

NEWSLETTER

LE MOT DU PRÉSIDENT - WORD OF THE CHAIRMAN

Chers membres,

Je souhaite que la nouvelle année ait commencé pour vous de façon agréable et qu'elle sera fructueuse tant pour vos projets professionnels que personnels.

Cette Newsletter, de façon innovante, est composée de deux parties.

La première partie suit le schéma habituel avec un dossier consacré à un thème central. Notre travail d'orientation ayant comme objectif principal une attention particulière aux étudiants et à la communication avec eux, cette fois-ci, ce sont les étudiants qui prennent la parole. Ils présentent quelques-unes de leurs expériences d'activité en matière d'orientation professionnelle et de service d'informations.

La deuxième partie de la Newsletter est consacrée à une présentation synthétique des objectifs et des actions qui sont entreprises par les groupes de travail de FEDORA.

Vous avez certainement reçu le questionnaire que Joachim Klaus a adressé à tous les membres de l'Association, à vous tous, dans le but de faire une petite enquête sur vos besoins d'information et/ou vos projets de participation aux activités menées par ces groupes.

Nous croyons qu'il est très important que tous les membres, surtout les plus récents, soient bien renseignés sur les réalisations de FEDORA et les projets qui sont en cours, et nous souhaitons qu'un nombre plus grand de membres s'engage dans le développement de ces activités.

Je souhaite terminer ces quelques mots de présentation de ce numéro de la Newsletter en insistant sur le rôle important que ces pages jouent dans la vie de notre Association.

Je crois que la Newsletter est notre moyen de communication privilégié. Elle représente notre opportunité d'échanger les informations, des idées, des contributions et des expériences de membres et de non-membres.

Nous avons tous beaucoup de travail et nous comprenons donc mieux le poids de l'effort et de l'engagement que demande la rédaction de la Newsletter. Depuis quelques années, cette activité est presque uniquement prise en charge par Françoise Michaux à laquelle nous exprimons toute notre reconnaissance.

Permettez-moi, chers membres, de vous inviter à tous prendre à cœur, vous aussi, la responsabilité de ce lien essentiel pour FEDORA; poursuivant notre objectif commun, aidons-nous à le soutenir et à le vivifier.

◆ Lucia Berta,
Présidente

Dear members,

I hope the new year has begun for you all in a pleasant way as far as your professional and personal goals are concerned.

This Newsletter, in a certain innovative way, is composed by two parts.

The first one follows the ordinary scheme with a main topic. The principal aim of our job is to pay a particular attention to students and to communication with them. This time, therefore, it are exactly students who speak and directly report some of their experiences regarding professional counselling and information services.

The second part is dedicated to a synthetic presentation of the goals and actions of FEDORA's working groups.

You have surely received a copy of the questionnaire that Joachim Klaus has sent you all, members of our association, with the aim of making a kind of inquiry about your needs of information and your participation to the activities done by these groups.

We believe it is very important that all our members, especially the recent ones, are sufficiently informed about FEDORA's projects and their implementation and most of all we hope that a larger number of members will be more active in order to develop these activities.

I would like to finish these few words of introduction to this News by underlining you the important role these pages play for the life of our association.

I think the Newsletter is our privileged means of communication, it represents our opportunity of exchanging informations, ideas, contributions and experiences of members and non-members.

We are all busy with our job, we can therefore understand well the engagement and effort that editing this Newsletter means.

It's a long time since this burden lays, quite solely, on Françoise Michaux' shoulders, whom we express all our sincere gratitude.

Dear members, let me invite you all to take the responsibility, you too, of this important link of FEDORA; pursuing our same interest, let us help ourselves to sustain and vivify it more actively.

◆ Lucia Berta
President

Bonding assist students to look into the working world

In spring 1988 twelve students of the Technical University of Aachen, Germany, realised that they found themselves unable to picture their job prospects. During their study they had attained a rich theoretical knowledge but the important question how the following professional life would look like remained unanswered.

This led to the birth of bonding. Since then, the Bonding studenteninitiative e.V. has offered a wide variety of events to give students of all terms, mainly engineers and scientists, the opportunity to look into their favourite field of work.

In that way misorientation in study and many problems during the step from university to professional life can be avoided.

The motto "students help students" - all members of bonding are students themselves, everyone working honorary - entitles all projects of bonding. Workshops, job fairs, speeches and panel discussions are the most important ones. Job fairs have become so popular during the last years that they don't have to be explained any more but it is not a waste of time to have a closer look at the workshops.

With those, 20 to 30 students have got the possibility to work on a case study which is presented by a company. The study's contents arises from a topical problem which occurred in the firm and may treat economic or logistical problems as well as marketing or engineering tasks.

In this way, the participating students learn much about practical problems in companies and get to know teamwork and presentation techniques, important skills which university often can't support.

Today, bonding is Europe's largest students organisation in the field of engineering and science with more than 250 members. There are university groups at seven German locations: Aachen, Berlin, Braunschweig, Dresden, Duisburg, Karlsruhe and Stuttgart. We hope others will follow.

In recent years Europe has grown together steadily. This has involved a more and more European orientated labour market and additional demands on graduates: students have to be more flexible, they have to get familiar with the habits of other nationalities and their working conditions. Intercultural communication is an often used headword.

This implies new tasks for bonding as well: the European orientation of projects and job fairs.

The first job is already done: a close partnership with similar student organisations in Lyon and Nancy, France.

Furthermore, bonding is proud to offer a "European workshop" for the fourth time. This year's workshop deals with the topic "Mobility" and takes place in Karlsruhe from September the 18th to 25th. The workshop is open to students from all over Europe.

The great response and success of the European workshop proves that bonding follows the right path and encourages us to go further.

As you can see there are many parallels between FEDORA and bonding. The only difference is the point of view: on the one hand the student advisers, on the other hand the students themselves.

But doesn't it lead to possible common projects in the future ?

Karsten Wegner

Bonding studenteninitiative — Hochschulgruppe Karlsruhe

E-Mail: bonding@stud.uni-karlsruhe.de

LECTURE

M. FRIDSTRAM D,
The growing importance of international student organisations,
 dans Euro Challenge, p.8-12; 1995/96.

PRESENTATION OF AIESEC

AIESEC is a world-wide, entire student-run and non-profit organisation. Our overall aim is to promote international and cultural understanding through our student exchange programme and other global programmes and projects by using our membership of 60 000 individuals in 85 countries based in over 820 higher education institutions.

AIESEC has a consultative status with ECOSOC through UNESCO and ILO, and our main partners are the International Chamber of Commerce (ICC), the Club of Rome, Junior Chamber International (JCI) and the Society International for Development (SID).

Our current alignment statement is "to enable young people to sustainably develop their communities through using the AIESEC network to run projects which exchange students internationally, partner with companies and mobilise students globally".

The principles that guide all of our activities help us to be an association visionary, responsible, entrepreneurial and global.

Our fields of activity or focus areas at global level are : Corporate Social Responsibility, Higher Education, Entrepreneurship and Cultural Understanding. We consider that based in our nature as international association and the current needs of society, this are the fields were AIESEC can achieve better results.

However, we are developing a new area focus on the relationship between Information and Society, and we are researching on the issue of Values for a global citizenship.

BRIEF DESCRIPTION OF OUR FOCUS AREAS OR FIELDS OF ACTIVITY

1. Corporate Social Responsibility: Creating Responsibility in Business Leaders

The responsible global corporation has been defined as "business taking an active role in addressing economic, social and environmental issues at both global and local community levels".

Society has been undergoing significant changes in the past decade and more seem to be occurring at increasing pace, affecting the entire structure of global society. These changes are already having an impact on the role every individual and entity plays in society, including the corporate sector. With the influence the corporate sector plays in society, looking at the changing role of this sector is increasingly relevant.

Viewing corporations from a perspective of generating profit only is no longer enough on its own. The corporate sector has the purpose of satisfying the needs of the people.

We need to reconsider the private sector as an integral part of society, and of every individual, and depart from the present very rigid and sectorial thinking of the private sector. By adapting our perceptions to the needs of the 21st century, we can work towards a holistic society with every entity working towards the common good.

AIESEC and CSR

As upcoming business persons we see our responsibility in contributing to the shifting of the perceptions of business to suit the needs of the coming century.

Anticipated Results

- Students are educated to be responsible and proactive future leaders;
- Corporate Partners are committed to develop Corporate Social Responsibility and SMEs are committed and enabled to act in a socially responsible way;
- Tools developed which enable companies and stakeholders to measure and identify Socially Responsible performance and actions

Opportunities

With more than 45 years of co-operation between AIESEC and the Private Sector in giving young people the opportunity to interact with the economic and social environment, AIESEC has a close relation to the private sector, as well as a well developed global student network. Making use of both these, AIESEC is striving to achieve results in the area of CSR.

Examples of activities in the field

- Education and the Responsible Global Corporation : Joint project between AIESEC and The Prince of Wales Business Leaders Forum
- LEARNET AIESEC Programme: Joint project among AIESEC and The New Academy of Business, to enable a selected number of students to be exposed to and learn the best practices of socially responsible business by working alongside a facilitator within the LEARNET member companies.
- The State of CSR around the World: AIESEC programme using the AIESEC network to research the perception and state of CSR in different countries globally.
- Social Accounting. Joint project between AIESEC and the Body Shop, with the aim of fostering international co-operation on social accounting, involving companies, the accountancy industry and students. The project aims to mobilise companies and students for joint action.

2. Higher Education: A new Paradigm for Learning

Learning, as a continuous process of mental models shift, that supports the evolution of the person, which happens through questioning, relating and incorporating the reality around in a joyful, creative and confident way.

Education as a process that allows the learning of the person, which can happen in a formal or informal way, during its different stages:

- Pre-school education;
- Basic Education;
- General education/ vocational education;
- Higher Education;
- Long distance.

As we knew the start of a new century it is surely time to re-examine current

PRESENTATION OF AIESEC

processes of learning to prepare citizens for the future. There is a need to improve the formal educational systems in their content and methodologies, and in this case, the Higher education systems, due to the fact that at this level the preparation of future society leaders is taking place.

AIESEC and Education: Education and Learning in the field of Business Economics

AIESEC is a university students run association with a social and economic background, reason why this program fits into the needs of the Business Economics Higher Education needs for change. If at least we are able to introduce changes in the contents and methodologies in Business and economics faculties, by using our competencies, we will be gradually contributing to improve the abilities of the person according to the challenges the world around, and in the long medium term, this person will be able to lead a different role for the business economic sector in the society of the XXIst century. Our goal is to bring Business and economic sector to play an active role towards Human Sustainable Development.

Spected Results

1. Business and Economic sector continuously contributing to Human Sustainable Development
2. Business economic students gaining values, skills and knowledge required for playing the new role of business and economics in the society of the XXIst Century.
3. Official recognition of International traineeships Program, as a learning methodology that enhances the acquisition of those values, skills and knowledge needed.
4. Learning methodologies, and contents of Business Economics Education, adapted to society needs

Phases

- I. RESEARCH: Identify values, skills and knowledge needed within business & Economic sector towards the XXIst Century, based on the role it should be playing.
- II. AWARENESS AND INFORMATION DISSEMINATION : Create awareness on the changes needed within Business and Economics Education to meet the needs of society towards the XXIst century.
- III. PARTNERSHIP BUILDING. Build the partnership between corporate sector, academic and civil society towards the changes needed in Higher Education to build up the values skills and knowledge required.

3. ENTREPRENEURSHIP

Many young people today are not very entrepreneurial. They expect to be job takers rather than job makers. The mindset of society plays a great role towards this. The educational system prepares youth to become employees, and only a small number of them consider alternatives. Entrepreneurship could supply them with an alternative to unemployment in addition to supplying society with a way to achieve economic and social development.

When faced with unemployment, creativity and self-initiation should be the response, rather than resignation and fear, which at present are the most common reactions among youth. The culture of entrepreneurship must be developed and the support system and skills must be taught.

"Just as management has become the specific organ of all contemporary institutions ... so innovation and entrepreneurship have to become life sustaining activity in our organisations, our economy, our society."

Peter Drucker

AIESEC and Entrepreneurship

A critical area for AIESEC to impact is to develop the entrepreneurial capacity of students. Within the entrepreneur you find the ability to generate innovative ideas, to minimise risks and to be a leader and organiser who puts these abilities into new production or activities.

As an association of students in Economics and Business it is a major opportunity for AIESEC to develop and facilitate entrepreneurship among ourselves, and among other young people. AIESEC as an organisation has the resources and tools to facilitate the development of skills and the experience to support the development of an entrepreneurial spirit, entrepreneurship skills and opportunities for entrepreneurship.

Anticipated Results

- Students are educated to be proactive and responsible entrepreneurs;
- Culture of entrepreneurship (curiosity, proactivity, drive) developed in our members and students in general;
- Entrepreneurial skills developed in students: Management Leadership Creativity, Practical knowledge of challenges facing entrepreneurs;
- Develop Social awareness in potential entrepreneurs (link to CSR);
- Awareness and commitment to opportunities in small scale enterprise is enhanced among students and recent graduates;
- Contribution to job creation skills and opportunities for recent graduates.

4. Cultural Understanding

Today's world is one in which different people from different cultures are interacting every day, in which people are living in increasingly multi cultural communities, in which emerging yourself in another culture is easier through a huge variety of exchange options, in which visiting a completely different culture is only a few hours away and in which people are continually confronted by others who are noticeably "different". All these interactions between cultures are something most of us are unprepared for since education is behind the cultural interaction skills which are so vital in today's world. Yet we must still have the skills, attitudes, values and ethics of cultural understanding to create a world based on diversity.

"Culture is the silent communication between a group of people who identify with certain events similarly" observes Edward T. Hall. It is the ability to recognize this "silent communication", appreciate the people who are communicating, understand why they do so and then produce synergy from inter-cultural alliances that will help

PRESENTATION OF AIESEC

characterize the citizens needed for the 21st Century.

What will also characterize the global citizens, is a deep understanding of our own cultures and the values, ethics, history, mannerisms, etc. which makes our cultures what they are and makes them different from the worlds thousands of other unique cultures. This perception of the relativity of our own culture needs then to drive our interactions.

Finally, cultural understanding must be a continual process of learning not just about others but about ourselves, it must be a skill or discipline we continue to improve, an attitude we continue to proclaim and a value we continue to hold and strengthen. It is a journey for ourselves and those we come in contact with and it should be seen as enriching life itself.

"One aspect of the immense and wonderful colour and mystery of life is that groups of people differ from each other in their customs, their way of life, their faith, the colour of their skin and their way of dressing and so on. This "others" of different communities can of course be accepted with understanding and tolerance as something that enriches life; it can be honoured and respected, it can even be enjoyed"

Vaclav Havel, President Czech Republic

AIESEC and Cultural Understanding

To Organize and develop projects that help us, other AIESECers, and the community around us increase their awareness, understanding and appreciation of the different cultures in the world.

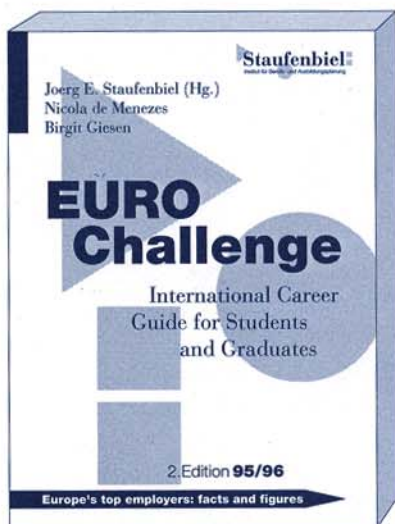
Anticipated Results

1. People understand their own culture so as to understand and respect their own culture.
2. People anticipate differences and master alternative reactions rather than have a withdrawal behaviour.
3. People better understand how to manage their minds, their words, and their unspoken language to become more effective in a multi-cultural environment.

Esther Bartolome, External relations co-ordinator
AIESEC International
E-Mail : aiesec@aiesec.be

Top International Career Guide for European students and graduates

Staufenbiel
Institut für Berufs- und Ausbildungsplanung



ISBN 3-922132-12-X
DM 29,80 plus postage

All you need to know about living, studying and working in Europe, with information about all major European recruiters, plus:

- studying in Europe
- grants and other forms of financial support
- recognition of exams
- employment market and career opportunities for graduates
- salaries
- country profiles

EURO-Challenge isn't limited to the EU, but also looks at Switzerland and Norway

Available in university bookshops and from the publisher

Staufenbiel Institut für Berufs- und Ausbildungsplanung Köln GmbH
P.O. Box 10 35 43 · D-50475 Köln
Phone No: ++49-221-12 40 38 · Telefax No: ++49-221-12 40 30

UNE EXPÉRIENCE ORIGINALE À L'UNIVERSITÉ CATHOLIQUE DE LOUVAIN [B]

La Belgique, sous ses 30.513 km² comptait non moins de 805 647 étudiants dans le cycle secondaire contre 175 510 dans le supérieur en 1993.

L'enseignement supérieur, qu'il y soit de type universitaire ou non y est en général de haut niveau et propose un riche éventail de disciplines très diversifiées.

De nombreuses écoles parsèment le pays mais aussi, quelques 17 Universités dont 9 en région francophone (sous la dénomination d'"Institutions universitaires") et 8 en région néerlandophone (sous la dénomination d'"Universités").

Face aux nombreuses possibilités d'études qui s'offrent aux étudiants ainsi qu'aux nombreuses Universités qui en dispensent les enseignements, nous pouvons aisément comprendre que la qualité de l'information aux étudiants est primordiale pour que le choix qu'ils feront soit un véritable choix.

N'oublions pas, en effet, que c'est de ce choix que dépendra avant tout leur vie d'étudiant et bien sûr par la suite leur vie d'adulte.

Les Universités de Belgique n'ont pas laissé ce choix au hasard et se sont pourvues de "Centres d'information" dont le C.I.D. (Centre d'Information et de Documentation sur les études, les professions et l'emploi) en représente un exemple en ce qui concerne plus particulièrement l'Université catholique de Louvain (U.C.L.).

Ces centres d'information que l'on retrouve associés aux différentes Universités ont pour objectif de fournir toutes les informations nécessaires aux étudiants qui viennent les consulter.

En outre, le C.I.D. a ceci de particulier qu'il a au fur et à mesure des années, déployé, étoffé, amélioré son champ d'activité et ceci mérite que l'on s'y attarde quelques instants.

Le C.I.D. est établi principalement sur le site de Louvain-la-Neuve. mais comprend une "antenne" sur le site de l'Université à Bruxelles (où se est installée la Faculté de Médecine, avec les départements de médecine, pharmacie et dentisterie).

Ce centre permet de

- consulter la documentation à disposition sur tous les types d'études proposés par les différentes écoles supérieures et les universités de Belgique qu'elles soient francophones ou néerlandophones;
- consulter les programmes d'études des universités étrangères qu'elles soient d'Europe ou d'ailleurs;
- d'élaborer une recherche active d'emploi.

Pour réaliser ses objectifs, le CID privilégie un accueil personnalisé que ce soit lorsque l'étudiant est reçu en consultation individuelle ou lorsqu'il est installé dans l'espace d'auto-documentation.

Mais la mission du C.I.D. ne s'arrête pas là ! L'équipe part à la rencontre des élèves de l'enseignement secondaire et de leurs familles dans leurs écoles. Ainsi, même si la Belgique n'est pas très grande, nombreux sont les kilomètres parcourus.

A ce niveau, le CID travaille en étroite collaboration avec une série de partenaires: des représentants des formations mais aussi les étudiants.

Toujours dans le souci d'améliorer l'information aux étudiants, le C.I.D. est allé encore plus de l'avant en s'associant avec le "Rhétokot", une association d'étudiants vivant une expérience communautaire.

En Belgique, un "kot" est une résidence communautaire pour étudiants. Un "kot-

à-projet" est une résidence communautaire pour étudiants de l'U.C.L. qui ont en plus un projet commun qui les rassemble.

L'objectif du Rhétokot est de fournir une aide spécifique aux rhétoriciens (de là son nom): c'est ainsi que l'on appelle les élèves qui sont en classe terminale de l'enseignement secondaire.

Que fait le Rhétokot ?

- il participe aux traditionnelles journées "Portes ouvertes" organisées par l'U.C.L. à destination des élèves et de leurs parents.. Il prend une part dans l'organisation du "Salon de l'étudiant" qui se déroule chaque année à Bruxelles;

- il accompagne le C.I.D. aux soirées d'information. Ces soirées sont très importantes pour le Rhétokot car elles permettent à celui-ci de faire connaître le projet, de montrer qu'un "organisme étudiant" existe pour les étudiants et surtout, d'échanger adresses et numéros de téléphone pour d'autres contacts éventuels.

Le fait que des étudiants de l'Université interviennent dans la mission d'information des élèves du secondaire est très important car en tant qu'interlocuteurs de première ligne ils peuvent répondre de manière très actualisée et surtout "dans le même langage de jeunes" aux questions que peuvent se poser les rhétoriciens.

Les dialogues entre ces deux parties sont très révélateurs, en ce sens que nous avons pu remarquer que les interrogations étaient centrées bien évidemment sur la diversité ou la difficulté des études mais aussi et surtout dans ce cas-ci, sur la vie en groupe, les sorties, les rituels d'entrée à l'Université qui suscitent souvent autant d'interrogations que d'inquiétudes de la part des futurs étudiants universitaires.

Cette association "C.I.D. - Rhétokot" est une formule intéressante et riche dans le sens où les activités des deux parties sont complémentaires.

Rassurés d'une part par les conseils dispensés par divers professionnels du Centre d'information et d'autre part, par ce qu'ils ont pu retirer de leurs conversations ou visites avec des étudiants forcément très proches de cette réalité qu'ils auront bientôt à affronter, les étudiants ont de bonnes raisons de se sentir plus prêts et plus forts pour entamer un nouveau cycle bien particulier de leur vie,...

Il a évidemment fallu bien des années de travail pour arriver à un tel résultat et sans doute que tout n'est pas encore fait.

Mais nous gardons l'espoir de faire encore mieux dans l'intérêt de tous ces jeunes qui sont non moins que les adultes de demain ...

◆ Fabienne Tjoens, responsable du Rhétokot 1995-96
Louvain-la-Neuve

SUCCESSFUL ADJUSTMENT TO UNIVERSITY AND PROGRESSION BEYOND IN A EUROPEAN CONTEXT - Fedora Summer School, Dublin, 21 - 26 August 1995

ABSTRACT

This year some 90 student advisers and counsellors attended the Fedora Summer School at Trinity College, Dublin in Ireland. The 15 countries represented received an excellent welcome from Colette Aungier and colleagues who, with Val Butcher (UK) and Raoul Van Esbroeck (Belgium), organised and hosted this important international summer school.

Entitled "Successful adjustment to University and Progression beyond in a European context" the three stated sub themes were :

- 1) Adjustment for academic success (Theme co-ordinator : Raoul Van Esbroeck)
- 2) Successful adjustment for disabled students (Theme co-ordinator : Myriam Van Acker)
- 3) Successful transition through career/life planning and decision making (Theme co-ordinator : Val Butcher)

Within these themes, the key words underpinning the entire conference, reflected in the keynote speeches and workshops were: flexibility, co-operation, lifelong development, professionalism, change, integration.

Following Dr Lucia Berta's (Italy, President of Fedora) opening messages encouraging "l'esprit de collaboration", the importance of knowing oneself and being ready always to learn, both in our own work and as a message for students, the summer school themes were introduced by the theme co-ordinators.

The theme of transition was picked up immediately by Professor Anthony Clare (Ireland) who spoke eloquently, and at times most humorously, of the transition and adjustment both we and our students are constantly experiencing. He focused on the stress resulting from change describing it as 'what occurs when there is an imbalance between resource and demand'. He noted also that it is at moments of change when the balance between resource and demand is at its most precarious. In urging us to share our experience of change with our students, he emphasised that change is not uniformly a 'good' thing but that in our universities we are in a constant tide of collective change.

Continuing with the theme of transition, Professor Dr J M de Ketele (Belgium) discussed detailed research on transition difficulties experienced by students progressing from secondary school to university. He identified the different skills required for a successful progression through this transition and focussed on ways in which students coped or failed to meet those demands - referring to our role in helping students succeed.

Under the all-embracing title of "Educational and vocational guidance in the EU in the context of lifelong career development" Tony Watts (UK) spoke in his characteristically clear and succinct style of the 'need to find new social ligatures to enable us to develop a new concept of career'. He put forward a challenging concept of a career defined subjectively describing an individual's lifetime progression in terms of learning and work. Guidance, he proposed, was to be a 'lubricant' for all decisions to help this progression to be proactive and not reactive. His introduction of the concept of 'planning for serendipity' (ie planning for unplanned happiness) will long be remembered by those who heard him.

Within the theme of "Successful adjustment for disabled students" Myriam Van

Acker (Belgium) and Majken Wahlström (Sweden) put forward many positive points regarding their institutions', and others', work with disabled students. Focusing on recent research, and with particular reference to Stockholm University's provisions, they shared with us information on action programmes and other ways of ensuring the quality of experience of disabled students in all colleges and universities. In concluding Myriam Van Acker noted that much work is still to be done and that legislation to support disabled students entering and progressing through HE and beyond is essential.

The final two keynote addresses, though approaching the topic from different angles, both hinged on the aim of improving the quality of the student experience in higher education. Dr Irving Mitchell (UK) brought us comprehensively up to date with the proposed introduction of the Socrates and Leonardo programmes. Ms Vivienne Rivis (UK) described quality as embracing the work of all in higher education, involving diversity, flexibility and learner autonomy, and exhorting us to work towards 'a common commitment to good practice in a diverse system'.

Bringing the keynote speeches into a practical forum was completed effectively and enjoyably by the fifteen workshops offered. In the true multicultural, participative and collaborative style of FEDORA these were run in either English or French, unpicked theories and shared experiences, and explored the possibility of implementing ideas in our own work environments. (Full reports on all the workshops and plenary speeches will be available in the final summer school report).

Socially, an extensive programme of events was provided, offering delegates the opportunity to continue discussions informally whilst experiencing authentic Irish culture in the form of theatre, architecture and literature. Receptions to start and finish, sponsored by Irish Distillers and the Bank of Ireland promoted the spirit of collaboration among representatives. Full day study visits to a selection of universities in Northern Ireland as well as in the Republic of Ireland gave a valuable insight into the Irish educational system.

The spirit of the Summer School was excellent throughout, developing the links between existing members of FEDORA and providing a welcome to new colleagues. Possibilities for future collaboration and projects were discussed with enthusiasm, and new ideas shared.

In closing the conference, Lucia Berta, looked forward to the next summer school in Amsterdam (27 August to 1 September 1996) with the major theme of decision making for life-long learning and charged us, in the meantime, to help all our students progress through transitions positively and successfully.

◆ Clair Souter
University of Sheffield
Careers Advisory Service

News

During the time of 5th until 8th September 1995, I had the honour to represent FEDORA at the AGCAS - Biennial Conference 1995 in Lancaster (UK).

AGCAS was established in 1967, initially incorporating only the universities, but from 1969 onwards the polytechnics, and more recently other colleges of higher education. Individual membership now stands at over 650 in some 130 institutions.

In order to promote and represent the interests of careers services, AGCAS works closely together with numerous governmental, professional and other bodies.

The general subject of the conference was "Putting the customer first", which was discussed in plenary sessions, expositions and within 40 working groups.

To me the informal and most effective links among the services themselves as well as the cooperations with representatives of the labour market was highly impressive.

Margaret Dane, the Director of the Career Advisory Service of the Heriot-Watt-University in Edinburgh, a well know member of FEDORA, was elected next president of AGCAS.

FEDORA members and interested persons, who meet at this conference, were informed about oncoming FEDORA activities. Especially the Rostock Conference in May 1996 found high interest.

◆ Joachim Klaus, Vice President

COTISATION 1996 : rappel

Afin de pas avoir de rupture dans l'envoi de la Newsletter et de ne pas retarder la mise à jour de la liste des membres, nous vous remercions d'envoyer, si ce n'est déjà fait, votre formulaire d'inscription avec le paiement de votre cotisation 96 au secrétariat administratif.

FEDORA NEWSLETTERS

FEDORA
BP 55
B-1348
Louvain-la-Neuve

UCL-CID
(Mme F. Michaux-Van der Mersch)
16, Place de l'Université
B-1348 Louvain-la-Neuve
Tél. +10/47 27 06 - Fax +10/45 46 14
E-Mail : Michaux@cid.ucl.ac.be

27 > 30/3/96

Salon européen de l'étudiant – Bruxelles (B)

24 > 28/3/96

Lifelong Learning for the Information Society.
Conference and Showcase – Genova (I)

5 > 8/5/96

Graduate Employment in Europe.
A Challenge for Universities
4th European Conference of the FEDORA
Employment Group - University of Rostock (D)

5 > 8/5/96

Graduate Employment in Europe.
A Challenge for Universities
4th European Conference of the FEDORA
Employment Group - University of Rostock (D)

17 > 19/7/96

5th International Conference on Computers
Helping People with special needs
Johannes Kepler University Linz (A)

27/8 > 1/9/96

Processus de prise de décision dans un contexte
de formation continue – Decision making for life-
long learning
Third FEDORA Summer School
University of Amsterdam (NL)

