



NEWSLETTER

DOSSIER SPECIAL - SPECIAL ISSUE

THE RELATIONSHIP BETWEEN STUDENT ADVISERS AND EMPLOYERS

Proceedings of the Second European Conference on
Employment

LES RELATIONS ENTRE LES CONSEILLERS UNIVERSITAIRES ET LES EMPLOYEURS

Documents du deuxième colloque européen sur
l'emploi

Du 19 au 21 mars 1992, le Centre d'Information et de Documentation (CID) de l'Université Catholique de Louvain accueillait à Louvain-la-Neuve les participants au deuxième colloque européen sur l'emploi.

Organisé à l'initiative du groupe de travail FEDORA - Employeurs, ce colloque s'inscrivait dans la ligne directe de celui qui s'était tenu à Cambridge en 1990. Dès les premières réunions de préparation, l'accent a été mis sur la publication rapide des documents de travail de cette manifestation.

Les voici donc, réunis dans un dossier spécial, supplément de la Newsletter de juin 92. En choisissant cette présentation, notre objectif est double : permettre à tous les membres de FEDORA de tirer parti de ces trois journées de travail et les inscrire dans les activités de l'Association.

Pour ceux qui n'étaient pas à Louvain-la-Neuve, nous avons demandé à deux personnes - un conseiller et une étudiante qui assistait au colloque - de rédiger un "billet d'ambiance". Plus que des points concrets, c'est l'esprit dans lequel le colloque s'est déroulé qu'ils ont accepté de dire.

Pour tous, nous avons réuni les documents qui permettront de suivre, étape par étape, le travail qui s'est fait pendant ces trois jours, lors des séances plénières et durant les ateliers. Dans son rapport, Monsieur Demeer fait la synthèse de ce travail en en reprenant les principaux résultats.

Et puis, il y a les recommandations qui inscrivent ce colloque dans une perspective d'avenir. Une enquête a été menée après le colloque dont nous avons choisi de présenter ici les principaux résultats. Ils constituent le bilan qui permettra à d'autres d'améliorer l'organisation d'un troisième colloque européen sur l'emploi. Ils fournissent la matière des principales "recommandations" concrètes que tous, organisateurs et participants, souhaiteraient développer dans les années à venir.

From 19-21 March 1992, the Centre d'Information et de Documentation (CID) of the Catholic University of Louvain welcomed to Louvain-la-Neuve the participants in the second European Conference on Employment.

Organised by the FEDORA Employers' Group, this conference followed on directly from the one held in Cambridge in 1990. Right from the first preparatory meetings, emphasis was put on the rapid publication of the working documents of this event.

Here they are, therefore, gathered together in a special publication as a supplement to the June 1992 Newsletter. In choosing this form of presentation, we had a double objective : to allow all members of FEDORA to benefit from these three days of work and to involve them in the activities of the Association.

For those who were not at Louvain-la-Neuve, we have asked two people - an adviser and a student who took part in the conference - to write an "atmosphere" piece. It was the spirit of the conference which they agreed to describe rather than the concrete outcomes.

For everybody, we have collected together the documents which will allow them to follow, step by step, the work done in these three days during the plenary sessions and the workshops. In his report, Monsieur Demeer gives a synthesis of the work, including the main results.

Then there are the recommendations which situate the conference in relation to the future. A survey was undertaken after the conference and we have decided to present here the main results. They give a picture which will allow others to improve the organisation in a third European Conference on Employment. They also provide material for the principal concrete recommendations which everybody, organisers and participants, would like to develop in the years to come.

Nous adressons nos remerciements à tous les employeurs qui ont accepté de prendre une part active à ce colloque et qui l'ont parrainé.

We should like to thank all the employers who have participated and sponsored the Conference.

ABN AMRO Bank
Akzo Nederland
ATS Quest
Banque Bruxelles Lambert (BBL)
Barclays Bank PLC
BP Oil Europe
CETIM
Clifford Chance
Contesse
Dow Corning Europe
DSM
EDF - GDF
Electricity Supply Board (ESB)
Guinness PLC
ICI PLC
ICL
Kerry Ingredients
Nederlandse Unilever Bedrijven
Petrofina
Philips
Price Waterhouse
PRL Recruitment Marketing
Procter & Gamble
RTT - Belgacom
Schlumberger
Solvay
Staufenbiel IBA
Trotman
Unilever UK Holdings

Louvain-la-Neuve 1992 : billets d'ambiance

Louvain-la-Neuve 1992 : short letters

An adviser's view of the Second Fedora Conference on Employment at Louvain-la-Neuve

H. Wood

University of York

Mid-day, Thursday - Heathrow Airport, London. Amidst the thousands of travellers coming from and going to all parts of the world, a small group of people gradually converged on the departure gate for the next flight to Brussels. The familiar, and not so familiar, faces of careers advisers and employers from the UK and Ireland began the process of greetings and introductions. We shared news and expressed our hopes and expectations of the two days to follow. Our common destination was the Fedora Conference on the relationship between student advisers and employers at Louvain-la-Neuve.

For some of us, then, the conference began, effectively, at Heathrow and the sense of warmth, anticipation and common purpose which developed there persisted throughout the formal and informal programme of events which followed, indeed until the final stages of the return journey when we went our separate ways. Perhaps other advisers had different experiences on the journey to Louvain-la-Neuve but, on arrival, there was no mistaking the positive and enthusiastic atmosphere which pervaded the opening reception, or the very warm welcome we were all given by Jean Marie Burnet and his colleagues at the CID. Like an enormous family reunion, Fedora members assembled and picked up relationships, conversations and subjects of common interest with people they'd met at previous events, in Cambridge, in Berlin, or elsewhere, or welcomed newcomers to the fold, identifying the threads which draw us all together - our interest in students, their education, their careers and the ways in which we can enable them, as well as ourselves, to participate fully in the Europe of the future.

Underneath the sense of optimism, however, one also glimpsed a sense of the enormity of the task we've set ourselves. How compatible are the needs of students and employers in different countries? Is it conceivable to think that we might be able to provide students with the guidance and information they require to embark on cross-boundary careers or study programmes? Despite the Single Market and the best efforts of the EC to forge ahead with its economic, social and political initiatives, will cultural and regional differences, which influence students and employers alike, continue to work against the vision of mobility and integration? What time-scale are we operating on? The opening session of the conference alerted us to the nature of the challenges ahead and the need for us to hang on the European vision if we are not to be defeated from the outset. Recognising, understanding and interpreting the diversity of European education and employment must be the target of student advisers. We all have a great deal yet to learn.

From the British point of view, the conference was an eye opener in many ways, revealing not only areas where practice in guidance and recruitment is different from the UK, but also offering different perspectives on issues we take for granted. Daan Vunderink's review of the setting up of the careers advisory service at the University of Amsterdam, using the Anglo-Saxon model, prompted us to reflect on the "raison d'être" of our own services, perhaps reminding us the importance of our core activities, should we lose sight of why we are there.

Choosing workshops was frustrating - one wished for the time to contribute and learn from all the discussions ! The papers published in advance give clues as to the content of those discussions, but the publication of the final report of the conference, with its summaries of what went on each group, is eagerly awaited. I am sure that those who participated, like me, in the workshop on the subject "Sciences Humaines et insertion professionnelle" were pleased to have the opportunity of discussing a problem shared, it appears, by student advisers throughout Europe, and were encouraged to hear of initiatives being taken, in France and Belgium in particular, to address the problem and find solutions to it. Sadly, and perhaps significantly, this appeared to be the only workshop at which not a single employer was present. This was just one example of where the agendas of employers and students diverge. We are aware of this on our own British context and it was useful, if not encouraging, to recognise that this is the case throughout Europe.

It is difficult to identify and summarise all of the learning and discovery which took place during those two and half days. The programme was full and absorbing; attention rarely wandered from the issues being discussed, though there were a few weary expressions by Saturday morning ! There wasn't enough time to develop the informal contacts as one would have liked, (is there ever ?), and the "pub with no beer" encountered by residents of the Hotel de Lauzelle was a great disappointment in this respect, but the whole event was magnificently organised and the initial sense of hope and anticipation turned into a sense that progress had been made, however slow, towards greater mutual understanding and wider friendships. I returned home from the conference more aware of the length of the road ahead but still retaining the enthusiasm to plod on, encouraged by the thought that Fedora has brought together a lively network of peoples, employers as well as advisers, ready to share some of the burden and travel broadly in the same direction.

Helen Wood - Career Adviser
University of York
June 1992

Le colloque de Louvain-la-Neuve : point de vue d'une jeune diplômée

C. Staner

Licenciée en Psychologie Industrielle - Université Catholique de Louvain

Deux faits ont particulièrement attiré mon attention pendant l'entièreté de ce colloque.

D'une part, la nécessité pour tous les jeunes diplômés de se renseigner le plus précisément possible sur les critères de recrutement qui sont en vigueur dans les entreprises. En cela, ce colloque constitue une source privilégiée et je ne peux que réitérer mes félicitations pour les thèmes abordés.

D'autre part, une impression que l'entreprise va un peu trop loin. Ce ne sont pas les qualités dont le jeune candidat au premier emploi qui sont, en soi, trop exagérées :

- être ouvert au monde extérieur, curieux et motivé par la richesse des autres cultures;
- vouloir communiquer et le faire par la connaissance de plusieurs langues étrangères;
- être modeste et cependant, posséder un charisme naturel qui vous distingue et vous fait reconnaître comme un "bon" manager :

telles sont les qualités qui constituent un "plus" dans le développement de tout individu, tant personnel que professionnel.

Ce qui m'interpelle, c'est ce que l'entreprise fera de ces qualités, en admettant qu'elle les aura correctement détectées.

Combien de "jeunes cadres à haut potentiel" se déclarent satisfaits de leur premier emploi ?

Quel est le turnover des entreprises "prestigieuses" ?

L'entreprise exige de plus en plus de son personnel, mais lui offre-t-elle un contenu de travail enrichi ?

Voici les quelques réflexions qui m'ont guidée pendant ces trois jours ?

Cécile Staner
Université Catholique de Louvain
Mai 1992

Séances plénières

Plenary sessions

First of all, I would like as President of FEDORA to welcome you to this Conference. I am delighted to see so many people here from so many different backgrounds and I hope that the opportunity to work together both in formal sessions and informally over the next two days will be a stimulating and useful experience for all of you.

I would like to thank very warmly my colleagues at the CID in Louvain for all the work which they have put into the organisation of the Conference and congratulate especially Françoise Michaux on the arrangements. I would also like to thank the FEDORA - Employers' Group, in particular the members of the planning committee for the Conference, for all the work which they have done.

My job this evening is perhaps to set the scene for the Conference by saying a little bit about how it has come about - especially for the many people here who were not at the Cambridge Conference two years ago. I would also like to say a little bit about the work of the FEDORA - Employers' Group and then perhaps to mention a number of other projects and activities which affect the relationship between those of us working in universities in the field of student guidance and those of us working as recruiters or personnel specialists for organisations which may employ our graduates.

You will notice, incidentally, throughout this conference that the speakers or the presenters and reporters of workshops are always paired so that each session involves a student adviser and an employer. This is a very deliberate policy and an expression of our belief in the importance of a closer relationship between student advisers and employers. You will also notice

that we have put deliberate emphasis on the European aspects of our work rather than the purely national one. Most of us know what goes on in our own countries. What we do not know is what goes on in other countries and when any of us - whether student advisers or employers - become involved in activities which cross the boundaries of the member states of the European Community we still very often find ourselves in unknown territory. One of the major aims of the FEDORA - Employers' Group is to help you find your way in this unknown territory and to help both sides work more closely and effectively together.

I should perhaps also say that, although the majority of participants at this conference and the majority of members of FEDORA and the FEDORA - Employers' Group come from the Community member states, FEDORA is very conscious of the fact that the Community will shortly be enlarged by the admission of new member states and that it will also be forging much closer links with Eastern European countries and perhaps also with some Western European countries which may not in the short term become full members of the Community. I would not like any of us to get the impression that we can simply shelter behind the boundaries of the European Community and ignore what is going on outside and certainly that is not FEDORA's intention.

I hope that those of you who are already familiar with FEDORA will forgive me if I say a few very brief words about the origin of the association itself before I talk more about the FEDORA - Employers' Group and what has led us to this particular conference in Louvain-la-Neuve today. FEDORA was created in 1988 as a

forum for people involved in the guidance of students in higher education in Europe. It arose primarily from the fact that throughout the second half of the 1980s the number of students interested in either studying in another country or working in another country was growing enormously. This growth was encouraged and promoted by the European Community itself, especially through programmes such as ERASMUS and COMETT.

In order to respond to the needs of students for better guidance and better information about opportunities which might be open to someone outside their own country, student advisers were faced with a very great challenge. One way of responding to this challenge was to create some sort of network for the exchange of information, for mutual support, for training and for the general promotion of better systems of guidance and information. All of this applies equally to what one might call academic guidance (choice of course or dealing with study problems), personal counselling of students with particular difficulties as well as to what concerns us here today, the vocational and careers guidance of students and their placement in the world of work. As far as the latter is concerned, the Europeanisation of the graduate labour market, if that is not too strong a word, coincided with a growing awareness, especially in mainland Europe, of the role of universities and student advisers in helping graduates to make the transition from education to work. Whilst this had long been a part of the Anglo-Saxon tradition, it was less a part of the tradition of many continental institutions of higher education, especially of universities.

The awareness of this particular aspect of guidance led FEDORA to organise in March of 1990 in Cambridge a conference on the relationship between student advisers and employers in the context of the Single European Market. Nearly a hundred people attended this conference, made up of FEDORA members from almost all the Community

members states, together with a group of British employers who kindly sponsored that conference and subsidised the student advisers who attended it. I think I can say that those who attended that conference felt that it had been a great success, that they had learned much from it and that in many cases it had perhaps been the first contact each side had had with the other. It was also very clear, I think, to the participants and to the FEDORA Executive Committee that this should not be an isolated event. Clearly there was a very strong desire for some sort of continuity. Indeed, one of the practical questions which the working groups were asked to address in that conference was "what do you think the most important outcome of this conference could be for you?".

Amongst the suggestions from that conference were:

- the idea that perhaps employers might want to create some sort of organisation of their own across the boundaries of the European member states;
- that there was a need for more detailed and useful information from employers;
- that FEDORA might try to help the growth of the careers aspect of student counselling - for example by disseminating possible models and through training;
- that there was a need for organised schemes for work experience for students across the Community boundaries;
- that institutions of higher education should be strongly encouraged to include the study of other European languages and culture in their courses.

As a result of the conference, FEDORA created a permanent working group, known as the FEDORA - Employers' Group, which consists in part of FEDORA members and in part of employers. It is intended very much to be a working group to plan and organise practical projects which relate to the relationship between

advisers and employers. It is not meant to be another association. We have gradually been expanding it since its creation in August of 1990 by adding representatives from more countries - both student advisers and employers. Our membership now stands at 18, drawn from 9 of the member states. You will see that there is still room for representation from some of the other member states, either from the employer side or from the student adviser side. One very clear principle was laid down at the first meeting of this group, which was that the employer members were not joining it in order to reap some sort of competitive advantage for their organisation in recruiting bright graduates from other member states. The aim of the group is very much to foster long term relationships between higher education on the one hand and the world of employment on the other. I think that is a particularly important principle for both sides to bear in mind and it was one which was suggested by employer members themselves.

Since its creation, in the autumn of 1990, the group has worked on two projects. The most important of them undoubtedly has been the planning and organisation of this conference and I will return to that later. It did, however, also carry out a survey of the guidance centres listed in the FEDORA Directory to get their reactions to some examples of the sort of employer literature produced by 3 founder members of the group, Price Waterhouse, Procter & Gamble and ICL. This again was not to solicit the view of the participants on those particular companies but to try to get from them more general comments about what sort of information they wanted from employers for their students and for their professional work. The report of this survey is available for anyone who wants it but it is clear that there is a need for good, clear, helpful information on employers, on what they have to offer, on the nature of the work done, the career prospects and the training given. In many cases the sort of information which student advisory services receive is not really

well designed to meet these needs. It is either information designed for another purpose - such as an annual report of activities - or it is perhaps too aggressively promotional.

However, undoubtedly most of the group's energies in the last 18 months, during which it has met four times, have been in planning and organising this conference. We very much hope that we can take away from the conference other ideas for future projects. The Single Market is nearly upon us and although many countries are badly affected by financial recession and this in turn has affected employers' recruitment targets, nevertheless there are still sound business and organisational reasons why some employers at least will want to recruit some of their graduates from other countries. It is certainly very clear that higher education is producing more and more students and graduates who want to be mobile and who may have had experience of studying or working in at least two if not more of the member states during their education.

So perhaps the prime purpose of the conference is to enable you to learn from each other but also to enable us in FEDORA and specifically in the FEDORA - Employers' Group to get ideas for future projects that will be useful for all of you - that is both for the student advisers and the employers present. I should say that the big difference between this conference and the Cambridge one (apart from the fact that it is larger) is that the employers are drawn from several countries and not from one country only. That particularly pleases those of us organising the conference because we drew very heavily on the good will of our British colleagues in organising the first conference and in starting the Employers' group simply because the relationships between careers services and employers in the Anglo Saxon world were sufficiently close to make this a realistic possibility. However, we cannot sensibly talk about the challenges facing us in the Single Market without participation from

employers from as many countries as possible.

Finally, I would like to mention one or two other projects which are going on in Europe at present and which a number of members of FEDORA are involved in at a personal level and which perhaps relate to the interests of the conference. First of all, the European Commission has been working for some time now to relaunch the SEDOC system. SEDOC may not mean much to most of you but it is a system which has existed for many years which linked together the public employment services of the Community member states. For various reasons, it was never very effective and of course, as far as graduates are concerned, very few of them ever make use of public employment services. However, the Commission's proposals for a new system which involve a highly sophisticated computerised system for passing information about vacancies and about jobs seekers and about information on living and working conditions rapidly between member states offers an opportunity which might be of real interest to graduate employers and to student advisers. Most institutions of higher education already have computer links which would enable them technically to participate in this system. What is necessary is both a political decision from the Commission and a practical commitment from the institutions of higher education and an interest from employers.

As a first stage, therefore, a survey was carried out in 1990 of the institutions of higher education in the Community to find out what they were currently doing in the field of graduate placement, what mechanisms were important in helping recent graduates find jobs and what the interest of students was in working abroad either for short or longer periods. That report, *The Entry of New Graduates into the European Labour Market*, was published in November 1990 and a few copies are available here in both English and French. A shortened version is available in

Italian and German and Spanish translations may appear shortly, though this is not yet certain.

As a second phase, we are now looking at the potential interest of employers in recruiting graduates transnationally within the Community, the problems they encounter, their motivation for doing it and their potential interest in making use of any Community system which might be made available. That questionnaire has just been sent out and a report should be available in the autumn. As a third phase, we are currently negotiating with the European Commission for funds to prepare detailed proposals for a pilot study involving a number of institutions of higher education in different member states. This will look both at the technical aspects of linking them into the SEDOC system as well as the marketing aspects of the system and at the need to provide guidance counsellors with appropriate training and information in order to help them in their work with the students or graduates.

Another separate project (though for obvious reasons one hopes that it may link with the SEDOC one) is a plan to produce a database of information on higher education and training.

Finally, I am sure that many of the employers particularly will have been aware of the interest of a number of the publishers of graduate directories and student magazines in trying to extend the European content of their publications and their coverage of the market. Examples include the *European Graduate Careers Guide* produced for the first time last year as well as the inclusion of a growing number of foreign employers in publications like the French *Guide des Entreprises qui recrutent*. There have also been initiatives to increase the international participation in job fairs of various sorts.

All of those mechanisms and many other initiatives, together with the very important desire of the students and the recent graduates themselves, to take advantage of being European

citizens and of the opportunities that a single employment market could present, mean that we are all faced by a challenge. We are working in an increasingly complex situation, dealing with changing education systems and with potential employees from a much wider and more diverse background than before. I am convinced, as is FEDORA and the FEDORA - Employers' Group, that in facing that challenge co-operation between institutions of higher education and employers can only be beneficial. This conference is very much part of our commitment to that ideal. I hope you will all enjoy it, benefit from it, and continue to want to be involved in our activities.

Introduction

"Europe without frontiers"
"Making a mark in Europe"
"Universities step up European public relations activity"
"Living, studying, working in Europe"
"It's not what you know, but where you learnt it"

These are just a few headlines from recent articles in Personnel magazines which highlight the fact that students are becoming increasingly orientated towards Europe. In addition, labour markets are rapidly changing and European recruitment is a fact.

Approximately 75 % of European companies regard the influence of European integration on human resources as being very important. The internal market is compelling an ever increasing number of companies to Europeanise or "think European". However, if there is only one nationality represented at Board level, then it is unlikely that they will achieve their goal.

We can differentiate between roughly four groups of companies who are active on a European scale [Fig. 1] :

1. Multinationals
They consider Europe as only a part of their field of operation.
2. Europe First companies
They operate on a worldwide scale but with a strong emphasis on Europe. They have already succeeded in adapting to the European Dimension.
3. Repositioning for Europe companies
They operate on a national or a global scale with a need to

concentrate and organise their European activity.

4. Supranational companies
They have a strong national basis. However, they consider themselves vulnerable particularly as a result of deregulation. They are preparing actively for 1993.

Amongst these companies, the need for European recruitment and European management varies substantially. Although no two companies are alike, they have a lot in common.

- Economic downturn
Most of the companies were affected by the economic downturn in the EC. Although, generally speaking, this has not affected plans for the recruitment of graduates on an international scale. Instead, the cutbacks, if any, were confined to the home recruits.
- Demographic trends [Fig. 2-3] :
Without exception, all the main EC countries will suffer a downward change in size of their 20 - 24 year old age groups. However, this does not automatically mean a decline in graduate output. In fact, in some countries, the graduate output is being forecasted to increase due to greater participation rates in higher education. But whatever way the trends will go, whether there will be economic growth or downturn, an increase or decrease in graduate output, one thing is clear. There is fierce competition between employers for recruiting the best graduates. This has even been intensified as employers have switched their attention from quantity to quality. A more

selective approach is being taken in the search for competent graduates.

A head of Graduate Recruitment made the following statement :

"We want to attract the best in Europe, to build and develop a managerial team capable of running a truly international business."

Or as another one stated :

"Our business will only succeed if we consistently manage to recruit better people than our competitors."

But which graduates are the best ?

One thing is certain : whoever is considered as best for one company will not necessarily be considered as best for another. It is important to ascertain the objective of a company involved in recruitment on a European scale. Is the company seeking specialists for specific vacancies or generalists who will start as management trainees ? There is an immense difference between these two. But they have also a lot in common. Headhunters and Human Resource Directors have agreed on the following criteria for working within a European context [Fig. 4] :

- graduate or postgraduate training;
- open to foreign cultures;
- ability to speak at least two languages;
- geographically mobile;
- willingness to change jobs during his/her career.

It is a combination of language capability and skills. The English language is being promoted more and more as the European working language [Fig. 5].

One may well ask if there are specific nationalities which are more equipped than others for working at a European level ? Indeed, are there any nationalities which will make better managers than others ? There have been wild guesses and also a lot of jokes. There has even been research carried out in this area [Fig. 6]. However, it is not possible to make generalisations [Fig. 7].

- Hurdles
There are still many problems facing us, or to put it more positively, there are still many hurdles for us to take.
- Establishing a European corporate image.
- Interpreting and dealing effectively with foreign applications.
- Contacting suitable graduates, in particular selecting the appropriate recruitment tools.
- Integration of foreign graduates into established company training and management development structures.
- Establishing a European corporate image
Companies recruiting across borders need to quickly establish an image for themselves amongst foreign students. They can avail of advertisement, for example in special international recruitment guides or career guides. Some companies offer European work experience programmes as a recruitment tool. It can also provide good PR. In addition several companies organise International Business Courses. Students from European countries are provided with an opportunity to actively participate in an intensive programme of business games, seminars, meetings with top managers and industrial visits. All these methods can be used to create a high profile recruitment image. However, they are time consuming and costly. There is no guarantee that they will establish a long term European Corporate Image.
- Interpreting and dealing effectively with foreign applications
that are either unsolicited or solicited by widespread advertising. Here we are confronted with the problem of interpreting educational background, professional qualifications, age, etc. As it is to be expected, there are significant differences between all of the European countries.

- Contacting suitable graduates, in particular selecting the appropriate recruitment tools.

There is an increase in the number of initiatives taken by essentially young entrepreneurs to introduce European graduates to employers. There are more and more organisations specialising in careers fairs, special careers events and conferences on the European labour market. It is debatable whether the needs of graduates and employers will be better served by competitive private ventures or by some type of "official" structure.

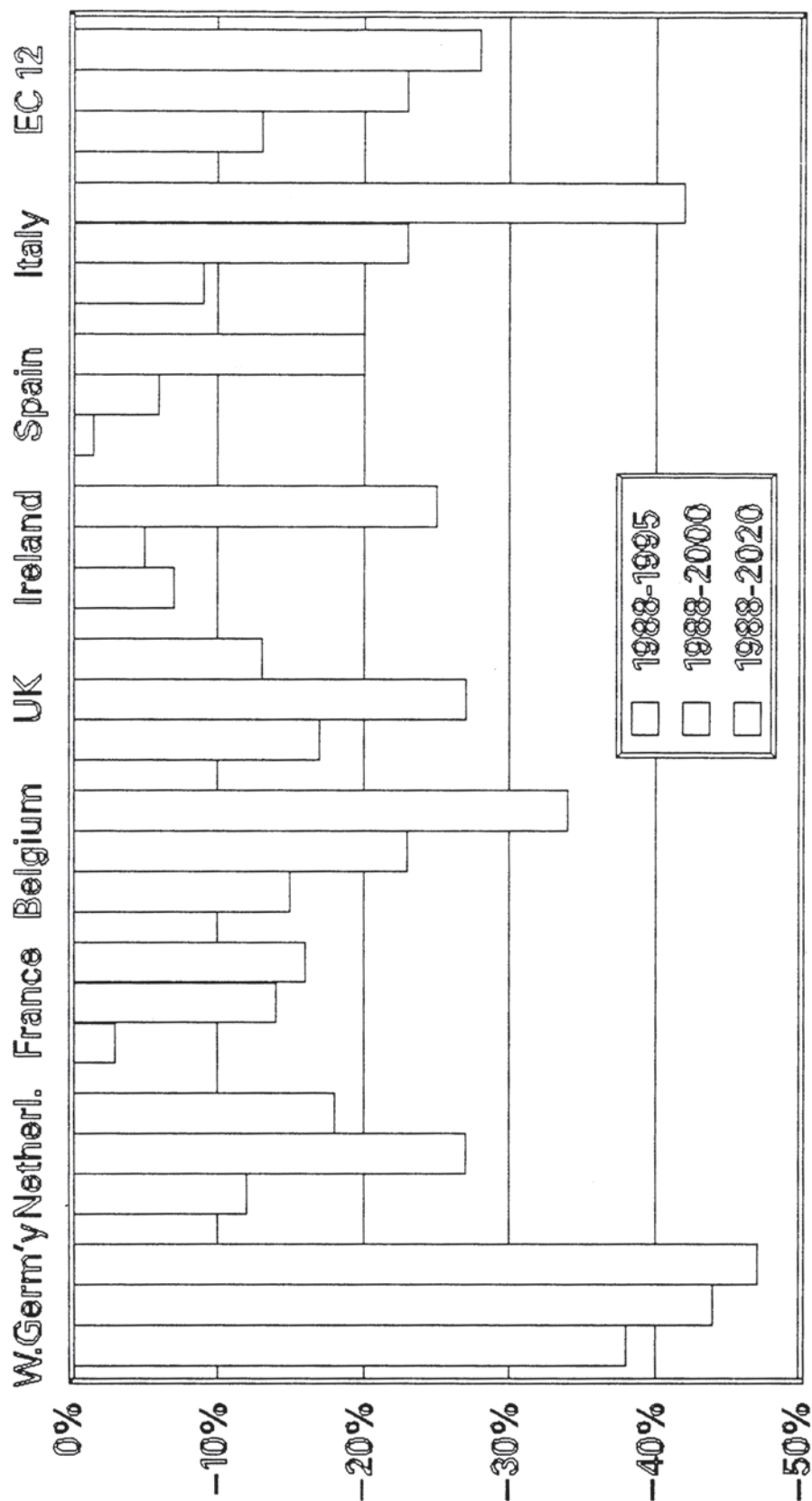
- Integrating foreign graduates into established company training and management development structures

After successful recruitment, many companies are faced with this problem. However, easy solutions are not available.

Second European Conference on Employment

We have to learn to live with the fact that every country is different, and that we must not seek to design or campaign for a universal model. Therefore this means that there is a great need for information concerning educational backgrounds, labour markets, professional qualifications, salary systems, ... But this is not all we need. It is also very important that people get to know each other on an individual basis, and that student advisers and recruiters can contact each other directly. If this European network is really established, we will succeed in creating a truly European labour market.

Demographic trends

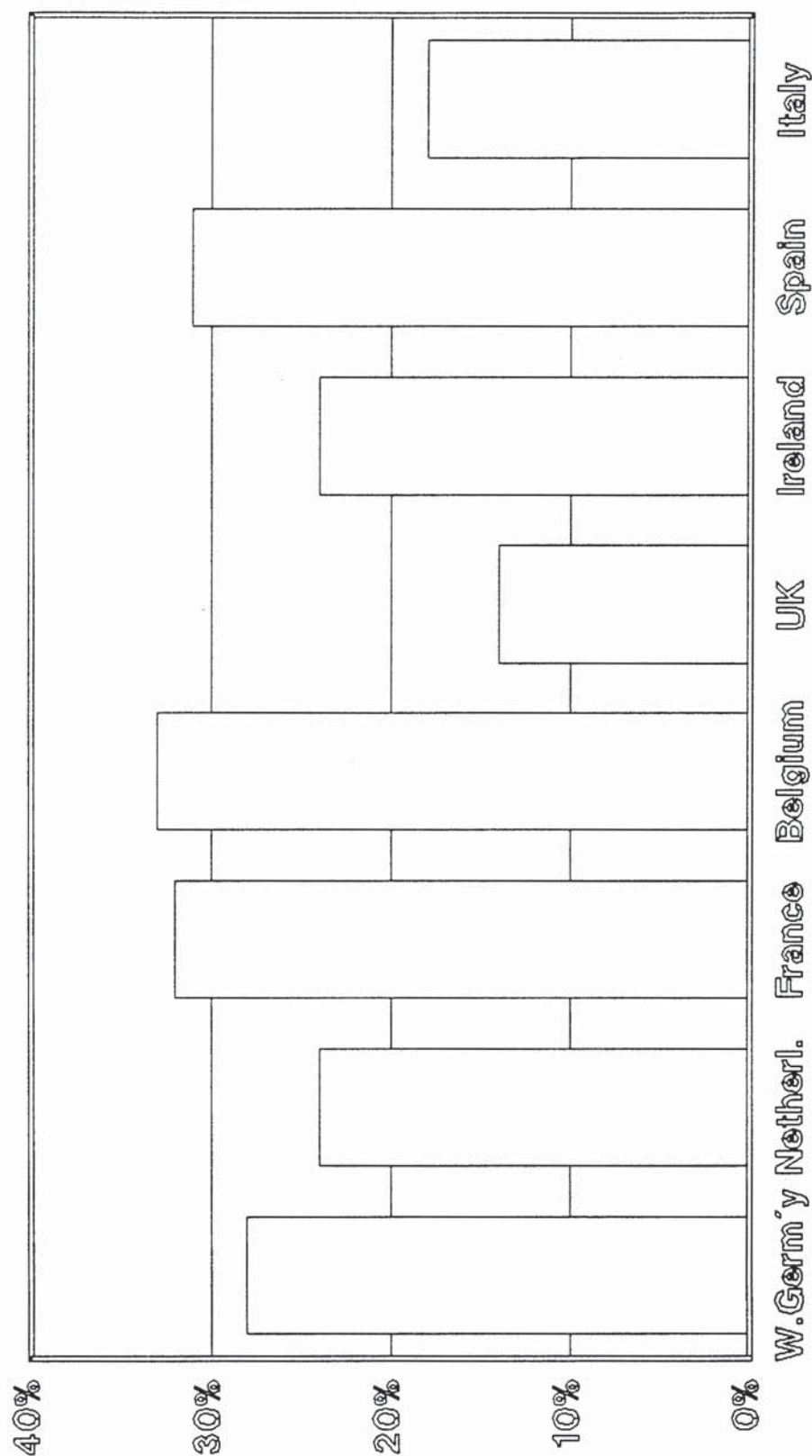


ABN·AMRO

Eureco Newsletter - August 1991

Figure 2

Participation in higher education - 20-24 year age group -



W. Germany

France

Belgium

UK

Ireland

Spain

Italy

ABN-AMRO

Figure 3

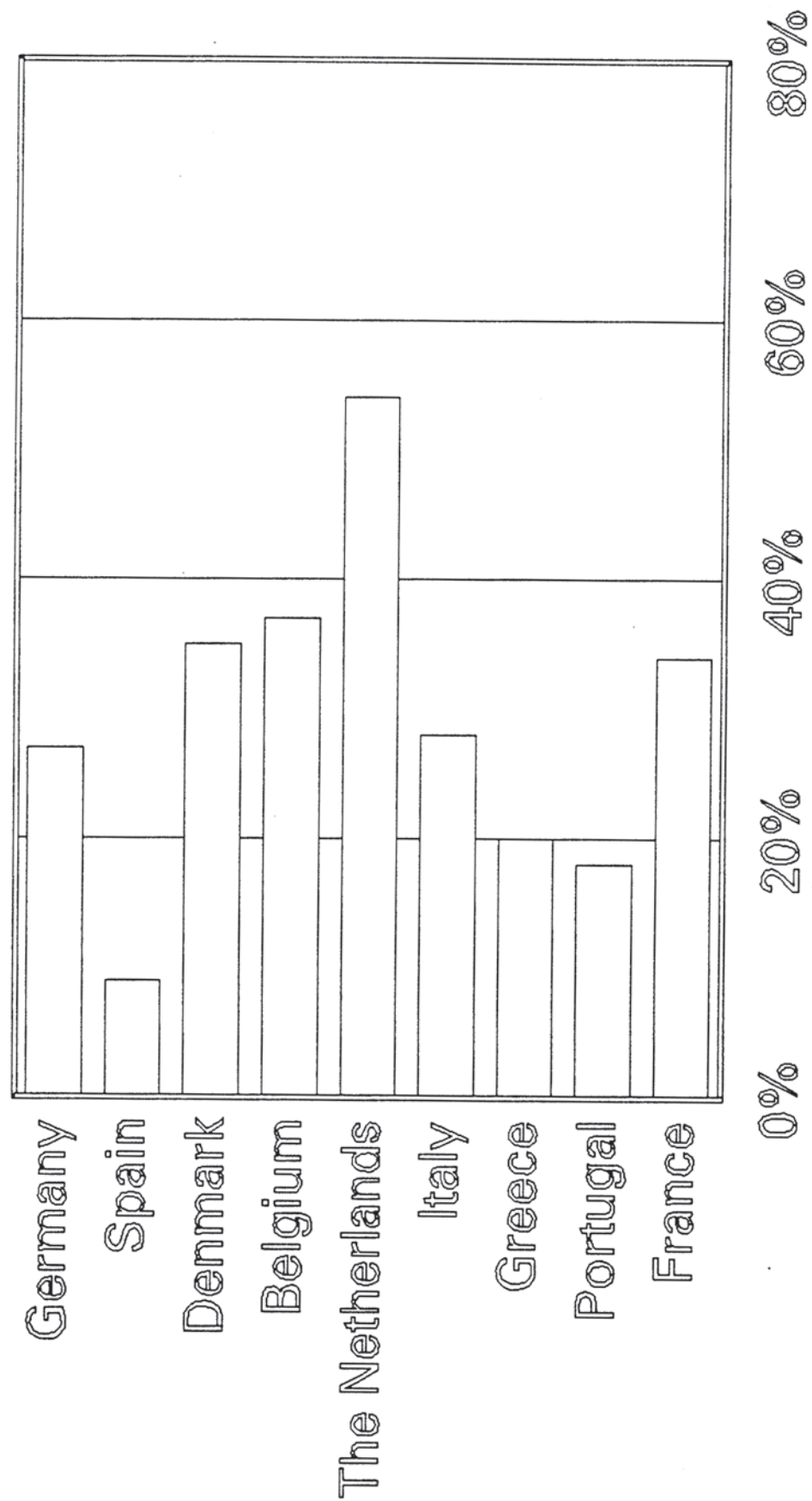
He/she can be defined as:

- ▶ An employee with graduate or postgraduate training
- ▶ Open to foreign cultures
- ▶ Able to speak at least 2 languages
- ▶ Ready to be geographically mobile
- ▶ Willing to change jobs during his career

ABN•AMRO

Figure 4

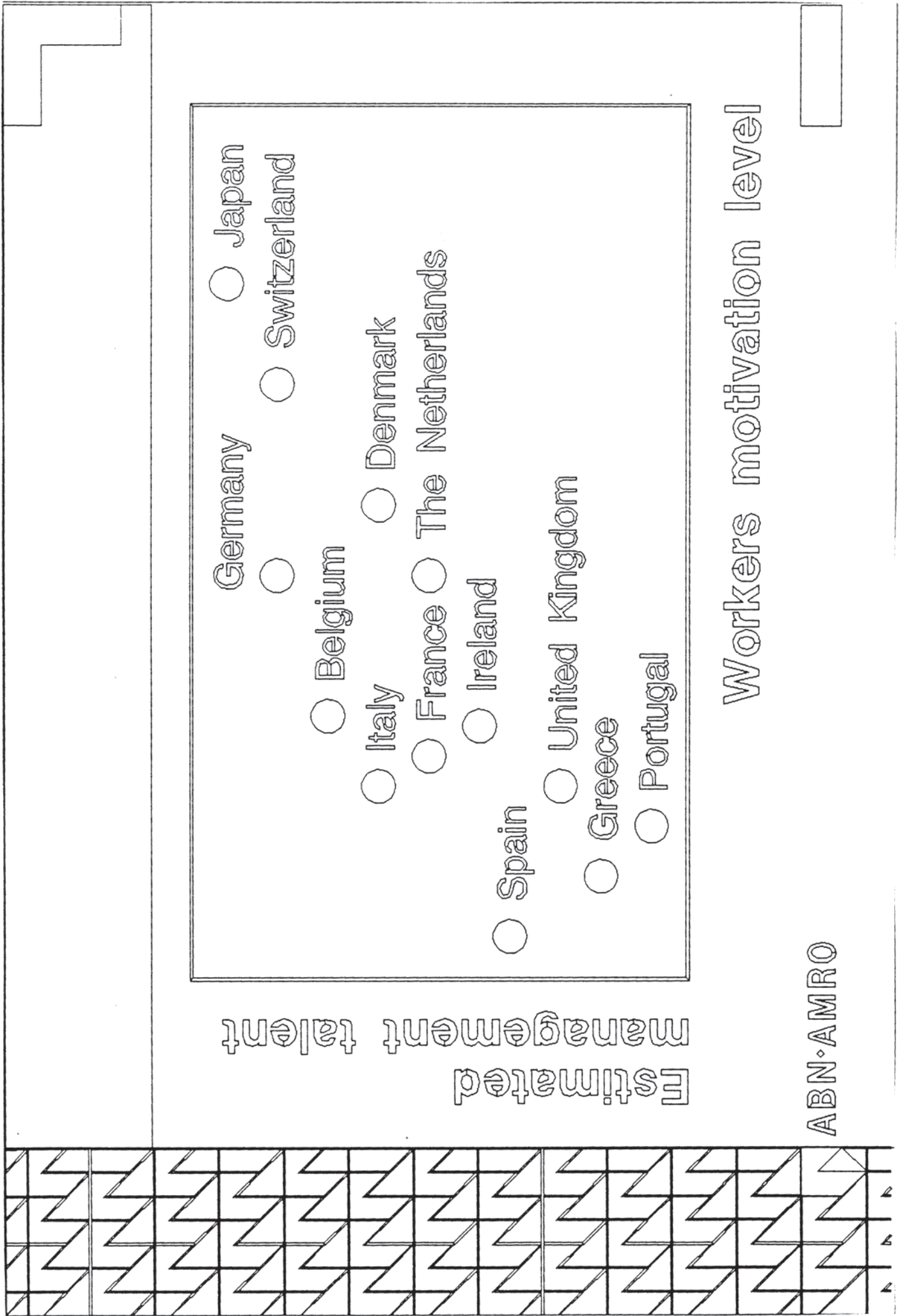
Students fluent in English



ABN·AMRO

Figure 5

Figure 6



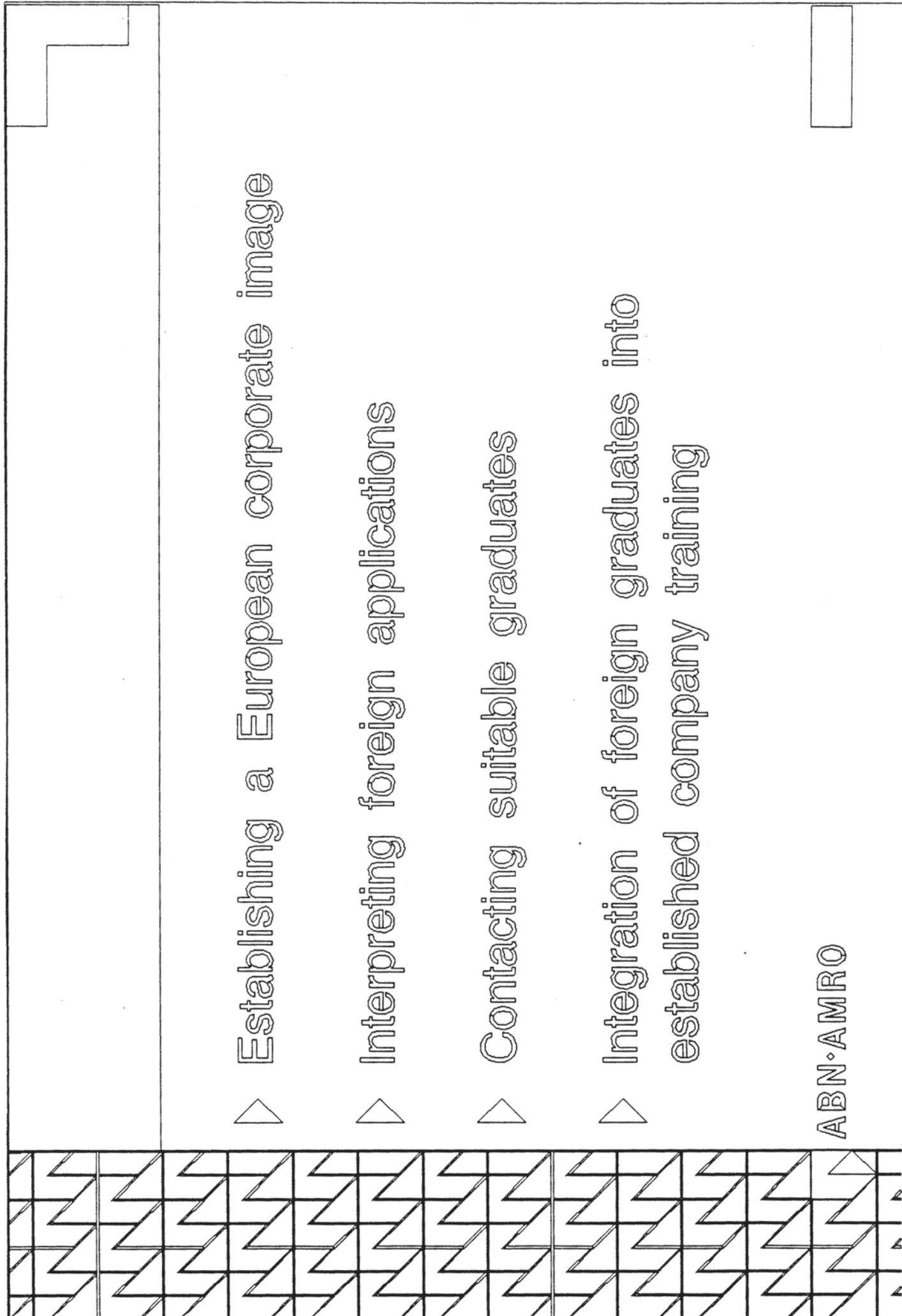


Figure 7

J.M. Crochet

Université Catholique de Louvain

Introduction

The views expressed below represent the feelings of an engineering professor who has been teaching for twenty five years and who has developed contacts with a number of international corporate research and development centers. The author is also the head of a small scientific software (university owned) company; his views may thus reflect his own aspirations rather than a consensus between colleagues in an engineering school. They reflect "on the spot" reactions to the topic of the colloquium rather than the fruit of an introspection into employment problems.

We wish to elaborate on three aspects of the relationship between employers and universities with a focus on engineering, although many of our thoughts are readily applicable to other fields. We will first examine how an engineering school can react to the demands of a fast moving technological world and what sort of program might satisfy the wishes of industry. This first part of the presentation refers essentially to undergraduate teaching. We will next approach the delicate problem of research and employment which has been little considered in Europe by comparison with the United States where graduate education has a long-standing tradition. Finally, we would like to address the European dimension of university employment and share a few thoughts about how employment centers in universities might help for the development of a more powerful European community.

1. Undergraduate engineering schools

The engineering curriculum has been forced to react quickly to the fast moving technological world over the last fifty years. The degree of "mining engineer" was still enjoying its glorious reputation some forty years ago while it has essentially vanished from today's curricula. In the meantime, reform after reform have endeavoured to educate, within a (fortunately) strictly constant number of years, engineers who will exert such various trades as software and hardware development, material processing or civil engineering. Take for example mechanical engineering. Twenty five years ago, the use of computers and of numerical methods was not taught at the undergraduate level; today, one cannot conceive of a mechanical engineering education without a minimum knowledge of the tools of the trade : computer aided design, finite element methods, use of new materials such as polymer-fiber composites. Still, the basic concepts such as power generation, transformation, structural mechanics have not disappeared. The many reforms of engineering studies must have been successful, if one judges on the basis of European technology; however, they have all generated unresolved conflicts between those who promote specialization and the general practitioners, between those who cannot conceive of an engineer who has not studied some well identified topics and those whose main concern is to teach how to think.

In the Belgian system, the engineering degree is obtained after five years. The student becomes a "candidate" after two years; he then selects his "specialty". During their last year, students spend fifty percent of their time on a memoir related to a topic of

their choice. At the University of Louvain, we are now in the final stage of a reform of the first two years. After long debates, our school decided not to specialize earlier than the end of the second year and, despite the fast evolving technology, to put a major emphasis on a solid scientific background limited to a small number of topics: mathematics, physics, chemistry and (this is new) computer science. To these classics of engineering education whose main objective is the learning of rigor, we add three more "invariants": opening to society (economy, social relations), opening to the world, with a special emphasis on the North-South relationship and the ecological implications of engineering and finally, if possible, an opening to culture. For the organisation of the last three years, one is forced to admit that, beyond the background courses in which the students learn the basics of their art, the program should mainly develop a state of mind rather than an encyclopaedic knowledge which risks to be preposterous within a decade. It is hoped that such a purpose will be achieved through the selection of strong majors and limited minors in well-defined disciplines.

Our topic today is not the organisation of engineering curricula, and we will not pursue on that avenue. However, it raises the problem of the relationship between the views of employers and the preparedness of young graduates in the fast evolving field of technology. A short term view might require a detailed knowledge of specifics in the engineering curriculum. On the long term, it might be much more advantageous to hire a bright graduate with a fertile mind who has learnt how to master a few selected topics. His training will easily allow him or her to move to other promising fields.

It should be emphasised that, throughout Europe, there are many different attitudes regarding the contents of engineering curricula. Diversity is wealth; the same is true among many of the best undergraduate schools in the United States, where the background of a Stanford graduate

differs from that of a MIT former student. Still, both profiles are highly demanded in industrial institutions.

2. Research and employment

Doctoral graduates are not too popular in European industry. University research teams abound with smart young students coming from abroad for further training while many of our brightest undergraduates chose to further specialize in business administration rather than undertake the effort of a doctoral degree. The same is true in the United States where some of the best graduate schools count more than fifty percent of their students originating from other countries and from Asia in particular. It is certainly not a refusal of effort from the native students. Their major concern resides in the fear of a lack of recognition once they start looking for a job in industry, and they are probably correct. They are certainly attracted by the deeper knowledge to be gained from graduate studies, but they apprehend to be passed in future responsibilities by those who started their career just after graduation. Still, research training coupled with a doctor's degree produces individuals who can render unique services in the mid- and long-term development of a company.

The young doctor has found the opportunity to cristallize the knowledge gained during his undergraduate studies. We are all aware of the slow mechanism of learning. The short term assimilation lasts a few months; it is characterized by fading memory. However, "science revisited" grows deep roots which will most probably last throughout a career. At the end of five years of undergraduate study, we have little illusion on what is left of the vast curriculum certified by numerous examinations; we only trust the lasting effects of attitudes and skills gained during that long effort. The doctoral student has a chance to return to his body of knowledge, to raise the appropriate questions, to wonder about

its use. While so doing, he gains access to a long lasting knowledge which will serve him and his colleagues for many years.

The doctoral student learns how to create and to overcome the stress of the white page. He learns to accept the existence of dead ends, to overcome his failures. He is excited by discovery, but he must yield to the slower process of confirmation and communication. He learns how to collaborate with colleagues and to dialogize with his (busy) supervisor. He learns how to read the work of others and to transfer knowledge and technology either to undergraduate students or to his peers. Above all, he is endowed the (finite) time to complete his research and to think. There are many superior researchers in industrial laboratories, but industrial constraints seldom leave enough time for the array of skills to be gained in a university or laboratory environment.

The author has collaborated with many doctoral students over the last twenty five years. Their major motive was not the prospect of a bright situation in industry (although most of them are now doing very well). Rather, their incentive was a desire of depth and creativity and the excitement of discovery.

The promotion of doctoral degrees presents a major challenge for employers and for student advisors which has probably received too little attention in previous years. We have no doubt that the holder of a doctor's degree is able to render great services to industrial research and development centers; these services have been recognized for many years in the United States. However, in Europe, the evolution has been rather slow. Typically, the young doctor is sometimes hardly recognized an equivalent seniority when he receives an offer. Industry should find appropriate slots for attractive careers beyond the doctor's degree, at least for a period of five to six years beyond which his career would naturally depend upon his merits in the company.

It is also true that universities should divulgate more information about the organization of graduate studies and the profile of their doctors.

There is another field in which student advisors across European universities might play a major role in future years and which constitutes a nice transition with the concerns expressed in the next section. It is the organization of a vast market where research centers throughout Europe might publicize research openings for young graduates. Our students know very little about possible doctoral studies in other European countries, although they are often quite familiar with the American system.

3. European dimension

One of the most pernicious effects on scientific and industrial institutions is inbreeding. It is often secure on a short term basis to hire graduates from the same school where one expects little surprise. However, a university which hires its professors solely among its own graduates (unless they have spent a number of years in another institution) misses major opportunities to develop its fundamental body of knowledge and its didactic capabilities. Similarly, a company needs to be revitalized through the hiring of graduates issued from a wide array of universities. Quality should remain the primary factor, but diversity of education is a major asset.

The problem of inbreeding is probably more intense in a small country like Belgium where, in addition, many of our graduates would love to find a job within twenty kilometers of their native city. However, in our growing Europe, one should hope that integration will progress once graduates wouldn't hesitate to cross borders for exerting their professional skills. I am not pleading for uniformity : the German engineer greatly differs from his British counterpart. However, both cultures have their own value and find their place in industry. In that

respect, I appreciate the American system where a number of good schools are recognized for their specific potential while their graduates are hired across the country.

The present meeting holds great promises for the organisation of a university network of job openings. Student advisors should be able in the future to disseminate information about job opportunities and company presentations. Recruiting offices in universities should leave room to foreign employers and favor the exchange of graduates across borders. The author's first awareness of a university recruiting office was at the University of California, Berkeley, thirty years ago. At the time, the student newspaper was announcing every week which companies would visit the Campus and how to register for an interview. Recruiters were coming from all over the country. We sincerely hope that, within a few years, similar systems might be established in the European Community.

Conclusion

In the present note, we have tackled some of the problems which the Conference on Employment might solve in the future. Whatever we do, information remains a key factor for reaching our goals: students should know more about recruiting companies, employers should be aware of universities and their specific qualities, dissemination of research capabilities should be enhanced. The exchange of strategies as it is being discussed today will be of considerable help.

Richard A. Shervington

Senior Recruitment Partner,
Waterhouse Europe Price*Introduction*

The transition from academic life to the world of work and to developing a career presents great challenges to both students and employers. For students there are the challenges of career selection, employer selection, self marketing, coming to terms with reality - and with self knowledge and perhaps rejection. For employers there are the challenges of planning their needs, marketing their vacancies, selecting the right students, selling themselves to beat the competition, and then of induction, training and developing their new staff in a way which tries to match expectations. For both sides as they become one, there is the underlying challenge of managing the move from dream to reality and of any shortfall between expectation and actuality.

In general terms, there are three broad phases : recruitment, induction and career development. This paper addresses the first two of these phases, touches briefly on the last and on the related topic of maintaining and developing cultural values. It draws primarily on practical experience within one integrated, multinational, business advisory organisation with over 50.000 people in 111 countries worldwide : of these 15.000 operate throughout Europe where some one thousand graduates are recruited annually. It also draws on an independent study of the selection and career development of graduates in France, Germany and the Netherlands, and on many other business contacts throughout Europe.

Recruitment

Differences in higher education between the UK and Ireland, and most Continental countries as they impact on recruitment have been dealt with before in this forum and elsewhere. Some of these are worth re-stating :

1. Greater vocational orientation and emphasis on relevant degrees in continental countries, as opposed to a UK tradition of diverse career opportunities - especially for arts graduates.
2. Longer courses and (reducing) national service on the Continent, resulting in most graduates being older than in the UK.
3. Larger classes, less emphasis on personal tutors and more home-based students on the Continent. This may provide less opportunity for developing some personal transferrable skills through living away from home and a multitude of student societies and sporting activities.
4. Wider access to higher education on the Continent and greater pre-selection for university courses in the UK. However, the entry requirements for specific HE institutes anywhere may be a key feature in future employers' selection criteria.
5. Well established university based careers advisory and recruitment mechanisms in the UK reflecting a different type of "partnership" between academic and employment.

The above are generalisations. Developments on both sides of the Channel and across the boundaries,

supported by greater exchange of ideas and people through exchange programmes like Erasmus and student organisations like AIESEC and IAESTE, are promoting understanding and change. Also, in such a diverse community of nations both the best and the worst of each country's system are often replicated or paralleled elsewhere.

Young people, irrespective of nationality, are becoming increasingly international in their outlook and there are many more similarities in expectations, attitudes and value than there are differences. Similarly, employers, especially those with international or multinational operations, are increasingly looking for similar skills in candidates for managerial, professional or consultancy careers. These include :

- intellectual capacity and success in studies;
- interpersonal skills, team working and leadership;
- communication skills and persuasiveness;
- creativity, vision and capacity for change;
- some familiarity with technology;
- languages;
- business awareness and commercial reality;
- independence and initiative.

A number of questions have been put to a cross section of European colleagues. The responses suggest that students are generally skilled in applying for jobs, can complete good CVs, and have an increasing awareness of how to present themselves at interview. There is some concern that training in interview skills promotes "expected" responses which disguise the "real person".

This poses challenges to recruiters and demands increasingly skilled interviewing and serious consideration of selection methodology, ranging from personality and aptitudes tests to comprehensive assessment centres. Indeed, there is some suggestion that candidates expect increasingly comprehensive selection methods

although in most countries interviewing remains the key tool. These issues must be addressed by individual employers and have considerable implications and potential dangers, as well as benefits.

It was also clear that work experience through internships, stages, traineeships and exchanges is invaluable to both the recruitment and induction processes. Inevitably, relevant experience cannot be provided for all students and, whilst it should clearly be "a good thing", work experience raises many difficult questions about numbers of participants, relevance of and to studies, quality of programme, selection, etc. An "ideal" model may be where structured work experience is an integral part of academic studies, but this can be difficult to achieve.

Recruitment policies can have a major impact on re-positioning a company and influencing its culture. They should be a strategic issue for most businesses seeking to gain a sustainable, competitive advantage. Recruitment plans and objectives need top management support, even in times of recession when competition for the best may tend to intensify. Pre-recruitment marketing therefore, should be an ongoing priority and companies need to maintain effective contacts with students, academics and advisers through good times and bad.

In deciding recruitment objectives and in trying to attract graduates, employers have to reconcile the conflicting constraints of the longer term demographic trend and the (hopefully) short term effects of recession. This puts a premium on planning, marketing, accurate selection, effective conversion of offers to acceptances, and on induction and continuous training, appraisal, counselling and career development in order to achieve satisfactory retention.

Induction

The early days and months of first career jobs are vital in setting the scene for both employers and new recruits and in starting to come to terms with reality. Good practice should dictate that both sides should be as honest and realistic as possible during the recruitment phase, but inevitably it is the positive that is emphasised. Questions on induction and fit were also asked of professional colleagues and some sample responses are reproduced below :

1. Are academic backgrounds fully satisfactory as a basis for the career concerned ?

- No - non relevant graduates require considerable effort and expense, but relevant graduates fare worse in subsequent exams.
- Education provided by business schools is perfectly adapted to our needs, connected with the business environment and based on practical cases and internships.
- University studies are rather general and theoretical.
- The real process starts now - analytically, students are well developed, but practically they know absolutely nothing.

2. What about transferrable skills ?

- No - there are not enough numerate, literate, computer literate and well organised good communicators to go round.
- Good on teamwork and computers, less so on communications and relationships. Appraisal, counselling and training are essential.
- US universities are best at developing communicators who can work in project teams.
- With shorter degrees, companies have to train a lot more than in "the good old days".
- Universities concentrate on technical skills not on those additionally necessary for future business leaders.
- There are few, if any, university

clubs or associations which might help to develop these skills - "but they are not lacking in our graduates".

Other questions confirmed that there is some mismatch between expectations and reality. In particular, some students expect to be "big bosses" from day one - on their way to becoming business and political leaders ! Others are disappointed that they do not use their academic knowledge as much as they expected, or that it is too theoretical.

High flier schemes for graduates of perceived top potential are gaining wider acceptance. Whilst essential for some companies they require special consideration, extra effort and management time. They may also raise expectations even higher for those selected, whilst leaving other recruits feeling second-rate.

In summary, it seems clear that employers increasingly recognise that each recruit has a unique blend of knowledge, skills and experience. But, to meet the needs of the market, a much wider range of skills must be developed to an appropriate standard. This can be achieved through flexible company training, development, appraisal and counselling schemes which can be tailored to individual needs.

For many businesses survival and growth will require the "will to win". Beating the competition will increasingly demand better people who are better targeted and skilled to meet the needs of the market. This in turn will demand increasingly effective HR systems together with high quality career development and management programmes. Without these, companies will lose their best employees, possibly to their competition, without achieving a satisfactory return on their early investment. Retention of the most effective personnel should be a key company goal.

There are many strands to career development and management and each business must consider and utilise them in relation to its own needs and

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objectives. Ideally the resultant mix should become a co-ordinated, continuous package which should of course be subject to regular SWOT analysis and review. It could include : internal and external training to develop technical, personal and managerial skills; job rotation; national, international and even cross-company exchange schemes; open, structured, but flexible promotion structures; performance appraisal; career development workshops and counselling; continuing education, perhaps in partnerships with universities and business schools.

Such programmes should also reflect both societal values and the commercial necessity of integrating the personal needs of people and their families with their work. Family care provisions, careers breaks, "keeping in touch" programmes and re-training, are some of many features that need to be considered.

These and other factors contribute to a company's culture. Other important aspects of that culture should not however be overlooked and many increasingly need to be specifically, if unobtrusively, planned into induction and development programmes. For example, how people relate to and behave towards each other, attitudes to customers and clients, external and internal focus, approach to standards and general approach to quality of operation and behaviour.

Career management policies and culture can be important features in a student's decision on which company to join. They are therefore matters which companies need to communicate to potential candidates and their advisers, who should in turn be receptive to any relevant information which helps them to understand and distinguish between prospective companies.

Conclusion

Attracting the most appropriate people for its needs and inducting them effectively are key elements for employers in the transition from education to employment. Career development and cultural features are also essential to the success of a company's long term ability to attract and retain the right people. So are other factors, perhaps most importantly sustainable commercial success.

To facilitate the transition, employers might hope that academics and advisers, as well as students, should seek to understand commercial considerations and for students to challenge potential employers about their recruitment claims. Employers should not seek unduly to influence the content of university courses, other than as long term co-operative research or technical relationships. Society certainly cannot expect higher education to provide all the foundations for all the skills needed for an infinite variety of careers.

D. Ph. Vunderink

University of Amsterdam - Careers Advisory Service

Perhaps you'd expected to see an English - or Irish - careers adviser. After all, that's the situation we are used to when discussing university careers guidance. I am, however, a careers adviser from the Netherlands, to be more exact : from the University of Amsterdam's careers advisory centre. This is not quite a coincidence. In my country there has been, over the past few years, a growing interest in careers guidance for university students. An interest that, in some universities, has resulted in new initiatives in this area by student counsellors, psychologists, student advisers and sometimes by lecturers. Some universities take this a step further : they are setting up special units for careers guidance. My own university, the University of Amsterdam, was the first to open (September 1991) its own careers advisory centre.

It is a pleasure to be able to tell you something in the 30 minutes I have been allocated, of our experiences so far, as well as of the reasons that motivated our university to start this new service.

I also hope to give you an idea of the type of questions and problems students confront us with and of how we deal with those.

First of all, though, I think it may be useful to give you a few statistics, which are relevant to the Dutch graduate labour market :

Total population	15,000,000
Total workforce	5,000,000
Registered unemployment	*7.5 %
Number of universities	13
Number of university students	165,000
Length of degree courses	4 years

Annual number of graduates	21,000 - 24,000
Registered graduate unemployment	6 - 6,5 %

* OESO, Economic Outlook, 1991.

University of Amsterdam

Total student enrolment	28,000
Number of faculties	15
Number of degree courses	60
Annual number of graduates	2,500

There are few things to be taken into account in order to reach an understanding of Dutch higher education :

1. Dutch higher education is a dual system : apart from 13 universities it comprises a much larger number of polytechnics, that offer 4-year courses too. Polytechnics do not award degrees, there is more emphasis on practical application of knowledge acquired. With a total of 225,000 students the Dutch polytechnic system is much larger than that of the universities.
2. Contrary to the situation in some other Western European countries, entry into Dutch universities is not limited - with the exception of medical courses. Everyone possessing the required diploma is entitled to enter university, so : no selection "at the front gate". Polytechnics on the other hand do select their applicants.
3. My third remark relates to the economic situation in the Netherlands and its consequences for the labour market. It is as if all sorts of economic phenomena are less pronounced in my country. That applies certainly to the boom

in the eighties as well as the present recession. It does not seem to hit as hard as it does in, for instance, the UK. Unemployment does increase somewhat, though not dramatically, while graduate unemployment is even decreasing slightly. The labour market's capacity for absorbing graduates still seems on the increase: in general, new graduates find jobs more easily than a decade or so ago.

To return to my subject: student careers guidance.

Why do we do it? And: how do we in Holland, and in Amsterdam in particular, deal with this new venture?

Traditionnaly we have paid much attention to the welfare of our students while they are with us. That attention is reflected in the numbers of staff and budget available for student care. Since the fifties and sixties, student counsellors, psychologists and student advisers have built themselves quite a strong position within the university. In the eighties, the threat of decreasing student numbers through demographic developments has led to more effort being put into student recruitment. What happened to our students once they graduated has never concerned us. At most we would agree that graduates were confronted with a very complicated situation. But it was up to them to cope with it, we simply said good-bye and good luck to you. To summarize the situation: lots of time and effort spent on student recruitment, on student care, but very little, if any, attention to students on the verge of leaving university, let alone professional guidance.

It is this last area that has seen some real changes over the past few years. I shall try and explain what caused these changes.

1. University education has recently gone through some radical changes. Time spent at university has been limited. The total length of any degree course has been reduced

from 5 to 6 to 4 years. Grant-supported time available to any student has been limited to 5 years in total and beyond the age of 27 no state grant is given at all.

Another recent development is that of a growing freedom of choice open to students: more and more opportunities to integrate parts of one curriculum into another degree course. Modular organisation contributes to this. Arts students, for instance, can now encompass economics or sociology within their own course, and vice versa. It is a development that requires guidance, as some students do not know very well how to cope with their freedom of choice. Professional guidance is all the more important because of the way these choices relate to positions - later - on the labour market. A labour market that is increasingly becoming an "any discipline" market.

One could say that university education in Holland is changing its nature. It is moving away from the continental, German model with its emphasis on "Wissenschaftliche Bildung", and moving in the Anglo-Saxon direction, where undergraduate education has always been more general in character. And perhaps our graduate labour market is shifting in that same Anglo-Saxon direction.

2. In the past, right up to the late seventies, an academic degree was almost as good as a job guarantee, and usually a good job too. In part that was a consequence of the type of academic education I mentioned before. Students acquired through their relatively long time spent at university - on average 7-8 years - sufficient maturity. And there was the economic principle at work of supply and demand: a relatively large demand for high potential versus a small supply on offer. The university graduate was in that enviable position on any market: he was scarce.

During the seventies and eighties we have seen the numbers of students growing, inevitably resulting in a growth of supply on the labour market. A supply, moreover, that lacks some of the characteristics traditional in the Dutch graduate. Degree courses are shorter, universities more "school-like", students have less time for other activities and they are considerably younger at graduation, in short: a less mature graduate supply.

These are some of the causes for an academic degree losing its former status as "job ensurer". It still is an entry ticket into the labour market. But the process of professionalising - very often through in service training - does only start then.

Moreover, it means joining the battle on the labour market. Success on that battlefield requires knowledge, skills and a certain attitude. Careers guidance can help there. I'll return to the subject later.

3. The third reason is closely related to the second. I have said it before: we have seen - throughout the seventies and eighties - an ever growing number of students entering our universities. Universities as well as successive governments have worked hard to open up university education to a larger proportion of the population. This has partly succeeded and in any case student numbers have increased enormously. For only 15-20 % of graduates today, there is any chance of an academic career, the traditional field for Dutch graduates. All others will have to try and find a job elsewhere. And in spite of the ongoing discussion on the aims of university education, the board of my university has stated the we - as an university - have to accept at least some responsibility for all those young people who just want a job.

This view is certainly not held by all in academics in Holland. Many

still feel that a university's sole task is to be found in high quality research and teaching. Careers guidance, in their view, should be left to polytechnics. As you will have understood, I do not share this view and I shall fight it wherever possible.

I have explained to you some of the considerations that were underlying the decision taken by the University of Amsterdam to start a careers guidance service. And they are still valid today. Now I would like to tell you how we arrived at the plan that led to the opening of our careers guidance service in September of last year.

As was to be expected, we started out by having a close look at careers guidance in the UK universities. Several study visits have been made to careers services in universities as well as polytechnics and we also talked to employers. That period of consultation laid the basis for our present warm relationship with British colleagues. I must say they have made a tremendous contribution by their positive support in getting our Amsterdam careers guidance service off the ground.

In his speech at the opening of our centre Tony Raban stressed that, and I quote, "the English model should be adapted rather than adopted". And he is right. There are differences that have to be taken into account: cultural differences, different education systems, differences in how the labour market operates.

But, notwithstanding the unmistakable differences, the two cornerstones of UK careers guidance take the same position in our centre:

1. Information and
2. Individual counselling.

After the explorative phase it was of vital importance to reach a political agreement. Much time and effort has therefore been spent on underpinning the arguments as well as on lobbying various relevant university and student bodies. For a university with a somewhat leftish tradition this step towards the labour market was not

lightly taken. And then : after consultation the proposal arrived at the decision making process and came through in tact. A three year trial period was agreed upon and, in September '91 we were able to open shop.

At this moment 4 people are employed full-time in the centre, eventually our staff will total 5. We intend the centre itself to remain small, and from this base to promote and support careers guidance within the faculties. In our scheme individual careers counselling will eventually be practised by faculty student advisers, with a facilitating role for the centre.

In this request our method certainly differs from that in the UK, where careers counselling is concentrated in the service. But there are many more similarities. The service exists primarily for the university, for its students and for its graduates. The documentation centre - with a wide range of information on the labour market is the heart of the service.

Do we search jobs for our graduates ?

No, we bring together supply and demand, but are not involved in matching them. We attach much importance to remaining independent and to seeing students as our clients.

So far, you have heard something of the reasons why, you know how we conceived our plan and you know that our service is in operation since September 1991.

What sort of questions do we deal with in this service ?

During one of our recent courses, students were asked to name their immediate associations with the concept 'labour market'. One student called out : "chaos". Others modified this into : unclear, not transparent, complex, ... But, to me "chaos" was very appropriate. Try and imagine yourself as a 23-year old, nearing graduation. You are trying to find out what it is "the labour market". Does it exist, this market that is constantly in the media-limelight ? I do not know whether it is the same in your country,

but in Holland this so called "labour market" is the sender of different and conflicting messages : *we need generalists, certainly not specialists. Generalists have a much wider "usability". No, the market needs specialists because of the ever growing labour division and complexity.* Another example : *The subject of your degree is of no interest to our organisation, but we prefer economists.* Or : *Of course we have opportunities for part time workers, but if you want real career prospects, we expect you to work 60 to 70 hours a week.*

By analysing jobs advertised one can gather information on the labour market. What qualifications are asked, what is offered ? But in this sector some sort of "newspeak" is used that does not give the innocent reader many clues as to its meaning. And then : the situation seems to be in permanent change.

I could go on : not surprising, therefore, that students equate the labour market to "chaos". A healthy reaction is the need to bring some kind of order into what is seen as chaotic. And that is where our centre has a major contribution to make. And, let's be honest, it is not simple to leave a familiar, relatively safe area and enter the unknown. It can cause feelings of stress and fear. Moreover it is an area ruled by mechanisms usually not taught at university. You have to be a good communicator, you are expected to initiate contacts, to write application letters, to present yourself at job interviews, to use networks. Not being familiar with these skills makes people uncertain, clumsy and passive.

Our contribution to ordering the chaotic consists of transferring knowledge - knowledge of the market, of what a degree means for a job, also of what employers demand and of mechanisms regulating entry into the labour market. Feelings of insecurity are reduced by training skills like : how to write a good application letter, a curriculum vitae, how to behave in a job interview.

Thirdly, we try and stimulate them to go out and actively search for

opportunities. We try to achieve this through individual counselling. After all, each individual has his own options, expectations and wishes, which can be handled if they are placed in a clear context. Giving the questions a place in a proper framework is very important, this makes them recognizable. And that gives peace of mind. It is an essential element of our profession and definitely more than "providing tea and sympathy".

You will find all these elements reflected in the primary services of our centre :

- courses and skills training;
- information service;
- individual counselling.

And after graduation, after having acquired the necessary skills at the career guidance service, our student is ready to be launched into the labour market. In his briefcase, of course, his cheese sandwiches for his first workday lunch, but also the necessary to ensure safe landing and to make a good start in his working life.

He has some idea of where he is going, he is better equipped and - as a result - more secure in starting off. He can expect an open armed reception on the market, because he knows what he's talking about, he is an equal partner.

To round off, ladies and gentlemen, something on how the Amsterdam careers service is getting on. Things are going well. So far the centre is a success with students, with faculties and with our relations on the labour market. The board is satisfied with our progress and luckily our students too. And they are what all our effort is about.: our friend here, ready for take-off.

To prevent myself from boasting too much I think I should better finish this speech now. Thank you very much indeed.

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Yves Demeer

Vice-Doyen de la Faculté de Droit de Lille [France] -
Directeur du S.U.A.I.O. de l'Université du droit et de la
Santé de Lille [Lille II]

Tony Raban et Jean-Marie Burnet m'ont confié le redoutable honneur de vous présenter le rapport final de ce colloque de Louvain-la-Neuve qui, pour beaucoup d'entre nous, restera un modèle du genre. Grâce à une organisation remarquable et à une ambiance chaleureuse, nous avons pu en un temps relativement court faire le point de l'avancement des travaux du groupe "Emploi" de Fedora et réfléchir en commun sur ce qui, dans l'avenir, pourra permettre à cette partie de la jeunesse communautaire qui nous est confiée de préparer dans de meilleures conditions son avenir qui est aussi le nôtre.

Bien entendu, et comme toujours en pareil cas, certaines discussions ont quelque peu quitté les sentiers qui avaient été tracés par le titre même attribué au colloque des *"Relations entre les conseillers universitaires et les employeurs"*. Mais même dans ce cas ces digressions apportaient souvent des éléments de jugement, ou tout simplement, de connaissance qui trouvent leur utilité dans une réflexion plus générale. Vous ne m'en voudrez pas toutefois de n'y attacher qu'une importance relative pour me concentrer sur ce qui était l'objet principal de cette rencontre.

Une première difficulté pouvait naître de la notion même de conseillers universitaires, traduction souvent ambiguë de la dénomination anglaise de "Student Advisers".

A plusieurs reprises, dans les groupes de travail, il a été une fois de plus mis en valeur que les mêmes mots sont loin de recouvrir la même réalité.

Entre le Student Adviser britannique qui est un professionnel de l'orientation souvent entouré d'une équipe relativement nombreuse et le conseiller universitaire français, il y a toute la différence entre une certaine rigueur anglo-saxonne et une vision plus latine de l'aide à apporter à une population estudiantine que l'absence de sélection à l'entrée de l'université rend parfois pléthorique.

Beaucoup de participants ont également remarqué ou fait remarquer la regrettable absence d'employeurs basés dans la moitié nous dirons méridionale, de la Communauté. Il ne semble pas que ce soit là le fruit du hasard : nous dirons simplement qu'une fois de plus les absents ont eu tort et qu'après Cambridge en 1990 et Louvain-la-Neuve en 1992, il faudra peut être tenter une percée vers le Sud.

Dans son exposé liminaire, M. Richard Shervington a, au nom des employeurs, clairement annoncé la couleur. Il faut que les étudiants et leurs conseillers comprennent que les motivations et impératifs commerciaux des entreprises ne peuvent pas ne pas dicter leur conduite.

Oui, nous vivons dans un milieu capitaliste où le profit est fondamental. Les employeurs ont donc mis au point des techniques de recrutement qui correspondent à leurs stratégies globales qui sont souvent paneuropéennes.

Ce problème de recrutement est bien entendu au coeur des relations potentielles entre les conseillers universitaires et les employeurs. Dans l'un des ateliers, il a été dit avec force que les étudiants les mieux qualifiés ne savent pas toujours comment aborder

ou accrocher le marché européen du travail.

Faut-il dans ces conditions que nos services universitaires les préparent de près ou de loin à affronter cette redoutable épreuve et si oui, comment?

Plusieurs niveaux semblent se dessiner.

Il convient d'abord que l'étudiant soit conscient des besoins réels des entreprises et de leurs exigences du moment.

Parmi celles-ci la mobilité géographique et technique, la connaissance de plusieurs langues communautaires ou autres - Madame van Ekelburg parlait jeudi soir de deux langues en plus de la langue maternelle - enfin, ce que dans un autre atelier, un des participants avait résumé sous la formule "apprendre aux étudiants, le monde de l'entreprise".

Il faut ensuite que l'étudiant soit prêt à affronter la redoutable épreuve de l'entrevue ou de l'entretien obligatoire avec les représentants de ladite entreprise. Ce passage obligé semble avoir fait l'objet de nombreux commentaires et même de la seule véritable divergence de vues entre les participants "Employeurs" et "Conseillers" du colloque.

Sans s'en plaindre vraiment, les employeurs ont regretté que les étudiants soient finalement et à la limite trop bien préparés aux entretiens de recrutement. Il n'est pas évident que la faute en incombe aux conseillers; par contre certains d'entre eux ont clairement dit leur désapprobation de l'utilisation de certains outils de sélection, tels la graphologie ou la morphopsychologie. Certains participants au colloque souhaitent même que Fedora intervienne en tant que telle et prenne l'initiative sinon d'une protestation, tout au moins d'une réflexion approfondie du groupe Employeurs sur la déontologie qui devrait être respectée en pareil domaine.

Il n'en demeure pas moins que le rôle d'information des conseillers dans ce

domaine est considéré comme primordial.

Quels sont donc les moyens à mettre en oeuvre ?

Dans l'un des ateliers, il a d'abord été précisé, à juste titre, que la situation peut varier d'un pays à l'autre, en fonction même des traditions et des caractéristiques du monde du travail dans ce pays. La situation en Allemagne, notamment, est très différente de ce qu'elle est en Irlande ou aux Pays-Bas. Un curriculum vitae ne se constitue pas de la même façon dans les divers pays de la Communauté.

Le matériel d'information doit donc être ciblé et cela nécessite forcément la connaissance du milieu national même pour des entreprises à branches multiples.

Sur le plan technique, le document papier semble encore le mieux placé car la mise des informations sur disquettes informatiques pose le problème de la compatibilité des systèmes informatiques. Dans la même optique, il a été suggéré que Fedora pourrait sans doute jouer un rôle important dans l'établissement de liens privilégiés avec différents éditeurs nationaux comme cela a déjà été le cas, notamment grâce à l'Université Catholique de Louvain.

Naturellement, l'organisation de rencontres entre les employeurs et les étudiants à tous les niveaux du cursus, et pas seulement en période finale, est réclamé comme un élément fondamental du dialogue permanent avec le monde du travail. Ces rencontres peuvent et doivent être complétées par l'organisation de forums, notamment dans les domaines où les employeurs ignorent parfois les qualités spécifiques de filières qu'ils considèrent comme peu efficaces ou peu susceptibles de produire une main-d'oeuvre de valeur. Il en est ainsi des sciences humaines dans l'atelier desquelles il est caractéristique de noter qu'aucun employeur ne s'était inscrit.

Il a été précisé à ce sujet que l'Université Catholique de Louvain a, par exemple, organisé à la Faculté de Philosophie et Lettres des séminaires employeurs - étudiants pour tenter sinon de résoudre tout au moins de minimiser ce problème spécifique.

L'étudiant, conscient des besoins réels des entreprises, prêt à affronter la redoutable épreuve de l'entretien d'embauche informé par de multiples moyens de connaissance, dispose enfin d'un outil dont il a été beaucoup parlé tout au long du colloque : le stage d'entreprise, dont un des employeurs présents a affirmé qu'il était le "véhicule le plus sûr pour commencer une véritable carrière européenne".

De légères divergences sont apparues sur le rôle exact que doit jouer le conseiller universitaire en ce domaine. Doit-il se contenter d'informer l'étudiant des possibilités offertes par les employeurs ou s'engager plus avant dans la procédure de recrutement, Certains employeurs avaient à ce sujet une opinion très tranchée : "Laissez-les se débrouiller seuls, une fois l'information transmise."

Il ne serait pas correct de ne pas faire état, à ce point du rapport final des reproches formulés dans l'atelier où se rencontraient étudiants et employeurs, par les jeunes diplômés qui y avaient été invités. Un certain nombre d'entre eux ont ouvertement reproché aux employeurs présents de jouer sinon avec leurs personnes, tout au moins avec leurs nerfs. Même munis d'excellents résultats universitaires, même parfaitement bilingues ou multilingues, certains souffrent d'être rejetés sans explications réelles, voire même sans réponse à des lettres envoyées après appel d'offre dans les journaux ou revues; relayées par les services d'information. Un des étudiants a précisé qu'il avait conservé de cette période l'impression qu'il fallait être "Superman" pour avoir une chance quelconque.

Bien entendu les employeurs se sont défendus de toute intention maligne en ce domaine mais ont répété qu'il fallait

que les étudiants soient conscients de l'extraordinaire compétition engagée entre eux. Ils ont, un fois encore, mis en valeur le rôle important joué par des associations comme l'AIESEC et l'IAESTE et redit leur préférence pour de telles filières.

Reste la dimension européenne.

Fedora est le Forum **Européen** de l'Orientation Académique.

Dans l'atelier qui se préoccupait particulièrement du très vaste problème de la recherche scientifique et de l'emploi, cette dimension a pris toute sa signification et il est apparu clairement que le chercheur de haut niveau peut s'intégrer facilement dans l'un quelconque des pays de la Communauté. Là encore, l'information via les conseillers universitaires est tout à fait fondamentale et leurs liens avec la Communauté doivent être renforcés.

Faut-il, dans ces conditions, créer auprès des services d'information et d'orientation des "Euro-conseillers d'orientation" ?

D'une large concertation où l'on regrettrait toutefois l'absence d'un quelconque représentant des employeurs, il apparaît que la solution réside beaucoup plus, dans l'état actuel des choses; dans une collaboration active et grandissante entre les Etats-membres que dans le parachutage au sein d'un service d'un "spécialiste" qui, de toute façon ne pourrait à lui seul faire face à toutes les demandes.

Ceci n'exclut pas, au niveau des services de l'emploi, la coopération avec les "Euro-conseillers" tels que prévus dans le cadre du SEDOC.

Plusieurs idées, très intéressantes ont été émises qui sont toutes complémentaires. Il serait très utile que des échanges aient lieu de service à service d'un pays à l'autre de la Communauté, pour des périodes ne dépassant généralement pas deux semaines, et qui permettraient non seulement aux conseillers d'orientation

de se familiariser avec les services d'autres Etats membres - et il y a toujours quelque chose à glaner en dehors de chez soi - mais surtout de créer des liens personnels qui, de proche en proche, tisseraient un réseau d'amitiés mais aussi de services rapides et efficaces.

Dans ce domaine, Fedora peut et doit jouer un rôle fédérateur comme elle doit être à l'origine de la mise en place de séminaires de formation de courte durée. A ce sujet, le séminaire de formation prévu à Camerino en Italie du 16 au 21 septembre 1992 a rencontré un accueil très favorable.

Il devrait se prolonger sur le plan informatif, via la lettre de Fedora, par une rubrique quasi permanente sur les projets, rencontres et possibilités offerts par la Communauté à travers de multiples programmes, comme ceux mis en place par la Task Force ou plus récemment par le Fonds Social Européen.

Voilà, Madame, Messieurs, sous réserve d'éventuels oublis, quasi inévitables, qui, je l'espère, ne blesseront personne, le bilan sommaire mais que je crois considérable de ces deux jours de rencontre. Vous me permettrez bien entendu de remercier ici les huit rapporteurs qui m'ont apporté les éléments de base nécessaires à l'élaboration de ce rapport, de redire à nos amis de l'Université de Louvain toute notre admiration pour la superbe organisation de cette rencontre et d'espérer que dans deux ans un troisième colloque européen sur l'emploi, organisé par Fedora, nous permettra d'avancer à nouveau sur la route communautaire que nous nous sommes tracée.

Le 5 mai 1992

Jean-Marie Burnet

Directeur du Centre d'Information et de Documentation
Etudes - Professions - Emploi de l'Université Catholique
de Louvain
Vice-Président de Fedora

Permettez-moi tout d'abord de me réjouir de l'intérêt des participants pour l'ensemble des travaux du colloque et pour l'excellente ambiance de travail qui a donné beaucoup de richesse aux échanges qui ont eu lieu dans les différents ateliers.

Ce sont là deux caractéristiques des réunions de Fedora, bien connues de ses membres; elles ont été inculquées dès les premières réunions en Italie par les organisateurs de la Fondation RUI et nous tenons beaucoup à les conserver.

Il me semble que la synthèse des rapports d'ateliers que le rapporteur général Yves Demeer vient de vous livrer donne au groupe de travail FEDORA - Employeurs d'excellentes raisons de poursuivre sa réflexion sur l'ensemble des thèmes qui ont retenu votre attention durant ces deux derniers jours.

Il devra examiner les problèmes que vous avez posés, mais aussi passer à la mise au point progressive de certaines réalisations très concrètes permettant de donner des réponses utiles et d'offrir des solutions à vos principales suggestions.

Nous ne perdons pas de vue en disant cela, notre objectif majeur : faciliter les échanges et arriver à une meilleure connaissance réciproque de nos champs d'action et de nos pratiques professionnelles pour améliorer ces pratiques et favoriser la transition entre les formations universitaires et la vie professionnelle dans un contexte européen, au bénéfice des jeunes diplômés de nos pays.

Une association comme la nôtre, vivante, responsable et dont l'intérêt semble de plus en plus reconnu au plan européen ne peut fonctionner, vous le

comprenez, sur base du seul conseil d'administration et de quelques membres actifs. Nous n'avons jamais jusqu'ici élaboré de campagne de recrutement systématique. Aussi, l'adhésion de plus de trois cents membres à Fedora me semble le signe très concret d'un intérêt évident pour les objectifs que nous poursuivons et donne une idée du potentiel formidable dont nous disposons pour les atteindre.

Pour y arriver, et cette condition me paraît capitale, il sera nécessaire, au cours de cette nouvelle période de trois ans qu'entame demain le nouveau conseil d'administration de l'association, que Fedora, en dehors des moments forts que constituent les colloques ou les réunions de groupes, mobilise de plus en plus les énergies individuelles. Que l'association trouve ainsi le moyen de faire profiter l'ensemble de la force de travail, de la compétence et de l'expérience de tous ses membres par une participation renforcée de chacun.

C'est possible, j'en suis persuadé, et les administrateurs ont la volonté de poursuivre cet objectif, si ensemble nous arrivons à déjouer les pièges habituels que rencontrent les associations internationales, c'est-à-dire les problèmes de distance et la faiblesse des moyens financiers. Il nous faut vaincre ces pièges en rendant effective une meilleure circulation des informations et des idées qui mettront en rapport plus étroit les conseillers de divers pays à partir de thèmes d'intérêts communs qui les pousseront aux échanges.

Dans cet esprit, voici quelques projets et propositions concrètes pour un avenir proche et plus lointain :

1. Nous avons décidé de publier dans les délais les meilleurs et de toute manière avant la fin de l'année, l'ensemble des travaux de ce deuxième colloque.

Nous les ferons parvenir, non seulement aux participants du colloque, mais également à tous nos membres, afin de mieux leur faire saisir l'intérêt de cette démarche dans l'optique générale de l'orientation universitaire.

2. Nous nous adresserons à chacun des membres de l'association pour recueillir toutes les contributions personnelles relatives à l'orientation universitaire (articles ou synthèses de publications concernant des projets en cours, des analyses d'expériences, des réflexions sur la pratique ...). Ces contributions constitueront, après examen par un comité de lecture, un fonds d'articles destiné à alimenter substantiellement et en fonction des thèmes choisis, une *Newsletter* dont la programmation sera annuelle et qui doit paraître régulièrement.

Nous voulons transformer fondamentalement cet outil afin d'en faire un véritable organe d'échanges, un lien important entre nous.

Nous voulons remercier ici la Fondation RUI qui a, de manière importante, contribué à la mise en place de cet outil et en a soutenu jusqu'ici la publication.

Nous comptons sur vous pour passer aux actes et nous sommes prêts à donner une diffusion européenne aux travaux ou synthèses de travaux que vous auriez réalisés et qui seraient considérés comme d'utiles références pour vos collègues de Fedora. En disant, cela nous n'arrêtons pas la liste des sujets.

Madame Karin Gavin-Kramer, conseiller à l'Université Libre de Berlin a proposé de rassembler les références de tous les documents et publications nationales considérées par les conseillers comme des outils de travail de base, d'en élaborer la liste afin de la faire connaître à

tous et d'ouvrir ainsi les mentalités de nos collègues à cette formation d'euro-conseiller qu'un autre groupe de travail de notre association est en train de mettre au point et qui constitue un projet d'envergure.

Nous pouvons vous annoncer que le programme initial débutera à Camerino en Italie en septembre prochain. Il sera proposé à votre attention dans la *Newsletter*.

Ce que je viens de dire intéresse autant tous les employeurs, responsables de recrutement qui sont ou qui deviendront nos interlocuteurs.

La diffusion de la *Newsletter* de Fedora devrait les concerner tant par la possibilité d'être tenus au courant de ce qui se réalise dans le monde de l'orientation universitaire européenne que par celle de nous transmettre leurs propres pistes de réflexion et leurs attentes qui seront répercutées dans tous nos centres. La réalisation et les modalités de ces échanges élargis seront étudiées au sein du groupe FEDORA - Employeurs et le dossier sera ensuite soumis à l'approbation du Conseil d'Administration.

3. A propos plus précisément du groupe FEDORA - Employeurs. Notre souhait est de l'étoffer progressivement en y intégrant, pour les pays actuellement non représentés, un membre représentant une entreprise, d'un secteur complémentaire à ceux qui en font partie actuellement, ainsi qu'un membre issu d'un centre d'orientation universitaire.

Je citerai par exemple l'Allemagne où l'intérêt pour l'insertion des diplômés dans le monde de l'emploi est bien réel chez les conseillers d'orientation et pour lesquels, la fin annoncée d'un monopole des Bureaux du Travail - "Bundesanstalt für Arbeit" - dans le traitement de ces problèmes permettra, nous l'espérons, d'intégrer plus nettement cette dimension à leur pratique actuelle.

Je songe encore à une représentation très attendue de

l'Espagne, du Portugal et du Danemark, mais également, pour la représentation des employeurs, à celle de l'Italie et de la Grèce.

Il ne s'agit nullement, vous le supposez, de transformer ce groupe en un club fermé, mais la limitation à deux membres par pays semble nécessaire pour permettre un travail réellement efficace.

L'ambition du groupe est d'être le ferment et l'initiateur d'une réflexion plus large suscitant d'autres contacts et faisant naître d'autres initiatives. Vous venez d'en vivre un exemple.

4. Une autre proposition fera partie, à l'avenir, des priorités de Fedora.

Nous allons mettre en place une opération "Offres et demandes de stages entre professionnels de l'Orientation Universitaire, membres de Fedora" que nous ne tarderons pas à lancer.

Un questionnaire détaillé vient d'être soumis à l'examen du Conseil d'Administration et vous parviendra ensuite.

Nous attachons une grande importance à la réussite de ce projet qui devrait permettre par des séjours d'une certaine durée, rendus accessibles au plus grand nombre, de s'imprégner des méthodes de travail et du fonctionnement des centres d'orientation d'autres pays européens.

Cette démarche ne peut qu'enrichir mutuellement notre pratique professionnelle et nous faire découvrir combien nous parlons des mêmes choses et affrontons les mêmes problèmes malgré des différences d'approche et de situations nationales.

Où se trouvent les employeurs dans cette proposition plus générale, penseront peut-être certains parmi vous ?

Pas très loin peut-être, si le groupe de travail y trouve un intérêt et cherche les moyens de développer des échanges de ce type (et dans les deux sens) entre des professionnels de services de recrutement d'entreprises et des conseillers à

l'orientation universitaire travaillant le domaine des carrières et de l'emploi. Nous l'avons prévu dans notre questionnaire sondage.

5. Nous n'oublions pas, dans l'ensemble des objectifs que nous venons de décrire, une ouverture réaliste, prudente, mais effective, décidée par le Conseil d'Administration, vis-à-vis des autres pays européens, et spécialement des pays de l'Europe de l'Est.

Dans ce domaine nous rechercherons les moyens de mettre à leur disposition notre "*Répertoire des Centres et Services d'Information et d'Orientation Universitaire dans les pays de la CE*" qui constituera pour eux aussi, un outil efficace pour entrer en communication avec les centres et les universités de la CE.

Nous rechercherons également les possibilités d'inclure un certain nombre de collègues de l'est dans les stages de terrain que nous préparons. Nous avons eu le plaisir d'accueillir à ce colloque deux collègues de l'Université de Berlin Est; nous en avons rencontrés d'autres au colloque de Berlin en juillet dernier. Ce sont des premiers pas intéressants qui en impliquent beaucoup d'autres à l'avenir.

6. Le groupe PSYCHE est un autre groupe de travail très actif au sein de Fedora. Il est centré sur l'étude des questions fondamentales de la thérapie et du conseil psychologique en matière d'orientation dans les études supérieures; et ici encore la perspective européenne est à l'avant-plan.

Les psychologues membres de Fedora se sont déjà rencontrés à Amsterdam pour un premier tour d'horizon; ils ont repris contact à Berlin dans un des ateliers du colloque et souhaitent mettre sur pied un Forum de réflexion à l'automne prochain, probablement en Italie. Elsa Bell (UK) et Gerhart Rott (D) sont à la disposition de ceux et celles qui s'intéressent plus directement à ces recherches.

7. Enfin, pour clôturer mon intervention, j'évoquerai, sans les détailler deux autres projets :

- le premier est assez ancien, mais décolle avec difficulté avouons-le, peut-être à cause de la complexité du sujet.

Il faudrait pourtant le créer, ce "Glossaire des termes employés dans nos différents pays en matière d'orientation". Il serait vraiment précieux et fort utile pour connaître la signification exacte des mots, des expressions employées par nos collègues lorsque nous sommes face à des étudiants étrangers accueillis chez nous ou lorsque nous informons nos propres étudiants sur les nombreux programmes d'échanges.

Alors, c'est un peu un appel aux conseillers intéressés par une contribution personnelle à cette recherche que je lance ici. Le secrétariat de l'association se fera un plaisir de leur communiquer l'adresse des collègues qui essaie courageusement d'en lancer les bases et de mettre en place un réseau de spécialistes.

- J'ai gardé pour la fin le projet du coeur, celui qui fait honneur à notre fonction de conseiller dont un des aspects essentiels reste la prise en compte des situations difficiles, des problèmes particuliers rencontrés par certains étudiants; problèmes auxquels nous devons trouver des solutions avec eux. Je veux parler d'un groupe de travail soucieux d'étudier plus particulièrement l'accueil des étudiants universitaires handicapés dans le pays de la CE et de partager les expériences de terrain nombreuses et mal connues qui existent à ce sujet dans pas mal de pays.

J'ai eu personnellement l'occasion de visiter un centre allemand, avant le dernier colloque européen de Fedora à Berlin et j'ai pu y admirer vraiment le travail réalisé dans ce centre de Karlsruhe avec des étudiants aveugles, au départ de programmes informatiques. Je sais que bien d'autres exemples peuvent

être cités en Italie, en Belgique et ailleurs.

Tous ceux et celles qui oeuvrent dans ce sens doivent être soutenus et doivent pouvoir compter sur notre association pour les aider à mettre ensemble leurs idées, à faire des recommandations aux universités pas toujours suffisamment attentives ni conçues pour répondre aux difficultés des étudiants handicapés. Le noyau existe, il faut maintenant l'étoffer.

Voilà, Mesdames, Messieurs, chers collègues, quelques lignes de force que je tenais à proposer à votre attention en terminant cette rencontre.

Mon propos a dépassé, comme je l'ai annoncé dès le départ, les centres d'intérêt particuliers de ce colloque Employeurs - Conseillers d'orientation. Je remercie vivement tous les représentants et amis des entreprises présentes sans lesquels il n'aurait pu avoir lieu, je les remercie à la fois pour leur soutien financier mais plus encore pour leur collaboration très active.

Nous avons été heureux d'échanger nos idées et de débattre avec eux de sujets qui leurs tiennent et qui nous tiennent à coeur.

Ils ne m'en voudront pas si j'ai esquissé plutôt des perspectives d'avenir en considérant notre association avec ses visages et ses intérêts multiples.

Multiple, le champ de l'orientation l'est également, les problèmes ne manquent pas et il y a place et travail pour chacun de nous dans sa diversité.

Les sujets qui nous ont rassemblés cette fois, ceux qui nous rassembleront demain peut-être à Camerino, puis en 94 au colloque général de l'association qui aura lieu à Barcelone, seront sans doute différents dans les thèmes.

Dans chacune de ces circonstances, nous nous retrouverons dans un même souci d'améliorer notre pratique professionnelle.

Dans chacune de ces circonstances, les sujets retenus seront étroitement liés à la fonction essentielle que nous remplissons tous auprès des jeunes de nos pays respectifs avec la volonté de les aider à mettre en place et à réaliser

leurs projets de vie pour la construction d'une Europe et d'un monde plus vivable et plus respectueux des valeurs essentielles.

A tous et à toutes, je souhaite une fin de séjour agréable et un bon retour dans votre pays; pour certains collègues une ou des réunions fructueuses cet après-midi. C'était un plaisir et un honneur pour notre centre et pour notre université de vous recevoir en Belgique.

Perspectives d'avenir : bilan et recommandations

Future prospects : results and recommendations

T. Raban

University of Cambridge

F. van der Mersch-Michaux

Université Catholique de Louvain

Des thèmes de travail nous ont été proposés dans l'enquête, des suggestions ont été faites lors des ateliers et présentées dans le rapport final, des remarques ont été formulées par les membres du groupe FEDORA - Employeurs lors de la dernière réunion : autant d'éléments que nous avons choisis de regrouper sous la forme de "recommandations". Elles constituent le guide d'actions précises menées par FEDORA en matière d'emploi; elles définissent l'esprit dans lequel ces actions sont et seront mises sur pied.

Collaborer, échanger, communiquer sont les mots d'ordre qui président au travail de FEDORA et que l'on retrouve à l'origine de ces recommandations. Mais afin de profiter pleinement de la réunion, encore exceptionnelle de conseillers universitaires et d'employeurs, implique que l'on tire de la pratique quotidienne des uns et des autres nos principales leçons. C'est là une préoccupation de tous : il s'agit de focaliser au mieux le travail sur des points concrets, sur des activités précises.

C'est dans cet esprit que nous citons ici les projets suivants, dont certains sont déjà en cours d'élaboration, et que se regroupent autour de thèmes principaux.

1. D'un avis unanime, l'accent doit être mis sur la diffusion des informations et la constitution d'outils européens, que ce soit via :

- un système informatisé d'offres d'emploi [en cours d'étude];

- la publication de booklets, calqués sur le modèle britannique;
- la publication de répertoires européens d'employeurs;
- une page de la Newsletter de FEDORA consacrée à l'emploi et focalisée sur des questions pratiques.

2. Le marché de l'emploi des diplômés universitaires : un tour d'horizon.

Il s'agirait de produire un document propre à chaque pays qui, idéalement, serait dirigé par une équipe constituée d'un conseiller et d'un employeur.

Le même aperçu pourrait être mené, mais à un niveau européen.

La formule "Questions - Réponses" permettrait d'entrer de plein pied dans le concret.

3. Conseillers universitaires - Employeurs : quelles relations ?

Comment les services "Carrières" sont-ils organisés dans les différents pays, quels sont les objectifs poursuivis, les outils mis à la disposition des étudiants, le public accueilli, les problèmes spécifiques rencontrés ?

D'autre part, quelles sont les relations qui sont entretenues avec les employeurs ?

Il s'agirait de faire un tour d'horizon des services dans les différents pays, voire d'établir un répertoire qui servirait de guide aux étudiants désireux de travailler dans un autre pays et aux employeurs souhaitant engager des diplômés étrangers.

4. A propos de la place des "généralistes" dans les entreprises.

Quelle est la situation dans les pays anglo-saxons par rapport à celle des pays du continent ?

Quelles sont les fonctions auxquelles ils ont accès ?

Quelle formation "de terrain" leur propose-t-on dans les entreprises, suivant les secteurs d'activité ?

5. A propos des stages en entreprise.

De quoi s'agit-il, de différences peuvent-elles être établies entre pays, par secteurs ?

6. L'intégration des PME - PMI dans le groupe des employeurs.

Ces petites et moyennes entreprises et industries engagent, elles aussi, des diplômés universitaires.

Quelle est leur politique dans ce domaine, se distinguent-elles des grandes entreprises nationales ?

7. La constitution d'un "glossaire" utilisé dans les procédures de recrutement, notamment au niveau de la formation.

Des équivalences de termes doivent être définies, le descriptif du cursus universitaire doit être déterminé, ...

8. D'autres projets sont repris qui sont déjà en cours d'élaboration. C'est le cas :

- de la formation d'euro-conseillers;
- des stages professionnels à faire dans des services universitaires ou dans des entreprises;
- de la représentation de pays hors CE dans le groupe.

L'organisation du colloque - Résultats de l'enquête

Désireux d'améliorer l'organisation d'un troisième colloque européen sur l'emploi, les membres du groupe FEDORA - Employeurs ont décidé de mener une enquête après les trois jours de Louvain-la-Neuve. Calendrier, questions pratiques et activités futures constituent les principales rubriques de cette enquête dont nous reproduisons ici les résultats, agrémentés de quelques commentaires. Ils serviront à ceux qui, dans un an et demi ou deux, accepteront d'inscrire dans l'histoire de FEDORA un autre colloque sur les relations entre employeurs et conseillers universitaires, riche des expériences de Cambridge et de Louvain-la-Neuve et tourné vers l'avenir.

Questionnaire Le questionnaire reproduit en annexe a été envoyé aux 143 participants au colloque. 93 nous ont été renvoyés, complétés, ce qui constitue un taux de réponse tout à fait satisfaisant.

Le tableau 1 présente la répartition des réponses par pays, et par catégories (employeurs et conseillers). Cette répartition reflète la participation au colloque, les pays du Sud ayant manifesté beaucoup moins d'intérêt pour le colloque, et ce tant du côté des conseillers que de celui des employeurs.

En revanche, l'intérêt des membres britanniques et irlandais est très clair.

A noter : l'homogénéité dans la répartition des réponses par pays et par catégories (employeurs - conseillers).

Question 1 A propos du calendrier, la question se posait de savoir si le mois de mars constitue un moment adéquat pour organiser ce type de colloque. D'une façon générale, les réponses sont positives (87% de "oui", tant du côté des employeurs que des conseillers).

Les membres irlandais ont pourtant signalé le nombre d'activités de "Campus Recruitment" qui sont organisées pendant cette période de l'année. C'est là un obstacle dont les organisateurs se sont rendu compte lorsqu'ils ont pris contact avec des employeurs qui se sont dits intéressés par le programme mais déjà engagés pour d'autres activités.

Si le mois de mars convenait à beaucoup, d'aucuns auraient préféré la deuxième moitié du mois; et d'autres ont proposé, comme alternatives, les mois d'avril à juin et de septembre.

Questions 2-3 En règle générale, le calendrier de travail des trois jours a paru "normal", malgré les nombreuses activités inscrites au programme. Les répartir sur trois journées entières de travail ou organiser une quatrième journée aurait permis de "soulager" ce calendrier et, selon certains, de mieux amortir les frais de voyage.

Mais très rares (deux personnes) sont ceux qui ont souhaité avoir moins d'activités.

Question 4 Quant à la répartition des séances plénières et des ateliers, si elle a satisfait la majorité (92% de réponses positives), elle constitue une rubrique qui suscite de très nombreux commentaires.

La succession des séances plénières du jeudi soir et du vendredi matin a semblé lourde, et très nombreux sont ceux qui auraient préféré voir les trois communications de la séance du vendredi matin mêlées aux ateliers, et par là même mieux intégrées.

- Question 5a A propos des ateliers de travail. L'Europe se fait et nous pose des problèmes linguistiques.
Mme van Ekelenburg a bien dit dans son exposé que le jeune européen de demain parlerait deux langues (en plus de sa langue maternelle); mais la question des langues utilisées au colloque constitue encore un problème important.
Ainsi 70% des participants au colloque déclarent avoir souhaité pouvoir profiter des services d'une interprète lors des ateliers de travail (la majorité des réponses qui vont dans ce sens émanent de membres britanniques et irlandais).
Deux alternatives sont proposées : organiser des ateliers avec une langue de travail et l'annoncer dans le programme; opter pour une langue de travail pendant tout le colloque.
Faut-il rappeler le coût de l'interprétation dans l'estimation globale du budget d'un colloque ?
- Question 5b L'unanimité n'est pas faite quant au nombre de participants aux ateliers : 39 personnes trouvaient les groupes trop importants, soit 45%. Mais ce manque d'unanimité reflète l'inégalité de la répartition des personnes dans les huit ateliers.
C'est là un problème auquel les organisateurs ont été confrontés dès avant le colloque, puisque le choix avait été laissé aux participants d'opter pour un des quatre ateliers organisés.
D'une façon générale, il semble qu'il ne faille pas dépasser les 15 personnes (20 au maximum) par atelier, faute de ne pouvoir mener une discussion intéressante.
La répartition conseillers - employeurs, et la répartition des représentants par pays sont des gages de réussite dont il faut absolument tenir compte. Enfin, les locaux dans lesquels les ateliers sont organisés jouent également un rôle : l'idéal est de pouvoir disposer les participants en cercle pour faciliter les échanges. C'est là un problème qui s'est posé de façon "aiguë" à Louvain-la-Neuve (Cfr infra).
- Question 5c L'unanimité n'est pas faite non plus quant au temps à consacrer aux ateliers, même s'il semble qu'une heure et demie ait satisfait la majorité des participants. 27 personnes seulement ont demandé plus de temps : de deux à trois heures.
D'autres alternatives sont proposées : permettre aux participants de prendre part à trois ateliers d'une heure et demie ou diminuer le temps de présentation du thème pour en laisser plus à la discussion.
- Question 5d En revanche, l'idée de confier la présentation du thème traité dans l'atelier à une personne plus "spécialisée" en la matière a rencontré l'unanimité (93% de réponses positives).
- Question 6 Il en va de même que les thèmes évoqués tant lors des séances plénières (88% de réponses positives) que lors des ateliers (91% de réponses positives) avec une répartition uniforme pour les différents pays.
Une question ouverte était posée, laissant la parole aux participants qui ont ainsi eu l'occasion de soumettre des thèmes nouveaux qu'ils souhaiteraient traiter lors d'un prochain colloque. Ces réponses sont évoquées dans les recommandations.

Question 7 A côté des contacts noués lors des séances, des pauses et durant les ateliers, 69% des personnes auraient souhaité avoir des possibilités de contacts moins "informelles" et plus libres. Cela aurait pu être le cas en soirée si tous les participants avaient logé dans la ville même de Louvain-la-Neuve et se seraient rencontrés après le dîner du soir, dans un endroit ou l'autre.

C'est là un problème pratique qui s'est posé plus spécifiquement à Louvain-la-Neuve. En choisissant d'organiser le colloque pendant l'année académique plutôt que pendant les vacances, les participants ont eu l'occasion de rencontrer plus d'étudiants, que ce soit au colloque ou dans la ville. Il ne faut pas oublier que Louvain-la-Neuve reste encore un campus qui n'offre pas le même visage pendant les vacances.

En contrepartie, profiter de la période des vacances nous aurait permis de loger les participants dans les appartements des étudiants (comme à Cambridge), de nouer plus de liens et de prolonger le travail en soirée, dans des conditions moins strictement définies.

Question 8 L'occasion aurait aussi été donnée d'entrer en contact avec d'autres services de l'université, le souhait de 52% des participants (en grande partie des conseillers).

Question 9 Selon les souhaits de tous, le prochain colloque devrait nous réunir dans un an et demi ou deux. Où ? Avis aux amateurs que nous sommes prêts à aider dans leur tâche.

Tableau 1	Pays	Employeurs	Conseillers
	Allemagne	10	1
	Belgique	16	3
	Danemark	1	1
	Espagne	1	1
	France	15	2
	Grèce	1	1
	Hollande	10	4
	Irlande	8	3
	Italie	1	1
	Portugal	0	
	Royaume Uni	28	9
	Non précisé	3	19
			3

DEUXIEME COLLOQUE EUROPEEN SUR L'EMPLOI
LES RELATIONS ENTRE LES CONSEILLERS UNIVERSITAIRES
ET LES EMPLOYEURS

QUESTIONNAIRE D'EVALUATION

1. La date retenue pour le colloque (mois de mars) vous convenait-elle ?

☐ Oui ☐ Non

Si non, pourriez-vous nous dire quel moment de l'année aurait été le plus adéquat ?
.....

2. Le calendrier de travail de ces trois journées vous a-t-il paru

☐ Normal
☐ Chargé
☐ Trop chargé et contraignant

3. Si le calendrier vous a paru chargé, auriez-vous préféré :

☐ Moins d'activités
☐ Une répartition des activités sur quatre jours de travail

4. La répartition des séances plénières (le matin) et des ateliers de travail (l'après-midi) du vendredi 20 mars vous a-t-elle satisfait ?

☐ Oui ☐ Non

Si non, quelle autre formule auriez-vous préféré : un mélange "séance plénière & ateliers" pendant toute la journée ?
.....

5. A propos des ateliers de travail

a. Auriez-vous souhaité que l'interprétation y soit assurée ?

☐ Oui ☐ Non

b. Les groupes de travail étaient-ils trop importants ?

☐ Oui ☐ Non
Si oui, quel nombre de participants estimez-vous raisonnable ?.....

c. Faudrait-il consacrer plus de temps aux ateliers (plus d'une heure et demie) ?

☐ Oui ☐ Non
Combien de temps ?.....

d. La formule "présentateur - animateur - rapporteur" vous a-t-elle satisfait ?

☐ Oui ☐ Non

6. Les thèmes proposés dans les ateliers et lors des séances plénières ont-ils rejoint les questions auxquelles vous êtes confronté dans votre vie professionnelle ?

Séances plénières	☐	Oui	☐	Non
Ateliers	☐	Oui	☐	Non

Pourriez-vous nous citer quelques thèmes que vous souhaiteriez voir développer au cours d'un prochain colloque ?

.....
.....
.....
.....

7. Auriez-vous souhaité un "forum" de rencontres et de contacts plus libres ?

☐ Oui ☐ Non

Si oui : à quel moment du colloque : en journée ou en soirée ?
Entre conseillers, entre employeurs, séparément, ensemble ?
.....

8. Auriez-vous souhaité profiter de ce colloque pour mieux connaître l'Université qui vous accueillait et nouer des contacts avec certains services et/ou les facultés ?

☐ Oui ☐ Non

9. Si un prochain colloque devait être organisé, dans quel délai faudrait-il le faire ?

☐ 18 mois ☐ 2 ans ☐ Plus

Renseignements généraux : êtes-vous :

☐ Conseillers	☐ Employeurs
Pays	☐

A renvoyer : CID Mme F. van der Mersch-Michaux
16 Place de l'Université
1348 Louvain-la-Neuve - Belgique

Recommendations

T. Raban

University of Cambridge

F. van der Mersch-Michaux

Université Catholique de Louvain

Certain themes for the work were put forward in the inquiry, some suggestions were made during the workshops and presented in the final report and a number of ideas were put forward by members of the FEDORA Employers' Group at their last meeting : we have grouped these different elements together in the form of "recommendations". They form a guide to specific actions carried out by FEDORA in the field of employment; they define the spirit in which these actions are and will be carried out.

To collaborate, to exchange and to communicate are keywords which govern the work of FEDORA and which underlie the recommendations. But in order to profit fully from the meeting, still unusual for university advisers and employers, implies that one learns ones principal lessons from the daily practice of each side. This is a pre-occupation of everybody : it is a question of focussing the work as far as possible on concrete subjects and precise activities.

It is in this spirit that we put forward here the following projects, certain of which are already being carried out and which are grouped around main themes.

1. Everyone is agreed that the emphasis must be put on the diffusion of information and the creation of European working tools, whether it is by :

- a computerised system of job offers (currently being studied);
- the publication of booklets, based on the British model;
- the publication of European directories of employers;
- a page of the FEDORA Newsletter devoted to employment and focussing on these practical questions.

2. The employment market for university graduates : an overview

This could consist of producing a document for each country which, ideally, would be organised by a team made up of one adviser and one employer. The same thing could be carried out also at an European level. The formula of "questions and replies" would enable this to be done in a very concrete way.

3. University advisers - employers : what sort of relationship ?

How are careers services organised in different countries, what are their objectives, the tools put at the disposal of students, the clientèle, the specific problems encountered ? On the other hand, what are their relationships with employers ?

It would be useful to produce an overview of the services in different countries, perhaps to establish a directory which would act as a guide to students wanting to work in another country and employers wanting to recruit foreign graduates.

4. The question of the place of "generalists" in companies.

What is the situation in English-speaking countries, as opposed to that in continental countries ?

What functions do they enter ?

What basic training do companies offer, according to their sector of activity ?

5. The question of *stages* in companies

What is a *stage*, what differences can be discerned between countries and between employment sectors ?

6. The involvement of small and medium sized businesses in the Employers' Group.

These small and medium sized companies also recruit university graduates.

What is their policy in this respect, are they different from large national companies ?

7. The question of a "glossary" used in recruitment procedures, notably regarding training.

The equivalence of terms needs to be defined and the description of university courses also needs to be clarified.

8. Other projects were mentioned which are already under way.
This is the case with :

- the training of Euro-advisers
- professional study visits to university advisory services or to companies;
- the representation of non-EC countries in the Group.

The organisation of the Conference - Results of the Inquiry

In order to improve the organisation of a Third European Conference on Employment, the organisers decided to carry out an inquiry after the three days at Louvain-la-Neuve. The timetable, organisational questions and future activities constitute the main points of this inquiry, the results of which are re-produced here, supplemented by a number of comments. They will allow those who, in eighteen months or two years, agree to organise for FEDORA another conference on the relations between employers and university advisers, enriched by the experiences of Cambridge and Louvain-la-Neuve and looking to the future.

Questionnaire The questionnaire reproduced in the Appendix was sent to 143 participants in the conference. 94 were returned, which constitutes a response rate definitely satisfactory.

Table 1 shows the division of the responses by country and by category (employers and advisers). The division reflects the participation in the conference, the southern countries having shown much less interest in the conference, both from the point of view of advisers and employers. By contrast, the interest of the British and Irish members was very clear.

The homogeneity in the division of replies by country and category (employers - advisers) should be noted.

Question 1 As far as the timetable was concerned, the question was asked in order to find out if March was a good month to organise this type of conference. In general, the responses were positive (87 % "Yes", both from the employers and the advisers).

The Irish members did, however, point out the number of "Campus Recruitment" activities which were organised at this time of the year.

This was an obstacle of which the organisers had already been made aware during their contact with employers who said they were interested by the programme but already involved in other activities.

If March suited any people, others would have preferred the second half of the month; others proposed, as an alternative, the months of April to June or September.

Questions 2-3 In general terms, the timetable of work during the three days seemed reasonable, despite the large number of activities in the programme. To have spread them over 3 complete days or to have organised a fourth day would have allowed the programme to be lightened and, according to some respondents, would have enabled them to have justified the time travel costs more easily.

Much rare (2 people) were those who would have liked less activity.

Question 4 As far as the division between plenary sessions and workshops was concerned, even if it satisfied the majority (92 % of positive replies) it was a point which produced a large number of comments.

The succession of plenary sessions on Thursday evening and Friday morning seemed rather too heavy and a large number of people would have preferred to see the three papers of the Friday morning session intermixed with workshops and therefore better integrated.

- Question 5a As far as the workshops were concerned, Europe is still being constructed and that poses linguistic problems. Mme van Ekelenburg said rightly during her talk that the young European of tomorrow will speak two languages in addition to their mother tongue; but the question of languages used in the Conference still constitutes an important problem.
- 70 % of the participants therefore said that they would have liked to have had the services of an interpreter during the workshops (the majority of replies in this area coming from the British and Irish members).
- Two alternatives were proposed : to organise each of the workshops with a single working language and to announce this in the programme; or to choose one working language during the whole conference.
- Is it necessary to remind ourselves of the costs of interpretation as a factor in the overall budget in the conference ?
- Question 5b There was no unanimity about the number of participants in the workshops. 39 people, that is 45 %, found the groups too large. However, this lack of unanimity reflects the fact that the division of people between the 8 workshops was unequal.
- This was a problem which the organisers had been confronted with before the conference, since the choice had been left to the participants to opt for one of the 4 workshops organised for each session. In general it seems that workshops should not be larger than 15 people (20 at maximum). Otherwise, it is impossible to have a useful discussion. A broad distribution between advisers and employers, and between countries is absolutely essential to the success of the workshop. The rooms in which workshops take place also play a role : the ideal is to be able to place the participants in a circle in order to facilitate discussion. This was a problem which was posed in an acute fashion at Louvain-la-Neuve (see below).
- Question 5c There was no unanimity either about the time to be devoted to workshops, even if it seemed that 1 1/2 hours satisfied the majority of participants. Only 27 people wanted more time - between 2 and 3 hours.
- Other alternatives were suggested : to allow the participants to take part in three workshops of 1 1/2 hours, or to reduce the time for presenting the theme in order to leave more time for discussion.
- Question 5d On the other hand, the idea of entrusting the presentation of the theme to be discussed in each workshop to one person more "specialised" in the subject was unanimously approved of (93 % of positive responses).
- Question 6 The subjects considered both during the plenary sessions (88 % of positive responses) and the workshops (91 % of positive responses) with uniform distribution between the different countries was equally unanimous. An open question was asked, allowing the participants to put forward also new themes which they would like to see considered at a future conference. These replies are included in the recommendations.
- Question 7 Besides the contacts made during the sessions, the coffee break and the workshops, 69 % of people would have liked to have more possibility of less formal and freer contacts. This could have been the case in the evenings if all the participants could have been accommodated in the town of Louvain-la-Neuve itself and could have met together somewhere or other after dinner in the evenings.
- This was a practical problem which was posed specifically at Louvain-la-Neuve. In choosing to organise the conference during the academic year,

rather than during the vacations, the participants had the opportunity of meeting more students, either at the conference or in the town. It must not be forgotten that Louvain-la-Neuve is a campus which does not look the same during the vacations.

On the other hand, the vacation period would have allowed us to accommodate participants in student rooms (as at Cambridge), to link the venues together and to prolong the work in the evening in less strictly confined conditions.

Question 8 The opportunity might also have been made available to make contact with other services of the university, the wish of 52 % of the participants (for the most part advisers).

Question 9 According to everybody's wishes, the next conference must take place in 18 months or 2 years.
Where ? Notice to volunteers - we are willing to help them with their work.

Table 1	Countries	Employers	Advisers
	Germany	10	1
	Belgium	16	3
	Denmark	1	9
	Spain	1	13
	France	15	1
	Greece	1	13
	Netherlands	10	1
	Ireland	8	6
	Italy	1	5
	Portugal	0	1
	United Kingdom	28	9
	Non	3	19
			3

SECOND EUROPEAN CONFERENCE ON EMPLOYMENT
THE RELATIONS BETWEEN STUDENT ADVISERS AND EMPLOYERS
EVALUATION - QUESTIONNAIRE

1. Did the date chosen for the Conference (month of March) suit you ?

☐ Yes ☐ No

If not, could you say which time of year would be more appropriate ?

.....

2. Did the programme of work for the three days seem to you :

☐ Usual
☐ Packed
☐ Too packed and restricted

3. If you thought the programme was too packed, would you prefer :

☐ Fewer events
☐ Spreading events over four days

4. Was the framework of plenary sessions (mornings) and workshops (afternoons) a satisfactory one ?

☐ Yes ☐ No

5. Regarding the workshops

a. Would you have liked guaranteed interpretation facilities ?

☐ Yes ☐ No

b. Were the working groups too large ?

☐ Yes ☐ No

If too large, what size of group do you consider appropriate ?.....

c. Should more time have been given to workshops (i.e. more than 1.5 hours) ?

☐ Yes ☐ No

How many times ?.....

d. Is the "Presenter - Chairperson - Reporter" format satisfactory ?

☐ Yes ☐ No

6. Did the themes of workshops and plenary sessions address concerns confronting you professionally ?

Plenary Sessions ☐ Yes ☐ No

Workshops ☐ Yes ☐ No

Would you like to suggest themes which you would like to see dealt with at a future Conference ?

.....
.....
.....
.....

7. Would you have liked a get-to-know / "Ice-breaking" session and more informal contact ?

☐ Yes ☐ No

If so

At what stage in the Conference : during the day or in the evening ?

Between advisers, between employers, separately or together ?

.....

8. Would you have liked to have availed of the Conference to get to know the University better and to make contact with particular student services and/or faculties ?

☐ Yes ☐ No

9. If another Conference is organised, should it be in ?

☐ 18 months time ☐ 2 years ☐ Longer

General information: Are you :

☐ Student adviser ☐ Employers

☐ Country

To send :

CID

Mme F. van der Mersch-Michaux
16 Place de l'Université
1348 Louvain-la-Neuve - Belgique

Ateliers : présentation

Workshops : presentation

Recruiting European Graduates

Présentateur	P. Forbes ICL, Londres
Rapporteur	A. Lauve Université Catholique de Louvain
Président de séance	P. Raderecht Central services Unit - CSU

What are the views of employers, what are the expectations of graduates, what is the role of student advisors ?

Points that may be of interest to consider in the workshop.

1. What are the views of employers ?

Influences on employers include :

- Technological changes affecting cross border business.
- Changes to business opportunities caused by governments through purchasing policies and legislation especially on the single market;
- Demands from customers for comprehensive solutions to their problems covering products, services, training and consultancy;
- Continuing shortage of talented graduates with business and technical skills, even in a recession. The demographic drop in the number of young people will continue to affect most European countries in the 1990;
- The needs to make profits.

These influences affect specific employers in different ways - some are deliberately recruiting across national boundaries for international management positions but also for positions where graduates may be based in their home country but need to be mobile because of the value of their expertise to customers internationally. Such expertise may typically be in technical areas,

purchasing, distribution or marketing.

2. What are the expectations of graduates ?

Graduates often seek student placements or stages as a low risk way of acquiring business experience and helping to decide on applying to a company for a permanent job.

They seek opportunities to exercise language skills in a business context and to experience a culture different to their own.

Possible constraints :

- Complexity of timings and specific requirements for placements by different universities and colleges - confusing for employers;
- Assessing the quality of students and graduates from other countries appears difficult from a distance;
- Graduates being uncertain of cultural and practical aspects of being based in an organisation outside their home country.

3. What is the role of student advisors ?

Suggestions :

- To provide informed advice to students on cultural and practical matters that are involved with student placements and graduate positions outside the home country.

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3. What is the role of student advisors ?

Suggestions :

- To provide informed advice to students on cultural and practical matters that are involved with student placements and graduate positions outside the home country.

- To have an understanding of different recruitment practices and expectations both nationally and in specific organisations.
- To advise students on selection methodology and criteria used by organisations in different countries.

Communication : company presentations

Présentateur

L. B Graham
Scientific Liaison Manager
Procter & Gamble Limited, UK

Rapporteur

M. Schuermans
RTT, Bruxelles

Président de séance

R. Hammett
University of Southampton

Introduction

Dr Samuel Johnson, a very eminent English man of words, said in 1775 "Knowledge is of two kinds. We know a subject ourselves or we know where we can find information about it". Our subject in this working group is that of knowledge/information - where we can find it and how it can be communicated.

Our area of interest of course is careers information and I would suggest that there are three primary groups of people involved in the communication exchanges in which we are involved :

Students : looking for careers;

Employers : offering those careers;

Advisors : counselling the students and, advantageously, acting as a link between students and employers.

Information is fundamental to the success of each group and in this group it may be profitable for us to examine the type of information needed by each group in its dealings with the others and how it may best be communicated. I realise, of course, that the model I have identified derives from my background in the system built up in Britain but it may nevertheless provide a basis for fruitful debate and analysis on a European platform.

The Communications Links

Deriving from the analysis above, we are then concerned with three communication links, those between :

Employers and students;
Students and advisors;
Advisors and employers.

These linkages, from my admittedly limited knowledge, have been developed to varying degrees of sophistication within European countries. What we are striving to do today is to examine how these linkages may be developed between European countries, so that students may make informed career choices on a European scale, so that employers may recruit, if appropriate, on a European scale and so that advisors can advise students and employers on a European scale.

Some Discussion Start 'Points'

To act as a basis for discussion I have taken the liberty of identifying some of the materials and mechanisms by which careers information is circulated in the U.K. In examining these and others, I suggest that we could in this working group identify and prioritise perhaps up to three items in each category which we would recommend for further development on a European scale - at the same time identifying any areas in which we already have made some progress.

A. Employer/Student

- (i) Employer directories
- (ii) Employer careers brochure
- (iii) Employer Videos
- (iv) Employer presentations
- (v) Careers Information Fairs
- (vi) Recruitment Fairs
- (vii) Interview programmes
- (viii) Summer Work
- (ix) Short courses

B. Student/Advisor

- (i) Systems/mechanisms for individual/group advice
- (ii) Careers libraries
- (iii) Careers publications

C. Advisor/Employer

- (i) A (i) - A (iv)
- (ii) Advisor directories
- (iii) University course/staff directories
- (iv) University/Employer visits

- It is valuable to have this type of data in the guidance centres.
- It acts as a means for advisors to contact companies recruiting on a European basis.

Negative responses

- Should FEDORA be involved in this way with companies ?
- How can it be systematically obtained and made available ?

(ii) General Comments :

Positive

- The documents were well presented, clear precise and brief.
- Well targeted for their audience.

Negative

- They lacked objectivity and as a whole were unreliable.
- Were traditional/'old fashioned' in their style.
- Regret that not produced in several languages.

It is salutary that even in this one small aspect of the communication network, there is clearly a long way to go - not least in agreeing some of the basic objectives ! This however is what FEDORA and its associated FEDORA/Employer Group are all about - and in this working group we are dealing on a broad scale with one of the most powerful basic tools for building a European employment market i.e. information. So it would be good for us to get it right !

A Summary of a Recent Survey

To act as a catalyst for this discussion, I would like to summarise briefly some of the results of a recent FEDORA/Employer Group survey on the attitudes of continental European FEDORA centres to three employer brochures produced by UK employers but written (in English) for a pan-European student audience. This then is only one small piece, A (ii), of the information network outlined above. Nevertheless, it does represent a start down the road we are travelling together and we may gain some sustenance from it.

Some of the findings resulting from this survey are as follows :

- (i) is this type of company document useful for your FEDORA centre ?

Positive responses :

- Students are increasingly looking for this type of employer data.

Présentateur

J. Ezratty
Association Bernard Gregory, Paris

Rapporteur

S. Dagnaux
CETIM, Paris

Président de séance

D. Mercier
Université Catholique de Louvain - R & D

I. Adéquation du chercheur à l'entreprise

- Le contrat de collaborateur de recherche thèse, mobilité entre Recherche/Université/Entreprises

Le métier "d'innovateur" implique-t-il une formation par la recherche ?

- Est-ce une condition nécessaire ?
- Est-ce une condition suffisante ?

1. Niveau d'études souhaitable

- Le chercheur a-t-il un doctorat ?
- A-t-il besoin d'en avoir un ?
- Sinon, à quel niveau minimum d'études supérieures doit-il être formé ?
 - DEA ?
 - DESS ?
 - Spécialité ?
 - 2ème cycle (ingénieur-maîtrise) ?

- Quelle est la répartition (niveau de formation) selon la taille et l'activité d'une entreprise ?

2. Comment développer la fonction innovation dans l'entreprise ?

- L'addition de cultures techniques diversifiées est-elle une source d'innovation ?
- Et à quelles conditions ?

II. Quels sont les moyens de se rencontrer ?

1. Comment faciliter la rencontre de l'étudiant en fin d'études et l'entreprise au niveau européen ?

- Relations amont
- Documentation - audiovisuels - minitel ?
- Financement (aides publiques - aides de la CEE)
 - des stages
 - des thèses
 - des stages postdoctoraux
 - du 1er emploi

2. Rôle actuel des cellules d'information et d'orientation dans la CEE

- Evolutions actuelles des cellules ?
- Evolutions envisageables ?
- Rôle de FEDORA ?
- Rôle des entreprises ?

III. Les relations Entreprises / Universités - Ecoles d'Ingénieurs

Stratégies et outils de transition

Présentateur	J.- M. Moitroux Banque Bruxelles Lambert, Bruxelles
Rapporteur	J. Dunn Guinness, Londres
Président de séance	C. Aungier Trinity College, Dublin

Quelques réflexions sur l'intégration des jeunes universitaires au sein d'une grande entreprise bancaire

D'indispensables prérequis

Dans les grandes entreprises de services, l'intégration des jeunes universitaires est traditionnellement confiée au Département central de Formation.

Et pourtant, la réussite ou l'échec du processus d'intégration dépend largement de plusieurs préalables qui échappent à ce département.

I. Il faut, en premier lieu, que l'engagement de ces jeunes ait résulté d'un processus de *Manpower Planning* extrêmement rigoureux.

Rien de plus inconfortable, en effet, pour un jeune, que de démarrer dans la vie professionnelle sans connaître d'emblée la nature de sa première fonction et, si possible aussi, le lieu où cette première fonction s'exercera.

Il est clair que ces précisions sont indispensables pour que le jeune perçoive le lien qui existe entre l'effort de formation qui va lui être demandé et les premiers résultats qu'il pourra en attendre : en d'autres termes, pas de motivation à l'effort, sans liaison explicite de cet effort avec le développement d'une carrière.

Encore faut-il que l'entreprise soit à même de procéder à des recrutements ciblés, ce qui pose d'autres problèmes que celui de l'efficacité du *Manpower Planning*.

II. Est, en effet, concomitamment posé le problème de l'efficacité de l'équipe de sélection, qui doit pouvoir aller plus loin que le pronostic classique sur les possibilités d'un candidat à évoluer favorablement au sein de l'entreprise.

Ce qui est en cause, c'est la capacité de l'équipe en question de prédire, avec une fiabilité suffisante, les domaines de l'univers des fonctions dans lesquels le jeune engagé servira le mieux l'entreprise.

III. Est également posé - et ceci constitue le troisième préalable - le problème de la responsabilité directe du management en ligne, du haut en bas de la pyramide, en matière de formation.

Faute de quoi, la formation apparaîtra rapidement comme une greffe et non comme un processus continu, intrinsèque au développement des ressources humaines au sein de l'entreprise : on peut faire confiance à la perspicacité des jeunes universitaires pour percevoir très vite ce genre de failles.

IV. Quatrième et dernier préalable, l'entreprise doit disposer d'une fonction *Développement de carrières*, dont la population universitaire constitue la matière première privilégiée.

Il faut, en effet, que le jeune universitaire sente d'emblée que son

devenir sera géré, ce qui est la manière la plus appropriée de concilier le bien commun de l'entreprise avec l'ambition légitime du jeune d'y faire carrière.

Si l'on y réfléchit bien, ces quatre préalables reviennent à poser en principe que la gestion du capital humain au sein des grandes entreprises ne peut plus être conçue aujourd'hui que comme un système complètement intégré, au sein duquel interagissent les cinq grandes fonctions classiques que sont le Manpower planning, le recrutement, la formation, la gestion opérationnelle et administrative du personnel et le développement des carrières.

L'intégration

Les préalables posés, le processus d'intégration stricto sensu comprend essentiellement deux volets, qu'il est aisé de distinguer conceptuellement mais qui seront, le plus souvent, abordés simultanément dans la pratique.

I. L'acculturation à l'entreprise est, sans aucun doute, le plus important des deux, même si c'est celui qui fait le moins l'objet de développements explicites.

Les grandes banques belges sont toutes, pour reprendre la terminologie de Michel Albert, des entités capitalistes de type "rhénan"; elles sont donc dotées d'une forte culture interne.

Il est dès lors important que le jeune universitaire perçoive le plus rapidement possible les grandes valeurs - non écrites - qui constituent le "patrimoine commun" du corps social et qu'il y adhère spontanément.

La perception de ces valeurs peut, pour partie, s'effectuer sur base d'un historique de l'entreprise.

Mais l'essentiel est ailleurs : c'est dans tous les aspects de la vie quotidienne que cette culture s'exprime.

Pour nous limiter à un seul exemple : même si la comptabilité et l'analyse financière sont des disciplines auxquelles toutes les banques ont recours pour l'octroi d'un crédit, la BBL ne réagira pas tout-à-fait comme la Générale de Banque ou la Kredietbank dans ce domaine.

II. La formation bancaire générale est le second volet du processus d'intégration.

A cet égard, la situation belge diffère de celle de pays voisins, comme la France ou l'Allemagne, en ce qu'il n'existe aucun cycle de formation externe qui prépare, en direct, à la Banque, même si des études économiques, l'ingéniorat commercial, voire des études de droit avec compléments économiques y conduisent moins indirectement que d'autres.

C'est une lacune, mais c'est aussi une chance : les grandes banques belges puisent dans le vivier universitaire, pratiquement toutes Facultés confondues, les profils qu'elles destinent à la relève de leur encadrement et de leur direction.

Avec l'obligation consécutive de leur fournir "in house" ce que leurs études ne leur ont pas, ou pas totalement, donné.

Dans les grandes maisons comme la nôtre, ce vaste problème a été longtemps résolu par des cycles longs, explicitement destinés à former des "généralistes de la fonction bancaire".

Semblables cycles postulaient une considérable injection de "know-how" (et, dès lors, des coûts tout aussi considérables) que les intéressés étaient souvent tentés de valoriser à l'extérieur.

Il ne faut pas chercher ailleurs la raison du revirement qui s'est opéré en faveur du concept de formation en temps opportun : en début de carrière, une vue globale sur la banque et ses principales activités puis, avant chaque changement de fonction, une formation ad hoc.

Sans qu'il y paraisse, nous en sommes ainsi revenus à notre point de départ.

Jusqu'à un passé proche, il était théoriquement possible de déplacer les universitaires comme des pions sur un échiquier, puisque leur formation de généralistes les mettait à même de muter pratiquement sans préavis.

Les circonstances nous contraignent aujourd'hui à plus de rigueur.

Je me bornerai donc à répéter, en guise de conclusion, ce que je soulignais d'entrée de propos : pour nos grandes entreprises de services, il n'existe plus de salut en dehors d'une gestion intégrée des ressources humaines.

Et comme cette gestion intégrée est, pour les intéressés, infiniment plus motivante que le non-système dont elle a pris les relais, je suis fondé à considérer qu'elle justifie largement les efforts que nécessite sa mise au point.

Recruitment techniques : a tour of Europe

Présentateur

Dr. R.W. Pethen
University of Sheffield - Careers Advisory Service

Rapporteur

A. Beks
Universiteit Utrecht

Président de séance

C. Wolters
Petrofina

As we move to ever greater mobility of students and recent graduates within Europe, we, as student advisers, find ourselves confronted with a wider range of requests for assistance.

Many of these requests concern information; about employers, about postgraduate courses, about opportunities for *stages*, about professional qualifications, etc ...

For meeting such requests a wealth of information exists, although I expect many of us feel insecure about the amount and quality of information we have available to us. I am sure that most of us find it much more difficult advising a student who wants to work or study in another EC country than advising those who are enquiring about opportunities in our own countries. This is not just a question of the information being harder to obtain, but also a consequence of each of us having built up less experience, and therefore having less confidence, that our information is comprehensive and reliable.

One important way in which each of us assists our students and graduates is in helping them cope with the selection processes used by employers and course administrators. In each of our countries there exist a wealth of publications dealing with topics such as how to fill in the perfect application form, compose the perfect CV, or succeed in the most difficult of interviews. In the UK and in Ireland we have booklets and videos, and we run workshops and training sessions. I know that in each of our countries there exist similar

facilities.

Let us visualise a situation in which a student comes to for help.

"How do I prepare an effective CV ?"

"I have an interview next week with ..., what can I expect to happen ?"

Not only is there a great deal of information which we may need to handle, but we need to help our enquirer appreciate the subtleties of the situations which he or she is facing. These subtleties are strongly culturally dependent.

Local differences concerning application forms and other aspects of employer selection processes should not be underestimated. For example, a German student's CV would look very short to a British employer, who would be impressed by the quality of its production and be bewildered by the certificate copies attached. To the consternation of the German student, the British employer would not return the CV to the student if the application was not to result in an interview. On the other hand, a German employer would be surprised that an Irish or British student felt it appropriate to record all sorts of extra-curricular activities, yet provide no documentary evidence at all of the qualifications which he or she claimed to have. Furthermore, what would the French employer make of the letter of application which a Danish or Irish student had produced using a wordprocessor ? What chance graphology then ? Indeed, how does

graphology cope with hand-writing produced by someone from a different academic tradition ?

We could ask a host of similar questions about interviews, aptitude tests and all the other activities which might go on in as assessment centre.

In AGCAS in Britain and Ireland we were aware of an increasing need on the part of both students and advisers for additional guidance on differences in recruitment processes in Europe. Some excellent publications exist, such as Tony Raban's *"Working in the European Community"* and *"Recruitment"*, one of the European Management Guides produced by Incomes Data Services for the IPM (Institute of Personnel Management). We wanted, however, to produce something which careers services could copy and which could be available to students in a form which they could obtain free of charge. The first result of this is *"First Steps to Working in the EC"*, which will be available in two versions, a guide or workbook, and a shorter booklet.

On behalf of my colleagues, may I take the opportunity to thank all those FEDORA members who helped us in our task, by checking that our text truly reflected the situation in their country and especially by providing us with useful material, especially examples of CVs and related paperwork.

But this limited work of ours is only a fairly small-scale activity. One thing I hope we can discuss in this session is possible ways in which we FEDORA members might work more closely together to share information, perhaps create an information network, and possibly collaborate on the production of Europe-wide guidance materials for our students. For all of us, resources of time and money are limited, and in each of our countries there already exist commercially produced materials, many of which are excellent. Perhaps I may pose a few questions for us :

- could we provide each other with guidance on new and

existing materials in our countries ?

- could we build up knowledge on the psychometric tests, assessment techniques etc ... in use ?
- are these areas where FEDORA could usefully play a role, or do presently available facilities and materials provide all that is necessary ?

In our discussions we may choose to focus on the similarities and differences between procedures in our countries, in other words we may like to use this session to share information, or we may like to focus rather more on the possible value of, and need for, closer collaboration.

(Co-writers of *"First Steps to Working in the EC"* are Richard Pethe, University of Sheffield; Val Butcher, University of Leeds; Barbara Philips-Kerr, University of Newcastle upon Tyne and Julie Bugiel, Brighton Polytechnic].

Rôle et formation d'euro-conseillers

Présentateur	L. Berta Fondazione Rui, Roma
Rapporteur	C. Besançon CE - DGV - Emploi
Président de séance	Y. Demeer Université de Lille

Vous avez choisi de participer aux travaux de cet atelier qui a pour objectif principal de susciter un échange d'informations entre les conseillers universitaires, les employeurs et les autres participants à ce Colloque au sujet du *Rôle et de la formation d'euro-conseillers*.

Quel type de formation, quelle collaboration ?

Après cette présentation de 10 minutes, nous avons à notre disposition 1h.10' pour discuter ensemble sur des points que je vais tout de suite vous proposer. Enfin, Mme Besançon a accepté de présenter le rapport de nos travaux.

Mais, tout d'abord, permettez-moi de vous rappeler que, même s'il est très intéressant de connaître les différentes situations propres à vos pays, il est fort important que notre débat se situe au niveau européen.

Le programme ERASMUS de la CEE, qui doit contribuer à la mobilité de 10% des étudiants de la Communauté, avec ses presque 2000 programmes de coopération universitaire, a sans aucun doute provoqué d'énormes changements au niveau de la création des structures nationales pour la réussite du programme même. Cela, évidemment, a suscité aussi un certain nombre de problèmes au niveau des services d'orientation universitaire. Le document final de la rencontre informelle des Ministres de l'Education, qui s'est déroulée à Siena en novembre 1990, souligne la nécessité d'intensifier les mesures d'information, particulièrement dans le domaine de l'orientation universitaire.

Compte tenu de l'ampleur de ce sujet, nous n'avons pas, bien sûr, trop de temps, mais je crois que l'on pourrait toutefois concentrer nos efforts sur la discussion des points suivants :

- Vis-à-vis de la proposition contenue dans le susdit document de Siena, quelles sont, à votre avis, les mesures les plus urgentes à prendre, tant au niveau des structures qu'au niveau des services, pour améliorer l'efficacité de l'orientation universitaire ?
- Quels sont les problèmes rencontrés par les conseillers à l'orientation qui aident les étudiants souhaitant partir à l'étranger : manque d'informations (systèmes de formation du pays d'accueil, logement, milieu culturel et social ...); contrôle des motivations ...
- Pensez-vous que l'on pourrait partager la tâche de l'orientation universitaire entre deux différentes figures professionnelles : le/la documentaliste (informations sur les études et sur les démarches pratiques); le conseiller (suivi psycho-pédagogique) ?
- Y a-t-il des différences avec l'aide apportée aux étudiants étrangers : difficultés de communication interpersonnelle, différence d'attente des étudiants et des conseillers ...
- Souhaitez-vous que l'on organise, dans chaque université concernée, un bureau d'accueil exprès pour les étudiants ERASMUS avec des conseillers spécialisés pour la gestion des questions relatives aux étudiants étrangers ?

- Quel est votre avis au sujet de la proposition ci-jointe sur le profil de l'*Euro-adviser* qui vient de vous être présentée ?
- Quel est votre avis quant au projet de programme organisé par le groupe FEDORA - Counsellors consacré à *La formation des conseillers d'orientation universitaire en Europe* ?
- Quelle forme de collaboration entre conseillers et entreprises envisagez-vous comme réalisable pour améliorer la transition des étudiants de l'Université à la vie active : échange d'informations, séminaires, stages en entreprise pour les conseillers ...

Annexes :

- Profile of the post of Euroadviser - Basic training.
- Programme provisoire du Colloque de Camerino.

FEDORA - CONSEILLERS

Séminaire de formation

Camerino, 16-21 septembre 1992

Programme provisoire

Avant-propos

Le Séminaire se déroule à Camerino, en même temps que le "Cours d'orientation pour les étudiants" et le "Salon de l'Orientation".

Les participants au Colloque auront ainsi la possibilité d'effectuer à la fois :

- un bref stage professionnel de mise à jour en assistant aux travaux du Cours d'orientation pour les étudiants;
- une visite du "Cinquième Salon de l'Orientation" qui leur offrira un panorama complet des programmes les meilleurs et les plus intéressants en matière d'orientation universitaire réalisés en Italie.

Programme provisoire

Mercredi 16

Arrivée des participants à Fiumicino-
Aéroport Leonardo da Vinci.
Navette Fiumicino/Camerino

Jeudi 17

9.00 - 9.15

Accueil des participants

9.15

Mot de bienvenue de Mr. M.
Gianella - Recteur de l'Université de
Camerino

9.30

Présentation des thèmes du colloque
par Mme L. Berta, coordinatrice du
Groupe FEDORA - Conseillers

10.00 - 10.30

*La formation du conseiller
d'orientation en Europe*

Prof. Elvira Repetto Talavera,
Université de Madrid

Débat

11.00 - 13.00

Visite du "Cinquième Salon de
l'orientation" et du "Cours
d'Orientation pour les étudiants"

15.50 - 16.30

Panel : "Expériences pratiques des
conseillers d'orientation
universitaire dans les pays de la
Communauté Européenne"

16.45 - 18.00

Participation au Workshop concluant
le "Cinquième Salon de
l'orientation"

Vendredi 18

9.00 - 9.30

*Le rôle du conseiller d'orientation
dans l'Europe des années 90*

Prof. Costante Scarpellini,
Université de Milan

Débat

10.00 - 10.30

*Hypothèse de préparation d'un
modèle européen de formation pour
les conseillers d'orientation*

Prof. Pierre Benedetto, Université de
Montpellier

Débat

11.00 - 13.00

Groupes de travail

15.00 - 15.30

Les étudiants Erasmus

Dott.ssa Antonella Cammisa-Murst,
NGAA Erasmus

Débat

16.00 - 17.00

Les associations estudiantines et la
mobilité des étudiants en Europe :
AIESEC, ELSA, IAESTE

17.30

Conclusions des groupes de travail
Prof. Pierre Benedetto

18.00

Séance de clôture
Jean-Marie Burnet, Président de
FEDORA

Samedi 19

Visite culturelle d'Assise

Dimanche 20

Navette Camerino / Fiumicino -
Aéroport de Vinci

Profil d'euro-conseiller

Eléments communs d'après les contributions des experts espagnols, allemands et français.

Fonctions

- Information
- Conseil

Remarques En ce qui concerne le placement lui-même, la France ne le mentionne pas, l'Allemagne le situe au niveau des Agences Locales, l'Espagne l'intègre dans sa totalité dans les fonctions de l'Euroconseiller.

Public

- Demandeurs d'emploi (chômeurs ou non)

Remarques Pour l'Allemagne et la France, dont partie du public les entreprises. L'Allemagne ajoute aussi les agences locales pour l'emploi, les associations et les organismes de formation; la France cible particulièrement les cadres et les jeunes en tant que demandeurs d'emploi.

Structure - Champ d'exercice

- Au sein des services publics de l'emploi

Remarques Pas de choix commun quant au niveau géographique et/ou administratif des Euroconseillers. Actuellement, l'Allemagne retient une solution centralisée (Z.A.V.); l'Espagne le niveau provincial; la France envisage trois niveaux possibles - régional, frontalier et services spécialisés - et envisage l'existence dans des structures autres que les S.P.E.

Position de l'Euroconseiller au sein des S.P.E.

Remarques L'Allemagne la prévoit comme "placeur principal spécialisé dans les métiers qualifiés". Pas de suggestions de la part de l'Espagne ou de la France.

Qualifications

- Traitement de l'information
- Conseil

Remarques Sur ce point, les décalages sont relativement importants pour dégager les éléments communs, un échange au niveau du Groupe de travail est encore nécessaire.

Qualifications de base

Bonne connaissances d'une deuxième langue communautaire

Remarques Le niveau de diplôme requis n'est pas mentionné pour la France; l'expérience professionnelle requise est de nature et de durée variables.

Formation de l'Euroconseiller

Des éléments très riches sont donnés par l'Espagne et l'Allemagne, à savoir :

- Réglementation communautaire
- Marché du travail européen
- Fonctionnement des S.P.E. européens
- Politiques sociales des pays membres
- Systèmes de formation européens
- Techniques spécifiques du conseil "européen"
- Informatique
- Langage SEDOC

Le groupe de travail aura à déterminer le minimum de formation nécessaire pour qu'un Euroconseiller puisse "fonctionner" en phase "expérimentale".

Présentateur	Th. Rivaud Ministère de l'Education, Paris
Rapporteur	Fr. Rosart Université Catholique de Louvain
Président de séance	H. Wood University of York

En France, l'insertion professionnelle des étudiants est évaluée tous les quatre ans à partir d'une enquête lancée et étudiée par le Centre d'Etudes et de Recherches sur les Qualifications (CEREQ) qui dispose d'un observatoire des entrées dans la vie active (EVA).

Cet établissement public constatait en avril 1991 que la forte croissance du taux de poursuite d'études après le baccalauréat au cours des années 1980 avait fait sentir ses effets sur le nombre de diplômés de l'enseignement supérieur, réveillant des inquiétudes quant au chômage des diplômés et surtout à leur déqualification, inquiétudes partagées par les divers pays européens. Or, depuis une dizaine d'années, on constate que l'insertion professionnelle des étudiants résiste à la crise de l'emploi. Cette généralité doit être cependant nuancée selon les filières car, notamment pour les diplômés des sciences humaines et sociales, des difficultés d'insertion, différentes selon les disciplines ou spécialités, sont encore très sensibles.

Avant de commencer toute étude, il est nécessaire d'en définir son champ. Par sciences humaines et sociales, il faut entendre les disciplines suivantes : l'histoire, la géographie-l'urbanisme, la psychologie, la philosophie-la théologie, la sociologie-l'ethnologie, l'information-la communication-la documentation et les arts-l'architecture. On constate dès cette première énumération que ce champ est vaste et relativement hétéroclite. L'étude de ce champ est en outre rendue délicate car les chiffres disponibles font référence à une enquête qui porte sur les

étudiants sortis de l'enseignement supérieur en 1984 et sur leur situation en 1987. Cette enquête porte donc sur les étudiants sortis à l'issue d'une année de licence ou de maîtrise, titulaires au minimum du DEUG et des étudiants sortis à l'issue d'un troisième cycle, titulaires au minimum d'une maîtrise.

De façon générale, l'enquête réalisée en 1987 a montré que :

- 85% des diplômés de 2ème et 3ème cycles universitaires occupent un emploi moins d'un an après l'obtention de leur diplôme (cette insertion est plus rapide pour les diplômés des écoles);
- 58% accèdent immédiatement à un emploi stable;
- 50% voient leur situation se stabiliser après passage par un emploi précaire dans les trois années qui suivent leur sortie de l'université
- 8,1% des diplômés de deuxième cycle et 10,5% des diplômés de 3ème cycle rencontrent de réelles difficultés d'insertion.

En ce qui concerne plus précisément les sciences humaines et sociales selon les disciplines, le poids de la fonction publique (l'enseignement) est moindre que dans les lettres par exemple. Toutefois, l'étalement dans le temps de l'insertion professionnelle des étudiants de sciences humaines et sociales est connu : ainsi, au terme d'une formation initiale de deuxième cycle, près d'un

tiers des sortants occupent un premier emploi et ce avant l'obtention de leur dernier diplôme ou avant la réussite à leur dernier concours. Toutefois, ceci n'a pas pour conséquence d'accélérer l'entrée sur le marché du travail de l'ensemble de la cohorte; en effet, on note que 77 à 87% des étudiants occupent un emploi moins d'un an après leurs études. Il y a stabilité de ce processus d'accès à l'emploi depuis 10 ans puisque cette proportion était pratiquement la même dans les cohortes sorties en 1976 et 1981. Il y a cependant une faiblesse de l'accès direct aux emplois stables pour les étudiants de sciences humaines et sociales.

Cela tient essentiellement aux difficultés des étudiants de ces disciplines à trouver des débouchés "naturels" hors de l'enseignement, la liaison formation-emploi n'étant pas évidente; ainsi à l'issue d'un 3ème cycle, 30% seulement des étudiants de psychologie et 44% des étudiants des autres disciplines accèdent directement à un emploi stable, pour 25% qui accèdent indirectement à un emploi stable.

Dans le 2ème cycle, les chiffres sont respectivement de 52% et 22% après passage par une situation précaire. Les difficultés respectives à l'issue de chacune des spécialités se traduisent par la proportion de diplômés ayant connu une durée totale de chômage supérieure à un an après la sortie de l'université : 6,8% des diplômés du 2ème cycle d'histoire, 8,1% des diplômés d'arts et 9,4% des sciences de l'information et de la communication. Ces difficultés sont encore supérieures dans les autres spécialités où ces proportions atteignent 10,6% en géographie et plus de 15% en philosophie, sociologie et psychologie. La situation n'est pas meilleure à l'issue d'une première année de 3ème cycle puisque la proportion atteint en moyenne 21% des titulaires de DEA et DESS ayant connu plus d'un an de chômage après l'obtention de leur

diplôme, avec une pointe de 26,7% en psychologie.

Alain CHARLOT et François POTTIER écrivaient dans la revue Formation - Emploi¹ :

"Du côté des sciences humaines, certaines spécialités ont également bénéficié du développement des recrutements de professeurs titulaires : l'histoire (32% de certifiés-agrégés), la philosophie (46%), les spécialités artistiques (38%) et, dans une moindre mesure, la géographie (19%). Aussi ces spécialités conduisent une majorité de leurs diplômés vers des emplois enseignants en 1987 : philosophie (78%), géographie (62%), histoire (68%), arts (56%).

A l'inverse, les diplômés du deuxième cycle en sociologie et en psychologie s'orientent toujours peu vers les emplois de l'enseignement : 34% en sociologie dont 17% de non-titulaires, 28% en psychologie dont 19% d'instituteurs ou PEGC et 7% de non-titulaires, situation voisine de celle observée dans la cohorte de 1981.

Si 28% des diplômés du deuxième cycle en psychologie accèdent à des emplois de niveau supérieur, essentiellement du secteur privé (psychologues libéraux, cadres administratifs et des services de recrutement ...), il en va différemment pour les sociologues (11%), un tiers occupant des professions intermédiaires, plus de 18% étant déclassés sur des postes d'employés ou précarisés : 17% enseignants non-titulaires.

Mais le diplôme de troisième cycle et, singulièrement, le DESS permet, en psychologie, l'accès aux emplois de cadres supérieurs du secteur privé (48%) : psychologues libéraux (28%), cadres supérieurs chargés de recrutement, études (9%) ..."

¹ Revue Formation-Emploi n° 25 - article intitulé : Dix ans d'insertion professionnelle des diplômés universitaires.

Cet état des lieux montre bien qu'il ne peut y avoir de règle générale en la matière, hormis le fait que l'on peut réaffirmer que la mission essentielle de l'université est de délivrer des formations orientées plus vers l'adaptabilité que vers la spécialité professionnelle. En effet, selon la réflexion des employeurs on constate que le diplôme nécessaire n'est plus suffisant, mais qu'il doit s'allier aussi au développement des qualités personnelles de créativité, dynamisme, pouvoir de communication, d'esprit d'équipe et d'organisation. La professionnalisation doit s'attacher à doter les étudiants d'outils intellectuels et de méthodes leur permettant de s'adapter le plus rapidement et le mieux possible à des emplois successifs car désormais la mobilité est prévalente.

Si les formations professionnalisées des sciences humaines et sociales sont connues des directeurs de ressources humaines, c'est-à-dire des chargés du recrutement et du suivi des carrières des grandes entreprises, il n'en va pas de même des patrons des petites et moyennes entreprises ou industries (PME/PMI). Afin de les sensibiliser à ce vivier, le point fort a été mis sur la politique des stages; souvent intégrés au cursus, ils doivent être d'une durée suffisante pour permettre à l'étudiant de développer un projet professionnel construit en collaboration avec l'enseignant et l'entreprise. Ces stages sont des outils-maîtres de la pré professionnalisation.

Il faut aussi noter que depuis quelques années, il y a institutionnalisation au niveau national du partenariat universités-entreprises. Ceci a donné pour résultat des tentatives de meilleure lisibilité des formations, de concertation au niveau des programmes de formation, d'élaboration de référentiels communs de familles de compétences (plutôt que de métiers) nécessaires à l'accomplissement des fonctions spécifiques aux entreprises ou aux organisations, de prospective

(plutôt que de prévision) des besoins en qualification et de passerelles dans la recherche en sociologie et économie du travail en entreprise, d'aide à la gestion des PME/PMI (gestion des systèmes d'information, gestion des ressources humaines).

Toutes ces tentatives n'ont qu'un but, améliorer l'insertion professionnelle des étudiants en général et montrer aux entreprises que les diplômés en sciences humaines sont un vivier important et dynamique pour beaucoup d'entre elles, vivier auquel on ne pense pas toujours.

En conclusion, on peut dire qu'à partir du bilan fait par le CEREQ en 1987, chacun a, en fonction de la place qu'il occupe dans le système français, essayé de trouver des solutions pour une insertion professionnelle meilleure des étudiants de sciences humaines et sociales. Les résultats de ces tentatives ne peuvent être immédiats : ils ne se verront certainement pas à la lecture de l'enquête réalisée en 1991, mais plus sûrement dans les prochaines enquêtes. Sans doute aussi y-a-t-il d'autres techniques employées par des universités européennes. Peut-être également les employeurs européens peuvent-ils donner des indications quant à ce qu'ils recherchent. Autant de questions qui restent posées.

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