



Newsletter

Spring 2005

Message from the President

Welcome to the Spring 2005 edition of the FEDORA Newsletter. Thanks once again to Loretta Jennings for the design and production of this issue and to Margaret Dane who translated items submitted in French.

I have just come back from a very inspiring EC meeting in Madrid and there are a few developments that I would like to share with you.

First of all, the new Working Groups have now been set up. With the elections finished we have made a decisive step forward. Thank you to all of you who were involved in making this restructuring process a reality, especially to Per Andersen for organising the elections.

The new Working Group co-ordinators are:

Disability & Special Needs:

Joachim Klaus

Educational Guidance & Counselling:

Per Christian Andersen (for the time being)

Employment and Careers Guidance:

Geneviève Laviolette

Psychological Counselling in Higher Education (PSYCHE):

Ernst Frank

During our EC meeting we had a fruitful meeting with the Working Group co-ordinators and exchanged ideas for the future, which will help us to develop a more and more systematic approach for internal and external networking and to increase our strategic and operational effectiveness. I am looking forward to working with you all on this.

If you have not yet decided upon a Working Group and would like to join one, please make contact with the co-ordinator above. The contact details will be published on the FEDORA homepage in the near future.

This year we are looking forward to two exciting events. The first will be the PSYCHE conference in Groningen on *"Internationalisation within Higher Education in an Expanding Europe;*

New Developments in Psychological Counselling", 8th to 11th June 2005. Registration opened on March 15th. Further information as well as the registration form can be found on the conference website. With the invitation of a Polish key speaker, Piotr Pawlowsky, we are sending a message that we want to further integrate members from the new member states.

The second event this year will be the Summer University with the title *"Knowledge and Transitions: Challenges for Guidance and Counselling within the Context of Globalization and the Enlarged European Union"*. This will take place in Nicosia, Cyprus, from 13th to 17th July 2005. This conference is important for FEDORA and the wider world concerned with guidance and counselling in higher education. We will have about thirty workshops, which will provide excellent opportunities to exchange ideas and experiences; one of the workshops will be dedicated to seeing where each country is in the Bologna Process and among other things we will take a look at the Trends IV report prepared by the EUA in one of the key lectures. The programme as well as other useful information will be published on the conference website soon.

Also, I would like to inform you that the *FEDORA Congress in 2006* will take place in Vilnius, Lithuania. The envisaged date for this event is 23rd to 25th October 2006. The topic will be *"Guidance and Counselling within the European Higher Education Area/Orientation et conseil dans l'espace Européen de l'enseignement supérieur"*. To prepare the congress, FEDORA will host a small symposium for colleagues of the new member states in Krakow in the context of an enlarged EC meeting in Spring 2006. The aim of this symposium will be to introduce FEDORA to colleagues of those countries as well as to give them the opportunity to present their guidance and counselling provisions and to update the New Skills for New Futures reports to some extent.

Over the last months FEDORA took some very important steps to strengthen its external contacts with the European University Association (EUA).

LEONARDO DA VINCI EUROPEAN WORKSHADOW EXPERIENCE

The last meeting of the Executive Board took place in the premises of the EUA, where we also had the opportunity to meet with some of its representatives. In addition I was invited to attend the 3rd EUA convention in Glasgow with the title "Strong Universities for Europe" from 31st March to 2nd April 2005. During this convention I received the impression that the Bologna Process becomes more and more a core agenda for the European universities themselves. With the invitation to this convention and the increasingly stronger ties to the EUA, FEDORA is given a good opportunity to define itself as a stakeholder in this process.

Finally, the EC meeting in Madrid gave us a chance to enhance our contact with the potential FEDORA membership in Spain. I would like to thank Paula Ferrer-Sama for preparing the meeting thoroughly and for taking such good care of us during this meeting.

I hope to be able to welcome you at one or both of our conferences this summer.

Gerhart Rott

European Association for International Education

EAIE's Kraków conference website has gone live!

The European Association for International Education (EAIE) announces that its conference website has gone live. It is now possible to register on-line at:

<http://www.eaie.org/krakow>

for the 17th Annual EAIE Conference, which will be held from 14 to 17 September 2005 in Kraków, Poland.

The Annual EAIE Conference, one of Europe's biggest professional education conferences, brings together around 2000 international educators from all over Europe and the world.

This year's keynote speaker is **Bronislaw Geremek**, member of the European Parliament and Professor at the Natolin campus of the College of Europe, where he holds the chair of European Civilisation.

Further information regarding the EAIE and the conference can be obtained from the EAIE Secretariat, PO Box 11189, 1001 GD Amsterdam, The Netherlands, tel +31-20-525 49 99, fax +31-20-525 49 98, e-mail: eaie@eaie.nl

or consult the EAIE website:

<http://www.eaie.org>

What a wonderful opportunity to experience the practice of our European counterparts in relation to careers work. That's exactly what a group of innovative Careers Advisers got to do.

In August 2004, Harriet Andrews from Dundalk Institute of Technology, Angela Collins from Waterford Institute of Technology and Marie KIELTY from the Institute of Technology, Tallaght travelled on a work experience trip to Finland and Estonia. Through funding granted by the Leonardo Da Vinci Mobility project, members of ITCAN (Institutes of Technology Career Adviser Network) were enabled to participate in a work shadow trip within the European Union.

The group set out a detailed timetable of visits prior to their journey and gained a varied insight into the activities of both Student Services and the Careers Service in third level institutes within Finland and Estonia.

In advance of departing the group met with their Mentor, Amanda Smyth of Dublin City University and set out the objectives of their journey. "The European workshadow experience was wonderful. Not only did we get to network with our colleagues but we also had great fun in experiencing different cultures"; said Harriet Andrews, DkIT.

In May 2005, two more work shadow groups will venture on their journeys. Study visits are planned for both Poland and another to different institutes within Estonia.

Amanda Smyth

Acting Head of Service

Dundalk Institute of Technology

Co Louth

Ireland

Report of the 9th collective consultation UNESCO-NGO on Higher Education

APRIL 6-8 2005

KARINE BRUTIN, TEACHING IN THE BAPU-PASCAL AND THE INTERNATIONAL SOCIAL RELAY, REPRESENTING FEDORA

As the representative of FEDORA-PSYCHE for France, I was invited to take part in this meeting on behalf of FEDORA. FEDORA is now recognised as similar to an NGO by UNESCO, and this is now the third time that FEDORA has taken part in these collective consultations on Higher Education (HE). 56 NGOs were present of which many were international associations of HE students and teachers.

The exchanges were aimed at the development by UNESCO in dialogue with NGOs representing lay organisations, of recommendations intended for the Member States regarding higher education. There were three working groups in this conference: education for all, education and sustainable development, higher education vis-à-vis than the challenges of globalisation. I took part in the third group which was concerned with "transborder education", or "education without borders". The essential problem of the group "higher education vis-à-vis the challenges of globalisation" was to define the headlines of the report: on the one hand the impressive multiplication of initiatives within higher education across borders contributing to meeting the cultural, social and economic objectives of the institutions, but also, on the other hand, the emergence of an extremely alarming current tendency, consisting of the increase in the commercial focus of higher education on the market, pushed by the demand for higher education on a worldwide scale, the reduction in public funding in many countries, and the diversification of suppliers of higher education to private commercial providers.

I will limit myself here to the principal points covered in the debates and reflections on the situation of education on a world level.

1. Higher education is developing fast in all the parts of the world. In addition, educational mobility has never been so extensive: 1,5 million students worldwide studying outside their own country. The United States, United Kingdom, and Australia lead amongst the largest exporters of teaching in terms of student popularity. France or Germany where the fees are lower are also very popular.

2. However if the demand for higher education is growing continuously, the budget for research is reducing everywhere in the world, which forces HE

institutions to seek various other sources of funding.

3. And it is exactly there where the development of a Knowledge Society (creation, dissemination and use of knowledge) risks being diverted from its objectives by the profit motive. The World Trade Organization is very interested in this lucrative sector. Since 1994, the General Agreement on the Trade of Services (GATS) includes teaching in the list of the services to be liberalised. From 2005, as an objective of the negotiations, the Member States must have managed an agreement aimed at supporting the free movement of students and educational services or the establishment of institutions and foreign campuses. Only the government of Argentina and Brazil, it should be welcomed, removed education from their trade agreements.

4. This trend has resulted in the growth of the private sector worldwide. The consultation participants therefore reflected on questions about accreditation and about quality assurance, though others pointed out that already by using the term quality assurance, one is evaluating a product, but is education a product? Don't other countries have different and more usable criteria?

5. The ever increasing competition between universities has resulted in the small universities offering targeted courses focussed on the market, like commerce and marketing, flourishing to the detriment of less profitable subjects like philosophy, psychology or history. The question put by a student representative was: which will be the institution which will be able to criticise the economic system? What will happen to fundamental research in a system guided only by profit? This is all the more important because profit concerns only short-term visions and because it is impossible to envisage which disciplines will be useful tomorrow.

6. A further consequence has been the brain drain from the south towards the north, and the diversion of research towards more lucrative sectors like banking and business. How can we train researchers and then keep them? This question was also related to the need for greater value being placed on the teaching profession.

7. All the participants wished to refer to the precise definitions elaborated by the central document of UNESCO which I reproduce here:

"Many casually use the two terms 'internationalisation' and 'globalisation' interchangeably. In this document globalisation is presented as a phenomenon which has an impact on higher education while internationalisation is regarded as one of the strategies put into place by higher education when encountering the opportunities and challenges of globalisation. Internationalisation includes a multiplicity of elements such as programmes of study, teaching /apprenticeships, research, institutional agreements, the mobility of the students / teachers, co-operation for development etc."

8. Lastly, we are proud to announce that the president of FEDORA made a proposal which was adopted unanimously, according to which all professionals supporting students in the learning processes and preparing them to face the challenges of the future should be recognised as full participants in the evolution of the university.

Recommendations

UNESCO in dialogue with NGOs is working on recommendations with the governments of the countries, playing the part of "impartial mediator" while bringing an ethical dimension in this world of increasing commercialisation and trade in education.

It stresses the importance of the knowledge society as the engine of economic development and underlines the risks for those who are excluded from it, either groups within countries or the countries themselves. It strongly reaffirms the principles of the World Declaration on higher education for the 21st century which affirms that teaching must be regarded as public property and that official support for higher education and research remains essential to ensure a balanced achievement of society's educational and social mission. It reaffirms the inseparable bond between teaching and research, which, if separated would be likely to lead to a society of information, not of knowledge.

A first written text will be available shortly.

Translated from French by Margaret Dane

FEDORA-PSYCHE CONFERENCE

Internationalisation within Higher Education in an expanding Europe; new developments in Psychological Counselling

GRONINGEN, 8 - 11 JUNE 2005
Conference fees

€ 120 Fedora members

€ 240 non-members

This includes coffee, tea, lunch and the conference proceedings.

Full details at:

<http://www.rug.nl/fedora/english/index>

FEDORA Newsletter

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FEDORA Employment & Career Guidance Group (FECG) meeting in Poitiers, April 2005

Christian Cormier of the **University of Poitiers in France** welcomed a group of 9 of us to his University which kindly hosted the meeting.

There was considerable discussion about the future of FECG and we were concerned not to lose the momentum created last year during the conference in Stoke Poges despite the departure of Sarah Vandeveld as Co-ordinator of the group. Thanks to Sarah were recorded.

The need for the group to have clear objectives which are widely publicised and understood is well recognised and Margaret Dane referred to the FECG statement produced last year (in English & French on the FEDORA website).

The group also needs to link to wider issues like implementing the Bologna Process and the Coimbra Group and everyone emphasised the importance of working closely with employers to keep them informed of developments in higher education and sharing good practice, particularly with new member states of the EU.

There is a need to recognise and respond to what employers want, but often this is a "quick fix" for a particular recruitment problem rather than developing a long-term strategy and relationships with universities.

FEDORA can help employers understand what is happening in Europe in relation to the Bologna and the Lisbon agendas and also facilitate links between higher education and industry across Europe.

Discussion about developing the FECG website mirrored similar discussions at the Executive Committee and we look forward to further developments there.

One of the key areas of discussion was the election of the five members of the FECG Co-ordinating Committee. The key roles to be played by these five members are:

Co-ordinator - Genevieve Laviolette:

management and leadership of FECG; to call and chair meetings; Secretariat of FECG; follow up agreed actions; relations with the Executive Committee and other Working groups.

Deputy Co-ordinator / Employer Relations - John Franks:

to call and chair meetings in absence of Co-ordinator; particular responsibility for employer relations; recruiting more employer members; finding employer partners as appropriate; working with FECG Membership Sub-group established at Stoke Poges to develop and implement a marketing strategy for FECG.

External relations - Ernestini Bardi:

develop relations with other external organisations eg COIMBRA Group, professional bodies and other European organisations eg EURES; work closely with Deputy Co-ordinator on employer relations, including SMEs.

Internal Communications - Adette Ring:

keep the FECG membership and mail lists up to date; communicate with FECG members; circulate information to members: keeping FECG website up-to-date

Training - Danielle Haug:

work with FECG Training Sub-group to identify and organise training provision for FECG members; build on work done by this sub-group at Stoke Poges; liaise with the FEDORA Training Group in relation to FEDORA Conferences, Summer Universities and Congresses; develop ways for members to exchange good practice; develop stages and staff exchanges for FEDORA members.

Much of the future work of FECG will develop out of the work started in Stoke Poges and the ideas developed above. Since last July, Susan Douek and Maggie Kalaska have been working on developing a Training Needs Questionnaire and copies of this were circulated to FECG for comment.

Though there was too little time to discuss ideas for the Cyprus Summer University, a number of workshop offers have been submitted by FECG members. We are delighted to hear that it will go ahead and we look forward to a lively conference in the summer.

Margaret Dane

**FEDORA SUMMER UNIVERSITY
13 – 17 JULY 2005**



13 – 17 JULY 2005

UNIVERSITY OF CYPRUS, NICOSIA, CYPRUS

***“Knowledge and Transitions: Challenges for Guidance and Counselling
within the context of Globalization and the enlarged European Union”***

Information and registration forms now available at:

<http://www.nuim.ie/careers/2005cypruswelcome.htm>

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