problems (Cerolini, et al., 2023). At the same time, Thompson (2014) argues that counseling and guidance services not only help students with psychological difficulties, but can also contribute to improving academic performance, enabling students to become more well-rounded individuals (McKenzie, et al., 2015)

Counseling, coaching, and the development of students' social and emotional skills must meet the needs of students. They should make students aware of their own personality traits, help them develop their self-image and self-awareness, help them take responsibility, and help them solve problems related to academic, social, and professional integration, etc. Studies show that where students have benefited from counseling services, academic performance has improved (Devi, et al., 2013), and that counseling services tailored to students' daily concerns contribute to their greater efficiency - for example, online counseling services (Adebowale, 2014).

On the other hand, counseling services must develop institutionally, contribute to the adoption of educational programs tailored to the specific needs of those who attend them, and promote themselves so that they can be accessed by students.

A systematic analysis of reference publications in the field revealed the main problems faced by students who needed counseling and orientation (Atik & Yalcin, 2010): drug use and time management (Aluede, et al., 2006), low self-esteem, easily distracted, anxiety, poor study skills (Arco, et al., 2005), financial, personal, relational, professional, and academic problems (Bostanci, et al., 2005; Güneri, et al., 2003), anxiety due to tests/exams (Al-khanji, 2004), career (Ramsey, 2000). The main objective of university counseling and guidance services is to provide support for personal development, both in specific cases of "personal crisis" and throughout the entire academic activity, as well as to provide the necessary support to resolve difficulties that negatively influence academic performance (Cimino, et al., 2010).

Therefore, counseling and orientation services can be classified into the following main categories: psychological counseling (managing emotional problems, anxiety, stress), academic counseling (optimizing learning style, adapting to course requirements, improving academic performance), vocational and career counseling

(identifying professional interests, building a realistic career plan, choosing the right specialization), personal development counseling (improving communication and collaboration with colleagues, increasing self-confidence). Furthermore, the coronavirus pandemic has had a negative impact on students' mental health, highlighting the urgent need for personalized support systems to address all these challenges (Lo Moro, et al., 2023).

The SARS-CoV-2 pandemic has fundamentally changed the way students interact with the academic environment, both with their peers and with their teachers. The unexpected transition to online learning, the lack of social interaction, and the uncertainty about the future (given that legislative regulations were being updated from one day to the next, and sometimes even several times a day) led to increased levels of anxiety, stress, and depression among young people. Thus, during the pandemic, counseling services were not only useful but became essential, as students were able to express the difficulties they were facing and find effective strategies for managing their emotions in order to maintain a high level of motivation, even in conditions of uncertainty. At the same time, counseling services played a special role in prevention, as early interventions contributed significantly to reducing university dropout rates, with the pandemic highlighting the important role that counseling plays in ensuring educational success and psychological balance. With regard to the implementation of online counseling services in higher education institutions, studies have shown that, in order to improve the efficiency of these services, students' recommendations should be taken into account first and foremost: different formats can be offered depending on students' preferences and the issues they are facing, with a particular focus on informing and promoting the services offered (Yildirim, et al., 2022).

The guidance and counseling services offered by universities can also contribute greatly to the good insertion of graduates into the labor market if, during their studies, students participate in self-knowledge, self-development, and labor market and employer requirements research activities (Richițeanu-Năstase, Stăiculescu 2015).

Through group or individual sessions, university counselors help students not only identify their inner resources, but also set realistic goals to become balanced, competent, and responsible individuals. Many researchers believe that the field of counseling can be divided into several specific branches (university, work, society), emphasizing that the main purpose of this activity is to enable people to put their own resources into practice, as appropriate (Cimino, et al., 2010). Therefore, the importance of counseling services is reflected not only in the support offered to individual students, but also in their contribution to creating a motivating and inclusive academic community.

The counseling services offered to students within universities play an essential role in their comprehensive preparation in terms of the diverse needs they cover: maintaining mental health, preventing the negative effects of stress, developing personalized and effective learning methods in order to achieve academic

goals, and identifying the appropriate career path for successful integration into the labor market.

With regard to counseling services at the European level, most higher education institutions provide students with counseling and guidance centers, reflecting the fulfillment of common quality standards in education. The range of counseling and guidance services offered by universities in different countries contributes to reducing university dropout rates, as well as to increasing students' adaptability to changes and uncertain situations, enabling them to integrate into the labor market both nationally and internationally. Moreover, within the European context, the development of counseling and guidance services for students holds an important place in university strategies, being regarded not only as a form of individual support, but also as an essential means of increasing student retention rates in order to prepare a competitive workforce. Increasingly, universities collaborate through various international projects and exchanges of good practices, aiming to align the counseling and guidance services provided with European educational standards and policies.

Enăchescu (2025) shows that, in the contemporary digital era, university management structures must adopt measures and strategies that integrate technology but, at the same time, take into account people's needs, be ethical and sustainable.

2. Methodology

For the purpose of conducting the systematic analysis, the first step consisted in reviewing the main works from the specialized literature that addressed topics related to: "counseling services", "students", "European Union" and "university". For the literature review, we primarily used the Web of Science database due to its wide coverage and internationally recognized academic relevance. At the same time, the Web of Science database provides free access to articles published in various prestigious journals with high impact factors, all of which are subject to a rigorous peer-review process, thus ensuring the credibility and clarity of the information.

In addition, the platform allows for the export of results, and through advanced filtering functions it is possible to generate various keyword maps, lists of the most cited authors in the field, and more. As a result, 73 articles were initially identified, and after filtering the results and eliminating those in which the research topics were treated superficially, only the articles that fully met the search criteria were analyzed.

In order to obtain a comprehensive overview of existing research in the literature regarding the provision of counseling services at the European level, an analysis was conducted of the most frequent terms appearing in articles related to "students", "counseling", and "European Union" (Figure 1). As illustrated in Figure 1, the central concept is "students", which is interconnected with multiple thematic dimensions. The primary clusters identified include: blue/blue-green, comprising terms associated with the academic environment and support programs (e.g.,

“program”, “education”, “competence”, “awareness”, “knowledge”, “university-students”); green/yellow, encompassing terms related to mental health and risk factors (e.g., “mental-health”, “anxiety”, “risk-factors”, “disorders”, “depression”); and violet/dark blue, referring to attitudes and evaluation (e.g., “attitudes”, “concurrent validity”, “sample”).

The keyword map presented in Figure 1 highlights that previous research addressing counseling services has placed a major emphasis on supporting students. The strong connection observed between terms such as “depression”, “mental-health”, “anxiety” and “risk-factors” underscores the critical role of counseling in the prevention and management of psychological problems. At the same time, the presence of terms such as “competence”, “education”, “knowledge” and “awareness” indicates that counseling services make a significant contribution to raising awareness and fostering the development of academic skills. What is noteworthy is the appearance of the concept of the “European Union” which emphasizes the existence of a common framework of initiatives and policies at the European level.

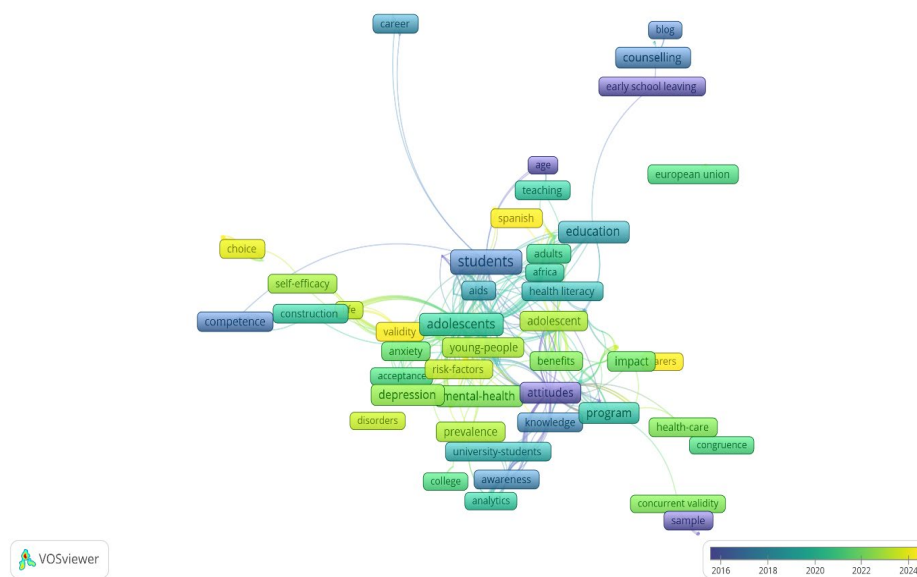


Figure 1. Key-occurrence with service counseling
Source: authors' own contribution

The structure of the article is centered on two main directions: the first part introduces various conceptual delineations regarding counseling and guidance services, while the second part examines how these theoretical aspects are reflected in the legal frameworks regulating counseling services in different European Union countries.

3. Results and Discussion

3.1 Students' Right to Access Counseling Services in Romania

In what follows, we aim to present the existing legal framework governing student counseling and guidance, both in Romania and in several European Union member states. Access to counseling services constitutes a fundamental right, enshrined in a rigorous legislative framework primarily based on the Higher Education Law no. 199/2023 and the Minister of Education Order no. 4042/2024, which approves the Methodology for the organization and functioning of career counseling and guidance centers within higher education institutions.

The educational ideal of the Romanian school system, as stipulated in national education laws, emphasizes the harmonious, free, and integral development of human individuality, underscoring the importance of shaping a responsible and autonomous personality. The legislation further stresses the need to ensure well-being, both for students and university staff, through the implementation of appropriate measures of psychological counseling, personal development support, and professional guidance.

An essential principle of the Romanian educational system is the provision of counseling and orientation services free of charge, with students being entitled to complementary support and assistance through academic, professional, and psychological counseling. These services are available not only to university students but also to high school pupils in their final years. Law no. 199/2023 defines counseling as a crucial stage in lifelong learning, designed to assist students in making educational and professional decisions. Accordingly, counseling services include: providing information on educational pathways and the labor market, psychological and vocational counseling, career guidance and professional transition, career education through activities organized within university centers, and supporting students in entering the labor market. The legislation frames these services within the broader perspective of lifelong learning, defining them as the totality of activities offered to individuals of all ages to support their educational choices and career management (such as informing students about labor market dynamics, career education, partnerships with employers, and employment support).

The activities of counseling and guidance provided by universities are further detailed in Order no. 4042/2024, which explicitly stipulates that the role of counseling and guidance centers is to support students in choosing their professional pathways, assist individuals with disabilities, reduce university dropout rates, provide support to students from disadvantaged backgrounds, and ensure the overall well-being of students. Romanian universities are required to provide counseling and guidance services through *Career Counseling and Orientation Centers (CCOC)*, structures whose primary objective is to support students in choosing their educational and professional pathways. The activities carried out by these centers include educational counseling, vocational counseling, personal development counseling, psychological counseling, career counseling, webinars, educational fairs,

initiatives to combat university dropout, as well as information sessions on mental health.

Furthermore, the legislative framework establishes responsibilities for both the Ministry of Labor and the Ministry of Education in ensuring the quality of these services, with the aim of integrating Romania into European counseling networks. The funding of counseling services is secured through state funds, non-reimbursable resources, the National Program for Reducing University Dropout, as well as universities' own budgets.

Counseling and guidance services within these centers may be delivered by specialized personnel such as psychologists, career counselors, sociologists, or academic staff with expertise relevant to the fields of study of students and graduates. The minimum required ratio is one specialized staff member per 2,000 enrolled students. The financing of career counseling and guidance services is ensured through dedicated state budget allocations from the Ministry of Education, programs such as the National Program for Reducing University Dropout, university funds, non-reimbursable resources, and other extra-budgetary sources.

3.2 Students' Right to Access Counseling Services in European Union Countries

Counseling services provided to students represent a fundamental element within European educational policies, playing a crucial role in supporting the professional, academic, and personal development of young people. A detailed analysis of approaches in several European countries (Austria, Italy, France, Sweden, Poland, and Greece) highlights both the commonalities and the specificities shaped or influenced by the legislative, sociocultural, and institutional context of each country.

Counseling Services in EU Member States

Table 1

Country	Legal framework	Academic counseling	Psychological counseling	Career orientation
Austria (European Commission: Austria, 2025)	Activities are managed by universities and the National Union of Students (ÖH); Innovative programs such as " <i>Studieren probieren</i> ";	Support for students in choosing their professional pathway; Access to national centers; Provision of tutoring;	Six counseling centers exist at the national level;	Existence of career centers;

Country	Legal framework	Academic counseling	Psychological counseling	Career orientation
Italy (European Commission: Italy, 2023)	Existing regulations under Law 196/1997; The presence of consortia between universities and organizations	Educational transition programs; Provision of tutoring	Free services for students addressing emotional issues and adaptation;	Partnerships with enterprises and alumni associations; Opportunities for internships and apprenticeships;
France (European Commission: France, 2023)	Law no. 2007-1199; <i>“Plan for Students”</i> (2018); SCUIOIP and BAIP at the institutional level;	Support for students in the transition from high school to university; Individual educational contracts;	University health services (SUMPS);	Career offices (BAIP); Provision of mandatory internships; Collaborations with the economic sector;
Sweden (European Commission: Sweden, 2025)	Higher Education Ordinance (1993:100);	Centralized or decentralized organization of activities;	Provision of integrated services accompanied by preventive medical assistance;	Provision of mandatory internships through applied programs; Partnerships with companies to facilitate student access to the labor market
Poland (European Commission: Poland, 2025)	Counseling centers; Mandatory internships (30–60 days); Regulations established at the university level;	Support for students throughout their educational pathway; Presence of counselors at the class/program level;	Provision of psychological services at university centers or affiliated hospitals;	Presence of career centers and technology parks; Presence of development centers facilitating links with industry

Country	Legal framework	Academic counseling	Psychological counseling	Career orientation
Greece (European Commission: Greece, 2024)	Presence of career centers (DASTA).	Counseling provided also by academic staff; Support for educational transition.	Support for students with disabilities; Promotion of mental health.	Career orientation through provision of internships and entrepreneurship programs; Career offices ensuring the link between education and labor market.

Source: authors' own contribution

Austria stands out through a very well-established student counseling system, this being supported by the collaboration with the National Union of Students (ÖH) and higher education institutions. The counseling services offered to students are mainly divided into three major categories: academic, psychological, and career guidance. The Austrian system is distinguished in the field of academic counseling by the provision of certain special programs such as “*Studieren probieren*” through which students can experience university life before admission. Regarding psychological support, this is provided through the existence of six educational centers that offer free interventions, training courses/sessions, having the role of addressing adaptation difficulties (such as depression and anxiety). Student career guidance is carried out through university career centers, in order to support students in connecting with the labor market. A specific element of Austria is represented by the close collaboration with the economic sector, and following surveys and research conducted periodically with employers, educational offerings are adjusted regularly. Austria thus represents a model of balance between institutional support and student involvement, demonstrating efficiency in facilitating students' access to the labor market and in preventing university dropout.

In *Italy*, counseling services are provided through specialized offices established at the universities. Academic counseling is distinguished by a staged system consisting of four phases: in the first phase, activities take place at pre-enrollment to the universities, which facilitates academic integration; the second phase is characteristic of the moment when students begin attending university courses (this being carried out by tutors, professors, or even senior-year peers); the third phase consists of supporting students in completing the study program they have chosen, as well as in the case they decide to change faculties; the final phase refers to career guidance, which involves directing students in identifying new employment opportunities. Psychological counseling is provided free of charge through partnerships with psychology faculties and aims both to support students in their academic adaptation and to prevent problems/difficulties they may face. Regarding career guidance, this is carried out through consortia established by

universities with different organizations that provide students with internships, grants, apprenticeships according to their field of study, these being regulated by Law no. 196/1997. It should also be noted that universities frequently collaborate with student organizations or alumni associations to ensure the integration of students into the professional environment. Therefore, the Italian model of psychological counseling is characterized by three main stages: early guidance, adaptation to the university environment, and professional insertion.

In *France*, the legislative framework of the counseling and guidance services offered to students is well-regulated by the following normative acts: Law no. 2007-1199 of August 10, 2007, Law no. 2013-660 of July 22, 2013. Additionally, Law no. 2018-166 of 2018 and the *Plan for Students* include a series of measures aimed at supporting students both in completing their studies and in their career guidance. In the Plan for Students, particular emphasis is placed on the transition from secondary education to the university environment, detailing the following specific directions: inclusion in the 12th grade of two weeks for student orientation, appointment of a second main teacher for the final year of high school studies. Academic counseling of students is implemented through individual educational contracts, which aim to offer each student a path in accordance with their personal needs and objectives. Of reference in the field is also the Higher Education Information and Guidance Center, as well as the Common University Information and Orientation Service (SCUIOIP or SUIO). The former represents the information and guidance center of the Paris Academy, specialized in providing information regarding higher education courses: organization of the higher education system in France, higher education fairs held in Paris, support for students with disabilities. The latter concerns the organization of student reception, information, and guidance activities both at university entry and during university studies. Student psychological counseling is integrated within the University Preventive Medicine and Health Promotion Services (SUMPS), which operate in each university and offer individual counseling sessions to students in difficult situations. Student career guidance is carried out mainly through the Offices for Professional Integration Assistance (BAIP), which aim to inform students about labor market developments and to support them in finding internships and jobs in accordance with university study fields, even preparing them for pre-employment interviews. It can thus be concluded that the French specificity of counseling services is very well-established, with emphasis on monitoring students' educational paths from high school to labor market integration.

In *Sweden*, student academic guidance is based on the provisions of the Higher Education Ordinance (HEIs, Högskoleförordning 1993:100). This regulates how higher education institutions provide guidance services to both enrolled and prospective students. The legislative gap in this document is represented by the fact that it does not specify how these services should be delivered, so some institutions prefer centralized structures, while others opt for decentralized faculty-level structures. Student psychological counseling is integrated within medical assistance services, particularly preventive health services, this being considered a component of student welfare policies. Regarding strictly student career guidance, universities

are required to adapt learning content to labor market requirements. At certain institutions, specialized career centers exist to provide students with information on career choice, available job positions, summer jobs, or internships. Universities also organize “labor market days,” job fairs, or collaborate directly with companies, considering that many study programs (engineering, public administration, education, health sciences) include a mandatory internship period at a relevant workplace.

In *Poland*, psychological counseling and guidance services offered to students by universities are divided into two categories: vocational and academic. Academic counseling is carried out through specialized counselors assigned to each class/study program. Student psychological support is provided by psychologists within universities (if available) or by specialized medical units. Student career guidance is particularly supported through pedagogical internships that cannot last less than 30 days (240 hours) and no more than 60 days (480 hours), as well as through development centers and technology parks that facilitate direct contact between employers and students. Thus, the Polish model is distinguished mainly by the particular emphasis placed on practical experience, as well as the development of university–industry relations.

In *Greece*, student counseling is carried out at the institutional level (this service being highly valued and provided free of charge within universities), as well as through career centers (DASTA). The emphasis is particularly on supporting students to adapt from high school to the university environment, as well as supporting students with disabilities. In academic counseling, faculty members play an essential role by monitoring student progress and providing guidance throughout the educational process. Student career guidance is provided by employment and career centers (DASTA), which include internship offices, career offices, as well as innovation and entrepreneurship units.

A comparative analysis conducted on the seven countries (Romania, Austria, Italy, France, Sweden, Greece, and Poland) highlights a series of common elements, such as the provision of academic and psychological counseling services to students in order to facilitate their adaptation to the university environment, the operation of specialized offices in this regard (career centers or offices), and the aim of reducing university dropout and ensuring the transition from the educational environment to the professional one. Nevertheless, differences also exist according to national priorities: for example, in France, the emphasis is on strict regulation of counseling services, whereas Sweden offers a flexible model, Italy structures counseling services within a staged pathway, and Poland emphasizes collaboration with industry through mandatory internships for students.

4. Conclusions

Counseling services play a crucial role in the academic, professional, and personal development of students. Through counseling and career guidance services, students benefit from various activities that help them manage stress and address the

challenges associated with adapting to a new environment—the university setting. These activities include sessions on conflict management, time management, stress and anxiety management, as well as support in making informed decisions about their future careers by identifying their skills and competencies. In Romania, as in the other analyzed countries, students receive the necessary guidance to facilitate their integration into the academic environment.

It is noteworthy, however, that across the European countries studied, counseling and guidance services are specialized: psychological counseling is generally linked to medical services, while career guidance is primarily aimed at facilitating professional integration.

Across all the countries analyzed, counseling services share common objectives, such as reducing university dropout rates, supporting students within the academic environment, and facilitating their integration into the labor market. Thus, the counseling services provided to students contribute not only to their individual progress but also to the development of an equitable and efficient educational system. Additionally, these services promote inclusion and equal opportunities, with particular attention given to students with various disabilities, who are supported in setting educational and professional goals.

This study indicates that the immediate effect of the norms established in this case is the recognition of the students' right to the assistance of counseling services within higher education institutions, namely: informing and counseling of students by faculty members outside practical activities and class hours, psychological counseling, and counseling aimed at professional orientation. Legal regulations in comparative law converge in a similar manner towards the explicit establishment of the rights to academic guidance, psychological counseling, or career counseling.

References

1. Adebowale, O., 2014. Disposition of students to online counselling: The Obafemi Awolowo University, Nigerian experience. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 10(3), pp. 49-74. <https://www.learntechlib.org/p/148475/>.
2. Al-khanji, K., 2004. Psychological, vocational, and academic counseling needs of college students at the State of Qatar and the contributions of gender and citizenship status variables. *Unpublished doctoral dissertation, Temple University*.
3. Aluede, O., Imhonde, H. & Eguavoen, A., 2006. Academic, career and personal needs of Nigerian Univeristy students. *Journal of Instructional Psychology*, 33(1), 50-57, 33(1), pp. 50-57.
4. Arco, J. L., Fernandez, F. D., Heilborn, V. A. & Lopez, S., 2005. Demographic, academic and psychological profile of students attending counseling services at the University of Granada (Spain). *International Journal for the Advancement of Counselling*, 27(1), pp. 71-85.
5. Atik, G. & Yalcin, I., 2010. Counseling needs of educational sciences students at the Ankara University. *Procedia Social and Behavioral Sciences*, pp. 1520-1526.

6. Bostanci, M. et al., 2005. Depressive Symptomatology among University Students in Denizli, Turkey: Prevalence and sociodemographic correlates. *Croatian Medical Journal*, 46(1), pp. 96-100.
7. Cerolini, S. et al., 2023. Psychological Counseling among University Students Worldwide: A Systematic Review. *European Journal of Investigation in Health, Psychology and Education*, 13(9), pp. 1831-1849. <https://doi.org/10.3390/ejihpe13090133>.
8. Cimino, S., Paciello, M., Cersosimo, M. & Pollini, A., 2010. Psychological profile of students attending counseling services at distance teaching university. *Procedia-Social and Behavioral Sciences*, Volume 5, pp. 2154-2159. <https://doi.org/10.1016/j.sbspro.2010.07.429>.
9. Crăciun, M., 2017. Contribuția consilierii de carieră la integrarea studenților în comunitate. *Editura Tritonic*. București. România.
10. Devi, M., Devaki, P., Madhavan, M. & Saikumar, P., 2013. The effect of counselling on the academic performance of college students. *Journal of Clinical & Diagnostic Research*. 7(6), pp. 1086-1088, [Online] <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708204/>.
11. Enăchescu, V. A., 2025. Rethinking Educational Management: Preparing Leaders for Global Sustainability and Ethical Challenges in a Digital Era. *Review of International Comparative Management/Revista de Management Comparat International*, 26(2).
12. European Commission: France, 2023. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/france/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
13. European Commission: Austria, 2025. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/austria/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
14. European Commission: Greece, 2024. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/greece/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
15. European Commission: Italy, 2023. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/italy/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
16. European Commission: Poland, 2025. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/poland/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
17. European Commission: Sweden, 2025. [Online] Available at: <https://eurydice.eacea.ec.europa.eu/eurypedia/france/guidance-and-counselling-higher-education> [Accessed 10 July 2025].
18. Güneri, O. Y., Aydin, G. & Skovholt, T., 2003. Counseling needs of students and evaluation of counseling services at a large urban university in Turkey. *International Journal for the Advancement of Counselling*, 25(1), pp. 53-63.
19. Legea învățământului superior nr. 199/2023, M. n. 6. i. 2., 2023. [Online] Available at: https://edu.ro/sites/default/files/_fi%C8%99iere/Minister/2023/Legi_educatie_Romania_educata/legi_monitor/Legea_invatamantului_superior_nr_199.pdf [Accessed 10 July 2025].
20. Lo Moro, G. et al., 2023. Effectiveness of university-provided individual counselling for healthcare students: A systematic review. *Student Success*, 15(1), pp. 1-13. <https://doi.org/10.5204/ssj.3019>.

21. McKenzie, K., Murray, K., Murray, A. & Richelieu, M., 2015. The effectiveness of university counselling for students with academic issues. *Counselling and Psychotherapy Research*, Volume 15, p. 284–288.
22. Ordinul ministrului educatiei nr. 4042/2024 pentru aprobarea Metodologiei privind organizarea si functionarea centrelor de consiliere si orientare in cariera din institutiile de invatamant superior. 2024. [Online] https://www.edu.ro/sites/default/files/OM_4042-2024.pdf [Accessed 10 July 2025].
23. Ramsey, G. L., 2000. A freshmen student needs assessment of current services provided by the Student Services Department at the University of Wisconsin-Stout. *Unpublished Master's thesis, University of Wisconsin-Stout, Menomonie*.
24. Richițeanu-Năstase, E. R., & Stăiculescu, C. 2015. The impact of career factors on students professional insertion. What measures to be taken by the university?. *Procedia-Social and Behavioral Sciences*, 180, 1102-1108.
25. Sommantico, M., de Rosa, B. & Parrello, S., 2017. Counseling University Students: A Psychoanalytic Approach. *Mediterranean Journal of Clinical Psychology MJCP*, 5(1), pp. 1-21.
26. Thompson, R. J., 2014. Developing fully rounded individuals. *University and College Counselling*, pp. 11-13.
27. Yildirim, F. B., S., O. & Taşkesen, N., 2022. Online Counseling through the Eyes of University Students. *Journal of Qualitative Research in Education*, Volume 36, pp. 86-106. <https://doi.org/10.14689/enad.36.1694>.