

# FEDORA Newsletter

## Spring 2003

### A message from the President

The President and Vice President took part in the UNESCO NGO Consultation on Higher Education in Paris in January. This was an excellent opportunity to promote FEDORA and to network with many other international organisations in the field of higher education. The text of a report we submitted on FEDORA as part of this consultation is included in this newsletter.

The Congress in Odense is coming up and the programme is taking shape. We hope to have lots to interest all members as well as non-members. Congress information and registration forms are available on the congress website:

<http://www.may.ie/careers/home.shtml>

The site includes information on travel to Odense and links to local tourist information. Details of accommodation is also included with links to recommended hotels.

There is also a link to it from the home page of the main FEDORA website which is in the process of being relaunched. Take advantage of the earlybird discounted price and book before **March 10th**.

Members will be disappointed to know that the bid for Socrates Funding submitted by the Board in September to support the development and work of FEDORA was unsuccessful. All the more reason for members to get involved and help FEDORA to grow and succeed in the future.

**Margaret Dane**  
*FEDORA President*



### contacts

*Margaret Dane,*  
*FEDORA President,*  
25 Thomson Road, GB -  
Edinburgh EH14 5HT  
Scotland

Tel:  
+44 (0)131 466 9170

Fax: +44 (0)131 449 2771

Email:  
[margaret.dane@agcas.org.uk](mailto:margaret.dane@agcas.org.uk)

[www.fedora.eu.org](http://www.fedora.eu.org)

8th UNESCO-NGO Collective Consultation on Higher Education  
Paris, 13-15 January 2003  
Contribution from FEDORA  
Forum Européen de l'Orientation Académique  
European Forum for Student Guidance



FEDORA is a forum for those involved in student guidance and counselling in higher education institutions throughout Europe. Its members include careers advisers, student counsellors, special needs advisers for disabled and other students, international students advisers and managers of student guidance and support services as well as some graduate employers. FEDORA was founded in 1988 in response to several trends in the academic and employment environment, such as an increasing number of students who undertake part or all of their studies in other countries or who wish to expand their knowledge and experience by living, studying and working in a different country. FEDORA aims to expand its members' ability to support and enhance students' and graduates' opportunities to study and work in the European Union. It has several working groups which focus on specific aspects of student guidance such as preparation for employment or postgraduate study and psychological counselling or disability and special needs advice in higher education.

FEDORA regularly organizes a number of conferences, the topics of which reflect the main concerns of the European Union and UNESCO as well as FEDORA's own aim and focus. The FEDORA Congress is held every three years. It is the most important event organised by FEDORA as it combines the formal elections and business of the organisation with a programme designed to allow all members to participate, to hear about new developments and research and to share their own experience and expertise across Europe. The last one was in Edinburgh in August 2000 with the topic "Fit for the future - managing a changing world". The report will be published soon. The next congress will be in Odense, Denmark, 25. - 28.5.2003 on the theme "Students & Graduates in the Europe of Tomorrow - student services providing a foundation for lifelong learning and development". At least every two years a summer university is held. The last three were in Bordeaux 1998 ("Higher Education Counsellors - Between Local and International Perspectives"), Stockholm 1999 ("The New Millennium - a Skills Challenge for Higher Education, the counsellor's responsibility for facilitating equality and diversity in a European Society) and Paris 2001 ("Through Guidance to Employment - European Students and Entrepreneurship").

In addition to the Congresses and Summer Universities, conferences are organised by the individual working groups, e.g. the FEDORA PSYCHE group organised both the symposia in Copenhagen in 1999 ("Conference on Separation and Attachment") and in Lisbon in 2002 ("Cognition, Motivation and Emotion: Dynamics in the academic environment"). The Employment Group has organised conferences in Rostock (1996) and Oulu (1998) and is planning another for 2004. There has

been a strong focus on Equal Opportunities and on Disability at a number of our events, reflecting best practice to widen access for students.

FEDORA was first invited to participate in the 7th UNESCO-NGO Collective Consultation on Higher Education in 2000 as an observer. This conference proved to be a platform for connecting with other colleagues working in similar areas to make the World Declaration on Higher Education more relevant for our work. Since then FEDORA has worked together with the International Association of Student Affairs and Services Professionals (IASAS) on "The Role of Student Affairs and Services in Higher Education - A Practical Manual for Developing, Implementing and Assessing Student Affairs Programmes and Services". In addition FEDORA has also cooperated with International Association for Counselling on the "Handbook on Career Counselling. A Practical Manual for Developing, Implementing and Assessing Career Counselling Services in Higher Education Settings". Besides this direct work we have adopted some basic ideas of the World Declaration on Higher Education for our other activities. The topic of our summer university of 2001 ("Through Guidance to Employment - European Students and Entrepreneurship") reflected the declaration's idea to educate highly qualified graduates and responsible citizens and to provide opportunities for higher learning and for learning throughout life. At this conference Mr. Seddoh in his opening speech related the European perspective to worldwide issues and provided us with some very useful insights. In particular he referred to the speed and global dimensions of the changes facing the world, the impact of technology and communications on how we interpret and interact with the world, the importance of academic knowledge and skills, the need for professional and social mobility and for life-long education. The importance of high quality guidance and counselling to underpin this life-long learning process within higher education and beyond into employment was emphasised.

FEDORA events are aimed primarily at helping their members understand all the complex issues and trends affecting their work, in order to help them to be more effective practitioners. In this way we help members to contextualise their work within the many and rapid changes taking place in the external educational, economic, cultural, social, technological and legal environments, but also to take account of the personal development needs of the students whom they support in the transition into, through and out of higher education into employment. So for example, the conference on separation and attachment in Copenhagen highlighted the effects on students and learners of globalisation and the development of new technologies. The changing nature of work demands new qualifications. Students react to these changes in various ways. A common

contacts

Margaret Dane,  
AGCAS Chief Executive,  
25 Thomson Road, GB -  
Edinburgh EH14 5HT  
Scotland

Tel:  
+44 (0)131 466 9170

Fax: +44 (0)131 449 2771

Email:  
margaret.dane@agcas.org.uk

[www.fedora.eu.org](http://www.fedora.eu.org)

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Dr Gerhart Rott  
Vice President FEDORA  
Zentrale Studienberatung  
Bergische Universität -  
Gesamthochschule  
Wuppertal  
Gausstr. 20  
D - 42 097 Wuppertal  
Germany

Tel:  
+49 (0) 202 439 32 81

Fax:  
+49 (0) 202 439 2597

Email:  
rott@uni-wuppertal.de

denominator of such reactions is great uncertainty and the fear of failure, since increasing flexibility often implies additional stress and pressure put on students.

It is the task of the higher education institutions to help students adapt to and profit from the experience of and expectations imposed on them both within their higher education environment and with a view to their future personal and professional life and to provide a space for exploration and opportunities for reflection to help students develop a self-activating and self-regulating learning environment. Student services play a key part in helping with this process of personal and educational development and adaptation. Through FEDORA, the professional staff within these services can share concerns, solutions and knowledge to assist students in developing their own reflective learning and coping solutions.

To achieve this aim higher education has to support learning structures and programmes to help students develop their sense of personal identity and the skills required for success in the future. At this point guidance and counselling comes in. Professional support and orientation is required in order to create

a learning environment in which critical situations are seen as a chance to develop personal competencies and to strengthen self-esteem. The increasing focus on employability also makes the role of HE Careers Services a critical one in facilitating students' transition from higher education to employment through a combination of work-related learning and career management skills. Guidance and counselling should be acknowledged as a third constituent element in higher education, alongside teaching and research, and adapted to the needs of an increasingly diverse student population.

Further information about the structure and activities of FEDORA as well as copies of Newsletters and reports can be found on the FEDORA homepage [www.fedora.eu.org](http://www.fedora.eu.org).

FEDORA wishes to pursue the possibility of becoming an official NGO within UNESCO framework of the World Declaration of Higher Education.

**Margaret Dane, FEDORA President**

**Gerhart Rott, FEDORA Vice-President**



## Quality in Irish Universities

At a conference held in Cork, Ireland in February, *A Framework for Quality in Irish Universities: Meeting the Challenge of Change* was launched on by the Committee of Heads of Irish Universities.

Simultaneously, the Irish Universities Quality Board was inaugurated - a significant development in the engagement of Irish universities with the issue of quality.

The document is available on the CHIU website at:

<http://www.chiu.ie/Quality.pdf>

## Information Technology & Careers Education

Dear Colleagues,

If you are involved in or are aware of any interesting projects relating to the use of Information Technology in careers work I would be very interested in hearing from you.

Regards,

Jill Barret

See margin for contact details

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**contact**  
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**Jill Barret**  
Careers  
Consultant

**Dublin Institute of  
Technology**  
Dublin 2  
Ireland

**Tel:**  
**+353 1 4023000**

**email:**  
Email: [Jill.barrett@dt.ie](mailto:Jill.barrett@dt.ie)

## Modern Languages & Careers Education Materials Les Langues et les Matériaux Pertinents à l'Orientation Professionnelle

Dear Colleagues,

I am involved in a joint project to design and deliver careers education materials that can be customized for use in modern language departments in the following institutions: Trinity College Dublin, Dublin City University and Waterford Institute of Technology and I am writing to ask for your assistance.

We are very interested to see what is happening with our colleagues in Europe - your thoughts and ideas including websites, reports etc. would be very much appreciated

Regards,

Angela Collins

See margin for contact details

Chers Colleagues,

Je suis membre d'une équipe inter-universitaire qui a pour but de concevoir et présenter des matériaux pertinents à l'orientation professionnelle visés à être incorporés dans les programmes d'études des départements de langues de Trinity College, Dublin, Dublin City University et Waterford Institute of Technology en Irlande.

Je vous serais donc très reconnaissant si vous voudriez bien partager vos expériences de votre établissement avec nous ainsi que des informations sur des sites Internet utiles, des rapports etc.

Sincères salutations,

Angela Collins

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**contact**  
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**Angela Collins**  
Careers Officer  
Waterford  
Institute of  
Technology  
Waterford  
Ireland

**Tel:**  
**+353 51 302038**

**email:**  
[acollins@wit.ie](mailto:acollins@wit.ie)



As you already know the FEDORA Congress 2003 will take place in Odense, Denmark from Sunday May 25 until Wednesday May 28 2003. The Message from the President about the Congress gives more detail on the aims and objectives and encourages you all to take part.

The theme of the Congress is:

**“Students & Graduates in the Europe of Tomorrow - student services providing a foundation for lifelong learning and development”** and is designed to focus on the important contribution made by HE student counselling and guidance services to the long-term personal and professional development of students up to and well beyond graduation.

There will be three keynote speeches on:

“Students & Graduates in the Europe of Tomorrow”

“The Bologna process – implications & concerns”

“Earning, Learning & Leisure – achieving work/life balance”

There are four broad subthemes for the workshop sessions; these are intended to stimulate possible contributions from as many perspectives as possible:

- Student services responding to change – workshop contributors may wish to cover some of the ways that different specialist services, disability advisers, educational advisers, student counsellors, psychological advisers and careers advisers are changing how they work to meet new demands.
- The impact of widening access on our work – policies of very significant growth and social inclusion in higher education have brought a much more diverse student population into higher education. Contributors may wish to discuss how increased numbers of students with disabilities, mental health problems, personal and financial difficulties, from very different social or ethnic backgrounds have changed their work as student counsellors and advisers
- The impact of new course structures on student services and employers – the major changes taking place in many European countries as they adapt to the Bachelors - Masters structure are already having an impact on those providing educational advice. Contributors may wish to describe how they are responding to these changes and how they are helping influence the developments in their institutions. Others may wish to focus on how they can help employers understand these new courses and qualifications.
- Helping promote a better balance between study, work and leisure activities – students, academic and student service staff, graduates in the workplace, everyone is under more pressure at

Comme vous savez déjà, le congrès 2003 de FEDORA aura lieu à Odense au Danemark du dimanche 25 mai jusqu'à mercredi 28 mai 2003. Le message du Président sur le congrès vous donnera plus de détails sur les objectifs et nous vous encourageons à y participer.

Le thème du congrès:

**“étudiants et diplômés dans l'Europe de demain - les services de conseil pour les étudiants, structures de soutien pour les études initiales et continues”** ce congrès focalise sur la contribution importante apportée par ces services de consultation ou conseils liée au développement personnel et professionnel auprès d'étudiants tout au long de la vie et bien au delà du diplôme.

Il y aura trois discours principaux:

“Etudiants et diplômés dans l'Europe de demain?”

“Le processus de Bologne? les implications et difficultés?”

“études, apprentissages et loisirs? équilibre entre la vie sociale et vie personnelle?”

Il y a quatre grands sous thèmes pour les sessions d'ateliers; ceux-ci sont prévus pour stimuler des contributions possibles autant que de perspectives

- Les services d'étudiants répondant aux changements? Les intervenants peuvent souhaiter présenter comment ils travaillent pour satisfaire ces nouvelles demandes dans leur service qu'ils soient conseillers pour handicapés, conseillers éducatifs, conseillers d'orientation, conseillers psychologiques et conseillers pour l'emploi.
- L'impact sur notre travail d'un accès plus large des étudiants? les politiques d'une croissance très significative et une ouverture plus importante de l'enseignement ont permis à des étudiants de milieux sociaux beaucoup plus divers d'accéder à l'enseignement supérieur . Les animateurs d'ateliers peuvent souhaiter discuter comment avec un plus grand nombre d'étudiants avec des handicaps divers, des difficultés de santé personnelles, financières et mentales, des milieux sociaux ou ethniques très différents, a modifié leur travail de conseil.
- L'impact de nouvelles structures de cours sur les services de conseil et d'emploi – le principal changement intervenant dans beaucoup de pays européens pour adapter les licences, masters a déjà un impact sur le conseil éducatif. Les animateurs d'ateliers peuvent souhaiter décrire comment ils répondent à tous ces changements et comment ils permettent à leur institution d'évoluer. D'autres peuvent souhaiter se concentrer sur l'aide qu'ils apportent aux employeurs pour comprendre cette réforme.
- Aider à promouvoir un meilleur équilibre entre les études, le travail et les activités de loisirs - les étudiants, le personnel des services scolaires et



**Eleonore Vos**

email:

e.vos@dienst.vu.nl

Tel:

00 31 20 444 5060

**Margaret Dane**

email:

margaret.dane@agcas.org.uk

work. Contributors may wish to describe ways of helping students and those who teach and support them to find a better balance between the different demands made on their time and energy.

The Congress organising committee wants to ensure an interesting and stimulating conference with as wide a participation as possible and so is keen to encourage FEDORA members to offer to deliver a workshop. If you would like to do so, please send a short description (about 300 words in total) including: a title, who will deliver the workshop, the aims of the workshop and its structure.

Please send your brief description to Eleonore Vos at the e-mail addresses below with a copy to Margaret Dane for information. In February we will let you know whether and hopefully how your suggested workshop can be fitted into the programme.

For the FEDORA Congress organising committee for Odense:

**Eleonore Vos** E e.vos@dienst.vu.nl

**Margaret Dane** margaret.dane@agcas.org.uk

universitaires, les diplômés sur leur lieu de travail, pour tous la pression du travail est plus forte. Les animateurs d'ateliers peuvent souhaiter décrire la façon dont ils enseignent et soutiennent les étudiants à mieux gérer leur temps et à trouver un meilleur équilibre entre les différentes contraintes.

Le comité d'organisation du congrès veut assurer des conférences intéressantes et attractives et encourage le plus grand nombre des membres de FEDORA à animer un atelier. Si vous le souhaitez, envoyez svp une courte description (environ 300 mots au total): un titre pour l'atelier, les objectifs de cet atelier et sa structure.

Veuillez l'envoyer à Eleonore Vos aux adresses de E-mail ci-dessous avec une copie à Margaret Dane pour information. En février nous vous ferons savoir si votre atelier est retenu dans le cadre du programme.

Pour le comité d'organisation du congrès de FEDORA pour Odense:

**Eleonore Vos** e.vos@dienst.vu.nl

**Margaret Dane** margaret.dane@agcas.org.uk



.....  
**contact**  
.....

**Eleonore Vos**

Email: e.vos@dienst.vu.nl

Tel:

00 31 20 444 5060

**Margaret Dane**

email:

margaret.dane@agcas.org.uk

## EVENTS

### FEDORA Congress

*“Students & Graduates in the Europe of Tomorrow - student services providing a foundation for lifelong learning and development”*

*“étudiants et diplômés dans l'Europe de demain - les services de conseil pour les étudiants, structures de soutien pour les études initiales et continues”*

**25 - 28 May / mai 2003**

**Odense, Denmark**

<http://www.may.ie/careers/home.shtml>

**25<sup>th</sup> EAIR Forum,**

**24- 27 August / août 2003**

**University of Limerick, Ireland**

[www.org.uva.nl/eair/limerick/index.html](http://www.org.uva.nl/eair/limerick/index.html)

## FEDORA Newsletter Contact Details

**Loretta Jennings**

**Editor**

**National University of Ireland, Maynooth**

**Co Kildare**

**Ireland**

**Tel: +353 (0) 1 7083653**

**Fax: +353 (0) 1 7083508**

**Email: [loretta.jennings@may.ie](mailto:loretta.jennings@may.ie)**

**[www.may.ie/careers](http://www.may.ie/careers)**