

# VIIIth FEDORA Congress Viiième Congres de FEDORA

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

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

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The University of Southern Denmark, Odense, Denmark

25th - 28th May 2003



THE EUROPEAN UNION



SYDDANSK UNIVERSITET  
UNIVERSITY OF SOUTHERN DENMARK



FEDORA

The Congress was planned and organised by / Le congrès a été projeté at organisé par:

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## Foreword

Focussing on the topic "Students & Graduates in the Europe of Tomorrow – student services providing a foundation for lifelong learning and development" the eighth FEDORA Congress in Odense in 2003 was an important step for FEDORA towards developing a link between our organisation and the new developments within the Higher Education Area, Bologna Process.

In the past years, FEDORA has demonstrated a number of times how it can contribute to this process: A very first step was the FEDORA Summer University ("Through Guidance to Employment. European Students and Entrepreneurship. "Best practice" in Europe.") in Paris in 2001. With the PSYCHE Conference in Lisbon in 2002 a further step was taken to cope with the task of meeting the new challenges within the Higher Education Area. For the first time, some of the issues that specifically concern the personal development of students were picked up. The Congress 2003 in Odense continued this important process as we started discussions on essential issues. The invited speakers and numerous workshops opened up the range of the discussions by presenting the European Commission itself, the EUA as well as some critical remarks etc..

The eighth Congress also continued the important work which FEDORA does to provide a forum which enables professionals in Europe to come together, exchange ideas and develop policies. This Congress allowed FEDORA to become better equipped to cope with the new challenges of the European Higher Education Area and for developing further steps.

The conference of the FEDORA Working Group "Careers Guidance & Employment" in Stoke Poges in 2004 brought up some very important topics concerning "Graduate Recruitment and Employment across the Enlarged European Community".

At the forthcoming PSYCHE Conference in Groningen ("Internationalisation within Higher Education in an Expanding Europe. New Developments in Psychological Counseling", 8-11 June 2005) we will have a closer look at the tasks for the new member states and how to spread FEDORA's work within an expanding Europe. The Summer University in Cyprus ("*Knowledge and Transitions: Challenges for Guidance and Counselling within the context of Globalization and the enlarged European Union*" 13 - 17 July 2005) will open up a space for a broad professional world in Guidance & Counselling. The next Congress (2006) will focus explicitly on Guidance and Counselling within the Higher Education area.

The Congress 2003 took place under the presidency of Margaret Dane. Personally and on behalf of all FEDORA members I would like to express my gratitude to her for all the energy she put into the development of a framework in which this congress was made possible. Also I would like to thank the University of Odense for their kind reception on their premises.

The report of this Congress can be used by a wider public that is engaged with the question of how Higher Education copes with the tasks of providing students with an education that helps them to meet the challenges of their future. The Congress is an attempt by Guidance and Counselling professionals as to how they can contribute to this task.

Gerhart Rott, President



## Sunday 25<sup>th</sup> May 2003 Opening Session

Welcome address by FEDORA President, Margaret Dane

Honoured Principal, dear colleagues and friends!

It gives me great pleasure to welcome you all to this, the 8<sup>th</sup> FEDORA Congress. We are delighted to be here in Odense and privileged to sample the excellent facilities of your new conference centre. We are very grateful to the team of Danish colleagues who agreed two years ago to take on this huge task and who have made all these excellent arrangements.

I am very grateful to my colleagues on the Executive Committee whose unstinting efforts have also helped to make this Congress possible. A huge amount of work goes into planning and running an event like this and I would like to ask you now to show your appreciation to all those who have helped to bring us here together on this late May evening.

Some of you will remember the last Congress in Edinburgh, which I organised at Heriot-Watt University where I worked at that time. It was a very interesting and enjoyable conference with many excellent keynote speakers and workshops. Much valuable information and experience was shared and I am sure that this will be the case again here. Copies of the report are available here to take away.

Our FEDORA colleagues have prepared for us an interesting programme of keynote speakers, workshops as well as our official FEDORA business session. All this will be combined with some lively social events through which everybody will be able to taste and experience some Danish culture and entertainment. Most important of all, these days together will give us all a chance to get to know each other, to learn about our work from a variety of different perspectives and to really experience being part of a large European family. Next time, the family will be very much bigger, with 25 member states in the European Union.

We have much to learn, much to talk about and to decide, about how FEDORA can succeed and thrive in the future. Each of you will have a part to play in this important work of building an enlarged Europe. There will be challenges of course, but there will be fun too. I urge you all to get involved, to bring your talents, skills and interest to FEDORA, not just for the few days of the conference, but for the next three years too and beyond.

The underlying theme of this conference is on how the students we serve are changing, along with the environment in which we are working and therefore on how the way that we work with them is changing to reflect new needs and challenges. The keynote speakers will introduce some of the major aspects of these changes, from the impact of the Bologna Agreement to the demographic, social and economic changes taking place in many of our countries. In the many, varied workshops you will be able to explore and discuss how all these changes are affecting you and the students whom you support through their learning and indeed their lives at an often critical stage of development. I am sure you will enjoy these next few days and that you will take away a great deal to reflect on and to inspire your work when you return home. I wish you all a very stimulating and enjoyable conference.



## Dimanche 25 mai 2003 Séance d'ouverture

Mot de bienvenue de Margaret Dane, Président de FEDORA

Monsieur le Président, Chers collègues et amis!

Je suis très heureuse de vous souhaiter la bienvenue au 8<sup>ème</sup> congrès de FEDORA. Nous sommes fort contents de nous retrouver ici à Odense et d'avoir le privilège de profiter des équipements de votre nouveau centre de conférence. Nous remercions vivement l'équipe des collègues danois qui, il y a deux ans, ont accepté de prendre en charge cette lourde tâche; ils ont réalisé cette excellente organisation.

Je remercie aussi mes collègues du Comité Exécutif dont les efforts continus ont aussi contribué à rendre ce congrès possible. Beaucoup de travail a été réalisé pour l'organisation et la réalisation d'une manifestation de cette importance et j'aimerais vous demander de montrer votre reconnaissance à tous ceux qui ont contribué à nous rassembler tous ici, en cette fin d'après midi de mai.

Certains d'entre vous se rappellent le dernier congrès d'Edimbourg que j'ai organisé à l'Université Heriot Watt où je travaillais à cette époque. Ce fut une conférence intéressante et sympathique comportant de nombreux et excellents ateliers et conférences plénières. Ce fut l'occasion de partager des informations et des expériences très utiles; je suis sûre qu'il en sera de même ici. Des exemplaires du compte rendu de ce congrès sont disponibles, vous pouvez les emmener.

Les collègues de FEDORA ont préparé à notre intention un intéressant programme comportant des conférences plénières, des ateliers et notre Assemblée Générale de FEDORA. Tout ceci sera associé à des événements culturels qui nous permettront d'apprécier la culture danoise. Ce qui est le plus important est que ces journées nous permettront de mieux nous connaître, de mettre en commun le travail que nous faisons dans des contextes différents et d'éprouver notre appartenance à la grande famille européenne. La prochaine fois, la famille sera beaucoup plus grande, l'Europe comprendra 25 pays.

Nous avons beaucoup à apprendre, beaucoup de choses à dire, des décisions à prendre pour assurer, dans le futur, la réussite et le développement de FEDORA. Chacun de vous a un rôle à jouer dans le chantier du développement de l'Europe élargie. Bien sûr, il y aura des défis à relever mais aussi du plaisir. Je vous incite à vous investir, à mettre vos talents et vos compétences au service de FEDORA, pas seulement pendant les quelques jours de ce congrès, mais pour les trois années qui viennent et au delà.

Le thème de cette conférence est de voir comment les étudiants dont nous avons la charge changent avec l'environnement dans lequel nous travaillons, et par conséquent comment le travail que nous faisons avec eux est modifié pour prendre en compte les nouveaux besoins et défis. Les conférenciers introduiront les aspects majeurs de ces changements, de la convention de Bologne jusqu'aux changements démographiques, sociaux et économiques qui existent dans certains de nos pays. Dans les nombreux ateliers vous pourrez explorer et discuter l'influence de ces changements sur vous et sur les étudiants que vous encadrez lors de leurs apprentissages et durant leur vie à un moment souvent critique de leur développement. Je suis sûre que apprécierez ces quelques jours et que vous emporterez beaucoup d'informations qui, à votre retour, vous donneront des idées pour votre travail. Je vous souhaite une agréable et stimulante conférence.



## FEDORA President's Report 2000-2003

### Introduction

The 5th FEDORA Presidency started in January 2001 and will finish at the end of December 2003. The Executive Board consists of:

Margaret Dane	(UK)	President
Gerhart Rott	(Germany)	Vice-President
Louis Devos	(Belgium)	General Secretary
Martine Pagès	(France)	Treasurer

The Board met twice a year in Brussels during this period to discuss various FEDORA matters and to make preparations for the following Executive Committee meeting.

In addition to the above four members, the Executive Committee consists of the elected National Co-ordinators of ten other European Member States. These are:

Tina Teljstedt - Altonen	(Sweden)
Tapio Anttonen	(Finland)
Graça Figueiredo Dias	(Portugal)
Loretta Jennings	(Ireland)
Karin Klitgaard-Møller	(Denmark)
Spyros Kriwas	(Greece)
Michael Katzensteiner	(Austria)
Maria Fé Sanchez	(Spain)
Paolo Valerio / Pierpaolo Luderin	(Italy)
Eleonore Vos	(Netherlands)

The Executive Committee also met twice a year and I would like to thank all the EC members who hosted one of our meetings, Martine, Karin, Loretta, Michael and Pierpaolo. The EC will have its final meeting in November 2003 in Amsterdam, courtesy of Eleonore, together with the newly elected EC members.

FEDORA members come from every member state of the European Union and from many other countries within Europe. We look forward to welcoming new FEDORA members from the many countries which will join the expanded European Union in 2004.

As President, I would like to take this opportunity to thank Joachim Klaus, my predecessor, and all the current members of the FEDORA Board and the Executive Committee as well as the Working Group Co-ordinators and their teams for all the work they have done over the last three years. My particular thanks to Gerhart Rott who has provided vast amounts of practical and moral support as Vice-

President. FEDORA could not survive without the commitment and enthusiasm of all its active members.

The 5th FEDORA Presidency continues to be a period of challenge and change. The external field has been characterised by changes and pressures within and outside higher education across Europe but also by an increasing acknowledgement by bodies like the European Commission and UNESCO of the importance of counselling and guidance in supporting the learning experience of students. FEDORA is acknowledged by both these organisations as playing an important role in developing and supporting these activities in a wider European context.

Within their own institutions, FEDORA members are very busy these days with their main jobs. Despite this, as you will see from the report below, some of our members have been very busy indeed on behalf of FEDORA. My sincere thanks to all of you who manage to fit in so much extra work to keep FEDORA alive and successful.

## **Major activities 2000-2003**

### **FEDORA events**

The FEDORA Congress in Edinburgh in August 2000 was very successful and we received lots of positive feedback about the keynote speakers, the workshops, the social events, the venue and the organisation. It was attended by over 150 delegates from 18 countries. A report on the Congress is available.

The FEDORA Summer University in Paris from 2 - 6 July 2001 on the theme of Entrepreneurship was another considerable success due mainly to the hard work of Genevieve Laviolette and Nicole Leray as well as members of the Board, the Working Group Co-ordinators and Andrew Bottomley from PricewaterhouseCoopers. Around 50 members participated and keynote speakers included the Director of Higher Education for UNESCO, representatives from the French University Rectors Conference and the French Ministry of Education and Peter Hawkins whose inspiring session on the final day ensured a lively finish to the week.

The FEDORA Psyche Symposium in Lisbon on the theme of "Cognition, Motivation and Emotion: Dynamics in the Academic Environment" took place from 23-26 October 2002 with 85 participants, including new members from Portugal, from 15 different countries contributing and learning from each other. There were three keynote speakers, 32 papers covered in eleven different group seminars and a wide variety of excellent cultural events. Thanks and appreciation are due to Gerhart Rott, Psyche Co-ordinator, and the PSYCHE planning team and to Graça Figueiredo Dias and her local organising team for all their hard work, time and patience in ensuring success of this event.

8<sup>th</sup> FEDORA Congress, Odense 25 – 28 May 2003

Many thanks are due to the local planning team in Denmark, and particularly to Per Andersen and his colleagues at the University of Southern Denmark for hosting this event. The efforts of the planning group members on the Executive Committee to arrange speakers, workshops, publicity and reports are also gratefully acknowledged. We wish all participants an enjoyable and stimulating conference.

### **FEDORA publications**

FEDORA Guide to Postgraduate Study in Europe  
4th edition, 2001  
5th edition, 2002

The collaboration of the FEDORA Postgraduate Group with Hobsons to produce this useful publication each year is gratefully acknowledged.

Reports on: FEDORA Psyche Symposium 1999  
FEDORA Congress 2000

The FEDORA Employment Working Group published a report entitled "De la Thèse a L'Emploi"

### **FEDORA quarterly Newsletters**

The previous paper publication was successfully replaced by a printable pdf version which has been circulated every three months to members by e-mail and is available for down loading on the Fedora website ([www.fedora.eu.org](http://www.fedora.eu.org)) in English and French under publications. Particular thanks are due to Loretta Jennings for designing & producing it.

### **FEDORA Administration and Finances**

Thanks to Louis Devos (General Secretary) & Martine Pagès (Treasurer) who have been working with the National Co-ordinators to develop and update the FEDORA membership database. We have been encouraged by the interest of new members, but also need to ensure the continuing active participation of long - standing members too. As Treasurer, Martine has managed FEDORA's finances over the last three years and she is producing a separate financial report for the Congress. As General Secretary, Louis has played an important role in writing the minutes of the EC meetings and in hosting the Board meetings in Brussels. Both have played key roles on the FEDORA Board.

### **European Funding Bid - Socrates**

In September 2002 the FEDORA Board submitted a bid to the European Commission for funding under a special Socrates programme for European Associations. If successful, FEDORA would have gained some resources for a period of three years to develop and support the organisational infrastructure of FEDORA in order to alleviate some of the heavy burden on the President, Vice-President, Treasurer and Secretary in keeping the organisation functioning. Unfortunately the bid was unsuccessful so we still need to rely members to get involved and help FEDORA to grow and succeed in the future.

### **FEDORA Elections**

Elections for the national co-ordinators in each member state of the European Union who make up the FEDORA Executive Committee took place this Spring. They are elected for a three year period and may stand for re-election once. A number of the current Executive Committee will stand down at the end of 2003 and the new term of office will begin in January 2004. The results of the elections will be put to the Congress in May for final approval.

### **FEDORA Constitution**

Those of you who were at the Congress in Edinburgh will remember that a number of changes to the FEDORA Constitution were proposed, discussed and agreed. The proposed changes were later officially agreed and have gone through the final stages of the necessary process which includes getting agreement under Belgian Law. The main change was approved of another (non-voting) category of membership for organisations and associations.

### **FEDORA Website development** ([www.fedora.eu.org](http://www.fedora.eu.org))

Thanks are due to Joachim Klaus and his colleagues at the University of Karlsruhe (TH) for establishing the original FEDORA website. This has now been developed further thanks to the support of Mike Williams and Mark Watts at CSU and to Tapio Antonnen, the FEDORA Technology Co-ordinator and to Loretta Jennings who has provided a great deal of assistance. The website now contains a lot of information about FEDORA, and some of its working groups have developed excellent web pages too. Please do look at it.

### **Representing FEDORA**

FEDORA has provided platform speakers and workshop leaders at events arranged by other organisations eg. several ARGE conferences in Germany; AGCSI in Ireland; University of Bochum, Germany; Conference to establish German Career Circle, Berlin; EAIE; CRAC/ NICEC (UK) and the SCUJO Conference in Strasbourg.

Board members have also participated in a number of other events eg. the Lifelong Learning conference of the European Commission in Brussels and a visit by 9 Polish Careers Advisers as part of two-week study visit to UK.

### **Meetings / Liaison with external organisations**

European Commission: Board members have met on different occasions with David Coyne (Director General for Education and Culture), John McCarthy (Vocational Training Policy), Laura Cassio (Lifelong Learning) and Monika Oels (Grundtvig)

UNESCO: At the Paris Summer University in 2001, Mr Komlavi Seddoh Director, Higher Education Division at UNESCO was the keynote speaker and he invited the President and Vice-President to his office in Paris for a meeting. Early in 2003 Margaret Dane and Gerhart Rott were then invited to take part in the 8th UNESCO-NGO Collective Consultation on Higher Education in Paris. This was an excellent opportunity to promote FEDORA and to network with many other international organisations in the field of higher education. We also submitted a report on FEDORA as part of this consultation. Gerhart also contributed to the report on Commission II: The Contribution of Higher Education to Sustainable Human Development. The report is currently translated into French and we will be informed when it is published.

### **FEDORA Communications Group**

In 2001 we produced a revised version of the FEDORA Application / Information leaflet for distribution by mail and via the website and an application form for organisations. In 2003 we designed and produced a new publicity leaflet for FEDORA aimed at informing and stimulating new members to join. Particular thanks to Tina Teljstedt and Eleonore Vos for their work on this.

### **FEDORA European Masters degree Bid**

Following the preparatory work of the former President, Joachim Klaus and others, the President and Vice-President worked with the University of Strasbourg to bid for European Commission funding under the Grundtvig programme to develop this project. Unfortunately, despite all the time, energy and effort put into it, the bid was unsuccessful. We await further information from Brussels to help us decide on the best way to take this important project forward.

### **Strategic Planning for FEDORA**

The Executive Committee held a strategic planning event in Dublin in April 2002 which was facilitated by Pat Raderecht, an experienced trainer in this field and retired member of FEDORA. In addition, the President produced a number of papers about the aims and work of FEDORA. These included papers on FEDORA's aims objectives and values, the roles and responsibilities of EC members and working group co-ordinators, and the different kinds of FEDORA events.

### **Work of the National Co-ordinators**

The National Co-ordinators are primarily responsible for communicating with the FEDORA members in their country. They do this via e-mail correspondence with individual members and by circulating the FEDORA Newsletter and sending regular mailings to all members about various matters including eg. restructuring of the working groups, FEDORA events and other relevant conferences. They have also organised the elections for new national representative on Executive Committee

### **FEDORA Working Groups - restructuring**

Building on a process that had already been initiated by the previous EC, Gerhart Rott, Vice-President, took on responsibility for this task. The EC was very concerned to find a way in which FEDORA might best involve more of its members and provide the best support through its working group structure. Gerhart presented his first suggestions at the Summer University in Paris in July 2001, where he sought advice from Daan Vunderink and Raoul Van Esbroeck as working group co-ordinators. Later he also met with Myriam Van Acker to discuss the restructuring of the working groups in greater detail. The Executive Committee and Working Group Co-ordinators then met in Dublin in April 2002 to discuss the ideas jointly. A special issue of the Newsletter containing a paper describing the restructuring process by the Vice-President, Gerhart Rott, was sent out to all members with an invitation to join an electronic discussion forum organised by Michael Katzensteiner. On-going discussions took place to seek the views of the maximum number of members. In March 2003 Margaret Dane and Gerhart Rott produced the final version of a policy paper concerning the new structure of our working groups based on the discussion at the EC meeting in Vienna in November 2002. The proposals in this document will be implemented after the Congress.

### **FEDORA responses to Consultations**

The President co-ordinated and wrote the FEDORA response to European Commission Consultation on its major programmes.

The President and Vice-President wrote a response to UNESCO about the five main challenges facing higher education today and produced a short report for UNESCO about the aims and work of FEDORA during the last few years. This report was published in the Newsletter.

Margaret Dane

FEDORA President 2000 - 2003



## Rapport du Président de FEDORA 2000 - 2003

### Introduction

La 5<sup>ème</sup> présidence de FEDORA a commencé en Janvier 2000 et finira à la fin de décembre 2003. Le bureau était composé de:

Margaret Dane	(Royaume Uni)	Presidente
Gerhart Rott	(Allemagne)	Vice-President
Louis Devos	(Belgique)	Secrétaire Général
Martine Pagès	(France)	Tresorière

Le Bureau s'est réuni deux fois par an à Bruxelles pendant cette période pour discuter divers sujets intéressant FEDORA et pour préparer les réunions du Comité Exécutif.

Outre les quatre personnes citées ci dessus, le Comité exécutif comportait les coordonnateurs nationaux élus dans les dix autres pays membres. Ce sont:

Tina Teljstedt - Altonen	(Suède)
Tapio Anttonen	(Finlande)
Graça Figueiredo Dias	(Portugal)
Loretta Jennings	(Irlande)
Karin Klitgaard-Møller	(Danemark)
Spyros Kriwas	(Grèce)
Michael Katzensteiner	(Autriche)
Maria Fé Sanchez	(Espagne)
Paolo Valerio / Pierpaolo Luderin	(Italie)
Eleonore Vos	(Pays Bas)

Le Comité Exécutif s'est aussi réuni deux fois par an et je voudrais remercier ceux d'entre eux qui ont organisé une de ces réunions, à savoir Martine, Karin, Michael et Pierpaolo. A l'invitation d'Eléonore, la dernière réunion du Comité Exécutif aura lieu en Novembre 2003 à Amsterdam avec les membres du nouveau Comité Exécutif.

Les membres de FEDORA viennent de tous les états membres ainsi que de nombreux autres pays européens. Nous attendons avec impatience l'arrivée de nouveaux membres provenant des nombreux pays qui vont rejoindre l'Union Européenne en 2004.

En tant que présidente, je voudrais saisir cette occasion pour remercier Joachim Klaus, mon prédécesseur, tous les membres du bureau de FEDORA, du Comité Exécutif ainsi que les coordonnateurs des groupes de travail et leurs équipes pour tout le travail qui a été fait durant ces

trois dernières années. Mes remerciements particuliers vont à Gerhart Rott qui m'a apporté aide et réconfort en tant que vice Président. FEDORA ne peut vivre sans l'engagement et l'enthousiasme de tous ses membres actifs.

La 5<sup>ème</sup> présidence de FEDORA a été une période de défis et de changement. Le contexte extérieur a été caractérisé par des changements et par des tensions dans et à l'extérieur de l'Enseignement Supérieur Européen. C'est aussi pendant cette période que l'importance du conseil et de l'orientation, en appui à la formation des étudiants, a été reconnue par des organismes tels que la Commission Européenne et l'UNESCO. FEDORA est reconnue par chacun de ces deux organismes pour, dans un contexte européen plus large, jouer un rôle important dans le développement de ces activités

Au sein de leurs institutions, les membres de FEDORA sont très occupés par leur travail quotidien. Malgré cela vous verrez plus loin dans ce rapport que certains membres ont beaucoup travaillé pour FEDORA. Mes sincères remerciements vont à tous ceux qui acceptent tant de travail supplémentaire pour que FEDORA vive et réussisse.

## **Principales activités durant la période 2000-2003**

### **Manifestations**

Le congrès d'Edimbourg en août 2000 a rencontré un vif succès et les interventions plénières, les ateliers et les autres événements ont eu des retombées positives. 150 personnes, provenant de 18 pays ont assisté à ce congrès. Les actes de ce congrès sont maintenant disponibles.

L'université d'été de FEDORA qui s'est tenue à Paris du 2 au 6 juillet 2001 sur le thème de l'entrepreneuriat a connu un vif succès grâce au gros travail de Geneviève Laviolette et Nicole Leray, du bureau de FEDORA, des coordonateurs des groupes de travail et d'Andrew Bottomley (PricewaterhouseCoopers). Environ 50 personnes ont participé à cette Université d'été; les conférences plénières ont été données par le Directeur de l'Enseignement Supérieur de l'UNESCO, des représentants de la Conférence des Présidents des Universités et du Ministre de l'Education Nationale. Une conférence de Peter Hawkins, le dernier jour, a donné une touche pleine de vitalité à l'ensemble de la semaine

Le symposium du groupe FEDORA Psyche, à Lisbonne, a porté sur le thème "Connaissance, motivation et émotion, Dynamique dans l'environnement académique" du 23 au 26 octobre 2002. 85 participants de 15 nationalités (parmi lesquels on compte de nouveaux membres portugais) ont participé à ce symposium et échangé mutuellement leurs expériences. Il y eut trois conférences plénières et 32 interventions regroupées en 11 différents séminaires ainsi que de nombreuses manifestations culturelles de très bon niveau. Les remerciements s'adressent à Gerhart Rott, coordonnateur du Groupe Psyche, l'équipe d'organisation de Psyche ainsi qu'à Graça Figueiredo Dias et à l'équipe locale qui s'est chargée de l'organisation pour le gros travail qui a été effectué, le temps passé et la patience qui ont assuré le succès de cette manifestation.

Le 8<sup>ème</sup> congrès de FEDORA a eu lieu à Odense (Danemark) entre le 23 et le 28 mai 2003. Nous devons remercier l'équipe locale danoise et tout particulièrement Per Andersen et ses collègues de l'Université du Sud Danemark qui ont accueilli le congrès. Les efforts du Groupe d'organisation du Comité Exécutif pour organiser les conférences plénières, les ateliers, l'information et les rapports doivent aussi être reconnus. Nous souhaitons à tous les participants un bon et fructueux congrès.

### **Les publications de FEDORA**

- Le Guide FEDORA des études de 3<sup>ème</sup> cycle en Europe :
  - 4<sup>ème</sup> édition, 2001
  - 5<sup>ème</sup> édition, 2002

La collaboration fructueuse du «Groupe FEDORA 3<sup>ème</sup> cycle » avec Hobsons pour produire chaque année cette fort utile publication est reconnue avec gratitude.

- Les rapports du symposium du Groupe FEDORA Psyche en 1999 et du congrès de FEDORA en 2000
- Le Groupe emploi de FEDORA a publié un rapport intitulé « De la Thèse à l'emploi ».

### **La lettre trimestrielle de FEDORA**

Publiée initialement sous la forme d'un document « papier », elle a été remplacée par une version pdf, envoyée chaque trimestre pas e-mail ; Elle peut être téléchargée à partir du site web de FEDORA ([www.fedora.eu.org](http://www.fedora.eu.org)), en français et en anglais. Des remerciements tout particuliers vont à Loretta Jennings qui s'est chargée de la production de cette lettre.

### **Administration et finances de FEDORA**

Mes remerciements vont à Louis Devos (Secrétaire Général) & Martine Pagès (Trésorière) qui ont travaillé avec les coordonnateurs nationaux pour développer et réactualiser la base de donnée des membres de FEDORA. Nous avons été encouragés par l'intérêt porté par les nouveaux membres et aussi par le besoin d'assurer la participation active d'anciens. En tant que trésorière Martine Pagès a effectué le suivi financier de l'Association et fera un rapport séparé lors du congrès. En tant que Secrétaire Général, Louis Devos a joué un rôle important dans la rédaction des compte-rendus de réunion du Comité Exécutif. Il a également organisé les réunions du bureau à Bruxelles. Ils ont tous les deux joué un rôle essentiel au bureau de FEDORA.

### **Demande d'un financement européen - Socrates**

En septembre 2002, le bureau de FEDORA a présenté auprès de la Commission Européenne une demande de subvention dans un programme Socrates spécialement destiné aux associations européennes. Si notre demande avait agréée, FEDORA aurait obtenu pour une durée de 3 ans des ressources permettant de développer et de conforter l'infrastructure et ainsi de soulager les membres du bureau, Président, Vice Président, Secrétaire général et Secrétaire de certaines tâches organisationnelles. Malheureusement, notre projet n'a pas été retenu et donc, nous devons toujours compter sur les membres de FEDORA pour s'investir et assurer le développement et la réussite de FEDORA

### **Les élections de FEDORA**

Les élections des coordonnateurs nationaux de chacun des états membre de l'Union Européenne qui constituent le Comité Exécutif de FEDORA ont eu lieu au printemps dernier. Ces personnes sont élues pour une période de trois ans, renouvelable une fois. Des réunions du Comité Exécutif auront lieu à la fin de 2003 et le nouveau Comité Exécutif commencera ses activités en janvier 2004. Le résultat des élections sera entériné par le Congrès en mai.

### **Les statuts de FEDORA**

Ceux d'entre vous qui ont participé au congrès d'Edimbourg se rappellent que certaines modifications des statuts ont été proposées, discutées et approuvées à cette occasion. Les propositions de changement ont ensuite été officiellement entérinées et ont été finalement déclarées en conformité avec la loi belge. Le principal changement qui a été approuvé, concerne l'introduction du titre de membre pour les organisations et les associations.

### **Développement du site web de FEDORA ([www.fedora.eu.org](http://www.fedora.eu.org))**

On doit remercier Joachim Klaus et ses collègues de l'Université de Karlsruhe (TH) qui ont mis en place le premier site web de FEDORA. Il a été développé ultérieurement avec la collaboration de Mike Williams et Mark Watt au SCU et Tapio Antonnen, coordonnateur du Groupe technologie ainsi que Loretta Jennings qui l'a beaucoup aidé. Le site web comprend maintenant de nombreuses informations concernant FEDORA et certains de ses Groupes de Travail ont aussi développé des pages web de bonne qualité. Consultez le !!

## **Représentation de FEDORA**

Des membres de FEDORA ont été conférenciers ou animateurs d'ateliers à la demande d'autres organisations telles que plusieurs conférences d'ARGE, en Allemagne, AGCSI en Irlande, l'Université de Bochum en Allemagne, la conférence visant à mettre en place les « Cercles Carrière » à Berlin, EAIE, CRAC / NICEC au Royaume Uni et la Conférence des SCUIO, à Strasbourg (France).

Les membres du Bureau ont aussi participé à de nombreuses autres manifestations telles que la Conférence de la Commission européenne de Bruxelles sur l'Education tout au long de la vie et la visite de neuf conseillers carrière polonais venant en visite d'étude au Royaume Uni pour une durée de deux semaines.

## **Réunions et liaison avec les organisations extérieures**

Avec la Commission Européenne : Les membres du Bureau ont rencontré à diverses occasions, David Coyne (Directeur Général pour l'enseignement et la culture), John McCarthy (Politique de formation pédagogique), Laura Cassio (Formation tout au long de la vie) et Monika Oels (Programme Grundtvig).

UNESCO: Lors de l'Université d'été de Paris, Monsieur Komlavi Seddoh, Directeur de la division Enseignement Supérieur de l'UNESCO, a donné une conférence plénière; il a par ailleurs invité le Président et le Vice Président à venir participer à une réunion à Paris dans les bureaux de l'UNESCO. Au début de 2003, Margaret Dane et Gerhart Rott ont été invités à participer, à Paris, à la 8<sup>ème</sup> consultation collective UNESCO-ONG sur l'enseignement Supérieur. Ce fut une excellente occasion de promouvoir FEDORA et de communiquer par internet avec de nombreuses autres organisations internationales impliquées par l'enseignement supérieur. Dans le cadre de cette consultation, nous avons présenté un rapport sur FEDORA. Gerhart Rott a aussi contribué au rapport sur la commission II, contribution de l'enseignement supérieur au développement durable. Ce rapport est traduit en français ; nous serons avisés de sa publication.

## **Groupe Communication de FEDORA**

En 2001, nous avons revu le livret d'information de FEDORA destiné à être envoyé par mail et grâce au site internet aux membres souhaitant adhérer ainsi qu'un formulaire de candidature pour les associations. En 2003, un nouveau livret a été produit avec le but d'informer de nouveaux membres et leur donner envie d'adhérer. Merci à Tina Teljstedt et Eleonore Vos pour ce travail.

## **Proposition du Master européen de FEDORA**

Suite au travail entrepris par le Président précédent, Joachim Klaus, le Président, le Vice-Président et les autres membres du bureau, ont travaillé avec l'Université de Strasbourg à la proposition de développement de ce projet financé par la communauté Européenne (programme Grundtvig). Malheureusement, malgré l'investissement en temps, énergie et efforts, notre proposition n'a pas été suivie d'effet. Nous attendons toujours des informations de Bruxelles pour nous aider à trouver la meilleure manière de faire avancer ce projet.

## **Stratégie de FEDORA**

Le Comité Exécutif s'est réuni sur ce thème à Dublin en 2002. Pat Raderecht, animateur expérimenté dans ce domaine et ancien membre de FEDORA, a participé à cette réunion. De plus, le Président a rédigé un certain nombre de documents sur les objectifs et le travail de FEDORA. Parmi ceux-ci, les objectifs de FEDORA, le rôle et les responsabilités des membres du Comité Exécutif et des coordonnateurs des Groupes de Travail, les différentes manifestations organisées par FEDORA.

## **Travail des coordonnateurs nationaux**

Les coordonnateurs nationaux sont tout d'abord responsables de la communication avec les membres de FEDORA de leur pays. Ils exécutent cette mission grâce à la correspondance internet, en faisant circuler la lettre d'information de FEDORA, en envoyant régulièrement à tous les membres, des informations concernant des sujets variés tels la restructuration des Groupes de Travail, les manifestations de FEDORA et toutes les conférences nous intéressant. Ce sont eux qui ont organisé les élections des nouveaux représentants nationaux du Comité Exécutif.

## Restructuration des Groupes de Travail de FEDORA

En se basant sur une procédure déjà initiée par le précédent Comité Exécutif, Gerhart Rott, Vice Président, a pris la responsabilité de cette tâche. Le Comité Exécutif souhaitait vivement trouver une manière d'impliquer un plus grand nombre de membres et, grâce à la structure de ses Groupes de Travail, trouver la plus grande aide possible. Gerhart Rott a présenté ses premières suggestions lors de l'Université d'été de Paris en juillet 2001, il a demandé l'avis de Daan Vunderink et Raoul Van Esbroek, en tant que coordonnateurs de groupes. Plus tard, il a rencontré Myriam Van Acker pour discuter en détail le projet de restructuration des Groupes de travail. Le Comité Exécutif et les coordonnateurs des groupes de Travail se sont ensuite réunis à Dublin en avril 2002 pour discuter ensemble du projet. Un numéro spécial de la lettre d'information de FEDORA contenant un article de Gerhart Rott a été envoyé à tous les membres en les invitant à participer au forum de discussion électronique organisé par Michael Katzensteiner. Ces discussions avaient pour objet de rechercher l'avis d'un nombre maximum de membres. En mars 2003, Margaret Dane et Gerhart Rott ont publié un document d'orientation politique concernant la nouvelle structure de nos groupes de travail basée sur la discussion que le Comité Exécutif a eu lors de sa réunion de Vienne en novembre 2002. Les propositions de ce document seront mises en œuvre après le congrès.

### **Les réponses de FEDORA aux consultations**

Le Président a coordonné et rédigé la réponse de FEDORA à la consultation de la Communauté Européenne sur ses principaux programmes.

Le Président et le Vice Président ont répondu à l'UNESCO sur les cinq principaux défis auxquels l'enseignement Supérieur doit faire face et ont rédigé un court rapport destiné à l'UNESCO sur les objectifs et les activités de FEDORA au cours des dernières années. Ce rapport a été publié dans la fiche d'information de FEDORA.

Margaret Dane

FEDORA President 2000 - 2003

**Reports on  
FEDORA  
Working Groups**

**Rapports des groupes  
de travail de FEDORA**

## Working Group “Disability & Special Needs” - Report

**2001: Innsbruck, Austria, July 11<sup>th</sup>-14<sup>th</sup>**

Fourth International Conference on Higher Education and Disability  
"Moving into the New Millennium: Action for Accessible Education"

The three topics were:

1. Innovations in Higher Education. Programme, Services, Technology and Funding:
2. International Educational Exchange Programmes.
3. Approaches to Professional Development.

On the 14<sup>th</sup> of July there was also a FEDORA-workshop (participants of 8 countries were there).

**2002: Brussels, Belgium, May 17<sup>th</sup>-18<sup>th</sup>, 2002**

"Higher Education Accessibility Guide"

The four aims of HEAG are:

1. Raise the participation rates of students with disabilities within Erasmus exchange programmes:
2. Provide necessary information to disability officers teaching staff and Institutional Erasmus Coordinators;
3. Stimulate co-operation and information exchange between institutions of Higher Education.
4. Give access to National Erasmus Agencies and Ministries of Education to comparative information on services abroad and in their own country.

Participants from 15 countries (most of them are Fedora-members who have been involved in FEDORA-activities).

<http://www.heagnet.org>

## Groupe de travail "Handicap et besoins spéciaux" - Bilan de l'activité

**2001: Innsbruck, Autriche 11<sup>ème</sup> au 14<sup>ème</sup> juillet**

4ème congrès international sur l'enseignement supérieur et le handicap "Entrer dans le nouveau millénaire: Quelles actions pour l'accessibilité à l'enseignement"

Les 3 thèmes étaient:

1. Innovations dans l'enseignement supérieur. Programme, services, technologie et financements.
2. Programmes d'échange internationaux
3. Approches du développement professionnel

Le 14 juillet a eu lieu un atelier proposé par FEDORA auquel ont participé des collègues de 8 pays

**2002: Bruxelles, Belgique 17<sup>ème</sup> et 18<sup>ème</sup> mai 2002**

"Guide de l'accessibilité dans l'enseignement supérieur"

Les 4 objectifs de ce colloque ont été:

1. Accroître le pourcentage d'étudiants handicapés participant aux programmes d'échange Erasmus
2. Fournir aux enseignants chargés des handicapés et aux coordonateurs de programme Erasmus les informations nécessaires.
3. Stimuler les coopérations et l'échange d'information entre institutions d'enseignement supérieur
4. Permettre aux agences nationales Erasmus et aux Ministère de l'Education d'accéder aux données comparatives concernant les seviles à l'étranger et dans leur propre pays.

Ont assisté à cette manifestation, des participants provenant de 15 pays (la plupart d'entre eux étaient des membres de FEDORA impliqués dans ses activités.

<http://www.heagnet.org>

## FEDORA Employment Group - Situation Report August 2000 to April 2003

### Activity

The Fedora Employment Group (FEG) has convened on six occasions since the Edinburgh Congress in August 2000:

October 2000	BMW Munich, D
March 2001	University of Cambridge, UK
October 2001	PricewaterhouseCoopers' (PwC) and Association Bernard Gregory's (ABG) offices, Paris, F
March 2002	New Catholic University of Louvain la Neuve (UCL), B
October 2002	University of Freiburg, D
March 2003	University of Amsterdam, NL

Informal meetings and discussions also took place at the Fedora Summer School an Entrepreneurship in Paris, July 2001 and the FEG planning team met in September at PwC (UK) and were joined by the Fedora President, Margaret Dane.

### FEG Membership

There were four departures from the FEG over this period:

- Tony Raban, March 2002 (retirement)
  - Ariane Vanderstapen (UCL, B) (job change)
  - Bruno Zimmerman, October 2002 (job change)
  - Daan Vunderink, March 2003 (retirement)
- Tony Raban was replaced as FEG UK universities representative by John Franks (Director, Careers and Appointments Service, University of Hull)
  - A replacement for Bruno Zimmerman, as Universities representative for Germany, will be confirmed in Odense, May 2003
  - Daan Vunderink, as Universities representative for the Netherlands, was replaced by Eleonore Vos, March 2003 and as FEG Co-ordinator by Andrew Bottomley (PwC) in October 2002

Other new members of the FEG over this period were:

- Mr Przemyslaw Pawlak, Head of Careers Service, Nicholas Copernicus University, Torun, PL
- Mme Danielle Haug, Directrice, Student Guidance Centre, University of Strasbourg;
- Ms Sarah an de Velde, European Recruitment Manager for ICI (substituting for Anna McEvoy);
- Ms Nanette Ripmeester, Head of Expertise in Labour Mobility (ELM), NL

Anne Draime has stepped down as FEG Secretary (but remains in the FEG) and is replaced by Genevieve Laviolette.

### Issues and Projects

The FEG has addressed seven major topics, detailed below, over this period.

1. The proposed FEG Conference was originally scheduled for May 2001 at the Aristotle University of Thessaloniki (AUTH) in Greece. Details were first presented by the potential organisers in October 2000, but were identified as financially flawed in a manner that placed Fedora at significant risk. Postponement to May 2002 was agreed, to allow time to identify and secure EC funding for the event. Sakari Jussi Pekka provided substantial assistance, but the AUTH failed to meet the required EC deadline and the proposed conference was cancelled on 1 December 2001. The FEG agreed at the UCL meeting, March 2002, that the next opportunity for an FEG conference would be 2004, due to the Fedora Congress scheduled for 2003.

2. There has been substantial effort from Mike Williams and colleagues at CSU,UK, to ensure that the FEG has an effective mailbase system for e-mail communication between all group members and to initiate the 'new' Fedora website, incorporating new FEG features, such as members' profiles and country profiles (courtesy ELM).
3. Three FEG members, Nicole Leray (ABG, Paris), Genevieve Laviolette (Univ. Paris VII) and Tony Raban (Univ. Cambridge) produced on behalf of Fedora French and English text versions of 'From Thesis to Employment', a guide for job-hunting PhDs and Post-doctoral Fellows in Europe.
4. Proposals co-ordinated by Gerhard Rott for the restructuring of the Fedora working groups were addressed in detail and a response submitted to the Fedora Executive.
5. Proportionally low membership of the FEG by employers' representatives has been a topic of concern for the FEG since the Edinburgh Congress and was pursued at each subsequent meeting. In an effort to progress this issue, an agreement was drawn up between the FEG and the Association of International Recruiters (AIR). Subsequent efforts by AIR representatives (part of the HR Gardens events management business) to draw the FEG into more substantial (and unreciprocated) commitments were recently reviewed, producing a strong consensus (backed by the Fedora President) not to proceed with a formal agreement. Individual members of AIR (Le. employers' representatives within the FEG) will continue to participate in AIR events and an annual, informal exchange of information between FEG and AIR is likely.
6. At the FEG meeting in March 2003 a planning group was confirmed for the 2004 FEG Conference. The likely location is the College of Europe Campus at Natolin, near Warsaw, PL, with the conference focus being graduate opportunities in the new EU 'Accession States'. There has also been a proposal to combine this event with a Fedora Summer School. Initial enquiries about EC funding are underway and the next planning meeting will be held in Odense in May 2003, at the Fedora Congress.
7. Approximately 7 FEG submissions have been provided for the Odense Congress.

Andrew Bottomley FEG Co-ordinator April 2003

## Groupe emploi de FEDORA - Rapport d'activité entre août 2000 et avril 2003

### Activité

Le groupe emploi de FEDORA (FEG) s'est réuni 6 fois depuis le congrès d'Edimbourg en août 2000:

Octobre 2000	BMW Munich, Allemagne
Mars 2001	Université de Cambridge, Grande Bretagne
Octobre 2001	PricewaterhouseCoopers' (PwC) et Association Bernard Gregory, Paris, France
Mars 2002	Université Catholique de Louvain, Louvain la Neuve, Belgique
Octobre 2002	Université de Fribourg, Allemagne
Mars 2003	Université d'Amsterdam, Pays Bas

Des réunions informelles et des discussions ont aussi eu lieu en juin 2001 lors de l'Université d'Eté de FEDORA sur l'entrepreneuriat; le groupe de pilotage du groupe emploi de FEDORA s'est par ailleurs réuni en septembre 2001 au siège de PwC (RU) avec la participation de la Présidente de FEDORA, Margaret Dane.

### Membres du FEG

Au cours de cette période, il y a eu 4 départs:

- Tony Raban, en mars 2002 (Retraite)
- Ariane Vanderstappen (UCL, B) (Mutation)
- Bruno Zimmerman en octobre 2002 (Mutation)
- Daan Vunderink en mars 2003 (Retraite)
- En tant que représentant des universités britanniques au groupe emploi, Tony Raban a été remplacé par John Franks ( Directeur du service carrière de l'Université de Hull)
- Un remplaçant de Bruno Zimmerman en tant que représentant des universités allemandes sera proposé lors du Congrès d'Odense en mai 2003
- Daan Vunderink a été remplacé en tant que représentant des Pays Bas par Eléonore Vos en mars 2003 et, en Octobre 2002, en tant que coordinateur du Groupe emploi par Andrew Bottomley (PwC)

De nouveaux membres nous ont rejoint durant cette période. Ce sont:

- Mr Przemyslaw Pawlak Directeur du service carrière de l'Université Nicolas Copernic à Torun, Pologne
- Mme Daniëlle Haug, Directrice du Service Commun Universitaire d'Information et d'Orientation de l'Université de Strasbourg
- Mme Sarah VandeVelde, Directrice du recrutement pour l'Europe (ICI), en remplacement de Anna McEvoy
- Mme Nanette Ripmeester, Directrice de Expertise en Mobilité du travail (ELM), Pays Bas

Anne Draime a quitté les fonctions de secrétaire du groupe (mais reste dans le groupe). Elle est remplacée par Geneviève Laviolette.

### Enjeux et Projets

Le groupe emploi a abordé 7 sujets importants au cours de cette période; ils sont détaillés ci dessous.

1. Un congrès du Groupe emploi avait été programmé pour mai 2001 à l'Université de Thessalonique (AUTH), en Grèce. Le contenu a été une première fois présenté en octobre 2000 par les organisateurs potentiels; les aspects financiers du projet ont paru bâclés et susceptibles de faire courir des risques à FEDORA. Il a été décidé de reporter le congrès en mai 2002 de manière à donner plus de temps pour trouver et obtenir un financement européen. Sakari Jussi Pekka a apporté une aide importante mais

les organisateurs grecs n'ont pas transmis leur demande à la date fixée par la commission européenne, de sorte qu'à la réunion de décembre 2001, le congrès a été annulé. A la réunion de mars 2002 qui a eu lieu à l'Université Catholique de Louvain, le FEG est tombé d'accord pour organiser le congrès en 2004 puisque le congrès de FEDORA est programmé pour 2003.

2. Mike Williams et ses collègues du CSU, ont fourni un effort important pour doter le groupe emploi d'un système informatique permettant la communication par e-mail entre tous les membres du groupe et pour créer le nouveau site web de FEDORA comportant pour le Groupe emploi, le profil de ses membres ainsi que, grâce à "European Labour Mobility" (ELM), les caractéristiques de l'emploi dans les pays de la Communauté européenne.
3. Trois membres du Groupe emploi, Nicole Leray (ABG), Geneviève Laviolette (Université Paris 7) et Tony Raban (Université de Cambridge), ont produit au nom de FEDORA un guide destiné aux docteurs et post docs cherchant du travail en Europe, intitulé "De la thèse à l'emploi". Ce document existe en version française et anglaise.
4. Le projet de restructuration des Groupes de Travail coordonné par Gerhardt Rott a été présenté en détail et soumis pour approbation au Comité Exécutif.
5. La faible proportion d'employeurs parmi les membres du Groupe Emploi a été un sujet de préoccupation pour l'ensemble du groupe depuis le congrès d'Edimbourg. Il a été abordé à chacune des réunions. Afin de trouver une solution, des contacts ont eu lieu entre le Groupe emploi et l'Association des recruteurs internationaux (AIR). Les représentants de AIR (Partie de HRGardens ) ont tenté d'engager de manière importante et sans réciprocité le Groupe emploi , ce qui a conduit à un large consensus (remonté jusqu'au président de FEDORA) pour ne pas formaliser cet accord. A titre individuel, les membres de AIR, représentant les employeurs au sein du groupe emploi de FEDORA continueront à participer aux manifestations organisées par AIR; chaque année un contact informel entre AIR et le FEG pourrait avoir lieu.
6. A la réunion du Groupe Emploi de mars 2003, un groupe chargé d'organiser le congrès de 2004 a été mis en place. Ce congrès devait avoir vraisemblablement lieu au Collège de l'Europe, sur le campus de Natoline, près de Varsovie et être consacré à l'emploi des diplômés dans l'Union européenne élargie. Il a été aussi envisagé de combiner ce congrès avec une Université d'été de FEDORA. Les demandes de financement européen sont en cours et le prochain comité d'organisation se tiendra à Odense en mai 2003, lors du congrès de FEDORA.
7. Environ 7 propositions d'interventions ont été proposées par des membres du Groupe Emploi pour le congrès d'Odense.

Andrew Bottomley Coordonnateur du Groupe Emploi Avril 2003

## REPORT FEDORA-PSYCHE (2000-2003)

In this report I would like to give an overview of the activities PSYCHE has been involved in since the FEDORA Congress in Edinburgh (2000) apart from its active participation in FEDORA conferences and its contributions to the FEDORA newsletter.

### 1. Publication of the conference papers of the PSYCHE Symposium in Copenhagen, 1999

The papers of our symposium in Copenhagen are now published. The title is "Separation and Attachment in Higher Education. FEDORA PSYCHE Conference in Copenhagen, 1999".

With the help of the library of the University of Wuppertal we were able to produce an electronic publication as well as a printed version. The electronic version can be found at

1. Link to the document (pdf-file):

<http://elpub.bib.uni-wuppertal.de/edocs/dokumente/zsb/fedora/conf1999/fedora99.pdf>

2. Link to the Abstracts:

<http://elpub.bib.uni-wuppertal.de/edocs/dokumente/zsb/fedora/conf1999/>

3. Server of the university library (search for „fedora“)

<http://elpub.bib.uni-wuppertal.de>

The publication was edited by Declan Aherne, Peter Figge and myself. The printed version can be obtained through the FEDORA national coordinators.

### 2. Participation in the Summer University in Paris, 2001

The topic "Through guidance to employment. European students and entrepreneurship (Best practice in Europe)" seemed not to appeal to PSYCHE members. Apart from myself, no member offered a workshop and Michael Katzensteiner and Willy Aastrup were the only other PSYCHE members present.

My workshop was titled "European students as managers of their own career".

During this summer university the FEDORA President and I also took the opportunity to meet with the heads of the French counselling services. The meeting took place at BAPU-Pascal in Paris and was attended by representatives of the

BAPUs Pascal, Luxembourg and Claude Bernard, Médecine Préventive, MJs, Relais Dupré, G. Heuyer and Relais Social International. It was organised by Karine Rouquet-Brutin.

This meeting aimed to provide our French colleagues working in the field of psychological counselling and psychotherapy with students with information on the work of FEDORA and especially PSYCHE. Information was exchanged and new contacts were established.

### 3. PSYCHE Symposium in Lisbon, 2002

The PSYCHE symposium "Cognition, Motivation and Emotion: Dynamics in the Academic Environment" took place from October 23 – 26, 2002 at the Gulbenkian Foundation in Lisbon. The conference was mainly aimed at FEDORA and PSYCHE members, but was also publicised amongst Portuguese colleagues. The Conference had 84 participants, 50 of whom were Portuguese, from 15 European countries. 34 different contributions were presented.

Each of the three conference days was introduced by a key speaker. These were Gerhart Rott, FEDORA Vice-President and PSYCHE Co-ordinator from the Student Counselling Service of the University of Wuppertal (Germany), Elsa Bell, Head of the Counselling Service of the University of Oxford (United Kingdom) and Frederico Pereira, President of the Portuguese Psychoanalytic Society. They addressed themes concerning the interplay between cognition, emotion and motivation, brief therapy with university students, and the process of learning in youth.

The organisation of the conference rested mainly with Graca Figueiredo Dias, Jean Paul Broonen, Helga Knigge-Ilner, Peter Figge, myself and a local committee headed by Graca Figueiredo Dias. Financial support was provided by FEDORA and several Portuguese Higher Education and Research Agencies. The conference proceedings will be published within this year in an electronic as well as a printed version. The printed version will be financed by the Universidade Nova de Lisboa.

There are no concrete plans for the next PSYCHE symposium, but Henri Schouwenburg from Groningen has already hinted that there may be a possibility to host it in Groningen. The matter has yet to be discussed by the PSYCHE members, but it is envisaged that the next symposium might be held in 2005.

A PSYCHE business meeting was held at the end of the symposium. The focus was mainly on the outcome of the conference, PSYCHE's

contribution to the FEDORA Congress and the future structure of the working group.

#### **4. Restructuring of the Working Groups**

After almost two years of discussing a new structure for the FEDORA Working Groups, a policy paper has been issued by the Executive Committee. The results are the following:

In future it is proposed that there will be 4 Working Groups (FEDORA-Educational Guidance & Counselling, FEDORA-PSYCHE, FEDORA-Career Guidance & Employment and FEDORA-Disability & Special Needs) and 3 Support Groups (FEDORA-Communications, FEDORA-Technology and FEDORA-Training). Additional task groups may be set up by the Executive Committee as required.

Every paid-up FEDORA member is invited to join one of these groups or - exceptionally - more than one, and thus is entitled to receive relevant information and to be involved in choosing the Co-ordinating Committee.

Working Groups should have a small Co-ordinating Committee (agreed by all the members of the Working Group), who would be elected and serve for three years with the option of one further three year term and who will assist the Working Group Co-ordinator in his/her work.

Basically, the PSYCHE members agreed upon those changes and at our business meeting in Lisbon we decided to have 5 representatives in the Co-ordinating Committee. In this way, colleagues felt countries as well as the variety of approaches would be best represented.

We are now faced with the task to translate these changes into action. Of course this is a challenge for the working group but it is also a chance to take a step towards greater organisational maturity.

#### **5. Membership**

As Co-ordinator, I updated the list of PSYCHE members recently. It turned out that most of the addresses I had were correct. Unfortunately Helen Veasey has left PSYCHE earlier this year since she is no longer working at the university. We were also able to welcome some new PSYCHE members over the last three years, especially after the PSYCHE symposium in Lisbon. Craig McDevitt and Karine Rouquet-Brutin have indicated that they are now in a position to resume their FEDORA and PSYCHE work.

There might be some colleagues who are not on the PSYCHE list but who applied to become a FEDORA PSYCHE member. If you are such a person or hear of such a case, please contact either me or your national contact person (the e-mail addresses can be found on our homepage).

#### **6. PSYCHE homepage**

Our PSYCHE-Homepage is almost finished. Some minor changes have to be made in the English as well as the French version, but I am confident that we will be able to finally finish our work within the next months. The URL at the moment is <http://www.fedora-psyche.uni-wuppertal.de> or you can use the link on the FEDORA website: [www.fedora.eu.org](http://www.fedora.eu.org) to find the Psyche homepage.

After the editing work is finished, the PSYCHE homepage will be put into new FEDORA homepage design.

The website is available in English as well as in French. Jean-Paul Broonen has kindly provided us with the French translations. The information for each country has been provided by FEDORA members of the respective countries.

In the future the website will be maintained by Henri Schouwenburg, a PSYCHE colleague from Groningen.

#### **7. Final remarks**

Within our European network, FEDORA-PSYCHE encouraged the exchange of ideas and experiences by providing the opportunities to understand differences and to find common ground and to support the idea of psychological counselling within higher education.

On this basis we could contribute substantially to FEDORA activities as regards organisational issues and content.

With our work, our publications and our homepage we promoted the creation of an area of knowledge on psychological counselling in higher education on a European scale.

Members should be aware of all the energy that is necessary to keep this network running, but looking at the results and achievements it seems to be worth the effort to cope with future challenges.

Gerhart Rott,

Psyche Co-ordinator, May 2003

## RAPPORT FEDORA-PSYCHE (2000-2003)

Dans ce rapport je voudrais donner une vue d'ensemble des activités dans lesquelles PSYCHE s'est engagé depuis le congrès de FEDORA à Edimbourg (2000) indépendamment de sa participation active dans les conférences organisées par FEDORA et de ses contributions à la Newsletter de FEDORA.

### 1. Publication des communications au Symposium PSYCHE à Copenhague, 1999

Les communications de notre symposium de Copenhague sont maintenant éditées. Le titre en est « Séparation et attachement dans l'enseignement supérieur. Conférence FEDORA PSYCHE de Copenhague, 1999 ».

Avec l'aide de la bibliothèque de l'université de Wuppertal nous avons été en mesure de fournir une publication électronique aussi bien qu'une version imprimée. La version électronique peut être trouvée à

1. Lien au document (pdf-file):

<http://elpub.bib.uni-wuppertal.de/edocs/dokumente/zsb/fedora/conf1999/fedora99.pdf>

2. Lien aux abstracts :

<http://elpub.bib.uni-wuppertal.de/edocs/dokumente/zsb/fedora/conf1999/>

3. Serveur de la bibliothèque universitaire (recherchez "fedora")

<http://elpub.bib.uni-wuppertal.de>

La publication a été éditée par Declan Aherne, Peter Figge et moi-même. La version imprimée peut être obtenue via les coordinateurs nationaux de FEDORA.

### 2. Participation à l'université d'été à Paris, 2001

Le thème "De l'orientation à l'emploi. Les étudiants européens et l'esprit d'entreprise (Les meilleures pratiques en Europe)" a semblé ne pas attirer les membres de PSYCHE. A part moi-même, aucun membre n'a proposé d'atelier et Michael Katzensteiner et Willy Aastrup étaient les seuls autres membres de PSYCHE présents.

Mon atelier était intitulé "Les étudiants européens, gestionnaires de leur propre carrière".

Au cours de cette université d'été, le président de FEDORA et moi avons également saisi l'occasion de rencontrer les chefs des services de consultation français. La réunion a eu lieu au

BAPU-Pascal à Paris et a été suivie par des représentants des organismes suivants : BAPUs-Pascal, -Luxembourg, -Claude Bernard, Service

Universitaire de Médecine Préventive, MJs, Relais Dupré, G. Heuyer et Relais Social International. La réunion a été organisée par Karine Rouquet-Brutin.

Cette réunion visait à fournir à nos collègues français travaillant dans le domaine de la consultation psychologique et de la psychothérapie à destination des étudiants une information sur le travail accompli au sein de FEDORA et particulièrement de PSYCHE. De l'information a été échangée et de nouveaux contacts ont été établis.

### 3. Symposium PSYCHE à Lisbonne, 2002

Le Symposium PSYCHE « Cognition, motivation et émotion : psychismes en mouvement dans l'environnement universitaire » s'est déroulé du 23 au 26 octobre 2002 à la Fondation Gulbenkian à Lisbonne. La conférence s'adressait essentiellement aux membres de FEDORA et de PSYCHE, mais les collègues portugais avaient été largement prévenus de sa programmation. La conférence a retenu 84 participants, dont 50 Portugais, venus de 15 pays européens. 34 contributions différentes ont été présentées.

Chacune des trois journées de la conférence a été présentée par un orateur : Gerhart Rott, vice-président de FEDORA et coordinateur de PSYCHE, appartenant au Service de Counselling de l'Université de Wuppertal (Allemagne), Elsa Bell, chef du Service de Counselling de l'Université d'Oxford (Royaume-Uni) et Frederico Pereira, Président de la Société Psychanalytique Portugaise. Ils ont proposé les thèmes relatifs aux interactions entre cognition, émotion et motivation, à la thérapie brève avec des étudiants universitaires et au processus d'apprentissage chez les jeunes.

Ce sont essentiellement Graca Figueiredo Dias, Jean Paul Broonen, Helga Knigge-Ilner, Peter Figge et moi-même qui se sont chargés de l'organisation de la conférence avec l'aide d'un comité local dirigé par Graca Figueiredo Dias. L'aide financière a été fournie par FEDORA et plusieurs organismes portugais d'enseignement supérieur et de recherches.

Les Acta de la conférence seront édités cette année sous une forme électronique et imprimée. La version imprimée sera financée par l'Universidade Nova de Lisboa.

Il n'y a aucune planification concrète pour le prochain symposium PSYCHE, mais Henri Schouwenburg de Groningue a déjà laissé entendre qu'il pourrait y avoir une possibilité pour l'accueillir à Groningue. La question doit encore être discutée par les membres de PSYCHE, mais on envisage que le prochain symposium pourrait se tenir en 2005.

Une réunion de PSYCHE a pris place à la fin du colloque. On s'est principalement centré sur les résultats de la conférence, la contribution de PSYCHE au Congrès de FEDORA et la future structure du groupe de travail.

#### **4. La restructuration des groupes de travail**

Après presque deux ans de discussion sur une nouvelle structure pour les groupes de travail de FEDORA, un projet d'orientation a été publié par le Comité de Direction. Les résultats sont les suivants :

À l'avenir, on propose qu'il y ait 4 groupes de travail (FEDORA-Etudes : Orientation et Conseil, FEDORA-PSYCHE, FEDORA-Carières : Orientation et Emploi, et FEDORA-Handicaps et Besoins Spécifiques) et 3 groupes de soutien (FEDORA-Communications, FEDORA-Technologie et FEDORA-Formation). Des groupes dévolus à des tâches spécifiques peuvent être installés par le Comité de Direction lorsque le besoin s'en fait sentir.

Chaque membre FEDORA en ordre de cotisation est invité à rejoindre un de ces groupes ou - exceptionnellement – plusieurs d'entre eux, et est donc autorisé à recevoir l'information appropriée et à s'impliquer en choisissant le Comité de Coordination.

Les groupes de travail devraient avoir un petit Comité de Coordination (agrée par tous les membres du groupe de travail), qui serait élu pour trois ans avec la possibilité d'un renouvellement limité à trois ans et qui assisterait le Coordinateur du groupe de travail dans son travail.

Fondamentalement, les membres de PSYCHE ont convenu de ces changements et, lors de notre réunion à Lisbonne, nous avons décidé d'avoir 5 représentants au sein du Comité de Coordination. De cette façon, les collègues ont trouvé que les pays tout autant que la variété des approches seraient représentés.

Nous sommes maintenant confrontés à la tâche de traduire ces changements dans des actes. Naturellement, c'est un défi pour le groupe de travail, mais c'est également une opportunité à saisir pour avancer d'un pas vers une plus grande maturité organisationnelle.

#### **5. Adhésion**

Comme Coordinateur, j'ai mis à jour la liste de membres de PSYCHE. Il s'est avéré que la plupart des adresses que j'avais étaient correctes. Malheureusement Helen Veasey a quitté PSYCHE plus tôt cette année puisqu'elle ne travaille plus à l'université. Nous avons aussi pu souhaiter la bienvenue à quelques nouveaux membres de PSYCHE au cours des trois dernières années, particulièrement après le symposium de PSYCHE à Lisbonne. Craig McDevitt et Karine Rouquet-Brutin ont indiqué qu'ils sont maintenant en mesure de reprendre leur travail à FEDORA et à PSYCHE.

Il pourrait y avoir quelques collègues qui ne sont pas sur la liste de PSYCHE, mais qui voudraient devenir membres de PSYCHE de FEDORA. Si vous faites partie de ceux-là ou entendez parler d'un tel cas, veuillez me contacter ou contacter votre délégué national (les adresses e-mail peuvent être trouvées sur notre site).

#### **6. PSYCHE homepage**

L'élaboration de notre site PSYCHE est presque achevée. Quelques changements mineurs doivent être intégrés aussi bien dans la version anglaise que dans la version française, mais je suis convaincu que nous pourrions finaliser notre travail dans les mois qui viennent. L'URL est à l'heure actuelle <http://www.fedora-psyche.uni-wuppertal.de>; vous pouvez aussi employer le lien sur le site Web de FEDORA: [www.fedora.eu.org](http://www.fedora.eu.org) pour trouver le site de PSYCHE.

Après que le travail d'édition sera terminé, le site de PSYCHE sera restructuré en fonction de la nouvelle conception du site FEDORA.

Le site Web est disponible en anglais aussi bien qu'en français. Jean Paul Broonen nous a gracieusement fourni les traductions françaises. Les informations pour chaque pays ont été fournies par des membres FEDORA des pays respectifs.

À l'avenir, le site Web sera maintenu à jour par Henri Schouwenburg, un collègue PSYCHE de Groningue.

## **7. Remarques finales**

Dans notre réseau européen, FEDORA-PSYCHE a encouragé l'échange d'idées et d'expériences en fournissant des occasions pour comprendre les différences, trouver des fondements communs et encourager l'idée d'une consultation psychologique dans l'enseignement supérieur.

Sur cette base, nous pourrions contribuer sensiblement aux activités de FEDORA en ce qui concerne les problèmes et les contenus de l'organisation.

Avec notre travail, nos publications et notre site, nous avons favorisé la création d'un domaine de connaissances relatif à la consultation psychologique dans l'enseignement supérieur à l'échelle européenne.

Les membres ne doivent pas ignorer toute l'énergie qui est nécessaire pour conserver à ce réseau son fonctionnement, mais à regarder les résultats et les réalisations, il semble que l'effort à faire pour relever les futurs défis en vaille la peine.

Gerhart Rott

Psyche Coordinateur

Mai 2003

## Working Group “New Technology” - Report (2001-2003)

### About the group

The group was formed and organised in the FEDORA Congress 2000 in Edinburgh. The members of the group are:

- Tapio Anttonen, Finland, Co-ordinator
- Loretta Jennings, Ireland
- Olli Pekkanen, Finland
- Tuulikki Paturi, Finland
- Leony van der Splinter, the Netherlands
- Mike Williams, UK

The purpose of the group is

- to develop communication within FEDORA
- to seek information and bring fresh ideas of using new technology/new methods in student guidance to the members of FEDORA.

The group has an own email address [fedoranewtech@lists.uku.fi](mailto:fedoranewtech@lists.uku.fi). Please, feel free to contact us, if you have ideas, comments, information to share etc. **New members are more than welcome!**

### Activities

#### 1. Fedora-newsletter

FEDORA produces an electronic Newsletter which provides a means of communication between members, covering news items, forthcoming events etc. The newsletter comes out quarterly, four numbers per year. We decided to start publishing the newsletter in a digital format, as PDF-files, because is much more cost-effective. The issues of the newsletter has been published on the Fedora website (issues available since Autumn 2001), which also forms an easy-to-reach archive of the newsletter. Contact person: Loretta Jennings ([loretta.jennings@may.ie](mailto:loretta.jennings@may.ie)).

#### 2. Fedora website [www.fedora.eu.org](http://www.fedora.eu.org)

We have been very happy to co-operate with CSU while setting up the new website. The website, originally hosted by the University of Karlsruhe, Germany, has been moved to Manchester, UK, and is nowadays hosted by CSU. Mike Williams and Mark Watts from CSU have developed the design of the site, and Mark has also taken care of technical matters.

CSU has created a new technology, a Content Management System (CMS), which makes possible to edit the contents

of the website through an Internet/WWW-access, only an updated version of a web browser (Internet Explorer) is needed. In this setup, the layout/structure and the text part of the website are separated from each others and the CMS provides a tool to add and edit the text part of the FEDORA website by a specified web-persons through the web regardless of their physical locations. We have been testing and adopting the use of the CMS. There is still work to be done with developing the site and new material is welcome. Contact persons: Tapio Anttonen and Mike Williams.

[\(tapio.anttonen@uku.fi\)](mailto:tapio.anttonen@uku.fi)

[\(m.williams@csu.ac.uk\)](mailto:m.williams@csu.ac.uk).

#### 3. E-mailing list of the Fedora Executive committee

We have set up an e-mailing list, [fedoraec@lists.uku.fi](mailto:fedoraec@lists.uku.fi), for the Executive Committee, which has been used actively within the Committee for sharing information and organising meetings, events etc. The mailing list is hosted by University of Kuopio, Finland (that's where the address name [uku.fi](http://uku.fi) comes from). *We would like to encourage all the FEDORA members to use this address for messages, ideas and comments for the Executive Committee.* Contact person: Tapio Anttonen ([tapio.anttonen@uku.fi](mailto:tapio.anttonen@uku.fi))

#### 4. FEDORA congress 2003

We helped the organising team of the Congress to find out Workshops about using new technology in student guidance. [fedoraec@lists.uku.fi](mailto:fedoraec@lists.uku.fi)

### The Future role – a supporting group

Unlike the most of the Fedora Working Groups, which has quite a clearly specified function in developing student guidance services, like for example enhancing graduates employability or helping students with special needs, the role of the New Technology Group is wide and horizontal - to support the other Working Groups to bring the aspect of using new technology or new methods in student guidance. Furthermore, developing the communication in FEDORA, which is, between the WG's, between the Executive Committee and FEDORA members, and between FEDORA and its interest groups, is a very important task and it still needs a lot of work. Therefore, now when the

functions of the Working Groups are under reconstruction, it has been suggested by the Executive Committee, that the role of the New Technology Group will be re-defined as a Supporting Group, instead of a Working Group. If this idea will be accepted, the new focus will be, as it has in fact already been, more strongly on developing the ways of communication inside and outside FEDORA, and co-operating with the Working Groups in the horizontal level. Contact persons: the group ([fedoranewtech@lists.uku.fi](mailto:fedoranewtech@lists.uku.fi))

## Groupe "Nouvelles Technologies" - Rapport entre 2001 et 2003

### Au sujet du groupe

Le groupe a été constitué et organisé lors du congrès d'Edimbourg en 2000. Les membres de ce groupe sont:

- Tapio Anttonen, Finlande, Coordinateur
- Loretta Jennings, Irlande
- Olli Pekkanen, Finlande
- Tuulikki Paturi, Finlande
- Leony van der Splinter, Pays Bas
- Mike Williams, Royaume Uni

Les objectifs de ce groupe sont:

- Développer la communication interne de FEDORA
- Chercher des informations et apporter aux membres de FEDORA des idées neuves pour l'utilisation des nouvelles technologies et de nouvelles méthodes d'orientation des étudiants

Le groupe a sa propre adresse e-mail: [fedoranewtech@lists.uku.fi](mailto:fedoranewtech@lists.uku.fi). N'hésitez pas à nous contacter si vous avez des commentaires, des idées et des informations à partager. De nouveaux membres seront les bienvenus!!

### Activities

#### 1. La lettre d'information de fedora

FEDORA édite une lettre d'information électronique qui constitue un moyen de communication entre ses membres. Elle couvre les nouveaux sujets ainsi que les événements à venir; elle est trimestrielle (4 numéros par an). Visant des économies de budget, nous avons décidé de publier cette lettre sous forme électronique, en pdf. Chaque numéro de la lettre d'information, à partir du numéro d'automne 2001, a été publié sur le site de FEDORA ce qui constitue aussi des archives facilement accessibles.

Contact: Loretta Jennings  
([loretta.jennings@may.ie](mailto:loretta.jennings@may.ie))

#### 2. Site web de Fedora: [www.fedora.eu.org](http://www.fedora.eu.org)

Nous avons été très heureux de la coopération avec CSU lors de la mise en place du nouveau site web. Le site, originellement hébergé par l'université de Karlsruhe, (Allemagne), a été transféré à Manchester, (RU) et est maintenant hébergé par le CSU. Mike Williams et Mark Watts du CSU ont conçu le site et Mark a pris en charge les aspects techniques CSU a créé un nouveau

programme, un système de gestion de contenus (CMS)) qui permet d'éditer le contenu du site par une interface web. Seule une version mise à jour du navigateur Internet explorer est nécessaire. Dans cette configuration, la mise en page, l'organisation et le contenu sont séparés les uns des autres. CMS fournit un outil permettant aux responsables du site, d'ajouter et de mettre à jour les textes du site web quel que soit l'endroit où ils se trouvent. Il y a toujours du travail à faire pour enrichir le site et toute contribution sera la bienvenue

Contacts: Tapio Anttonen  
([tapio.anttonen@uku.fi](mailto:tapio.anttonen@uku.fi)) et Mike Williams  
([m.williams@csu.ac.uk](mailto:m.williams@csu.ac.uk)).

#### 3. Liste e-mail du comité exécutif de fedora

Nous avons mis en place une liste e-mail, [fedoraec@lists.uku.fi](mailto:fedoraec@lists.uku.fi) à l'intention du Comité Exécutif; celle-ci a été largement utilisée par le Comité Exécutif pour partager des informations et pour organiser des réunions et des manifestations. La liste est hébergée par l'université de Kuopio en Finlande (d'où l'origine de l'adresse "uku.fi"). Nous souhaitons encourager les membres de FEDORA à utiliser cette adresse pour envoyer des messages, soumettre des idées et des commentaires au Comité Exécutif.

Contact: Tapio Anttonen  
([tapio.anttonen@uku.fi](mailto:tapio.anttonen@uku.fi)).

#### 4. Congrès de fedora en 2003

Nous avons participé à l'organisation du congrès en proposant des ateliers concernant l'utilisation des nouvelles technologies dans l'orientation des étudiants.

#### Le futur rôle – un groupe d'appui

Contrairement à la plupart des Groupes de travail de FEDORA dont la fonction est clairement définie à savoir développer les services d'orientation des étudiants comme par exemple accroître l'employabilité des diplômés ou aider les étudiants ayant des besoins spéciaux, le rôle du groupe des nouvelles technologies est vaste et horizontal. Il doit épauler les autres groupes de travail en leur apportant ce qui concerne l'utilisation des nouvelles technologies ou de nouvelles méthodes pour l'orientation des étudiants. De plus, développer la communication au sein de FEDORA, c'est à dire la communication des groupes de travail entre eux,

la communication entre le Comité Exécutif et les membres et entre FEDORA et les groupes, est une tâche importante qui nécessite encore pas mal de travail. Par conséquent, au moment où les groupes de travail sont en cours de restructuration le comité Exécutif a suggéré que le rôle du groupe des nouvelles technologies soit redéfini en tant que groupe d'appui plutôt que groupe de travail. Si cette idée est acceptée, le nouvel objectif sera, comme cela a été en fait déjà fait, de développer la communication à l'intérieur et à l'extérieur de FEDORA et de coopérer avec les groupes de travail à un niveau horizontal.

Contact: [fedoranewtech@lists.uku.fi](mailto:fedoranewtech@lists.uku.fi)

## **Keynote speeches/ Séances plénière**

## **CURRENT LIFELONG GUIDANCE POLICY INITIATIVES AT EUROPEAN UNION LEVEL**

**John McCarthy**  
European Commission  
Directorate General for Education and Culture

**FEDORA Conference**  
Odense, Denmark  
May 25 2003

1

## **Themes and key issues**

- ⌘ What is policy?
- ⌘ Why is it important?
- ⌘ What is the current state of policies for career guidance at national level in Europe?
- ⌘ What approaches are being undertaken at European level to strengthen policies for career guidance?

2

## **My work as a guidance practitioner: who benefits?**

- ⌘ Me
- ⌘ My clients
- ⌘ My colleagues
- ⌘ My institution
- ⌘ Parents/families
- ⌘ Employers
- ⌘ Others?

3

## **Some fundamental questions**

- ⌘ Why do you choose to spend your life providing Careers Advise & guidance to students in higher education?
- ⌘ What good does it do you? Them?
- ⌘ Why do people pay you to do this job?
- ⌘ Who benefits from your work and how?  
- students, employers, HE institutions

4

## **Where does my work fit?**

- ⌘ Mission / policy of the institution
- ⌘ Mission / policy of local, regional, national governments?
- ⌘ Mission / policy of national governments working together in Europe?
- ⌘ Mission / policy of European governments internationally?

5

## **Which types of public policy goals is my work contributing to achieving?**

- ⌘ Labour market efficiency
- ⌘ Efficiency of education systems
- ⌘ Social Inclusion agenda
- ⌘ Lifelong Learning agenda
- ⌘ Economic Development agenda

6

## Labour market efficiency

- ⌘ Matching individuals skills & qualifications to employers' demands
- ⌘ Reducing job search time and incidence of job termination
- ⌘ Motivating unemployed to further learning

7

## Efficiency of education systems & Social Inclusion agenda

- ⌘ Increasing course completion rates
- ⌘ Increasing access to learning
- ⌘ Giving key educational and labour market information to marginalised groups
- ⌘ Increasing participation by such groups in learning and employment

8

## Lifelong Learning agenda

- ⌘ Helping develop knowledge based society
- ⌘ Providing access to learning over lifespan
- ⌘ Increasing flexibility in learning & qualification systems
- ⌘ Careers guidance needed to support progression

9

## Economic Development agenda

- ⌘ Human capital development seen as key to economic development & growth
- ⌘ OECD 2003 "Rethinking Human Capital" showed less than 50% of variation in earnings due to educational qualifications & skills. Large part due to ability to build, manage and deploy their skills

10

## Why is policy important for career guidance provision?

- ⌘ Legitimacy – required for allocation of public funds
- ⌘ Citizen protection – consumers and taxpayers
- ⌘ Rationale, principles and values – of service
- ⌘ Outcomes and accountability - clarified
- ⌘ Co-ordinated and coherent approach to provision of services across providers and geographical areas

11

## Exaggerated effects of a policy vacuum

- ⌘ Training dictates practice – poss. not what client needs
- ⌘ The setting dictates client perspective – status of service will influence client's view of its value / usefulness
- ⌘ The practitioner is all powerful & all-knowing
- ⌘ Uncoordinated, inconsistent, idiosyncratic actions and practices
- ⌘ Wastage of resources: human, physical, financial

12

### What is the track record of guidance practitioners with respect to policy?

- ⌘ Too busy & overwhelmed by numbers and workload to focus on policy issues
- ⌘ Difficulty in articulating what policy issues are
- ⌘ Unsure of evidence base – often not good at collecting follow-up data and measuring outcomes or recording output
- ⌘ Need for strategic planning by services

13

### What is the current state of policies for guidance in Europe?

- ⌘ Studies by OECD, CEDEFOP, ETF show “in many countries, policy objectives are poorly defined, poorly articulated, and poorly communicated.....”
- ⌘ Often poor leadership
- ⌘ No vehicle for debate in most countries
- ⌘ Professional associations sometimes attempt to perform a policy function but within a vacuum

14

### What is the current state of policies for guidance in Europe?

- ⌘ Evidence deficit to support policy making
- ⌘ Requirement for input and output data
- ⌘ Often no statements of client entitlement
- ⌘ Limited development of quality standards
- ⌘ Limited stakeholder involvement in policy and development of services

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### Strengthening policies for guidance at European level

- ⌘ Lifelong Learning Communication – identified careers information and guidance as priorities
- ⌘ Action Plan for Skills and Mobility – guidance a central strand, especially workplace guidance
- ⌘ Copenhagen Declaration – strengthening of policies, systems and practice
- ⌘ European Employment Guidelines – guidance in first 4 months of unemployment
- ⌘ Objectives for Education and Training Systems
- ⌘ Commission’s Expert Group on Lifelong Learning

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### EU Policy Instruments

- ⌘ SOCRATES
- ⌘ LEONARDO DA VINCI
- ⌘ JOINT ACTIONS
- ⌘ PLOTEUS
- ⌘ NETWORKS such as EURES, EUROGUIDANCE, EURODESK, NARIC, RESEARCHERS’ MOBILITY

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### Composition of Expert Group (25)

- ⌘ Education and Labour ministries – selected on basis of recommendations by OECD, CEDEFOP, ETF
- ⌘ Social partners
- ⌘ World Association of Public Employment Services
- ⌘ OECD, CEDEFOP, ETF
- ⌘ European Consumers Association
- ⌘ European Parents’ and Youth Associations
- ⌘ IAEVG
- ⌘ Other Experts – based on geographical spread and mix of policy-makers, experts, NGOs

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## Commission Expert Group on Lifelong Guidance (2)

- ⌘ Mandate
- ⌘ 1. Concepts and Principles for LLG
- ⌘ 2. Quality Criteria and Principles for LLG- consumer/citizen perspective
- ⌘ 3. European dimension of LL guidance in education, training and employment
- ⌘ 4. Supporting the work of Objectives follow-up Groups G and H

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## Commission Expert Group on Lifelong Guidance (3)

- ⌘ Building on the work of:
- ⌘ -Consultation on Memorandum on Lifelong Learning (2000)
- ⌘ -OECD Review of Career Guidance Policy (2001-2003, in cooperation with the Commission)
- ⌘ [www.oecd.org/els/education/careerguidance](http://www.oecd.org/els/education/careerguidance)

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## Commission Expert Group on Lifelong Guidance (4)

- ⌘ Building on the work of:
- ⌘ -Review of Career Guidance Policy in Member States and EEA (CEDEFOP, 2002)
- ⌘ -Review of Career Guidance Policy in Candidate Countries (ETF, 2002)

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## Commission Expert Group on Lifelong Guidance (5)

- ⌘ Work Programme
- ⌘ Elaboration of policy lessons from OECD, CEDEFOP and ETF studies
- ⌘ Development of indicators and benchmarks
- ⌘ Development of quality criteria and principles for LLG: citizen/consumer perspective
- ⌘ Assessment of impact of EU Programmes and Initiatives in the field of LLG

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## Commission Expert Group on Lifelong Guidance (6)

- ⌘ Work Programme (contd.)
- ⌘ Development of convergence among EU information and guidance networks providing services to citizens
- ⌘ Supporting the work of Groups G and H of the Objectives follow-up
- ⌘ Preparation of a Handbook for Policymakers

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## Commission Expert Group on Lifelong Guidance (7)

- ⌘ Work Programme (contd.)
- ⌘ EU Statement of Principles and Rationale for Lifelong Guidance Services
- ⌘ Opinion on New Generation of EU Programmes and Initiatives
- ⌘ Symposium on guidance for European policymakers?
- ⌘ European Education Council Resolution on career guidance?

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## **Commission Expert Group on Lifelong Guidance (8)**

- ⌘ Working Methods
- ⌘ Meetings
- ⌘ Virtual Community
- ⌘ [http://cedefop.communityzero.com/lifelong\\_guidance](http://cedefop.communityzero.com/lifelong_guidance)
- ⌘ Commissioning of expert work where necessary and possible
- ⌘ Contribution to Career Guidance and Public Policy symposium, Toronto, October 2003  
( Canadian Career Development Foundation hosted symposia in 1999 and 2001 )

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## **Key messages**

- ⌘ Engage with policymakers
- ⌘ Familiarise yourselves with key policy documents and public policy goals
- ⌘ Make your research relevant; develop your evidence base
- ⌘ Make your service relevant to the curriculum
- ⌘ Register on the Virtual Community for the Expert Group; contribute to discussions; provide examples of good policies
- ⌘ Enjoy the Conference!

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## The Bologna Process: an overview of implications and concerns, based on the Trends 2003 survey

Lewis Purser, European University Association

This article is based on a presentation made during the 8<sup>th</sup> FEDORA Conference at the University of Southern Denmark, Odense, on 26 May 2003. It covers the general areas of the Bologna Process up to that time, with a specific focus on the relevance of these for the work of Student Guidance professionals. The article draws heavily on the European University Association's Trends 2003 survey<sup>1</sup>, and a separate article published in 2004 by the author<sup>2</sup>. Previously unpublished data from national student organisations, gathered in the course of the Trends 2003 survey, is also included.

### Introduction

In June 1999, 29 Ministers in charge of higher education (HE) from across Europe met in Bologna to lay the basis for establishing a European Higher Education Area (EHEA) by 2010. Following the main lines established at a previous, more restricted, meeting at the Sorbonne in 1998, the 29 Ministers affirmed the need for a coherent HE framework across Europe, and stated that the overall goal of this was to enhance the employability and mobility of European students and graduates, and the international competitiveness of European higher education systems and Europe itself.

In the Bologna Declaration, the Ministers also affirmed their intention to:

- adopt a system of easily readable and comparable degrees
- adopt a system with two main cycles (undergraduate and postgraduate)
- establish a compatible credit system, such as ECTS
- promote mobility by overcoming obstacles
- promote European cooperation in quality assurance
- promote European dimensions in higher education.

Given the implications of the work programme they had set themselves and the overall ambitions of the EHEA, the Ministers decided to meet again in two years time, in order to support, supervise and adapt what has since become known as the "Bologna Process".

Two years after the Bologna Declaration, the Ministers of the now 33 European signatory countries met in Prague in May 2001 to follow up the Bologna Process and to set directions and priorities for the following years.

In the Prague Communiqué, the Ministers

- reaffirmed their commitment to the objectives of the Bologna Declaration
- appreciated the active involvement of the European University Association (EUA) and the National Unions of Students in Europe (ESIB)
- took note of the constructive assistance of the European Commission
- made comments on the further process with regard to the different objectives of the Bologna Declaration
- emphasised as important elements of the European Higher Education Area:
  - lifelong learning
  - involving higher education institutions and students
  - promoting the attractiveness and competitiveness of the EHEA to other parts of the world.

The Ministers decided that the next follow-up meeting of the Bologna Process would take place in September 2003 in Berlin, to review progress and to set directions and priorities for the next stages of the process in developing the European Higher Education Area.<sup>3</sup>

### Progress so far? The Trends 2003 report

Four years after the Bologna Declaration, governments of all signatory countries had shown a manifold evidence of a wide variety of legislative initiatives and attempts to put in place the proposed Bologna reforms to which they had committed themselves in Bologna and Prague. They had initiated new legislation and introduced decrees, encouraged cooperation between a variety of national HE agencies, developed new policies in consultation with each other and wider partners, exchanged and adopted good practice through a steady stream of meetings, working parties and conferences. The level of Bologna-related activities was very high, as was already noted as early as 2001.<sup>4</sup>

Although four years is a relatively long time in terms of political processes and in the life-cycle of

national parliaments and Ministries it is a remarkably short time in terms of designing and implementing lasting reforms within universities and other higher education institutions. The work undertaken by Ministries and other HE authorities had been well documented by the national authorities, the European Commission and other bodies, and systematically reviewed in publications and reports such as Trends I and Trends II.<sup>5</sup> But it remained unclear how well these initiatives had been accepted, interpreted and turned into reality at the level of the HE institutions themselves. That was, for many, the decisive question as the outlines of the EHEA became clearer and as expectations among a variety of actors and stakeholders continued to grow.

In order to obtain a realistic view of how these reforms were being integrated and implemented by the HEI themselves, the most important actors in the process in terms of ensuring that these reforms really take effect and are beneficial to students and society, the EUA undertook a study entitled "Trends 2003 – Progress towards the European Higher Education Area"<sup>6</sup>, the results of which were published in July 2003 and presented to Ministers when they met in Berlin in September of that year.

Trends 2003 aimed to capture the most important trends at that time relating to the Bologna reforms. It was a follow-up to the two previous Trends reports written for the Bologna conference in 1999 and the Prague conference in 2001. Unlike the two previous reports, which were mainly based on information provided by the Ministries of HE and the Rectors' Conferences, Trends 2003 deliberately included the perspectives of these two constituencies, alongside those of students, employers, and – most importantly, the higher education institutions (HEI) themselves. The aim was thus to give as comprehensive a picture as possible of the real state of play of the Bologna Process in 2003.

The Trends 2003 study emphasised the need for complementarity between the top-down approach applied during the early years of the Bologna Process, and the emerging bottom-up process of implementation in which the HEIs, student organisations, and other actors were beginning to play and should continue to play a key role. The input by student organisations, based on their reactions to the first phase of the Process, to the Trends 2003 study was therefore particularly important for the study, and is emphasised in this article.

As part of the Trends 2003 study, questionnaires were sent to five different groups:

- All Ministries in charge of HE in countries members of the Bologna Process as well as from those countries of South East Europe which had applied to join. These latter countries were all officially welcomed into the Process during the Berlin meeting in September 2003.
- All Rectors' Conferences in countries members of the Bologna Process as well as from those countries which had applied to join. The response rate from these two groups was close to 100%.
- 1800 heads of HEI, including not only EUA members but also other HEIs, i.e. all universities, all EURASHE members and all other HEIs with EC Socrates contracts. 800 HEIs replied to the questionnaire, a response rate of 44%.
- National and European student associations (members of ESIB, Europe-wide thematic student networks, and AEGEE). 37 responses were received.
- National employers' associations, members of the Union of Industrial and Employers' Confederations of Europe – UNICE. The response rate here was just under 50%.

For more details on the methodology used in undertaking the Trends 2003 survey, please see the EUA website, <http://www.eua.be>.

### **Increased awareness and support**

General awareness of and support for the Bologna Process increased considerably from 2001 to 2003. The Trends 2003 survey showed that there was widespread support for the Bologna Process among the heads of HEIs, with more than two-thirds of them saying that it was essential to make rapid progress towards the EHEA. Another 20% supported the idea of the EHEA but voiced cautions about moving too quickly. The resistance to the pace of reforms appeared to be more pronounced in Norway, France, the French-speaking community of Belgium, Germany, Hungary, Portugal, Ireland and the UK. It will be interesting to see in the next survey in the Trends series, to be produced by the EUA in 2005, whether similar patterns remain, or whether the period 2003-05 has likewise seen big changes in awareness and support.

Nevertheless, the results of the Trends 2003 survey and many other sources indicated that, despite growing awareness among the different HE groups, the reforms had yet to reach a majority of the HE grassroots representatives who

are supposed to implement them and give them concrete meaning. Hence, interpreting and implementing Bologna was a task which still, at that time, lay ahead for a majority of academics at European universities. Given that implementation on the ground was only really beginning in many institutions at that time, this has obvious consequences for the role of student counselling in helping students adjust to changes in academic structures and programmes.

Suitable guidance and counselling must accompany these changes, in order for the students to make the most of new and exciting opportunities. According to the Trends 2003 report, a correlation can be made between the levels of formal participation by students in Bologna Process issues at institutional or faculty/department levels, and the levels of information provided to students regarding these issues<sup>7</sup>. In general, information on the Bologna Process had at that time been provided to students by more than half of the universities and by slightly less than half of other types of higher education institutions. The simple provision of information however amounts to much less than an effective guidance and counselling service.

#### **The role of the higher education institutions**

While being mostly supportive of the Bologna Process, 62% of university rectors and 57% of heads of other HEIs in Europe in 2003 felt that institutions should be more directly involved in the preparation and realisation of the Bologna objectives.

Moreover, 46% of HEI leaders found that their national legislation undermined autonomous decision-making, at least in part. This was particularly the case in Belgium, Denmark, France, Germany, Greece, Hungary, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden and across South East Europe. The limited autonomy of institutions can translate into less dynamic relations with society and the labour market, and also less innovation and renewal in introducing internal changes to study programmes and academic disciplines.

While many governments had made considerable progress in creating the necessary legal frameworks for HEIs to implement Bologna reforms, no more than half of them appeared to have provided specific funding to the HEIs to help finance these ambitious reforms. This was highlighted by nearly half of all HEIs in the Trends 2003 survey, and means that Bologna reforms are

being implemented at the cost of other core functions or essential improvements at institutions.

Bologna cannot be implemented successfully – bearing in mind the overall goals of the process – without maintaining and developing services such as student counselling, helping to guide students in the choice of their study paths and profiles and in seeking professional and social insertion during and following each period of study. Increasingly active learning by students, new methods and techniques for teaching and learning, greater flexibility in designing learning pathways and making these relevant to each individual student – these will involve better staff-student ratios and different forms of staff-student relations, and will certainly not be cost-neutral. These are some of the reasons why 75% of all HEI heads responded to the Trends 2003 survey saying that clear financial incentives should be provided to ensure successful involvement in the reform process.

#### **The role of students**

Student representatives expressed the highest hopes concerning the principles of the Bologna reforms in 2003, and also the harshest criticisms regarding its implementation and frequently reductive interpretations. The students' contribution to the Bologna process debates during those years focused strongly on issues linked to the social dimension of higher education and the emphasis on HE as a public good. Students also continuously stressed the values of student-centred learning, flexible learning paths and improved access to HE. They also were advocates of a realistic – i.e. empirically based, estimation of workload in the context of introducing ECTS to institutions and study programmes.

#### **Academic quality and employability: compatible aims**

Enhancing academic quality and the employability of graduates were the two most frequently mentioned driving forces behind the Bologna Process, according to the representatives of Ministries, rectors' conferences and HEIs which responded to the Trends 2003 survey.

A remarkable consensus was reached by institution leaders on the value of employability of their graduates in Europe: 91% of HEI leaders regarded graduate employability to be an important or even very important concern when designing or restructuring curricula.

Not surprisingly, all the national employers federations responding to the survey also noted

this point, and 70% of these considered that HEIs already attached importance to the notion of employability.

It should be noted that the growing trend towards structuring curricula in function of learning outcomes and competences is often seen as a way to ensure that academic quality and long-term employability go hand in hand as compatible aims of higher education. This understanding was the aim of, and has been greatly enhanced through the work of the project "Tuning Educational Structures in Europe", in which more than 100 universities defined a common core of learning outcomes across a variety of disciplines<sup>8</sup>. This work has also been central in helping address one of the more hotly debated issues of the Bologna Process in some countries, namely how to interpret and apply the term "employability" as one of the aims of the Bachelor degree cycle.

The close and desirable links between academic quality – i.e. the structure, content, and methodology of the learning experience of students, and the concept of employability – i.e. the hoped-for state of preparedness for successful and flexible insertion in the labour market following a study period, have great implications for the work of student guidance professionals, especially in a period of change when academic and administrative staff are putting in place more responsive models to ensure and enhance academic quality, and students are facing new choices and an ever-expanding and diversified labour market. The focus of FEDORA and its members on the Bologna Process and its implications is therefore very welcome and should be encouraged further.

The experience of EUA through Trends 2003 and numerous other sources is that the issue of pertinent and timely information is crucial in addressing student and staff needs in a relevant way. This obviously also applies in the field of guidance, and FEDORA is encouraged to work with its members as a network in improving the information base across Europe for guidance professionals, but also in empowering individual members to play more important roles inside their home institutions as part of the wider university services which collectively need to generate, analyse, present and disseminate this information to a variety of stakeholders, not least the students.

### **Promoting mobility in Europe**

While outgoing and incoming student mobility has increased across Europe since the start of the Bologna Process, incoming student mobility by 2003 had grown more in the EU-15 than in the 10 recent member states or the other accession countries. A majority of HEIs reported an imbalance of outgoing over incoming students. Net importers were most often located in France, the Netherlands, Denmark, Sweden, or most strongly, Ireland or the UK where 80% of institutions reported a net surplus of incoming students. Teaching staff mobility had also increased during the period 2000-2003 at a majority of HEIs in more than two-thirds of the Bologna countries. These generally positive trends cannot hide however the continuing overall low relative levels of student and staff mobility in Europe. Comparable European-wide data on all mobility, including free-movers, is still cruelly lacking but would be essential in order to allow for monitoring of developments in this field and for benchmarking between institutions, countries and indeed with other regions of the world.

### **Degree structures and curricula**

Regarding the introduction of study structures based on undergraduate and graduate cycles, important progress had been made in legal terms between 1999 and 2003. According to Trends 2003, 80% of the Bologna countries either already had the legal possibility to offer two-tier structures or were introducing these. Many governments had fixed deadlines for the transition from the previous to the new degree system. In the remaining 20% of countries, the necessary legislative changes were being prepared. The Trends 2005 report will indicate to what extent this has been achieved.

As for the HEIs, 53% had introduced or were introducing the Bachelor/Master structure, while 36 were at that still in the planning phase. In other words, in 2003 almost 90% of institutions in the Bologna countries already had or said they would soon have a two-tier structure. At that time, only 11% of institutions said they saw no need for curricula reform in this process. The Trends 2005 report will certainly elaborate on this issue.

Student support for the new degree structures largely outweighed any reservations held, although the risk of over-emphasising the concept of "employability" clearly still caused unease among a substantial number of student organisations. As discussed above, guidance counsellors have an important role to play in easing these fears of an over-instrumentalisation of higher education and showing students that this concept must be usefully combined with that of

academic quality and excellence. To put this into perspective, in the 2003 survey no employers' federation disapproved of the new Ba/Ma structures, and over 90% responded favourably.

### Recognition

At the time of the Trends 2003 survey, about two-thirds of the Bologna signatory states had ratified the Lisbon Recognition Convention, the most important legal tool for the recognition of academic and professional qualifications in the European region<sup>9</sup>. The number has since risen to 40 ratifications in total, with 31 of the now 40, post-Berlin 2003, Bologna member countries having ratified it, as well as all the five further countries applying to join the process in 2005<sup>10</sup>.

However, notwithstanding the increased attention being paid by governments and ministries to the Lisbon Convention, Trends 2003 found that more than half of the academic staff were reported as being not very aware or not aware at all of its provisions. Close cooperation with the relevant ENIC/NARIC was reported by only 20% of HEIs, while 25% didn't cooperate with these bodies at all. A further 28% of HEIs stated that they did not know what ENIC/NARIC was, or at least not under that name.

Thus, awareness of the provisions of the Lisbon Convention, essential in ensuring fair, coherent and common recognition procedures across Europe, needs to be raised substantially among staff and students. Knowledge of national recognition centres (ENIC/NARICs) is likewise important in that these should be the first port of call for guidelines regarding implementation of the Lisbon Convention and in case of complications regarding recognition procedures.

The Diploma Supplement was being introduced in a growing number of countries in 2003, and by the Bergen meeting in May 2005 all countries are supposed to have ensured that the Diploma Supplement is issued automatically, free of charge and in a major European language to all graduating students.

However, in 2003 the main target group for this transparency tool – the employers – was still insufficiently aware of it, with 40% of those respondents saying that they had no information about it, and no employers' confederation confident that its members were very or reasonably familiar with the document. This was a disappointment as the Diploma Supplement is

intended to improve the readability and transparency of degrees and diplomas across Europe.

A positive sign from the Trends 2003 report was that more than 40% of the student organisations indicated that appeal procedures for recognition problems were in place in their members' universities. However, it is clear that HEIs in general need to develop more and better institutional recognition procedures, and especially to intensify communications with students on these matters. The potential role of guidance counsellors in this field is obvious.

### Student services

While the Trends 2003 survey did not concentrate on this topic, a short section was included to see to what extent the HEIs were preparing themselves to work differently with students in a wider European and international context. Data was received from 37 national and European student organisations, who said that HEIs had significantly improved a number of services during the period 2001-2003.

According to the students, the most significant improvements were in the field of welcome and orientation services (50%), the provision of information on study opportunities abroad (38%), in the field of social and cultural activities (36%), and in upgrading accommodation facilities (33%).

Further down the scale, 27% of student organisations reported that their members' universities had made good improvements in language training opportunities, and the figure for counselling services was 18%. Only 10% were positive about improvements in the provision of information on job opportunities.

These figures resulting from student responses compare with the more self-confident responses of the HEI leaders, 77% of whom felt they had significantly improved the welcome and orientation services, 56% the information on study possibilities elsewhere, 57% the range of social and cultural activities, and 56% their student accommodation facilities.

60% of HEI leaders likewise reported that their provision of language training for students had improved significantly, 59% their counselling services, while a more modest 13% their support to students in providing information regarding job opportunities.

These important discrepancies between the perspectives of the students and the institutional leaders may be due to the possibility that in many cases such work had indeed begun, but the students had not yet felt the benefits. In either case, it underlines the importance attached by the various actors to these services in the wider context of ensuring the success of students and institutions in an increasingly competitive HE environment.

In the context of a separate EUA programme for developing a culture of quality at European universities, one specific network was created (among six such networks during Phase II of this programme) in which eight universities from different countries of Europe looked at the quality of their student services during 2002-2004 and worked together on how to improve these as part of an institutional approach to quality. The overall objectives of the programme were to develop internal quality culture in institutions and to promote best practices in introducing and developing a quality culture in six thematic areas, with the goals of enhancing the self-regulatory capacity of the HE community and working towards convergence within the framework of the Bologna Process. The outcomes of the work of this student services network have not yet been published but background information can be obtained from the EUA website<sup>11</sup> and the final reports will be available there also in due course.

### **Ongoing implications of the Bologna Process**

The increasing focus on implementation and monitoring of the Bologna Process is a healthy one, given that by 2004-2005 the legislative framework is largely considered to be in place. Several important monitoring and stocktaking reports will be presented to Ministers when they meet in Bergen in May 2005, not least the Trends 2005 report by EUA which is currently under preparation, based on an extensive series of cases studies focusing on a variety of HEIs from across the whole of Europe. This in-depth study will shed more light on the strategies and practices adopted by institutions in implementing the main lines of the Bologna Process, and the wider institutional contexts in which this implementation has been taking place.

The need for quality student guidance and counselling as an integral part of the Bologna Process at institutional level should be made more explicit. The increasing flexibility of study programmes, linked to ECTS and modular structures, elective courses, possibilities for mobility and integrated work experiences, new learning environments and techniques, and the

need to link all of these to the wider ambitions and hopes of each individual student mean that increased attention and resources need to be given to the guidance these students receive. Without this, some students will certainly not be in a position to make the most of the very considerable opportunities which the Bologna Process can bring them, and which in turn can help the student become an active citizen, an active learner, and an active player in the economic, social and cultural fields.

For institutions, the opportunities of Bologna and the increased autonomy that this should bring are attractive. They include the possibility to introduce and use more flexible systems and structures, to operate in a European rather than national framework, with increased scope for internationalisation and thus greater attractiveness for staff and students both at home and abroad. The opportunities for increased partnership and cooperation are expanding rapidly.

However, the challenges are likewise formidable, given the large increases in responsibility each HEI is now having to shoulder. The financial frameworks are not yet properly in place for institutions to operate in this open environment and there is increasing competition on a playing field which is still far from level. Embedding the Bologna mechanisms – quality assurance, Ba/Ma, ECTS, Diploma Supplement, etc, is in itself a huge process, and the success of these is linked to a wider environment requiring an increased policy dialogue and an overall enhancing of the role of HEIs in the perspective of society and major economic actors.

Maybe the most important challenge which many universities are already facing is in changing their attitudes to students. The processes discussed above can not operate in a traditional academic setting where the system has in many cases evolved around the needs of the professor rather than those of the student. Teaching and learning facilities need to be redesigned to take account of learning needs, and student services likewise to ensure students can learn in as conducive an environment as possible. These realities mean considerable challenges to many institutions but which, when placed in a Bologna Process framework and as part of an overall strategy for institutional development, including quality assurance and quality improvement, can begin to make sense by bringing all the different strands of the reform process together.

## Conclusion

The Bologna Process has wide reaching implications and has raised many concerns for higher education institutions. The EUA Trends 2003 survey highlighted these. The present paper has linked some of these concerns to the issue of student guidance and the need to ensure that enhanced guidance and counselling is provided to students during the ongoing implementation of the Bologna reform process, in order to encourage all students, and therefore the institutions also, to gain maximum benefit from the very real opportunities this reform process presents.

## Notes

<sup>1</sup> Sybille Reichert and Christian Tauch, "Trends 2003 – Progress towards the European Higher Education Area", EUA, 2003. This publication can be downloaded from the EUA website <http://www.eua.be>, including a summary in English, French and German.

<sup>2</sup> Lewis Purser, "The Bologna Process and the Labour Market: an overview from the Trends 2003 survey", in "Internationales CIUTI-Forum: Marktorientierte Translationsausbildung", Martin Forstner and Hannelore Lee-Jahnke (eds), Peter Lang AG, 2004.

<sup>3</sup> For a full account of the background to the Bologna Process, including an update on what has taken place since the Berlin ministerial conference of September 2003, please see the website of the May 2005 Bergen ministerial meeting, <http://www.bologna-bergen2005.no>, from which this article has also drawn heavily. A wide variety of documents from different sources are available.

<sup>4</sup> Prague Communiqué, 2001.

<sup>5</sup> Guy Haug and Jette Kirstein, "Trends in Learning Structures in Higher Education", Brussels 1999; and Guy Haug and Christian Tauch, "Trends in Learning Structures in Higher Education II", Helsinki 2001.

<sup>6</sup> Sybille Reichert and Christian Tauch, "Trends 2003 – Progress towards the European Higher Education Area", EUA, 2003.

<sup>7</sup> Ibid, p.25

<sup>8</sup> For further information about the "Tuning" project, please see <http://odur.let.rug.nl/TuningProject/background.asp>

<sup>9</sup> For more details, please see [http://www.coe.int/T/E/Cultural\\_Co-operation/education/Higher\\_education/Activities/Recognition\\_of\\_qualifications/Convention\\_Explanation.asp](http://www.coe.int/T/E/Cultural_Co-operation/education/Higher_education/Activities/Recognition_of_qualifications/Convention_Explanation.asp)

<sup>10</sup> Please see <http://www.bologna-bergen2005.no> for the latest information.

<sup>11</sup> [http://www.eua.be/eua/en/projects\\_quality.jsp](http://www.eua.be/eua/en/projects_quality.jsp)

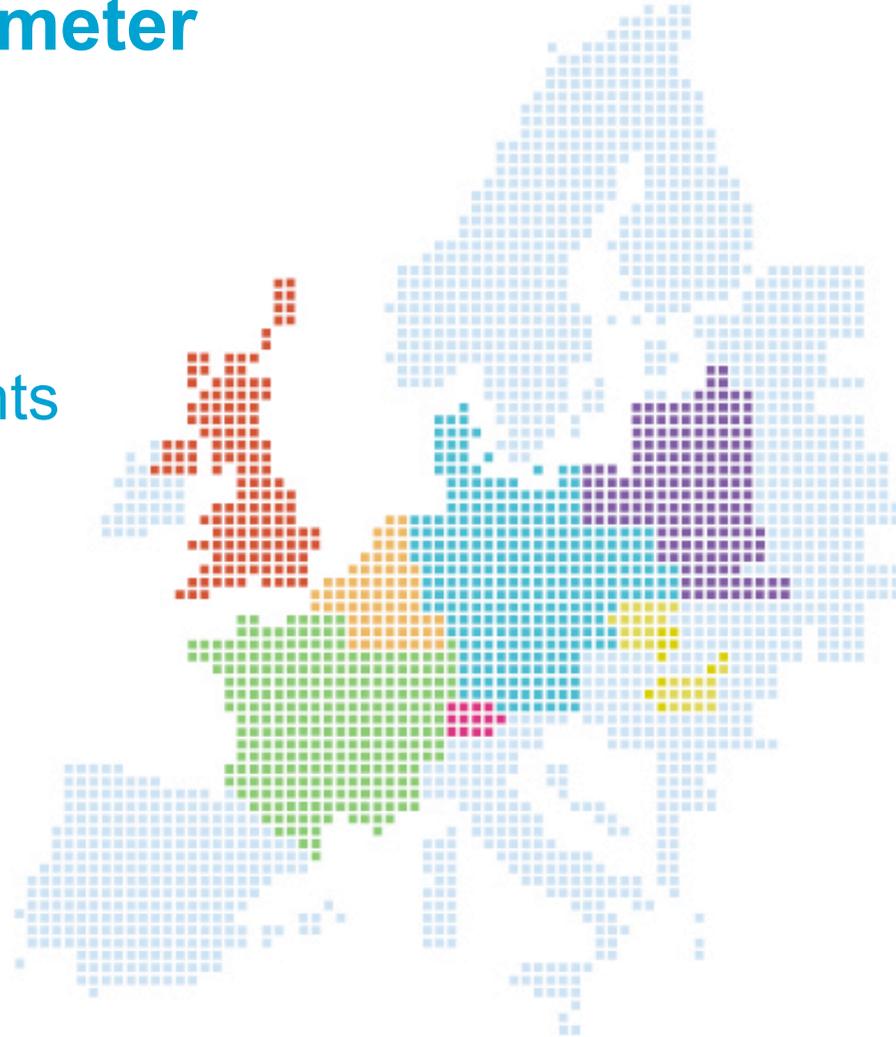
# French Student Research

Suzie Tipple  
European Publisher  
Hobsons



# The European Barometer Survey 2003

23,843 European students

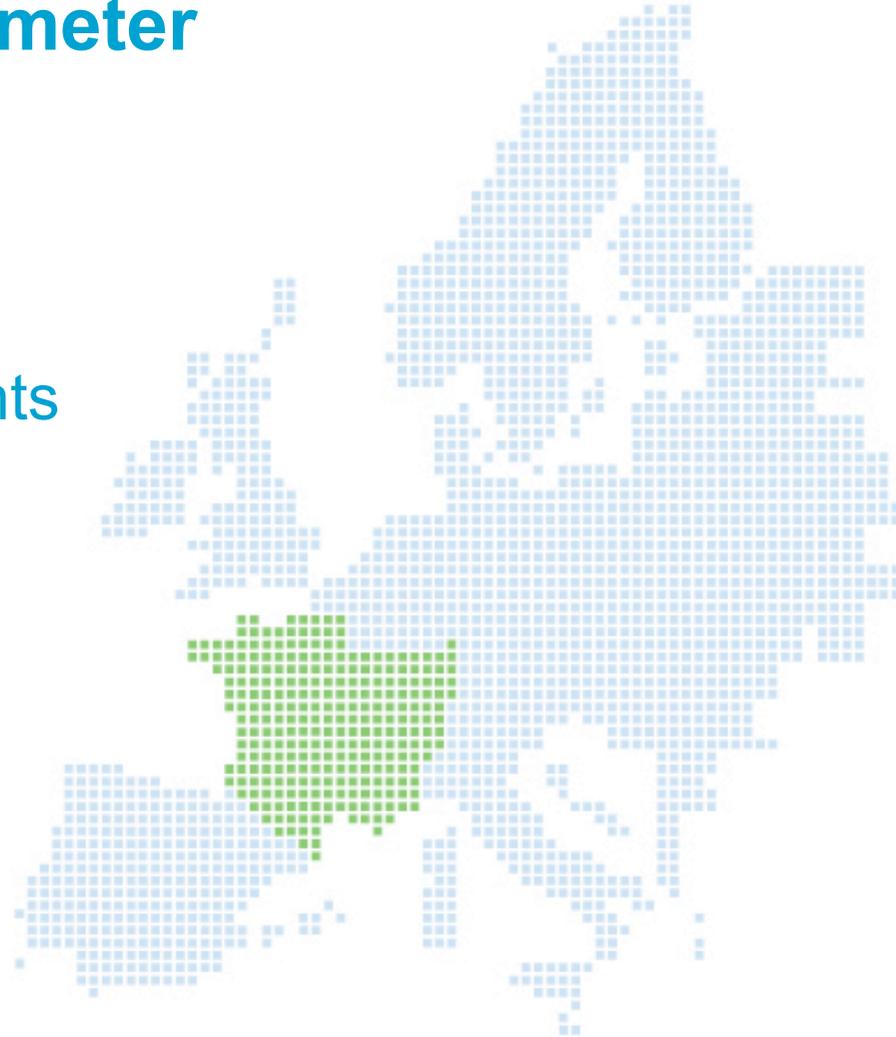


## The European Barometer Survey 2003

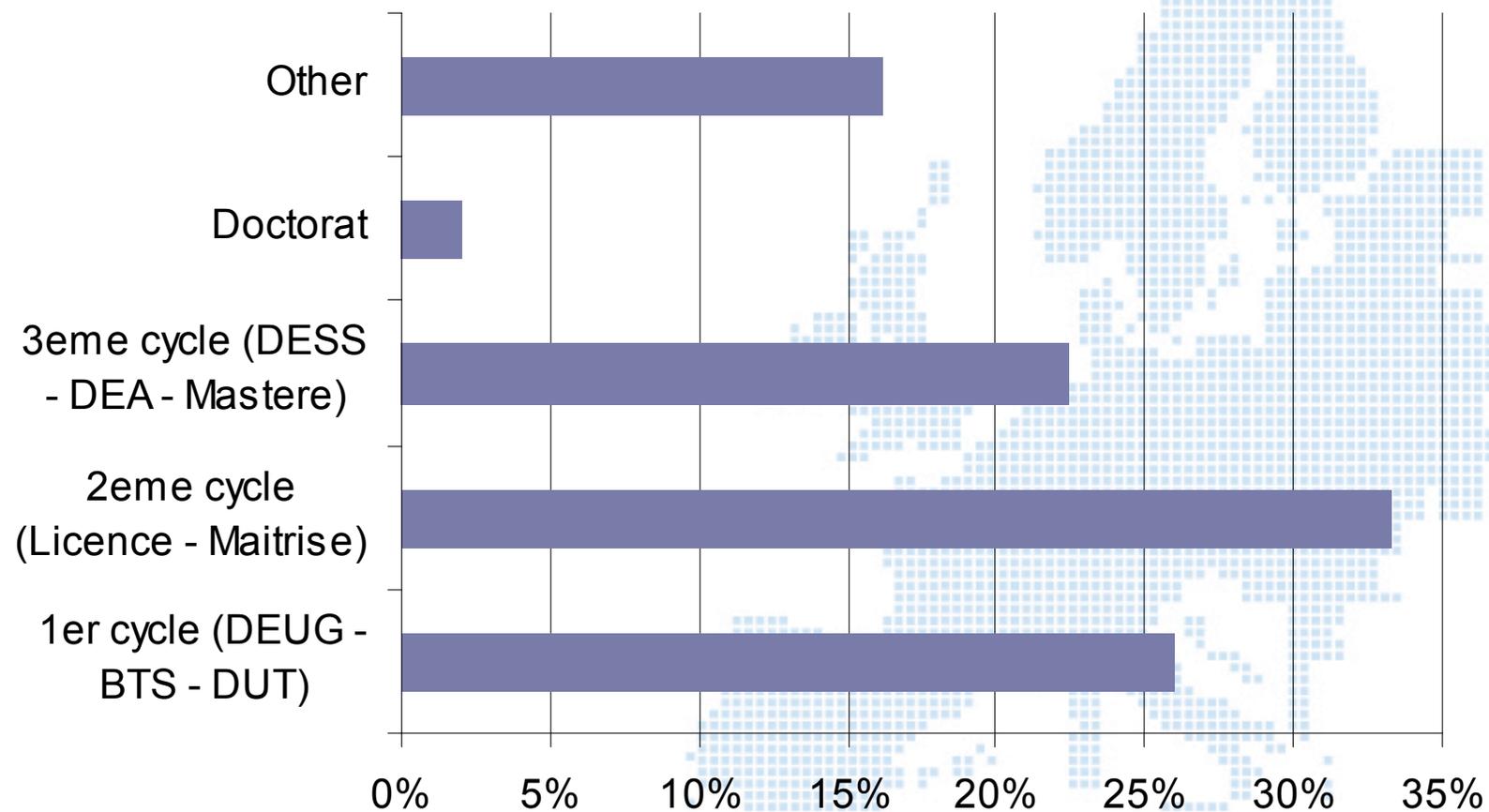
23,843 European students

3,971 French students

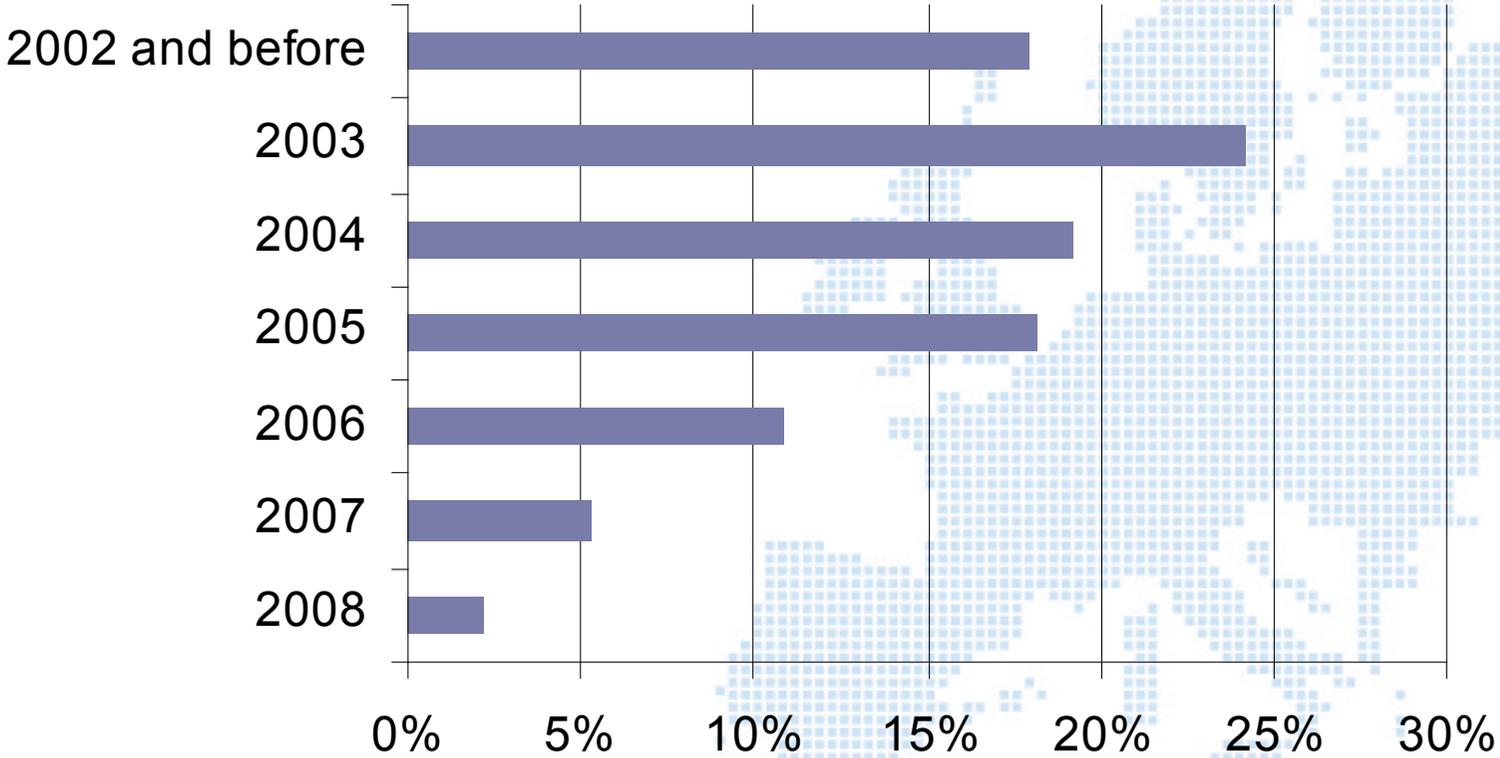
Average age 22.3 years



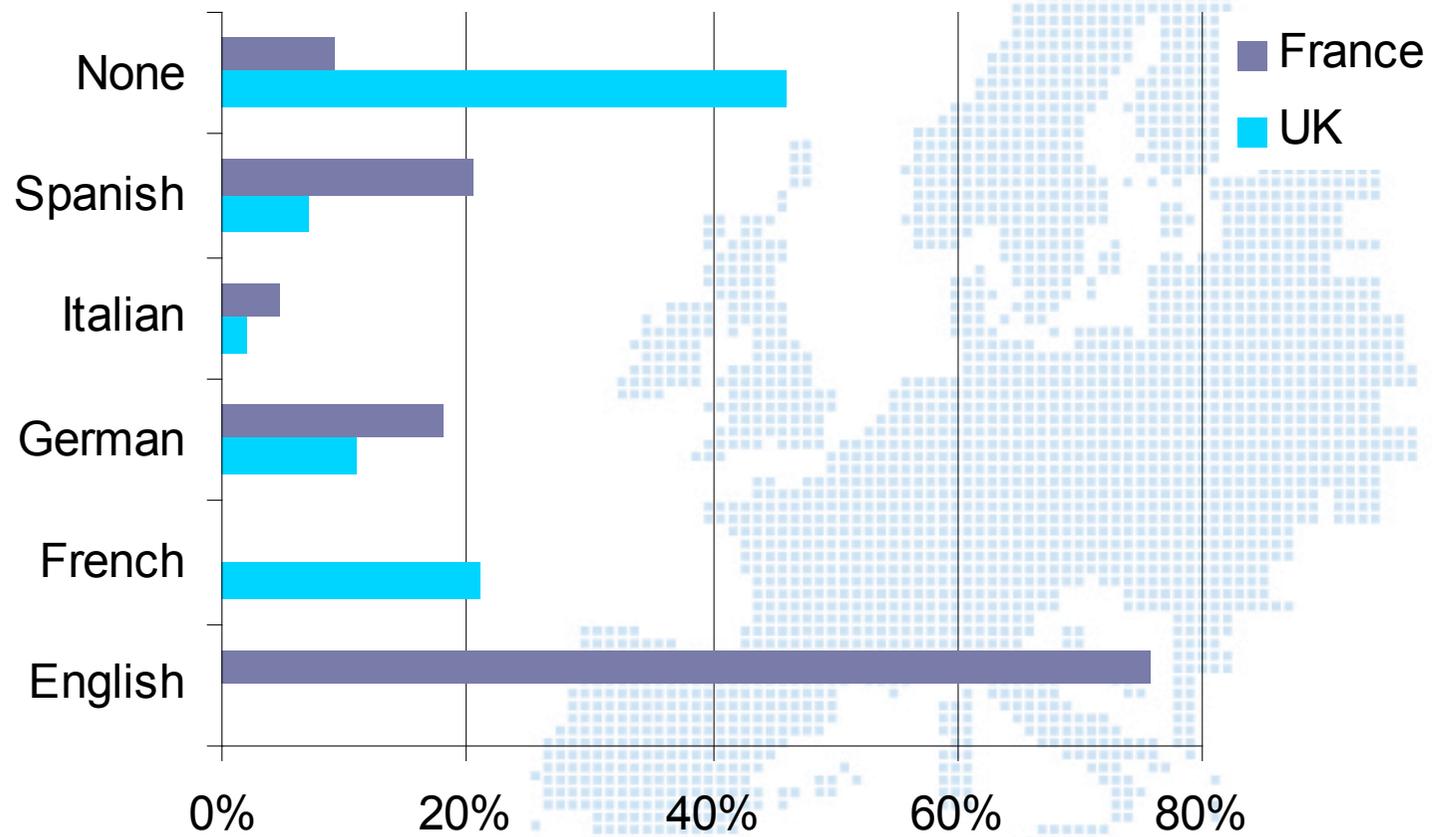
# Current level of study



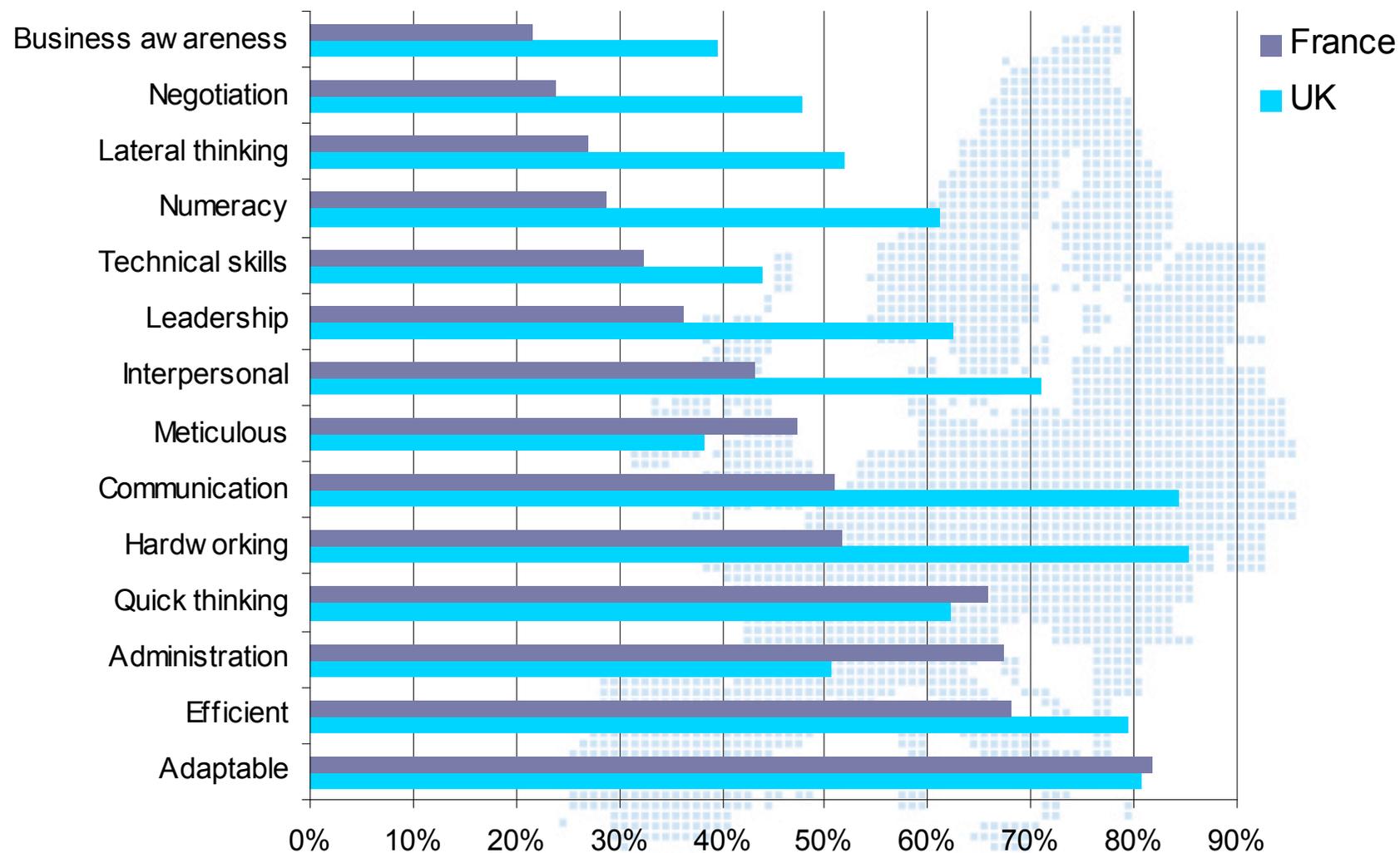
# Year of graduation



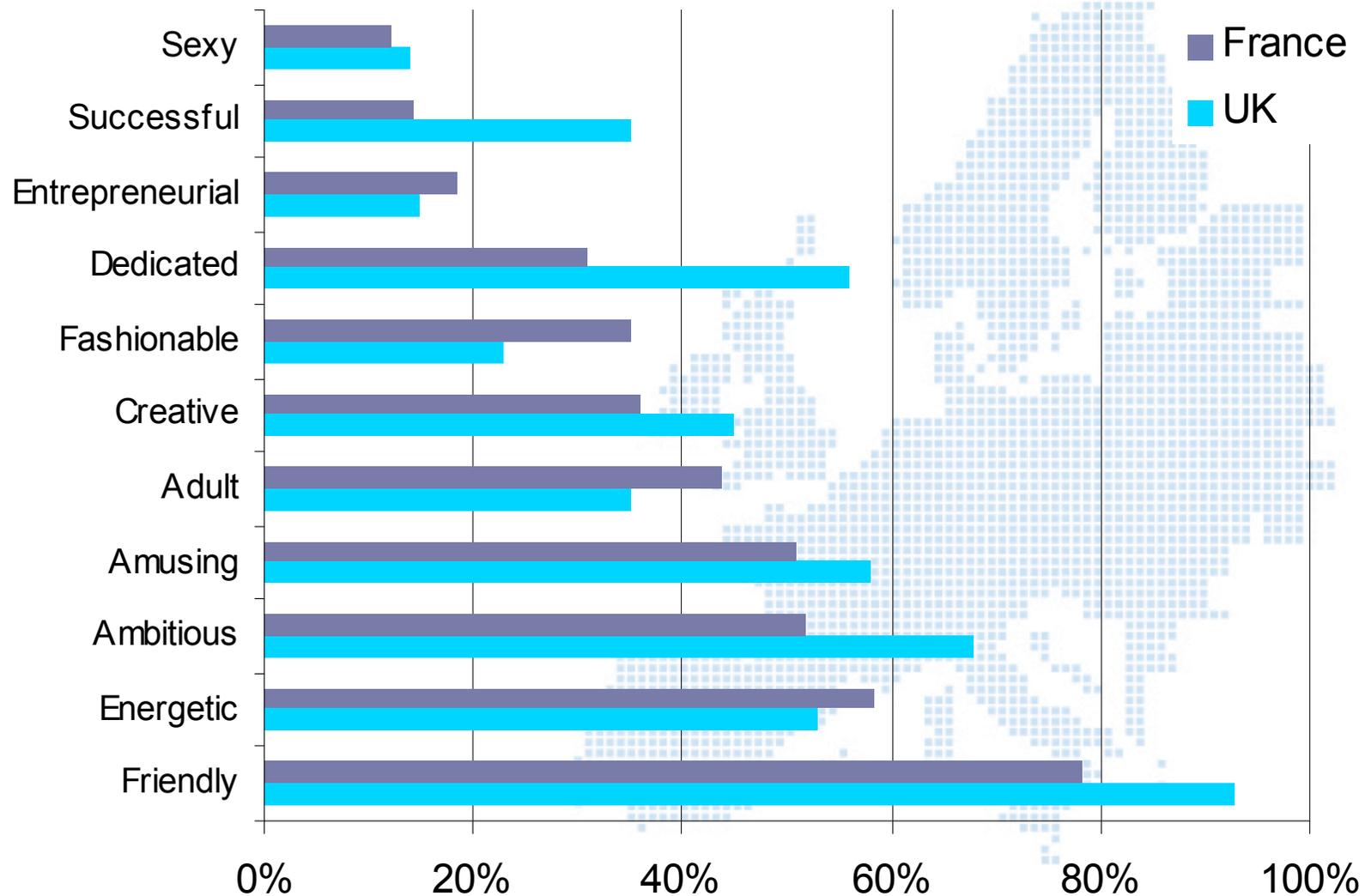
# Language ability



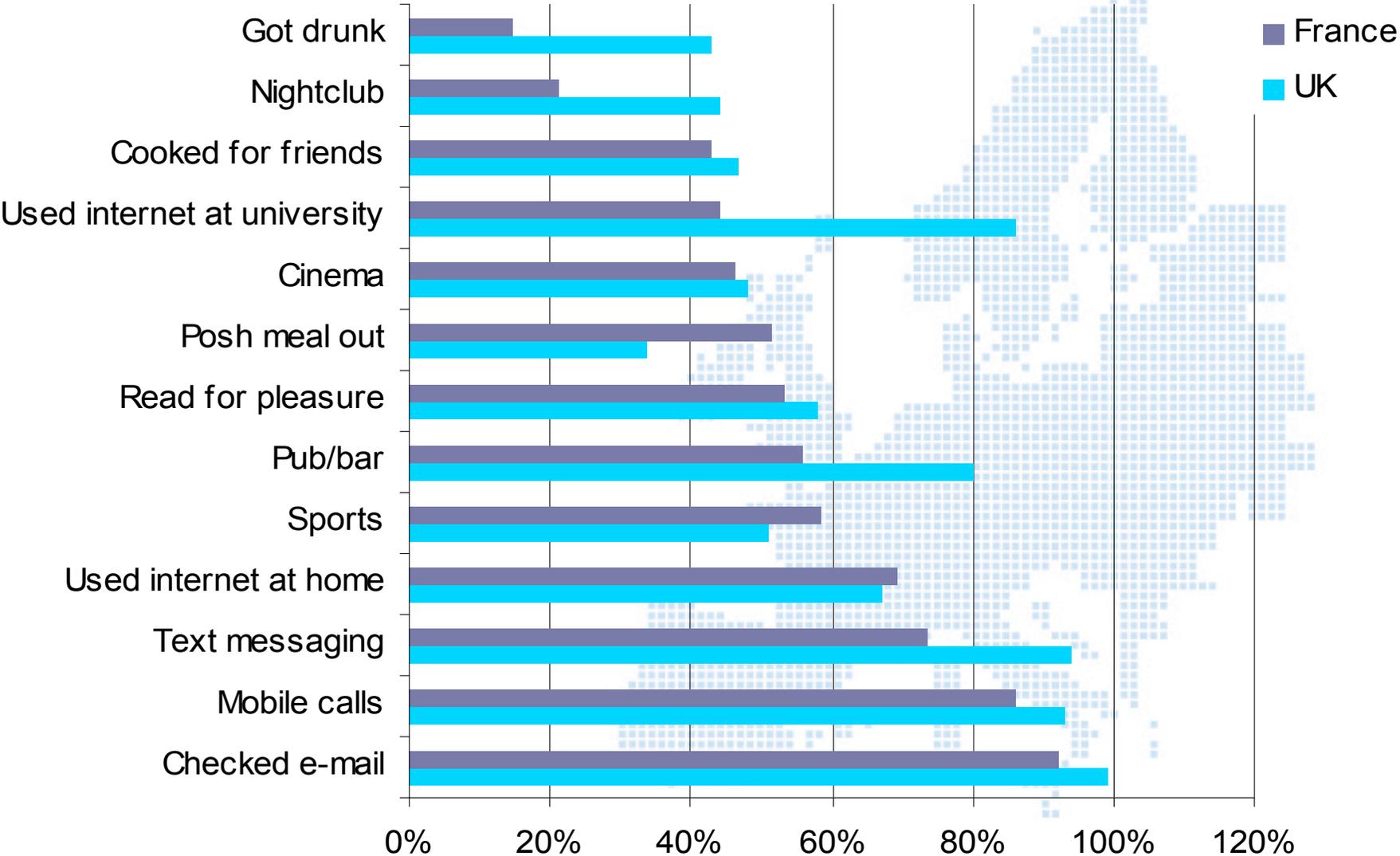
# Skills and attributes



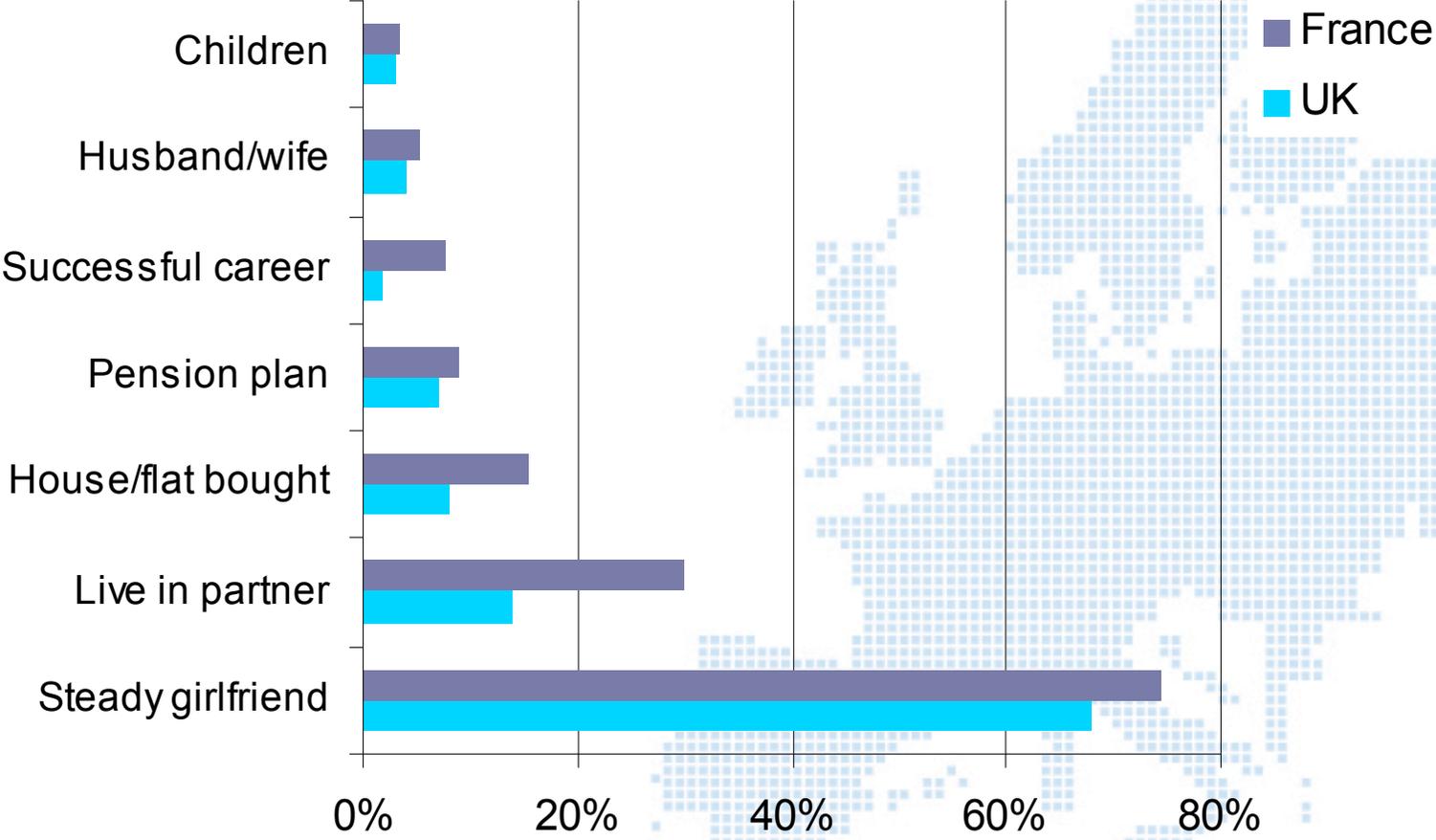
# Self-perceptions



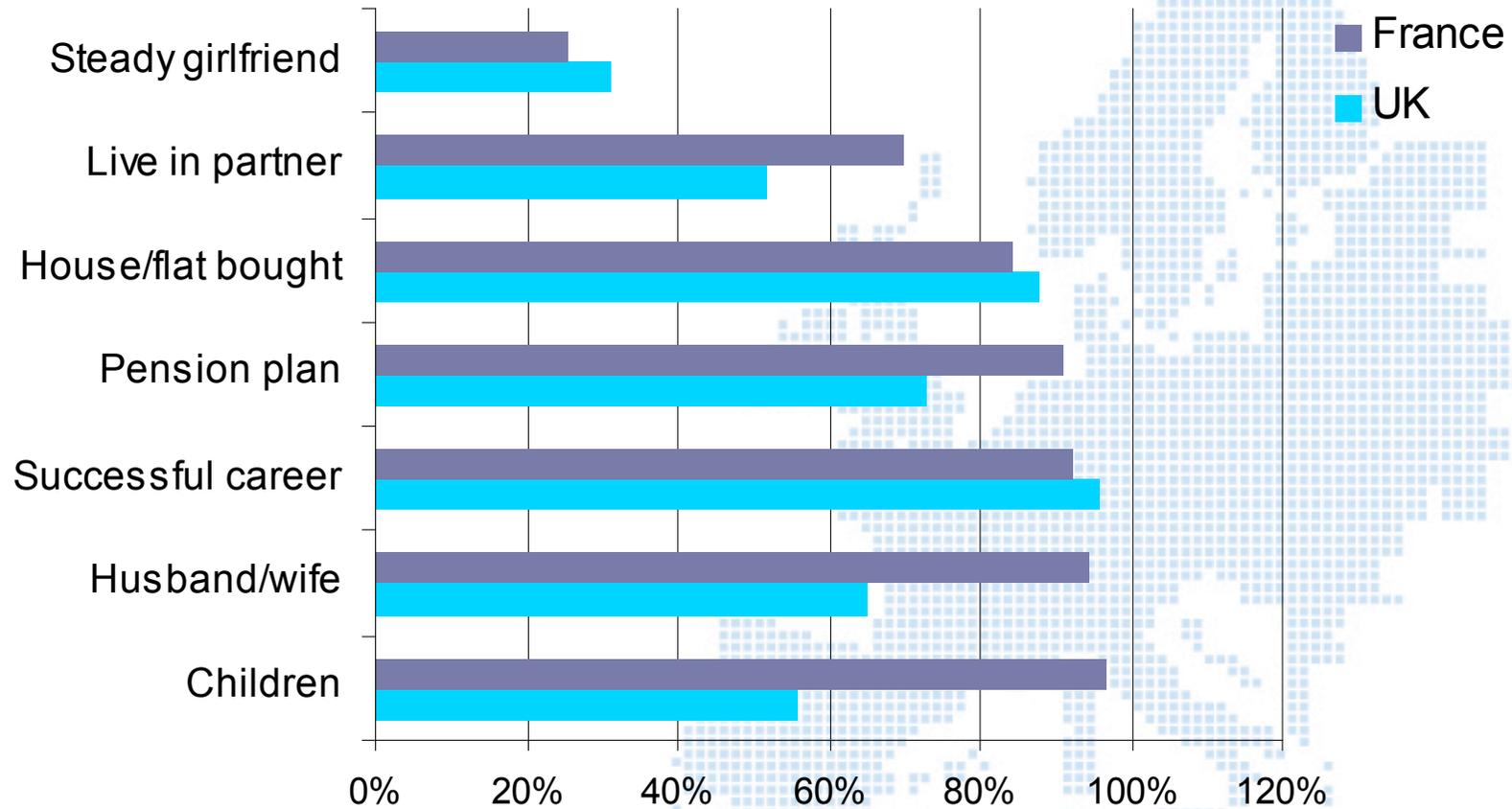
# Activities in the last week



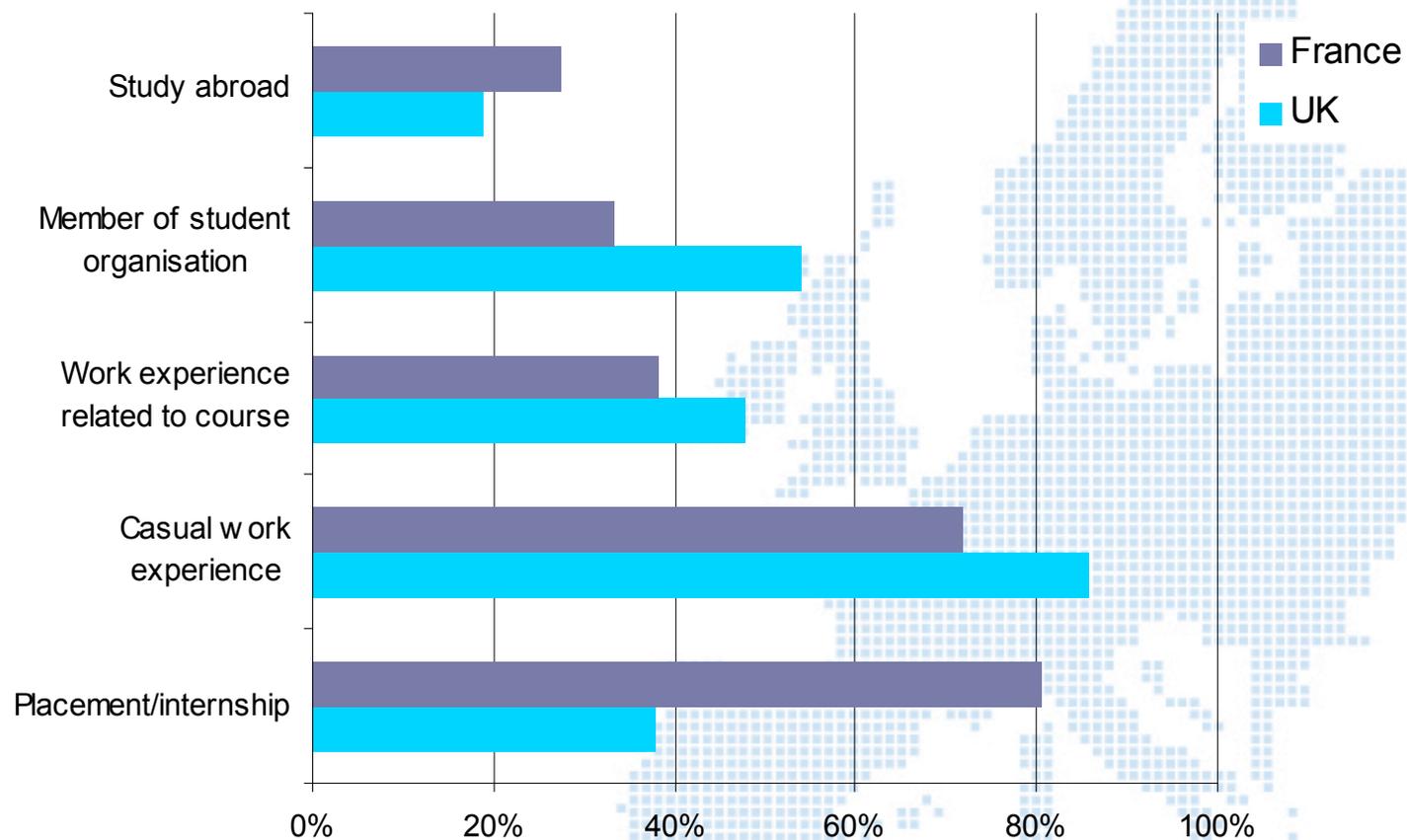
# What students already have



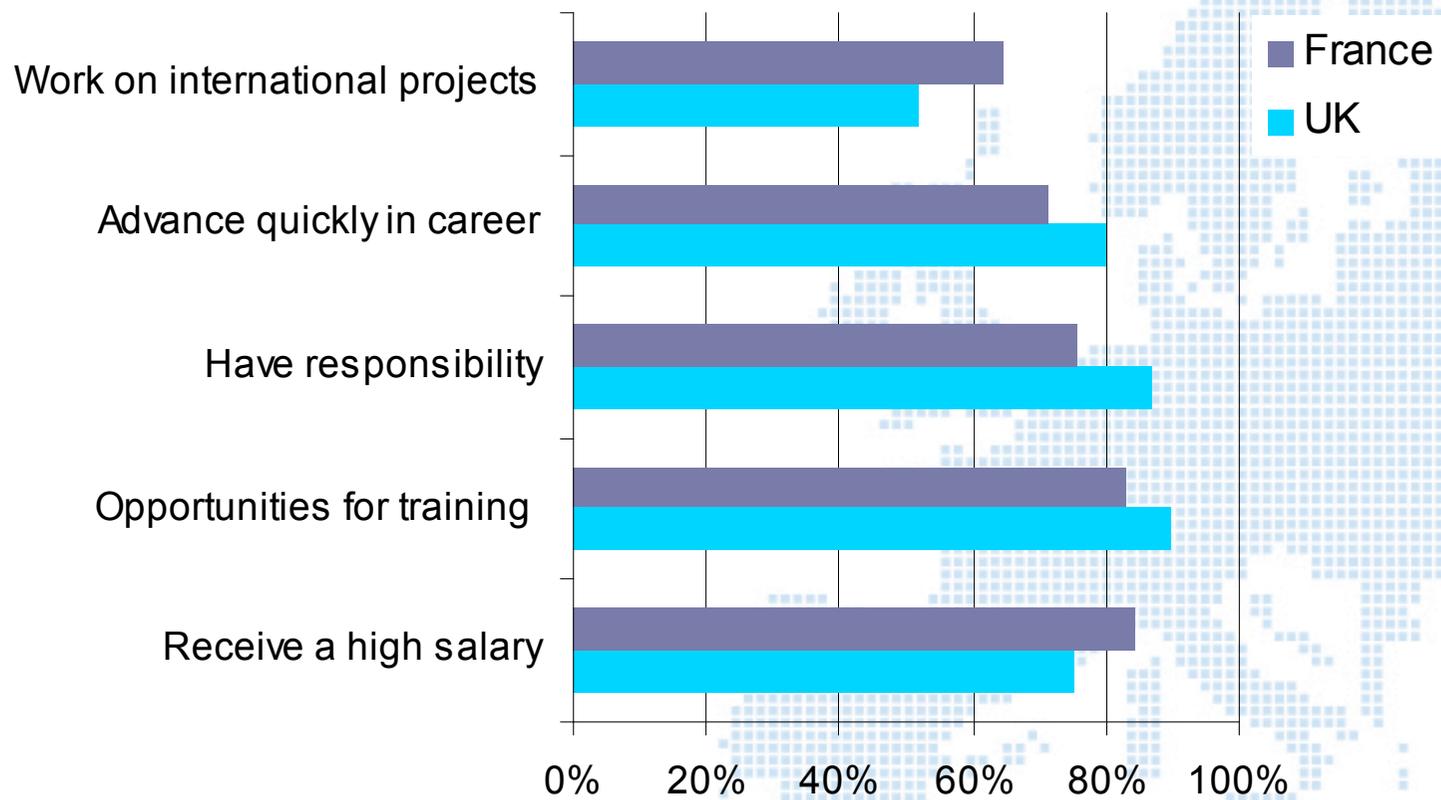
# What students hope to have



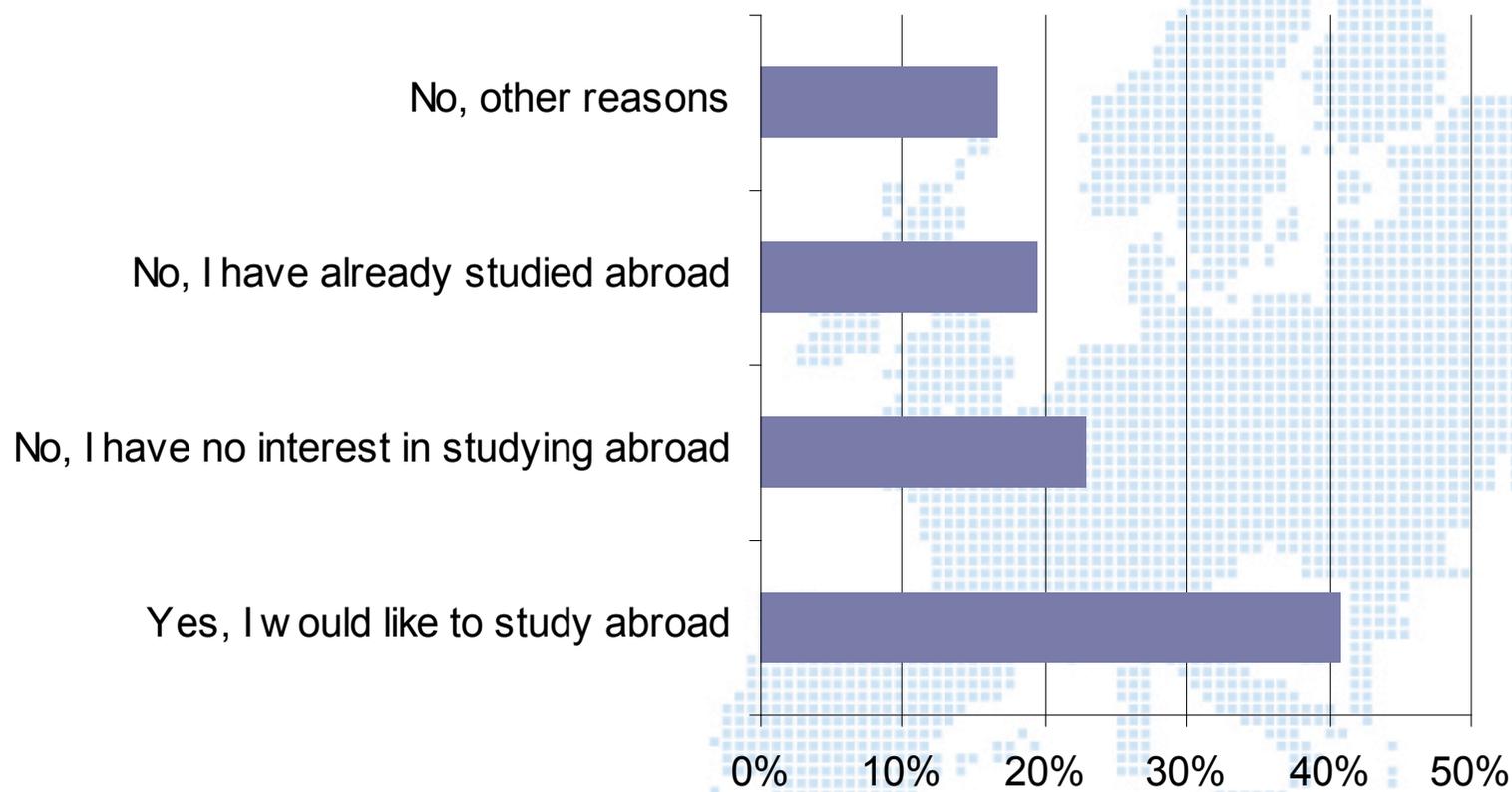
# Experience



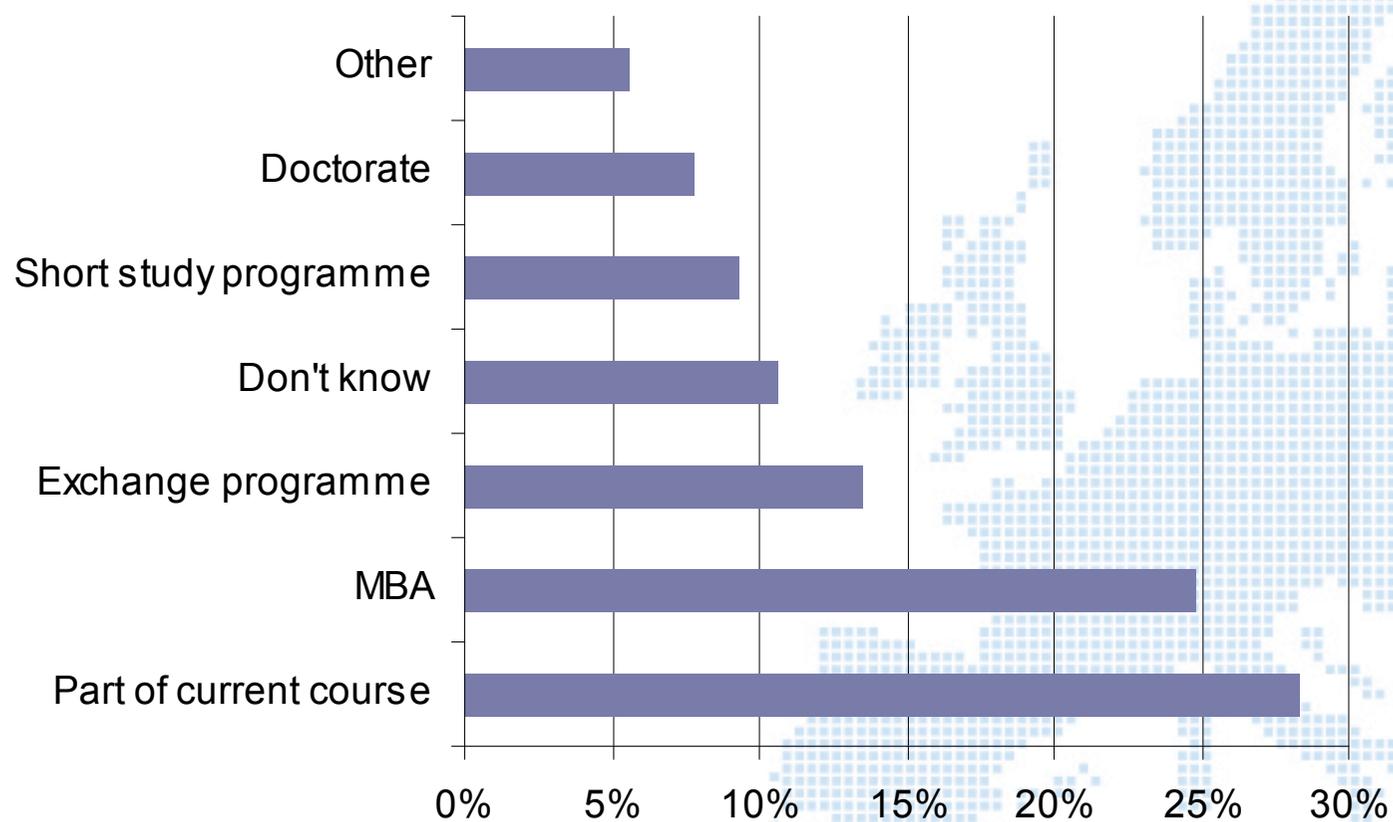
# Important career factors



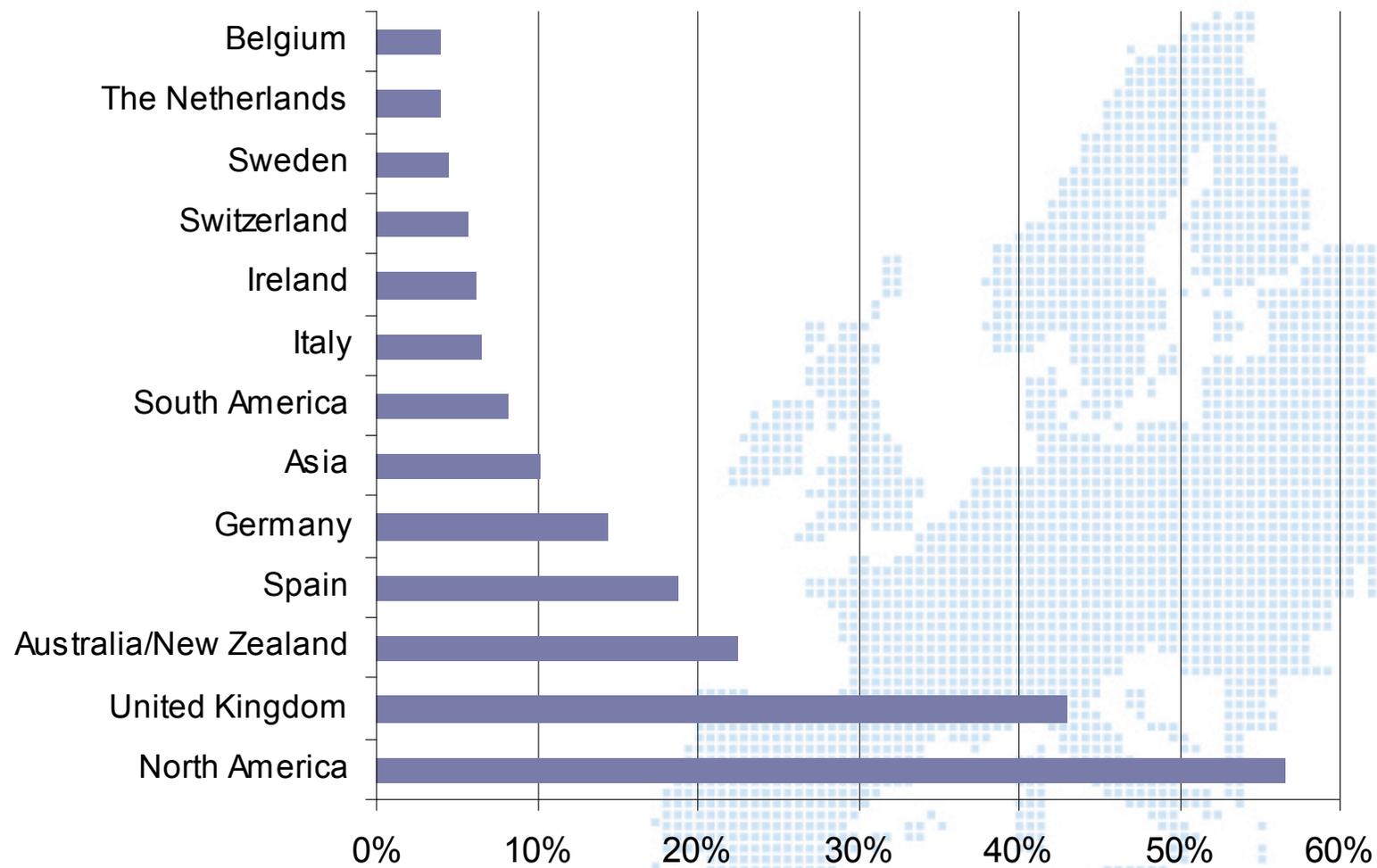
# Study Abroad?



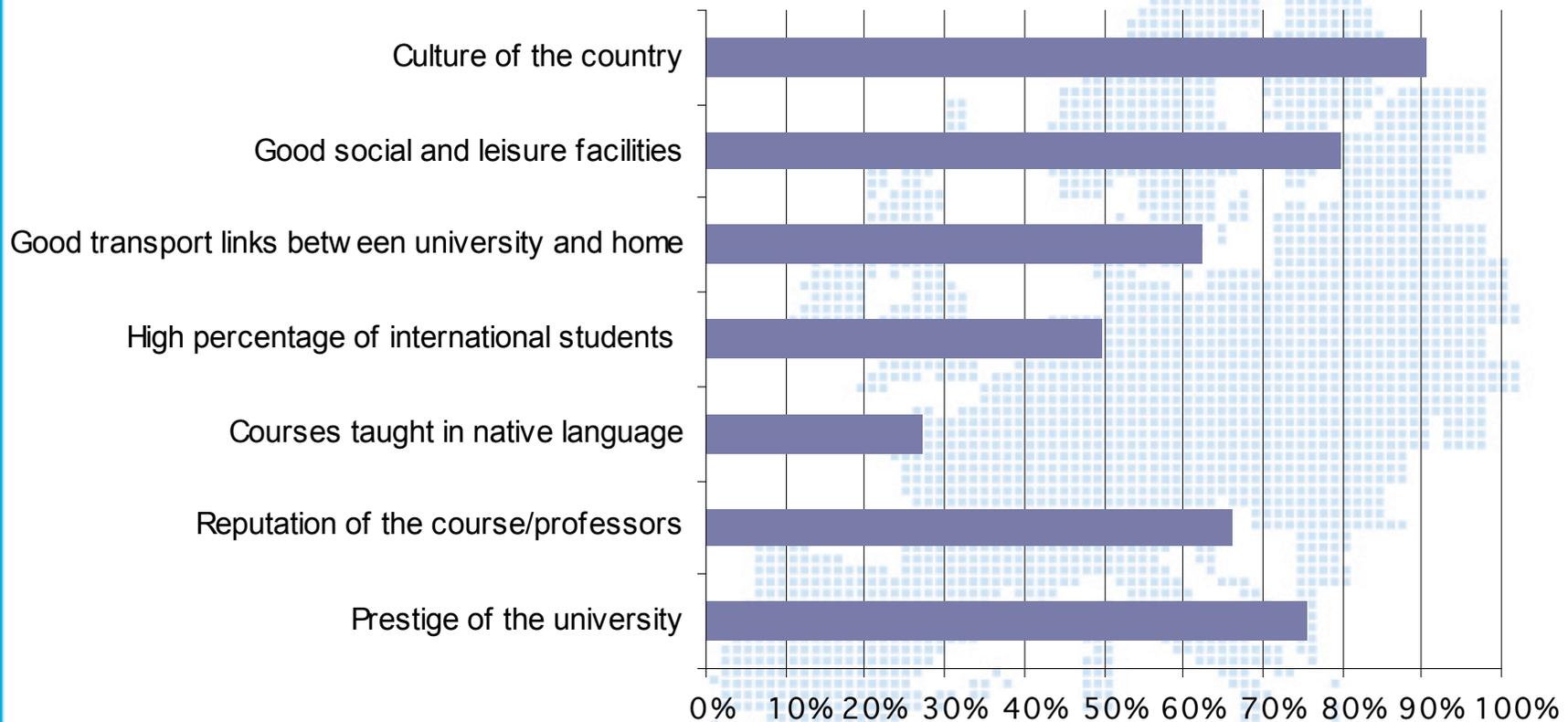
# Level of study abroad



# Preferred country of study



# Important factors in choosing where to study



## Summary

**76% English fluency**

**Over 60% have, or would like to, study abroad**

**UK = 2<sup>nd</sup> most popular destination, 43%**

**Differences in culture, lifestyle and ambition**

**Lack of understanding of UK education system**



# European Marketing Network



# European Marketing Network

*From the horse's mouth*

## Euro Student 2000

Dr. Giovanni Finocchietti, Head of Research Fondazione Rui (Rome, Italy)

My presentation<sup>1</sup> is intended to contribute to the topic of the session by focussing on the living conditions of students in a number of European countries as they come out of the Euro Student Report 2000<sup>2</sup>. The presentation will be based on data and facts, because this is the approach of the Euro Student Project, aimed to deliver information on the social and economic conditions of student life in Europe, and to condense this information into the form of comparable indicators. The potential users of those reliable and up-dated information are, first of all: policy makers, at both community and national level; officers involved in student matters in universities and in student welfare systems and educational experts.

### The project philosophy and the participating countries

The Euro Student Report Project started in 1994 with a feasibility study made by four countries (Austria, France, Germany, and Italy) in response to a suggestion made by the Ecsta - European council for student affairs. The proposal to start a joint project for a European social survey was addressed by the Conference of the General Directors of Higher Education of the EU member States in 1999 to the interested countries. Thus, the Euro Student project is not a centralised action of the European Union: it is based on the self-commitment of a number of European countries. In this scenario, the need arose to develop an organisational concept without the authority of a central coordination, and the project philosophy was developed in agreement between the national surveying bodies (either governmental, or nongovernmental).

The Euro Student project is a joint action: all data conventions were jointly developed and agreed and declared to be binding, on the basis of mutual data conventions. The core data results are a side product: they have been extracted from existing national surveys. Nine countries joined forces to carry out the survey for the Euro Student 2000 survey. The Report is based on contributions from the following countries: Austria; Belgium (Flanders); Belgium (Wallonia-Brussels); Finland; France; Germany; Ireland; Italy; and The Netherlands. The joint output formats for the presentation of the data and indicators proved to be the most important agreement in the project philosophy. Since it is unrealistic to collect and record the data in line with absolutely identical data features, common denominators for the descriptions were found by selecting comparable sections of the social structure or by aggregating at a higher level. Thus, while preserving the

national features of the statistics, it was possible to deliver comparable key figures for the most important phenomena of the social dimension. The core data are presented in national profiles. These national profiles are comparably structured and allow differentiated comparison of certain aspects, albeit using the national nomenclature. Each topic-oriented presentation of results in the national profile had to be condensed into an indicator.

These indicators were brought together by a small central coordinating office and compared in a synopsis of indicators. The data for the national profiles have been collected into a Cd-Rom; data may be read either by topic or by country (Cd-Rom enclosed to the Euro Student Report). Only the comparison of 68 indicators on the social situation of students has been published in print format: edited by "HIS" - Hochschul-Informationssystem (Hannover). The synopsis of indicators was only intended to point to the basic differences in the social structures. The question as to the reasons for deviations between the individual countries can only be answered with the reference systems of the national profiles. The whole report (profiles and synopsis) is online, too, on the website of His.

The Euro Student Report 2000: main topics  
The Euro Student survey project was faced with the following problem: in a comparison among different countries, the abundance of data on the social situation of students may become a more serious problem than the lack of data. Thus, there was a need to condense the flood of

In the Euro Student survey 2000 data and indicators were collected on the following topics: demographic characteristics; access to higher education; study performance; social make-up of the student body; accommodation; financing; living expenses; student employment; and internationalisation. This presentation will focus only on some aspects of the social situation and the living conditions of students in the countries participating in the Euro Student Report Project. For further aspects, reference is to be made to the Report and the national profiles.

### Demographic characteristics and social make-up of the student body

Data on the demographic features include: development of student numbers; data on gender; partnership/marriage; students with children; and

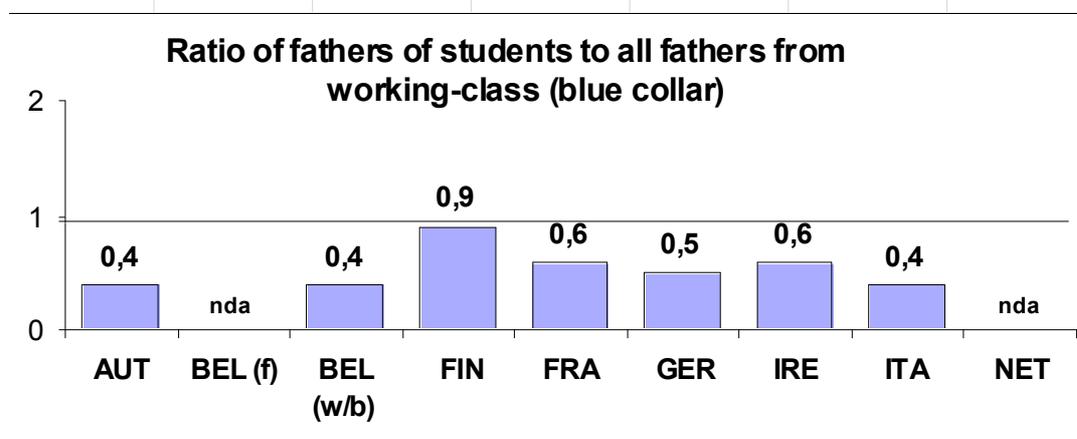
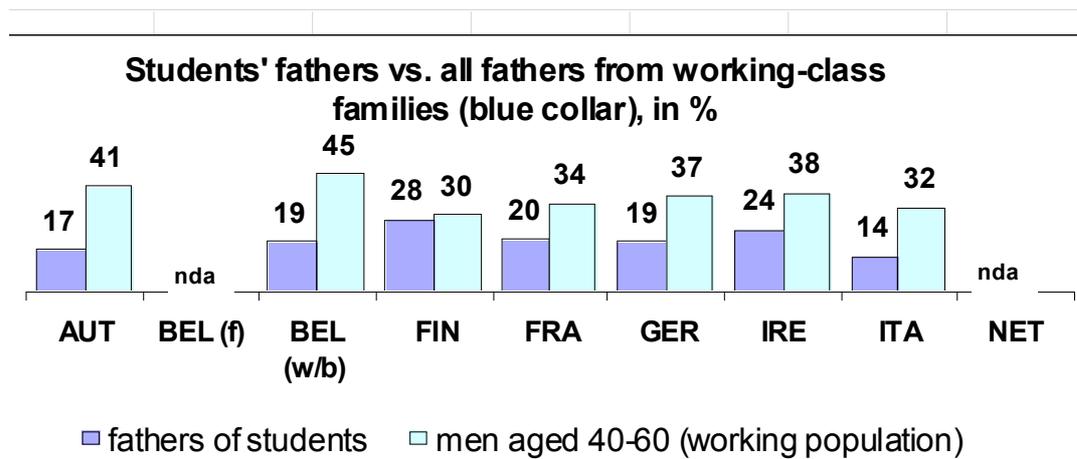
students with health impairments and special needs. Data on the social make-up of the student bodies include: parents' educational level; parents' occupational status; parental income.

The social origin of students is the foremost indicator on the social make-up of the student body. It can be determined by considering various aspects. The idea of the Euro Student survey is that by comparing the proportion of students from social groups with the corresponding proportions

of these groups in society as a whole, it is possible to calculate group-specific participation rates. The Euro Student report examines all three quoted variables, but now we focus on the occupational status of parents.

The question of social equality in educational access can be particularly examined by looking at the proportion of students from working-class (or blue collar) families.

## Students' social background - Occupational status of students' father



The corresponding value (top graph) varies very strongly from one country to the next. Larger proportions of blue collar family students may be caused by the respective proportion of those families in the general population. This means that we need to take into account the proportions of a social group in the general population. Only the ratio of these two pillars allows us to determine the degree of over- or under-representation.

The indicator in the figure's bottom graph is a ratio, which places the proportion of blue-collar family students in relation to the proportion of workers in the general population. At a maximum value of 1.0, it would have achieved a level of representation which corresponds to the

proportion in the population. What comes out of the survey is that: in all the surveyed countries the values lie below 1.0; the differences vary greatly: only Finland comes close to the target of just representation (0.9), while all other countries are still far from the target value (please note: Finland surveyed both university and non-university sector, i.e. vocational higher education; this may explain the strong difference).

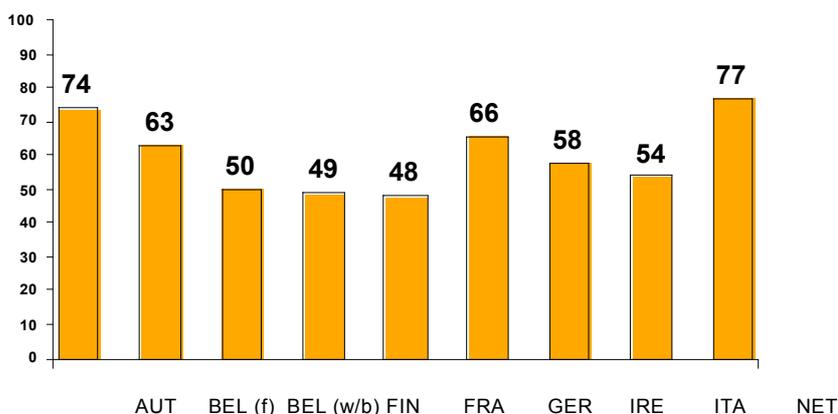
Inequalities in the "social participation" issue can be read not only from the occupational status of parents or from the working-class students indicators. They repeat themselves similarly when other social indicators are used as a basis, such

as the educational background or the family income. The question "which causes underlie this social inequality?" is very important. Anyway, the Euro Student report can deliver only a part of the possible explanation, since different items may be relevant, such as: individual students' personal attitudes; and students' strategies towards their future (This level of the analysis which should sound familiar to guidance and counselling experts). Social selection not only takes place in access to higher education, but also much earlier in the course of schooling time.

### Student employment

Data collected by the survey show: the proportions of working students, the level of student self-funding, and the time load dedicated to extra-study activities. The main achievement of the survey was that taking up a job while studying is part of everyday student life in all countries, and both in the lecture period (class/semester) and during holidays.

### Employment rate, in %



Student job rate is very high in all participating countries, ranging from about 3/4 of the total student bodies in The Netherlands and Austria, to about 2/3 of the total in Germany and Belgium (Flemish comm.) and to more than 1/2 of the total in Ireland, Italy, and Belgium (French-speaking comm.). The average time for job activities is about 11 h/w in most countries. The proportion of total personal income contributed by job or employment vary from country to country and from group to group. In any case, job contribution to the student budget is relevant (we will come to this issue later).

"Why are student jobs so common?": the answer to this question is not easy, since we see that job rates are very high even in countries where support from the student welfare systems is well developed. Moreover, job rates are high in all student groups, included the "rich" students, i.e. students coming from wealthy social backgrounds. In some countries, like France or Italy, the national surveys focussed on such an issue. Let me refer to the situation in Italy.

In Italy, the job rate was 54% in the year 2000 (increasing during the years). Temporary, seasonal or occasional jobs are far more common

than stable jobs, either part- or full-time: 2 out of 3 students with a job declared temporary jobs; only 1 out of 6 students with a job declared to have a stable full-time job (the so-called worker students; they are declining in recent years); and students start having jobs early (in the age cohort 19-21, job rate is >25%).

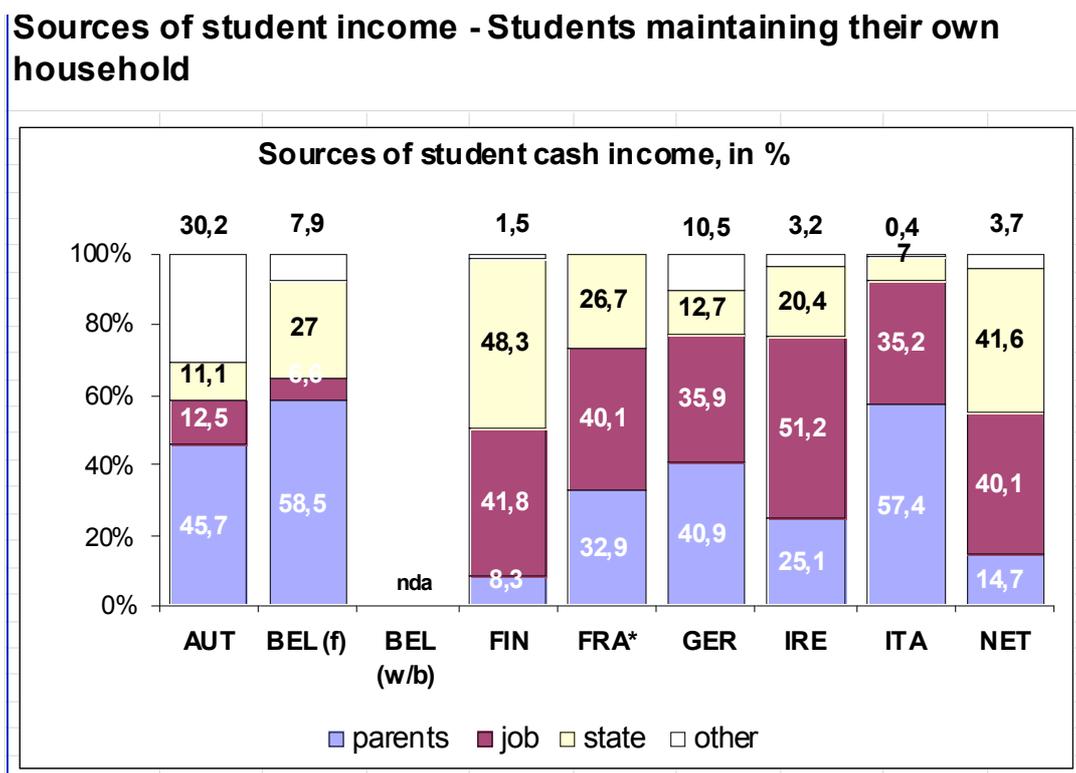
Full time students are a minority; nevertheless an institutional profile of the part time student does not exist. Thus, the prevailing student profile is a "mix profile" (in Italian: figura mista); they are no longer just students, they are not what commonsense means with "workers". Answers to the question "why do students work" must take into consideration different aspects. There are relevant changes in the labour market (kind of works offered) that influence the ways young people work (this is a supranational tendency). There is an increasing uncertainty among young people about the future, which urges many people to enter as early as possible in the labour market. Average study duration is high, thus boosting students to get jobs in order to reduce dependence on their parents. Last but not least, an early entry in the labour market is often boosted by the universities, e.g. in the form of stage, internship, curriculum enrichment (in Italy universities and Student welfare bodies offer part

time jobs to the student as an additional source of financial support).

### Student income and living conditions

We spoke about the contribution of job or employment to the student financial budget, so let's come to this issue. Together with living conditions, the student financial budget is a key issue in the survey. As for the students' financial

budget, Euro Student data depict the differing pillars of student financing in their respective proportions, and the level of student income and expenditure. As for living conditions, data describe the respectively chosen types of accommodation, in order to have information about adequacy of student welfare services, and dependency structures and separation process from the parental home.



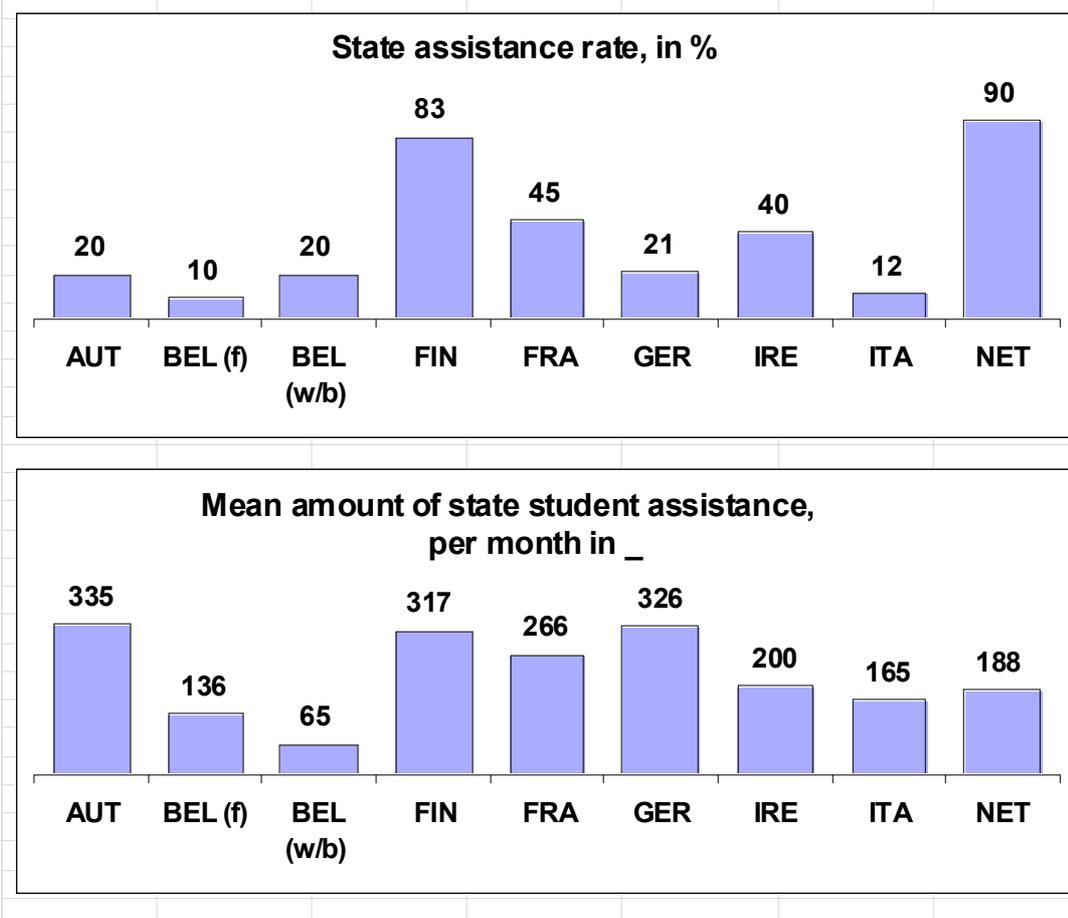
In order to have comparable and reliable data on student income and expenditure, we took into consideration students maintaining their household (i.e. not living with parents).

Three main sources determine a student's budget in all surveyed countries: parental payments; personal earnings; and State or public support. Countries differ significantly in the importance of the individual sources: in Italy and Belgium (Flanders) parents carry the main burden of student funding (57%); in Finland average family contribution to the total budget is only about 8%; other countries lie somewhere in-between these two poles.

In the above-mentioned countries, State educational assistance is structured either as complementary or subsidiary to the share of family contribution: the highest state/public share in the student budget is in Finland and The Netherlands (48-42%), the lowest in Italy (7%),

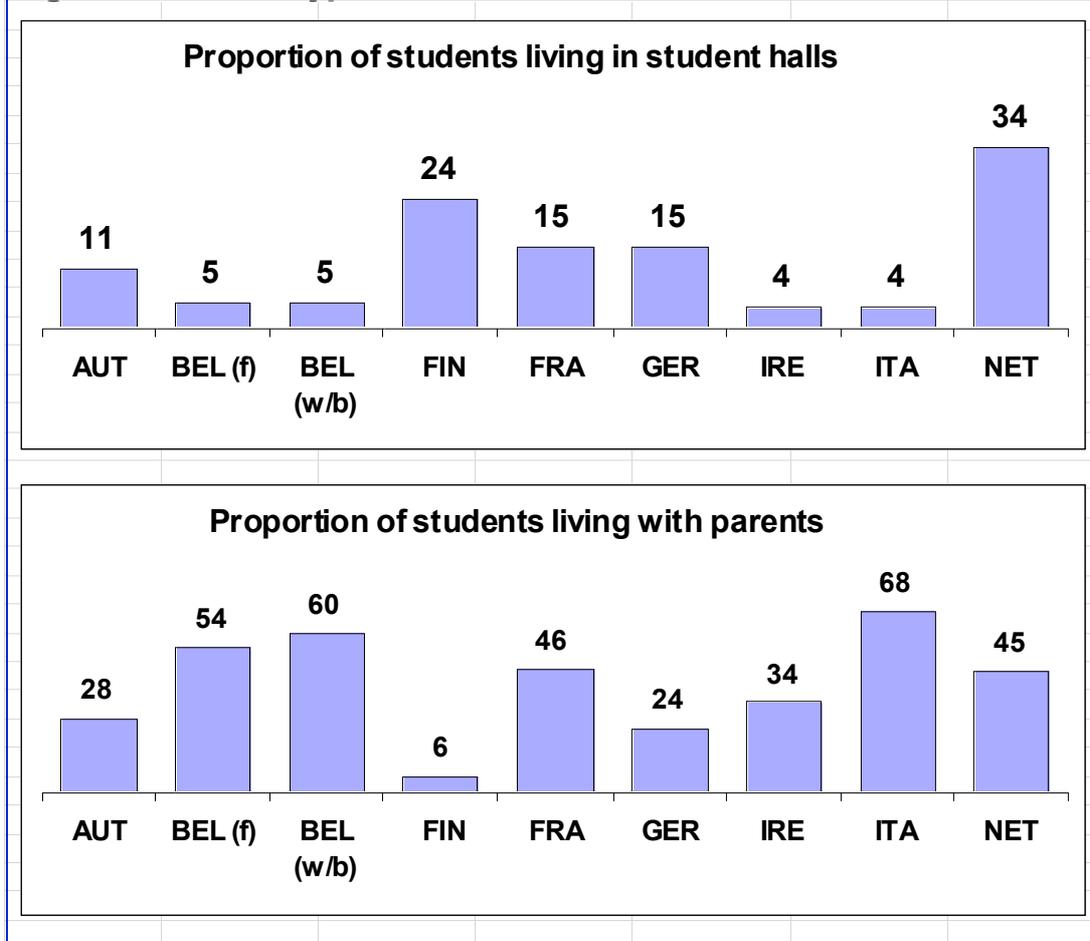
Austria and Germany (11-13%). Family and State/public financing form the main basis of the student budget in all countries, regardless of the subsidiary relationship of the two sources. However, this student-funding basis of state and family payments no longer suffices to finance their studies. Thus, in many countries student jobs have become the third pillar in the student budget: job contribution is very high in Finland, France, Germany, Italy and The Netherlands (35-42%) and Ireland (>50%)

The relevance of State/public financial support for the average student budget depends on the extent to which support is distributed among students, and the amount of Support.

**Fig. 23: State assistance for all students**

Data collected show, again, that relevant differences exist among countries (please note that data in these graphs refer to all students, not only those maintaining their own households). Substantial differences appear in the extent of distribution (top graph): in Finland and The Netherlands a very large majority of students benefit from State/public support, while in Germany or Italy the proportion of students receiving support is below 20%. The amount of monthly State/public support (bottom graph) ranges from € 136 to € 326 (with the exception of French-speaking Belgium). The average amount across participating countries is € 250.

In the analysis of the financing structure, anyway, purely monetary indicators do not suffice, and other facts are also to be considered. For example, the type of accommodation makes it possible to establish that in countries like Italy and Belgium the strong burden on the parents can only be managed because the majority of students live in the parental home.

**Fig. 16: Student type od residence**

International student mobility.

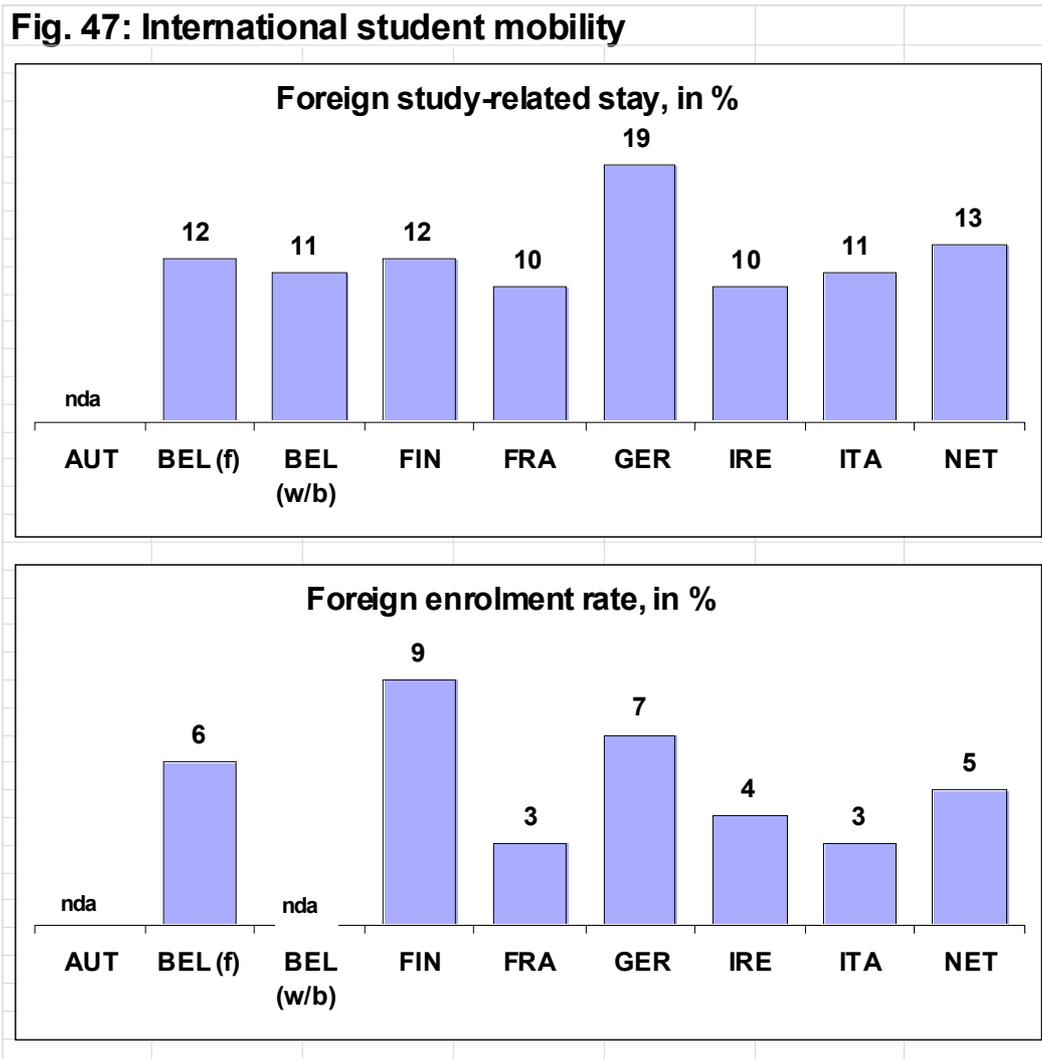
In this case, family burden is a form of subsistence economy: it is not just money; it is also indirect support (i.e. a student don't pay for home and food) and personal services; and it has an impact not only on the degree of personal independence, but also on the possibility of taking part in international mobility (non-cash study financing is not portable!). Also job incomes cannot be transported and to this extent also act as a mobility barrier (both in-country and in international mobility) to students who fund a high proportion of their budget from gainful employment.

These examples serve to make it clear that the indicators are not only highly informative as a means of describing a specific detail of the social situation (in this case, financing) but, in connection with other social indicators, they may also reveal mutual dependencies with other fields of the social situation. These mutual dependencies are of major relevance and need to be taken into consideration when, for example the Commission or the individual countries want to define educational policies, or to plan measures, such as those promoting the European Higher Education Area and implementing the Bologna Process.

By quoting the European Higher Education Area, we come to the last topic, which is international mobility. In the Euro Student Report the following topics are envisaged: study-related staying abroad; geographical flows; target objectives of mobility; the financing of activities abroad; and the effect of language proficiency on mobility.

International student mobility is one of the action fields directly supported by the European Community. We all know about Erasmus as a component of the Socrates programme, or about Leonardo da Vinci. Anyway international mobility is not just Erasmus: only a part of the students go abroad with Erasmus or another EU or non-EU programme. In fact in Finland or Ireland about one out of three mobile students have been abroad with Erasmus, while in countries like Belgium, Germany, Italy and The Netherlands, Erasmus mobility rate ranges about 20-25% of the total international mobility

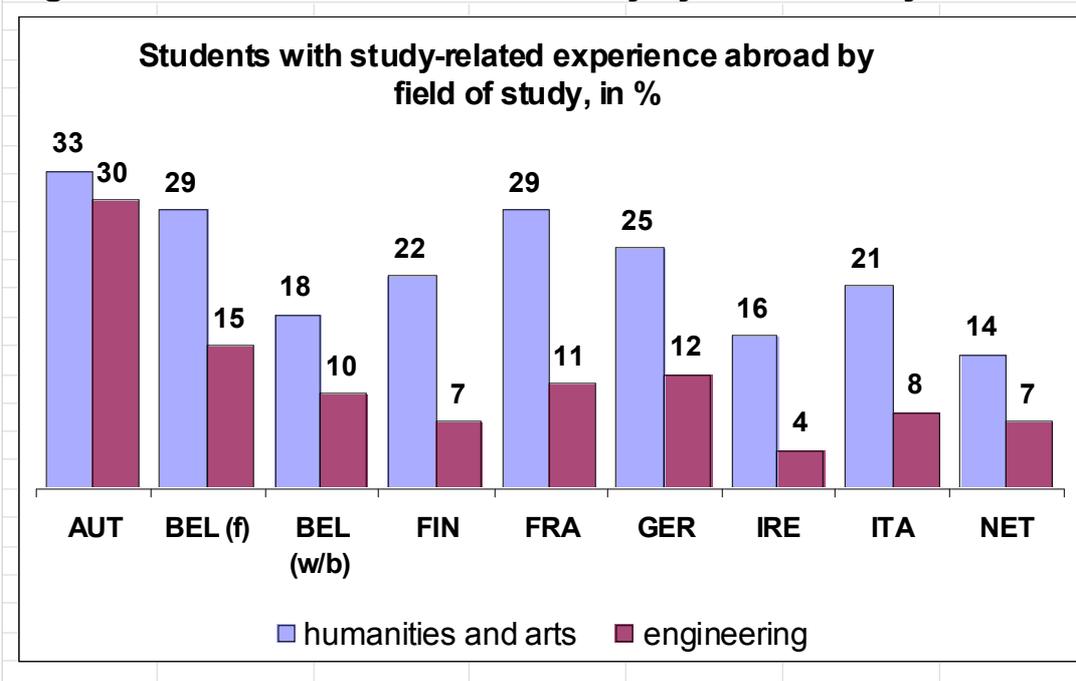
The indicators on international mobility contained in the Euro Student Report refer to the overall student population, considering both "programme student" and "free movers", and either study-related stays abroad or other motivated stays abroad which relate to study (e.g. foreign language learning, stage, etc.).



The top graph reflects the overall mobility of students, i.e. studying at a university plus other study-related stays abroad. At least one in ten students in the individual countries have acquired study-related experience abroad (Germany is in some way an exception and has the top value at 19%). The comparison in the bottom graph makes it clear that a high rate for study-related experience abroad is not automatically connected with a high enrolment rate at foreign universities. In fact: in France or Italy most students go abroad for study-related language courses, while only relatively few enrol in a university abroad; majority of students from Finland go abroad to enrol in a foreign university.

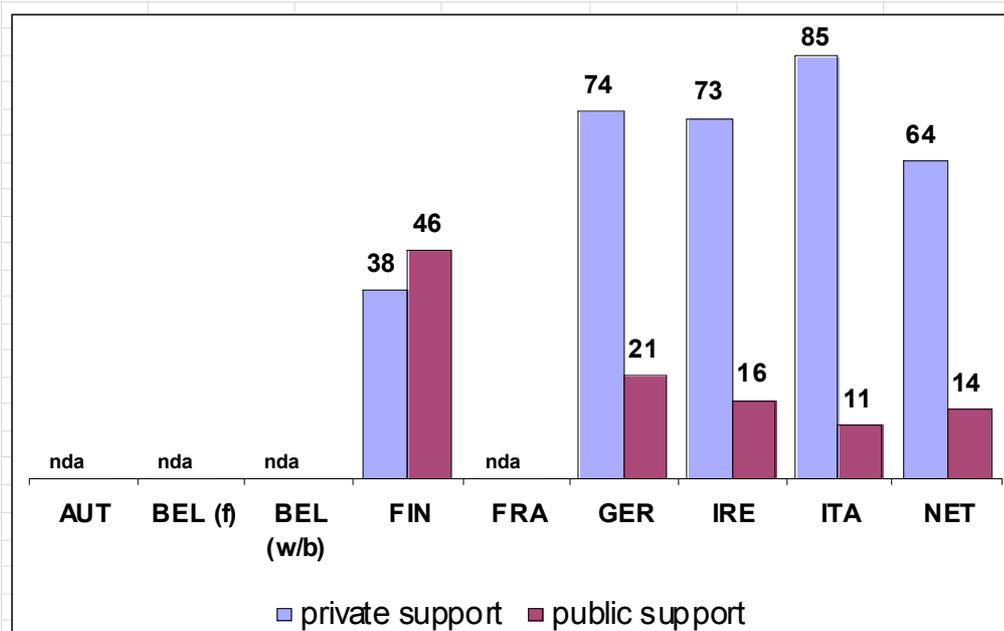
Participation in international mobility depends on a large number of determinants; in Italy and in Germany analysis identified a number of factors as decisive. With regards to the field of studies,

factors were: relevance for the studies; relevance for the profession. With regards to individual students' profiles, relevant factors were: foreign language skills; achievement-oriented personality; socio-economic situation.

**Fig. 51: International student mobility by field of study**

These factors, however, vary substantially between disciplinary cultures. As a matter of fact, mobility for engineering students is far lower than in the field of human sciences and arts. Determinant for this situation is, among others, the fact that language skills are generally not as well developed among students of the technical

sciences. Moreover, some of those students may see at an experience abroad as a way to slow down the expected progression in the individual curriculum. This kind of barriers needs to be given greater consideration in specifically targeted mobility promoting measures.

**Sources of finance for study-related activities abroad\* (in %)**

\* "private", "public", or "not clearly specified"; without 'other'

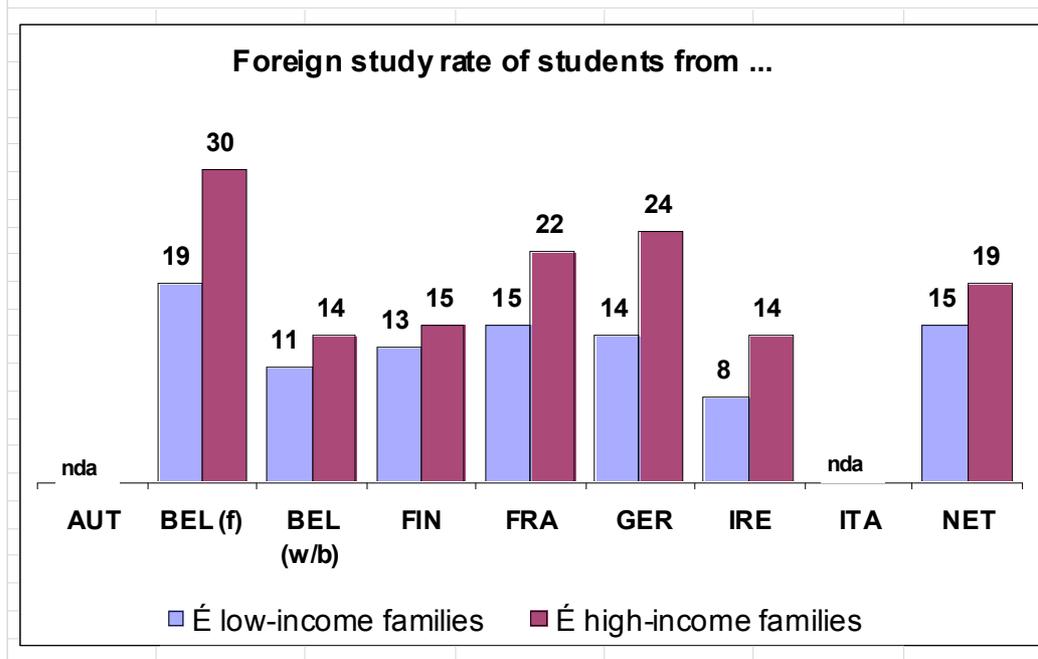
Now let us look to the social participation in international mobility. Inequalities in the participation in international mobility are greater

where the parents bear the main financing burden: this happens in all the countries that surveyed this item, i.e. Germany, Ireland, Italy,

and The Netherlands. Inequalities seem to be lower where direct State/public support is most extensive, and where the national state support is portable, i.e. is structured in such a way that students can take the support with them abroad. This is the case of Finland, where public support to international mobility is stronger than private support. Differences in the sources of financing of international mobility may have a direct influence

on social participation in international mobility. As a matter of fact, if we look to socio-economic indicators, and compare mobility rates for students from families with high or low incomes, a lower participation rate can be found for students from low-income families in all countries (Please note: in Italy we did not surveyed the family income, but if we look at mobility rates by socio-economic status, the situation is the same).

### Study-related stay abroad by parental income (in %)



However, the differences are not as strong as may perhaps have been expected. As already suggested, the socio-economic situation by itself is not the decisive factor for international mobility. Thus we come back to the point of mutual dependencies among indicators and, in general, among different aspects of the students' social condition.

<sup>1</sup> The author wishes to thank Mr. Klaus Schnitzer, Project Manager and co-ordinator of the Euro Student 2000 Report Project, for his contribution to this paper.

z Euro Student. Social and Economic Conditions of Student Life in Europe 2000. Hannover 2002, HIS - Hochschul Informations-System GmbH.

information into comparable key data. Although core indicators do not represent the full breadth of social phenomena, nevertheless they can provide reliable indications of major differences in the student social situation, they may serve as a yardstick for differences in the social dimension, and can be used to define and bring into operation minimum standards and target goals.

## Earning, Learning & Leisure: Achieving Work/Life Balance

Dr. Diana K. Kelly, Head of Lifelong Learning, Dublin Institute of Technology

### Abstract

The “Lifelong Learning University” is designed for changing life patterns, so busy adults can combine earning, learning and leisure for a balanced lifestyle. In the current rigid structures of higher education, this blended life pattern is often not possible. In the future, universities will need to become more learner-focused, using a new “Learning Paradigm” to encourage and facilitate lifelong learning. Universities must recognise that adults have integrated lifestyles, combining learning with work, family responsibilities, and leisure activities. To become a “Lifelong Learning University” it will be necessary to develop a much greater focus on the needs of the learner, to facilitate access and success throughout the learners’ lives.

### Lifelong Learning and Work-Life Balance

How is “Work-Life Balance” described? According to Stephen Covey (1994) and Hyrum Smith (1994, 2000), it is important to consider how to balance your life, so that you spend time on the things you feel are most important. More recently, the Department of Trade and Industry (UK) states that work-life balance is about adjusting working patterns to help people combine work with other responsibilities or aspirations. Increasingly, employers are developing a wide range of work-life balance options, covering flexible working arrangements and flexible benefits packages.

How has higher education addressed work-life balance? Are institutions of higher education recognising the needs of adults to lead an integrated and balanced life which combines learning with work and family? If businesses are starting to consider ways to make the workplace more family-friendly, through flexible working hours and working from home, is it time for higher

education to also consider new structures and approaches which allow adults to realistically combine learning opportunities with the rest of their lives?

### Changing Life Patterns (see chart)

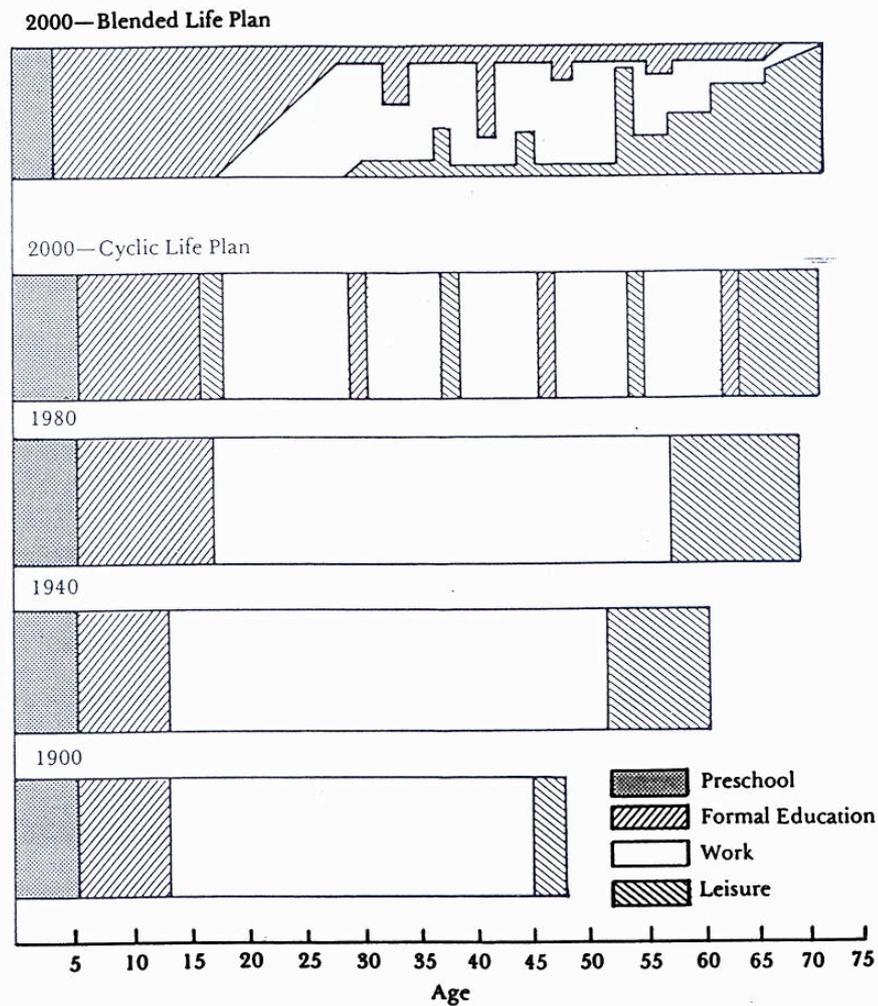
In the past, people had more predictable life patterns: Education – Work – Retirement. Compulsory education was the focus for those up to age 17 (or younger in some countries), and then selected young people continued immediately into higher education, which presumably provided educational preparation for the rest of their lives. Following education, adults were focused on work until retirement age. Life

patterns were more predictable: from education to work to retirement.

However, times have changed. Today adults, even young adults, have a blended life pattern which combines learning with work and leisure. Young people begin to combine work with learning while in secondary school, and this pattern continues through third-level education. Adults who are working full-time often need to dip into education over and over through their working careers. In the future, it has been predicted that people will change careers (not jobs) several times. For this reason there is a need for continual skills upgrade, but this must fit into the new life patterns of adults. A study in the U.S. (Quinley & Quinley, 1998) found that adults were often participating in higher education in multiple cycles to meet a wide variety of personal and professional needs. Adults participate in formal or informal learning, or in some cases self-directed learning. People are now integrating leisure into their life patterns, taking gap years or sabbaticals and participating in leisure interests throughout their lives.

## Facilitating Education for Older Learners

Figure 4. Life-Span Distribution of Education, Work, and Leisure.



Source: Adapted from Work in America Institute, *The Future of Older Workers in America*. Scarsdale, N.Y.: Work in America Institute, 1980.

### The New “Learning Age”

According to many reports, changes in society and rapid change are dramatically increasing the demand for lifelong learning opportunities. Peter Drucker (2000) notes that online learning is a trigger for the growth in continuing education, but profound societal changes are increasing the demand for lifelong learning. Unlike today’s higher education model in which students “come to the campus,” in the new Learning Age, learning opportunities will be “anytime, anywhere” through a combination of delivery modes: distance and online learning, campus-based courses, corporate

universities, and for-profit institutions. If this is the new learning age, what prevents adults from

participating in higher education to a greater extent? Traditional higher education may need to change radically to be a part of the new Learning Age.

### Barriers to participation in Lifelong Learning

There are three types of barriers that may prevent adults from coming to higher education. First, there are dispositional barriers: some adults feel that “higher education is for others – not for me.” This is often the result of prior negative

experiences in education or poor literacy skills. Second, situational barriers are personal issues which may prevent participation in higher education. These may include lack of time and money, work and family responsibilities, and lack of transportation or child care.

Finally, institutional barriers are those which are unintentionally set in place by higher education institutions. Because institutions were developed to meet the needs of more predictable life patterns, they now present institutional barriers to Lifelong Learners with blended life patterns. What if an adult wants to enrol in a course in November? He may be told that the only entry point of the year is September, so he will need to wait until next year. What if an adult is only available to attend a course one evening per week? She may be told that the course meets three evenings per week – it's the only way it's scheduled. Scheduling, locations, admissions procedures, lack of support services, and lack of flexibility in course structures are institutional barriers which might prevent adults from participating in higher education.

A Learner-Centred Strategy for the future: The "Lifelong Learning University"

Many European reports on lifelong learning have been issued in recent years, and they are all making the same recommendations. To increase lifelong learning, higher education must do the following: become more flexible through modularisation of curriculum, make scheduling and location of courses convenient to adults, provide smooth transitions from various providers, recognise and accredit prior learning (including experiential learning), increase access for underrepresented groups, and increase opportunities for information and guidance prior to application. By implementing these changes, we will create a truly "Lifelong Learning University." First, the Lifelong Learning University recognises that today's university students are rarely full-time students who are completely focused only on education. Both younger students and adults are now more likely to have blended life patterns and multiple life roles. They must fit education into their busy lives, and higher education must be re-structured to facilitate this.

Second, the Lifelong Learning University acknowledges the variety of skills and competencies that learners bring, in addition to the traditional formal qualifications earned upon completion of secondary school. Assessment of Prior (Experiential) Learning takes into account the life experiences and other educational experiences that are valuable to the background of incoming learners. When prospective students do not have the necessary competencies in

mathematics, for instance, to be successful in the chosen course, rather than turning these prospective students away they are provided with opportunities through foundation courses or tutoring to gain the necessary skills prior to starting the course.

Third, a traditional model of higher education is classroom based, following an Academic Year schedule in which courses begin in September and end in May or June. A Lifelong Learning University provides courses in many different delivery modes, locations, and scheduling configurations. It is flexible, with a modular approach to allow entry at many points throughout the year. And the learning strategies include opportunities for online learning, self-directed learning, and problem-based learning.

Fourth, the Lifelong Learning University recognises that each learner has individual learning goals and needs, and offers ways for the learner to design a course or programme to meet these needs. A traditional institution has a more highly structured approach in which learners must complete the course or programme designed by others, without any choices or areas which may be emphasised.

Fifth, the Lifelong Learning University provides services needed by adults, including career and academic advisement prior to enrolment, child care arrangements, financial aid advice, opportunities to brush up on academic skills as needed, and learning support while participating in higher education.

### **The New "Learning Paradigm"**

The principles of the "Learning Paradigm" may be used to develop a model "Lifelong Learning University." In 1995 Dr. Robert Barr and Mr. John Tagg, proposed a new "Learning Paradigm" in an article written for *Change* magazine, a publication of the American Association of Higher Education. As Barr and Tagg outline, most higher education institutions operate under the "Instruction Paradigm:" their mission is to deliver instruction, transfer knowledge from professor to student, and offer courses and programmes. Measurement of success is often based on inputs: the qualifications of the incoming students, the degrees held by academic staff, the number of publications by academics, number of books in the library, research output, and other resources.

However, under the "Learning Paradigm," the institutional focus is on learners and learning (see chart below). The mission of the institution is to produce learning, to create powerful learning environments, and to elicit student discovery and construction of knowledge. Success is measured by student learning and success outcomes: learning growth, and the quality of exiting students. The barriers to successful learning and participation in learning are removed by paying

close attention to the needs of the learners. The focus of everyone at the institution, academic staff, managers, administrative staff and others, is on providing excellent services to help facilitate learning.

### Comparing Educational Paradigms (Barr & Tagg, 1995)

#### The Instruction Paradigm

#### The Learning Paradigm

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#### Mission and Purposes

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| <ul style="list-style-type: none"> <li>• Provide/deliver instruction</li> <li>• Transfer knowledge from faculty to students</li> <li>• Offer courses and programs</li> <li>• Improve the quality of instruction</li> <li>• Achieve access for diverse students</li> </ul> | <ul style="list-style-type: none"> <li>• Produce learning</li> <li>• Elicit student discovery and construction of knowledge</li> <li>• Create powerful learning environments</li> <li>• Improve the quality of learning</li> <li>• Achieve success for diverse students</li> </ul> |
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#### Criteria for Success

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| <ul style="list-style-type: none"> <li>• Inputs, resources</li> <li>• Quality of entering students</li> <li>• Curriculum development, expansion</li> <li>• Quantity and quality of resources</li> <li>• Enrollment, revenue growth</li> <li>• Quality of faculty, instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Learning and student-success outcomes</li> <li>• Quality of exiting students</li> <li>• Learning technologies development, expansion</li> <li>• Quantity and quality of outcomes</li> <li>• Aggregate learning growth, efficiency</li> <li>• Quality of students, learning</li> </ul> |
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#### Teaching/Learning Structures

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| <ul style="list-style-type: none"> <li>• Atomistic; parts prior to whole</li> <li>• Time held constant, learning varies</li> <li>• 50-minute lecture, 3-unit course</li> <li>• Classes start/end at same time</li> <li>• One teacher, one classroom</li> <li>• Independent disciplines, departments</li> <li>• Covering material</li> <li>• End-of-course assessment</li> <li>• Grading within classes by instructors</li> <li>• Private assessment</li> <li>• Degree equals accumulated credit hours</li> </ul> | <ul style="list-style-type: none"> <li>• Holistic; whole prior to parts</li> <li>• Learning held constant, time varies</li> <li>• Learning environments</li> <li>• Environment ready when student is</li> <li>• Whatever learning experience works</li> <li>• Cross discipline/department collaboration</li> <li>• Specified learning results</li> <li>• Pre/during/post assessments</li> <li>• External evaluations of learning</li> <li>• Public assessment</li> <li>• Degree equals demonstrated knowledge and skills</li> </ul> |
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### Comparing Educational Paradigms – Continued (Barr & Tagg, 1995)

#### The Instruction Paradigm

#### The Learning Paradigm

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## Learning Theory

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| <ul style="list-style-type: none"> <li>• Knowledge exists "out there"</li> <li>• Knowledge comes in "chunks" and "bits" delivered</li> <li>• Learning is cumulative and linear</li> <li>• Fits the storehouse of knowledge metaphor</li> <li>• Learning is teacher centered and controlled</li> <li>• "Live" teacher, "live" students required</li> <li>• The classroom and learning are competitive and individualistic</li> <li>• Talent and ability are rare</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge exists in each person's mind and is shaped by individual experience</li> <li>• Knowledge is constructed, created, and "gotten" by instructors</li> <li>• Learning is a nesting and interacting of frameworks</li> <li>• Fits learning how to ride a bicycle metaphor</li> <li>• Learning is student centered and controlled</li> <li>• "Active" learner required, but not "live" teacher</li> <li>• Learning environments and learning are cooperative, collaborative, and supportive</li> <li>• Talent and ability are abundant</li> </ul> |
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## Nature of Roles

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| <ul style="list-style-type: none"> <li>• Faculty are primarily lecturers</li> <li>• Faculty and students act independently</li> <li>• Teachers classify and sort students</li> <li>• Staff serve/support faculty and the process of instruction</li> <li>• Any expert can teach</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty are primarily designers of learning methods and environments</li> <li>• Faculty and students work in teams with each other and other staff</li> <li>• Teachers develop every student's talents &amp; abilities</li> <li>• All staff are educators who produce student learning and success</li> <li>• Empowering learning is challenging and complex</li> </ul> |
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### Learning Paradigm Model: Access, Progress, and Return

A learning paradigm model includes all three elements of lifelong learning: Access to higher education, Progress to achieve the learning goal, and Return to learning as needed throughout one's life.

1. Access. Adults have convenient access to learning opportunities throughout their lives: anytime, anywhere. Courses may be scheduled in formats which enhance learning while also providing convenient access for adults, through modes such as online learning, accelerated courses, and "Weekend College" (Kelly, 1998).

This also means that universities may need to develop stronger linkages with other educational providers to facilitate access of non-traditional students. Access Courses can also provide

greater opportunities for those with limited academic skills. And, most importantly, guidance services must be provided to adults who are thinking about returning to education.

Research on student retention indicates that poor course choice is one of the leading causes of drop out. Adults who are balancing learning with work and family responsibilities want to ensure that their precious time is used in pursuing the right course that will result in the learning the need. Assistance with career counselling, course selection, Assessment of Prior (Experiential) Learning, and application information must be provided to adults well in advance of their decision to come into a university. A welcoming "One Stop Centre" (Kelly, 2001) in a convenient community or downtown location is the ideal solution to ensure that adults have all of the information and services they need to successfully access higher education.

2. Progress. Learners progress to achieve their learning goals, with necessary supports as needed. This means that the learning and teaching methods are those which are learner-centred, promoting active learning and problem-solving. Learners work together with peers and teacher to achieve their learning goals. Continuous assessments include formative assessments which let the learner know how well they are doing prior to the summative assessments. Peer and self assessments are used to monitor learning achievements. On-going supports for learning are provided for those who need extra help or individualised tutoring.

3. Return. Learners return to learning as needed or desired throughout their lives. Universities are in touch with former students and graduates to invite them back to participate in learning activities. Adults may need to upgrade their qualifications or learn new technology skills. Career enhancement may be gained through CPD courses providing updates on the latest trends and developments in their field. Adults are also interested in participating in learning activities for pleasure. Whatever the reason, universities should encourage the on-going participation of their former students for their lifelong learning needs and desires.

#### Concluding Thoughts:

What will happen in the future if higher education does not change to a Lifelong Learning Model which promotes Work-Life Balance? In 1994 James Botkin and Stan Davis published a book called "The Monster Under the Bed." This book outlines the history of higher education, pointing out that higher education was originally controlled and funded by the church, then gradually the control and funding shifted to the government. Today another shift may be starting to occur – a shift to control and funding of higher education by business. Some of the wealthiest institutions of higher education are funded partially through research done for business. Some of the newest higher education institutions are operated as businesses. The University of Phoenix in North America is a good example of a Lifelong Learning University which provides high quality education for adults and uses most of the principles of the Learning Paradigm. They currently have over 150,000 students, and have started world wide operations. Unless state-funded universities make changes to a Lifelong Learning Model, it is possible that gradually, over time, the higher education institutions that are most successful at attracting adults to lifelong learning will be those that are funded and controlled by business as Lifelong Learning Universities.

Universities should consider the importance of using the "Learning Paradigm" to adapt the

institutions to the need for Lifelong Learning. By focusing on learners and learners needs, universities will achieve success as Lifelong Learning Universities. If they do not, other institutions are likely to take their place to serve the lifelong learning needs in the future.

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## Students in the Europe of Tomorrow – Student services supporting lifelong learning and development

### LIFELONG LEARNING AND COUNSELLING IN A POSTMODERN CONSUMER SOCIETY

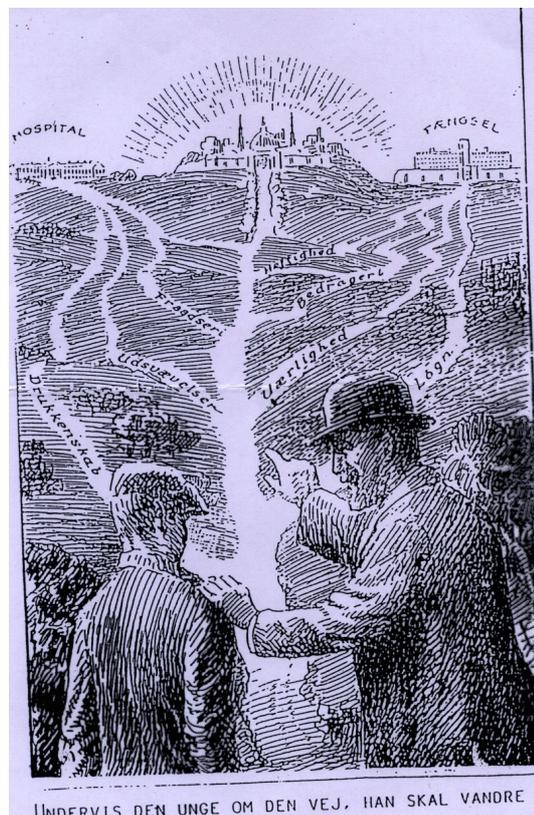
Steinar Kvale, University of Aarhus Denmark

I shall here discuss some aspects of counselling and of lifelong learning in relation to a post-modern culture. Counselling and lifelong learning have both gained increased attention in the last decades. People have likely learned throughout their lives, and also received counselling, in earlier ages. I shall here ask why is lifelong learning and counselling is attaining such prominence today? I will seek answers by drawing in some general social changes taking place in a post-modern, or

late modern, society, and in particular call attention to a transition towards more indirect, softer forms of social control.

#### 1) Counselling in different worlds

I would like to start with presenting a more traditional conception of education as a contrast to the present student counselling relation.



Leading to hospital:  
Gluttony  
Dissoluteness  
Drunkenness

Leading to prison:  
Violence  
Fraud  
Dishonesty  
Lying

Figure 1. Salomon: Teach the young about the way he shall wander!

Below the drawing you see an advice from King Salomon: teach the young about the way he shall wander. In this presentation of the young man's task the landscape and the paths he may wander

are clearly outlined. The strait path forward leads eventually to a shining distant city, perhaps of gold, perhaps the eternal kingdom. From the golden path departs tempting dangerous

sidetracks - on the one side are the paths of drunkenness, debauchery and gluttony, all leading to the hospital. On the other side are the paths of lies, dishonesty, fraud and violence, which all lead to jail.

The counsellor of today hardly faces such a clearly laid out landscape with to guide their students into, neither the goals nor the right path to follow are so definitely given. In a post-modern condition the world is not so transparent, nor the values so unequivocal. The complex networks of roads the young people today wander appear more like a labyrinth, they may be manoeuvring in mazes, sometimes covered by fog, their questions for directions being answered by self reflecting mirrors. The young starting on other road to a goal may find their goals may find the roads continually changing on the way, and so the goals, their life journey may be a lifelong learning of flexible adaptation to new roads and new goals to pursue. There may no longer be definite goals to reach but continually new values to pursue. Vices may become virtues, what may appear as gluttony when starting their journey may along the road appear as drive gratification necessary for self realisation, saving may be replaced by incessant consumption necessary to keep a post-modern economy based on consumption going.

Before I go on to discuss educational counselling in relation to a post-modern consumer society, a few remarks on other forms of counselling shall be made. The French Catholic sociologist Ellul described in 1954 in the book "The technological society" (1964) a "technical humanism", to which he included as well the then new counsellors as progressive pedagogues. In industry the psychological counsellors served as safety valves for the employees grievances, helping the employee resolve his personal problems and allowing the management to exercise control indirectly by integrating the worker into the company, the new human techniques serving as lubrication oil. Also the new vocational guidance served to guide the employees to the most suitable vocation, where he will do the best job with the most enjoyment, while at the same time serving a rigorous adaptation of the employees to the rationalised industrial production serving the needs of the capitalist economy. Likewise Ellul discusses the highly refined technique individualised control with a minimum use of force in the progressive education of Mme Montessori. The intensive focus on the individual pupil also involves a profound and detailed surveillance of the child's activities, with a complete shaping of his spiritual life, in short, habituating him for a joyful serfdom.

Also in the United States there were some early critiques of the new counselling profession, as may go forth from titles such as: "Guidance: Remedial function or social reconstruction?" (Shoben, 1962), "Issues in counselling: Elusive and Illusional". (Blocher, 1968), "Mentor Mania - The Search for Mr. Right goes to the office" (Fury, 1979), "Counselling may be hazardous to your health: How we teach people to feel powerless" (Stensrud and Stensrud, 1981). Meriam points in the article "Mentors and protégés: A critical review of the literature" (1983) to a certain positive prejudice in the literature on counselling, where possible negative effects and dangers by counselling are seldom mentioned. Blocher was more direct in 1968, describing the literature on counselling as based upon illusions and evasions; among the issues evaded he mentions the question of whether counselling serves as educationally developing or as therapeutical adaptation, whether counselling is emancipating or a conditioning control.

I shall in the following continue the critical trail and focus upon educational counselling. Counselling has been a key feature of progressive education, such as project pedagogy and experience-based pedagogy in Denmark (e.g. Illeris, 1998). The replacement of public teaching in lectures and seminars by group work and counselling has been a key feature. The substitution of the traditional teacher role with the teacher understood as a counsellor, was inspired by the nondirective and client entered therapist Carl Roger's "Freedom to learn in the 1980s" (1983). I do not know whether such a counsellor-based alternative education is prevalent in other European countries, in Denmark it has become part of the public school system and also of university education at the new university centres.

Before turning to a discussion of the relation of lifelong learning and counselling to a post-modern consumer society a few reservations should be put forth. First, learning throughout life and counselling is necessary in virtually all societies; the present overriding emphasis on lifelong learning and counselling. Second, counselling is today a broad field, covering fields such as administrative counselling, vocational guidance, psychotherapeutic counselling, and educational counselling. It is the latter field which I will address here. We may later discuss whether the issues I outline for education as counselling also are relevant for the other fields of counselling you are working with.

In what follows I shall attempt to relate lifelong learning and counselling to social changes taking

place in a post-modern age, emphasising an incessant change and the primacy of consumption.

In a post-modern consumer society the emphasis in economy has moved from production to consumption, the factory is replaced by the shopping mall as a metaphor for the present society (Kvale, 2002). Increasing industrial production today is less important to the economy than increasing the consumption of the surplus of commodities produced. It is today necessary to produce consumers as well as products. Disciplining to the older wage labour qualifications of delayed need gratification and saving is today becoming substituted by immediate need gratification and self-actualisation through consumption on credit.

The educational system in a post-modern consumer society has to prepare the pupils for a lifelong flexible adaptation to their roles as consumers. The students become consumers in knowledge cafeteria where their own free choices determine what knowledge is to be consumed, and their student evaluations define the value and worth of the products.

## II) Lifelong learning in postmodern condition

A post-modern consumer society is characterised by incessant change. In what is often called a knowledge society, or also a learning society, rapid changes of production technology and patterns of consumption require and efficient and flexible learning to adapt to new technological competencies and market values. The post-modern world is becoming a "learning lab", where learning never ceases, where lifelong and life wide learning promotes adaptability and flexibility towards continually changing social demands upon the citizens.

A recent working paper from the Commission of the European Communities" Memorandum on lifelong learning" formulates

" a comprehensive strategy for implementing lifelong learning at individual and institutional levels, and in all spheres of public and private life. Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts"(2000, p.1).

The dual aim of life- long learning is to improve the employability and adaptability of the work force and promote active citizenship in a complex

social and political world, thus a European Council Presidency Conclusion is that "lifelong learning is an essential policy for the development of citizenship, social cohesion and employment" (p.6).

When it comes to take action on lifelong learning one of the key messages of the Commissions memorandum is "Rethinking guidance and counselling". This envisages "guidance as a continuously accessible service for all, and which overcomes the distinction between educational, vocational and personal guidance"(p.17). The knowledge society calls for active citizens who are self-motivated to pursue their own personal and professional development, on a system level this means a shift from a supply-side to a demand-side approach, placing users' needs and demands at the centre. The future role of guidance and counselling professionals are described as "brokerage". The "guidance broker" puts the client's interests in the forefront, assists the clients "to find their way through the information labyrinth", helping them to search out what is meaningful and useful for their own needs"(p.17) with a pool of specialists sources, linked firmly into "networks related personal, social and educational services" offering genuinely "tailored" services on an individualised basis.

I would like to add that lifelong learning and learning to learn may not only promote flexibility and adaptability towards demands of technological developments in production, but also towards the incessant demands of renewal in consumption. With marketing strategies based on "a strategy of desire" the consumer's desires will never become fulfilled, there will be stimulation of new desires to be fulfilled through new commodities, consumer products with a "planned obsolescence" built into continually changing life styles. Learning involves personality formation, and continual lifelong and life wide learning and relearning may involve a continual lifelong destabilisation of personality. A fragile identity may temporarily become stabilised through "identity shopping" – "I shop, therefore I am" as expressed in a painting by Barbara Kruger. A perpetual designing and redesigning of identity takes place through purchasing the brands in fashion and consumption of the products with the right logo.

The dominance of the market today involves, with an expression from Karl Marx, that "All that is solid melts in the air". In the demands of the capital, as expressed by the market, there are no absolute limits. In a discussion of what he terms "a post-modern apprenticeship" Rikowsky has argued that genuine mastery cannot be reconciled with a

lifelong learning where adaptability and flexibility become the primary forces. Learning and mastery remain temporary in a perennial post-modern apprenticeship; in a lifelong learning culture the fate of the learner becomes in Rikowsky's words "a ceaseless learning process unto death" (1999, p.68).

In a post-modern condition the acquired technical and social competences are continually built and rebuilt (confer Giesecke, 1998; Sennett, 1998?). With a post-modern learning euphoria and a cult of continual development, the formation of a stable character is counteracted. The citizens of a post-modern society, sentenced to lifelong learning, may also be condemned to a lifelong insecurity and rootlessness. The duty of earlier ages to attend Church every Sunday is today substituted by a lifelong duty to attend new learning courses. The dictum "pray, pray, pray!" has today become "learn, learn, learn!" In a light reformulation of Franz Kafka we may state that post-modern men and women incessantly risks being deemed guilty of lack of knowledge, sentenced to development and sent to counselling and learning courses.

It may be worthwhile to sometimes stop and to ask to the value and worth of continual development.

A statement by Picasso appears today hopelessly out of date - "I don't develop, I am".

We may also sometimes ask to the value of the increasing amounts of new and changing knowledge in specific domains. To take one example from my own field, child psychologists once behaviouristically advocated breastfeeding of infants at fixed time intervals. Some years later therapeutically oriented child psychologists advocated a more permissive feeding whenever the child desired feeding. Some years later again the mothers were advised to be authentic and consult their own feelings about when to feed their child. Mixed into the different fashions concerning timing of child feeding were the issue of breast versus bottle-feeding. As analysed by Lasch in the "Culture of narcissism" (19) the one pervasive effect of the developing changes in knowledge and the continual learning and relearning of the mothers was to make the mothers insecure, and more susceptible to the consumption of more expert advice and manuals for child rearing.

Conclusion regarding lifelong learning in a post-modern condition: I have here tried to argue that the current social demands for lifelong learning with adaptability and flexibility does not only relate

to technological developments in production, but also to market demands of incessant consumption. Lifelong learning and relearning may not only lead to an empowerment regarding the changing technological demands in production, but also to a disempowerment regarding the incessant demands of consumption.

### **III) Counselling in a postmodern condition**

I shall now turn more specifically to some aspects of counselling within a post-modern condition, where in contrast to the clear picture of the paths to follow and the clear distinctions between good and evil the pupils face a labyrinth of paths in a jungle of competing, conflicting and often incompatible values. I will discuss the new pupil role in relation to a consumer role, and the new forms of control they involve within a consumerisation of education. First, I will address the control of consumers and pupils by providing an appearance of freedom and of control. Second, I will discuss how the use of dialogue in education and counselling may provide an illusion of equality between the controller and the controlled.

#### **III A) Consumer and student control through appearance of freedom and control**

The philosopher Lyotard (1984) has depicted a general commodification of knowledge in a post-modern society, where the rule of economical performance has replaced the modern meta-narratives of legitimation such as the dialectics of the Spirit and the emancipation of the rational or the working subject. The prevalence of market mechanisms in all spheres of life today has been described by Houllébecq (1994) as an extension of the battle zone, where the liberalism of the market and of sexuality erodes traditional frames of meaning and values. In the following I shall focus on the new forms of consumer control through freedom.

The market is today heralded as being based upon the free choices of the consumers, while at the same time the consumer's choices are manipulated on the basis of sophisticated market research, involving large-scale survey studies as well as the use of focus groups. The knowledge obtained serves to design and market the products through psychological motivational techniques.

On the market the consumer is in the centre, and so is the pupil of a progressive pupil-centered education. "The consumer is always right" is a slogan of marketing, which may also be carried over into a pupil-centered education. On the free market the consumer chooses freely what he or she will purchase. The consumer is free to design his or her own life style, to construct his or her

reality and identity. 'Create your own life style and create your self – by purchasing the right products with the right logos.

The freedom of the individual pupil has been paramount, and a teacher-governed education dismissed as authoritarian. Control through examinations is dismissed as alien to a progressive education. The controlling role of the teacher is substituted by a teacher's role as counsellor. The pupils learn that they are free consumers in the complex knowledge cafeterias they visit; the pupils are counselled to take their own individual needs and interests as point of departure for their individual learning processes. Within a counsellor based progressive education the pupil has "the freedom to learn" and pursue his or her self-realisation. Freed from direct teacher control, the pupils have attained a responsibility for their own learning, themselves to a large extent choosing the topics and methods for learning. The concrete power relations between the teacher/counsellors and the students responsible for their own learning have, to my knowledge, been little reflected nor empirically investigated.

The post-modern consumer is controlled through an appearance of freedom and free choice:

"...in a post-modern world, consumption provides everybody with a sense of control. The essence of consumerism therefore lies in the feeling that as consumers we are all gaining some authority of our own lives through consumption" (Miles, 1998, p.25).

In contrast to the harsh discipline of the older school with industrial discipline, progressive education has been a historically early expression of the indirect softer controls in line with the market control of consumers. Behaviour control through illusions of freedom and control has been formulated as follows:

"...let him always think he is master while you are really master. There is no subjection so complete as that which preserves the forms of freedom; it is thus that the will itself is taken captive... Are you not the master of his whole environment as so far as it affects him? Cannot you make of him what you please? His work and play, his pleasure and pain, are they not, unknown to him, under your control. No doubt he ought only to do what he wants, but he ought to want to do nothing but what you want him to do. He should never take a step you have not foreseen, nor utter a word you could not foretell". (Rousseau, 1974, p. 84-85).

The statement is not taken from a marketing strategist's dream of total prediction and control of consumer behaviour. Neither does this totalitarian wish for unconditional prediction and control of other people through an illusion of freedom and equality stem from a radical behaviourist as Skinner (who in fact criticises this very form of control; 1972, p; see also Ryan, 1976). The statement is somewhat older, from 1762, and pertained to the education of Emile by the creator of progressive education Rousseau.

Conclusion: Apart from Rousseau's Emile there appears no subject in history so systematically studied, and whose behaviour has been so precisely predicted and controlled, as the modern consumer. Today liberal consumer economy and a liberal education posits, respectively, the consumer and pupil in the centre, it is the values of the consumer and of the pupil, which are the right values. The individual self-realisation takes place through the consumer's choices of commodities and the pupil's choices of topics and methods of learning. The control of post-modern consumers and of progressive pupils takes place by granting them an appearance of freedom.

IIB) An illusion of equality in educational and counselling dialogues

The term dialogue is today often used within personal, vocational and education counselling (e.g. "Den ægte dialog – I vejledning og rådgivning", Buhl & Flindt Pedersen, 2003 [The genuine dialogue – in counselling and guidance]). Within a Danish version of progressive or alternative education, termed project pedagogy and experience-based pedagogy (Illeris, 1998?), counselling has become the main form of interaction between students and teachers.

Plato used dialogue as method to obtain true knowledge through argumentation in a conversation between free and equal men. In contrast to the logical and often harsh argumentation in the search for truth in Plato's dialogues popularised humanised conception of dialogue prevails in some educational and nursing contexts. Here emotional closeness and empathy in the dialogue has prevailed, with the dialogue appearing as a humanistic mantra, where conflicts and power differences dissolve. The dialogue appears as a humanistic and progressive alternative to the monologues of authoritarian teachers. In a Danish dictionary I found the following definition of an educational dialogue:

"Dialogical pedagogy - education where teachers and students together and on an equal level share

each others knowledge and experiences, intentions and attitudes”

(“Dialogpædagogik – dialogpædagogisk undervisning hvor lærere og elever i fælleskab og på lige fod delagtiggøres i hinandens viden og erfaringer, hensigter og holdninger”- Psykologisk-pædagogisk ordbog, 12. udg, 1999).

Also in the official guidelines from the Danish Department of Education the term “dialogue” is used to indicate the desirable interaction between teachers and pupils (1995). On a conceptual level it appears, however, somewhat incongruous to use the word “teacher” in a setting where the teacher possesses no substantial or institutional authority over the pupil. If a teacher literally interacts with the pupils on an equal level this would imply an abdication of the teacher as a teacher. A principal critique of a therapeutic and counsellor inspired dialogical pedagogies for overlooking the asymmetrical relation of teachers and students has been put forward by Løvlie (1984). He replaced a romanticised Rogerian concept of dialogue with a Habermas inspired concept of discourse, and he argues for an open and strict Socratic discourse with a common search for truth as the ideal pedagogical relation

Within an educational context, teacher pupil interactions further tend to take place in situations where the teacher will be in a power position with regard to the students in the coming examinations. Students appear well aware of the power differences between teachers and students, while teachers may tend to overlook their power regarding the students, a finding common in interview studies (confer Kvale, 1972,1980).

Today we see dialogical and personalised forms of social control through counselling – in business in the form of “your personal bank counsellor”. The dialogue has also become part of a romanticisation of the nursing profession, a development criticised as a “warmth wave” of empathy and holism in nursing. Within a progressive education based on teaching as counselling, the teacher counsellor may be expected to guide the student painlessly through a threatening examination (Kvale, 2002). The pupils may here be subjected to a double communication: at one level they are told that they are equal participants in a project, they decide together with the teacher/counsellor which themes, issues and methods to pursue in their participant controlled projects. At another level the pupils know that at the final exam, the teacher is

in control and together with an external examiner defines the value of the students project work.

In contrast to the common advocacy of dialogues in counselling and education as authentic and progressive, I shall call attention to a potential use of dialogues as a power instrument in political and social conflicts. I will ask whether one reason for the current popularity of the dialogue may be due the soft forms of power exertion and power concealment it may involve.

From the 1970s I remember from Norway that when managers had conflicts with their workers they would emphasise a need for dialogue. It was necessary to go away from conflicts and violent actions and enter in a dialogue where one talks together about the common problems. There were also some critical voices to the much talk of dialogue – labour leaders and Marxist Leninist workers would point to the unequal power positions in a dialogue of managers and workers, whereby the employers would set the agenda for the dialogue. There would not be a dialogue between two equal partners, on the contrary, one part had the legal right to manage and distribute the work of the other part, and to hire and fire the other part. A few years ago I saw in Time magazine (Dec. 17th, 2001) a picture of a violent demonstration, accompanied by the caption “No talk: Algerian Berbers demand rights, not dialogue”.

Conclusion regarding the free open and equalitarian dialogue in education: I have here attempted to demonstrate that dialogues may serve as a concealed manipulation within management and education. The dialogue may create an impression of personal freedom and equality in social relations, which are characterised by asymmetrical relations of power – in economical life between employer and employees, and in education between teacher and student.

#### Conclusion

I have here attempted to understand the prevalent interest in lifelong learning and counselling in relation to social changes taking place in a post-modern society.

I have suggested that lifelong learning as not only an internal educational development, nor as only due to the advent of a knowledge society, nor as only adaptation to changes taking place in industrial production, but also as a necessary training for a flexible adaptation to the incessant market changes in a consumer society.

I have suggested that the current emphasis on counselling in education may be seen as one instance of a general social trend towards replacing the harsh direct controls of early industrial production with the softer indirect controls of the salesman in a consumer society. Rousseau's progressive education anticipated by two centuries the forms of social control by of consumer capitalism, by keeping an appearance of freedom to capture the will. This concerns the behaviour control of placing the consumer and the pupil in the centre and with the appearance of freedom of choice, thereby capturing the will. And it concerns a dialogical control by promoting an illusion of equality in educational dialogues with an asymmetrical power relation, where the teacher controls the broader setting wherein the dialogue takes places, in particular concerning a future examination.

The indirect rule through illusions of freedom and equality in a counselling based progressive education makes resistance – private and public – towards the teacher/counsellor dominance difficult. More open forms of power exertion may, at least in principle, make a democratic possible. The critical views posited here do not imply a rejection of lifelong learning and counselling, but advocates situating and reflecting upon lifelong learning and counselling in broader social contexts, in particular the market domination and forms of power exertion in a post-modern consumer society.

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## **Workshop reports / Rapports des Ateliers**

## Theme A – Student services responding to change

### Advantages of Diversity – an ICT approach

Valerie Metcalfe

Valerie Metcalfe, Director of Careers and Student Employment (CaSE), at the University of Westminster, London presented a workshop that gave an overview of the ICT initiatives she had introduced to compliment the many face to face interventions offered traditionally to students and graduates. Her emphasis was on a strategic approach whereby she led her whole team, even the technophobes, in providing a newly designed site that ensured careers education, information and guidance and employment opportunities were available 24/7. The aim of her initiative was to provide dynamic support to Westminster students/graduates to enable them to access CaSE support, easily, where and when it suited them. Remote access, support, which was focussed, aligned to specific needs and easy navigation was seen as priorities for CaSE to address. Many University of Westminster students have to earn while they learn and for some mature students, this also involves look family responsibilities at the same time as engaging in their academic studies. Studying and living in London while providing an exciting atmosphere can also be costly.

Her presentation gave FEDORA members the opportunity to discuss the challenges she faced in managing change within her department as well as view some materials on-line. Most of the site is not password protected [www.wmin.ac.uk/careers](http://www.wmin.ac.uk/careers). Areas such as introducing a content management system, involving all staff in transferring information and guidance previously held in paper format and in individuals' heads, and pouring that into a dynamic, fresh, usable branded website. She shared the progress over a 12 month period the achievements and difficulties encountered.

The outcome of placing the web strategically at the heart of the web had strengthened the Careers Service position within the University, raised its profile and marketed strongly the commitment to diversity and equality of opportunity. The section called FUSION, addressing the business case for employing minority groups had sent strong messages out to students, employers and academics, that diversity should be celebrated and offered a strength in the employment market.

Many of the changes she led her team during a 12 month period were influenced to by her active research involvement in the NISEC/CSU "Careers Technology and the Future 2001". The research involved her visiting Finland and USA on a tour of university Careers Services and other organisations with a high level commitment to providing guidance through ICT.

Below is feedback on one participant at the Fedora Conference:

#### Notes by Jetslee Bydendyh (University of Amsterdam)

The workshop addressed two very different subjects at the same time:

Dealing effectively with the growing diversity of the student population

Putting the website at the heart of the Career Service

Valerie gave an impressive and convincing account of the way she and her team tackled the problem of providing good professional and up to date services and information to all students, whatever their background, age, past or identity.

A careers service has to compete with commercial organisations, therefore a website has to look good, provide relevant information and be easy to navigate.

Students are into brands so branding the website is very important.

A good strategy to get students to visit the CaSE site is to put a couple of attractive subjects on your home page; it is probable that they will look further into the website.

Some colleagues wondered whether it would be possible to address the different groups as directly as they are on [www.wmin.ac.uk](http://www.wmin.ac.uk). In some countries this might not be the politically correct thing to do.

When you decide to develop the website as the heart of your service it means you have to make a choice and reduce on face-to-face contact. The

work itself changes dramatically when the whole team is involved in writing the content for the website (which consists of 2000 pages)

People attending the workshop were impressed with Valerie's approach and charisma. It became very clear she makes an important contribution to widening participation and this comes from the heart.

## Guiding to get ready to change: Venice C.U.OR.I. accompanies students through transition

Pierpaolo Luderin, Marta Boni, Davide Cristante

The University Guidance and Counselling Centre (C.U.OR.I.) of the Regional Agency for the Rights of University Students (ESU) in Venice is organised so as to offer a wide range of services to accompany a student in the transition phase from high school to university. C.U.OR.I. provides educational guidance, both on its premises and in the student's high school, in relation to the educational training (courses on study strategies, psychological counselling, tutoring) and to the entrance into the world of labour (career counselling).

The Centre may be used to consult reference materials or to have individual or group counselling. Providing a wide range of information and services (regarding vocational training, university and the world of labour), the Centre accompanies a student along his/her training and afterwards by becoming a reference point for the student at the various phases of one's training.

Therefore, the Centre takes the shape of a space for transition, where operators from various areas (clinical and social psychologists, educators) are trained to listen to a student's need as a whole, giving attention to the different aspects of their lives.

A list of the services offered by C.U.OR.I. of Venice ESU to university students and to undergraduates of the 2 final years of high school may help understand the various services of the Centre.

- 1) *Guidance and information Centre: Individual or small group counselling for the study choice: graduate or post-graduate courses, vocational training courses on personal expectations and career opportunities.*
- 2) *Counselling on study strategies:* Individual or group counselling aiming to improve or adjust one's study method and to offer techniques to have performed well academically.
- 3) *Psychological counselling service:* Prevention and recovery of personal disease for university students.
- 4) *Tutorials for students of the Academy of Fine Arts:* Also special tutorials for

the disabled registered both at the Academy of Fine Arts and at Venice Universities.

- 5) *"Spazio Professioni" (Career Space):* Individual tutoring on writing a CV, on tackling a job interview, on the analysis of expertise, etc. Training tutorials on job search. Collecting and distributing information on vocational training or job placements. Collecting and giving information on job offers. Entering CVs in data banks. Distributing information and offering guidance on job typologies, on modalities and requirements for application. Compilation and distribution of forms and material on each profession. Information and guidance for stages, grants, post-graduate courses, foreign languages courses, work opportunities abroad. Meetings with experts and business managers.

The "Scenarios" Project: a guidance proposal in the High Schools of Veneto

In addition to the above-mentioned services offered in its premises, C.U.OR.I. has devised and implemented a guidance project for high schools in the Veneto Region, called "Scenarios". In its fifth year, the project addresses students attending the final years of high-school and is aimed at supporting the transition from high-school either to tertiary institutions or to work, both in group meetings and individual sessions.

Scenarios is the only wide project in Italy and beyond, able to meet individually so many teenagers in their ordinary study environment and to answer their questions on their personal plans for their future. The aim of the project is offering information on the various academic areas of university or vocational training courses and of career opportunities.

The service has been developed thanks to the collaboration among C.U.OR.I., the headmasters and the teachers in charge of guidance, working as link persons, and to the actual presence of C.U.OR.I. operators in each school.

In the first intervention, called Act I: Action!, students are handed a questionnaire to learn about their intentions and their request for information and guidance.

During Act II: Pan shot a two hour discussion meeting for small groups is organised in the school to present career and study options, with workshops, transparencies, and information material.

In the last phase, Act III: Self-portrait, students may deepen their self-knowledge, by means of group tests and following individual discussion session of results with a guidance-psychologist. The explored areas are: choice intention, personality, motivation, interests, aptitudes, study

modality, academic results and social-economical family background.

After the sessions, C.U.OR.I. briefly reports to the teachers in charge of guidance a sort of (anonymous) class profile and sends an assessment form, in order to provide mutual feedback and improve the project. A sample of students is also asked to assess the project, by means of telephone interviews after one or two years.

<b>NUMBER OF SCHOOLS TAKING PART IN THE 2002/2003 PROJECT</b>	71
<b><i>ACT I (questionnaire on choice intention and information sources)</i></b>	4840 students
<b><i>ACT II (group sessions on career and educational guidance)</i></b>	4950 students
<b><i>ACT III (battery of tests and individual sessions)</i></b>	3980 students

The phase of the project students most appreciated by the students has probably been Self-portrait (Act III). The peculiarity of the 3rd phase is the setting. In fact, individual sessions take place in the schools themselves, so that the guidance-psychologists could share the very school space normally used by students and teachers.

#### **University, work, society and the individual: the young facing change**

The activities in the Centre and the guidance work in high schools allow C.U.OR.I. operators to meet the students in various transition phases, with respect to both study and future profession. All activities of the Centre aim at preparing a student to cope with such experiences of change, engaging them in challenging choices. The changes a young person has to face mainly belong to four different areas: university, work, society and the individual.

The university reform, in force for two years in Italy, has sensibly modified the structure of university. On the one hand, it allows faster graduations than with the previous system, thus enabling an earlier entrance into work. Shorter courses, the introduction of the system of credits and the module system aim at reducing the phenomenon of "fuori corso" students (i.e. undergraduates who have failed to complete their course within the prescribed time), which was one of the main causes of late entrance into adult life before the reform. On the other hand, the university reform is the cause of much uncertainty, offering a range of possible paths wider than before, which are not often clear with respect to

future opportunities. In addition to the university, the young person has also to face the change involving the labour world, more and more precarious and demanding continuous training. Moreover, the young are lacking in sufficient information to tackle the labour market and sometimes seem to have unreal expectations on their future profession.

Social changes also affect transition. In contemporary society, we can observe a tendency to shorten childhood and a corresponding increasing delaying of transition to adult age (IARD, 1997). In Italy the phenomenon of the delay of the transition phase has been much more marked than elsewhere and has given birth to a new kind of family, the so called "long family". According to the latest IARD survey, the increase of one's stay in their original family regards about 70% of the 25-29 year-old and is less common in the South (where unemployment rate is higher), with higher occurrence in the North-east, where youth unemployment is almost non-existent.

We need now to shift from a macro to a micro perspective. The mental processes marking this period, when the young person develops into a mature adult, are strictly interconnected. They consist of the process of self-individuation and of the process of separation. Individuation is a mental process transforming adolescents into adults by the definition and the finding of their personal identity, of their limits and boundaries. At the end of adolescence, the individual is able to attain a cognitive-affective awareness of him/herself as a whole, with his/her own ever

developing and changing story. At the same time, another important process is going on: the elaboration of separation, that is the modification of a person's relationship with the others, first of all with the parents, from a child into an adult relationship, finally involving the development of his/her identity. The separation-individuation process summarises the double task of a young person developing into adulthood: working through the past, which involves the loss of past certainties and the opening to new experiences, as well as the capacity of imagining future life (Pelanda, 1995).

### **The young and uncertainty**

Living in a world marked by instability and discontinuity (regarding both work and relational, affective life) might undermine the search for safety, anchoring the youth to the present moment, as shown in the survey, "The young left in the present" ("Giovani lasciati al presente") commissioned to Censis by the European Youth Observation Centre (Osservatorio Europeo sui Giovani), on a sample of 15-30 year-old Italians. Henceforth, if living in the present (the "presentification") becomes a time dimension, its direct consequence is pragmatism on the action level. The young's behaviour is geared to weigh their project strategies, giving up long term goals, and rather making do with short- or medium-term projects. In addition, the "presentification" - leads the youth to avoid taking on adult responsibilities.

Confronted with a difficult choice or with the experience of a precarious condition, the young behave from one extreme to the other: they either become inactive or escape. In the interviews we observed how the condition of uncertainty sometimes determines an attitude of indifference about one's choice or future. There seems to be a difficulty to approach a reality seen as complex and demanding, and the fear of losing a safe position may hinder the longing for something new, diminishing the courage to undertake or, at least, to sense an alternative life project.

On the other extreme, an antithetic reaction to immobility is observed. The young person escapes from choosing, unceasingly engaging themselves in new activities and taking little account of their future. The anxiety associated to the act of choosing leads the youth to avoid planning or looking ahead. Both reactions (immobility or escape) answer the same condition of uncertainty and produce similar results: the tendency not to choose, to lie inactive, or to escape from the duties of adult life.

On the other hand, there are many young people who respond to uncertainty in a different way, adopting a positive modality for themselves and

their future rather than having a submitting attitude. Hence, the indecision experienced by the student may be understood as curiosity and more generally as an adaptive response of a generation obliged to adapt to the "disorder" of the market, of the social climate and of the points of reference.

### **The C.U.OR.I. approach**

The interviews show the need students have to have a space for themselves where they can express their doubts, their expectations and wishes to someone outside their family or school. In this space they can feel accepted as they are and find attention for what they would like to be as adults. In the case of psychological support, the aim is to revive students' self-determination, making them protagonists of the support process and sustaining a dynamic development of the underlying issues. In the latter case, psychological counselling aims at helping the student assume his/her own situation, by better understanding it and enacting adaptive solution strategies.

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## **A Model Partnership**

Loretta Jennings, Chris Phillips

### **Objectives of the workshop**

To explain the partnership between the publishing company GTI and the Association of Graduate Careers Services in Ireland (AGCSI)  
To show how a publishing partnership can enhance the professional work of careers services  
To show the benefits of partnership in terms of better careers products and increased revenues for the Association.  
To demonstrate how two partners with different skills can work together to benefit students and graduates in Ireland  
To show a model of operation that could be used elsewhere in the world.

### **Outcomes**

Interest from participants to find out more  
Dialogue with German careers services.

# A model partnership

Loretta Jennings, Chair, Association of  
Graduate Careers Services in Ireland

and

Chris Phillips, Publishing Director, GTI

# AGCSI

## The Association of Graduate Careers Services in Ireland

### A short history

- **1969** “The Association of Irish University Careers & Appointments Services”  
AIUCAS
  - open to all universities and publicly funded institutions awarding degree or equivalent qualifications and providing a careers & appointments service
  - founded as an all-Ireland body with two regional groups
  - Set the seal on cooperation which has continued now for over 30 years.
- **1986** Changed name to Association of Graduate Careers Services in Ireland (AGCSI)
- **2000** became a limited company with charitable status
- **2002** entered into partnership with GTI Ireland

# AGCSI

## The early years

- **1971**
  - general inadequacy of careers service resources
  - further cooperation through joint projects could prove beneficial
  - while individual services remain “so pitifully small little progress can be made”
  - in essence, the association had ideas for the future but little else
- **1972**
  - consolidated a programme of individual activity
  - agreed a common format for seeking information on the first destination of university graduates

# AGCSI

## More of the early years

- 1973 Publication - joint statistics *Graduate Placement*
- 1974 Information sheets
  - Careers for Arts Graduates
  - Careers in the Public Service
  - Careers in Education
  - Careers in Irish Industry
  - Social Work Opportunities in Ireland

# AGCSI

## The middle years

- **1975 and 1976**
  - sponsorship from HEA (Higher Education Authority) for collecting stats
  - extended the range of information sheets
- **1977**
  - Significant Development - National Manpower (Department of Labour)
    - cooperation saw 7 booklets produced and distributed to schools, colleges etc.
- **1978**
  - HEA financial support for Postgraduate Awards Booklet

# AGCSI

## More of the middle years

- 1979
  - Register of **E**mployers of **G**raduates in Ireland (**REGI**)
- 1988
  - Graduates and their Careers
    - sponsored
    - 5 editions published so far

*“Without a bank account and without a penny to its name, this Association has cooperated to produce registers of employers, directories of employer information, careers booklets and leaflets, reviews of graduate employment according to area of study, cooperation with a summer recruitment fair and a published guide for non-technical graduates.”*

*(1988 Report of UCD Careers Service)*

# AGCSI

## The recent past

- 1989 Guide to Postgraduate courses
- 1990 Start-up funding from FÁS for an annual directory
  - **1991** Directory of **E**mployers of **G**raduates in **I**reland
  - **D**irectory of **O**pportunities for **G**raduates in **I**reland
  - **G**raduate **O**pportunities in **I**reland
  - **2002** new directory in partnership with GTI Ireland
- 1994 new series of graduate career information booklets (14 titles)
  - sponsored by employing organisations and professional bodies
  - updated/revised every 2 - 3 years

# AGCSI

## The even more recent past

- 1998
  - Launch of AGCSI website
- 1999
  - Enhanced and relaunched the site as Graduate Careers Ireland
- 2002
  - Relaunched products including website in association with GTI Ireland

# The history of partnership

- January 2001
  - decision to investigate commercial partnership
- March 2001
  - 3 companies made presentations bidding for partnership
  - bidders were scored against a range of selection criteria
  - GTI emerged as preferred bidder

# Why GTI?

- Performed on the day
- Proven careers publishing record, including with AGCSI members
- Experience of happy partnership/alliances
- Proven IT capability
- Strong interest in Irish market
- Prepared to establish office base in Ireland
- Prepared to provide a tailored solution for Ireland
- Strong editorial focus, large team
- Interest in long term relationship

# Benefits to AGCSI (1)

- AGCSI profile
  - enhanced
  - redirect efforts to other professional areas: training, research, lobbying, etc
- AGCSI brand
  - unified brand across all products
  - bring editorial, sales, marketing and technology expertise
- Product development
  - existing products
  - new products (from concept to distribution)

# Benefits to AGCSI (2)

- Revenue generation
  - release the cash value of our intellectual property
  - increase income to fund activities and operations
- Enhanced linkages
  - provide integrated model for relating to AGCSI client group
  - enhanced collaboration among member services
  - provide wider European linkages

# What AGCSI brings to the alliance

- Brand
- Established product range:
  - Website
  - Employer directory
  - Careers information booklets
  - PG study guide and database
- Career fairs experience
- Links to graduate recruiters
- Direct access to students and graduates
- Pool of professional expertise and knowledge

# What GTI brings to the alliance

- Publishing experience (over 70 products in nine countries)
- Professional editors, designers and web developers
- Commitment to a relationship
- A genuinely consultative style
- Leverage from GTI products

# You may recognise these...



# Developing a brand strategy for AGCSI

Stage 1 – discover and define

Stage 2 – brand development  
and strategy

Stage 3 – brand creation and  
implementation

# Stage 1 – discover and define

This stage involved analysing:

- the existing products
- the marketplace and the competition
- what AGCSI, students, employers and academics wanted from the products

# But first we did some research

- visits to Careers Services – spoke to over 60 staff (directors of service, careers advisers, information officers, employer liaison, support staff)
- talked to students
- talked to employers and course providers

# Stage 2 – brand development and strategy

This stage involved:

- Identifying what the brand means and what it must achieve
- Developing the brand hierarchy
- Coming up with a name

# Existing brand meaning

AGCSI means:

Reliable, authoritative advice/information

**BUT**

Brand confusion and poor recognition of  
value of AGCSI brand

# Brand confusion



# Existing brand hierarchy

## AGCSI product portfolio

- Graduate Opportunities in Ireland or 'GOI' or the Irish directory
- Graduate Careers Ireland or 'GCI' or 'www.gradireland.com'
- Directory of Postgraduate Courses in Ireland
- Careers information booklets

# Future brand strategy

The new brand needs to be:

- flexible – to be able to evolve
- adaptable - to allow for new products
- simple
- memorable – to help recall
- striking – to stand out amongst the crowd

# Future brand strategy (2)

## The ambition

- to increase AGCSI/GTI Ireland's brand strength through greater recognition by students/advertisers
- to provide a foundation for growth
- to express our difference from the competition

## The strategy

- to develop as:
  - the specialised graduate careers publishing brand in Ireland
  - the market leader for employers and course providers

# The brand plan

- Create one distinct brand for all products
- Make explicit that the AGCSI value means products are ‘supported by all the universities in Ireland’ (and therefore have credibility and authority)
- Emphasise the value of the AGCSI/GTI Ireland partnership – together we are stronger

# What the brand should do

- Relate to the market it inhabits - Ireland
- Clearly broadcast 'the message' – these are careers products for students and graduates in the whole of Ireland
- Must sound and look right - for readers, careers services, employers etc
- Must be memorable

# Options for the brand

- 1 Use something abstract yet attention grabbing - Banana
- 2 Choose something related to the theme of making decisions about life after graduation - Choice
- 3 Build on something existing and familiar

## Stage 3 – brand creation and implementation

### **The approval process in 2002...**

**February** - presentation to the AGCSI/GTI Ireland management board

**May** – presentation to AGCSI Executive

**June** – presentation to AGCSI members at biennial conference

**September** – launch of directory with new brand

**October** – launch of website with new brand

And the brand is...

**gradireland**

→ gradireland

→ gradireland

# And the products are...

gradireland

gradireland.com

postgradireland

gradireland journalism (etc)

# → gradireland

The official careers directory  
for students and graduates in Ireland



Essential CV &  
interview advice

Over 2000 companies  
with 10,000  
opportunities

INCORPORATING



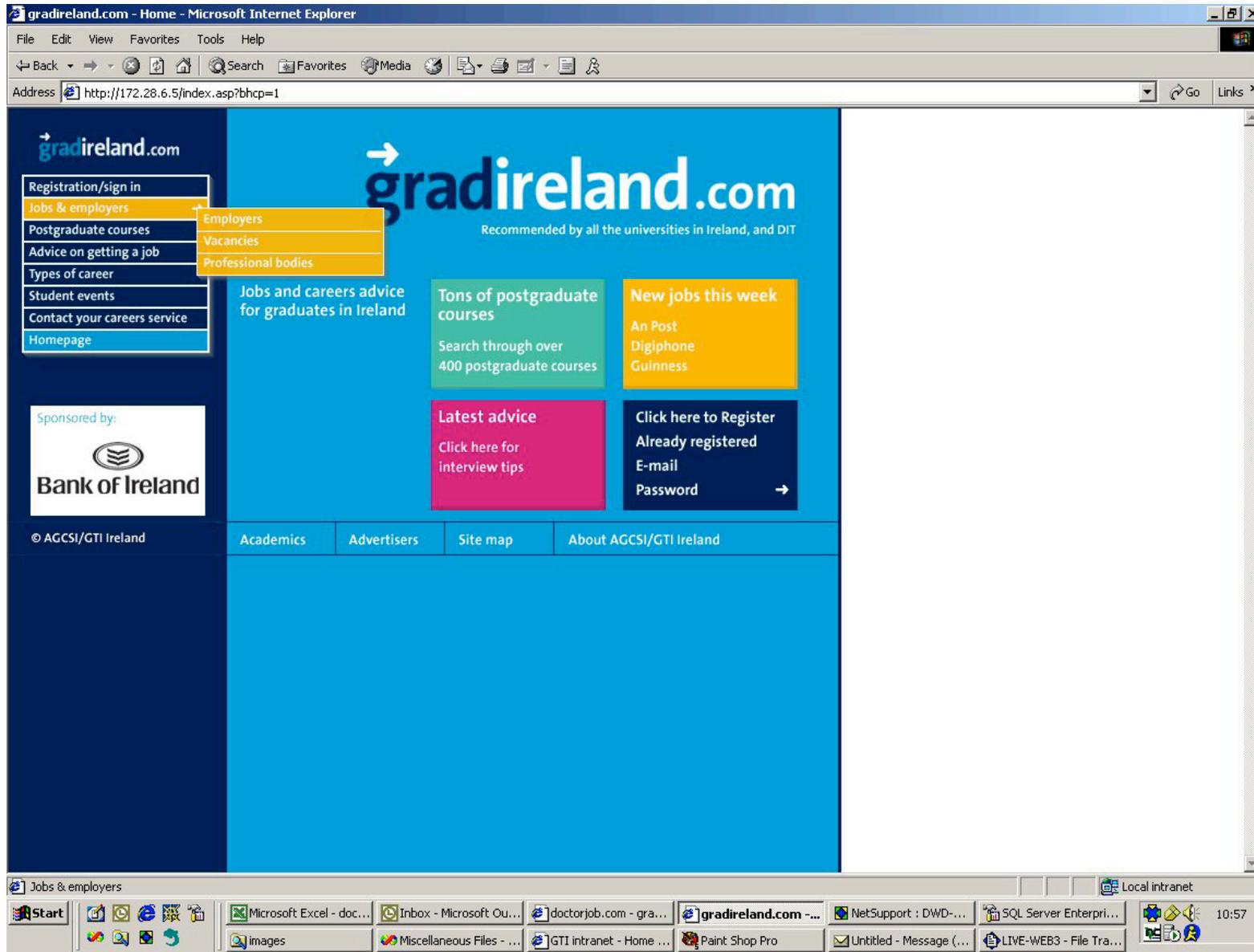
the official postgraduate  
directory, page 00

[www.gradireland.com](http://www.gradireland.com)

2003  
12TH EDITION

Representing all the universities  
in Ireland, and 201

gradireland brought to you by   



# → gradireland

## Graduate Careers in Accountancy



- Career areas
- Comparisons
- Jobs & contacts
- Graduate profiles
- [www.gradireland.com](http://www.gradireland.com)

2002/3

Produced by the Institute of Chartered Accountants in Ireland

www.gradireland.com

# Benefits for students and graduates

- **Recognition & reinforcement**
  - unified brand, each product reinforces the others
- **Clearly Irish (not another set of UK products)**
- **Enhanced publications and website**
  - professional design makes them easier to use
  - more comprehensive content
  - bigger choice of employers and course providers
- **AGCSI 'value' made much more obvious**
- **Product extension – eg postgradireland fair in February 2003**

## Communication and networking in FEDORA; benefits of networking and communication, presentation of virtual platform

Michael Katzensteiner

### Welcome

Overview: Why we offered this WS? State of communication now

**Input Margaret Dane:** Structure of FEDORA, meetings, communication now, members, tasks

### Input 2

Imagination:

“Let your imagination do the following work: imagine yourself leaving this room and arriving in a fantastic marketplace with some corners and meeting points. You can meet FEDORA members there, enjoy this meeting and walk around .... ask your inner mind: who else would I like to meet, what do I want to do with them, what can I present there, what special necessities, needs or interests do I have to communicate to FEDORA members, how often do I want to come to this place.....”

### Input 3

How to reach goals

What do I (we) want?

What am I (are we) able to do? (What are my capabilities)

What do I (we) know? (what information do I/we have?)

What is my (our) profit?

(How can I/we benefit from this?)

### Input 4

Theme-Centered Interaction (TCI) and “The Cohn Globe”

“To work well with someone else, you need to understand each other and build a common framework.

As people gain a common framework they gain the power to re-make their world”(Ruth Cohn).

Work in small groups

Presentation of the work in small groups and relating it to the following order:

Communication within FEDORA

within WG

themes beyond WGs

local/national level

administration of FEDORA

Means: face to face, meetings, e-mail, phone, newsletter, electronic platform ....

Presentation of the electronic platform (<http://212.241.68.61>)

Communication: what can we gain, barriers,

Means of communication: benefits and disadvantages, barriers.

Should a support group “FEDORA Technology and Communication” be set up (communication within and outside FEDORA)? YES.

Michael Katzensteiner  
***Communication and networking  
in FEDORA;***

*benefits of networking and  
communication,  
presentation of virtual platform*

# Overview

- Introduction: Why are we offering this WS? State of communication now,
- **Additional input (Margaret Dane):** Structure of FEDORA, meetings, communication now, members, tasks
- Input: useful concepts and models
- Imagination
- Work in small groups
- Communication within FEDORA
- Presentation of th
- Next steps

# • Introduction

- Each member introduces her/himself and answers the question: What do I want to get out of this WS (we will put the statements on the flipchart and try to put them in an order)

## Input 2 Imagination:

“Imagine yourself arriving in a fantastic marketplace with some corners and meeting points. You can meet FEDORA members there, enjoy this meeting and walk around .... ask your inner mind: who else would I like to meet, what do I want to do with them, what can I present there, what special necessities, needs or interests do I have to communicate to FEDORA members, how often do I want to come to this place.....”

# Input 3:

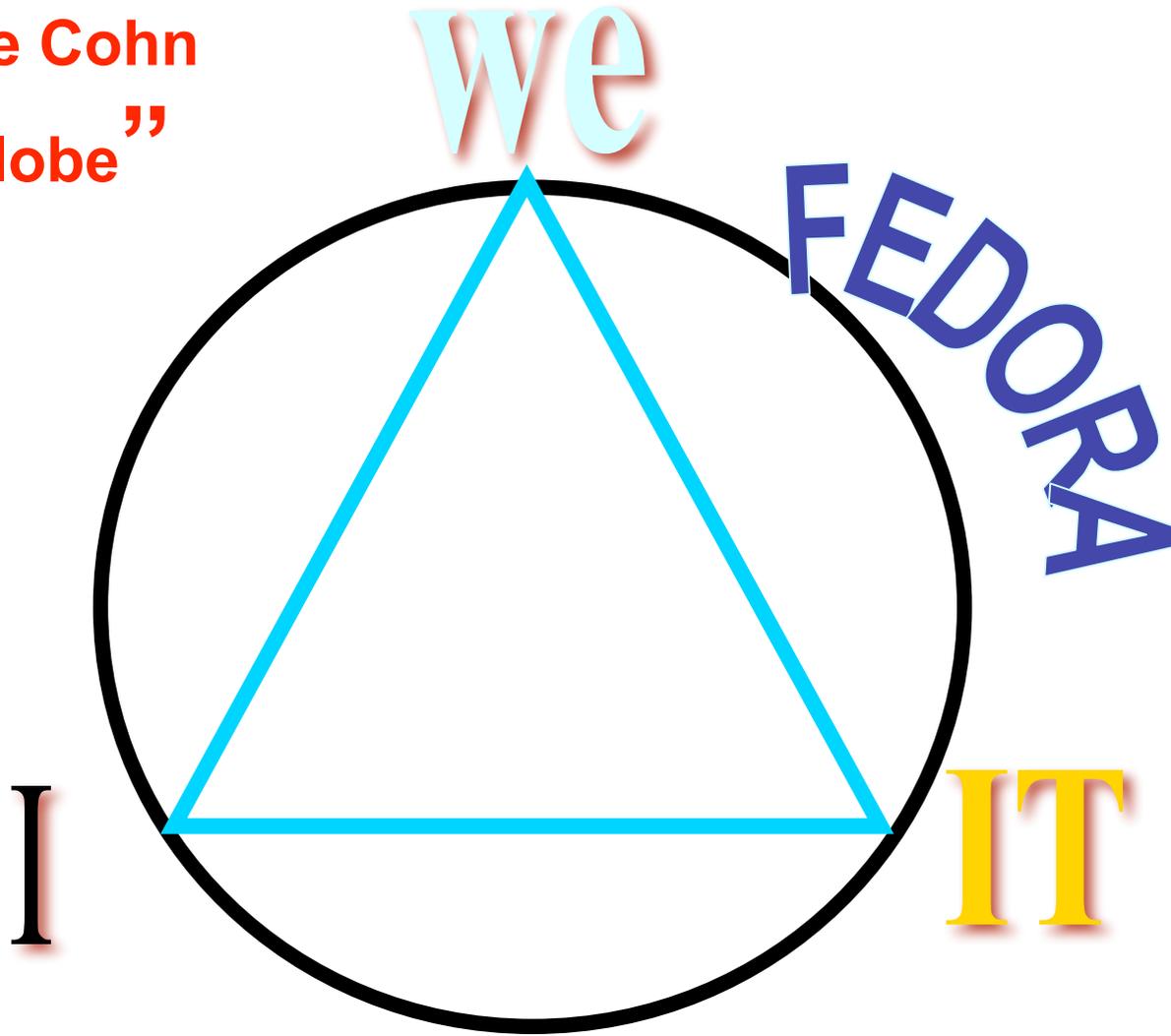
## How to reach goals

- What do I (we) want?
- What am I (are we) able to do? (What are my capabilities)
- What do I (we) know? (what information do I/we have?)
- What is my (our) profit?  
(How can I/we benefit from this?)

# Input 4a: **Theme-Centered Interaction (TCI)**

- To work well with someone else, you need to understand each other and build a common framework.
- As people gain a common framework they gain the power to re-make their world.

**Input 4b:**  
**The Cohn**  
**“Globe”**



# Work in small groups

- Exchange your experiences, put it down on the flipchart
- Remember the 4 questions

*What do I (we) want?*

*What am I (are we) able to do? (What are my capabilities)*

*What do I (we) know? (what information do I/we have?)*

*What is my (our) profit? (How can I/we benefit from this?)*

# Groupwork1

- What do I (we) want?

*Needs, interests*

*Communication within FEDORA*

*within WG*

*themes beyond WGs*

*local/national level*

*administration of FEDORA*

# Groupwork 2

- What are my/our capabilities

.....

*Means of communication: benefits and disadvantages, barriers,*

*Should a support group “FEDORA Technology and Communication” be set up (communication within and outside FEDORA)?*

*face to face, meetings, e-mail, phone, newsletter, electronic platform*

# Groupwork 3

- What information do I/we have?)  
*Information and knowledge within  
FEDORA*

# Groupwork 4

- How can I/we benefit from this?  
*benefits and disadvantages*

# Presentation of the electronic platform

- **AKTIV8**

# Next Steps

- Should a support group “FEDORA Technology and Communication” be set up (communication within and outside FEDORA)?
- Electronic Forum???

**THE END IS  
ALWAYS A  
BEGINNING**

## **FROM HELPLESSNESS TO INSPIRATION - how to consciously use words when motivating passive clients to take action.**

Malgorzata Kalaska, FECG Training Group member, psychologist, PhD candidate in social psychology at Jagiellonian University

### **Objective**

The main objective of the workshop was to give the participants an opportunity to practice some techniques of communication used during interviewing and advising students and graduates. The techniques are said to be especially useful for inducing the change in contact with those who are in danger of being unemployed or missing the opportunities because of their passive behavior. This passive attitude is very often rooted in the particular way in which the client (graduate) interprets his previous experience. What is more, this pessimistic, generalized way of thinking sometimes spreads over and overwhelms the advisor's mind, which makes him temporarily unable to help the client.

Fortunately, thanks to NLP oriented therapists, who have discovered the power of language, the advisor can ask specially formulated questions or paraphrase client's words to "scatter the fog of hopelessness" by reframing the problem. These techniques help both the advisor and client to see the situation from the new, more future-oriented, motivating perspective.

### **The content**

During the workshop we briefly discussed the role and specific of communication in the process of counselling - career and job counselling in particular.

Secondly we have discussed the possible factors, which can hamper students and graduates active behavior on the job market and in the area of career and life planning based on the example of Poland. Not all of the factors are internal and psychological - some really hard obstacles are created by economical and educational system. This makes the psychological factor even more important - as it is one of the areas where the real change in situation can be achieved. What is more, the techniques may serve not only to enhance the counselling results for clients but also to help the counselor cope with the "fog of hopelessness" which is sometimes brought by client.

Then the particular techniques, employed from NLP and strategic psychotherapy (Milton Ericson) were presented. These included: dispelling the fog, using presuppositions, constructive past-recalling and using the language of action. All they

are based on the idea of reframing which could be defined as looking at the same events, facts and even feelings from a different more future-oriented and action-oriented perspective.

Finally the participants could exercise the techniques on some examples of complaints and hopeless sentences cited by other participants from their practice. This led us to several conclusions and helped us to identify the limitations of the method.

### **Results**

First, we discovered how difficult it is to use words consciously and how easily inappropriate use of the techniques may be ineffective or even harmful to the process of building the interpersonal contact with the client. However, what could have been also beneficial for the participants was probably the personal experience which can help to answer the question: "How do I like the new techniques? Do I accept the assumptions upon which they are based? And: Am I going to use them in my work?"

### **Structure of workshop**

Presentation

Exercise in subgroups of four to five people

Discussion

Role playing exercise in threes: Client, Advisor, Observer

Discussion and conclusions

### **Duration**

1 hour 30 minutes

### **About the trainer**

Małgorzata Kalaska – FECG Training Group member, psychologist, PhD candidate in social psychology at Jagiellonian University. Employed at the Career Service at Krakow University of Technology, (Poland). Advises students individually and runs trainings and workshops on career planning and other job-related topics. Also teaches Polish career counselors about individual counselling skills, recruitment methods, and others. Malgorzata Kalaska recently designed the intercultural communication training program for students.

She is interested in cross-cultural differences in the need for improvement and the personal implicit theories and their impact on social

behavior. Loves photography and travelling to some exotic, not crowded yet, destinations, like Middle East

# Career Management skills at the University of Reading

Shauna van den Bos, Director of the Careers Advisory Service, University of Reading

## 1. Introduction

The workshop, presented by Shauna van den Bos, Director of the Careers Advisory Service at the University of Reading, began with an introduction in which she defined the aims of the session as:

- To describe the project at the University of Reading to integrate career management skills (CMS) into all undergraduate programmes
- To share ideas and good practice
- To answer any questions during the session

## 2. Workshop Outline

The content of the workshop was to comprise:

- Defining CMS and outlining the context in which it had been developed
- Describing the structure and content of CMS
- Group exercises based on CMS: web materials, marking assignments and taught sessions
- Analysis of progress and future developments

## 3. Definition and Context

### 3.1 Aims

CMS was defined as a programme that aims to provide students with the skills needed to identify, research and secure suitable work or study opportunities following their University studies.

### 3.2 Objectives

Its objectives are to ensure that

Students are aware of their career-related strengths and weaknesses, and can identify what interests and motivates them

They know about the range of career opportunities available

They can research their ideas further

They are able to apply effectively for opportunities

### 3.3 CMS Drivers

The factors behind CMS and those that drove it to fruition were described as:

- Graduate unemployment rate in a national survey
- Institutional employment performance indicators

- Restructuring of academic programmes
- Teaching & learning strategy and transferable skills
- New fees environment in the UK
- National review of higher education, quality assurance requirements and employer demands
- Success with pilot CMS modules
- University task group
- External funding

## 4. Structure & Content

CMS is a five-credit module component (from 120 Level-2 credits) in three parts. These combine interactive three taught sessions of two hours each delivered by careers advisers and academics, a notional 50 hours of online self-directed study, and three assessed assignments marked by academics.

The three parts of CMS encompass the fundamentals of career planning, features that have been identified as crucial to attaining employability:

- **Finding your Profile**  
Self-awareness  
(Awareness of students' strengths, skills, motivation and personality)
- **Finding the Fit**  
Opportunity awareness  
(How to research careers and courses, and how the graduate labour market works)
- **Effective Applications**  
Transition awareness  
(*Job seeking, CVs and interviews*)

## 5. Exercises

A number of exercises were carried out to demonstrate the three elements of CMS.

### 5.1 Web material exercise

The first exercise related to a section of the online material in Part 1 of CMS and was conducted so as to replicate the students' experience. Its aim was to increase self-awareness using 'STAR' – Situation, Task, Action, Result – a commonly used method for analysing practical learning and

accomplishments often used in job interviews and application forms. Participants were asked to work in pairs with each person describing one example of their skills in STAR format and discussing this with the other person. The whole group then discussed the value of the exercise.

### 5.2 Marking assignments

In groups, participants read a real example of one of each of the three CMS assignments. Each group was required to agree on the marks for the piece of work. The group agreed that the marking criteria made the exercise quite straightforward.

### 5.3 Taught session exercise

The third exercise, entitled, 'If you were the employer, would you interview them?' was taken from the taught session of Effective Applications. Participants worked in groups, looking at the questions taken from application forms and the answers supplied, and completed a response sheet rating each answer. A general discussion followed comparing the groups' responses.

## 6. Conclusion

The progress and future developments of CMS were analysed under the following four headings.

### 6.1 Progress

Developments since the introduction of CMS were described as:

- CMS's inclusion as a compulsory component in all courses
- The development of a one day model
- Involvement of employers and alumni
- The sale of the CMS package to over 42 UK Higher Education Institutions (note that CMS has now been sold to 55 Higher Education Institutions in the UK and Eire)
- Two national awards for excellence
- Commendation from external quality assessors
- Fitting with Personal & Academic Record scheme and widening participation agenda
- Changing work focus and positioning of the Careers Advisory Service
- Raising the profile of the Careers Advisory Service and bringing closer working relationships with academics

### 6.2 Evaluation

The evaluation system was described as consisting of student questionnaires rating various aspects of CMS on a scale 1 to 5 where 5 is very

positive. The returns showed that results were improving, with students spending longer using the web. In particular, the response to the question 'Overall CMS stimulated my career thinking' was up from 3.7 to 4.5. Moreover, a graduate survey indicated that CMS had had a positive impact.

### 6.3 The future

New plans were that CMS was to be:

- Included in the Reading University institutional quality audit in 2004
- Marketed to university applicants linked to fee increases
- Adapted for postgraduate and research students
- Linked to work experience and University business-related activity

It was noted that there would also be a need for ongoing support from senior management.

### 6.4 Unique combination – Unique benefits

These were summarised as:

- CMS is a compulsory part of all undergraduate courses
- It is allocated 5 credits and counts towards the degree
- It is delivered in close partnership with academics
- Academics mark the assignments
- It involves students in discipline-specific workshops and online learning
- It provides an opportunity to work with all students and market other CAS activities
- It involves alumni and employers
- It addresses widening participation and recruitment needs

## 7. Outcome of the talk

This workshop was one of the best attended at the Congress and generated a great deal of interest and questions. Embedding CMS into the curriculum is something that has pan-European appeal and interest. Follow-up enquiries have been received from a number of countries.

## The IQ FORM tools – “intelligent assistants” for virtual studies

Päivi Virtanen

### The aim of the workshop

To introduce a Web-based tutoring tool, which can be used both in Web-based and face-to-face settings to encourage students to develop their learning strategies towards self-regulative and collaborative learning. Another aim is to give teachers an idea as how to develop their teaching and tutoring so that students could find studying more meaningful. The workshop also presents how learners use the tool and learn self-regulation skills, and what results have been found in the pilot use of the tutoring tool.

The IQ FORM project (2000-2003) has created interactive Web-based tools to support learners towards self-regulation and collaboration in virtual universities and other higher education settings. High quality learning requires learning skills students can use in strategic ways. Learners need motivational and self-regulatory strategies to ensure to achieve objectives of studies. Quality learning also requires social participatory skills. In knowledge creation sharing and co-operation plays an important role.

The name “IQ FORM” refers to the idea that technological learning environments and platforms should be “intelligent” in supporting students with different abilities to grow as learners. The IQ FORM system is one of the services offered to members of the Finnish Virtual University, which is an alliance of all the universities in Finland. In the IQ FORM system, there are tools for an individual learner and teacher *the IQ Learn* and for a Web-course group *the IQ Team*. The IQ Learn offers tools for a learner to develop his/her personal strategic learning skills, and the IQ Team offers information about group processes and tools for collaborative learning and knowledge creation. The tools, which can be used also in face-to-face settings, are available without charge in English, Finnish and Swedish

([http://www2.virtuaaliyliopisto.fi/iqform/index\\_en.html](http://www2.virtuaaliyliopisto.fi/iqform/index_en.html))

The **IQ Learn** consists of three elements:

- a) The interactive test bank**, with questionnaire sets for students' self-evaluation:
1. Forethought of learning
  2. Strategies in learning
  3. Learning skills
  4. My strengths

- b) Tutoring sets**, with a hypertext structure for each sub component of the tests,
- Tutoring students towards self-regulation
  - Additional guidelines for teachers

- c) A learning diary** for the reflection of learners' experiences and test profiles.

The **IQ Team** consists of three elements:

- a) The interactive test bank**, with questionnaire sets for students' self-evaluation:
1. Group roles
  2. Social interdependence
  3. Group processes and Knowledge creation

- b) Tutoring sets**, with a hypertext structure for each sub component of the tests,
- Helps the learner work effectively in a Web group
  - Increases social readiness and participatory skills
  - Gives a model of knowledge creation in a Web group

- c) A joint learning diary and Diskussion forum**
- For personal and collective reflection inspired by the test and the tutoring sets
  - Open discussion forum
  - Tool for collaborative knowledge creation

### The structure of the workshop

- Presentation of the IQ Learn and the IQ Team tools
- The tools on trial for the participants of the workshop
- Discussion and conclusions

In the workshop the IQ Form project's theoretical backgrounds were introduced using PowerPoint slides. The IQ tools were introduced on-line using a computer connected to the Web. Five persons took part in the workshop and there was a lot of questions and discussion already during the presentation.

As the basic result of the workshop can be conclusions of all the participants that they found the IQ Form system's tools usable in their own institutions, especially used in introductory

courses for first year students. The presenter got feedback from professional student counsellors and to develop the IQ Form systems further. After the Congress the IQ Form tools have been developed and some of those who took part in the workshop have been using the presented IQ tools in their institutions.

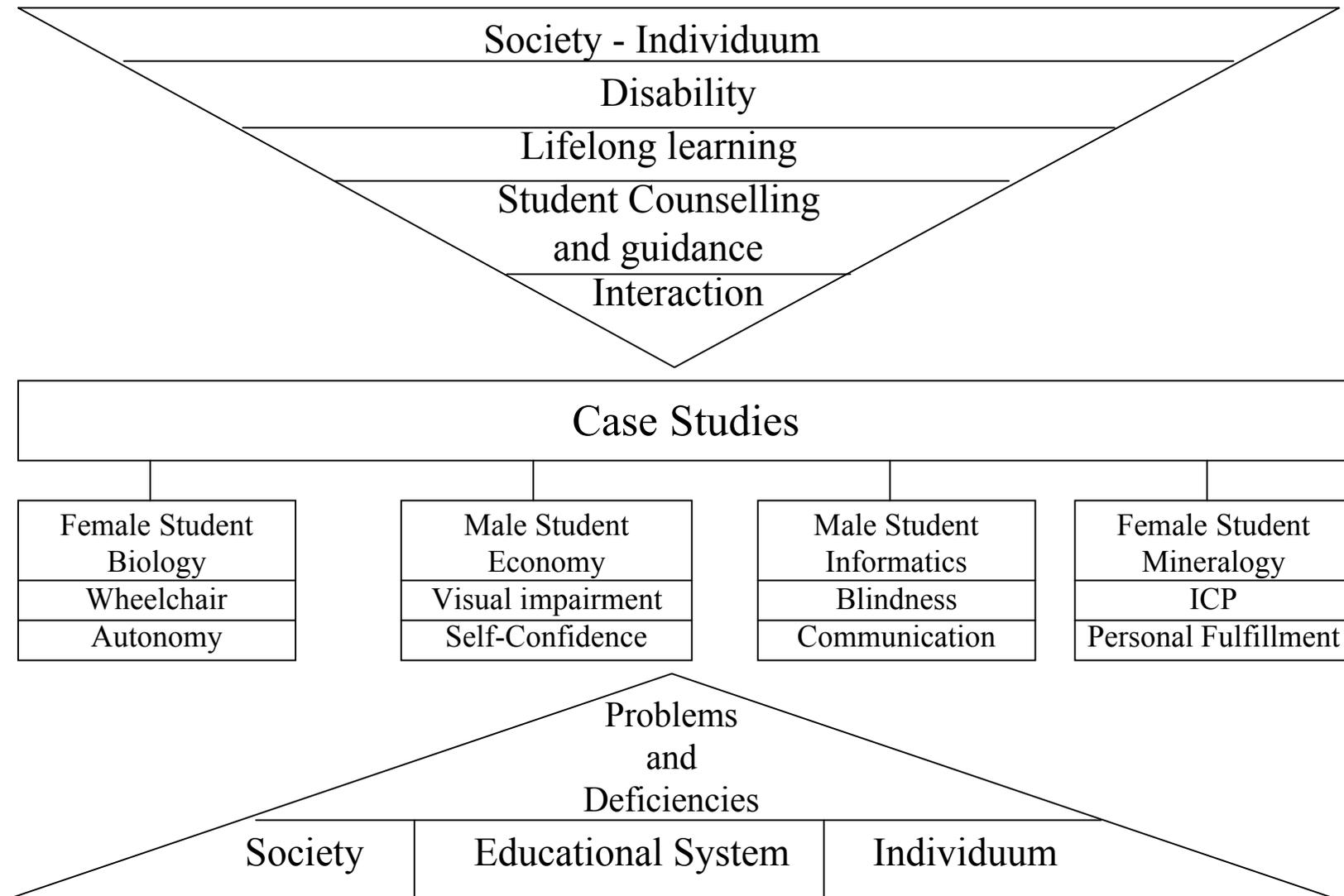
More information about the IQ Form project and tutoring on Web from the article:

<http://www.leeds.ac.uk/educol/documents/00003227.htm>



## **Theme B – The impact of widening access in our work**

**Willy Aastrup, University Aarhus (Denmark)**  
**Joachim Klaus, University Karlsruhe TH (Germany)**  
**„Disability – Social stigmatisation and personal emancipation“**



## Promoting Inclusive Learning in Higher Education for Students with Disabilities

Alan Hurst – University of Central Lancashire

### Opening Comments

For many years, there has been concern for the under-representation of particular social groups in higher education. In the main, this was linked to social class, gender, and ethnic minority communities. Around 1990, the major focus of attention began to shift towards ensuring that people with disabilities had full access to institutions and their courses. Whilst this challenge remains, progress has been made on several fronts. From the perspective of students, improved financial support through the Disabled Students Awards (DSA) became available from 1990; this has been extended gradually to embrace some of those originally excluded because of the means test on

parental income or their part-time and/or post-graduate status. Higher education institutions in the United Kingdom have benefited from several strategies and innovations introduced by the national funding councils, most recently the additional premium attached to students with disabilities. Now, attention has switched to consider the quality of the experience. This has been given significant impetus by the Quality Assurance Agency's Code of Practice Section 3 Students with Disabilities (QAA 1999) and by new anti-discrimination legislation. the Special Educational Needs and Disabilities Act 2001 and its associated Code of Practice (DRC 2002). However, before exploring the detail of this law, some important general points need to be made.

### Disabled Students Allowances

Disabled students can claim additional financial support under a system managed by local authorities in England and Wales and by the Student Support Agency in Scotland. Full time students can apply for the following additional money:

up to a maximum of £4,460 for special equipment

up to a maximum of £11,280 per year of course to buy non-medical personal assistance

up to £1,490 per year of course to cover expenses incurred directly as a result of studying with a disability

Rates for part-time students differ. The money available has increased in line with annual inflation. For more information see the Annual Guide "Bridging the Gap" published by the DfEE.

It is important for tutors to be aware that these additional funds are available since they can be used to support students in academic assessment

Firstly, it is important to be sensitive to the use of language which some people with disabilities regard as offensive.

Some examples of appropriate terms are given below.

### Language and Disabilities

#### Avoid

The disabled/the blind/the deaf  
wheelchair-bound  
suffering from  
handicapped

#### Preferable

disabled people/blind people/deaf people  
wheelchair user  
a person who has....  
disabled/impaired

Secondly, the use of language links to the approach, which should underpin what takes place in classrooms and examination rooms. In the past, society's perception of people with disabilities has been one where they are seen as sick or interesting medical phenomena or deficient in some way. In contrast, within the last thirty years, many disabled people have fought against this and suggested that the challenges they face are created by the ways in which we organise our society. The focus here is on the political and economic structures encountered in society. A simple example can be outlined. Currently there are many locations which people who use wheelchairs find difficult or impossible to access. This is a result of decisions taken about the ways in we design our environment and how much we are prepared to spend. Today, there are laws about access to new buildings and the facilities they contain; increasingly too access to public transport is becoming less difficult as a result of designing new buses and trains which are accessible to wheelchair users and have interior facilities helpful to those with aural and visual impairments.

Having given this brief introduction and especially the final point contrasting the "medical" and "social" models of disability, it is possible to provide some official/legal definitions of "disability" and to evaluate the extent to which they are predicated on a particular model.

#### Definitions

One can begin by trying to define the term "disability". There are a number of different 'levels' of approach. For example the World Health Organisation in 1980 distinguished between an impairment (any loss or

abnormality of psychological, physiological, or anatomical structure or function), a disability (any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being resulting from an impairment, and a handicap (a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal for that individual depending on age, sex, social and cultural factors). Within the national and legal context the Disability Discrimination Act 1995 defines 'disability' as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. It is then felt necessary to clarify this further in the following way:

- *impairment* - include physical impairments affecting the senses such as sight and hearing and mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion)
- *substantial* - for an effect to be substantial it must be more than minor. The following are examples that are likely to be considered substantial : inability to see moving traffic clearly enough to cross the road safely: inability to turn taps or knobs : inability to remember and relay a simple message correctly
- *long term* - these are effects that have lasted at least 12 months or are likely to last at least 12 months or are likely to last for the rest of the life of the person affected. Long term effects include those which are likely to recur

- *day-to-day activities* - normal activities carried out by most people. - on a regular basis and must involve one of the following broad categories: mobility - moving from place to place, manual dexterity - for example the use of hands, physical co-ordination, continence, the ability to lift, carry or move ordinary objects, speech/hearing/ eyesight, memory or ability to concentrate/learn/understand, being able to recognise physical danger

The importance of this definition is that it is the one which has been adopted in the Special Educational Needs and Disability Act 2001 and so it applies to higher education.

There are also definitions of “disability” which are specific to the sector. Thus, the Quality Assurance Agency Code of Practice Section 3: Students with Disabilities (Paragraphs 15 and 16) states:

“There are many different ways of defining who is disabled. This code follows no particular model. Institutions should be aware that disability covers a wide range of impairments including physical and mobility difficulties, hearing impairments, visual impairments, specific learning difficulties including dyslexia, medical conditions and mental health problems. Some of these impairments may have few if any implications for a student’s life or study. Others may have little impact on day-to-day life but may have a major impact on a student’s study, or vice versa. Some students may already be disabled when they apply to an institution, others may become disabled or become aware of an existing disability only after their programme has started. Others may have fluctuating conditions. Some students may be disabled temporarily because of accident or illness.

Institutions will want to ensure that their provision and structures take into account, so far as possible, the full range of needs which disabled students may have, and that their provision is sufficiently flexible to cater for individual’s changing needs throughout their period of study”.

### **The Special Educational Needs and Disability Act 2001**

In the United Kingdom, legislation against discrimination on grounds of gender and ethnicity has a longer history than on grounds of disability. The Disability Discrimination Act 1995 (DDA) was the first serious attempt to redress the situation. Having defined “disability” (“ a physical or mental impairment that is substantial and has adverse long term effects on the person’s ability to carry out normal day-

to-day activities”) the law focussed on access to employment and to goods and services. Education was omitted from the DDA. The Special Educational Needs and Disability Act 2001 (SENDA) alters this and covers all sectors of education. The first stage of implementation began in September 2002, auxiliary aids and services are covered from September 2003, and the physical environment from September 2005. It uses the same definition of “disability” and the same definition of “discrimination” and associated concepts. Discrimination occurs if someone is treated less favourably for a reason that is disability related and there is no justification for the action. Discrimination might occur if “reasonable adjustments” are not made. If discrimination is alleged, firstly there is an attempt to reconcile the disputing parties through the Disability Rights Commission (DRC) but if that fails the next stage is the county court which might then award financial compensation and issue injunctions. Within higher education, all services are covered by the law including learning, teaching and assessment, distance and e-learning, and partnership and overseas provision. The rest of this chapter considers how discrimination can be avoided by making “reasonable adjustments” and also by complying with the anticipatory requirement of the SENDA. Changes should not be made as a direct result of enrolling a student with a disability; rather, those responsible for the course should have planned in advance for what they need to do to make the course accessible and inclusive. There is a key role here for staff training and the development of high levels of disability awareness since the provision of such training could be central to any defence if discrimination is alleged.

Within the law it remains possible to refuse entry to a student with a disability on a number of grounds. Firstly, the decision might be based on the need to maintain academic standards. However, in order not to put themselves at risk, course teams and admissions tutors need to be clear about criteria used to select students. Secondly, the decision might stem from there being parts of courses which are a basic requirement but which some students with disabilities might be unable to complete and where “reasonable adjustments” cannot be made. This is often linked to the involvement of external professional and regulatory bodies Thirdly, the decision might be taken where, if “ reasonable adjustments” are made, they are “material” and “substantial” perhaps involving high costs within a very restricted budget. It is too soon

after the introduction of the new law to comment further on their interpretation.

If discrimination is alleged to have taken place, there are key issues to consider. Firstly the individual needs to have a disability as defined by the law. Secondly are the services covered by the law? Thirdly has there been either less favourable treatment or lack of "reasonable adjustment"? Fourthly has the student disclosed a disability?. If the institution can prove that the individual did not disclose, it is unlikely that the allegation can be proved. However, there is a responsibility on the institutions to have taken steps to ensure that students have several opportunities to disclose information about their disability. In itself this raises further questions, since there are issues about who the information is disclosed to and also whether the individual asks that the information remains confidential since confidentiality requests are seen as "reasonable adjustments". Specific guidance on matters relating to disclosure has been issued (DfES 2002) and there is also some useful general information (Skill 2002)

Underpinning the law is a philosophy based on a social model of disability as mentioned already (Oliver 1990). To recap briefly, this concept emerged in contrast to the individual/medical/deficit model. The latter focuses on individuals and views them as being sick in some way. They have to engage in social life as best they can. The social model sees the challenges they face from a different perspective. Any difficulties encountered result from the ways in which society has been devised. Instead of trying to change individuals to fit society, changes are made to society to ensure that individuals can participate. This is the basis of inclusive learning.

In the light of these legal duties and responsibilities, a range of reasonable adjustments and anticipatory strategies are outlined in relation to four aspects of learning and teaching: the provision of information, the design of courses, the delivery of the curriculum and the assessment of learning

### **Provision of Information**

There are two stages when students are provided with information – the admissions stage and at entry. Taking the former first, it is important to look at what is said about programmes/courses/ modules in published information. The information must be honest and not misleading in any way so risking a legal challenge. Sometimes flexibility might be

limited by the close involvement of professional bodies who prescribe certain kinds of learning experience which those with particular impairments might find impossible to complete. Often these are associated with professional courses and are linked to a licence to practice. Much will depend on what is defined as core to the course and so it is important to make this clear at the earliest opportunity.

Information aimed at capturing the initial attention of prospective students should also be sensitive to the use of language and terminology. It is important to avoid using words which might give offence. It is also important to remember that those whose first language is British Sign Language might have difficulties accessing information unless it has been moderated by some one familiar with BSL since English and BSL do differ. Attention needs to be given to the tenor of the information especially if what is conveyed is excessively negative. There are also the visual images which are used. Apart from being inaccessible to those with visual impairments, many of those responsible for publicity make use of traditional images of people with disabilities and so contribute towards the perpetuation of stereotypes. Not all students with disabilities use wheelchairs, not all students who are blind have guide dogs to aid their mobility. It is not easy to present visual images of those with hidden impairments. One solution is to use only images of head and shoulders if students do feature in publicity.

Increasingly prospective students are gathering information using electronic means. Hence it is necessary to ensure that institutions' websites comply with basic accessibility criteria. It might be necessary to sacrifice some originality and visual appeal to ensure all potential users can obtain information easily.

For example, a website which asks the user to use a mouse to click on a moving image could create un-necessary problems not only for those with visual impairments but also for those with limited dexterity.

The second point at which information is provided is at entry. For example, students are given details about how courses will be taught and assessed. For disabled students there might be a need to provide additional information. For example it would be helpful to students who are hard-of-hearing to say that the policy of the Department is that all tutors

will wear radio micro-phones or have their sessions recorded on to cassettes. Another example which would benefit students with a range of impairments is that lecture notes and other teaching materials are available on the intra net. Booklists could have essential texts marked since some students find browsing in libraries difficult because of their impairments. Note the other benefits of these approaches. Firstly they avoid disabled students having to make extra effort to find and negotiate with individual tutors. Secondly they avoid inconsistent practices. Thirdly, they might obviate the need to declare their disability, a sensitive issue discussed earlier. Finally, they could prevent claims of less favourable treatment and putting disabled students at substantial disadvantage.

### Curriculum Design

To fulfil the requirement to anticipate the needs of students with a range of impairments, it would be helpful if questions about this could become part of routine procedures when new courses are validated and when existing courses are reviewed. Part of this might be to ask course teams to identify the core requirements of their courses. If students are unable to meet these, then it might be possible to refuse the offer of a place at application stage. The sector has been assisted in identifying course requirements by the introduction of subject benchmarks and use of programme specifications. However, care is needed when drawing up core requirements. For example, a course in marine biology might require students to analyse specimens – but does this imply that students have to collect their own? This could present barriers for wheelchair users. A second example is a course in sports science in which the requirement is to demonstrate lower body movements. Is the implication of this that this will be done using one's own body or can it be demonstrated using models or other people? If the former, students with paralysis will encounter barriers. In considering the law, a "reasonable adjustment" might be made in these two examples.

A number of questions centre upon attendance requirements. Some impairments impact upon students intermittently, for example students with m.e. or those who are mental health service users. Some days their impairment makes it difficult for them to be present in class. Perhaps, on some courses, classes are time-tabled on an intensive basis. A "reasonable adjustment" to check at validation

might be to ensure that access to course content is available on-line

Some courses require visits and placements. The law makes it clear that institutions are responsible for these activities. It is important to check with course teams whether they have procedures in place to undertake risk assessments. To offer additional insights into the experience of fieldwork, as a "reasonable adjustment" and demonstrating the anticipatory duty, one institution has produced video films so that for example students with impaired mobility can anticipate what the challenges might be at an early stage. If the video is also signed, captioned and has a voiceover it makes it accessible also to students with visual and auditory impairments. To participate in visits, field work and work placements, additional costs might be incurred – for example for transport and accommodation that is accessible and adapted - and this could be checked at the validation stage so that if students with disabilities do participate, strategies are in place to deal with any questions of finance.

Many courses involve students working in laboratories and other specialist areas. These are intended to allow students to acquire a range of practical skills. At validation, questions could be asked about how risk assessment might be undertaken. In this instance there is also the need to comply with health and safety regulations. Further questions could cover the extent to which rooms and equipment might be adapted. Developments in technology allow for simulations and for "virtual realities" which might constitute "reasonable adjustments". It is possible to install workbenches which have adjustable height so that wheelchair users can carry out tasks safely and effectively. When specialist facilities are being refurbished, adaptations such as this demonstrate that an institution is taking seriously its anticipatory duties. Many of the barriers to inclusive learning can be overcome using simple solutions. The work of Hopkins and Jones demonstrate ways in which students with disabilities can participate fully in laboratory-based learning without endangering health and safety (Hopkins and Jones 1998).

Following the SENDA, a number of very useful audit documents have been published which offer additional information (SWANDS 2002, RNID 2002)

## Learning and Teaching

In suggesting ways in which tutors can comply with legislation, much of what follows has drawn upon the "Teachability" project sponsored by the Scottish Higher Education Funding Council. The "Teachability" booklet, designed to be used by individuals and departments, provides a structured framework for looking at current classroom practices. There are two basic premises: that what is good practice for students with disabilities is good practice for all students and that academic staff are in the best position to develop inclusive learning since they are responsible for designing and delivering courses (SHFC 2000). The approach to prioritising anticipatory reasonable adjustments, advocated by 'Teachability', is for departments to develop clarity about what is core to a course. If there are some things that a student must be able to do, then it is sensible to start there in looking for anticipatory reasonable adjustments. The determining of core requirements, with justification, also offers a standard against which applicants can be considered. If a particular disabled applicant cannot, with reasonable adjustments made, do these things, there may be grounds for not accepting the student onto the course.

The identification of core requirements might indicate that there are some barriers which are intrinsic to the subject and make it impossible for students with some impairments to participate. Often this relates to competence to practice professionally. For example a course in dentistry will involve students in practical activities such as tooth extraction. The nature of some impairments mean that this rules out some potential students because of their particular impairment. Some barriers to inclusive learning result from a chosen method of delivery. Using videos which lack captions or voiceover could present difficulties to blind and deaf students. Tutors might have to consider ways of ensuring that learning takes place using alternative strategies perhaps by providing a transcript and commentary on the video and the purposes of showing it. Thirdly some barriers to learning arise inadvertently because tutors lose their sense of heightened awareness. It is easy to forget that dimming lights when using video and films can impair communication for those using lip-reading to follow what is happening.

Some of the considerations when learning takes place in large groups were outlined in the scenario described at the start of this chapter.

Additional considerations include the physical accessibility of the room. In some places, students who use wheelchairs have to enter and leave rooms by routes different to those used by the rest of the class. They might have to sit in a position which isolates them from their peers. This has the strange effect of drawing attention to both their presence and absence from class. Using maps and diagrams with large learning groups might create problems if these are displayed on an overhead. If there are students working with BSL interpreters, tutors need to recognise the value of having short breaks to allow some respite from the intense concentration necessary for both student and interpreter. Deaf students using interpreters might also encounter some difficulties when they want to ask a question. The translation and transmission of information from tutor to interpreter to student and the thinking processes that might stimulate a question take time and it could be that some minutes have passed before it is possible to relay this to the tutor. This should not be defined as slow thinking on the part of the student.

There are a number of ways in which learning might be made more effective when students with disabilities are in small groups. At the start of each meeting, it is helpful if everyone present introduces themselves so that a student who is blind knows who is present. Names should also be used when making contributions to group discussion. Where there are deaf and hard-of-hearing students in the group it is useful to establish some ground rules such as those speaking indicate that they are doing so by raising their hand and that only one person should speak at once. Other students in the group should also be prepared to be patient and understanding if someone has a speech impairment. Understanding is also required in recognising that some impairments are not obvious and that some students might have conditions which affect their attendance and participation. A good example of the latter are students with Asperger's syndrome who might find it difficult to relate to their peers. Tutors might need to explore ways of facilitating participation for example by using pairs, trios etc. within the small group itself.

Finally it is important that whatever "reasonable adjustments" have been made there are mechanisms to allow students with disabilities to provide feedback and evaluation so tutors can monitor their effectiveness. Many institutions ask students to complete evaluation

forms at the end of each module or course. To formalise the feedback from students with disabilities, it might be possible to amend the form so that students can comment on how their support needs were addressed. If such a system is implemented, care must be taken to ensure that confidentiality is not put at risk. However, by formalising the process, institutions show that they are carrying out their legal responsibilities in a professional way.

### **Academic Assessment**

Arguably it is within the area of assessment that it becomes clearest how those practices which help students with disabilities are also those which help all students. Arguably too the area is one in which potential challenges to the law are more likely to occur. To begin with, all students benefit from early and clear information about how they are to be assessed during their courses. This includes basic points such as whether there is oral assessment and written assessment, group assessment and individual assessment, a balance between course work and end of programme unseen examinations etc. Following from this all students benefit from having clear criteria against which their work will be judged. For example with written assignments, the criteria could be for quality of opening and closing sections, use of supporting sources, references to relevant concepts and theories, and overall presentation. Ideally this should be accompanied by clear information about how the overall mark/grade will be computed. For example is presentation awarded the same maximum as the quality of the opening and closing sections? The move to link learning outcomes with assessment strategies aids progress with this aspect.

For students with disabilities there are additional considerations. If the course is assessed using some kind of traditional examination, there are aspects of the physical environment to address. Apart from the obvious point about access to buildings and rooms for those with impaired mobility, it is important to consider whether nearby facilities are also accessible. Sometimes students with disabilities might have to use lavatories and rest rooms so their availability and location must be checked. Students who are visually impaired might have to use special equipment when answering exam questions. This might be noisy and distracts other students. One solution is to use a separate room and an additional invigilator. Some disabled students

dislike the separation and feelings of loneliness and isolation this creates and at a time when they need to demonstrate their attainment. Deaf students on courses which are assessed by formal unseen examinations could be disadvantaged if the carrier language has not been checked by an experienced BSL user. Students with specific learning difficulties are often offered additional time to complete their answers. If the examination uses the same room as other students, there will be some disruption when the exam ends other students leave the room. One "reasonable adjustment" to address this might be to consider whether attainment can be measured if students with specific learning difficulties complete fewer questions in the same overall time as other students. The effectiveness of additional time has been questioned by some (Williams and Ceci 1999 and Ofeish and Hughes 2002)

A key issue in relation to making "reasonable adjustments" is the scope for negotiation and flexibility. Where students are pursuing programmes of study for which the institution has total responsibility, the possibilities for implementing different strategies are greater than those programmes which have very close links to professional bodies. Where there is flexibility, it is possible to distinguish between assessment which is modified and assessment which is a genuine alternative. Allowing students with specific learning difficulties to complete fewer questions but within the same time period as described above is an example of a modified assessment. Alternative assessment is illustrated by allowing a student who is sign language user to sign answers to a video camera instead of writing them down.

Formal assessment might involve other strategies for example practical activities in laboratories and workshops. When assessment uses coursework only, other points emerge. For example, if written assignments test individual initiative and research skills, what reasonable adjustments can be made to include students whose access to libraries and print sources is limited? Other issues concerning assessment and students with disabilities have been explored elsewhere (McCarthy and Hurst 2001)

### **Closing Comments**

The implementation of the Special Educational Needs and Disability Act 2001 offered new opportunities to review current policies and practices on learning, teaching and assessment. It marked a change in roles and

responsibilities within institutions. No longer is it possible to assume that students with disabilities “belong” to colleagues working in student support services where the work they do might be seen as an optional extra. There is a major shift. Making policy and provision for students with disabilities has become an important part of core business and involves everyone.

The move to ensuring that pedagogy is inclusive will benefit all and lead to an experience of higher education of the best

quality. To move towards this we must use the four As: awareness of disabilities, audit current practices, anticipate future needs, act to implement inclusive learning.

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## Colloquy : The Chronicle of Higher Education

available at <http://www.chronicle.com/colloquy/99/disabled/disabled.html>

## **Enabling European disabled students to participate in European exchanges**

Barbara Waters, Chief Executive, Skill: National Bureau for Students with Disabilities

### **Policy issues and national actions needed to support successful exchanges**

#### **Policy Issues affecting European Exchanges and Disabled Students**

##### **What is policy?**

Stated aims and objectives by overarching bodies where programmes and actions lead to (hopefully) to the achievement of these aims.

Can be local, national or international

##### **Who is involved?**

Governments and their officials in departments, local administrations, service providers, trade unions and other non-governmental groups including students groups, local and national special interest groups etc.

##### **Education and employment policy**

Always influential and often controversial, many, many active players. Traditionally careers education and guidance has not been a major player.

##### **How does an understanding of education and employment policy help individual students?**

##### **It enables us to raise the profile of work with disabled students by**

- Using any legal frameworks to influence senior managers, planners and budget holders to ensure disabled students are not excluded from opportunities such as placements abroad
- Enabling the development of good supporting policies practices and procedures within our own institution
- Making it easier to develop partnerships with similar institutions in other countries

##### **What current European policy initiatives should we be aware of?**

- Bologna Agreement and its impact on course structure which is likely through its emphasis on student mobility to bring a more regular expectation of studying abroad, this might well for example be in the second year of a three year course, extending it to four years
- The EU treaty outlawed discrimination on the grounds of disability and led to European countries bringing in anti-discrimination legislation which includes education. Certainly Great Britain, Belgium, Germany have new laws which include education and disability
- Article 13 of the EU treaty includes additional requirements not to discriminate in the areas of vocational education and access to professional bodies to be implemented by 2006

##### **How can we develop this into good practice?**

Networks such as Fedora can promote sharing of practice which lead to improvement in provision.

##### **What good practice is already out there?**

People often underestimate how much there is in their own institution or region so using local networks is very important.

Published work includes

Fedora supported Myriam Van Acker at Catholic University of Leuven to produce two publications on European Universities with

regard to disabled students in 1996 (copies available)

Contributors such as Professor Alan Hurst in UK and Gayle Gagliano in USA have written and spoken internationally on the approaches for disabled students studying and living in other countries.

Alan Hurst suggests a check list of essentials including:

Site visits

Good personal contacts

Early planning

Flexible and creative approach

Recognising culture shock especially in relation to attitudes to disability

Expecting the unexpected!

Skill is working on a good practice factsheet, available on the Skill website shortly ([www.skill.org.uk](http://www.skill.org.uk)) and some FAQs that is frequently asked questions. These are being drawn up by GB disability advisors and International Students Officers together with a non-governmental organisation UKCOSA which has an information service for international students [www.ukcosa.org.uk](http://www.ukcosa.org.uk)

One area of particular concern is **disclosure of a disability** by an international student. Students often feel discouraged from disclosing because

- They fear discrimination
- Definitions of disability and terminology used varies between countries, students may not see themselves as falling with the category of disability described
- Issues of stigma or wiliness to disclose personal information will be affected by cultural background
- Students' expectations of what institutions should provide will be affected by structure in the home country
- Students may feel they can cope without assistance but find it more difficult abroad away from the support system they are used to.

### How might institutions help students with disclosure?

- Provide structured confidential opportunities for the student to disclose on enquiry, when filling in an application, on enrolment, at induction, and before exams.
- Commitment to offer and find funds for appropriate disability support. A student is more likely to disclose if there is a positive reason.
- Commitment to making reasonable adjustments (accommodations) to exams and assessments.
- Assurances that disclosure will not prejudice an application
- Details of the Institution's disability policy, statement or other document outlining the institutions commitment and practice
- Clear information about the availability of disability support service and how to find them
- Information about the location and amenities of the town and region and how accessible they are
- Information about the costs of personal assistance, social and medical care, transport which may fall outside of the scope of the institution's own provisions.

An example of UK university statement for international disabled students is available.

### National Actions

- Use the existing national Erasmus networks to promote discussion and improve the accessibility of the programme to disabled students. This will include improving the applications procedure, giving disabled students early notice of the timetable for applications, publicising the disability support available through Erasmus.
- Take a multi-disciplinary approach, bring together in your institution the disability co-ordinator, student services staff involved in for example housing, counselling and welfare, international student officers and administrators, so that more informed and coherent planning is in place. Create a team – recognise that some people wouldn't usually be working together and put some time into sharing concerns.

- Use or establish Higher Education networks in your country or region to discuss issues about supporting disabled students
- Work with other partners – student unions, education and employment organisations, non-governmental and not-for-profit organisations
- Develop partnership agreements with universities abroad and insure these agreements acknowledge the need for support for disabled students, and work towards agreeing specific service level agreements on what might be expected.
- Use your national disability discrimination laws to support your demands
- Build up an information source, for example use nationally available guides, such as the Skill guide 'Into Higher Education 2003' and similar guides for example available in the Netherlands from Handicap and Studie, all UK universities have a disability statement which should be on their website. Using the HEAG website.
- Be willing to share experiences

Skill: National Bureau for Students with Disabilities

2003

### Outcome of the workshop

In discussion on the day, it was clear that in many member states those responsible for delivering services and education to disabled students had no direct access to policy makers or understanding of how to get involved with policy development. The use of anti discrimination legislation and European directives as a lever was discussed, and much good practice was shared on how effective this can be. Therefore practitioners need not go 'cap in hand' (the origin of the use of the word 'handicapped' indicating begging) to colleagues in partner institutions but can negotiate support for disabled students from a position of strength. Case studies of the experience of Belgian universities in supporting their students abroad were given and discussed. The Belgian team highlighted the importance of having a 'problem solving' attitude rather seeing transfers of students as an administrative procedure.

Explain that discrimination laws in education are likely to cover

Work placements and study abroad in addition to

- Teaching and assessment methods
- Educational materials available in different formats
- Residential accommodation
- Leisure facilities
- Catering
- Library Facilities
- Careers and employment guidance
- Welfare services

For Example: As part of an art history course at a GB University students spend a month in Italy on a programme run by an Italian University. It is the British University's responsibility to ensure that the Italian University can provide access to a disabled student who uses a wheelchair.

If a British University receives a number of complaints of discrimination from disabled students about a European university partner, the British institution might decide to sever its links with that Institution.

## L'insertion professionnelle des diplômés handicapés (l'enquête de 2000 sur l'insertion des diplômés handicapés des universités françaises)

François Lebas

François Lebas, Responsable du SUIO et du Relais Handicap de l'Université Michel de Montaigne-Bordeaux 3 présente dans son atelier les résultats d'une enquête sur l'insertion professionnelle des étudiants handicapés en France. Cette première enquête nationale montre bien la nécessité de permettre aux étudiants handicapés, dans chaque université, de construire un projet professionnel cohérent et réaliste avec l'aide du SUIO (Service universitaire d'information et d'orientation), de faire des stages en entreprise au cours de leur cursus. Tout ceci permettant une insertion sur le marché du travail comparable leur camarades non handicapés.

L'enquête sur l'insertion professionnelle des étudiants handicapés en France a été initiée au Ministère de l'Éducation Nationale et publiée en 2000.

Les questionnaires ont été envoyés, par chaque université à ses anciens étudiants handicapés.

Les questionnaires exploitables (520) ont été saisis et traités au Relais Handicap de l'Université Michel de Montaigne-Bordeaux 3 par François Lebas et au MEN par Michelle Palauqui.

Il est intéressant de noter certains résultats:

343	(66%)	personnes déclarent être en activité
158	(30,4%)	personnes déclarent être demandeur d'emploi
19	(3,6%)	personnes peuvent notamment être en stage

### 1° analyse de la situation par rapport au sexe

	Population totale		en activité		demandeur d'emploi	
M	253	48,7%	168	48,98%	79	50%
F	267	51,3%	175	51,02%	79	50%

Le sexe n'est pas un facteur discriminant au regard de ce résultat, les jeunes femmes handicapées diplômées ne sont pas plus en situation de chômage que les hommes.

### 2° analyse par rapport au type de handicap

	Population totale		en activité		demandeur d'emploi	
Moteur	205	39,4%	141	41,1%	55	34,8%
Auditif	92	17,7%	66	19,2%	23	14,6%
Visuel	87	16,7%	58	16,9%	25	15,8%
Maladie	68	13,1%	39	11,4%	29	18,4%
autre	61	11,7%	36	10,5%	25	15,8%
non réponse	7	1,4%	3	0,9%	1	0,6%
total	520	100%	343	100%	158	100%

On constate que les handicapés moteurs ont un pourcentage d'activité supérieur à leur part dans la population totale, les déficients auditifs aussi, ce qui peut paraître surprenant car on a souvent l'impression que l'insertion professionnelle des sourds est plus complexe. La part des handicapés visuels en activité est équivalente à celle dans la population totale. En revanche les personnes atteintes notamment de maladies invalidantes ont un taux d'activité plus faible. Il faut noter que sous le terme maladie plusieurs réalités coexistent, des maladies évolutives qui au fil des années rendent le handicap de plus en plus lourd, des pathologies mentales qui rendent parfois l'activité professionnelle problématique ou sporadique.

Mais sur l'ensemble on ne peut pas affirmer que le type de handicap soit un facteur déterminant sur le taux d'activité.

### 3° analyse par rapport au plus haut diplôme possédé

	Nombre de diplômés	en activité	%
2 <sup>ème</sup> cycle	234	157	67
3 <sup>ème</sup> cycle	110	87	79

Les personnes possédant un diplôme de deuxième cycle ne présentent pas une situation d'activité significativement différente de la population globale, 67% sont en activité pour 66% dans la population générale.

En revanche l'écart se creuse pour les personnes titulaires d'un diplôme de 3<sup>ème</sup> cycle. En effet leur taux d'activité passe à 79%

soit 13 points au dessus du taux d'activité de la population générale.

Une analyse un peu fine de l'activité professionnelle fait apparaître par ailleurs qu'un certain nombre de personnes, possédant un diplôme de second cycle, n'ont pas une activité en rapport avec leur niveau de diplôme, elles en expriment d'ailleurs une certaine amertume.

#### contact avec le monde du travail durant les études

population totale	520	415	soit	79,8% ont eu un contact
population en activité	343	291	soit	84,8% ont eu un contact
demandeur d'emploi	158	120	soit	75,9% ont eu un contact

le constat est évident, les contacts avec le monde du travail durant les études et tout particulièrement les stages obligatoires ont un effet sur l'insertion professionnelle de l'étudiant.

Parmi les emplois occupés, on peut noter :

Les fonctions occupées par les Docteurs :

Ingénieur d'études, ingénieur, enseignant chercheur, chercheur au CNRS, ingénieur informatique, pharmacien, médecin, maître de conférences, chirurgien-dentiste, praticien hospitalier, pharmacien assistant.

Les fonctions occupées par les titulaires d'un DESS :

Psychologue, chargé de mission, ingénieur, analyste programmeur, archiviste, assistante parlementaire, attaché de conservation du patrimoine, cadre marketing, clerc de notaire, conseiller juridique, informaticien.

#### **La dernière question était libellée ainsi:**

Comment s'est déroulé votre intégration, votre accueil au sein de l'entreprise et/ou d'une équipe, relations avec le monde du travail, problèmes techniques rencontrés, télé-travail...ou tout autre commentaire ou remarque de votre choix.

Sur les 237 réponses des personnes en activité, 139 soit 58,8 % sont des remarques

positives ou extrêmement positives sur leurs conditions d'insertion.

Toutefois 83 soit 35 % sont négatives, amères soit parce que l'intégration s'est mal passée soit parce que les aménagements ont été difficiles, soit parce que l'emploi occupé n'est pas en rapport avec le niveau d'études. 15 réponses sont neutres ou simplement informatives

Sur les 67 réponses provenant des demandeurs d'emploi, 45 ( 67 6 %) sont négatives ou pleines d'amertume, un sentiment d'injustice ou d'incompréhension prédomine, 11 toutefois sont positives et 4 neutres.

Si nous entrons dans le contenu plus spécifique de cette question ouverte, quelques thématiques se dégagent plus nettement, elles ne surprendront pas:

- cacher, taire, faire oublier son handicap (cité 35 fois)

- problèmes liés à l'accessibilité des locaux ou de l'environnement, rendant la vie difficile (cité 22 fois)
- la méconnaissance du handicap dans le milieu de travail (cité 20 fois)
- l'accessibilité téléphonique par les personnes souffrant de déficience auditive (cité 18 fois)
- les difficultés d'aménagement du poste de travail aménagement physique, technologique ou aménagement du temps (cité 14 fois)

A la lecture de ces remarques, un sentiment mitigé mais plutôt proche de la déception, malgré les efforts à la fois des personnes handicapées pour se former, du monde universitaire pour les aider, beaucoup reste à faire.

Pour terminer sur une note plus optimiste, parmi les remarques, celle-ci: « ce qui compte : le diplôme et la formation mais aussi la personnalité, les motivations, les moyens, les envies, les besoins, les goûts et ceci des deux côtés : employé et employeur.»

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## Brief Intervention Therapy from a Manager's Perspective

Craig McDevitt, Student Counselling Service, University of Edinburgh

I am both a manager and counsellor who works in a counselling service which is an integral part of a university. The counselling service uses brief intervention therapy as a key strategy for meeting the demand for counselling from service users. For the most part, I find my management and counselling roles are mutually complimentary. However, many of the issues surrounding brief intervention therapy bring the managing and counselling aspects into conflict. From my perspective as manager, brief intervention therapy is a successful strategy in that the service performs well in meeting demand, keeping waiting lists short and, above all, it is effective. From my perspective as counsellor, I am also convinced that it is an effective strategy for meeting the immediate therapeutic needs of most of the clients who use the service. However, as a counsellor I am also aware that brief intervention therapy is very hard on the counsellor. I believe that the brevity, intensity and pace of brief intervention therapy, as well as the rapid turnover in the caseload, make the work stressful. This conflicting perspective undermines my confidence as a manager in the sustainability of our key strategy and creates an inner conflict in considering what is good for the service and what is good for the staff.

To illustrate this conflict it is important to know something about the background against which we work and the practices we follow. This includes the responsibilities I carry in my role, the context in which the counselling service exists and the history of the development of brief intervention therapy in the service.

I should acknowledge that I do not carry my responsibilities alone. I have a very able co-director sharing the load, a rare luxury in our context. We are charged by the University of Edinburgh to carry out three key objectives: the delivery of an effective, high quality counselling service for students, the careful deployment of financial resources so that delivery is maximised and lastly the provision of a safe, comfortable working environment for the staff so that they can be effective and develop in their roles.

The Service is only one of hundreds of departments in a very large organisation populated by over 6,000 staff and 20,000 students. This large community represents many semi-autonomous micro-cultures with differing needs and expectations of the Student Counselling Service. It is also a large community under stress engaged in the process of maintaining the position of the University as a world-class institution with diminishing financial resource. Like all institutions of Further and Higher Education, the University has been under-funded for over 20 years. It has been restructured, jobs rationalised and subjected to efficiency cuts paring the institution to the bone. There is a strong sense that we all have our backs to the wall struggling to be adequate and competing with each other for scarce resources. There never seems to be enough time for everything that needs attending to, including students.

Students, themselves, have concerns about possessing the necessary internal resources for their personal and academic development in a challenging environment. For many this is a new environment in which they are facing certain challenges for the first time. They are away from familiar forms of support and are in the process of establishing new supports, both inner and external. For the most part, students are in the late adolescence/early adulthood transitional period of development. They still have the vulnerable and labile quality of adolescents with the characteristic alarming mood swings from intense highs to deep lows. When individual students are disturbed they have the capacity to generate high anxiety in those around them and an atmosphere of urgency. This anxiety is rooted in reality. UK-wide research has clearly demonstrated increasing levels of disturbance and acting out behaviour in students.

For both staff and students time is a dwindling resource. Staff and students work at a terrific pace with so much activity crammed into three blocks of ten weeks in the academic year. This is particularly crucial for the students who have several important assignments and assessments during each term. If they are not functioning well, their academic performance can be impaired, causing or compounding

distress. Several weeks of poor functioning endangers their studies.

For almost ten years the Student Counselling Service at Edinburgh University has been offering brief intervention therapy (time-limited) as a matter of policy. What this means in effect is that we overtly state the duration of counselling at the beginning rather than allowing the duration to be established while the counselling proceeds, as was our earlier practice. The decision to adopt this policy was partially driven by heavy demand for counselling and insufficient financial resource to meet the shortfall. In our case, it was not just a question of necessity being the mother of invention nor an attempt to make a virtue out of necessity. Most importantly it was a rationalisation of what pre-existed. During the 1980's we became aware that students needed an average of 4-6 sessions of counselling to reach a resolution of their difficulties. Through the Association for Student Counselling, now AUCC, we learned that our experience was uniformly repeated throughout the UK. We also found that in the USA where student counselling services were more numerous and longer-established that the same pattern prevailed. The availability of new research and literature helping us to see why and how short-term counselling was effective added to our confidence about changing. Even more beneficial was the early articulation of various methodologies.

Over the years we have continued to develop strategies for offering brief intervention therapy to the students who use the service. Currently, we offer one assessment session followed by a standard contract of four counselling sessions with review at the third session. This offer is dependent on the outcome of the assessment. At assessment we never knowingly offer counselling to students who have clear long-term therapeutic needs unless we are able to identify a focus for brief intervention. Addressing the focus must have the potential of resulting in the student becoming less pre-occupied with a problem and more able to cope with their lives as students. It is possible that in the course of the four-session contract long-term needs may emerge and we might refer on at that stage but our policy is that if abrupt or premature termination of the counselling relationship were to be detrimental to the student, we would continue to work with the student until restoration of better functioning. Students with long-term needs but with whom we are unable to establish a focus for brief-intervention at assessment are

referred on but this is relatively rare. Exceptions are students with certain psychiatric illnesses or present a degree of disturbance and acting out behaviour. Even then, such students may be treated in tandem with other agencies. It is also possible for students to return for more counselling, should subsequent needs emerge.

The University environment in which we work and the practices we follow, whilst being exciting, are also sources of stress for the counsellor - a key concern for a manager. There is a fine line between excitement and stress and we tread it daily. In brief intervention therapy, one has to grasp the issues and formulate the problem quickly, manage feelings deftly, know what to pick up and what to discard. The focus has to be established quickly, agreed upon and held. It is easy to get it wrong and when this happens the mistake has to be swiftly acknowledged with grace and adjustments made. Throughout the work the counsellor has to remain alert and focused. Extra care has to be taken in negotiating defences. There is no possibility of anything slowly unfolding through frequent repetition. Although transference is present from the very beginning of the therapy, the management of the transference requires a light and cautious but confident touch to avoid encouraging dependency and destabilising the focus and the counselling process. This is all stimulating and challenging but also stressful and anxiety provoking.

Perhaps a central cause of anxiety for the counsellor is that one has to manage many unknowns and this is particularly so when one is considering outcomes. Of course, neither a cure nor necessarily the remission of unhappiness is being sought through brief intervention work. The hoped for outcome is a reduction of anxiety and distress. This is achieved through containment, central to which is the client's experience of having their feelings attended to. Containment is also achieved through the client gaining some awareness and understanding of the various components of the problem (internal and external) as well as how these components interact so that some insight into their own overall process is achieved by the client. The counsellor has to let clients go often in the hope rather than the belief that the work has been sufficient to help them continue to work through problematic issues on their own, with the memory of counselling acting as a transitional object. However, the counsellor cannot be certain at termination that enough

work has been done and the effect lasting. There is not the reassurance of the long process of working through that exists in longer therapies.

These stress factors, which concern me as a manager, are made more complicated by their repetitive nature. It should be said that what I have already described is not a one-off experience. It is an experience that is repeated several times a day, five days a week and the impact on the counsellor is accumulative. As a manager, I would like to be able to protect my team from this stress. That is one of the objectives I have as manager. I am supposed to provide a safe, comfortable working environment for the staff so that they can be effective and develop in their work. Should I tell my colleagues to slow down, see more long-term clients at the cost of a longer waiting list or even abandon brief intervention therapy? However, if I were to do something so extreme or to slow down the strategy, I would be in conflict with another objective: to deliver an effective, high quality counselling service for students. In the University's terms an effective service is one which can respond quickly and flexibly to student demand. I am also aware that the students, doctors and personal tutors also want a quick response. I also know that the team gets very anxious when the waiting list grows: the unknown distress of students yet to be seen also weighs heavily, perhaps even more heavily, than that of students already attending.

In practice, I actually attempt to manage stress in the team in a number of ways, key to which is giving people as much individual control as possible and making sure there is balance in activities. I readily tell individual counsellors to slow down, see fewer clients when it looks like they are under stress. I never question my colleagues' clinical judgement when they offer more sessions than the normal contract or when brief intervention therapy becomes longer-term work with particular clients. I might want to know why it happened but I would never wish to restrict their room for manoeuvre and ability to be flexible. My colleagues also know that in extreme situations I will advise time off, if they are over-stressed. I take care to make sure that counsellors do not over-extend themselves by increasing their caseloads beyond agreed limits. When they do, I get tough and question the quality of their work and professionalism. I frequently tell my colleagues that if they over-extend themselves they mask the shortfall in funding. I argue that as long as we are sure that we have done our

best with the resources we have, it is the University that is responsible for shortfalls in our ability to respond. I insist that my colleagues do not neglect other areas of work so that their diet is not entirely unleavened. I make sure that there is time-out for conferences and that there are several away-days in the year, whether for development, strategic thinking or simply for some shared fun. There are also weekly team meetings. All these activities provide creative spaces which give the team a sense of some control over their immediate environment, particularly when we are engaged in strategic thinking. Where I wish I could do more is in the provision of supervision. Currently, the Service funds 3 hours of supervision per month with external supervisors for each counsellor. This means two one and a half-hour sessions per fortnight within working hours. Given the size of caseload and the pace of brief intervention work, it is impossible to bring the same client more than twice to supervision. Weekly supervision would be ideal but unaffordable. Instead we invest a further 8 potential clinical hours per month for two peer supervision groups to meet. It should be more.

What is more difficult to manage is when the stress of the work undermines the belief that brief intervention therapy is effective. This is worrying because it strikes at the heart of our confidence in what we do. It also undermines our key strategy for meeting demand. Worst of all, it robs us of well-deserved gratification and pride in what we have achieved. Since offering brief intervention therapy, our capacity to meet large demand has increased. In the academic year 1988/89, several years before we introduced the concept of brief intervention therapy, the Service had 3.1 full-time equivalent counsellors who saw 261 students for counselling and the average number of sessions received by each student was 5.8 sessions. Sometimes we would have waiting lists of up to 60 or more students. In our most recent academic year the fulltime equivalent of 4.2 counsellors saw 773 students with an average of 5 sessions per student was. Overall, 92% of students are seen for assessment within 1 week (98% within 2 weeks) of contacting the service. This huge improvement in our capacity to meet demand has not been at the cost of our effectiveness. For over five years we have routinely asked students to evaluate their experience of counselling at the end of counselling. By far the majority report that they feel that they have benefited from counselling and perceived an improvement in their ability to function generally. We also ask students to evaluate

the assessment process. This is usually 1-2 weeks after

assessment and before counselling begins. Students report some improvement in their condition as a result of assessment. The majority also report that the amount of counselling they received was sufficient and that they would return for counselling, should the need arise. Admittedly we do not do any 6 month or one year follow-up but only a minority of students return for further counselling at a later stage and a positive reading of this phenomenon would be that counselling had a positive lasting effect. Anecdotal evidence tells me that of those who return at a later stage for counselling, the majority show evidence that previous counselling had been helpful.

I often wonder, in the face of clear evidence that for most students the counselling was adequate and effective, why we are so vulnerable to fears that brief intervention is not adequate. Of course, some of that anxiety will have been introjected from clients. Some of it will come from the fact that we have to keep that question in mind anyway at assessment and during each subsequent counselling session. Some of it will also be the effect of the pace and rapid, almost promiscuous, succession of brief, intense encounters with clients and I believe that this promiscuous quality of brief intervention therapy deprives the counsellor of some degree of satisfaction. Brief therapy is essentially a brief encounter. The counsellor does not get to know the client as well as one does in longer-term work. The end is present right from the beginning. Whole areas of potential work can be perceived in the course of the therapy but are not engaged with and often many changes happen after the therapeutic contact has been terminated. There is little time to linger and savour the experience. At times one can look rather

longingly at the comparative leisure of longer-term therapy.

I would like to conclude with a speculation. I suspect that a pervasive feeling of deprivation in the University Community plays a large part in the genesis of ambivalent feelings about brief intervention therapy in our Service. It might be difficult for people who are not familiar with the current Higher and Further Education environment to willingly suspend disbelief sufficiently to consider that these bastions of the elite, these ivory towers, these groves of academia can be deprived areas. It may be that it is a relative deprivation but the funding crisis in universities has been going on for over twenty years and this is both debilitating and demoralising. In my service, brief intervention was born out of deprivation. Students in general and the students we see as clients often carry the scars of earlier experiences of deprivation. When a distressed student comes to the counselling service it is very hard for counsellors (who may feel deprived and depleted themselves) to feel that they are further depriving the student by offering (only) 4 sessions of counselling. In team meetings we often agree ruefully that we should avoid inferring that we are regrettably offering only a few sessions but we all catch ourselves from time to time being apologetic for the small number of sessions on offer. In doing so, we deprecate and disown the rich gift we possess and routinely offer our clients.

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## Theme C – The impact of new course structure on student services and employers

### KNOWING ME, KNOWING YOU, AHAaaa....!

Carl Gilleard, Chief Executive of the Association of Graduate Recruiters, and Val Butcher

Carl Gilleard spreads the word on working partnerships between universities and employers at this year's FEDORA Congress.

The VIII FEDORA Congress was held at the campus of the University of Southern Denmark in the city of Odense. 110 delegates from across Europe gathered to seek inspiration, share ideas and insights into issues surrounding students, graduates and employment elsewhere.

My friend and colleague, Val Butcher from the UK Learning and Teaching Support Network, suggested the two of us should put forward a proposal to run a workshop in support of a conference theme on "The Impact of New Course Structures on Student Services and Employers".

To cut a long story short, Val and I found ourselves in Odense with an audience of over 40 delegates for what turned out to be a very interesting session on how to build successful working partnerships between universities and employers. The fact that so many delegates chose to come to the session suggests that the issue is European wide and not restricted to the UK.

We began by being very open about what gets in the way of successful partnerships. We dealt with this by brainstorming some of the frustrations that each felt about the other. You know the kind of thing:

Employers moaning about:

"Universities have no commercial awareness"

"They don't understand our needs"

"They can't make decisions and act on them"

"They think we have bottomless pockets"

" We don't know where to make contact for what"

With universities, on the other hand, complaining that:

"We don't get any credit for what we do"

"Employers don't see the wider value of HE"

"They can be arrogant and patronising"

"They don't articulate their needs clearly and different employers look for different things"

"There's no continuity of contact, particularly with recruiters"

What was amazing about this activity was not that delegates came up with new and unusual issues, but that from all parts of Europe, the same issues were being raised! In other words, employers and universities face similar relationship problems be it in France, Germany, Poland, Ireland or Sweden.

Having enjoyed this "let's get it all out in the open" session, we turned to the serious business of how to overcome perception difficulties and build genuine partnership bridges.

A number of very good suggestions were put forward:

- Learn how to understand and respect each others culture, language and purpose
- Talk not fight
- Identify common agendas.
- Identify, promote and celebrate best practice.

Val and I had the advantage of putting forward “something we had prepared earlier” and spent some time describing examples of best practice operating in the UK. We had a checklist of some 12 different approaches, including:

- placements for academics and advisers with employers (and vice versa)
- employers providing students with training support
- inviting and involving employers in course design and assessment
- arranging work experience placements
- joint working groups

Here we were on slightly less familiar ground. I suspected that here in the UK we are ahead of the rest of the field with initiatives already taking place. This view was further confirmed when we told the audience of the Enhancing Student Employability Coordination Team (of which we are both members) and the AGR careers resource “If Only I’d Known” which Val and the LTSN Generic Centre helped to fund and distribute. Both initiatives attracted considerable interest.

Workshops are always limited by time factors and it remains to be seen whether any of the good practice that we identified is picked up on elsewhere. I am optimistic, however, and as evidence will refer to an email that arrived on my desk the day after the AGR conference. It came from a careers adviser at a university in Australia who had been told of “If Only I’d Known” by a delegate who attended an event that I spoken at last year. They were so taken with the publication that they wrote to ask permission to publish it locally for their own students to learn how to maximise the benefits of higher education. It is certainly getting a smaller and smaller world.

# The Impact of Counselling Perspectives in the Creation of Interdisciplinary Knowledge

Akad. Dir. Dr. Gerhart Rott, Bergische Universität Wuppertal

## 1. Introduction

It has been noticed that the employment sector in Europe has experienced enormous changes over the last years, but so far universities feel they have not adequately managed to implement these changes in their teaching. One goal that has to be achieved is interdisciplinary knowledge. Managers expect competencies that reach beyond the specialized knowledge which is imparted in university courses. They call for social skills and the ability to adapt acquired knowledge to new situations and challenges. It is important to achieve a balance between the demands of the market and the achievements of higher education. Interdisciplinary knowledge supports education as well as it facilitates the integration of graduates into the job-market.

Universities have to adapt their structures to these realities – a process which unfortunately has only been achieved in some European countries so far.

## 2. The Workshop

Within the workshop we acquired essential features and background information for an interdisciplinary working environment. Based on the experience of the Wuppertaler Interdisziplinäres Studienangebot (Wuppertal Interdisciplinary Study Program – WISA), participants had the opportunity to talk about their own experiences and interests concerning interdisciplinary approaches within their own work, or within their universities, in small groups and discuss their ideas in the plenary session afterwards.

The workshop was designed to share experience and encourage participants to think about developing interdisciplinary structures at their universities and work-places. It was also designed to show how the guidance and counselling perspective is able to contribute to the process.

## 3. The WISA Project

WISA could roughly be translated as 'Wuppertal Interdisciplinary Studies Program'. It was planned and directed by the Central Student Counselling Service (CSC) and the language and literature department (LL), economics (EC) and electrical and information

engineering departments of the University of Wuppertal.

Wisa's goal is to link a student's academic work with perspectives on future employment, and in this way to improve both academic learning and professional competencies. Its principal features include the development of generic skills (e.g. communicative abilities in the mother tongue as well as foreign languages, profession-oriented knowledge in technology and economics), as well as personality development to enhance these professional competencies. WISA aims at cross-disciplinary vocational orientation, the development of interdisciplinary course perspectives through cooperation with various departments, and the integration of the guidance and counselling competency and mediation possibilities of the counselling service.

The latter's task in the development of generic skills is to provide help and support in the personality development aspect; but it is also concerned with how knowledge is acquired and what resources can be used in the development of transdisciplinary knowledge. Thus, psychological counselling as well as career guidance is relevant here. A special training concept – the holistic participative seminar model for the training of generic skills – was developed.

The overall level of satisfaction with the seminars was quite high. The professional organization of the seminars and the good learning atmosphere, which was expressly confirmed by the participants, also rated highly in the evaluation. One of the important results of the evaluation, which I would like to mention in our context here, is that students judged the possibilities of transfer into occupational areas very highly. Our experiences with this project show that it is possible for higher education institutions to support the development of students' generic and self-management skills and to encourage a more proactive approach to academic learning.

The topic was discussed in detail at the European Conference for Educational Research 2003 in Hamburg. Further information is offered on the "Education Line" Website of the university of Leeds.

[www.leeds.ac.uk/educol/documents/00003520.htm](http://www.leeds.ac.uk/educol/documents/00003520.htm)

The project has been mentioned as a best practice example in a policy statement by a German accreditation agency. Furthermore the University's efforts to meet the requirement of employability have been acknowledged by the OECD in their country note on Guidance and Counselling. There the Wuppertal project was positively instanced.

#### **4. Starting a project – practical experiences in interdisciplinary projects**

A vital part of getting such a project working is to consider possible difficulties in the planning phase, to establish a clear framework, and to think about what could be rewarding for the participants. Quite a few problems can arise that should not be underestimated when working with different faculties.

These difficulties include a lack of communication between the different faculties, which might want to secure their own priorities. This leads almost inevitably to power struggles of various dimensions. The other problem is to cope with the different levels of qualification within the university, which might lead to discrepancies in the amount and quality of work that is produced - there are students involved in the work, as well as professors.

Time-related problems can arise because many people at Universities have further commitments and additional projects are time consuming.

One further problem is the existence of different micro-cultures within the different departments that can lead to misunderstandings, or different vested interests.

To make sure that the project nevertheless turns into a success story, one has to establish a clear framework that can be clearly understood by every partner in the project. This includes identifying common ground and agreeing on objectives. It is important to have clear agreements but to allow necessary change during the development process.

To make interesting and useful transdisciplinary seminars it is important to consider carefully what might be interesting and rewarding for participants, and to highlight this area.

Good results can only be achieved if there is mutual awareness of other people's knowledge. It is important to enhance existing knowledge and to encourage the development

of interesting areas, as well as individual seminars, in the course of the project.

#### **5. The connection with students' perspectives**

One has to be aware that it is not only a challenge for the teaching staff to cope with an interdisciplinary approach. Students will also have to identify with the subject and the appropriate methodologies used within their own courses. They will have to cope with anxieties and develop their own strategies to be successful in their courses. In a broader sense they have to assimilate the approach, the mindset of their discipline and its academic and professional world.

Integrating different kinds of knowledge in an interdisciplinary project will cause some disturbance of the mindset, but coping with these disturbances will perhaps enable students to get a better feeling for their own limitations within the subject. This is a participative way that offers students the chance to develop their personal approach towards the knowledge they are acquiring. Students will have to be encouraged to discover self-related knowledge (Rott, 2002) and connect it within their own field of study.

Universities in Germany are currently restructuring their systems into a BA/MA structure, which mainly entails the introduction of shorter courses that in themselves are more clearly structured. The attempt to provide a uniform framework for user-friendly degrees throughout Europe might endanger the very objective the structures want to achieve, as the new structures will inevitably introduce greater rigidity to university courses and course combinations. The international standard coming into being might stop students from developing as freely as they could in the traditional system. It will therefore be absolutely necessary to encourage students to use the knowledge that is offered, to adapt it and most importantly, to develop it further, in order to use the opportunities offered by the Bologna process.

These are skills that will be needed later on in their career. It is our task to help them with the discrepancies between university life and what they will have to cope with later on.

Students will have to be able to sell their knowledge to the employer as their customer, and they will have to cope with a variety of tasks in the world of employment. They also have to be prepared to participate in life-long learning.

## 6. Counselling contributions and counselling perspectives

The question that arises when looking at all this is how counselling fits into the perspective. Counsellors are trained to use the concept of active listening. They also have a high awareness for existing realities, and they have the ability to monitor the reframing of experiences within the client.

Furthermore counsellors are used to developing their thinking within different kinds of framework, i.e. on the one hand student counsellors nowadays use different counselling approaches to communicate and at the same time reflect their work – in contrast to the rigidities which used to exist in former times and which still exist to some extent today - and on the other hand they constantly react and adapt to the changes of their clients.

In the counselling sessions the counsellor encourages the client to gain new perspectives. The clients put their feelings, thoughts and perspectives into a new framework. They establish new experiences and evaluate those in a new context. They are then able to reframe their abilities for new actions.

The counsellor can therefore encourage the enhancement of self-regulating knowledge.

A project is a learning system, and counsellors can emphasize this in their contribution to the project.

While counsellors are offering their specific competencies in interdisciplinary project management, they have to be aware that it is as an organisational setting very different to working with clients. If they adapt their professional strategies to this kind of context adequately, they will be able to play a very constructive role in the management of the project process.

## 7. Producing inter- and transdisciplinary knowledge

To eventually produce inter- and transdisciplinary knowledge it is important to identify common ground and interests as well as to select exciting meeting points for teaching staff as well as for students.

One inevitable condition is active participation in the project and the seminars. One aim of participation in the project must be to manage the transfer of tacit into codified knowledge.

An example demonstrating all the aspects you need for producing inter- and transdisciplinary knowledge is a workshop held during the WISA project: "Fit for the Job – Evaluating, training and optimising professional requirements"

The lecturers collected meeting points and decided on what might be interesting for the students and how their individual field of expertise could contribute to enhancing students' capacity for interdisciplinary knowledge. In this course 4 modules were developed: Conflict management, Power Point Presentations, Press Releases and Marketing.

The students had to do simulations of various situations, and their presentations were evaluated by the teachers who gave a feedback to each participant individually.

The importance of this seminar was that students, as well as teachers, could bring in their knowledge and experiences to enlarge the participants' knowledge. Not only did teachers from different backgrounds have something to offer, but students could also bring their knowledge and experience to the group.

## 8. Conceptual Networking

The ability to adapt to different contexts is something that counselling and guidance personnel are very well acquainted with through their ability for active listening. The concept of conceptual networking – creating new knowledge by getting together – offers large perspectives. (Rott, 1996) Via interaction people find out whether there openings for cooperation with other people, and this cooperation gives way to new and extended knowledge.

The concept of conceptual networking is ideal for universities, and it also proved a useful concept for our workshop, where people from different backgrounds came together. Adapting it to the workshop provided a good opportunity for getting to know each other better, especially with regard to information about individual motives and backgrounds. This knowledge was also vital for gathering ideas about introducing methods of teaching inter- and transdisciplinary knowledge. Workshop Participants felt encouraged to go ahead with the interdisciplinary projects they were working on, and also to try out new approaches within the university context.

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## Embedding Career Development Learning in the Academic Curriculum; A Case Study From Dundalk Institute of Technology, Ireland

Harriet Andrews, Careers Officer, Dundalk Institute of Technology, Ireland

### Profile of Presenter

Harriet Andrews is currently full-time Careers Officer within the Institute of Technology in Dundalk, County Louth, Ireland. Alongside this she also acts as the Irish representative for FEDORA. Harriet is a qualified solicitor and holds Masters Degrees in the areas of both European Law and Guidance & Counselling. A core area of interest is "Embedding Career Development Learning within the Academic Curriculum".

### Background

The changing nature of students, the collegiate experience, learning and teaching methodologies, the retention issue and outcomes assessment all have substantive implications for altering educational practice. It is the author's opinion that there is currently a gap within the Higher Education sector, in the provision of structured education programmes that facilitate students in exploring, assessing and implementing their career ambitions. Increasingly it is recognised that students need to be provided with appropriate opportunities within the third level education structure to learn and develop the necessary skills to assist them in critical aspects of career and life planning. This action-based research sought to develop a programme and a methodology to fill this gap, at least in part.<sup>1</sup> Career development learning merits appropriate place and space in the curriculum of all the learning institutions of the 21<sup>st</sup> century.

### Practice

A number of Pilot Groups were chosen for the Career Development Module:

- A class group of Second Year Science students gained credit for this course - 10x2Hr sessions
- A group of 2<sup>nd</sup>/3<sup>rd</sup> Year Electronics students chose this as an 'optional' class
- Diploma in Business Studies - Elective Class

Finally, a small number of students were referred to the programme by from their

Lecturers as they were 'struggling' with their choice.

### Evaluation & Assessment

Evaluation involved continuous assessment in the form of a careers portfolio, peer assessment, an end of module evaluation form and a semi-structured interview with each of the thirty-nine students who completed the module. The following aspects were covered within the programme.

Self-awareness including an exploration of my interests, values, skills & achievements to date

Opportunity Awareness, including changing labour market and 'creating' ones own career.

Career Search Strategies including recruitment & selection procedures.

Action Planning - to achieve ones thought out goals.

### Outcome

Upon successful completion of the module and submission of a career portfolio, students receive a Certificate in Career Planning.

### Future Development

The evidence showed that students were more motivated in their career paths and in their academic work as a result of undergoing the Career Planning Module for Dundalk Institute of Technology. A case was made for further research into integrative curricular-based careers education programmes in Irish tertiary institutions. The longer term goal would be to have the Career Planning Module accepted as a legitimate 'education' intervention, and have it mainstreamed in the curriculum.

<sup>1</sup> During the academic year 2002 – 2003 I have been researching, designing and delivering a Careers Education Module suitable to the education programme in Dundalk Institute of Technology, where I am the sole Careers Adviser.

## **Theme D - Helping Promote a better balance between study, work and leisure activities**

### **Between educational training, career counselling and leisure: Venice ESU Services for students**

Pierpaolo Luderin, Marta Boni, Cristiano Chiusso

#### **The variegated world of the young**

It is well known that not only does the young's own image of themselves, but also the image adults try to supply them with, often contains essentially bipolar representations. This image tends to typify or epitomize to the utmost the social-cultural profile of young generations. Undoubtedly one of these dichotomies is represented by the pair "uniformity/diversity". It represents both the young person's need to fit in the base groups (a peculiar need of youth behaviour and attitude) and their impulse to have a marked individuality.

With the failure of traditional social groups or associations, individuality has emerged together with the "loneliness", as Z. Bauman (1999) correctly maintains, with respect to choice and priority of values, pertaining ideology, ethics, culture, aesthetics or the mere necessities. However, over many years of guidance and counselling in the services of Venice Esu, we have understood that, beyond the complexity and plurality of the world of the young, all the young people we have met strongly feel they belong to the condition of a university student, as if it were a sort of overriding identity.

These observations have encouraged Venice ESU to think of and implement an integrated many-sided service model, able to meet as much as possible the needs of the "many-sided" university student. The purpose of the integration is to create a balancing moment among the three basic elements of the complex multifold life conditions of the students: education, vocational training and cultural and associative activities, so that the Esu service becomes a sort of hinge between the world of tertiary education and the actual experience of university students' life.

#### **C.U.OR.I.: Esu guidance, counselling and educational services**

With the creation of a specific centre, C.U.OR.I., other kinds of intervention have developed along with the above types of services. Here we have tried to give a new shape to the traditional offer of separating through adjoining services, within a centre (drawing on Winnicott's idea of a holding environment) devised as a space able to hold the students' varied and "global" demand. C.U.OR.I. can be defined as a "holding space for university students", containing a space for information and guidance for the choice of either educational or career training, guidance counselling, counselling on the analysis of personal/professional expertise, sessions to improve study strategies, a small library and a small room with Internet facilities to access databanks on training, grants and to enter on-line CVs. Students come with different question typologies and find an answer in the continuum between information and counselling.

The Centre is organized as a neutral environment as opposed to the world of school, education or university. In addition, C.U.OR.I. has developed an important formative service, particularly regarding two areas: 1) courses on study strategies and 2) techniques and strategies for job search. Regarding the former, C.U.OR.I. periodically organizes big or small group meetings (12-18 students) as well as individual sessions.

#### **Entering university: training on study strategies**

A student entering the world of university has to learn how to organize his time and study, and also to modify the study method previously used. The change involving the university student does not only regard the new study modality, different from high school, but also his/her social life. In fact, university life entails new relationships, new teaching system, being

able to manage a new world. Sessions aim at helping students to learn about the processes implied by study, to improve their skills and attitudes, to autonomously manage their cognitive and emotional resources to fit the task to be faced. Therefore the aim is optimising university experience by finding a personal study method, which is not meant as a set stereotypical technique, rather as a personal achievement of a practice that results from experience and from a creative process. Looking for a suitable study method means *learning to learn*, that is developing your meta-cognitive competence.

The meetings have been organized in two phases. The first phase (*self-evaluation*) has moments of self-knowledge and self-evaluation, stimulated with questionnaire expressly made to reassess a personal approach to study. A good study method cannot boil down to a set of techniques, but it is instead something involving the whole person with his/her motivations and relations (see Trentini, 1995).

Not only are the techniques at stake, or the lack of them, but also the models underlying the dynamics of learning, of motivation, of inclusion/exclusion with respect to a new social framework, of success/failing and of issues connected to self-esteem, to holding roles, to growth and acquisition of new social roles. Therefore we believe that the support to difficulty in study or in relationships should focus on both sides: on the cognitive and on the affective side, on the behavioural and on the symbolical dimension, on the individual and on the institution.

The second phase (*training of the underlying learning mechanisms*) entails a deepening of the issues linked to the learning process (see Benjafield, 1992). A model and guidelines are suggested for efficient learning and achievement of good results. Each student is asked to reflect upon these issues and to rework them.

A detailed discussion deals on such cognitive issues as: **Attention and concentration** (in the lecture room, on books); **Memorization** (storing, revising, mnemotechniques); **Comprehension** (understanding information decoding language, visual representation, analysis of contents, final summary); **Organization** (drawing up a calendar to plan the time to devote to study, to entertainment, setting priorities); **Lecture tools** (notes, schemes, recordings); **Reading** (the phases of efficient reading).

On the other hand, the dynamic issues are: **Motivation and attribution** (the reasons for the choice made); **Anxiety for exams**

(emotivity during study or at exams); **Self-esteem** (over-esteem or under-esteem).

The above issues are experienced by the students in the group or in the lecture room. The group modality enables participants to compare themselves to other people sharing same life or study experiences. Participants may learn about and experiment alternative modalities to deal with their problems, thus receiving and taking over ideas both from their peers and the facilitators, with modalities and perspectives previously unknown in the family or school environment. (Luderin, Maione, Tortorella, 2000).

### Training for the transition to work

Regarding the transition to work, we have decided to focus our efforts particularly on graduate students looking for work. Looking for work requires a perspective that takes into account both the requirements of the labour market and a person's competence and interests. Henceforth, we believe that providing suitable techniques and methodologies or detailed information is not enough in most cases. In order to be successful in the job search, one has to set off his/her own resources into an active, forward attitude, based on the knowledge of themselves, of their values, strengths and weaknesses, which means drawing up a personal and professional balance (Tortorella, Cristante, Luderin, 2002).

For these reasons, the facility where we work - C.U.OR.I. - collaborates with the university guidance service and with the province job centres. Focussing on the subject/person entails certain flexibility in the modules and in the starting point for the job search. Activities range from counselling for getting information on a business to the making of a business plan or the planning of a work placement.

At the C.U.OR.I. Centre activities are organized into modules geared to provide information as well as formation and individual counselling. Once a subject's request is met, and information on the centre activities is provided, a subject may ask for more information modules, "leave" the service, or ask for individual counselling.

All activities belong to a specific "Spazio Professioni" (Career Space), where the student can make use of a self-access multimedia room with job ads, specialized magazines, guides, and other materials. An important formative element is the meeting with experts from the various professions and careers, talking about their experience.

Since 1996, C.U.OR.I. has been working on a training programme facilitating an active conscious attitude in the job search in under graduated and graduated students. For three days we discuss on "attitudes" seen as the expression of the experience of your own Self and future, visible in your actions and ways, and very different from self-marketing, which is restricted to the instrumental components "of the best way to sell yourself as a product".

The discussion places a focus on the labour market (local and beyond) and its transformation; the new approaches required in job search; building your resources, values and career priorities; knowledge of ways and channels of job search; instruments of selection. We enact role-playing of job interviews, simulating cases that involve all participants in the group. At the end participants draw up a questionnaire providing a feedback for the operators to progressively adjust the workshop and to assess its subjective efficacy.

The most appreciated element of our workshops appears to be the role-playing of a job interview. Job interviews seem to be one of the most worrying moments for recently graduated students, engendering anxiety for the unknown. Enacting a realistic situation in a group helps students facing emotional issues, not easy to handle unless in a protected environment.

### **EsuCulture: not only study**

Beside these guidance and training services, Esu of Venice has offered many young undergraduate or recently graduated students the opportunity to actually test themselves against the building of their own professional project within the Esu facility. The Esu, in fact, is an agency mainly composed of young people. They offer their recently acquired education, competence, efforts, motivation, wish to continue their education and training, all in all an extra something which makes the Esu service a friendly environment. There are senior tutors for tutorials, recently graduate psychology trainee students, young collaborators or advisors and students' associations. The latter are made up by undergraduate or graduated students who are asked to autonomously run some of the Esu

services: libraries, study rooms, recreation centres, information desks, newspapers, study travels, language courses and the EsuCulture service.

The latter service has been specifically devised to supplement the basic issues of the above-mentioned material and information/formation support. Its actions aim at promoting an "other" sort of training, different from the "higher" education provided by university.

We refer to the project of combining the traditional offer of training and services with proposals aiming to support students' aggregation, as well as the young creativity. This can be evidenced from the poems submitted to poetry contests, or in the art work exhibited at painting or photograph competitions, from theatre or film productions or film clubs, concerts, or students' parties very often organized around specific themes.

EsuCulture collaborates with the city's university and cultural institutions (Venice Biennale, theatres like "La Fenice", "Malibran", "Goldoni"... ) and has become a reference point for all Venice university students. In fact, these as well as other cultural associations can find supply and communication services and financial support.

EsuCulture periodically organizes cultural or recreational events - meetings, parties and entertainments, performances, concerts, film clubs, awards and contests, study travels, free or low-cost courses (I.T., languages, dance, drama, etc). The Far East Service is very interesting facility for students of Asian languages, a meeting point to exchange experiences on study sojourns, stages or work opportunities in the Far East. Here students can use a satellite television and become familiar with Oriental life and cultural models.

The "A. Nardocci" Multipurpose Centre offers students' associations photocopying facilities, a telephone and fax service. The students can use computer facilities both at the Multipurpose centre and in the Esu Halls of Residence and find updated materials on cultural or recreational events, announcements for competitions and grants at the Information Desk.

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# 'Experiences of EU graduates looking for work across Europe'

- Mariette Bontkes- Dutch
- Alberto Noriega- Spanish
- Sandie Brasier- French

Sarah Vandevelde

# Why we are running this workshop?

- Ever increasing number of ways for a graduate to look for work
- Students looking for work in countries outside of those they have studied in
- Differing selection processes across Europe
- Recent graduate perspective

Share our experiences with you

# Looking for Work

Methods and experiences varies  
According to :

- Nationality and Country of study
- Location they wish to work in
- Sector they wish to work for

# Use of internet to look for jobs

- **UK** 78%
- **Irish** 67%
- **Germans** 61%
- **French** 54%
- **Spanish** 42%

**Hobsons European Survey  
2002**

# Where do students look for guidance and jobs?

- **University: career services, guidance practitioners, website, vacancy bulletins, career fairs, skills workshops, recruitment presentations**
- **National Career fairs**
- **Newspapers**
- **Job search websites**
- **Functional and generic graduate directories and magazines**
- **Functional and generic graduate websites**
- **Register for vacancy updates/e-mail shots**

# Where do students look for guidance and jobs?

- **Company literature: Brochures, Posters, Flyers**
- **Guides to different career options**
- **Chat rooms**
- **Company websites**
- **Visits to companies**
- **Lecturers and professors**
- **Mentors from the world of work (CRAC)**
- **Family and friends**
- **Recruitment agencies**
- **Work experience/internships**

# Different selection processes

- Applications differ
  - Off-line – 1 page CVs, books!, SAFs, speculative letters, covering letters
  - On-line – application forms, speculative e-mails
- Interviews differ
  - Competency based, case study, chronological, face-to-face, telephone.

# Experiences of ICI Graduates

Name: Mariette Bontkes

Nationality: Dutch

Age: 27 year

Education: University of Twente

Job: Technical trainee

ICI Quest international (2002)

# Internships

- **Abn amro**
  - Dutch Bank in Amsterdam (NL)
  - Corporate Finance, Chemicals & Life Science
  - Internship of 4 months
  - Learning on the job
- **Akzo Nobel**
  - Chemical multinational in Arnhem NL)
  - R&D
  - Graduation project 9 months
  - Technical and economical evaluation of water treatment method

# Graduated...and now??

What do I want ?????

- University guidance practitioner
- Recruitment agency
- Recruitment websites



(international) career as chemical  
engineer in food industry

# Looking for a job

- KPMG Ebbinge (recruitment agency)
- University guidance practitioners
- National Career fairs (technical/non-technical)
- Recruitment websites
- University: career fair with recruitment presentations
- Family and friends
- Company websites
- Company literature: Brochures, Posters, Flyers

# University Guidance Practitioner

- Available to all students
- To determine:
  - who am I
  - What can I do
  - What do I want
- Company information

# Recruitment Agency

- KPMG Ebbinge
- Recruited by agency during study
- Interview/tests to determine
  - who am I
  - What can I do
  - What do I want
- Matching graduate with company

# Recruitment Websites

- [www.monsterbaord.nl](http://www.monsterbaord.nl)
- [www.stepstone.nl](http://www.stepstone.nl)
- [www.utwente.nl](http://www.utwente.nl)

# Applying for a job

- Through KPMG Ebbinge  
Heineken  
Campina  
ICI
- Off line-1 page CVs with letter  
Cargill
- On line- application forms  
Unilever  
Sara Lee  
Nutricia

# Applying for a job II

- Interview
  - Heineken
  - ICI
  - Cargill
  - Unilever
- Assessment
  - Written tests
  - Interview
  - Cases`

# A JOB!!!!!!

## Technical Traineeship at Quest International:

- 24 month period
  - 6-12 months at starting locations
  - 6 month at another European factory
  - 6 month placement in USA or APAC region
- Challenging projects/jobs across the supply chain
- Mentoring & coaching
- Business training courses

# Experiences of ICI Graduates

Name: Alberto de Alvarado Noriega

Nationality: Spanish

Age: 27 year

Education: MBA ESADE

Job: Commercial trainee

ICI Paints (2002)

# Setting scene

- Take a targeted approach
  - Markets
  - Specific Jobs
- Getting your CV in every HR department in the world is nice, but success rates are very low
- Particularly useful in bad economic cycles
- Experience is key. Try to go through a few interviews and learn from them
- Recruitment events are very useful, and increasingly popular & effective among recruiters

# Targeting: Key factors

- What do you want to do?
  - Find out main recruiters for your area of interest
- What languages do you speak?
  - Language is the main constraint
- Where do you want to work?
  - London=Finance  
France, German y& UK hold most corporate HQ

# Me, as an example

- Methods used:

- CV sending:

- » hard copies: MBA Internal career services
    - » Soft copies: internet

- Career Fairs:

- » National- ESADE
  - » International- Euromanagers

- Network & personal contacts

- Career Service:

- » Helped with first steps- CVs, looked for opportunities, talked to companies and opened doors, from then on is up to the individual.

# CVs sending

- Start with your ideal then broaden your marketplace as you run out of time
- Hard copies are usually more effective in getting replies
- But make sure you take advantage of internet, it's quick and easy. And although it's time consuming, complete their application forms...
- Most multinationals have recruitment in their websites

# Career Fairs

- **Very effective** (as I got hired there!)
  - Companies have to pay for attending, so they are actively recruiting
  - Make sure you find good ones; look at the companies attending and their offers; Do they match your interests?
- **Prepare ahead:** it is an intense experience
  - Have your CVs prepared
  - Know who they are & what you want

Make sure you make the most of it, you won't have many opportunities like that one again

# Networking

- The hardest but most effective

If you can get in contact with HR managers directly (e.g. conferences, friends, family) it will give you an extra chance.

Talk to friends, attend events, etc.

Sounds old fashioned, but most jobs don't go into the market, they are covered through networks

# Job search online

- **Increasingly effective**

- more and more companies are placing their offers in key job search engines.
- Worth a try!
  
- [www.monster.com](http://www.monster.com)
- [www.MBAexchange.com](http://www.MBAexchange.com)
- [www.fish4jobs.com](http://www.fish4jobs.com)

# Summary

- Start soon
- Have clear ideas of what you want
- Target companies individually
- Keep track of what you do: sometimes processes take long
- Use as many tools as you can: don't rely on just one, use all methods

# Experiences of ICI Graduates

Name: Sandie Brasier

Nationality: French

Age: 25 year

Education: ICN

Job: Commercial trainee  
ICI Uniqema (2002)

# Background: *going international*

- Baccalaureat in science in France.
- Business school in France.
- 6 months as **exchange student** in Sweden.
- **Internships** in Germany, Australia.
- **Humanitarian mission** in Vietnam.
- **Numerous trips abroad** : England, Germany, USA, Australia, Sweden, Norway, Denmark...

# Who helped me? What was useful?

- Business school: the person in charge of our internships.
- The job/internships announcement given on the web site of my school.
- Forums organised by the school.
- The phone book of my school: consultants would call to offer jobs.

# Who helped me? What was useful?

- The offers of big companies on [www.e-go.fr](http://www.e-go.fr)
- The search engines like monsters.fr.
- The job web sites where you register and can check offers.
- CIVIweb, a site for French people under 25: to work abroad for a French company instead of going for civil service

# Information needed

1. Looking for a job
  - Where to get the job offers for international job seekers?
  - Where to look at the job offers for the national citizens?
  - A special newspaper for foreigners according to the special needs of the country?
  - Special offers dedicated to foreigners that citizens could do?

# Information needed

## 1. Looking for a job

- When to look for a job in the different countries?
- The different programs possible in other countries (like traineeship)
- The different level of salaries and other advantages?

# Information needed

## 2. Recruitment

- About recruitments methods: assessments centres, individual interviews, group interviews...
- The different periods of recruitment.
- How long recruitment takes and what the requirements are? (Logical tests, writing analysis...)

# Information needed

## 3. Expatriation

- What are the formalities to live in another country within Europe?
- How to move outside of Europe?

# Issues

- Information is spread over the different web sites, both from state and companies.
- Schools are not always contacted by international companies: key to students.
- The different recruitment methods to be better explained.

Questions?

# Over to you

- France, Germany, UK, Spain, Italy, Netherlands, Denmark, Poland
- Top 10 tips for students looking for work in that country
- Website and publications you would advise students to use

## Connecting Placement, Bachelor's Thesis and Permanent Job - Career Paths from Finnish Business Polytechnic

Kimmo Greis, Haaga Institute Polytechnic, Career Services

One of the main functions of the Finnish polytechnics is to serve working life directly. Although possessing higher education status, polytechnics concentrate on practical skills and know how. This is also the main difference between polytechnics and the research based universities in Finland. Universities have recently added more field periods and practical training to their programmes which, in turn, urges polytechnics to improve their procedures.

The adoption of career consciousness is documented as a process model in Haaga Institute Polytechnic's quality program. The process starts with a personal career and employment plan the students write during their first study year. If necessary, the plan is updated and counselling is given by a career counsellor during the optimal 3,5 study years. The process includes two different placements and the Bachelor's Thesis. From the point of view of the BBA graduates' career and employment, the placements and Bachelor's Thesis are of supreme importance.

Haaga Institute Polytechnic's business students compile their Bachelor's Thesis during the final part of their studies, in connection with the second work placement. With the help of Bachelor's Thesis especially small and medium-size enterprises (SME) can make use of the most up-to-date knowledge on their field. Companies can benefit from the Bachelor's Theses in carrying out surveys, producing reports, in different type of

development projects and also as a recruitment channel.

Work placement and working-life oriented Bachelor's Thesis often lead to employment and new tasks. From the point of view of career services, the placement, Bachelor's Thesis and permanent job can be regarded as a career path. The focus of this workshop is on the career services and it concentrates on how to make this career path a product and how to market it to the companies as well as to the students.

### Haaga's Career Principles

- Close contacts to working life (SME:s) during studies
- Committing students to career consciousness and making them aware of the genuine supply and demand of labour market
- The key role of Bachelor's Thesis
- The importance of having good references from the working life
- Close co-operation with the Research Center
- Demand of good working ethics from the whole organization
- Creating tools to reach economies of scale in guidance
- More marketing oriented action from the Career Services
- Annex: "Practical expertise"

## Students in modernity

Mette Bauer and Trine C. Fredtoft, Student Counselling Service, University of Copenhagen.

The *intention* of this workshop was to give a picture of the issues and tasks the student meets in the Modernity as we see them in Denmark, and to exchange impressions about the likelihood – or not - of the typical themes and tendencies with colleagues from the EU.

During the last 40 years in which Student Counselling Services have existed in Denmark, the educational system has undergone some important changes. The higher education area has changed from providing an elite education, - when about 5 % of a youth-population went into higher education, - to providing a mass education system today, with the mission, that around 50% of a youth-population now should enter higher education. This of course means that the students we, as psychologists in the Student Counselling Service meet, are a much more diverse group of students, than even just 10 years ago.

We meet a new group of students from milieus that are not familiar with, or have no tradition in higher education. ( 1. generation of academics, 2. generation Danes, older or mature students – (life long learning), and we also see a growing group of foreign students, who for shorter or longer periods study in DK. We also deal with handicapped students – a group which has special needs.

As the need for adequate and well resourced Student Services, career guidance and counselling grows, we in DK have seen new economic support from the state to the area of guidance and counselling. We still have in DK to enlarge the area of career guidance and employment, and this is now being developed.

We hear about efficiency and shortening the time of education, goal-direction, minimizing unnecessary shifts in study line and efforts to reduce the very big drop out percentages we see in far too many of our students. We have a dropout percentage in the undergraduate students of around 50 %.

At the same time we see a growing flexibility in the educational system, that gives a large amount of possibilities but also many demands of frequent, decisive and important choices that have to be taken by the students. Therefore individualization, flexibility and "the reflexivity of the self", are core words for the youth of today.

The student of today is exposed to big challenges and choices in order to:

- exploit the possibilities of increased flexibility
- create a personal educational profile
- master and use the many offers and possibilities the internationalisation in the educational system offer
- master the possibilities of merit and mobility, that the landscape of education offers today
- be able to scan and recognise the core issues of the chosen profession or education ( this is also beginning to change behind the back of the teachers)
- answer the expectations of the modern student in order to contribute to the professional renewal and offering independent perspectives.

We know that these challenges can be easily overwhelming to a big group of students, and therefore become very stressful, becoming a pressure, that threatens the course of their education.

This happens when young students struggle periodically with the normal developmental issues like low self esteem, separation from parents, establishing a new social network and maybe partnerships etc. But this also happens when students meet special crises such as sudden death or illness in the family, or when old problems – earlier traumatic experiences are unexpectedly provoked in exam situations, in writing the final thesis etc. where the student meets demands of independence, and personal visibility.

These are all problems that can inhibit the student in using their optimum potential, prolonging the study or lead to unnecessarily dropping out.

This is why professional guidance and counselling in its many forms is necessary for the students of today because we see that:

- the academic courses of today do not represent a stable, visible and recognisable form, because they are about to loose their old shape
- because many of the students of today have a background of broken family relations, in new situations

- because a big group is represented by first generation academics, where many are unaccustomed to studying
- because the education system not yet has found a relevant way of handling of the growing group of second generation students from other ethnic origins. Also the parents of these groups often cannot function as models of tradition and norms.
- because the studies offer a row of possibilities of choices, that the student has to argue individually.

This may result in more personal insecurity that might be more severe than what is usually found in young people.

### **Self Reflection**

Self Reflection implies that you have to reflect over any choice and question in life, going from which pond you want to fish for your lifestyle, to what education you want to pursue, etc.

You have to choose whether you want to be into the grunge style or listen to heavy rock, still working in the bank earning some extra money besides your study bursary. Today there is no typical student style. Anything is at your choice; you just have to reflect about everything you do. "The free choice" is a wonderful and euphoric thing, but at the same time, it can sometimes be very guilt- and anxiety- provoking, if you suddenly are in doubt or confused.

As Craig Mc Devitt said in his paper at the last Fedora Conference in Edinburgh: in the sixties and seventies, if anything was difficult or burdensome we could always blame the society or the bomb, nowadays young people only can blame themselves. Or at least this is what they are often feeling.

The Modernity demands flexible personalities, which are capable of coping with any impression and expression. Routine is dead, and we are all expected to be the designers of our own lives. It is no longer acceptable not to be happy. It is all your own damn fault. The post modern young person jumps in and out of different life styles and personality styles, zapping on to the next challenge, if the current becomes boring, burdensome or what ever. There are all the time new tendencies, new lifestyles, new products and new truths to relate to. There is no guide-book, you have to write it yourself. You have to define yourself all the time.

If a student is asked why she chooses not to have children while studying, she is expected to have an answer. If she chooses to become pregnant while studying, she also has to have

a consideration on that. If you do not have a study related job, while studying, you are expected to have a reason for it. If you have a period of moratorium, you have to explain why to family, friends and the prospective employers. If you do not travel to Australia or South America when you graduate, you have to give it a great deal of thought and reflection, as to why not.

Often the student expects to feel excited and inspired through most of their study period. There seem to be a mantra amongst many young people, that life has to be happy if not all, then most of the time, - and if you are not, something is really wrong. When there are periods of little inspiration, the impulse to zap away into another challenge is near. You might call it "intensity hunger". The ability to sustain postponement is in many young people quite low. This is at the same time combined with guilt and shame, if you are not able to find total fulfilment in life, for example in the choice of education.

The flexibility and readiness to read and reflect on the signs of new trends can, at the same time enrich and confuse the young person. It demands the competence to choose an educational path as well as to estimate its relevance and employment opportunities. But education that apparently lead to employment when the student started his study course, can after graduation show up to lead to a closed labour market. We have seen this in DK in the case of engineers.

Anyway, most of the young people today master the many challenges with joy and creativity. They move about very confidently in different surroundings, study abroad, maybe several times during their course of education. But some do get confused and lost in the fragments and the demands of self reflection, - sometimes the burden of "free choice" can be too heavy.

### **Self-esteem and perfectionism**

A lot of the students coming to our Student Counselling Center present their problems as problems with their self-esteem. Especially the female students talk about their low self-esteem. They may be intelligent, young persons who are doing well in the academic field and having friends and lovers and still they have a feeling of not being good enough.

Many of the female students have been very nice and compliant pupils in upper secondary

school. They have been well prepared, often the best in their class. They have been able to understand the teachers expectations and to full fill these and in this way they have built up a feeling of confidence of their own academic capacities. When they enter university and meet all the other clever female students they cannot keep up their self-esteem. They feel very insecure. They consider all the others as extremely clever and themselves as awkward. The former feeling of confidence in themselves disappears like the morning mist. It was not a genuine self-esteem in their own realistic capacities, but more a way of coming up to others expectations. And when it fades away it leaves the person scared and insecure, not only concerning their intellectual capacities, but concerning many parts of their personality.

A low self-esteem is a broad category. It does not refer to a single problem, but to the whole personality. The core feeling of yourself is not well established.

Behind this you will often find very high expectations. For instance- an expectation that you ought to understand every detail of your books, that you ought to get the highest degrees every time,- that it is an awful shame to show any insecurity. This points to the concept of perfectionism, which means demanding the utmost of yourself all the time. It is not a question of just trying to be good, but an obsessive urge or wish to be perfect.

The perfectionist student cannot tolerate not to understand everything, not to tolerate average notes or comments. He or she cannot tolerate their bodies, if their body does not mirror the actual fashion ideal etc. And when they are confronted with their lack of perfect intelligence, or body, they will become depressed. We see a lot of students in our Counselling Centers with depressive reactions : weeping a lot, staying in bed, permanently asking for acceptance from others etc. These reactions are not symptoms of strict depressions, but a reaction connected with their extreme expectations-which make them feel inferior.

### **Separation requires independence**

Separation is the big task for young people. A task, which takes a long time and requires courage, creativity, flexibility and ego strength. The young person has to develop capacities to master his own life - and give up the feeling that there will always be a parent to help you and perform what you do not dare to do by yourself or know how to do. It is not a question

of giving up your parents- as some young people seem to imagine- but to develop a new relationship with them based on a grown up level. This process seems to be a difficult one today.

The students in Denmark are mostly living by themselves when they enter university. They have their own housekeeping and are in this way independent. But at the same time many of them are very insecure and have great difficulties keeping up their courage, self esteem and problem solving when they are frustrated.

Maybe they have serious doubts about whether they have chosen the right course of study and maybe they have reacted by missing from lessons and are procrastinating. When you ask them: What were your parents expectations of you, they will often answer: They did not have any expectations- they only want me to have a happy life, they want me to choose for myself. When you get to know the students better you will often see that they have built up fantasies about what the parents really want and these imagined expectations may be very big, much bigger than the parents real expectations are. And this may be one of the reasons behind the apparent independence.

Many students especially the female ones have difficulties separating because they have had the function of being a kind of caretaker of the emotional stability in their family, between the parents or between the parents and siblings. As many of them have parents who divorced during their childhood (in Dk about 30 %), they have often been involved in caring, and mediation and these tasks may be difficult to give up again.

Some parents are very ambitious on behalf of their daughters, and at the same time find it very hard to tolerate the daughters striving for autonomy. These parents may call or pay unannounced visits all the time, often questioning their daughter about their studies. Nevertheless, they may at the same time be helpful and caring to a degree, which makes the student feel indebted to them and therefore unable to make autonomous decisions about their life. But the daughter may also be the one to call the parents all the time to ensure that mother does not drink too much, that father is not worried, that they are not angry with her etc. Many young people have difficulties

supporting their parents sadness or anger even if these feelings do not concern them.

In this way dependence may be reciprocal with the result that neither of them have any freedom in their relationship.

A male student told about his study-habits. He was always studying without allowing himself any leisure time. When he presented his latest mark - a 11 which is the second highest mark in Denmark to his father, the father said: Can't you get a higher mark? - This made the student increase his reading with the result that he developed serious stress-symptoms.

Being dependent on your parents often repeats itself in other contexts.

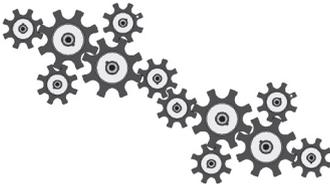
It is not unusual to hear 28-year-old students talk about their fear of leaving university and being confronted with the world outside and their working life as a professional. This dependant attitude makes it difficult for them to work in a creative way. They dare not develop a critical distance and express an individual attitude and therefore they will easily get stuck in their writing

The Danish psychologist Carsten Rene Jørgensen says in his latest book, that the anxiety level today in normal young people is at the same level as the anxiety level measured in the psychiatric population of young hospitalised people in the fifties. We also see more depression today amongst youngsters (maybe because we are better able to recognise it). A Danish researcher, (Lillian Zøllner, leader of the Danish Center of suicide research) found, that while the incidents of suicides in total is decreasing in DK – at last – the percentages of suicides among young people (specially young woman) between 13 – 19 is increasing remarkably. How can we explain this ?

We often tend to see or understand pathology as an individual matter, that has to find its origin and its treatment individually. Thereby emotional problems are being individualized. But are they more than that ? Can we blame the Modernity or is that also a simplification? Could the increase of, and the pattern of mental problems also have a root in cultural issues? We think it is important to include these issues, when you work with young students in the Counselling Services

Ref. Carsten Rene Jørgensen: Psykologien I Senmoderniteten, Hans Reitzels forlag, 2002.

Discussion: People attending the workshop, discussed the presented themes and found that the students in their country were struggling with the same kind of dilemmas.



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