

Message from the President

Welcome to the Winter 2004 edition of the FEDORA Newsletter. Thanks once again to Loretta Jennings for the design and production of this issue and to Nicole Leray for her excellent translations for the French Edition.

First of all I would like to thank Sarah Vandeveld and all active members of the Employment and Careers Guidance Group for their excellent preparation of the conference in Stoke Poges this summer. I would also like to thank everyone who contributed to the event. The conference was attended by more than 100 participants from all over Europe; the keynote speeches and workshops ensured that we had an interesting programme with different perspectives and led to many interesting discussions, which helped us to put our work into a wider context. Publication of the conference papers on the website is planned. Thank you once again to all of you that attended the event and contributed to its success. I also wish to thank ICI for their hospitality and for inviting us to Stoke Poges at such short notice.

Improvement of the network of professionals and services in the emerging European Higher Education Area is becoming crucial. Students need support to cope with the demands and opportunities of the European framework, especially in the context of increased mobility and the challenges of employability. FEDORA can play a vital role in building up sustainable structures of cooperation. To fulfil this objective we intend to host the coming FEDORA events in one of the new EU member states.

FEDORA's plans for the future include a number of conferences: Next year there will be the PSYCHE Symposium ("Internationalisation within Higher Education in an Expanding Europe; New Developments in Psychological Counselling") in Groningen (June 2005) and the Summer University ("Knowledge and Transitions: Challenges for Guidance and Counselling within the Context of Globalization and the Enlarged European Union") in Cyprus (July 2005). Further information will soon be published on the

conference website (see advert). In 2006 there will be the FEDORA Congress, which will be held either in Krakow or Vilnius.

Also, FEDORA has handed in an application within the SOCRATES Accompanying Measures framework of the European Commission. The aim of this project is to connect guidance and counselling professionals throughout Europe by identifying key developmental questions and issues in the field of guidance and counselling. One of the envisaged outcomes is the production of a web-based directory of the guidance and counselling services in the European Union. The findings of this project will have an influence on upcoming FEDORA events, especially the Groningen conference and the Summer University (13 -17 July 2005) in Cyprus. The Commission will make a decision on the applications next March.

With all these events we are taking a major step forward in emphasizing the role guidance and counselling can play within the emerging European area of Higher Education. In order to connect our efforts with the university's task of finding its role within society, we intend to focus on the relation between knowledge and the student as a learner preparing for the professional future.

I would like to welcome Ann Conlon to the Executive Committee as the national representative of the UK. She has taken over the task from Craig McDevitt, to whom we extend our thanks and best wishes for the future.

We are still in the process of developing a feasible membership database, which will facilitate our work. With the help of Gerry Tynan we hope to finish this process within the next two months. We are currently producing a centralized e-mail list, so that we can start structuring the new Working Groups as soon as possible, in February at the latest.

Finally I wish you and your families Merry Christmas and I hope that the New Year will bring you every success in work, good health and all the best.

Gerhart Rott

EUROPE at a Glance

Per Andersen

The EC decided at the last EC meeting in Venice to give members a short draft of the national presentations, enabling members to have a quick look into the activities taking place.

This short presentation is in no way a fair presentation of the hard work, members of the EC undertake, but in substance only meant to give you a short insight into national or general topics of interest. Hence not all countries are mentioned specifically, nor all activities covered. Please contact your national representative at the EC to get more information. Hence the following presentation has no special coverage of the UK, Ireland, The Netherlands and Sweden, but do not hesitate to contact your local representative of FEDORA for more national information.

Apart from the highlighted events and activities all members of the EC do presentations, try to keep in contact with national FEDORA members, contributing to Hobson's Study Guide etc. and participate in working groups and networks.

Germany

FEDORA was presented at the GIBeT conference in Münster in September. Gerhart Rott and Margaret Dane gave presentations. GIBeT stands for Gesellschaft für Information, Beratung und Therapie an Hochschulen (Society for Information, Counselling and Therapy at colleges of HE).

To learn more about GIBeT, please contact Gerhart.

Finland

The members from Finland were very pleased with the conference in Stoke Poges and quite a number of Finns participated. The Finnish member of the EC, Juha Lathi, is working on an application to the EU for funding of cross border activities in training for personnel in careers services, among others targeting colleagues from the new member states.

A number of Irish colleagues visited Finland as part of their work shadowing programme in August. For more information about this contact Juha, Angela Collins or Harriet Andrews.

Denmark

Apart from presentations of FEDORA, the Danish member, acting as Vice President, finalized an application for a Socrates grant for FEDORA in spring after the spring meeting in Ireland. Unfortunately this application was not accepted, as only 20 out of 370 applications were accepted in

the first round of application. A team of FEDORA members has been working on a new application, submitted this fall.

The Danish Counselling service for students in higher education, offering psychological and social guidance for students will be expanded due to new state funding. A number of the colleagues there are active FEDORA members and part of the Psyche group.

The Danish services for Counselling and Guidance at universities is presently undergoing an evaluation process. More about this elsewhere in this news letter.

Italy

Colleagues in Italy are presently working bringing together ANDISU (the national association of bodies supporting the right of higher education), regional institutions of students services and a number of universities. It is believed, that a collaboration will enhance and promote the work for students guidance and services in general. A proposal for closer relations between FEDORA and ANDISU is under consideration.

A number of EC members were present at a national conference for guidance, taking place in Venice just before the EC meeting this fall, giving presentations.

Austria

The Austrian member, Michael Katzensteiner, has had the opportunity to address the national rectors conference on FEDORA and FEDORA was on the agenda of the annual meeting in the Austrian Psychological Student Counselling Service.

Furthermore contacts have been made with potential members in the Czech Republic (University of Budweis).

Greece

The national member, Kiriaki Karianou, is working along with colleagues in Cyprus, responsible for the summer university 2005. She has further established contact with the distant learning College for Careers Practitioners " Worklife". To learn more about this, contact Kiriaki, or look it up on:

<http://cereers.qut.edu.au/nfcp>

France

The French member, Martine Pages, is treasurer of FEDORA. Apart from this time consuming job she represented FEDORA at a number of national conferences, among others Conférence Étudier, chercher ailleurs. Temps et déplacements. This exciting event took place in Paris in October. To learn more, please contact Martine.

Belgium

Our Belgian colleague, Louis De Vos, apart from the task of secretary for FEDORA, managed to give a presentation on "Orientation" at the Belgian conference. Prof. Vos is responsible for the minutes of FEDORA, so do not hesitate to contact him, if you need more information about the EC meeting apart from what you can find on the WEB site.

Portugal

A national organisation has finally been set up. Isabel Gonzalves is member of the board and also member of the EC in FEDORA. Please contact Isabel, if you want to learn more about the national organisation in Portugal.

Spain

Paula Ferre-Sama, the Spanish member of the EC, is presently doing a major job reviving FEDORA in Spain. The next EC meeting will take place in Spain, Paula organizing. Apart from this, she represented FEDORA at the IAEVG conference in Coruna in September and at the AULA (the Spanish Educational Fair).

Per Andersen

Vice- President

Evaluation of Guidance and Counselling at Danish Universities

Per Andersen

Following the new University Act (2004) and the reform of university education, adjusting the Danish structure to the framework of Bologna, the board of the Royal Danish Institute of Evaluation decided to conduct a survey and an evaluation of guidance and counselling services, taking place at the twelve Danish universities.

The reasons for this undertaking are among others, that the new University Act explicitly states - for the first time - that providing guidance and counselling is an obligation for Danish Universities and must be covered by the contract with the ministry of Universities, Research and Innovation.

Furthermore, a new general reform of guidance and counselling was introduced in 2004, creating a whole new concept for conducting guidance and counselling and finally it is believed, that guidance and counselling is an instrument for minimizing drop out rates, young people choosing the wrong education and creating better chances for successful transitions from university to working life.

Anyway - the evaluation process of guidance and counselling activities is presently taking place. Based on a questionnaire, made by the Institute, all universities have conducted a self evaluation process this fall, covering all aspects of guidance and counselling, apart from psychological counselling, which is not part of university services. The twelve evaluation reports are now

processed and compiled and evaluated by a panel of key persons with long experience and expertise in the field of guidance and counselling. This panel will this spring visit a number of universities before writing up the final report, expected to point out important issues concerning Danish guidance and counselling in the university sector. The report is also expected to benchmark and point out examples of good or excellent practice, thus becoming an important tool in implementing the new law and creating awareness among university heads about the importance of such activities.

Most Danish colleagues have found it stimulating to be given the opportunity to evaluate our daily praxis and already experienced, that given the right conditions, such evaluations are relevant tools to improve our services.

Still waiting for the final report and recommendations it is a common belief, that the Institutes decision to conduct such an evaluation in the field of counselling and guidance, will prove beneficial to the sector as a whole. Furthermore it is my belief, that colleagues in other countries will experience a similar process within a couple of years, as the European Institutes of Evaluation work closely together.

For further information, please contact Per Andersen, University of Southern Denmark

Fedora Conference Addressed Enlarged EC Graduate Market

The 2004 conference of Fedora's employment group, held at Stoke Poges last summer, addressed a number of key graduate market issues including the challenges and opportunities afforded by the newly enlarged EC and the increasing focus on employability as a priority for both careers advisers and academic course programmes.

The conference was treated to an unashamedly pro-European vision from the opening keynote speaker, Peter Luff, currently director of the Global Climate Community Project and a trustee of the One World Trust among many other commitments. Setting the EC's growth in a coherent historical context, he also saw it as an excellent model for the rest of the world in terms of sustainable development and peaceful co-existence.

Other speakers and workshop facilitators addressed various aspects of the practical implications of graduate recruitment and employment across the enlarged EC, paying special attention to the new accession states. The impact of recent employment legislation, the consequences of increased labour mobility and the lessons for international graduate recruiters were among the topics to be explored.

In one enlightening session, Valerie Metcalfe, Director of Careers and Student Employment at the University of Westminster, showed how it was possible not only to raise the profile of student

employability significantly within an HE institution but also to succeed in getting it adopted as an integral element of academic courses.

On the mainstream recruitment front, Richard Irwin of PricewaterhouseCoopers (a firm that plans to take on no less than 1,000 graduates in 2005, incidentally) gave an insight into the challenges and opportunities presented by the new accession states, in all of which PWC already has an operating presence.

The social high-point of the conference, attended by close on 100 people from across the newly enlarged EC, was a 'medieval banquet' held in a Windsor hostelry on the penultimate evening.

Finally, special mention must be made of the indefatigable Sarah Vandeveld (ICI's European Graduate Recruitment Manager in her day job), without whose memorable contribution as organiser, presenter, facilitator and even chanteuse the whole event would not have been such a success.

The above report is reproduced with the kind permission of Peter Griggs Ri5 (Recruitment Intelligence Services) who attended the conference and wrote this account for the Ri5 Newsletter.

Employment & Careers Guidance Group sets up task groups

At the recent FEDORA Conference, which was a great success in bringing together careers professionals and employers from 16 countries, the Employment & Careers Guidance Group sets up four task groups to work on Training, Communication, Information and Membership issues in relation to FECCG. Those attending the conference signed up to the task group of their choice and all agreed to make an active contribution to ensure that the work agreed is actually carried out. We hope to report on progress in the next Newsletter.

Margaret Dane

Joint co-ordinator of FECCG Training Group

New UK National Co-ordinator

We are delighted that Ann Conlon, Director of Student Services at Kings College, London, has agreed to be the FEDORA UK national Coordinator from 1 August 2004.

Ann met with Margaret Dane in July for a handover briefing and joined the FEDORA Board for its meeting in Venice in October.

Margaret Dane

Outgoing UK National Co-ordinator

Extract from the President's Opening Remarks to Stoke Poges Conference - Summer 2004

As of May 1 we are facing new challenges on our old, yet at the same time very young, continent. The Forum Européen de l'Orientation Académique - the European Forum for Student Guidance - would like to play an active part in reflecting and supporting the integration of the new EU member states - as we did in the early 90s with our Conferences in Cambridge, Louvain-La-Neuve, Berlin and Barcelona, when the single European market was first created. To this end we initially planned to host this conference in Warsaw. Unforeseen practical reasons made it impossible this year.

"Graduate Recruitment and Employment across the Enlarged European Community" - what are the basic implications?

From the economic point of view we have to be aware that the enlarged European Community opens up new challenges and risks and opportunities, such as an enlarged European labour market, and increased labour and investment mobility. With these and other large-scale economic changes one must not lose sight of the question of human resources development.

Human resources development is closely connected with educational issues especially in higher education, where quite an emphasis is put on how education balances economic expectations and educational and personal development.

At our FEDORA Congress in Odense last year Diana Kelly emphasised the way in which the role of the universities is changing in the context of lifelong learning. Universities nowadays have to put the focus on a more learning-centred approach, to prepare students to play a more active part within their education. This includes a change in the learning environment which creates specific teaching settings to provide required transferable skills and competencies, and supports interdisciplinary and transdisciplinary approaches to learning. Within these inter- and transdisciplinary approaches, students have the opportunity to obtain and train generic skills such as communication skills, inter- and intrapersonal skills, as well as team-working skills, flexibility and risk-taking. It becomes increasingly important for the universities to support learner autonomy and self-regulated learning in higher education, to prepare their students and graduates for their future on the enlarged European labour market.

In this perspective it is the task of the universities to help students to acquire as well as apply

knowledge, to impart sound methodological and specialized knowledge, and to help students develop a clear understanding of career development. This understanding is essential to enable students to cope with uncertainties and to reframe uncertainties into an active approach, using opportunities and thereby increasing their own employability. For this reason the emerging European Higher Education Area - the so-called Bologna Process - not only puts emphasis on mobility and quality assurance, but also on employability as a core issue in higher education. In this respect the cooperation of universities and employers takes on a new and special significance. Our mission is to facilitate the coordination of what the labour market requires of graduates and what is taught at universities. Higher education has to balance anew its twofold task: To encourage students to strive for truth and knowledge about the world and human existence. And the task to actively apply this knowledge in the world of work to effect an improvement in human existence.

To fulfil these tasks, bridges have to be built. FEDORA wants to support this effort by facilitating ways into employment. Therefore we warmly welcome the numerous employers participating at this conference, and of course all those who are associated members of Fedora. Their presence will improve the scope and quality of our performance.

We have to recognize diversity within employment and the labour market. This diversity becomes even more complex in the broader European context. Knowledge-based decision-making and open-mindedness are not only essential for qualified job-seeking and recruitment, but also for building up sustainable structures of cooperation. Cross-cultural issues come up here, differences have to be recognised and understood. At the same time we will find new common ground and establish what I once called "conceptual networks". Guidance and counselling can provide a platform for developing tools and communication strategies which support human resources development.

It is not accidental that at the beginning of this year a substantial joint OECD, EU and World Bank report emphasised the role of guidance for economic growth, and that just recently the European Union Council has passed a resolution on policy development in lifelong guidance.

**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”***

Detailed information will be available soon at:

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

Coordinator: ANNA ZEMBYLA-KALLI

CAREER CONSULTANT

UNIVERSITY OF CYPRUS

e-mail: azkalli@ucy.ac.cy

Tel.: +357 22 892232

Fax: +357 22 892231

www.ucy.ac.cy

Guidance and counselling in Denmark - a shift of paradigme?

The 1st of August this year marked a profound change in the way of practising guidance and counselling in Denmark.

Up till this date guidance and counselling has typically been a part time profession, a part of a job undertaken by teachers in secondary and tertiary education. Only a few have had the job as a profession.

This of course has been highly debated. What are the pros and cons of a situation, where the teacher with his or hers intimate knowledge of the individual student at the same time is responsible for teaching, counselling and guidance in reference to choosing further education or a career?

Still being an issue in the Danish counselling and guidance community, the Ministry of Education and the Ministry of Science, Technology and Innovation have implemented a new law of guidance and counselling, leading to profound changes in the way, these activities are going to be conducted in Denmark in the future.

Guidance is becoming a profession

One major element of the new legislation is abolishing the numerous courses and training activities, typically run by the professional communities of guidance like for example the professional body for counsellors in the primary and secondary education.

In the future all counsellors and guidance staff will have to take a diploma in guidance and counselling - the diploma being a part-time course with the equivalent of 30 ECTS.

A number of university colleges (Teacher training colleges) have been given the license to offer such courses, expected to bring about a significantly higher and also common understanding of the difficult task of counselling and guidance.

Another consequence of the new law will be, that the personnel as a rule will be full time counsellors, thus ending a long tradition in Denmark of counsellors being only part timers.

The belief is, that this will lead to a higher professional standard and of course better counselling and guidance, eventually leading to fewer cases of young people choosing the "wrong" career or no career at all. Political wishful thinking or ?

New centres of counselling and guidance

An element in the new law is an obligation for the local educational authorities to set up centres of guidance and counselling for pupils from secondary education, dealing with guidance in choosing further and higher education. Over 50 such regional centres have been opened by the 1st of August, typically as joint ventures between a number of regional local educational authorities.

By joining resources and manpower the idea is to be able to offer more and better guidance and counselling on a neutral basis, the individual guidance and counselling officer in the future being part of a professional body going into the school to perform his duties instead of being part of the staff of the school.

In tertiary education the reform means profound changes as well. In the future the teachers in tertiary education will only be responsible for guidance and counselling in respect to the study programme. Guidance and counselling in respect to choosing a higher education or a career will be the responsibility of 7 new regional centres. These centres will be manned by professionals responsible for setting up guidance programmes within tertiary education, for creating fairs and seminars for the students in collaboration with institutions of higher education and universities and for offering individual guidance and counselling. Furthermore the centres will offer facilities for young people like computer services, library and a guidance and counselling shop centrally placed, enabling all to easy access to the services.

The centres are financed by the Danish Ministry of Education, but are contracted out to partnerships responsible for setting up the centres and providing the services. One typical example being the University of Southern Denmark having a contract on behalf of the regional institution of further and higher education.

These centres started operating from the 1st of August as did a new web based information system aimed at the majority of young people, not needing individual guidance and counselling.

Universities moving along

Finally the Ministry of Science, Technology and Innovation has issued a new statute, regulating the Danish universities. Major elements of the statute

being self government, a reform of the course structure according to the Bologna declaration, the interesting element in this context is, that the statute states, that Danish universities have an obligation to provide guidance and counselling not only in an academic environment, but as a significant and professional service.

This means setting up services of guidance and counselling manned by professionals and with resources, enabling them to offer potential and already enrolled students professional help. So far such services have been small in number and staff.

Furthermore the statute means, that the Danish universities will be setting up careers services. This is a new thing in Danish guidance and counselling and has up till now been a somewhat neglected activity. The new statute explicitly states, that career guidance is an obligation for the institution and that the institution has a responsibility for furthering the process of the individual, leaving university with a degree and looking for a job.

Final Remarks

Whether this in fact means a growth in the number of people, working in the guidance and counselling area, remains to be seen, but the political message is clear: Guidance and counselling has a major part to play in preparing the young people for further education and career.

Whether the fathers and mothers of the new reforms appreciate the delicate matter of enabling young people to choose and do so on their own account, is another matter all together.

Per Andersen

Registrar

University of Southern Denmark

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@nuim.ie