

### Message from the President

Welcome to this Winter 2003 edition of the FEDORA Newsletter. This is my last message to you all as FEDORA President and I am very pleased to be able to hand on that role in January to the capable hands of Dr Gerhart Rott.

I would like to pay special tribute to Gerhart who has given me tremendous support as Vice-President over the last three years. We have worked together to build FEDORA's profile and to represent the interests of FEDORA externally with a wide range of organisations from UNESCO and the OECD to the European Universities Association and the European Commission & its various parts.

*They are:*

Tapio Anttonen .....Finland  
Graça Figueiredo Dias .....Portugal  
Loretta Jennings .....Ireland  
Karin Klitgaard Moeller .....Denmark

Louis De Vos, as Secretary and Martine Pagès as Treasurer have made up the FEDORA Board and I'd like to thank them especially for their work in keeping FEDORA's finances and administration running and for giving so much time and effort. They, like Gerhart, have volunteered to do another three years on the Board and their work is greatly appreciated.

I'd also like to thank all the other members of the Executive Committee who have contributed so much over the last three years. In particular I want to mention those who are departing, in most cases after six years of service.

Spyros Kriwas .....Greece  
Maria-Fé Sanchez .....Spain  
Tina Teljstedt .....Sweden

### Executive Committee 2004-2007

President .....Gerhart Rott (Germany)	Ireland .....Harriet Andrews
Treasurer .....Martine Pagès (France)	Italy .....Pierpaolo Luderin
Gen. Secretary ....Louis Devos (Belgium)	Netherlands .....Eleonore Vos
Vice-President ....Per Andersen (Denmark)	Portugal .....Isabel Cristina Gonçalves
Austria .....Michael Katzensteiner	Spain .....Paula Ferrer-Sama
Finland .....Juha Lahti	Sweden .....Anita Stervander
Greece .....Kiriaki Kirianou	UK .....Craig McDevitt

### FEDORA Congress 2003

The successful FEDORA Congress held in Odense, Denmark from 25 – 28 May involving over 120 delegates who enjoyed the wonderful hospitality and friendliness of our hosts at the University of Southern Denmark is now slowly

fading in our memories. Thanks again to everyone who contributed to its success. Many of the Congress papers are now available on the FEDORA website and a full report is being produced.

## OECD Conference, Toronto October 2003



FEDORA was invited to contribute to a major international conference on "Career Guidance and Public Policy: Bridging the Gap" in Toronto, Canada from 4<sup>th</sup> to 8<sup>th</sup> October. The Conference was organised by OECD in association with the European Commission, the World Bank and the IAEVG. Margaret Dane, President of FEDORA and Dr Gerhart Rott, Vice-President took part both on behalf of FEDORA and as part of their national delegations.

The results of the joint OECD / World Bank / European Commission's review of Career Guidance Policies in 38 countries worldwide were presented and discussed. The main theme was government policy and funding for Careers Guidance in the context of lifelong learning. It is clear that higher education careers services (where they exist) are increasingly recognised as playing an important part in this provision and that working in partnerships with others is seen as one of the best ways to ensure a "seamless" service from the viewpoint of the user. We expect to see the key

recommendations of this review early in the new year. Anyone interested in seeing the conference papers can access:

[http://www.hrhc-drhc.gc.ca/sp-ps/arb-dgra/conferences/2003/guidance\\_orientation/index.htm](http://www.hrhc-drhc.gc.ca/sp-ps/arb-dgra/conferences/2003/guidance_orientation/index.htm)

The OECD website address is:

<http://www.oecd.org/home>

### **Footnote:**

This Newsletter will also be available on the FEDORA website so that it can be downloaded and printed off, in English or in French. Thanks once again to Loretta Jennings for producing it and to Nicole Leray and to Geneviève Laviolette for thier translation.

---

**Margaret Dane,  
FEDORA President**

## European Conference n Educational Research Hamburg 2003

**Gerhart Rott**

From 17 - 20 September 2003 I participated in the European Conference on Educational Research (ECER) in Hamburg. The conference was organised by European Educational Research Association (EERA). At this conference I gave a lecture with the title "The Challenge of Inter - and Transdisciplinary Knowledge: Results of the WISA Project", in which I introduced the WISA project of my university to the audience. Participants came from all over Europe as well as Asia and Australia.

The conference was divided into 24 different networks with topics such as *European Curriculum Research* or *Policy Studies and Politics of Education*. My presentation was included in network 22 *Research in Higher Education* under the heading "The Changing Curriculum of Higher Education in the context of the Knowledge Economy". This network was chaired by Barbara Zamorski of the University of East Anglia.

Apart from giving my own lecture I also participated in the symposium on *Higher Education: Societies and Universities in Transition*. Among the contributors were David Bridges (University of East Anglia), Rafael Gordon (University of Warsaw), Terence McLaughlin (University of London), Robertas Jucevicius (Kaunas University of Technology) and Irena Leilugiene (Kaunas University of Technology).

This conference provided me with the opportunity to introduce FEDORA to some of the participants. I also gained some valuable background information on and a better understanding of the new EU member states.

The conference programme can be found on the internet at:

[http://www.eera.ac.uk/ECER2003/hamburg\\_programme\\_final.pdf](http://www.eera.ac.uk/ECER2003/hamburg_programme_final.pdf)

**"Graduate Recruitment and Employment  
across the  
Enlarged European Community "**

**"Le recrutement et l'emploi des diplômés  
dans l'Union européenne élargie"**

*FEDORA Summer University & Employment Conference 2004*

*L'Université d'Eté & Congrès 2004 d' Emploi de FEDORA*

*30 June - 2 July 2004*

*30 Juin - 2 Juillet 2004*

*College of Europe  
Collège de l'Europe*



**NATOLIN**

***Natolin Warsaw  
Varsovie Natolin***

***Poland  
Pologne***

***More details available shortly***

***Informations disponibles prochainement***



***<http://www.may.ie/careers/fedora.shtml>***

# Restructuring of the FEDORA Working Groups

Margaret Dane & Gerhart Rott

In the last newsletter (Summer 2003) we introduced the new structure of our Working Groups. The next step for us now is to put this structure into practice. This means that each of you has the opportunity to choose one of the four working groups, in which you would like to actively participate. Afterwards, the members of the individual Working Groups will elect a Coordinating Committee.

Payment for 2003 will be the main criterion for establishing an up-to-date membership list. Since we would like to ensure that all FEDORA members are given the opportunity to choose a Working Group, the EC decided to extend the deadline for the 2003 payment until 31.1.2004. Members who have not paid by then will have to apply anew for FEDORA membership. So please make sure that you have paid for 2003 if you would like to continue your participation in FEDORA.

Below, the aims and plans of each Working Group are summarised.

## **FEDORA - Educational Guidance & Counselling**

The FEDORA - Educational Guidance & Counselling Group was newly established at the VIIIth FEDORA Congress in Odense, Denmark, in May 2003.

The professionals mostly attracted to this working group are educational advisers and counsellors in the field of entrance to university, transition from secondary to higher education, undergraduate to postgraduate study and transition for adult students as well as international student advisers. They provide learning and/or personal support in the form of individual advice, tutorial or mentoring systems. They also offer help with questions such as choice of study options (either purely information-based or extended to cover counselling and advice), formalities of course regulations, maintaining academic records and learner support in relation to study methods. Their work may also include limited attention to vocational guidance.

The short-term questions addressed by the FEDORA - Educational Guidance & Counselling Group include:

*What information do we provide? To whom?  
How do we provide it?*

*How does it work in other countries?*

To answer these questions, the group's first

suggestion for future activity is to set up special practical training for advisers and counsellors and to contribute to the FEDORA Summer University.

Members come either from centralised or decentralised educational guidance and counselling services, i.e. they either work in the university's departments/faculties and are linked to the formal teaching function but have some degree of specialisation, or they are part of a specialist staff who are not involved in teaching.

The following examples illustrate which professionals might be attracted by this working group (the list is not exhaustive):

- Tutor, Inskriptionsberater, Studentische Maturantenberater (A),
- Studieadviseur (B),
- Studienberater, Studienfachberater (D),
- Studentervejleder (DK),
- Conseiller (F),
- Opintosihteeri, Oppilaanohjaaja (FIN),
- International Student Adviser, Access Officer, Admission Tutor, Personal Tutor (GB),
- Consiglierie di orientamento (I),
- Cooperative Education Manager, Tutor (IRL),
- Voorlichtingsmedewerker, Lector, Mentor, Tutor, /Studentendecaan (NL),
- Studievägledare, Institutionsstudievägledare (S).

## **FEDORA - PSYCHE (PSYchological Counselling in Higher Education)**

FEDORA-PSYCHE was founded during the 4th European Conference on University Guidance in Berlin in 1991. This Working Group is a professional European network on psychological counselling in higher education. Its basic idea is the perception of the student as an individual, since successful academic learning is not only a matter of acquiring knowledge but also of personal growth and development. Therefore our task is to help students balance their position in life, through perception and identification of the limits of their development - a task that becomes more and more important in light of the rapid changes in the economy and society of an increasingly flexible world.

With its work PSYCHE aims to connect counselling services at a European level to guarantee

appropriate help for students from all over Europe, to strengthen the flow of information with other psychological institutions, to become more integrated in higher education policy and the education system in general and to promote the importance of guidance and counselling services in higher education within the European Commission.

The Working Group would like to identify and establish a common foundation for the framework of psychological counselling in higher education in European countries. The means to achieve this include comparing the reasons for students to seek psychological counselling, developing new methodologies of interventions, applying psychotherapeutic methods in the field of higher education and comparing diagnostic insights on students visiting the counselling services with focus on students' development in light of the interaction of cognition, emotion, motivation, volition and action.

As regards the services themselves we are interested in how the services in different countries organise the setting for counselling, e.g. short term vs. long term therapy etc. By comparing and applying the different psychological and psychotherapeutic theories, PSYCHE would like to help promote the field of psychological and psychotherapeutic counselling in higher education and help to define its standards and qualifications.

In order to achieve the above-mentioned goals PSYCHE members organise conferences on PSYCHE-relevant topics (such as the symposia in Copenhagen in 1999 and Lisbon in 2002) and have participated in a wide range of congresses, conferences, summer universities and publishing projects.

The professionals mostly attracted to FEDORA-PSYCHE come from the field of psychological psychotherapy, psychological counselling and similar scopes of duties.

### **Disability & Special Needs**

For the next three years the mission of this working group will be to promote understanding concerning students and graduates with disabilities and learning difficulties.

Its basic principle should be to integrate them into all activities of the universities' policies and provision including counselling and guidance systems, by emphasising their strengths, capacities and abilities and by minimising their difficulties and barriers.

Students and graduates with disabilities do not get special advantages during their studies. Often they

have even been forced to fight against many barriers and hindrances in their private lives and their educational progress in order to be successful in achieving their aims and dreams.

The Disability & Special Needs Working Group will stress these aspects by initiating and supporting the following activities:

- Adopting a definition of principles of compensation for disability and accessibility according to United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities and according to EU regulations and guidelines for best practice
- Identifying and disseminating models of best practice
- Exchanging information on financial support and regulations
- Organising conferences on these topics in the different EU member countries and HE institutions
- Promoting the exchange of staff and students in this field
- Presenting their areas of research and special support at the FEDORA events especially the FEDORA Summer University.

### **Fedora Employment Group**

#### ***What is the Fedora Employment Group?***

- We are a group of graduate employers/recruiters, HE careers guidance practitioners and employment specialists from around Europe who meet at least twice a year
- We are a group that has the knowledge and experience in many areas concerning students and employment

#### **Our Aims**

To promote understanding and contact between employers, HE careers staff, universities, employment specialists and students across Europe

To keep up to date with changes and developments within European higher education, the wider European employment market and recruitment methods and strategies

To provide feedback on issues relating to students and employment.



## Planned Activities

- 1 Organising a Conference in 2004: "Graduate Recruitment and Employment across the Enlarged European Union"
- 2 Marketing Fedora, the Fedora Employment Group and the Conference to a wide audience - employers and guidance practitioners across Europe
- 3 Building a network of higher education/country contacts and employment specialists that the Employment Group can consult
- 4 Planned contributions at each Employment Group meeting when a separate employer and higher education topic will be presented and debated
- 5 Encourage cross border sharing of information and experience. This includes organising topical conferences and seminars to increase understanding and share experience and contributing to other FEDORA events
- 6 Keeping all partners up to date and dealing with specific recruitment or educational issues e.g.
  - Impact of Bologna Declaration
  - Changing demands of employers
  - Full understanding of the employment issues facing students and recent graduates from around Europe
  - New graduate selection processes
- 7 Focussing on professional support and development:
  - Placements for guidance practitioners in other EU services
  - Placements for employers in HE career services and vice versa
  - Sharing new guidance techniques and best practice recruiting
- 8 Publishing information sheets, newsletters, guides and directories and contributing to other Fedora publications
- 9 Encouraging visits, networks and exchanges
- 10 Giving advice to other organisations and making contributions to non-Fedora conferences
- 11 Conducting market research into areas where little information currently exists

With the new structure we have a good starting point for coordinating the efforts of our Working Groups and to make our network's professional competence heard within the development of the European Higher Education Area.

## In Memory of Myriam Van Acker

FEDORA very much regrets the death of one of its long-standing Belgian members after a prolonged illness borne with courage and fortitude. Myriam will be sorely missed by family, friends and colleagues.

Born at Wilrijk on February 23, 1946 Myriam died at Leuven on November 18, 2003.

She was a Master in Psychology and started her career as researcher at the Faculty of Psychology of the Katholieke Universiteit Leuven. Later, she started working at the same university as a student advisor and finally became Director of the service. For more than 30 years Myriam fought for equal opportunities for students with disabilities in higher education, at the Katholieke Universiteit Leuven, in Flanders and in Europe.

Within FEDORA one of the most important things for Myriam was the co-ordination of the Fedora Equal Opportunities Working Group. Two main topics concerned her: staff training for student advisors and stimulating the international mobility of students with disabilities through special international exchange programmes. Myriam and many other members of this working group were also involved in a variety of European and other international projects.

Myriam was co-ordinator of the Helios-project 'Studying Abroad' (1992-1997) and of the HEAG-project (Higher Education Accessibility Guide, 2002). She also participated in many European and worldwide conferences.

***Her fighting spirit and her enthusiasm will stay in our memory forever.***

## ***The Best Years?***

### ***The young facing a crossroads between vocational training and work: new challenges to accompany students through transition."***

On November 18-19 2003, at the University of Venice's auditorium in the central Campo Santa Margherita, the congress: *"The best years? The young facing a crossroads between vocational training and work: new challenges to accompany students through transition"* took place.

The congress aimed to face the problems connected to the transition of the young from school to university, to vocational training or to work, starting from the great many changes involving the different spheres of school, university, vocational training and work.

*"The Best Years"* has been organized by the Esu of Venice - the Regional Body for Supporting the Right to Higher Education, by the board Veneto Lavoro and by the Feedback Agency. The congress had the prestigious support of the Council of Ministers' Presidency; the Ministry of Innovation and new Technologies; the Ministry of Labor and Social Policies; the Ministry of Education, University and Scientific Research; the Region of Veneto; the Province of Venice; the County of Venice; the National Association of the Bodies for Supporting the Right to Higher Education; the University of Architecture IUAV of Venice; the University of Studies Ca' Foscari of Venice.

The themes of the Meeting, which was open to counseling operators, teachers, educators, vocational trainers, students and any companies interested in the meeting, have been tackled by experts such as teachers, sociologists, psychotherapists, coordinators of employment and counseling bodies, public operators and members of the cultural association world. It has also been a good opportunity for the Italian FEDORA members to meet each other.

The congress was divided into three different sessions:

- *"The young, vocational training and change";*
- *"The work is changing: new challenges, new opportunities";*
- *"Counseling best practices: experiences compared to each other".*

The contribution which opened the first session, *"The Challenge for FEDORA within the European Higher Education Area"*, held by Gerhart Rott, gave an overview view of the 15 years' activity of FEDORA since its foundation year, i.e. 1988, up to the present, including its congresses, held every

three years, until the last one, which took place this year in Odense; the Summer Universities, which provide excellent opportunities for professional development and exchange of best practice as well as a chance to develop valuable contacts with colleagues involved in similar work across Europe; the four individual working groups (Educational Guidance & Counseling; Psyche; Career Guidance & Employment; Disability & Special Needs) together with three other support groups (Communication & Technology, Training; European Commission).

Pierpaolo Luderin, Head of the Relations to the Students Area of ESU of Venice, talked about *"Group Photograph and Self-Portrait: Scenarios of the transition school - university - work of the Students of Veneto"*. Luderin explained the modus operandi of C.U.OR.I. - University Counselling and Guidance Centre of the ESU of Venice, that is a multitasking area where students can find counseling, vocational and educational guidance, careers guidance, study strategies, job research, documents, information, and in addition to this a room reserved for psychological counseling in case of students' discomfort.

At the same time Luderin presented the results of an enquiry, which reached over 7,000 scholars of 70 schools in Veneto and regarded a choice guidance project - called *"Scenarios"* - after the secondary school, led by C.U.OR.I., which Luderin is in charge of. The reporter has duly described the development of the *"Scenarios"* project in its different phases, that is the real qualifying project of the Centre.

The contribution of Umberto Galimberti, Professor of Philosophy of History at the Ca' Foscari University in Venice, rose a lot of interest. He talked about the parents', teachers' and counselors' difficulties in giving an answer to the young's uncertainties toward their future, set in a background of generalized crisis of values.

Antonio Alberto Semi, psychoanalyst and member of the Italian Psychoanalytic Society, dealt with the subject *"Between study, individual needs and future images: the young searching for an adult identity"*. The contribution aimed to underline the patterns and the specific difficulties of our time in the necessary work of the adolescent facing the transition to the adult age.

The Director of the Fondazione Nordest - the Social and Economic Research Board sponsored by the Manufacturer Federations, treated the subject *"The*

*Young, Vocational Training, Work, Society in the Northern East*".

In the afternoon Federica Gentile, who leads the RAI Television "*Okkupati (Engaged)*", which weekly deals with the problems of the young facing the labour market, coordinated the workshop "*Cyber work and surroundings: the future in the present*", with her guests Alessandro Sabiucciu, member of the Provincial Council for the Labour Politics, Mrs Grandi of the IBM Educational Italia and Maurizio Busacca, head of the cultural association SUMO.

Sabiucciu focused on the policies and undertakings suitable to facilitate the innovation, the change and the youth's employment; in addition he talked about the so-called "Law 30" of the Italian government, which will modify a great deal in the field of employment and labour market.

Busacca, who is in charge, together with the C.U.OR.I., of the counter "*Informagiovani (keep the young informed)*", told his association experience aiming at enlivening the Venetian life of the young, thanks too to the interactivity offered by the new technologies.

The following day, November 19<sup>th</sup> 2003, the third and last session of the congress has been introduced by a second contribution of Gerhart Rott, "*The Focus on Generic Skills within the European Higher Education Area*". Rott had the possibility of explaining the "WISA" project, which could roughly be translated as '*Wuppertal Interdisciplinary Studies Programme*'. It was planned and directed by the Central Counseling Service (CSC) and the Language and Literature Department (LL), Economics (EC) and Electrical and Information Engineering Departments of the University of Wuppertal. Wisa's goal is to link a student's academic work with perspectives on future employment, and in this way to improve both academic learning and professional competencies. Its principal features include the development of generic skills (e.g. communicative abilities in the mother tongue as well as foreign languages, profession-oriented knowledge in technology and economics), as well as personality development to enhance these professional competencies. WISA aims at cross-disciplinary vocational orientation, the development of interdisciplinary course perspectives through cooperation with various departments, and the integration of the guidance and counselling competency and mediation possibilities of the counselling service.

A presentation of the best practices of some Universities and some bodies for Supporting the Right to Higher Education followed. Maurizia Spairani, of the University of Pavia, started to speak

with her "*Institutional Guidance and Guidance to the Person: today's problems*"; Rosanna Duchich, of the Regional Body for Supporting the Right to Higher Education of Modena and Reggio Emilia, talked about "*Professional Stages in a Company: an approach to multidisciplinary competences*"; Bruna Zuccolin, of the Regional Body for Supporting the Right to Higher Education of Udine, related on "*Facing to experience: paths and developments of the counselling centre of Udine*".

Paola Giusti, of the University "Federico II" of Naples, focused her contribution to "*The psychological counseling service for university students: nowadays situation and perspectives*".

Then was the turn of Carlo Finocchietti of the RUI Foundation, with his very interesting contribution about "*Guidance to the International Mobility: the experience of CIMEA*", where he had the opportunity of illustrating the international mobility of the Italian students, seen through their social and economics characteristics and their leaning on the mobility itself, confronted with the experiences of other students of the European Union.

In the end, Anna Tortorella and Davide Cristante of the C.U.OR.I. concluded the congress with their contribution on "*Vocational Training, Professional future and 'otium', beyond counseling*". They explained the several counseling and guidance vocational training services of the ESU of Venice, whereby they dwelled upon the ESU Culture Service. This service, above all, has been conceived with the goal of promoting a sort of creative and organization-oriented training of the Venetian students through basic instruments of material support on one side and formation/information on the other side. Through the assumption of a sort of "filtering" role between Venetian cultural reality and the youth's life, ESU Culture aim to support a very important integrative process between the students' and the city life.

The meeting was not only a report on the current situation of the labour market, but as well a proposal of a multidisciplinary approach, which analyzed very deep the psychosocial and pragmatic phenomena of the young facing the transition from the study to the real enterprise, together with their attitude and their inclination to meet the other. All this keeping in mind both a certain background - the never ending change which affects several aspects of the current youth's world, and the consequences of the cyber technologies, which are widespread in each labour sector and brought a lot of changes in what concerns the concrete ways of proceeding and, moreover, in the human perspective of the possibilities of self-development.



## **A message from the Editor**

Thank you to all who have contributed to the newsletter over the past years, and in particular to two colleagues who have given so much of their time to providing the translations for our French edition:

**Nicole Leray and Geneviève Laviolette**

I hope they will forgive my translation if I get it wrong but in Irish we say:

*“Go raibh mile maith agaibh”*

*“A thousand thanks to you both”*

*“Mille mercis à vous tous les deux”*

### **Editor**

**Loretta Jennings**

**Careers & Appointments Office**

**National University of Ireland, Maynooth**

**Maynooth**

**Co Kildare**

**Ireland**

**Tel: + 353 1 708 3653**

**Fax: +353 1 708 3508**

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

**Seasons's greetings to all  
our members!**