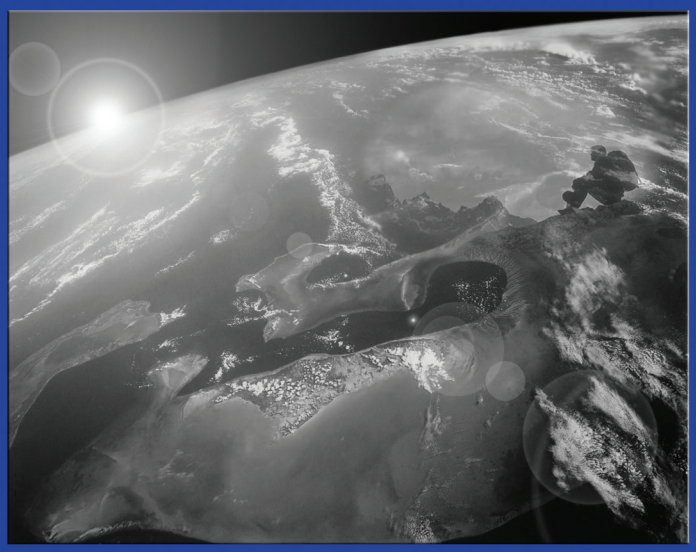
Fedora Fit for the Future Managing a changing world

Forum Européen de l'Orientation Académique

7th ème Congress Congrès



# FEDORA Fit for the Future

## Managing a changing world

# FEDORA Prêt pour le Futur

## Diriger un monde en changement

# Heriot-Watt University Edinburgh

## 26-29 August 2000

***The Congress was planned and organised by:***
***Le congrès a été projeté et organisé par:***

**Joachim Klaus, FEDORA President**
**Margaret Dane, Vice-President & main conference organiser**
**Francois Lebas, Treasurer**
**Loretta Jennings, National Co-ordinator for Ireland** in conjunction with the FEDORA Working Group Co-ordinators. Their assistance in organising the conference workshops and providing the reports is gratefully acknowledged.

Thanks are also due to **Andrea Henderson,** Heriot-Watt University Careers Service and to **Debra McKenna** in the University Conference Office for their help.

FEDORA remercie tous pour leur assistance.

This report has been collated and edited by Margaret Dane and printed, produced and distributed by CSU.
Translations are by: **Colette Aungier, Margaret Dane** and **Nicole Leray.**

Ce rapport été assemblé et édité par Margaret Dane et imprimé, produit et diffusé par CSU.
Les traductions sont par: **Colette Aungier, Margaret Dane** et **Nicole Leray.**

***VIIth FEDORA Congress***
***VIIième Congres de FEDORA***

# FEDORA 2000

## FIT FOR THE FUTURE
## MANAGING A CHANGING WORLD

# FEDORA 2000

## PRET POUR L'AVENIR
## DIRIGER UN MONDE EN CHANGEMENT

Heriot-Watt University, Edinburgh
26-29 August 2000

# Acknowledgements / Reconnaissance

FEDORA gratefully acknowledges the generous financial support of the conference sponsors below

**CSU, DISCO International, Heriot-Watt University, KPMG and PriceWaterhouseCoopers**

FEDORA remercie chaleureusement les commanditaires de conférence ci-dessus pour leur aide financière généreuse

FEDORA gratefully acknowledges the contributions of the plenary speakers below:

**David Martin, Vice President, European Parliament**
**Robin Harper, Member of Scottish Parliament**
**Cesare Onestini, European Commission, Directorate for Education & Culture**
**Dominique Gilles, Université Claude Bernard - LYON I**
**Craig McDevitt, President, British Association of Counselling**

FEDORA remercie avec reconnaissance les contributions des interlocuteurs pléniers ci-dessus.

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

**Joachim Klaus, FEDORA President**
**Margaret Dane, Vice-President & main conference organiser**
**Francois Lebas, Treasurer**
**Loretta Jennings, National Co-ordinator for Ireland**
**in conjunction with the FEDORA Working Group Co-ordinators.**
**Their assistance in organising the conference workshops and providing the reports is gratefully acknowledged.**
**Thanks are also due to Andrea Henderson, Heriot-Watt University Careers Service and to Debra McKenna in the University Conference Office for their help.**

FEDORA remercie tous pour leur assistance.

This report has been collated and edited by Margaret Dane and printed, produced and distributed by CSU.
Translations are by: Colette Aungier, Margaret Dane and Nicole Leray.

Ce rapport été assemblé et édité par Margaret Dane et imprimé, produit et diffusé par CSU.
Les traductions sont par: Colette Aungier, Margaret Dane et Nicole Leray.

# Contents / Table des Matières


**President's Opening Address / Discours de l'Ouverture Du Président** *4*

**President's Report / Rapport du Président 1997 – 2000** *8*

**Reports of FEDORA Working Groups /Rapports des Groupes de Travail de FEDORA** *13*

**Equal Opportunities / Egalité des Chances** *14*

**Employment / Emploi** *15*

**Postgraduate / 3ième Cycle** *16*

**Psyche** *17*

**Plenary Presentations / Séances Plénière** *20*

**Workshop Reports / Rapports des Ateliers** *45*

**Appendix A Programme - English** *105*

**Appendix B Programme - Français** *107*

**Appendix C List of delegates / Liste des délégués** *109*

## President's Opening Address

Dear Mr Martin - Vice President of the European Parliament,
Mr Harper - Member of the Scottish Parliament,
Mr Onestini - Member of the European Commission,
dear Margaret Dane, colleagues and friends!

Before taking up the honour of welcoming you all here to Edinburgh, at Heriot-Watt University, to our 7th FEDORA Congress, I would like to invite you to join me in a moment's reflection on a dear Executive Committee colleague who cannot be with us. Annick Messiaen is dead; she died a few days before this meeting today, which she very much wished to attend. Even as late as the 20th of August she sent me an email saying: "I look forward to seeing you in Edinburgh." Annick Messiaen was in her early fifties. She was the Belgian National Co-ordinator and member of this FEDORA Executive Committee. She was a person who never stood in the front row, but whenever she was needed or she felt she could contribute, she was present, active and reliable. For me, very often, it was she whom I contacted to give support in translations or looking for a special idiom or the right expressions. Annick Messiaen was a colleague and friend to all those who got to know her, characterised by kindness and sensitivity, by openness and a warm sympathetic friendliness, restrained but never closed.
We have lost her and we are sad at her passing- please stand up with me to dedicate a few moments of silence to her honour and her memory.
Thank you for your sympathy!

Normally the FEDORA congress takes place in the President's country, being host near the end of his/her presidency and the transition to the next executive committee. But in 1991 we already had our FEDORA Congress in Berlin - "Studying in Europe" was its essential theme. Therefore, Margaret Dane offered to host the 7th Congress here in Edinburgh. We have had full sunshine since my arrival on Friday evening - unlike the typical weather we learned about in our first English books at school. Let's be optimistic for today!

Margaret and her colleagues at Herriot-Watt have prepared for us an interesting programme of plenary sessions, workshops and our official FEDORA business session. All this is combined with the unique and unforgettable attractions of this Scottish capital which everybody will be able to taste and experience and will then understand one of the best known sons of Edinburgh, Sir Sean Connery when he said: "Scotland forever". One German newspaper wrote recently celebrating his seventieth birthday: Sean Connery has to be a model for a life lived in luck, happiness and relaxation! A mission well worth thinking about in these hectic times.

Dear Margaret, you did all this for this Congress - I had to leave you working alone most of the time because at our university I had the "International Conference on Computers helping People with Special Needs" and then my university followed with the "International Computer Camp for Blind and Partially Sighted School Students" - about 150 coming from as far afield as Russia and Ireland.

Already now at the beginning I give you my best thanks for all this work.

I would also like to mention another aspect: in contrast to all the past FEDORA Congresses this time, indeed because of some previous difficulties with EU-bureaucracy, we did not apply for European money. The 7th FEDORA Congress has been organised by Heriot-Watt University and supported by a lot of different sponsors within Britain. My best thanks to them too!

## FEDORA Congress 2000
## Fit for the Future - Managing a Changing World
## Prêt pour l'Avenir - Diriger un Monde en Changement

Who is fit? We the counsellors and advisers, the students or the academic staff? Is everything clear for the future? What is certain these days, full of anxieties and hope but also uncertainty?
Fit for the Future - this alliteration is easy to express - the French version doesn't follow in the same way:
Prêt pour l'Avenir - but  Prêt pour le Passé.
This play on words helps me to underline another train of thought: Isn't it important that when looking forward seriously, clearly and with full responsibility I should also honour where I am standing now, where I am starting from, which is my platform and my background? The daily appointments in our services confronted with our clients' needs, problems and wishes can't be successful, can't be transformed into a productive and helpful process without understanding the past, the present and the future, their independence from one another but also their interaction and interrelationship - their networking (taking this e-word!).
Let me mention just a few of those challenges we all have to see, to take up and to deal with:

- The globalisation of the information society; in seconds information is around the world, and we are round the world - virtually!
- The international economic market demanding personal mobility and knowledge of languages and culture. National borders will be neglected, regional and perhaps also personal qualities, peculiarities and characteristics will become more important.
- Being a European citizen demands a new identity, a new philosophy of teaching, learning and counselling.

The workshops of this FEDORA Congress reflect our current work, its interdisciplinarity and the open workshops will reflect these challenges and try to work on FEDORA's "Fit(ness) for the Future".

I wish all of us fruitful, successful and rich days here in Edinburgh with opportunities to intensify, broaden and deepen our personal contacts and relationships.

Thank you for your attention.

Joachim Klaus
Fedora President

# Discours de l'Ouverture du Président

Cher M. Martin - Vice-président du Parlement européen,
M. Harper - membre du Parlement écossais,
M. Onestini - Membre de la Commission européenne,
Cher Margaret Dane, collègues et amis !

Avant de prendre l'honneur de vous accueillir tout ici à Edimbourg, à l'université de Heriot-Watt, à notre 7ème congrès de FEDORA, je voudrais vous inviter à me rejoindre dans un moment de réflexion sur une chère collègue du Conseil d'Administration qui ne peut pas être avec nous. Annick Messiaen est morte; elle est morte il y a quelques jours avant cette réunion aujourd'hui, à laquelle elle a beaucoup souhaité assister. Le 20ème août elle m'envoyait une énonciation d'email: "je m'attends à vous voir à Edimbourg." Annick Messiaen avait presque plus de 50 années. Elle était la coordonnatrice et le membre national belge de ce comité de direction de FEDORA. Elle était une personne réservée, mais toutes les fois qu'il était nécessaire ou elle sentis qu'elle pourrait contribuer, elle était présente, en activité et digne de confiance. Pour moi, très souvent, c'était elle qui aidait avec les traductions ou en recherchant un idiome spécial ou les bonnes expressions. Annick Messiaen était une collègue et une ami à tous ceux qui la connaissait caractérisée par la bonté et la sensibilité, par franchise et une amitié sympathique chaude, retenue mais jamais fermée.
Nous l'avons perdu et nous sommes tristes de son départ; levez-vous s'il vous plaît avec moi pour consacrer quelques moments de silence à son honneur et à sa mémoire.
Merci de votre sympathie !

Le congrès passé de FEDORA en 1997, a eu lieu en Italie dans le pays du président, Lucia Berta étant l'hôte près de la fin de sa présidence et de la transition au prochain comité de direction. Mais dans 1991 nous avons déjà eu notre congrès de FEDORA à Berlin; "Etudier dans Europe" était son thème essentiel. Par conséquent, Margaret Dane a offert d'accueillir le 7ème congrès ici à Edimbourg. Nous avons eu le plein soleil depuis mon arrivée le vendredi dans la soirée; il y a beaucoup de différence sur le temps typique que nous avons appris en nos premiers livres anglais à l'école. Soyons optimistes pour aujourd'hui !

Margaret et ses collègues de FEDORA ont préparé pour nous un programme intéressant des sessions plénières, des ateliers et de notre session d'affaires du fonctionnaire FEDORA. Tout ceci est combiné avec les attractions uniques et inoubliables de ce capital écossais que tout le monde pourra goûter et éprouver, et puis comprendra un des meilleurs fils connus d'Edimbourg, monsieur Sean Connery quand il a dit: "Scotland forever". Un journal allemand a écrit récemment en célébrant son soixante-dixième anniversaire: Sean Connery doit être un modèle pendant une vie vécu dans la chance, le bonheur et la relaxation! Une pensée intéressante pendant ces jours agités

Chere Margaret, vous avez fait tout ceci pour ce congrès. J'ai dû vous laisser seule travaillant la majeure partie du temps parce qu'à notre université à Karlsruhe j'ai eu la conférence de "International sur des ordinateurs aidant des personnes avec 'besoins speciaux' et alors mon université a suivi avec "Le stage International d'informatique pour les éudiants et écoliers aveugles" presque 150 éudiants y ont assisté, venant aussi loin que la Russie et l'Irlande.

Déjà maintenant, au début, je vous donne mes remerciements de tout ce travail. Nous avons aussi un bon mélange international ici avec 160 délégués de 18 pays, les plus grands groupes venant de Suède, de Finlande, du R-U et de Grèce.

Je voudrais également mentionner un autre aspect: contrairement à tous les congrès passés de FEDORA cette fois, en effet en raison de quelques difficultés précédentes avec l'UE-bureaucratie, nous n'avons pas sollicité l'argent européen. Le 7ème congrès de FEDORA a été organisé par Heriot-Heriot-Watt University et est supporté par beaucoup de différents commanditaires de la Grande-Bretagne. Mes meilleurs mercis à eux aussi!

## FEDORA Congress 2000
## Fit for the Future - Managing a Changing World
## Prêt pour l'Avenir - Diriger un Monde en Changement

Qui est adapté? Est-ce nous les conseillers de la formation initiale ou continue, les étudiants ou le personnel scolaire? Est-ce que tout est clair pour l'avenir? Qu'est-ce qui est sûr de nos jours pleins d'anxiété, d'espoirs et d'incertitudes? L'ajustement pour l'avenir cette allitération est facile à exprimer mais la version française ne l'exprime pas de la même façon: prêt pour l'avenir mais prêt pour le passé.

Ce jeu sur les mots m'aide à souligner une autre pensée. N'est-il pas important qu'en allant de l'avant sérieusement, clairement et en toute connaissance de cause, je devrais être fier d'être ici? Les rendez-vous quotidiens avec les personnes qui fréquentent nos services nous confrontent aux problèmes et aux demandes de ces personnes et ne peuvent aboutir concrètement et efficacement qu'à la condition que nous puissions comprendre les liens entre leur passé, leur présent et leur futur tout en respectant leur personnalité et leur réseau intellectuel.

Laissez-moi mentionner juste quelques-uns de ces défis que chacun d'entre-nous puisse apercevoir, appréhender et traiter:
- la globalisation de la société de l'information; en instantané l'information fait le tour du monde et nous sommes autour du monde – virtuellement –
- le marché économique international exige des candidats mobilité et connaissance des langues et de la culture des différents pays.

Les frontières nationales ne sont plus respectées et sur le plan régional les particularismes et les caractéristiques deviennent plus importants.
Etre un citoyen européen exige une nouvelle identité, une nouvelle philosophie de l'enseignement, de l'étude et du conseil.
Les ateliers du congrès FEDORA reflètent notre travail actuel, son inter-disciplinarité et permettront de relever les défis de cette nouvelle europe et le développement futur de FEDORA. Je souhaite à tous des jours de travail fructueux et riche à Edimbourg et l'opportunité d'intensifier, d'élargir et d'appronfondir nos contacts et rapports personnels.

Merci de votre attention.
Joachim Klaus

Président Fedora

# FEDORA President's Report 1997-2000

The 4th Presidency started in January 1998 and will finish at the end of December 2000. The Executive Board consisted of:

Joachim Klaus (President)
Margaret Dane (Vice-President)
Paola Valerio (General Secretary)
Francois Lebas (Treasurer)

The Executive Committee in addition is formed by the elected National Coordinators of each European Member Country.

The Executive Committee met twice a year and will have its final meeting in October in Karlsruhe together with the newly elected EC.

The actual FEDORA membership counts about 420 individuals including those of Non-European Countries. About 250 are female, 170 male ~ 320 are English speaking and 100 French speaking members.

*The major events during the period of this Presidency were:*

**FEDORA Summer Universities**
**Bordeaux 1998**
**Stockholm 1999**

**FEDORA Conferences**
**Employment - Oulu 1998**
**Psyche - Copenhagen 1999**

**FEDORA Congress**
**Edinburgh 2000**

*Following publications were produced:*

**FEDORA Guide to Postgraduate Study in Europe**
**2nd edition, 1998**
**3rd edition, 2000**

**Watts, T.; van Esbroeck, R.**
**New Skills for New Futures**
**Brussels, 1999**
**Nouvelles Compétences pour un Avenir Différent**
**Bruxelles, 1999**

**and the associated National Reports**

**Proceeding of the FEDORA Summer Universities and the FEDORA Employment and Psyche Conferences**

**FEDORA Newsletter**

The 4th FEDORA Presidency period was dominated by an internal revision of the FEDORA Constitution and the Rules of Procedure on the one hand and the updating of FEDORA membership on the other hand. The first will be an important topic of the FEDORA Congress in Edinburgh.

Concerning the membership situation there was a focus on contacting those who really are interested in FEDORA and are also willing to pay their membership fee.
Corresponding with this task we built up a new database including email addresses and the members' engagement in their own projects and programmes in their Institution. This could be the background for a more intense network of communication, co-operation and exchange. This work is not yet finished.

In addition FEDORA obtained very substantial support from Price Waterhouse in developing its own Powerpoint presentation. A new FEDORA website - originally installed at the Universitaet Karlsruhe (TH) *(www.fedora.eu.org)* - was set up including a variety of materials and documents covering the history of FEDORA, including the FEDORA Congress 2000 information and the latest FEDORA Summer University in Stockholm (1999).

The external field was characterized by the European and in particular, the European Commission's increasing acknowledgement of Student Counselling and Guidance and the importance of including those activities, concepts and programmes into the development of a European Higher Education System by promoting the mobility of students, administrative and teaching staff. In addition to this, the President took up the invitation to take part in and to contribute to the "Bologna Conference" (1999) and the "F 2000 - European Higher Education Experts Forum" (2000) were a real boost in giving FEDORA a unique position on the European platform.

Handbooks, databases and documents of different European organisations and associations and adequate links at European level include FEDORA and underline its position.

In line with these trends, the activities of the FEDORA Working Groups have an increasing importance and have to be intensified. The newly founded Working Groups, "Technology" and "Secondary / Higher Education" will make important contributions in this context.

Of pre-eminent value is the work of T. Watts and R. van Esbroeck and their central and national teams who worked extremely hard on the LEONARDO Project "New Skills for New Futures" to conduct the research basis and develop the platform for the application of a SOCRATES Project for the develoment of a "European Master Degree in Counselling and Guidance". The last months of 2000 will be dedicated to taking this project further.

Joachim Klaus
FEDORA President 1997-2000

La 4ème présidence est commencée en janvier 1998 et terminera à la fin de décembre 2000. Le conseil exécutif compose :

**Joachim Klaus (Président)**
**Margaret Dane (Vice-président)**
**Paola Valerio (Le Général Secretary)**
**Francois Lebas (Trésorier)**

Le comité de direction en outre est constitué par les coordonnateurs nationaux élus de chaque pays membre de l'Union Européene.

Le Conseil d'Administration se rencontre deux fois par an et aura sa réunion finale en octobre 2000 à Karlsruhe avec les membres nouvellement élus.

L'adhésion courant de FEDORA compte environ 420 individus comprenant ceux des pays non-européens. Environ 250 sont femelles, 170 mâles ; il y a environ 320 membres qui parlent anglais et 100 la langue française.

*Les événements principaux pendant la période de cette présidence étaient:*

**Universités d'Été de FEDORA**
**Bordeaux 1998**
**Stockholm 1999**

**Conférences de FEDORA**
**Emploi - Oulu 1998**
**Psyche - Copenhague 1999**

**Le Congrès de FEDORA**
**Edimbourg 2000**

*Des publications suivantes ont été produites:*

**Guide de FEDORA d'étude universitaire supérieure en Europe**
**2ème édition, 1998**
**3ème édition, 2000**

**Watts, T. ; van Esbroeck, R.**
**New Skills for New Futures**
**Brussels, 1999**
**Nouvelles Compétences pour un Avenir Différent**
**Bruxelles, 1999**

**et les rapports associés des états nationaux**

**Les rapports des universités d'été de FEDORA et des conférences d'emploi et de psyche de FEDORA**

**Bulletin de FEDORA**

La 4ème période de la présidence de FEDORA a été dominée par une révision interne de la constitution de FEDORA et des règles de procédure d'une part et de la mise à jour de l'adhésion de FEDORA d'autre part. Le premier sera un sujet important du congrès de FEDORA à Edimbourg.

Pour ce qui concerne la situation d'adhésion nous avons contacté ceux qui sont vraiment intéressés par FEDORA et veulent bien également payer leurs honoraires d'adhésion.
Correspondant à cette tâche nous avons accumulé une nouvelle base de données comprenant des adresses d'email et de correspondance des membres dans leurs propres projets et programmes de leur établissement. Ceci a pu être le début pour un réseau plus intense de transmission, de coopération et d'échange. Ce travail n'est pas encore terminé.

En outre FEDORA a obtenu le support très substantiel du Price Waterhouse en développant sa propre présentation de Powerpoint. Un nouveau site Web - de FEDORA; originalement installé chez l'Universitaet Karlsruhe (TH) *(www.fedora.eu.org)* a été installé comprenant une variété de matériaux et de documents couvrant l'histoire de FEDORA, y compris l'information 2000 du congrès de FEDORA et information sur l' université d'été de FEDORA en Stockhom (1999).

La reconnaissance croissante Européen de Fedora, et en particulier par la Commission Européene du conseil et l'orientation des étudiants et l'importance d'inclure ces activités, concepts et programmes dans le développement d'un système d'éducation plus élevée européen en favorisant la mobilité des étudiants, administratif et enseignant. En plus de ceci, le président a participé à et contribué au "Bologna Conference" (1999) et le "F 2000 - Forum des Experts en matière Européene" d'Éducation Plus élevée (2000), en donnant à FEDORA une position unique sur la plateforme européenne.

Les manuels, la base de données et les documents de différentes organismes et associations européennes et de liens adéquats au niveau européen incluent FEDORA et soulignent sa position.

En conformité avec ces tendances, les activités des groupes de travail de FEDORA ont une importance croissante et doivent être intensifiées. Les groupes de travail nouvellement fondés, "Technology"; et " Transition education scolaire / supérieure" ; apportera des contributions importantes dans ce contexte.

De valeur prépondérante est le travail de T. Watts et R. van Esbroeck et leurs équipes centrales et nationales qui ont travaillé extrêmement dur sur le projet LEONARDO "Nouvelles Compétences pour un Avenir Différent" construisant la base de recherche et développer la plateforme pour l'application SOCRATES et projettent le developpement de la maîtrise européene au conseil et l'orientation des étudiants. Ce projet se developpe.

Joachim Klaus
Président de FEDORA 1997 -2000

# Reports on

# FEDORA

# Working Groups

# Rapports des groupes de travail de

# FEDORA

# FEDORA - Equal Opportunities *Report 1997-2000*

At the end of 1996, FEDORA-HANDI published its two Guides: "Studying Abroad" (part 1, Checklist of needs, part 2 European Guide). These Guides were developed to inform students with disabilities and responsibles for guidance about facilities for disabled students in Higher Education in Europe. In 1997 the European Commission, D.G. XXII put these two guides on its website.

In the same period the co-ordinator of the Working Group who was also coordinator of Group 13 (Higher Education) of the HELIOS II programme of the E.C. (D.G.V). She got a demand from D.G.XXII to develop a data-base on web. Different members of FEDORA HANDI were also involved in the HELIOS programme and participated also in the new project. Develop a questionnaire on web, collect data and realise a quality control was a rather complicated procedure, from the technical point of view. It took 3 years to realise the "Higher Education Accessibility Guide", a first experimental version, this time on the website of the European Agency of Special Needs Education. In the meantime that Agency was officially recognised by D.G. XXII as a central information desk for disability and education. We are hopeful that the data-base initiative can be continued. That will be discussed in the near future. We will still invite as many FEDORA partners as possible for cooperation.

In 1998 it was decided to extend the focus of FEDORA HANDI to Equal Opportunities, to include a larger variety of minority groups. The main reason was that an accumulation of different conditions quite often reinforces the problem situation. In Bordeaux and in Stockholm, different workshops showed that there was a clear interest for this wider focus.

Until 1999 the FEDORA and HELIOS research work covered the whole range of facilities needed by students with disabilities. At the Summer University in Stockholm (1999) FEDORA Equal Opportunities decided to slightly modify its working area. From now on typical FEDORA themes will be elaborated: orientation, study support, employment etc. As a European Council for Student Affairs was recently created, that organisation can now take up its own professional working concerns e.g. housing, social support, transport.

In one of the workshops (1999 Stockholm ) a first brainstorm was done about study-conditions, problems and solutions for students with disabilities. At the Edinburgh Congress 2000 a short discussion will be organised about an enquiry which will be done in preparation of the next workshop (2001).
The study will go on and may result in a new FEDORA publication.

During the three last years different partners of Equal Opportunities are actively co-operating in European projects:

- FEDORA's President, Mr Klaus, is involved in a variety of different projects
- Ms Poutier, Mr Klaus and Mr Lebas are co-operating in a project concerning exchange programmes on work experience of students with disabilities
- Ms Mendelova is developing new activities in Slovakia, with - amongst others-support of the President and of prof. Alan Hurst (U.K)
- Ms Majken Wahlström and Monica Svalfors (Sweden) co-operated in a U.K. project about employment of people with disabilities.

**Myriam Van Acker**
**Equal Opportunities Working Group Co-ordinator**

# FEDORA - Employment Group *Report 1997-2000*

The objective of Fedora's Employment Group, which has a European-oriented approach, is to act as an interface between students in higher education and the world of work, by promoting collaboration between the principal 'intermediaries' in this interface: advisers in higher education and employers who are usually represented by their recruitment managers.

Increasingly advisers would like to know about possibilities for work in other countries and to understand better the strategies and the means which students must adopt to take advantage of these opportunities.

Furthermore, advisers would like to establish direct relationships with employers in order to help them understand the institutions which they represent, the courses which are organised there, and the services which they offer. Equally, the employers are showing a growing interest in recruiting 'European' university graduates who have the appropriate mix of qualifications and experience. In order to do this, they need to understand the different systems of higher education, and at the same time to identify means of making contacts with students.

In order to achieve the Group's main objectives, different activities take place.
- publishing, or helping the publication of, information, newsletters, directories, internet publications;
- organising conferences, seminars, symposia;
- encouraging visits, networks and meetings.

The Fedora Employment Group is composed of members of Fedora, both advisers and employers, from across the European Union.

In January 1997 Tony Raban passed his responsibility as co-ordinator of the Group to Daan Vunderink. At the same meeting the secretaryship of the Group was changed: Anne Draime took over from Francoise Michaux.

In general meetings of the Group take place twice a year, in spring and in autumn.

In 1997 the preparation of the Group's participation in the L'Aquila Congress took considerable time of the meetings. Various workshops were successfully delivered. The October meeting in Brussels and Leuven was mostly devoted to the organization of the Group's Conference in Oulu-Finland, June 1998.

This event, scheduled just around the midsummer with the endless days and midnight sun - brought together about 160 people from 14 different European countries under the title 'Best Practice in Linking Graduates and Careers - a look into the future'. The workshop approach with 20 workshops illustrated different cases, practises and experiences on how to bridge higher education and the world of work.

After the Oulu conference the Group has focussed its attention on the improvement of employers liaison. As a result the Group has participated in the AGR (Association of Graduate Recruiters) annual conferences in the UK with several workshops in 1998, 1999 and 2000.

In June 2000 the Employment Group organised in close co-operation with AIR (Association of International Recruiters) a two-day workshop on graduate qualifications and recruitment. This event was intended as a recruiters' guide to the structure of education systems, work-experience, marking systems, relevant application procedures and typical graduate CV's.

The workshops covered these processes in France, Germany, Italy, UK, Scandinavia and Benelux.

Furthermore the Group has prepared its contribution to various Fedora events, like the Summer School in Stockholm 1999, the 2000 Congress in Edinburgh and the next Employment Group's conference in Thessaloniki in 2001. The theme of the conference will be: graduate recruitment and employment across Europe, new millennium concerns. A planning group, chaired by Mr. Sakari Jussi-Pekka from Oulu, is going ahead.

A database on the transition of PhD's from research to employment is assembled by Fedora, the Association Bernard Gregory and the Employment Service of the University Denis Diderot (Paris 7). The database contains information on 15 European Union countries. The first edition has been published recently.

A recurrent subject on the Group's agenda is new Technology. Expertise, experience and information is exchanged on a regular basis, every Fedora event will run a workshop on this item nowadays.

**Daan Vunderink**
**Employment Working Group Co-ordinator**

# FEDORA - Postgraduate Study Working Group *Report 1997-2000*

The FEDORA Postgraduate Study Working Group was set up to help FEDORA members share information and understanding of the wide range of provision of postgraduate study across Europe. An active group led by Karin Gavin Kramer, Richard Pethen, Raoul Van Esbroek and Helen Wood developed the concept of a published Guide and the first edition appeared in 1997. The success of the guide led to negotiations with Hobsons, the UK firm of careers publishers, who agreed to take over the costs of publication and distribution and also made a financial contribution to FEDORA for the work of writing and updating the national entries. Further editions appeared in 1998 and 1999, though the year appearing in the title was changed to reflect the year of entry to the courses described in it rather than the year of publication. In 1998 the initial editorial team decided to hand over the task to a smaller group of volunteers including Richard Pethen, Karolien Van Caewelaert de Wyels and Margaret Dane, still ably assisted by the national correspondents. Within a year, both Richard and Karolien had left the group and Margaret, in liaison with staff from Hobsons, co-ordinated the production of the Year 2000 edition. The 2001 edition is already well underway and should appear in Autumn 2000.

As the publication has become established, it has changed in appearance, though the content still covers all the useful answers to questions asked by potential students. In the early days, only enough copies were produced to circulate to FEDORA members and a range of other key organisations. In the last year, 1,000 copies of the guide itself were produced for FEDORA to distribute to its members and others, but in addition the Guide was incorporated into Hobsons Guide to Study in Europe and 18,000 copies were distributed to students across Europe. We plan for similar success this year and in addition to put the information in the Guide on the FEDORA website.

There is now an urgent need to get a new editorial team together, to review and update the publication thoroughly, to recruit new national correspondents as appropriate and to recruit someone with the skills to do some web development.

We look forward to further success for the FEDORA Postgraduate Guide, to its development as a useful information tool for higher education guidance and counselling staff and students. We need your help to make this happen.

**Margaret Dane**
**Postgraduate Study Working Group Co-ordinator**

# FEDORA - Psyche *Report 1997-2000*

With this report I would like to give an overview of the activities PSYCHE has been involved in since the FEDORA congress in L'Aquila (1997). The organisation of symposia on PSYCHE-relevant topics has strengthened the working-group's aim to improve service development and research in student affairs. PSYCHE has also actively participated in FEDORA congresses and summer universities and has been contributing to the FEDORA newsletter. It is important to point out that PSYCHE's work has been broadened by strong links with other FEDORA working groups as well. This has led to a fruitful integration of ideas and concepts as can be concluded from the number and topics of interdisciplinary workshops PSYCHE members have organised together with members of other working groups for the conference in Edinburgh.

**Participation in congresses/PSYCHE symposia**

***1.1 Results of the FEDORA congress L'Aquila, 1997***

Although the results of the FEDORA conference in Barcelona (1994) were very satisfactory, FEDORA members expressed their dislike of the focus on work exclusively in specialist groups. It was therefore decided that papers and presentations submitted by counsellors should in future be of common interest to all FEDORA members. Consequently, the various workshops PSYCHE contributed to this conference aimed at providing information to those wishing to understand more about the kinds of difficulties students experience in the transition from home to university and from university into professional life. The publication "Psychological counselling in higher education - Practice and research" which is a result of the participation in the IV European Congress of Psychology in Athens (1995) edited by Anastasia Kalantzi-Azizi, Declan Aherne and me was released just in time for the conference and was an important source for the preparation on the topic of the congress. At the PSYCHE business meeting at the end of the congress I was re-elected as co-ordinator of PSYCHE together with Paolo Valerio who was elected vice co-ordinator. The idea for a FEDORA-PSYCHE symposium on Attachment and Separation, which was held in September 1999, dates back to this meeting as well. On the one hand, PSYCHE members welcomed the decision to present research in a way that is understandable for FEDORA members from all backgrounds. On the other hand, however, there was the wish to do research on a PSYCHE-specific topic to enhance the common ground of our professional knowledge.

***1.2 PSYCHE Symposium at the V. European Congress of Psychology in Dublin, 1997***

The idea for a symposium was promoted by the significant increase in the development of counselling services within higher education during the 1990's. Only then did research exclusively dedicated to examine the issues faced by today's students start to be acknowledged as an equal field of research within psychology. The symposium - whose leaders were Declan Aherne and myself- can be evaluated as a further step towards establishing the significance of research with students. Papers and results were published in the reader "Toward the Future of Psychological Counselling in European Higher Education" edited by Declan Aherne.

***1.3 Participation in the FEDORA Summer School Bordeaux, 1998***

The topic "Higher education counsellors between local and international perspectives" and the accompanying workshops were perceived as very appropriate by PSYCHE members for their current work. With workshops on "Guidance in higher education: the relation between counselling and psychotherapy" and "Skills for psychological multicultural guidance" PSYCHE contributed to the success of this Summer School.

***1.4 Participation in the FEDORA Summer School Stockholm, 1999***

The topic of this Summer School "A skills challenge for Higher Education, the Counsellor's responsibility for Facilitating Equality and Diversity in a European Society" has been of special relevance for PSYCHE as it includes some of our basic issues like considering equal opportunities among students, coping with a multicultural environment and the acquisition of guidance skills in relation to socio-economically deprived students. All of these conditions shape the choice of guidance and counselling practises and necessitate the acquisition of new skills to cope with new challenges of 21st century practise. The three workshops PSYCHE members contributed dealt with these issues: "Guidance and Counselling in Relation to Socio-economically Deprived Students", "Psycho-dynamic Counselling of Young People with Disabilities and/or Chronic Illnesses" and "Universities in Europe: Characteristics and developments of a multicultural student body". The results of these workshops were published in a reader edited by Jean Paul Broonen, Monica Svalfors and Majken Wahlström.

***1.5 PSYCHE Symposium in Copenhagen, 1999***

33 PSYCHE members and friends were offered 7 workshops on Attachment and Separation. Topics of these workshops were "Living in a world of transition", "Considering the process of personal development", "University life and late adulthood", "Looking closer at special issues of the academic environment", "Focussing on the impact of

attachment styles on interpersonal relationships", "Evaluation of effects of group psychotherapy" and "Identification and academic achievement". The key lecture on "Attachment theory and psychoanalysis convergencies and divergencies" was held by Prof. dr. phil. Siri Gullestad from Oslo.
On Saturday, 18th of September, PSYCHE members met for the annual Business Meeting. Points of discussion were the Newsletter on the Copenhagen Symposium, future meetings and conferences, the design of the PSYCHE-Homepage, the set-up of a PSYCHE mail-base, conditions for a PSYCHE membership, general FEDORA issues and the date of the next meeting.

Thanks to the good organisation of the symposium by our colleagues Trine Fredtoft, Mette Bauer and their staff, the optimal care for guidelines and structuring of the workshops which was provided by Declan Aherne and Peter Figge and the pleasant participation and interest of all participants in workshops and lectures the conference was a very successful treatment of the topic "Attachment and Separation". Work on the topic is going to be continued during the FEDORA congress in Edinburgh.

Plans for a special newsletter on the results of the conference turned out to be difficult to put into practise. An edition originally scheduled for the first quarter of 2000 had to be cancelled. We haven't decided on when and how to publish the results but are thinking about an electronic publication.

***1.6 FEDORA congress in Edinburgh, 2000***
I was very happy about numerous offers for workshops I received from PSYCHE members for this conference.

PSYCHE will contribute to this congress with six workshops, four of them being interdisciplinary. The internal workshop will on the one hand be used to continue working on the "Attachment and Separation" -topic and on the other hand to inform anyone interested about the Copenhagen-results. There will be a business meeting on 29th of August with the following topics: discussion of the symposium in Lisbon (2002), discussion of the PSYCHE homepage, discussion of future topics and issues.

***1.7 Future plans: FEDORA-PSYCHE Symposium in Lisbon***
Since the symposium on Attachment and Separation was a great success for FEDORA-PSYCHE, we have decided to organise a further symposium on a PSYCHE-specific topic in 2002. The venue is going to be Lisbon. The topic for the symposium will be decided during the FEDORA congress in Edinburgh. Like Copenhagen, the conference will be for about thirty FEDORA-PSYCHE members. All participants will be asked to contribute in some way.

There might be an opportunity for FEDORA-PSYCHE to organise a larger conference on "Psychological counselling in higher education" together with Greek academic organisations working in this field. Options and details will be discussed at the business meeting.

**2. Other activities**
***2.1 PSYCHE homepage***
I have been working on a PSYCHE-Homepage with the following categories: *History, Goals, Activities, Publications, Counselling, Contact* and *Home PSYCHE.* The homepage will be divided into two branches: "PSYCHE as a professional network" is designed to inform counsellors and anybody interested in counselling in higher education and "PSYCHE information for students" is designed to inform students about counselling services throughout Europe. The latter branch only includes the categories *Homes, Goals* and *Counselling.*

The design of the homepage will resemble the one of FEDORA. There will be several links to connect both homepages in order to underpin the relation between FEDORA and its working-group.

The category *counselling* provides short abstracts about counselling services in the individual European countries written by the contact persons. So far, I have received 11 abstracts. Abstracts from Spain, France and Sweden are still missing. Almost all abstracts provide Internet addresses. With this category I want to stress the European dimension of counselling and improve the accessibility of information on counselling throughout Europe.

A first version of the homepage will be available by the beginning of the conference. I hope to be able to discuss it with PSYCHE members at the business meeting.

**3. Final remarks**
FEDORA and its working groups depend on communication and interaction between the various European countries. We can be proud of a network on a personal and professional level that we all have been contributing to in the last decade by doing research on a European level, organising and attending meetings and simply by staying in touch with colleagues and those who have become friends over the years. Our primary aim must therefore be to look after, to strengthen and to expand this network which sometimes I feel is still very fragile.

From my own experience I must admit that working with people from all over Europe sometimes takes patience and a lot of compromising since we are all from different academic and cultural backgrounds and have daily work to do. But we

are rewarded by the enrichment of our professional and personal lives which is the best encouragement we can possibly get to overcome difficult times.

I would like to thank PSYCHE members and generally anyone involved in FEDORA for their contributions, criticism and encouragement which has helped to establish and strengthen this European network. With the FEDORA working groups being open to anyone interested I hope that we will be able to get young colleagues interested in FEDORA to ensure that this network will also be a part of Europe in the future.

**Gerhart Rott**
**Psyche Working Group Co-ordinator**

FEDORA
PSYCHE

# Plenary
## Presentations

# Séances
## Plénières

# Changes Facing Higher Education in an Expanding European Union

***David Martin MEP*** Vice-President of the European Parliament

Ladies and Gentlemen, colleagues, it gives me great pleasure to be giving this keynote address, on the 'Changes Facing Higher Education in an Expanding European Union', at my old Alma Mater.

As individuals we have all seen education as the key to success. It is now the case that collectively education and training are seen as the key to the success of the European Union. The European Union and indeed the World economy are undergoing massive and rapid changes which higher education needs to respond to and indeed shape, if we are to manage this changing world.

There are some changes, particular to the European Union that we will have to adapt to: the single currency; enlargement to the south and east of Europe, institutional change. And some changes which are affecting the European Union and our relationship to the wider world: the impact of globalisation, the rapid expansion of information and communication technology etc.

In its Agenda 2000 document the European Commission recommended negotiations be opened with Poland, Hungary, Czech Republic, Slovenia, Estonia and Cyprus in order to facilitate their early entry into the European Union.

It was considered not yet time for Latvia, Lithuania, Slovakia, Romania, and Bulgaria.

All 11 were invited to the formal launch process on March 30, 1998 (during the UK Presidency). Only six began actual membership negotiations, but the other five were offered "accession partnerships" and "increased pre-accession aid" (ECU 7bn or £4.7bn) designed to improve their environmental standards and transport systems. Preparation for negotiations with those being considered will be speeded up in particular through the analytical examination of the Union Aquis (the existing EU rules to which the new members have to conform).

The Enlargement Summit at Helsinki 10-11 December 1999 reviewed the enlargement strategy. The Council decided to open accession negotiations in February 2000 with the other six countries, Romania, Slovakia, Latvia, Lithuania, Bulgaria and Malta. It also recognised Turkey as a candidate for EU membership on the same basis as the other countries.

These decisions widen the accession process, which now includes 13 candidate states in one framework. The Union is supposed to be in a position to welcome new Member States from the end of 2002 - depending on negotiations, meeting the obligations of joining and changes to the EU's own structures. The European Commission has earmarked ECU 45 billion (£30bn) to cover regional aid to countries of Eastern Europe joining the European Union early this century.

Enlargement will increase the EU's population by 28 per cent (total 545 million) but only add 4 per cent to its GDP.

The combined gross national product of the Czech Republic, Hungary, Poland, Slovenia, the Baltic states, Bulgaria, Romania and Slovakia is less than that of the Netherlands.

However, the proposed enlargement will create the biggest single market in the world. The UK only exported about £100 million in goods and services to Spain in 1985. Now we export £600 million. That is because Spain has prospered and is inside the EU. The same opportunities can apply to Poland and other places.

Agenda 2000 warns that accession of new members in 2002 would need radical changes in the Structural Funds and the Common Agricultural Policy (CAP). There would also need to be institutional reform. That can only be carried out by an Intergovernmental Conference (IGC). This IGC was convened on 14 February 2000. It has been asked to complete its work and agree necessary changes to the Treaties by December 2000. This could lead to the treaty of Nice, under the French Presidency.

The most specific impacts this enlargement will have on higher education include: more competition for educational funding from poorer states, greater mobility for students and lecturers, and an increased number of official languages in the EU (this should help Heriot-Watt with its renowned school of languages).

But enlargement will also impact on higher education in a more general way which will necessitate the greater use of information and communication technology. Education, innovation and knowledge are now seen, in the EU, as decisive functions to enhance the competitiveness of the Union and to combat unemployment. Thus higher education becomes the key to future development. The educated, trained and adaptable worker gains his-or-her place at the centre of political considerations. Knowledge truly becomes power.

Innovation and knowledge are becoming ever more decisive factors in determining Europe's capacity to be competitive and to combat the scourge of unemployment. Investment in human resources is vital for economic success and social stability. New technologies are radically re-shaping the society in which we live, and transforming the ways in which knowledge is created, exploited, transferred and shared. Converging digital technologies are changing our behavioural patterns as consumers and as citizens.

Managing this change for the benefit of all is a crucial challenge at the start of the New Millennium. Education and training must adapt to these new and far-reaching

challenges, and join forces in a newly integrated approach to meeting the needs of the knowledge-based society. Lifelong learning is a vital ingredient in the recipe for tackling the social and economic challenges of the 21st Century in Europe. Adapting education and training in Europe to the new, digital economy is one of the key challenges facing us.

The global economy is gradually moving towards an innovation and knowledge society, which has enormous growth and employment potential. But we find that Europe is not making full use of this potential, in particular because it does not have enough people skilled in the information and communication technologies and because it is not moving fast enough into the digital age:

- In 2002 Europe will be short of 1.6 million people skilled in information and communication technologies. This "skills gap" represents 13 percent of the total demand. The gap in the UK is predicted to be about 14% because of the importance of conducting business electronically in its services dependent economy.
- Europe lags behind the United States in promoting "digital literacy". The US wants one Internet link per class by the end of 2000. Modernising education is a key theme of the current presidential campaign.
- Developed countries are becoming aware of the problem. Japan organised the first -ever meeting of 08 Education Ministers at the beginning of April.
- Europe is also becoming aware of the problem. The Education Ministers made a major contribution to the European Summit in Lisbon. The dot.com Summit as it has come to be called.

At the Lisbon Summit the European Union set itself a strategic target for the coming decade: to become the most competitive and dynamic knowledge economy in the world, capable of sustainable economic growth accompanied by quantitative and qualitative improvement of employment and of greater social cohesion. We must start in our schools by encouraging young citizens - but also the less young "lifelong learners" - to widen their horizons and to see the world as their natural environment, either in the physical sense or in the virtual sense.

Transnational mobility of all types of students and of teachers is going to be essential in the 21st century. In the EU we have targeted a doubling of such mobility during the coming decade, by creating the structures that will make mobility both more attractive and more beneficial - good linguistic preparation, recognition at home of periods of study abroad, adaptation of study programmes etc.

We must also highlight the need for better use of information technology, so that those who cannot benefit personally from mobility nevertheless may gain through a greater international dimension in their education and their training, in whatever discipline they follow. Enhancing mobility is going to be a main target for the future. Increased mobility is a priority of the French presidency.

In order to reach this goal, the 15 European Union Ministers of Education have committed themselves to the following:

- to strengthen the European mobility programmes LEONARDO, SOCRATES and YOUTH, which will allow (during the forthcoming 7 years) about 2 million students, teachers and young people to learn, to teach and to live in another European country. For the first time these programmes will be opened to enlargement Countries, so that mobility will be real between 31 nations.
- to eliminate the technical obstacles to mobility, in the field of scholarships and social security.
- to work towards a serious reorganisation of recognition of diplomas Europe wide: in that respect a new transparent comparison between school systems through quality control has just been set up.
- to strengthen the teaching of foreign languages. 2001 will be the European year of languages, a Europe-wide public relations campaign to show that languages are an advantage, and not a problem. Mother tongue + 2 is the proposed slogan.

But mobility is not everything. The new technologies and the necessity for Europe to be competitive in the ICT - business are also a challenge for today's decision makers in education policy. The impressive demand for skilled ICT professionals is a worldwide phenomenon matched only by equally impressive failure to meet the demand:

- The current workforce gap is over 30% of the high-tech industry demand in Silicon Valley where 80% of the recruitment ads are for high tech jobs.
- Almost one-third of the entrepreneurs and high-level employees in Silicon Valley come from overseas.

In Europe, there is a growing gap between an increasing number of employment opportunities in information and communication technologies (ICT) and the number of qualified candidates to fill them.

- There are more than 500,000 unfilled jobs in this sector, and the gap could reach 1.6 million by 2002. This could represent a loss to European businesses of nearly 300 billion euros. Higher education must help to erase this deficit.
- The ICT sector creates I in every 4 new jobs. In user industries the demand for ICT specialists is predicted to double in the next 3 years.
- In less than 10 years half of all jobs will be in industries that are either major producers or intensive users of ICT products and services. The new demand will mostly come from projects related to e-Business.

The gap will be greatest in industries being restructured by Internet technology: financial services, the travel industry, book retailers, etc. 60% of ICT related jobs will be located in sectors other than the ICT sector itself, many of which are in small and medium sized enterprises. The greatest need, and subsequently the greatest gap, for ICT workers is found in traditional SMEs.

At the same time, the European industry has failed to attract women and minorities to ICT based jobs. Women are less likely in Europe to choose careers in ICT than in other fields.

- At the end of 1998, only 25% of Internet users in Europe were women compared to about 50% in the USA.
- In higher education, women are under-represented in the sciences in general, and significantly so in electrical engineering and computer science.

The problem is deep. One of the most striking symptoms is the decrease of youth interest for scientific or technical subjects (besides computer games and the Internet of course). Students at high school are more interested by social sciences, law, finance and business at large. This problem should be tackled at an early stage: This Net-generation is increasingly living, studying and working in a world where digital technologies are ubiquitous. Boosting their levels of ICT literacy is essential to the success of Europe in the knowledge society.

That is why the EU launched the e-learning initiative. The 15 Ministers of Education endorsed this initiative unanimously, committing themselves to active implementation in their Member States. The objective is that everyone, and especially the young, should have the basic skills for access to this new information and knowledge society. To this end, all schools and training institutions should have access to "online" information and other multimedia resources. Support should be provided to teachers, pupils, instructors and those undergoing training. Europe must have a concerted vision and make concerted efforts to put the innovative potential of new technologies at the service of quality in education and of training.

As regards equipment, in the Scandinavian countries, which are in this respect the most advanced in Europe, there is an average of about 8 pupils per computer, and almost all the schools are connected to the Internet. But one can still find major disparities between the various European countries. In France, for example, in primary schools there are 30 pupils per computer, and only 10% of those computers are connected to the Internet. On the other hand, at the end of 1998, the United States had an average of 6 pupils per computer, and 89% of the schools were connected to the Internet, as well as 51% of classrooms. The United States aims to provide all classrooms with Internet access during the year 2000.

But the challenge is not just about equipment. Having the infrastructure is necessary but it's not the only condition, especially as equipment can rapidly become obsolete.

Significantly, on 2nd February this year President Clinton announced that federal funds intended for teacher training would be doubled from 75 to 150 million dollars. In the USA only 25% of teachers feel currently sufficiently prepared to include the new technologies into their teaching plans.
In Europe, we face a structural problem: 50% of our teachers are over 45 years. A real generation gap. That is why the re-training of these teachers is a real challenge. A challenge, which we have to meet, because well trained teachers are the key to the success of the e-learning initiative. Teaching the critical use of the Internet, embedding new technologies in modern teaching methods, learning how to learn, introducing interactive methods, developing networks between schools, these are the main means to reach our targets.

But there is more than that. We need to create European content for teaching in an environment of cultural diversity.

But the building of the knowledge-driven economy is not the sole responsibility of politicians. Industry also has a key role to play: in transmitting ICT skills, in helping to equip schools, in developing the content that is lacking. Public/private partnerships will play a crucial role and - I am sure will constitute a key factor in our success.

As the new millennium proceeds, education and training throughout one's life will be more than ever necessary, as the knowledge-based society emerges, social exclusion is tackled, and we manage the increasingly close relationship between employment and training on the one hand, and human resources and economic growth on the other. Life long learning is the key to the future.

Lifelong learning cannot be defined narrowly as it must include all purposeful learning activity undertaken with the aim of improving knowledge, skills and competence, whether formal - in pre-school, school, higher education, adult education, vocational training - or informal in work and leisure environments. Lifelong learning plays a central role in promoting social inclusion, in enhancing European competitiveness and in combating unemployment.

In short, lifelong learning must be the new attitude to education. It demands that each citizen feels responsible for learning throughout life. It also demands that opportunities be created to respond to the demand. And that is a task I know the people in this room are capable of contributing towards.

**Thank you!**

# Ladies and Gentlemen, Right Hon. Vice-President of the European Parliament, Right Hon. Member of the Scottish Parliament - *Cesare Onestini*

- First of all, thank you for inviting the European Commission to the FEDORA 2000 Congress; I am honoured to be here with you this morning to present some of the priorities set for European cooperation in education and training for the future, and offer to you an overview of important Commission's initiatives to which FEDORA will be called to contribute with its expertise. Allow me also to address a special thanks to Professor Klaus and Professor Margaret Dane for the organisation of this event here in Edinburgh.

- Secondly, a warm greeting to you all from Domenico Lenarduzzi, the Deputy Director General of DG Education and Culture, who was with you last year in March 1999 in Barcelona to celebrate FEDORA's tenth anniversary and who has asked me to be here today on his behalf to testify to the importance he attaches to your work, and to make sure that FEDORA is in the forefront of the current important changes in European education, changes that we might see as momentous.

- A last and personal greeting to all of you from our common friend Frederic Company, who currently works for the Education and Culture Dirctorate-General in Brussels.

For a number of years there has been a lot of talk, reflection and conferencing on the emergence of an information society, on the wave of a communication revolution and more recently of a knowledge society - a Europe of knowledge.

All these concepts, which often are used as slogans, are slowly but surely bringing about some major changes in the public debate on priority settings in Europe.

Firstly, the European Union has in the last year approved the Commission proposals for the new Education, Training and Youth programmes, which will provide funding to 3 billion Euros over the next six years, and involve 31 countries, with ambitious objectives in terms of mobility, innovation, co-operation and network building.

A European Area of Learning, as envisaged by Mme Reding when accepting her nomination last year as Commissioner for Education and Culture, is becoming a reality; the new Socrates, Leonardo, Tempus and Youth programmes put European co-operation in education and training on a sound basis.

Moreover, during the last semester a major political event has taken place which will shape the future of cooperation in education in Europe: on March 23rd and 24th, in a special summit in Lisbon, the Heads of State came together to discuss the future of employment and social cohesion in Europe, setting for the Union a

" *new strategic goal for the next decade: to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and social cohesion".*

In the Summit's conclusions, the heads of state went on to say that this goal can only be achieved through **investing in people** and **modernising education systems.** *(http://ue.eu.int/en/Info/eurocouncil/index.htm)*

The key axis of these objectives are measures to:
- develop an information society for all
- establish a European area of research and development,
- co-ordinating macro-economic policy
- adapt education and training to the demands of the knowledge society and to the need for an improved level and quality of employment.

But the real innovation in Lisbon was that these ambitious declarations were also spelled out in concrete objectives, benchmarks against which the Heads of State agreed to measure their progress on a regular basis.

We can find some of these commitments listed in paragraph 26 of the Summit Conclusions:

***Paragraph 26:***
*The European Council accordingly calls upon the Member States, in line with their constitutional rules, the Council and the Commission, to take the necessary steps within their areas of competence to meet the following targets:*
- *a substantial increase in per capita investment in human resources;*
- *the number of 18 to 24 year olds with only lower-secondary level education who are not in further education should be halved by 2010;*
- *schools and training centres, all linked to the Internet, should be developed into multi-purpose local learning centres accessible to all, using the most appropriate methods to address a wide range of target groups; learning partnerships should be established between schools, training centres, firms and research facilities for their mutual benefit:*
- *a European framework should define the new basic skills to be provided through lifelong learning; IT skills, foreign languages, technological culture, entrepreneurship and social skills; a European diploma for basic IT skills, with decentralised certification procedures, should be established in order to promote digital literacy throughout the Union;*
- *define, by the end of 2000, the means for fostering the mobility of students, teachers and training and research staff both through making the best use of existing Community programmes (Socrates, Leonardo, Youth), by removing obstacles and through greater transparency in the recognition of qualifications and periods of study and training; to take steps to remove obstacles to teachers' mobility by 2002 and to attract high-quality teachers.*

- *a common European format should be developed for curricula vitae, to be used on a voluntary basis in order to facilitate mobility by helping the assessment of knowledge acquired, both by education and training establishments and by employers.*

Moreover and as indicated above, the Heads of State have agreed to meet every spring and measure progress made on all of these counts.

As you can see, the Lisbon conclusions offer new challenges and incredible new opportunities for European co-operation in education and training, and it is in this context that also FEDORA's activities will be of key importance to our common effort.

Concretely, I would like to point to three of the major initiatives taken by the European Commission resulting from the Lisbon summit and of direct concern to education and training. These are:
- the e-learning initiative
- Mobility Action Plan
- Memorandum on Life Long Learning

**The e-learning initiative:**
Adopted last May by the Commission on a proposal put forward by Mme Reding, this initiative aims to mobilise educational actors and resources on the potential of new technologies for learning.

**As a first step:**
- important preliminary contacts with industry and providers have been developed;
- a wide and timely dialogue with governments and educational authorities on the uses and contents of e-learning has been launched

**Some of the key questions addressed by the initiative touch upon:**
- access to new technologies
- quality assurance of multimedia pedagogical tools
- development of pedagogical methodologies and materials which exploit fully the potential of new technologies
- focus on European content in a market dominated by non European providers
- training of teachers and educators
- creation of networks, favouring information exchange and joint cooperative projects.

The operational objectives of the e-learning initiative will be spelt out in a Commission paper announced for November 2000.

**Mobility Action Plan**
The importance of mobility for the creation of truly European area of education is paramount, as recognised in the Lisbon conclusions.

- A Recommendation proposed by the Commission to remove remaining obstacles to mobility is being currently discussed by the European Parliament and the Council of Ministers. The Recommendation aims at identifying and targeting any administrative or practical obstacle to the mobility of students, teachers, volunteers and trainers.

- A new initiative from French Presidency to encourage and invest in mobility should also be underlined. The French presidency has chosen mobility as one of its leading priorities: a group of national experts has been created and met last July in Brussels to discuss ways in which to 'mainstream' mobility as part of individual curricula discussing measures to support and encourage all types of mobility (including the key issues of investment, language preparation and intercultural skills)

- The Ministers of Education will meet on 30 September to address this question and the aim of the French presidency will be to have a mobility action plan adopted by the end of the year.

**Memorandum on Lifelong Learning (LLL)**
The Commission is also at the moment preparing a memorandum on lifelong learning, a document which will become the basis for the future development of education, training and youth policies in Europe and which will be presented by Mme Reding to the Ministers of Education in November 2000.
- The aim of the Memorandum will be that of assessing the challenges posed by moving towards a LLL approach and at the same time the opportunities for individuals and society

- It will be based on the experience of the thousand of existing European co-operation programmes and projects, of 1996 European Year of LLL and on the result of a number of experts' meetings which have taken place in the last few months.

One of these seminars, in which some of you have actively taken part, concerned in particular 'Guidance and Counselling in perspective of LLL' and was organised by the Commission last July 7th in Brussels.

Giving you a very summarised account of the very lively debate which took place, the main conclusions of this seminar were:
- the need to redefine guidance and counselling on the basis of the needs of target groups overcoming distinctions between educational, personal, and vocational guidance

| | |
|---|---|
| **demand driven** | **- holistic approach**<br>**- focus on transition moments**<br>**- local dimension and support** |

- broaden existing networks

| | |
|---|---|
| one-stop shops linked to a variety of networks | - share experiences and expertise<br>- diversify networks as the users are more and more diverse |

- Become more pro-active
- Develop public-private partnerships
- Strengthen the training of counsellors
    - more flexible and modular training
    - more general focus on **equal opportunities**
- Develop self-guidance tools combining IT to traditional techniques

But also the need to identify guidance as a priority, set standards through co-operation at the European level and monitor results and outcomes.

All these suggestions will be duly reflected in the Memorandum on LLL to be presented in November 2000

I only had a few minutes to present to you a number of very important new initiatives. Even from this brief presentation we can see that for European education we are at a crossroads:

- there is today a clear political priority for education and training, as stated in the Heads of States' Lisbon Conclusion
- the Lisbon Conclusions have set in motion a new important process of target-setting with reference benchmarks which will focus more attention and resources on education and training systems.

It is in this new context of LLL, expectations of greater mobility and enhanced use of new technologies, that we have today new opportunities to launch concrete Europe-wide actions to meet the new objectives set in Lisbon.

I hope FEDORA will be in the forefront of these new developments.

**Thank you.**

# Counselling and Guidance in Higher Education in France - new perspectives' - *Dr. Dominique Gilles*

**INTRODUCTION**
When Margaret Dane asked me to speak at the FEDORA Congress I read or re-read certain association publications and particularly the Watts and Van Esbroeck Report - 'New skills for new futures' (1999) which provides a comparative analysis of guidance and counselling systems in higher education in Europe, and identifies the skills to be developed.

I am going to try to link the conclusions of the report with what French Universities have been putting into action in the area of student guidance and vocational preparation.

But before that, I should introduce myself quickly so that you will know where 'I am coming from'.

A psychologist - sociologist by training. I am a **Consultant** based in the student career guidance service at the University Claude Bernard, Lyon, since its inception in 1974. Aside from this, I am a founder member of the association **'TROUVER-CREER'** (1986) which promotes research and training of an **educational and experimental kind in guidance.**

Last November at the Education Exhibition in Paris at the request of the Conference of University Presidents, a giant poster was displayed providing an overview of vocational guidance policy across French Universities.

To back up my presentation I have made the poster available on *http://nte-serveur.univ-lyonl.fr/nte.gilles/images/postercomplet.html*
it incorporates:

**French Universities accompany their students as they progress through University and in their accessing of a career, for the duration of the course.**

**A RESOURCE CENTRE**
The Career Guidance Service,

Listening to students, teachers and companies

**WITH LEARNING INSTRUMENTS AT EACH STAGE:**

### 1 TO DEVELOP ONE'S PERSONAL TRAINING AND CAREER PREPARATION PROFILE

Encouraging the student from the 'first cycle' onwards to put into effect a personal approach to fact-finding and to teach them to use the information for themselves in a way that facilitates decision-making

- By proposing a method of building and organising this career project which transfers to other areas
- By promoting reflection on career-based contacts
- By facilitating sharing of information-resources among small groups
- By catering for the acquisition of research and information dissemination methodology

And so thereby developing the complementary skills linked to those established ones of autonomy, initiative-taking and critical judgement

### 2 TO ACQUIRE THE WORK METHODS OF HIGHER EDUCATION

Facilitating the gradual development of the 'Students Trade'

- By organizing the reception of and support for new students by those most senior: the 'tutors'
- By offering workshops in methods, Teaching Units, so as to understand and to analyse one's way of learning, to evaluate and develop the potential of one's period of learning, to acquire 'know-how' (note-taking, time-management, problem solving) and thus facilitate integration into university life.

### 3 TO REFINE CAREER CHOICE

Facilitating course change and of career planning

- By encouraging the validation of results of semesters in the event of change of direction.
- By multiplying the 'bridges' available within or outside of the traditional educational system
- By accompanying research with an apprenticeship contract

### 4 TO IMMERSE ONESELF IN WORKING LIFE

Enthusing the student to get to know companies 'on the ground' and to confront personal choices in reality through

- 'round tables' and conferences with working people
- visits to companies
- work experience in companies
- taking semesters 'out' in the company (Work Experience Units)
- involvement of working people in study programmes

Clarifying the potential for skills development in training, as a vehicle of technology transfer, in partnership with companies

### 5 GETTING INTO WORKING LIFE

Accompanying individually or collectively, the progress of the future graduate; helping them

- to identify their skills
- to know their potential employment market
- to know how to communicate with the business world
- to understand the recruitment process

Focus on the indispensable tools for researching employment in partnership with APEC
(The Association for the Employment of Executives)

## 6 TO MAKE THE ALUMNI NETWORK LIVE

Edit an Alumni Yearbook

- allow students during their education to have privileged contacts with Alumni of the same university (advice, work experience, first employment),
- make known the degrees and the richness of the education at the university to employers (so as to collect offers of work experience and employment),
- to allow the 'movers' in the university to know better what has become of their students and to make contacts in companies thereby (for expertise, participation in courses etc….)

Genevieve Latreille, involved since the inception of French University Guidance Services (1973) wrote in 1978:

"*…I have formed the impression that from here-on-in, we will be well-placed to pinpoint, develop and start to use the tools needed, but that we still must clarify for ourselves and for our universities the strategies required to guarantee that each form of support is in place as and when the student needs it and that everything will be co-ordinated and harmonised to help the progression from student life to eventual socio-professional integration.*"

Twenty years on, my observation would be that we have progressed somewhat, but that Genevieve was optimistic: we still have to complete the journey.

The giant poster shows a logical schematic chronology of activities on offer to students, numbered from 1 to 6: it is not a question of an historic chronology (everywhere in Europe, I think, it is only after having put in place supports for entry into work, that the necessity to prioritise the maximization of students skills is brought into focus); all the French universities have not yet developed this action plan in its entirety but are coming to terms with it more and more.

The translator of the Report on new skills, JP Broonen, has raised the difficulty of using equivalent terms - conseil/counselling, orientation/guidance - covering very different concepts depending on the country or the practitioners concerned:

Here you will see that the terms have been scrupulously avoided **with preference given to the idea of accompaniment,** which allows one to consider not only the structures but also educational activities which have the aim of strengthening the capabilities of each individual to adapt to a variety of situations that they will encounter through life.

## 1 TO DEVELOP ONE'S OWN TRAINING AND OCCUPATIONAL PROJECT

*The conclusions of the Watts and Van Esbroeck report revealed that this tendency to anticipate rather than seek a remedy is developing and they drew attention to the need to redefine the role of the teacher and to integrate the fundamentals of guidance into programmes and to place them to the fore in accord with specialised action plans (page 112).*

The 'Occupational Project Modules' put in places in thirty universities represent what seems to be a very simple formula, but through the methodology used, a process of maturation of a relatively complex kind is brought about in the student.

It draws on the **principles of an educational and experiential approach to guidance** put into operation in this front-line action plan.

The work is generally **compulsory** for students in the 'first cycle' in a great many universities, since the latest higher education reforms have imposed semesterisation; **it is done on a group basis under the direction of either university lecturers** or consultants from guidance services, organized into four working sessions run over a period of four or five months.

**The role of the lecturer is purely of a methodological kind,** that is, to focus on the objectives of the programme, support library research, encourage preparation for questioning direct contacts, defining the guidelines to be observed, presenting results. The Universities, trained in methodological rigour are obliged to prepare their students for this outcome; they possess every competence to engage in a context such as this.

As the investment of each lecturer can only be a limited one, they must rely on a co-ordinator, **a resource person,** for the teaching team, known as **the guide** (the connection that distinguishes advisers and counsellors).

It should be underlined that the interest for a lecturer lies in becoming involved outside their own field: in the elaboration of the personal project, **the lecturer delivers through their own method, the student delivers findings** in the field of occupations and of investigations made in relation to choice. In this way, the lecturer discovers often the complexity of guidance, and the richness of the world of work through encountering 'live' case-histories of adults interviewed by their students, sometimes in employment sectors unknown to them (the concept of exchange).

Beyond that, mutuality operates in many directions: it enters into students dealings with one another. It is this enrichment of working together in pairs which will foreshadow the work in teams.

Moreover, this way of working is directly **transferable by students to other disciplinary areas.**
It is noticeable that students

- Learn to work in small teams and from that base enlarge their network of student contacts
- Gain experience of contact making and an 'eye-opener' where business is concerned

- Discover in the course of discussions with working people, the generic pre-requisites for working in the real commercial world (which strengthens their motivation to study languages, IT, humanities).
- Enter into an apprenticeship in writing communication of a functional kind as used in the work environment: report writing / preparation of proposals.

It is tempting at this stage to **put side-by-side the skills developed** by young students in the course of the learning experience known as the 'Occupational Project' and **the ideal profile of candidates for executive positions as laid-down by those who manage recruitment:** good judgement, but also (above all?) a capacity to enter into a team, an 'aptitude for work', of being adaptable, of having the capacity for self-projection into the future, having proven they can operate effectively.

This developmental work carried out further back will be crucial for a positive integration into work by the young graduate, and **promotes a certain personal flexibility,** preferable without doubt to the flexible work contracts advocated by some employers.

## 2 FOR THE PURPOSE OF MASTERING THE WORK METHODS OF HIGHER EDUCATION

The designation 'The Student's Trade' borrowed from Quebec, is gaining ground gradually particularly since semesterisation has been incorporated into the design of First Cycle degrees: it should be noted that new technology is more and more a way of working in these.

It is possible to **tie in this contribution to working method with the development of a project,** notably by **documentary research methods:** university libraries become interested through training students drawing on learning situations integrated into academic programmes.

## 3 FOR THE PURPOSE OF REFINING VOCATIONAL CHOICE

Remedial action for certain groups ('drop-outs', exam failures, changes of direction).

Complementing the front-line Action Plan and spelt out at the same time: the skills of guidance and careers services are the obvious ones for these activities, especially if they are actually incorporated into the Action Plan.

The partnership with professional specialists especially those in training through apprenticeship, is developing more and more; in Lyon, within the framework of the 'Student Trade' meetings, the centres for apprenticeship training are represented on campus.

## 4 FOR THE PURPOSE OF IMMERSION IN WORKING LIFE

We should be careful not to multiply activities such as meetings, courses, visits where the student could remain a spectator only without putting into action the following: **Learning to make decisions** (personal negotiation of their own route, adjustment to reality) - it is necessary that the student **gains experience and learns to handle experience:** being accompanied while doing some group work will both be necessary, not just to help the student but to increase his self-worth in terms of his capacity to break new ground: in that way, the young person will not be overwhelmed by their environment, restricted by receiving only that which is handed to them, but instead will be put into a situation where they **find and create.**

## 5 FOR THE PURPOSE OF ENTERING WORKING LIFE

There are well-known activities relating to this in place in all of the European Higher Education Institutions. It should be noted that while the running order for the Action Plan for 'accompaniment' places it fifth, this **was one of the very first** objectives to be pursued by the French University Guidance Services in partnership with APEC (The Association for the Employment of Executives) which, however, the ministerial publications do not indicate clearly (these have been made official only since 1986), and **it is preferable therefore to anticipate this approach to entering work as being the starting point from which objectives 1 and 2 have been pursued.**

## 6 TO MAKE THE ALUMNI NETWORK LIVE

Still less developed in France, because the complexity of the degree system seemed an insurmountable obstacle so until now, the Alumni Yearbook once activated can be an **extraordinary 'awakening' tool** for students, notably in terms of the numbers and their associated profiles: IT tools now permit easy access to databases of this kind.

The 'new trades' found and created by the younger generation will be publicised through these means in a very short time (18 months).

## CONCLUSION

I wish to link 3 terms which appeared in the conclusion of the Watts-Van Esbroeck Report: **Quality, Recognition and Development.**

The evaluation, by experts of the quality of the initiatives put in place is a guarantee of quality, and brings as a result **institutional recognition** which allows **for further innovation and development of the adopted action plans.**

**If I may explain:**
The transfer of the Working Life Project from Lyon I to other universities has resulted in two evaluations led by two independent university teams from Rennes and Paris X; the very positive conclusions of these Reports have without any doubt **speeded-up the extension** of these activities.

This dissemination has itself **authenticated the module** in its University of origin and facilitated other innovations: ***for example*** *the putting in place this year at Lyon I of a new compulsory module approved for 1,200 students with the* participation of 150 lecturers.

This capacity to innovate, to adapt to sociological changes in the student population and to developments in the University – **this 'awakening'** – will be effective in two respects, in my opinion:

- If the guidance and careers professionals in Universities remain in contact with young people and offer 'accompanying' activities **throughout the course:** a spread of responsibilities would be harmful to innovation.
  The problem that remains to be resolved is the spread of activities: how to lead from the front in all directions? **The co-ordination of the team must be a question of primary significance.**
- If an **evaluation of the action plans** put in place is carried out, and in this I revisit the conclusions of the Watts-Van Esbroeck report: it is the only way to obtain recognition for the action plans, but also for the Guidance Services and guidance personnel in Universities.

This will allow the guidance services to be genuinely in contact with the University decision-makers and to **achieve phased development** within the University itself and within the prevailing socio-economic context.

**Dominique GILLES**
Université Claude Bernard
Lyon – France
*http://www.univ-lyon1.fr/CELAIO*

## Short Biblography:

GILLES, D, SAULLNIER-CAZALS, J, VUILLERMET-CORTOT, MJ.
**"SOCRATE, le retour…** pour accompagner la réussite universitaire et professionnelle des étudiants",
Québec, Ed. Septembre, 1994 – diff. Trouver-Créer.

**L'INDECIS, spécial enseignement supérieur,** N°15/1994, N°25/1997, N°33/1999
Revue de l'Association Trouver-Créer,
14 rue Antoine Dumont 69008 LYON (04.72.71.97.83)

WATTS, AG., VAN ESBROECK, R.,
**"New Skills for New Futures"**
Guidance and Counselling Services in Higher Education in the EU
Brussels, Louvain-La-Neuve, Vubpresse et FEDORA, 1999

# Conseil et Orientation dans l'enseignement supérieur en France - nouvelles perspectives. *Dr Dominique Gilles*

**Introduction**
Quand Margaret DANE m'a demandé une contribution à ce congrès de FEDORA, j'ai lu ou relu certaines publications de l'association et notamment le rapport 1999 de WATTS et VAN ESBROECK "Nouvelles compétences pour un avenir différent" qui présente une analyse comparative des systèmes d'orientation et de conseil dans l'enseignement supérieur en Europe, et l'identification des compétences mises en œuvre ;

Je vais essayer de faire des liens entre les conclusions de ce rapport et ce que les Universités françaises mettent en œuvre en matière d'orientation et d'insertion professionnelle des étudiants.

Mais avant cela je vais me présenter rapidement afin que vous sachiez "d'où je parle":

Psycho-sociologue de formation, je suis **consultante** au sein du service d'orientation et d'insertion professionnelle des étudiants de l'Université Claude Bernard à Lyon, depuis sa création en 1974 ; et responsable depuis 15 ans des **modules "Projet Personnel et Professionnel"** qui sont obligatoires dans les premiers cycles scientifiques à LYON.
D'autre part, je fais partie des membres fondateurs de l'association **TROUVER-CREER** qui depuis 1986 développe des travaux de recherche et de formation sur l'approche **éducative et expérientielle en orientation.**
En novembre dernier, à l'occasion du salon de l'Education à Paris, et à la demande de la Conférence des Présidents d'Université, un poster géant a été réalisé qui donne une vision panoramique de la politique d'orientation et d'insertion de l'ensemble des Universités françaises.
Pour illustrer mon discours je vais ce poster visible sur *http://nte-serveur.univ lyon1.fr/nte/gilles/images/postercomplet.html*
dont voici les différents textes:

**Les Universités françaises accompagnent leurs étudiants dans leur parcours universitaire et leur insertion professionnelle tout au long des cursus.**

**UN LIEU RESSOURCE:**
le Service d'Orientation et d'Insertion Professionnelle,
à l'écoute des étudiants, des enseignants et des entreprises
**ET DES OUTILS PEDAGOGIQUES A CHAQUE ETAPE:**

## 1 POUR ELABORER SON PROJET PERSONNEL DE FORMATION ET D'INSERTION PROFESSIONNELLE

Encourager l'étudiant, dès le premier cycle, à mettre en œuvre une démarche personnelle d'investigation et lui apprendre à s'approprier l'information pour faciliter la prise de décision

- en proposant une méthode de construction et de gestion de projet appliquée au terrain professionnel mais transférable à un autre domaine
- en suscitant la réflexion sur les représentations professionnelles
- en favorisant le partage des contacts-ressources par petits groupes
- en permettant l'acquisition de méthodes de recherche et d'exploitation de l'information

et ainsi développer des compétences complémentaires de celles liées aux connaissances disciplinaires : autonomie, prise d'initiative, esprit critique.

## 2 -POUR ACQUERIR LES METHODES DE TRAVAIL DE L'ENSEIGNEMENT SUPERIEUR

Favoriser l'acquisition progressive du "Métier d'Etudiant"

- en organisant l'accueil et le soutien des nouveaux étudiants par les plus anciens : les "tuteurs"
- en proposant des ateliers de méthodologie, des Unités d'Enseignement, pour comprendre et analyser sa manière d'apprendre, évaluer et développer son potentiel d'apprentissage, acquérir des savoir-faire (prise de notes, gestion du temps, résolution de problème)

et ainsi faciliter l'affiliation au monde universitaire

## 3 POUR AFFINER SES CHOIX D'ORIENTATION

Faciliter les changements de cursus et de stratégie d'insertion professionnelle

- en encourageant la validation des acquis semestriels en cas de réorientation
- en multipliant les passerelles au sein ou hors du système éducatif traditionnel
- en accompagnant la recherche d'un contrat d'apprentissage

## 4 POUR S'IMMERGER DANS LE MONDE PROFESSIONNEL

Inciter l'étudiant à mieux connaître l'entreprise dans son environnement, et à confronter ses choix personnels à la réalité, par

- des tables rondes et conférences avec des professionnels
- des visites d'entreprises
- des stages en entreprise
- des semestres en entreprise (Unité d'Expérience Professionnelle)
- l'intervention de professionnels dans les cursus d'études

Clarifier le potentiel de compétences des formations, vecteurs de transfert de technologies, en partenariat avec les entreprises

## 5 POUR ENTRER DANS LA VIE PROFESSIONNELLE

Accompagner, individuellement ou collectivement, le futur diplômé dans sa démarche en l'aidant à

- identifier ses compétences
- connaître son marché de l'emploi potentiel
- savoir communiquer avec le monde de l'entreprise
- comprendre le processus du recrutement

Concentrer les outils indispensables à sa recherche d'emploi

en partenariat avec l'APEC (Association pour l'emploi des cadres).

### 6 POUR FAIRE VIVRE LE RESEAU DES "ANCIENS" DE L'UNIVERSITE

Editer l'Annuaire des Anciens

- permettre aux étudiants en cours de formation d'avoir des contacts privilégiés avec des Anciens de la même Université (conseils, stages, premier emploi)
- faire connaître les diplômés et la richesse des formations de l'Université aux recruteurs (pour recueillir offres de stage et d'emploi)
- permettre aux acteurs de l'Université de mieux connaître le devenir de leurs étudiants et d'avoir des relais dans les entreprises (expertise, intervenants …)

Geneviève Latreille qui est à l'origine de la création en 1973 des services d'orientation universitaires français, écrivait en 1978:
*"… j'ai l'impression que nous avons désormais repéré, élaboré, commencé d'utiliser des outils, mais qu'il nous reste peut-être à clarifier pour nous mêmes et nos universités les stratégies qui assureraient que chacune de ces formes d'aide soit disponible où et quand l'étudiant en ressent le besoin et que l'ensemble soit réellement coordonné et harmonisé pour aider une progression d'une vie plus étudiante à une insertion socio-professionnelle à plein temps".*

Plus de 20 ans après, je constate que nous avons progressé mais que Geneviève Latreille était optimiste: il nous reste du chemin à faire.
Ce poster géant présente une chronologie logique schématisée des actions proposées aux étudiants, numérotée de 1 à 6: il ne s'agit pas d'une chronologie historique (partout, je crois, en Europe ce n'est qu'après avoir mis en place des aides à l'insertion professionnelle, qu'on a ressenti la nécessité de préparer plus en amont le meilleur développement des capacités personnelles des étudiants): toutes les Universités en France n'ont pas encore développé l'ensemble de ce dispositif, mais de plus en plus elles d'en rapprochent.

Le traducteur du rapport sur les nouvelles compétences, M. Jean-Paul BROONEN, a relevé la difficulté d'utiliser de façon équivalente les termes conseil/counselling orientation/ guidance, qui recouvrent des concepts bien différents selon les pays ou les spécialistes:
vous voyez ici que ces termes ont soigneusement été évités pour **préférer la notion d'accompagnement,** qui permet d'envisager des structures mais aussi des actions pédagogiques, qui ont pour objectif de renforcer les capacités de chaque individu à s'adapter à la variété des situations qu'il rencontre au cours de son existence.

### 1 POUR ELABORER SON PROJET PERSONNEL DE FORMATION ET D'INSERTION PROFESSIONNELLE

Les conclusions du rapport de MM WATTS et VAN ESBROECK relèvent que cette tendance, **anticipation plutôt que remédiation,** se développe et ils évoquent la nécessité de redéfinir le rôle de l'enseignant et d'intégrer des éléments d'orientation dans les programmes, en première ligne en cohérence avec des dispositifs spécialisés (page 112).
Les "modules Projet Professionnel", mis en place dans une trentaine d'Universités, représentent une formule apparemment très simple mais dont la méthodologie permet d'activer un processus de maturation chez l'étudiant, relativement complexe.

Ce sont les principes de l'approche éducative et expérientielle en orientation qui sont mis en œuvre dans ce dispositif de première ligne.

Ce travail est en général obligatoire pour les étudiants de premier cycle dans un grand nombre d'universités, depuis que la dernière réforme de l'enseignement supérieur a imposé les Unités d'Enseignement semestrielles; il se fait en groupe, sous la conduite d'enseignants de l'université ou de consultants des services d'orientation, rythmé par quatre séances de travaux dirigés sur une période de quatre ou cinq mois.

**Le rôle de l'enseignant est purement d'ordre méthodologique:** rappeler les objectifs, soutenir la recherche bibliographique, encourager le questionnement pour les contacts directs, préciser les contraintes à respecter pour la présentation des résultats. Les Universitaires, entraînés à la rigueur méthodologique et chargés de former leurs étudiants à cette démarche; ils ont toute compétence pour intervenir dans un tel contexte.

Pour que l'investissement de chaque enseignant puisse rester limité, ils doivent pouvoir s'appuyer sur un coordonnateur, **personne ressource** pour l'équipe enseignante, qu'on appelle aussi **le pilote** (le rapport distingue advisers et counsellors).

Il faut souligner l'intérêt pour un enseignant d'intervenir hors de son champ disciplinaire: dans l'élaboration du projet personnel, **l'enseignant livre sa méthode, l'étudiant livre ses découvertes** dans le champ des métiers et du questionnement face aux choix. Ainsi l'enseignant découvre souvent la complexité de l'orientation et la richesse du monde professionnel à travers des témoignages vivants d'adultes interviewés par leurs étudiants dans des secteurs parfois ignorés d'eux (notion d'échange).

En outre, la réciprocité est multi-directionnelle: elle intervient entre les étudiants. C'est **l'enrichissement par les pairs** qui préfigurera le travail en équipe.

De plus, cette méthodologie est directement **transférable par les étudiants dans d'autres champs disciplinaires.**

On constate que ces étudiants :

- apprennent à travailler par petites équipes et par ce biais élargissent leur réseau de relations estudiantines
- font l'expérience du contact direct et ainsi "ouvrent les yeux" sur l'Entreprise
- découvrent à travers le discours des professionnels les pré-requis transversaux inhérents aux emplois du monde

économique actuel (ce qui fortifie leur motivation pour l'étude des langues, de l'informatique et des sciences humaines)
- font l'apprentissage de l'écrit sous la forme très opérationnelle utilisée en général dans la vie professionnelle: constat / proprositions.

On est tenté alors de **mettre en parallèle les capacités développées** par ces jeunes étudiants à l'occasion de cet enseignement dit "Projet Professionnel" et **le profil idéal des candidats aux postes de cadres tracé par les responsables de recrutement:**
une tête bien pleine certes, mais aussi (et surtout?) une capacité à s'intégrer dans une équipe, une "aptitude au travail", de l'adaptabilité, une capacité à se projeter dans l'avenir, des preuves d'opérationnalité.

Ce travail de construction fait en amont sera déterminant pour une bonne insertion du jeune diplômé, en **favorisant une certaine flexibilité personnelle,** préférable sans aucun doute à la flexibilité des contrats de travail prônée par certains employeurs.

## 2 POUR ACQUERIR LES METHODES DE TRAVAIL DE L'ENSEIGNEMENT SUPERIEUR

L'appellation "Métier de l'Etudiant", empruntée aux Québécois, petit à petit fait son chemin notamment depuis que les Unités de méthodologie sont dans les maquettes des diplômes de 1er cycle: à noter que de plus en plus les nouvelles technologies font partie de ces méthodes de travail .
Il est possible de **lier cet apport méthodologique à l'élaboration de projet,** notamment via les **techniques de recherche documentaire:** les bibliothécaires universitaires sont intéressés pour former les étudiants en s'appuyant sur situations pédagogiques intégrées aux programmes.

## 3 POUR AFFINER SES CHOIX D'ORIENTATION

Remédiation pour publics particuliers (abandons, échecs, réorientations).

Complémentaire du dispositif de 1ère ligne et articulé avec lui : les compétences des services d'orientation et d'insertion professionnelle sont évidentes pour ces actions, surtout s'ils interviennent aussi dans les dispositifs de 1ère ligne.

Le partenariat avec des branches professionnelles, notamment pour les formations par l'apprentissage, se développe de plus en plus : à Lyon, dans le cadre des conférences "Métier de l'Etudiant", les centres de formation d'apprentis sont présents sur le campus.

## 4 POUR S'IMMERGER DANS LE MONDE PROFESSIONNEL

Attention de ne pas multiplier des actions de types conférences, cours, visites où l'étudiant aura tendance à rester spectateur, sans se mettre en action:
**pour qu'il y ait prise de décision** (négociation personnelle de son propre parcours, ajustement aux réalités), il faut qu'il y ait **expérience et traitement de l'expérience:** un accompagnement et un travail de groupe sont nécessaires, non pas pour assister l'étudiant mais pour valoriser l'individu et sa capacité d'innover; pour que le jeune ne soit pas soumis à son environnement, contraint de recevoir ce qu'on lui donne, mais plutôt pour qu'il se mette en situation de **trouver et créer.**

## 5 POUR ENTRER DANS LA VIE PROFESSIONNELLE

Activités bien connues dans tous les établissements d'enseignement supérieur en Europe, il est à noter que si, dans la logique de présentation du dispositif d'accompagnement, cet objectif apparaît en 5ème position, il fut **un des tout premiers a être poursuivi** par les services d'orientation universitaires français en partenariat avec l'APEC (Association pour l'emploi des cadres), sans pourtant que les textes ministériels ne l'indiquent alors clairement (les textes ne l'officialisent qu'en 1986): **et c'est à partir du constat qu'il serait préférable d'anticiper cette démarche d'insertion professionnelle, que les objectifs 1 et 2 ont été poursuivis.**

## 6 POUR FAIRE VIVRE LE RESEAU DES "ANCIENS" DE L'UNIVERSITE

Encore peu développé, parce que la complexité des diplômes universitaires français semblait un obstacle insurmontable jusque-là, l'annuaire des Anciens se révèle pourtant être un **outil de veille extraordinaire,** notamment du fait des effectifs et des profils concernés: les outils informatiques actuels permettent maintenant de manipuler aisément ce genre de base de données.

Les "nouveaux métiers" trouvés-créés par les jeunes générations nous sont ainsi révélés en un délai très court (18 mois).

## EN CONCLUSION

Je voudrais lier trois termes qui apparaissent en conclusion du rapport de MM WATTS et VAN ESBROECK: **Qualité, reconnaissance et développement**

L'évaluation, par des experts, de la **qualité des dispositifs innovants** mis en place est une garantie de qualité, et apporte en conséquence la **reconnaissance institutionnelle** qui permettra à nouveau **d'innover et de développer des dispositifs adaptés.**

**Je m'explique:**
Le transfert du module Projet Professionnel de LYON 1 à d'autres Universités a fait l'objet de deux rapports d'évaluation menée par des équipes universitaires neutres de Rennes et PARIS X; les conclusions très positives de ces rapports ont sans aucun doute **accéléré l'extension** de ces actions.

Cette diffusion a elle-même **légitimé le module** dans son Université d'origine et facilité d'autres innovations: **exemple:**

mise en place cette année à LYON 1 d'un nouveau module obligatoire validé pour 1200 étudiants avec la participation de 150 enseignants).

Cette capacité à innover, à s'adapter aux changements sociologiques des populations étudiantes, et aux évolutions de l'Université - **cette "veille"** - sera effective à mon sens à deux conditions:

- si les professionnels des services d'orientation et d'insertion des Université restent au contact des jeunes et des actions d'accompagnement **tout au long des cursus:** une dispersion des responsabilités serait préjudiciable à l'innovation.
  le problème restant à résoudre sera celui de la dispersion des activités: comment mener de front des actions dans toutes ces directions? **la coordination d'équipe devient alors une question primordiale.**
- si une **évaluation des dispositifs** mis en place est réalisée, et en cela je rejoints les conclusions du rapport de MM WATTS et VAN ESBROECK: c'est la seule manière d'obtenir la reconnaissance des dispositifs, mais aussi des services et des professionnels de l'orientation dans les Universités.

Cela permettra aux services d'orientation d'être véritablement au contact des décideurs de l'Université et de **réaliser un développement en phase** avec l'Université elle-même et avec le contexte socio-économique.

**Dominique GILLES**
Université Claude Bernard
Lyon - France
*http://www.univ-lyon1.fr/CELAIO*

## Bibliographie succincte:

GILLES, D., SAULNIER-CAZALS, J.,
VUILLERMET-CORTOT, M.J.,
**"SOCRATE, le retour...** pour accompagner la réussite universitaire et professionnelle des étudiants",
Québec, Ed. Septembre, 1994 - diff. Trouver-Créer.

**L'INDECIS, spécial enseignement supérieur,** n°15/1994, n°25/1997, n°33/1999
Revue de l'Association Trouver-Créer,
14 rue Antoine Dumont 69008 LYON (04.72.71.97.83).

WATTS, A.G., VAN ESBROECK, R.,
**Nouvelles compétences pour un avenir différent,**
services d'orientation et de conseil dans l'enseignement supérieur de l'Union européenne,
Brussels, Louvain-La-Neuve, Vubpresse et FEDORA, 1999.

# Student Counsellors - Managing the changes and challenges facing higher education staff and students: si jeunesse savait et vieillesse pouvait? - ***Craig McDevitt***

**Introduction**

I think that before I enter into the main body of my speech it is important to tell you something about my professional background to help you understand the source of the opinions I shall express in the course of talking to you today. At the centre of my professional identity is the fact that I am a counsellor of students. For the past 18 years I have worked at the University of Edinburgh. In the course of these 18 years I have seen thousands of students who experience emotional or psychological difficulties at some point during their student life. I am also the Director of the Counselling Service and manage a team of 12 counsellors. In my discussions with my colleagues I form opinions derived from the collective experience of these counsellors.

The Counselling Service is one of a number of separate student support services that exist within the University which include a careers advisory service, a student health service, a service offering practical information and advice to students, a mentoring scheme run by academics who have an academic and welfare responsibility for students and Wardens who are responsible for the well-being of students in University owned accommodation. The directors of these services meet frequently and discuss current trends within the student experience and consider how services can be best delivered in order to meet the needs of students. In other words we share our collective experience and form opinions from them. All of the service Directors participate on a University committee, along with student representatives. There we discuss and advise on policy and strategy for providing support to students. So one way or another I learn a lot about how students and staff experience life at Edinburgh University. Additionally I meet regularly with the directors of all the other student counselling services in Scotland.

As well as all that, I am currently Chair of the British Association for Counselling, which is the largest of the professional bodies for counsellors with approximately 20,000 counsellors as members. From this, I derive a very wide view of counselling people from the young to the old. An important section within the British Association for Counselling is the Association for University and College Counselling with which I have a lot of contact as Chair of BAC and as a counsellor of students. All in all I have a very wide perspective garnered from the experiences of many people inside and outside of the counselling world.

Where my view is more restricted is the European-wide situation although until several years ago I was quite active in European Affairs. I was a member of the Executive Committee of the European Association for Counselling. I was also present at the birth of Fedora and for several years I was an active member of the Psyche section within Fedora. Those former European-wide links have taught me enough to know that there are significant differences between European countries and particularly between northern and southern Europe. It may be that some of what I have to say will not seem particularly relevant to your own situation but I hope that you will find the difference interesting and that we shall have the opportunity to discuss the differences at the end of my speech.

In the 20 years I have worked in higher education I have observed changes in society, changes in the student environment and changes in the expectations and attitudes of students. Some of this is positive change and some negative. Change is always challenging and a central challenge for staff in higher education is to be able to understand the significance of developments so that the current, changing needs of students are responded to appropriately. This is equally true whether we are considering the academic or the support spheres in higher education.

This leads me to the theme of my talk, today, which is managing the changes and challenges facing higher education staff and students. Key themes in this talk will be social change, significant differences between generations and intergenerational difficulties. I will argue that the key challenge is identifying and meeting the current needs of students appropriately. I will also argue that the age-old tensions inherent within relationships between younger and older generations complicate the twin tasks of identifying and meeting those needs and, finally I will also argue that understanding social changes and their impact on students is central to meeting current needs.

I would like to make some comparisons between the higher education context 30 years ago, when those who have power and influence in higher education today were themselves students. In the past 30 years there has been enormous expansion in the number of students entering higher education. It has been government policy in the UK for the past 15 years, particularly, to widen access. Not only has there been a large increase in the number of students who enter straight from school there has also been the encouragement of older people, mature students and also people with physical disability. Research provision has increased as well so that there are more students who go on to post-graduate studies on completion of their first degree.

Not only has there been an increase in the student population but also the growth of a more diverse student population with, in turn, more diverse needs. At the same time government funding of higher education has decreased so that institutions of higher education are providing education to more students with less financial resource. A common complaint is that class sizes are becoming larger and there is less staff/student contact. Indeed, work has become more demanding for staff and particularly amongst academic staff. So much importance has been placed on the value of research that teaching has a lower priority.

Consequently, many now hold the opinion that the quality of support for students has been eroded.

This is unfortunate because I would argue that a high level of support is necessary in order to ensure that students perform to the best of their ability and that where high levels of student support exists there is less wastage of students. That is, more students complete their studies and fewer drop out. When students drop out of university it not only represents the loss of a large financial investment but also, in the majority of cases a huge loss of ambition and self-esteem. It is a crisis that causes great distress.

Thirty years ago, the successful completion of higher education automatically led to good, interesting and well-paid jobs. These jobs were supposedly for life, if wanted. Today, the labour market is flooded with graduates. So much so that employers can pick and choose. In many instances employers will insist on a high level of academic achievement. This leads to enormous pressure being placed on students to perform well and not every student has the capacity to do this. Indeed, the drive to achieve can cause such high levels of stress that even the most intellectually able student can perform poorly. If this were not enough, many students, as well as fearing poor financial prospects when they finish higher education, also have huge financial difficulties during the time they are students. All too often they finish higher education burdened with debt with anxieties about finding suitable employment.

Compared with 30 years ago the average student is under much more stress and as a consequence requires more support. I only have to look at annual statistics from my counselling service to tell me that this is the case. Each year there is a steady increase in the numbers of students who use my service and this is even when one takes into account the growing student population. This is also reflected in the annual statistics, which are collated from all the student counselling services in the UK by AUCC, the Association for University and College Counselling.

So the student world of today is very different from how it was 30 years ago. There are additional sources of stress on top of all the usual ones such as managing the transition from home to a separate more autonomous existence and all the other difficulties provided by life.

It has to be acknowledged that the causes of all this stress are the result of economic realities over which we have very little control. This can make one feel very helpless but it is important to struggle against this. Even though it would be well nigh impossible to change the economic reality, it is important to continue to give as much support as possible to students in order to minimise the stress they experience. I would argue that it is the responsibility of higher education institutions to do so. When a student enters higher education, pays directly or indirectly for their education, they are not being given a privilege. They are, in fact, entering into a contract with the institution. The institution has a duty to maximise the student's potential to succeed. It follows on that the institution has to optimise not only academic provision but also student support services which play an important role in reducing stress. There needs to be adequate careers advice to help students chose appropriate careers and maximise their employability. There needs to be adequate information and advisory services in order to manage practical difficulties. There needs to be adequate counselling services to help students manage anxiety and stress.

So the problem is solved. All we need do to manage the changes and challenges facing higher education staff and students is to invest additional finance in order to provide adequate student support services. Well I am afraid it is not so simple.

Central to meeting the needs of students is knowing and understanding what these needs actually are and determining what are the best responses to them. I cannot stress often enough how difficult this is. In a changing situation it can be quite difficult to get sufficient distance in order to get a clear perspective. Also, clouding one's judgement can be old and redundant opinions and attitudes derived from earlier experience. Yet, in order to make the right response to student need, in order to deliver services in a way that is accessible and attractive to students, it is important to listen very carefully to what students have to say about themselves and their needs. It is important to see how things appear through the eyes of the student. It is important to be aware of social changes and how they impact on the student. In other words, the student's subjective view matters greatly. The world they are trying to live in has changed greatly in 30 years.

Here is where we begin to get into issues to do with the tensions between generations and it is, at this point, I would like to introduce an old French proverb: si jeunesse savait et vieillesse pouvait (if only the young knew and the old could) I

have even heard it translated as youth is wasted on the young. This proverb in typical French fashion illustrates succinctly an age-old tension that exists between younger generations and older generations. Now, if, with the permission of the French-speakers, I play around with the language and turn the proverb around a bit, it will become an even more accurate description of the reality of students. So let us say, “Si jeunesse pouvait et vieillesse savait.” (if only the young could and the old knew or even age is wasted on the old). The young (the students) are relatively powerless and depend on the old (the staff) to know enough to give them what they want and need. The hope is that the older generation will attempt to find out from the younger generation what it is they do need. After all, the students are truly the experts in what they want and need. However, the fact remains that the older generation has the power and influence to make changes, they are at the peak of their career, but will they use that power effectively?

Unfortunately, for an older generation to be able to recognise, understand and act on the needs of a younger generation is not the easiest of things to do.
I have already mentioned that it is not easy for young people to articulate what they think, feel and want. It can seem, almost perversely, as if they want to be understood and, at the same time, do not want to be understood. This is called ambivalence. I am sure most of us have said with some anger, despair or contempt to our parents when we were adolescents, “You just don’t understand.” Most of us will have heard our parents say back, “Believe it or not, I was once your age, too.” Indeed, some of us might have already said it ourselves.

Why can communication between the younger and the older generation be so difficult? Whether or not we are consciously aware of it, I think there is envy and rivalry between the generations. The older generation envies the younger generation its youth, its relative freedom from responsibility. The older generation can easily forget that the environment of the younger generation is different from that of their own youth. They can feel threatened if the young push and try to take control. In turn, the younger generation envies and fears the power and control of the older generation. Fearful of the control of the older generation, the younger generation often wants to shut them out, keep things secret in order to make them inaccessible to adult interference. The young themselves will not always understand what forces shape their thoughts and feelings.

A key element may be that those who have power and influence in higher education are old enough to be the parents of the students, directly re-creating within the educational context, the parent/child dyad and all the problems that are contained within the dyad. However, as long as we remain aware of that possibility, we can counter-act that particular dynamic. In other words the students are not our children. It is comforting to remember that young people will often talk more directly to their parents’ friends or their grandparents.

However, even though communication can be difficult it remains the responsibility of the older generation not to abandon their attempts to understand in order to continue nurturing the younger generation. This is almost a biological imperative. If the young are not appropriately nurtured towards reasonably healthy maturity, society is endangered and so is the continuation of the species.

It is important to remember, also for comfort's sake, that since the dawning of time there has been a tension between the young and the old. I am sure, at the dawn of time the elders used to gather at the mouths of Stone Age caves, look at the young, shake their heads in bewilderment and say, “Kids these days, just don’t seem to hunt and gather like we used to. What is the world coming to?” I am also sure that the young used to stare resentfully at their elders and whisper to each other, “The way the old folks go on, we’ll be in the Stone Age for ever. Hey, have you tried burning that red earth there. See how it melts and goes hard. Cool!” So it goes on: the elders being the forces of conservatism and protecting the status quo and the young pushing for change and thereby creating chaos and confusion.

To illustrate this I shall talk about myself. I am 51 years old. Although I was a student once, I am now a part of the older generation. I now have some power and influence. Within Edinburgh University I am well respected and my opinions are taken seriously. I am able to influence certain areas of university policy through its committee structure. In addition, as Chair of a large and influential professional body, the British Association for Counselling, I talk to government and politicians, seeking to influence governmental policy on a range of social and health issues. The media interviews me. I write. I give talks. I am not omnipotent, even though you might be drawing the conclusion that I am. I am not omniscient and I am fallible.  People do not bow down before me and say, “Your wish is my command, O mighty one.” I cannot change the world. However, I can use whatever power I have to persuade. I can be an advocate for the students. I can cajole and even very occasionally I can threaten on behalf of students.

But I have to say this, although I am aware of generational differences I do not always understand what young people think or want. I sometimes react negatively to the young. I, too, sometimes say, “I don't know what it is with these kids today. What do they want? They expect too much. Where will it all end?” Is it really surprising that I find that I understand young people less? We do not share the same interests or lifestyles. Our experiences are different. What is

changing at a different pace from my own capacity to change, is young people's expectations, assumptions, values, beliefs and behaviour. This is very challenging to my own view of life and certainly makes me work very hard to understand, as I must do in order to be effective in my work.

The greatest pitfall for my generation is to be fooled into thinking that we are not so very different from the younger generation. After all, we are so much more liberal in our thoughts and attitudes than our parents. Was it not my generation that took to the barricades in the late 1960's? Weren't we the peace and love generation, high in ideals and high on dope? We were the experts in youth culture, weren't we? We invented it, didn't we?

However, we were brought up in different conditions. My parents, were teenagers during the depression of the late 1920's and early 30's. They went through a long and terrible world war when they were young adults. Their formative experiences influenced their parenting. Like many of their generation they were determined that their children would not have to experience hard times. At the same time they let us know how very fortunate we were and that life could be hard and resources were limited. Post-war economic recovery meant full employment and a time of plenty. Higher Education was made available to all that were capable and Higher Education guaranteed availability of the best jobs and that these jobs would be for life, if we so desired. Of course my parent's generation could not protect us from the constant nagging anxiety of the Cold War and the threat of annihilation of the human race through nuclear war.

My generation had enormous conflict with our parent's generation. In retrospect, I now wonder if the student protest of the 1960's was really about left wing versus right wing politics. Perhaps we were really fighting for our lives. It was the ultimate protest against an older generation by a younger generation, furious at the dangers they had created for us. We were so determined not to be like them. We would make the world better and safer. At the same time we were busily enjoying to the full an economy that was busily destroying the ecology of the world. Thereby leaving a great threat for the younger generation to cope with.

All of what I experienced in youth has shaped me and continues to influence me but the new generation has grown up differently. The upbringing and education they have received has been less authoritarian. Paradoxically, the new generation may have had less freedom. In my childhood we were free to play outside with little adult supervision. Nowadays people are anxious about allowing their children to play outside without some kind of supervision. Parents are fearful of the large amount of traffic and the threat of violence in the city streets. Children's time out of school hours is very structured with lots of organised activities. It's almost as if we dare not leave them any space in which they can manage difficult situations for themselves or space in which to be bored. Yet, that empty space can be so important. It can be a space in which children can become creative and learn to create a safe structure for themselves. We hear so much of the gradual erosion of family life. It is common for both parents to work. Infants are sent to nursery. Men, particularly, work long hours. The children may already be in bed by the time they get home on weekdays. Divorce is becoming more and more common and one of the points when people divorce is when the children begin to leave home, not necessarily the best time for the child.

This has been against a background of increasing prosperity and huge technological advances. These young people have high expectations of themselves and of their environment. They are experts in the new technology and use it to the fullest. They surf the net with the greatest of ease and have instantaneous communication throughout the world via the net and mobile phones. Their ease with new technology adds dimensions to their conceptualisation of the world with which I cannot keep up. They have a sophistication of thought, which can take my breath away.

This amazing wonderful new generation is also a troubled generation. Last year the Association for University and College Counselling, a division of the British Association for Counselling released a report called "Degrees of Disturbance". The report stated that there was growing evidence of increased levels of psychological disturbance in students. This was derived from the regular collation of statistics from all the student counselling services in the UK. The evidence not only indicates a steady increase in the numbers of students using the services but the symptoms and behaviours amongst students were causing concern. The developing picture showed more students suffering from anxiety and depression, more students deliberately harming themselves, more students abusing drugs and alcohol and more students attempting suicide. So, what is happening?

I think we have a younger generation that is living through a period of radical change. There are fewer certainties and many different possibilities, some positive and some negative. This is difficult enough for the older generation but at least they are established in adult life. The young are not established and, therefore, more easily destabilised. Most perniciously, they are bombarded with so many images of success. They have had many material advantages. If things are not working out well they feel that it is their fault. Life is supposed to be good and if they are not enjoying it, it must be because of some fault in themselves.

Interestingly my generation had a greater tendency to blame the external world. We blamed the bomb, the cold war,

political conservatism and the complacency and compliance of the older generation for many of the ills that beset us. The younger generation does not easily allow themselves this luxury. They have a greater tendency to be introspective. This is the downside to the emotional intelligence we have nurtured in them. All in all, the younger generation has high expectations of themselves and a lot is expected of them. **They need help.**

Now as I begin to approach the conclusion of this keynote speech, it would be very unsatisfactory not to offer some thoughts on how to meet the changes and challenges in higher education. I will not offer you an ABC or 5 easy practical steps to the problem of meeting the current needs of students. You all come from different environments and it would be insulting to say that if you do this, this and this, the problem will be solved. Instead, what I would suggest is to adopt a position in relationship to younger people which has been tried and tested for generations. It is more an attitude of mind. I would suggest that you know the ground you are standing on and be firm, solid. Do not be rigid but use your authority to good effect. Do not be misled by the apparent sophistication and maturity of the younger generation. Do not assume that they can manage by themselves.

What this generation needs is more solidity as they are attempting to make their way through to maturity during a time of great change and confusion in society. They need something firm to hold onto when they are in difficulty. We may not be able to change the world for them but at least we can offer solidity by recognising their reality and affirming their reality. We can do this even if the reality is unpleasant. It is better to know the worst and deal with it than to live in muddle or confusion. Too much muddle and confusion make human beings feel mad, psychotic and leads to disturbed behaviour. To illustrate this, I would suggest that in a career interview, for example, it is more supportive to acknowledge that students will have difficulty in finding the preferred career path. They might not succeed and they have to be told it is not their fault. We have to tell them to find other areas of life in which they can enjoy a sense of fulfilment. They might have to derive their sense of personal worth outside of work.

To conclude, in order to manage the changes and challenges facing higher education staff and students is not to be overwhelmed, have a realistic view of the situation and its possibilities and remain flexible in response: in other words, the basic steps for survival. It is a big challenge.

**Craig McDevitt**

# Conseillers d'orientation - Gérer les mutations et les défis auxquels dans l'enseignement supérieur, doivent faire face le personnel éducatif et les étudiants: Si jeunesse savait et vieillesse pouvait? - ***Craig McDevitt***

**Introduction**

Je pense qu'avant de rentrer dans le vif du sujet, il est important que je décrive le contexte professionnel dans lequel je me trouve, ce qui vous aidera à comprendre l'origine des propos que je vais développer dans le cours de cet exposé. Au centre de mon identité professionnelle, se trouve le fait que je conseille les étudiants. Depuis 18 ans, je travaille à l'université d'Edimbourg. Au cours de ces 18 années j'ai rencontré des milliers d'étudiants qui vivent des difficultés affectives ou psychologiques à un moment quelconque de leur vie d'étudiant. Je suis également directeur du service d'orientation et dirige une équipe comportant 12 conseillers. Dans les discussions que j'ai avec mes collègues je me forge des opinions grâce à l'expérience collective de ces conseillers.

Le service d'orientation est l'un des services d'aide aux étudiants existant à l'université. Au sein de celle-ci, des structures ont pour mission de guider l'étudiant, elles sont dirigées par des universitaires qui assurent une responsabilité dans la formation et le développement des étudiants et par la direction qui est responsable du bien être des étudiants au sein des installations universitaires. Il existe le service de conseil sur les carrières, un service médical, un service délivrant des informations et des conseils. Les directeurs de ces services se rencontrent fréquemment, discutent difficultés rencontrées par les étudiants et organisent leur service de manière répondre a leurs besoins. En d'autres termes c'est avec les étudiants que nous partageons notre expérience collective et forgeons nos réponses. Les directeurs de tous ces services participent à un comité de l'université, dans lequel siègent également des représentants des étudiants. Ces réunions permettent de définir une politique et une stratégie visant à aider les étudiants. J'apprends ainsi comment les étudiants et le personnel de l'université vivent à l'université d'Edimbourg. De plus, je rencontre régulièrement les directeurs des autres services d'orientation des universités écossaises.

Par ailleurs, je suis président de l'association des conseillers d'orientation britannique (British Association for Councelling - BAC), qui, avec 20000 membres, est la plus importante des organisations professionnelles de conseillers. Il y a ainsi une vue du monde du conseil d'orientation, depuis le plus jeune âge, jusqu'aux étudiants. Une composante importante du BAC est l'association des conseillers en université et dans les collèges (Association for University and College Councelling – AUCC) avec laquelle j'ai de nombreux contacts en tant que président du BAC et conseiller universitaire. À partir des expériences de nombreuses personnes dans les universitairés j'ai engrangé une large vision du monde de l'orientation.

Bien que jusqu'à une époque récente, j'ai été assez actif dans le domaine des affaires européennes, je connais moins bien la situation dans les universités européennes. J'ai été membre du comité de direction de l'Association Européenne des Conseillers (European association for councelling). J'ai aussi assisté à la naissance de FEDORA et pendant plusieurs années, j'ai été un membre actif du groupe Psyche de FEDORA. Mon expérience m'a appris qu'il existe des différences significatives entre les pays européens et en particulier entre les pays de l'Europe du nord et du sud. Il se peut donc qu'une partie de ce que vais dire ne vous semble pas pertinent vis à vis de la situation dans votre pays, mais j'espère que les différences seront intéressantes et que nous aurons la possibilité d'en discuter à la fin de mon exposé.

Durant les vingt années pendant lesquelles j'ai travaillé dans l'enseignement supérieur j'ai observé des changements de société, changements dans l'environnement des étudiants et changements dans leurs attentes et leur comportement. Certains de ces changements s'avèrent être positifs, d'autres, négatifs. Un changement est toujours un défi et le principal défi pour le personnel de l'enseignement supérieur est de comprendre ce qui se passe afin de répondre de manière appropriée aux besoins immédiats des étudiants, tant en matière de formation que de soutien.

Ceci me conduit au sujet de mon exposé qui est la gestion des mutations et les défis auxquels doivent faire face le personnel éducatif et les étudiants. Les thèmes centraux de cet exposé sont le changement social, les différences entre les générations et les conflits entre les générations. J'affirme que le principal défi est d'identifier et de répondre de manière appropriée aux besoins exprimés par les étudiants. J'affirme aussi que les tensions ancestrales entre les jeunes et les anciennes générations rendent plus difficile la double tâche d'identifier les besoins et d'y répondre. Enfin, j'affirme que comprendre les changements sociaux et leur impact sur les étudiants est essentiel pour répondre aux besoins qu'ils expriment.

J'aimerais comparer la situation actuelle de l'enseignement supérieur avec celle qui était vécue, il y a trente ans, par ceux qui ont maintenant du pouvoir dans l'enseignement supérieur. Dans les trente dernières années, il y a eu une très forte augmentation du nombre d'étudiants entrant dans l'enseignement supérieur. La politique gouvernementale des quinze dernières années a été, en particulier, d'élargir l'accès à l'enseignement supérieur tant en augmentant le nombre d'étudiants entrant à l'université aussitôt après la fin des études secondaires qu'en encourageant les plus âgés, étudiants plus mûrs, ainsi que les étudiants handicapés à entreprendre des études. Le nombre de chercheurs a également augmenté puisqu'un plus grand nombre d'étudiants entreprend des études de troisième cycle au terme de la formation de base.

Il n'y a pas seulement eu une augmentation du nombre d'étudiants mais l'émergence d'une population étudiante plus

diversifiée avec, par conséquent, des besoins plus variés. Au même moment, le financement gouvernemental de l'enseignement supérieur a diminué de sorte que les établissements d'enseignement supérieur offrent des études à plus d'étudiants avec moins de moyens financiers. Il est banal de déplorer les classes pléthoriques et le manque de contact entre enseignants et enseignés. En effet, il est demandé de plus en plus de travail au personnel et plus particulièrement au personnel enseignant. On a accordé tant d'importance à l'évaluation de la recherche que l'enseignement est devenu moins prioritaire.

En conséquence, nombreux sont ceux qui pensent que la qualité de l'aide apportée aux étudiants est en diminution. Ceci est malheureux car je pense qu'une aide importante est nécessaire pour permettre aux étudiants de réussir au mieux de leurs aptitudes et que, lorsqu'on apporte une aide plus importante, on diminue l'échec, c'est à dire qu'un plus grand nombre d'étudiants terminent leurs études et que l'on observe peu d'abandons. Lorsque les étudiants abandonnent l'université, cela représente un grand gâchis financier ainsi que, pour les intéressés, un grand préjudice moral. Cela engendre une crise qui produit une grande détresse.

Il y a trente ans la réussite complète des études supérieures conduisait automatiquement à un bon emploi, intéressant et bien rémunéré. Il s'agissait, si le diplômé le souhaitait, d'un emploi pour la vie. Actuellement, le marché du travail est envahi de diplômés, en si grand nombre que les employeurs peuvent les choisir. Ils insistent toujours sur la nécessité de formations académiques de haut niveau, ce qui conduit à exercer une énorme pression sur les étudiants qui doivent "bien réussir" et tous les étudiants ne sont pas capables de le faire. En vérité, l'obligation de réussite peut induire de tels niveaux de stress que, même les étudiants les plus doués intellectuellement, ont parfois de mauvais résultats. De surcroît, de nombreux étudiants tout en craignant d'obtenir de faibles revenus à la fin de leurs études, ont aussi d'énormes difficultés financières pendant la durée de leurs études que, trop souvent, ils terminent criblés de dettes et angoissés à l'idée de trouver un travail adéquat.

Par comparaison avec la situation d'il y a trente ans, l'étudiant moyen subit plus de stress et en conséquence a besoin de plus d'aide. Il suffit que je consulte les statistiques de mon service d'orientation pour me dire que cela est vrai. Chaque année le nombre d'étudiants fréquentant mon service est en constante augmentation, même si on prend en compte l'augmentation du nombre d'étudiants. Les statistiques annuelles collectées par l'AUCC (Association for University and College Councelling) montrent le même phénomène.

Par conséquent, le monde étudiant actuel est très différent de ce qu'il était il y a trente ans. Des sources de stress viennent s'ajouter à celles qui étaient habituelles, à savoir, la transition entre la vie familiale et une vie plus autonome ainsi que toutes les autres difficultés de la vie.

On doit reconnaître que ces stress trouvent leur origine dans la réalité économique sur laquelle nous avons peu d'influence. Cela peut nous paraître décourageant mais il est important de lutter contre ce manque de prise sur la réalité économique. Même s'il est guère possible changer cette dernière, c'est important de continuer à aider autant que possible les étudiants de manière à minimiser le stress qu'ils vivent. J'affirme que c'est du ressort des établissements d'enseignement supérieur. Quand un étudiant entre dans l'enseignement supérieur, il paie directement ou indirectement l'éducation qu'il va recevoir. Etre étudiant n'est pas un privilège. En réalité, il passe un contrat avec l'institution qui a le devoir de rendre maximum ses chances de réussite. Il s'en suit que celle-ci doit optimiser ce qui est offert à l'étudiant en lui proposant non seulement une formation académique de qualité mais encore des services d'aide répondant à son attente et jouant un rôle important pour réduire le stress. Il est besoin de conseils judicieux en matière de choix de carrière pour permettre à l'étudiant d'optimiser son accès à l'emploi. Il est besoin de services d'information qui l'aident à résoudre les difficultés d'ordre pratique. Il est besoin de services de conseil capables de les aider à surmonter son anxiété et son stress.

Aussi, le problème est résolu! Tout ce que nos devrions faire pour gérer les mutations et les défis auxquels doivent faire face les enseignants et les étudiants serait de financer des services d'aide appropriés. Et bien! j'ai peur que ce ne soit pas si simple!

Pour aller au devant des besoins des étudiants, il est indispensable de connaître et de comprendre ce que sont ces besoins au moment présent et de voir quelles sont les meilleures réponses à apporter. Je ne peux assez souligner combien cela est difficile. Dans un monde en mutation c'est assez difficile de prendre de la distance pour avoir une vision claire de la situation. Cependant pour donner une réponse appropriée aux besoins des étudiants, pour mettre à leur disposition des services d'aide qui les attirent et leur soient accessibles, il est important d'écouter attentivement ce qu'ils ont à dire sur eux mêmes et sur leurs besoins. C'est important de voir comment, de leur point de vue, se présente la situation. C'est important d'avoir connaissance des changements sociaux et de l'impact de ceux-ci sur le monde étudiant. En d'autres termes le point de vue subjectif des étudiants importe beaucoup. Le monde dans lequel ils essayent de vivre a beaucoup changé depuis trente ans.

C'est maintenant que nous commençons à voir apparaître les tensions entre générations et, à ce point, je voudrais introduire un vieux proverbe français: "Si jeunesse savait et vieillesse pouvait", que j'ai trouvé traduit comme "Youth is wasted on the young". Ce proverbe, typiquement français, illustre une tension entre les jeunes et les anciennes générations qui ne date pas d'hier. Maintenant, si, avec la permission des francophones, je joue avec les mots et modifie légèrement le proverbe, il devient encore plus adapté à la description de la réalité estudiantine. Disons donc "Si jeunesse pouvait et vieillesse savait". Les jeunes (les

étudiants) sont relativement sans pouvoir et dépendent des vieux (les enseignants) qui possèdent assez de savoir pour leur donner ce qu'ils désirent et ce dont ils ont besoin. Il faut espérer que c'est auprès des jeunes que les vieux essaieront de découvrir les besoins de la jeune génération. Après tout, ce sont les jeunes qui sont les experts pour parler de leurs désirs et définir leurs besoins. Cependant, il n'en reste pas moins vrai que la vieille génération a le pouvoir et provoque les mutations ; ils sont à l'apogée de leur carrière mais utilisent-ils réellement ce pouvoir?

Malheureusement, pour la vieille génération, découvrir, comprendre et agir sur les besoins de la jeune génération n'est pas la chose la plus facile à faire. J'ai déjà dit que ce n'est pas facile pour les jeunes de formuler ce qu'ils pensent, ressentent et désirent. C'est comme s'ils voulaient, presque par esprit de contradiction à la fois être compris et être incompris. Je suis sûr que lorsque nous étions adolescents, nombre d'entre nous ont clamé cette ambivalence en disant à nos propres parents, avec colère, désespoir ou mépris : "Vous ne comprenez pas" La plupart d'entre nous se sont vu répondre: "Crois le ou ne le crois pas, j'ai eu ton âge". De fait nous sommes aussi nombreux à l'avoir dit nous mêmes.

Pourquoi la communication entre la vieille et la jeune génération est elle si difficile? Que nous en soyons conscients ou non, je crois qu'il y a rivalité et jalousie entre les générations. Les plus âgés envient aux jeunes leur jeunesse et leur relative indépendance face aux responsabilités. Ils oublient souvent que l'environnement dans lequel évoluent les plus jeunes est différent de celui qu'ils ont connu dans leur jeunesse. Ils se sentent menacés si les jeunes exercent des pressions et tentent de prendre le contrôle. En revanche, la jeune génération envie et craint le pouvoir des anciens et le contrôle qu'ils exercent. Craignant que la vieille génération exerce un contrôle sur eux, les jeunes tendent à s'enfermer et à garder les choses secrètes pour les rendre inaccessibles au regard des adultes. Les jeunes eux mêmes ne comprennent pas toujours quelles sont les forces qui déterminent leurs pensées et leurs sentiments.

Un élément central est peut-être le suivant: ceux qui ont le pouvoir et l'influence dans l'enseignement supérieur sont d'âge à être les parents des étudiants, et recréent dans le milieu éducatif le dilemme "parents/enfants" et tous les problèmes afférents. Néanmoins, tant que nous serons conscients de cet état de fait, nous pourrons contre-attaquer. En d'autres termes les étudiants ne sont pas nos enfants. Il est réconfortant de se rappeler que les jeunes parlent plus facilement aux amis de leurs parents ou à leurs grands parents.
Cependant, même si la communication est parfois difficile, c'est la responsabilité de la vieille génération de ne pas cesser d'être attentif aux jeunes dans le but de poursuivre leur éducation. C'est presque un impératif biologique. Si les jeunes ne sont pas menés vers une raisonnablement saine maturité, c'est la société et par là même la continuation de l'espèce qui est menacée.

Il est important de se rappeler que, depuis l'origine des temps, il a existé cette tension entre les jeunes et les plus âgés. Je suis sûr, que, dans les temps préhistoriques, les anciens se réunissaient dans l'entrée des grottes regardaient les jeunes, hochaient de la tête avec un air déconcerté et disaient: "Les enfants de nos jours ne chassent pas et ne récoltent pas comme nous le faisions. Où va le monde !". Je suis aussi sûr que les jeunes fixaient leurs aînés et se chuchotaient: "Vu la vitesse avec laquelle évoluent nos anciens, on en sera à l'âge de pierre pour longtemps! Au fait, avez vous essayé de brûler cette terre rouge, regardez comme elle durcit! Facile!" Ainsi il en va! Les anciens sont les forces de conservatisme et encouragent le statu quo tandis que les jeunes poussent vers le changement et en conséquence, engendrent désordre et confusion.

Pour illustrer ceci, je vais vous parler un peu de moi. J'ai 51 ans. Bien que j'aie été un jour étudiant, j'appartiens à la vieille génération. J'ai maintenant un peu de pouvoir et d'influence. A l'Université d'Edimbourg, je suis respecté et mes avis sont pris en considération. A travers les différentes commissions, je peux exercer une influence dans certains domaines de la politique universitaire. De plus, en tant que président d'une association professionnelle importante et influente, le BAC, je parle au gouvernement et aux hommes politiques, et tente d'influencer la politique gouvernementale dans le domaine social et dans le secteur de la santé. Les médias m'interviewent. J'écris, je fais des conférences. Je ne suis pas tout puissant bien que vous puissiez dire que je le suis. Je ne sais pas tout et peux me tromper. Les gens ne font pas de courbettes devant moi en disant: "Vos souhaits sont des ordres, oh, tout puissant" Je ne peux pas changer le monde mais je peux utiliser mon pouvoir pour persuader. Je peux être l'avocat des étudiants. Je peux les materner et même, très occasionnellement je peux exercer des menaces en leur nom.

Mais, bien que je sois conscient des différences de génération, je dois dire que je ne comprends pas toujours ce que les jeunes pensent et veulent. Je réagis parfois de manière négative vis à vis d'eux. Je dis parfois aussi: "Je ne sais pas ce qu'ont ces enfants aujourd'hui. Que veulent-ils? Ils attentent trop. Quand est-ce que cela va finir!". Je trouve que je les comprend de moins en moins . Est-ce surprenant? Nous ne partageons pas les mêmes intérêts et le même style de vie. Nos expériences sont différentes. Ce qui change à une vitesse différente de ma capacité d'évolution, ce sont les attentes, les espoirs, les valeurs, les convictions et le comportement des jeunes. C'est un défi lancé à mon mode de vie et une incitation à travailler durement pour comprendre et être efficace dans mon travail. Le plus grand écueil pour les gens de ma génération est de se laisser duper en croyant que nous ne différons pas tant que cela de la jeune génération. Après tout, nous sommes tellement plus libéraux que nos parents. N'est ce pas ma génération qui est montée sur les barricades à la fin des années 60? N'étions nous pas la "peace and love generation"? Nous étions les experts de la jeune culture, n'est ce pas? C'est nous qui l'avons inventée, n'est ce pas? Cependant, nous avons été élevés de manière différente.

Mes parents étaient adolescents lors de la grande crise de la fin des années 20 et des premières années 30. Ils ont traversé une longue et terrible guerre mondiale lorsqu'ils étaient de jeunes adultes. Ces expériences qui les ont formés ont largement influencé leur vie de parents. Comme beaucoup de parents de leur génération, ils avaient décidé que leurs enfants n'auraient pas à connaître des temps durs. Dans le même temps, ils nous disaient combien nous avions de la chance, ils nous disaient que la vie pourrait être beaucoup plus difficile et que les ressources étaient limitées. Après la guerre, le retour à une économie florissante signifiait le plein emploi et l'abondance. L'enseignement supérieur a été proposé à tous ceux qui étaient capable et l'enseignement supérieur garantissait l'accès aux meilleurs emplois, et ceci pour la vie entière si nous le désirions. Bien sûr, la génération de mes parents ne pouvait pas nous protéger contre l'anxiété qui nous tarabustait constamment, la guerre froide et la menace d'une disparition de la race humaine par une guerre nucléaire.

Ma génération a eu d'énormes conflits avec la génération de ses parents. Rétrospectivement, je me demande si la révolte étudiante de 1968 était réellement un conflit politique entre la gauche et la droite. Peut-être nous battions nous pour nos vies. C'était l'ultime protestation d'une jeune génération en révolte contre les dangers créés par la génération ancienne. Nous étions vraiment décidés à être différent d'eux. Nous allions refaire le monde, meilleur et plus sûr. Dans le même temps, nous profitions pleinement d'une économie qui détruisait activement l'écologie de la planète, laissant ainsi la jeune génération se débrouiller avec cette grande menace.

Tout ce que j'ai vécu dans ma jeunesse m'a formé et continue à m'influencer; mais la jeune génération a grandi dans un contexte différent. L'éducation qu'ils ont reçue a été moins autoritaire. Paradoxalement, Il se peut que la nouvelle génération ait eu moins de liberté; ainsi dans mon enfance, nous pouvions jouer dehors avec peu de surveillance de la part des adultes.

De nos jours, les gens sont inquiets à l'idée de permettre à leurs enfants de jouer dehors sans surveillance. Les parents ont peur de la circulation automobile et de la menace de la violence dans les rues des villes. L'emploi du temps des enfants hors des heures de présence à l'école est donc jalonné de nombreuses activités organisées. C'est comme si nous n'osions pas leur laisser un espace dans lequel ils pourraient gérer par eux mêmes des situations difficiles ou même un espace pour s'ennuyer. Cet espace vide peut en effet jouer un rôle très important. Ce peut être un espace dans lequel les enfants peuvent devenir créatifs ou apprendre à créer un environnement dans lequel ils se sentent en sécurité. Nous entendons souvent parler de l'érosion de la vie familiale. Souvent, les parents travaillent tous les deux et les petits sont envoyés à la crèche ou à la maternelle. Les hommes, tout particulièrement, travaillent de longues heures et, durant la semaine, les enfants sont souvent couchés à leur retour. Le divorce est de plus en plus répandu et, lorsque les parents divorcent au moment où les enfants quittent la maison familiale, ce n'est peut-être pas le meilleur moment.

Ceci a eu lieu dans un contexte de prospérité croissante et d'énormes progrès technologiques. Ces jeunes attendent beaucoup d'eux mêmes et de leur environnement. Ce sont des experts dans le domaine des nouvelles technologies qu'ils utilisent au maximum. Ils "surfent" sur le "net" avec dextérité et communiquent avec le monde entier par Internet et à l'aide de téléphones mobiles. Leur dextérité dans l'emploi des nouvelles technologies ajoute une dimension à leur représentation du monde que je ne peux suivre. Ils ont une pensée sophistiquée qui me coupe le souffle.

Cette étonnante nouvelle génération est aussi une génération perturbée. L'an passé, l'"Association for University and College Councelling", division du BAC a publié un rapport dont le titre est "Degrees of disturbance". Ce rapport, utilisant les statistiques collectées dans tous les services d'orientation du Royaume Uni a montré, chez les étudiants, des preuves flagrantes de troubles psychologiques de plus en plus graves. Les preuves rassemblées indiquent non seulement une augmentation constante du nombre d'étudiants utilisant ces services mais l'inquiétude causée par les symptômes et les comportements. La description détaillée a montré plus d'étudiants souffrant d'anxiétés et de dépressions, plus d'étudiants se faisant volontairement du mal, plus d'étudiants abusant des médicaments et de l'alcool et plus de tentatives de suicide. Aussi qu'arrive-t-il?

Je pense que nous sommes en présence d'une jeune génération qui traverse une période de mutation radicale. Les certitudes sont de moins en moins nombreuses, nous sommes en présence de différentes possibilités, certaines sont positives, d'autres négatives. La vieille génération trouve également cette période difficile mais, au moins, nous sommes installés dans la vie adulte. Les jeunes, eux, ne sont pas installés et par conséquent sont plus facilement déstabilisés. De manière plus pernicieuse, on les bombarde de tant d'images vantant la réussite; ils ont tant d'avantages matériels; Si les choses ne vont pas comme ils le souhaitent, ils se sentent coupables. Leur vie doit être bonne et s'ils n'en profitent pas, c'est que quelque chose ne va pas bien en eux.

Il est intéressant de noter que ma génération avait tendance à accuser le monde extérieur. Nous accusions la bombe, la guerre froide, le conservatisme des hommes politiques, l'autosatisfaction et la soumission de la vieille génération face à la plupart des malheurs qui nous touchaient. Les jeunes ne s'autorisent pas ce luxe. Ils ont une forte tendance à l'introspection. C'est le côté négatif de l'intelligence affective dont nous les avons nourri. En résumé, la jeune génération attend beaucoup d'eux-mêmes et nous attendons beaucoup d'eux.. Ils ont besoin qu'on les aide.

Maintenant ou j'approche la fin de cet exposé, ce ne serait pas satisfaisant de ne pas proposer quelques réflexions sur la manière de répondre aux changements et aux défis dans

l'enseignement supérieur. Je ne vais pas vous donner un aide mémoire ou 5 points pratiques pour cela. Vous venez tous d'horizons très variés et ce serait une injure de vous dire que si vous faites ceci puis cela, le problème sera résolu. A la place, ce que je suggère, c'est, comme cela a été tenté puis testé durant des générations, d'établir des liens avec les jeunes générations. Il s'agit là d'une tournure d'esprit. Je vous suggérerais de  connaître le terrain sur lequel vous vous tenez et d'y être fermement installé. Ne soyez pas rigide mais utilisez à bon escient votre autorité. Ne vous laissez pas induire en erreur par l'apparente maturité de la jeune génération. Ne pensez pas qu'ils peuvent se diriger tous seuls.

Ce dont cette génération a besoin  est une plus grande fermeté lorsqu'ils tentent de se frayer leur chemin vers l'âge mûr à une période où la société vit une période de mutation

et de confusion. Ils ont besoin de quelque chose de solide pour s'accrocher quand les difficultés sont là. Nous pouvons ne pas être capables de changer le monde pour eux mais nous pouvons au moins leur offrir cette solidité en reconnaissant et affirmant leur réalité. Nous pouvons faire cela même si la réalité n'est pas agréable. Il vaut mieux connaître le pire et s'en accommoder que vivre dans la pagaille et la confusion.

Trop de pagaille et de confusion rend l'homme fou, psychotique et conduit à des comportements perturbés. Pour illustrer cela, je pense qu'il faut reconnaître que lors des entretiens les étudiants ont des difficultés à définir le plan de carrière qu'ils préfèrent. S'ils n'y arrivent pas, il faut leur dire de ne pas culpabiliser. Nous devons leur dire de trouver un autre lieu de vie au sein duquel ils s'épanouiront. Ils trouveront peut-être le sens de leur valeur personnelle en dehors du travail.

Pour conclure, pour gérer les changements et les défis auxquels doivent faire face l'enseignement supérieur et les étudiants, vous ne devez pas vous laisser submerger, ayez une vision réaliste de la situation et des possibilités offertes, restez souples dans les réponses que vous donnerez; En d'autres termes, tout cela constitue la base de la survie. C'est un grand défi!

**Craig McDevitt**

# Reports on

# FEDORA

# Work Shops

# Rapports des Ateliers

# FEDORA

# Session 1 Workshop / Atelier 1 Working Group / Groupe de Travail:

**Employment / Emploi** Changing Work Patterns / Les modeles de travail qui changent
(Working language English, with simultaneous French translation)
Presenters: ***Andrew Bottomley*** (PricewaterhouseCoopers) reporting,
***Daan Vunderink*** (Universiteit van Amsterdam) with guest speakers ***Marian Horvath*** and ***Ivana Bozicevic*** from PricewaterhouseCoopers, London UK.

**Description**
FEDORA Congresses have provided much needed insights into universities and their student support systems across Europe. Employers of graduates have also provided input to the vital issues of transition to the world of employment and associated recruitment processes. This workshop will provide personal viewpoints from 4 graduates who have experienced "cross-border" work transitions and provide an opportunity for the workshop participants to assess the identified issues, in the interests of continuing best practice for guidance services, their universities and employers.

Les congrès de FEDORA ont permis de mieux percevoir le système universitaire et le système d'assistance aux étudiants à travers l'Europe. Les entreprises embauchant des diplômés ont également participe à la conférence, apportant des informations sur le marché du travail et les différents processus de recrutement. Cet atelier apportera 4 points de vue différents présentés par des diplômés ayant franchi le monde du travail, et permettant ainsi aux participants de l'atelier d'évaluer et identifiér la nature des problèmes dans le but d'offrir le meilleur service d'assistance dans l'intérêt des universités et des employeurs

**Workshop Report**

## 1. Introduction and Background

The workshop was introduced as a FEDORA Employer Group initiative with the following aim.

"To further improve university and employer practice in promoting and supporting 'cross-border' work experience across Europe."

## 2. Participants' expectations

Workshop participants were asked for their reasons for attending such a session and the responses were:

- To hear personal experiences from graduates, which were regarded as particularly valuable in providing feedback to current students.
- Starting points for such experiences and how to subsequently manage them.
- Advantages and problems associated with such experiences.
- Motivations for wanting to work abroad.

## 3. Views from individuals

Marian Horvath (Slovakia)
Marian split his presentation into three "stories", (a), (b) and (c), below.
(a) Marian explained the background to his working with PwC, the widespread desire among young Slovakians to work in Western Europe and his awareness of some Western fears of mass migration from Eastern Europe.

(b) In obtaining his job in London, Marian emphasised the value of his membership of the international student organisation AIESEC, indicating the willingness of AIESEC members to consider such opportunities and the existence of the AIESEC exchange programme. He applied for such a placement on graduation, but this took many months to progress and in the meantime Marian worked in a marketing role at his university in Slovakia. Marian then met a senior representative of PwC to discuss a potential post and was challenged about three conditions: was he smart?; did he speak good English?; and was he flexible and self-reliant? Stress was placed on practical applications of his knowledge.

Marian had brought his various Diplomas with him and explained importance of inspiration from his teachers, plus personal references. He knows that they were checked. He also showed and discussed his Cambridge University certificate for use of English.

Marian then further addressed issues of self-reliance, referring to projects undertaken at school and throughout his AIESEC membership.

(c) Placement and training: Marian meets with his boss every two weeks for about one hour and is given a great deal of autonomy in his work tasks and priorities. He benefited from a transfer of the project by his predecessor. Marian felt that he had experienced a great deal of trust, eg. his judgement to accept an invitation to participate in this FEDORA Congress, and feels that he has been able to maximise learning opportunities at work.

**Ivana Bozicevic (Croatia)**
Ivana has a Finance degree from the University of Zagreb and is now working for PwC in London on communication strategy and learning within a corporate valuation consulting group. She claimed that preparation to do this was not from her education, but from her membership of AIESEC, as in Marian's case, above.

Ivana's move into this post was initiated by a telephone interview, in which she admitted to understanding only every other word! This difference between a "learned" language and that language in practice was stressed later in Ivana's presentation. Ivana did, however, secure the job and her traineeship has recently been extended by ten months.
Ivana explained the international extent of support in her job, received from young colleagues in PwC. Ivana stressed that

she had not gained encouragement to acquire IT training whilst at university and emphasised the need for all support facilities, in particular guidance, to be very well promoted at universities.

Ivana's first cross-border working experience was in Brussels for five months. Some university staff tried to dissuade her, but others offered encouragement. She chose to postpone her graduation in order to gain this experience and had to persuade her family of the potential value of the placement opportunity. Support and encouragement throughout this choice process was vital.

Cultural shock: Ivana was completely unaware of the potential for this, although AIESEC conferences gave her early insights. She related her Brussels experience as very difficult, with Ivana admitting that she had wanted to go home after a month. The international variations on English made this language so difficult to progress. Initially, Ivana felt very stupid about her apparent inability to contribute, but was reassured by other international visitors to Brussels that these feelings were quite normal for new visitors.

Cultural exposure brings with it some well-identified risks and Ivana made reference to UNESCO findings that initial reactions can include elements of hostility, also that depression is a "normal" phase as part of experiencing cross-border work opportunities.

Ivana counselled against insufficient action in helping students prepare for these opportunities and that greater help in arranging informal discussions with employers would provide some of the "missing links" in the quest for cross-border work experiences.

## 4. Consideration of Issues

The audience was then split into four groups, supported by the presenters, and asked to identify the key issues associated with the presentations, which were summarised as:

- Work placements and opportunities
- Support facilities and funding
- Cross-cultural issues
- Professional qualifications and recognition.

## 5. Feedback from audience groups

Each of the four groups was asked in turn to summarise the key points relating to their discussions. They were identified as follows.

**Group 1**

- There is a need for students to realise the full extent of opportunity for cross-border working
- Preparation has to be taken seriously and the value of planning emphasised
- There is a psychological issue, which demands commitment, motivation and enthusiasm
- FEDORA should develop a network of contacts which can be spoken to by other FEDORA members over the telephone when expertise and advice is needed for cross-border opportunities. (note: this would NOT be to arrange placements)
- FEDORA should compile a directory of placement officers at each member university, to assist with identifying cross-border opportunities

**Group 2**

- "Education did not prepare me" – raising student awareness of the full transferable value of the university experience needed continual work from support services and academic colleagues
- The need for inputs from academic faculty, student societies and careers services was needed to achieve awareness of full transferable value from a university experience. Whilst all agreed on the value of academic rigour, exclusive focus on academic study was seen as detrimental to successful career management.
- Training for members of academic staff members in transferable skills was seen as an important feature of progress
- Benefits of cross-border working needed to be clarified for students

**Group 3**

- Both contributors had demonstrated the effectiveness of planning for transition
- A lot of work was needed by careers service staff to encourage work experience and its feasibility
- Cultural issues are often impossible to convey without experience, but students can be taught to ask the correct questions
- The learning of additional languages should be addressed within all academic curricula

**Group 4**

- The existence and role of AIESEC was a new issue for some of the FEDORA participants - the value of student initiatives had been recognised
- There is potential for a professional network with flexibility and capability to foster and encourage cross-border work experiences
- The development of interpersonal skills needs to be properly integrated into academic curricula
- There is a strong hint that the EU could do more to develop a wider network to help prepare students for cross-border work experiences.

**Conclusions**

Both Marian and Ivana were able to respond to some of the points raised above and were very supportive of efforts made by FEDORA to address the issue of cross-border work experience in Europe.

Daan Vunderink thanked the presenters and audience for their contributions and indicated the value of this workshop to the forthcoming Employer Group conference in Thessaloniki in November 2001.

# Session 1 Workshop / Atelier 2 Working Group / Groupe de Travail:

## Equal Opportunities / Egalité des chances

Equal Opportunities for Disabled HE Students in Denmark /
Des chances égales pour les étudiants diplômés handicapés au Danemark
Presenter: ***Willy Aastrup*** (University of Aarhus)

**Description:**
In June this year the Danish Parliament adopted a new Act on "special pedagogical" support for students in Higher Education institutions.

This legislative action presents a very advanced "exemplary model" policy towards the realisation of equal opportunities for study to disabled students.

This workshop aims to outline and examine the new Act, effective from 1st January 2001, the underlying philosophy and its administrative and practical implications. In addition there will be a discussion of the consequences for the roles and tasks of the student guidance and counselling system from administrative and practical support to a more pedagogical approach.

En Juin le parlement Danois a adopté une nouvelle loi pour un support pédagogique "spécial" pour les étudiants des institutions de l'enseignement supérieur.

Cette loi présente à travers ses objectifs principaux, un modèle exemplaire et perfectionné d'une politique visant un système égalitaire d'accès aux études pour les étudiants handicapés.

Cet atelier a pour objectif de présenter et d'examiner cette nouvelle loi qui entrera en vigueur le 1er janvier 2001, la philosophie sous-entendue derrière cette loi, ainsi que les conséquences administratives et de mise en pratique.

A cela viendra s'ajouter une discussion portant sur les rôles et les tâches du système d'assistance aux étudiants, en allant d'une approche administrative vers une approche plus pédagogique.

**Workshop Report**
In 1993 the United Nations General Assembly regulated that there should be equal opportunities for disabled people and in the same year the Danish parliament legislated that all organisations should comply with this UN ruling. All services must be available to disabled people. In education this applies to primary and secondary schooling but does not apply to higher education.

From January 1st 2001 there will be a new law in Denmark which will make HE more accessible to disabled students. At the moment a disabled person has to deal with two systems. The standard system for all students is dependent on the grade attained at secondary school. A disabled student then has to go to social services and say what subject they wish to study. Social Services then assess whether the particular disabled individuals will be able to get a job after completing their course. This is discriminatory. If you require support whilst you are studying you have to ask Social Services.

Responsibility for disabled students has within the HE system in terms of special needs educational support such as computers, a personal assistant and additional education support of one hour a week. There is no limit to the amount that can be spent on supporting a student. The budget for supporting disabled students is £4million.

The problem with the present system is that not all higher education is included. A masters degree is required for many jobs, for instance secondary school teaching, and disabled students cannot receive support in studying to this level. The new law will change this. Even the Open University of Denmark does not provide support for disabled students.

After January 1st 2001 the state will take over responsibility for disabled students.

The student guidance and counselling system is very bureaucratic and does not cope easily with the needs of individual disabled students. There are approximately 4000 disabled students in higher education out of 200,000 students. The government wants to increase the number of HE students to 50% of young people.

In preparation for the new law, which will support all disabled students in HE, four counsellors have been appointed. There will be problems because there will not be a gradual introduction of support and four counsellors are too few for the numbers of students (4000 + dyslexic students).

A guide to accessibility to education institutions is being prepared.

The intentions of the new law are good but some major problems are anticipated.

# Session 1 Workshop / Atelier 3 Working Group / Groupe de Travail:

**Postgraduate Study/3èmes cycle**

Future of the FEDORA Postgraduate Study Guide

L'avenir du Guide FEDORA aux Etudes Complementaires

Presenter: ***Margaret Dane*** (Heriot-Watt University, Edinburgh)

**Description:**
Members of this workshop will review the successful publication of the FEDORA Guide to Postgraduate Study in Europe, produced by Hobsons publishers. There will also be an opportunity to discuss its future including distribution over the internet. New members for the editorial and writing teams will be warmly welcomed.

Les membres de l'atelier pourront examiner les éditions (qui ont connu du succès) du Guide FEDORA sur les études de troisième cycle en Europe, publié par Hobsons. Ils pourront également discuter de l'avenir du Guide et sa distribution à travers internet. Les nouveaux membres de cet atelier sont les bienvenue et seront bien accueillis.

## FEDORA 2000

Future of the Postgraduate Study Guide

Workshop 1.3

## Recent & future developments

- National differentiation
- Increased distribution & wider access
- Recruiting a new editorial team
- Establishing a strong network of national correspondents
- Harnessing technology

## Postgraduate Study Guide

- Background and the Guide itself
- Working together with Hobsons
- Recent & future developments
- Putting it on the web

## Putting it on the web

- Defining what we want and need
- Getting the skills we need to do it
- Reviewing content and presentation
- Updating and amending the content
- Future of the printed Guide

## Background & the Guide itself

- The start of the project
- The editorial team
- The national correspondents
- The 1997 edition - an excellent beginning
- The 1998 edition - update and growth
- The 1999 edition "FEDORA 2000 Guide"

## Working together with Hobsons

- Developing the contract
- Working towards a partnership
- Financial support
- Spreading circulation
- Future prospects

# Session 1 Workshop / Atelier 4 Working Group / Groupe de Travail:

## Psyche

Separation and Attachment: Issues in Action for Student Counsellors
La séparation et l'attachement: Thèmes d'actualité pour conseillers pédagogiques
Presenter: ***Declan Aherne*** (University of Limerick)

**Description:**
This workshop will follow on from the Copenhagen conference.

Ce séminaire s'inscrit dans la lignée du colloque de Copenhague.

Using ideas generated at the end of that conference as a springboard for the development of more on-going collaborative work. The aim of the workshop therefore will be to generate a more informed approach to the issue of separation and attachment amongst Student Counsellors across Europe, recognising important differences and similarities.

Issues will include: the therapeutic style of the individual therapist, the therapeutic journey of the student and gender differences. Participants are invited to bring with them case studies that might best reflect their practice and dilemmas in this particular area of development.

Il se basera sur les idées proposées en fin de colloque pour mettre en place des projets de coopération/ collaboration. Le but du séminaire est donc de permettre à des conseillers pédagogiques, venant de différents pays européens, de comparer et de contraster les diverses approches sur le sujet de la séparation et de l'attachement.

Les thèmes du séminaire seront: le style thérapeutique du thérapeute, le parcours thérapeutique de l'étudiant, et les différences de sexe. J'invite les participants à faire référence à des études de cas qui démontrent leurs expériences et dilemmes dans ces domaines.

**Workshop Report**
This workshop took up the themes discussed at last year's meeting in Copenhagen, specifically focussing on the therapeutic relationship. Participants were challenged to examine their own relational styles and the impact they as practitioners might have on the development of a 'secure base' in their work with students.

The session included discussions on the duality of the concepts of freedom / separateness and entry / union, acknowledging that the goals of therapy are intimacy and autonomy.

Group members addressed themselves to a consideration of their own personal histories and their impact on therapeutic work.

The relevance of these concerns to ethical boundaries, gender issues and therapeutic context was discussed. The questions of attachment style and its relation to academic success and career development was raised and felt to warrant further investigation.

# Session 1 Workshop / Atelier 5 Working Group / Groupe de Travail:

## Secondary-Higher Education/Secondaire-supérieure

Transition from School to Higher Education: Guidance & Counselling Systems in the EU
Transition de l'école aux études supérieures: Système d'assistance et d'orientation dans l'EU
Presenters: ***Michael Schilling*** (Federal Ministry of Education, Science and Culture, Vienna), ***Francois Lebas*** (University Michel de Montaigne, Bordeaux) ***Chantal Wouters*** (Catholic University of Louvain)

**Description:**
During the process of orientation and decision-making at the transition from Secondary to Higher Education young people address information, guidance and counselling services with questions and issues that are pressing. Recognising the great importance of these tasks a new working group was established within FEDORA.

This workshop will start with short reports on new developments in this area in Belgium, France and Austria. In the following a proposal for a project for the presentation of the different guidance and counselling systems and services for those entering HE in the EU member states will be introduced. The participants will be invited to play an active role in this project and in the new working group.

Durant le processus d'orientation et de la prise de décisions lors du passage des études secondaires aux études supérieures, les étudiants se tournent vers les service d'information et d'orientation pour poser des questions primordiales et urgentes. Leur importance croissante a eu comme résultat la création d'un nouvel atelier dans le cadre de FEDORA.

L'atelier commencera avec des brefs reportages sur les nouveaux développements dans ce domaine en Belgique , France et Autriche. Ensuite, sera proposé un projet qui présentera les différents systèmes et services d'aide et d'orientation dans les pays membres de l'union Européenne. Les participants seront invités à jouer un rôle actif dans cet atelier.

S'orienter, c'est l'origine de tous les voyages, de toutes les aventures. C'est rouver la route par rapport au point d'horizon où le soleil se lève. On imagine les navigateurs partant à la découverture du monde…

Le terme orientation, s'il a parfois été assimilé à certaines pratiques ou à certains services, doit retrouver son sens d'origine: orienter, c'est déployer les potentialités, donner à la personne la maîtrise de ses choix.

L'orientation est un processus qui se prolonge sur toute la durée de vie.

Ce processus doit être enclenché tôt, de manière à apprendre à s'orienter soi-même.

Il nécessite de voir loin, pour que les choix ne se portent pas uniquement sur des filières de formation mais sur des perspectives professionnelles et sur des styles de vie. S'orienter, c'est aussi savoir gérer les changements imprévus, et préparer les changements voulus.

A l'UCL, l'aide à l'orientation se réalise à travers deux services, le CID, et le CORI.

Le CID est issu du "centre consultatif pour les études" où l'orientation était essentiellement le fait de psychologues. A l'époque, l'orientation d'études et de profession s'effectuait essentiellement selon le profil de personnalité des individus. La création du CID devait permettre de développer des ressources qui rendent mieux compte des évolutions de la société et des professions.

Le CID est aujourd'hui un lieu d'accueil, de conseil et d'animation dans le domaine de l'information sur les études, les professions et l'emploi pour les personnes en situation de transition entre l'enseignement secondaire et l'enseignement supérieur, au sein des études supérieures, ou encore, pour les finalistes de l'enseignement universitaire en quête d'insertion professionnelle.

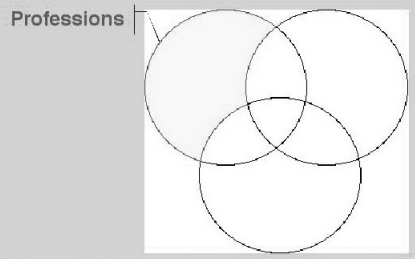
Les activités du CID ont évolué au long de ces 20 années en fonction de l'évolution des publics, de l'enseignement secondaire, supérieur et universitaire, de la conjoncture économique, des apports méthodologiques en orientation. Parmi ces changements méthodologiques, de nouveaux courants venus notamment du Canada proposent des méthodes "actives" dont le but est de mettre les jeunes au centre de leurs choix, et non plus dans une position passive par rapport à une théorie de l'orientation ou à des tests. Le CID suit très attentivement ces méthodes qui correspondent bien à la logique d'un monde de plus en plus complexe. Pour ce faire, il crée de nouveaux partenariats avec des collègues belges et européens pour échanger les expériences et les compétences vis à vis de ses différents publics (secondaire, supérieur et universitaire, ou finalistes de l'UCL).

## Educational system

- since 1970: democratic system providing the majority of population with access to secondary schooling and higher education
- higher education: open type, accessible to anyone with secondary education certificate
- 1999: 50% of school leaving population goes to higher education, equally distributed between non-university institutions and universities

CID-UCL

## Découvrir les professions




Telles qu 'elles sont aujourd'hui | Sans préjugés | Dans leurs multiples facettes

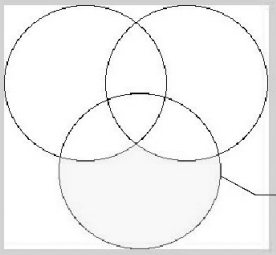
CID-UCL

## Access to higher education

- entry not selective (exceptions: engineering and arts)
- choice rests on the capacity of each in planning his future and on the quality of advice by counsellors seeking to clarify the choice
- note: students are allowed to enroll in higher education **after** the beginning of academic year.

CID-UCL

## Découvrir les formations




Leur variété | Leurs caractéristiques | La spécificité des établissements

CID-UCL

## Structure of guidance before higher education: secondary school

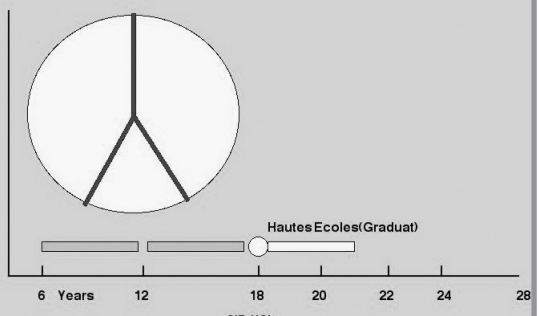
- secondary schools linked to PMS counselling centres. Mission: help all pupils to make the most of their potential and promote their successful integration into the work place.

About transition secondary-higher education: PMS help in maturing of vocational choice. Also personal and family related problems, education on health matters ...

- PMS centers: 165; guidance workers 1.260; student/guidance worker ratio: 1 guidance worker to 725 pupils

CID-UCL

## Global Education system



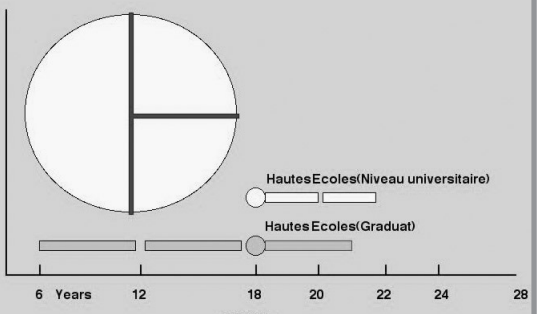

CID-UCL

## Structure of guidance in higher education

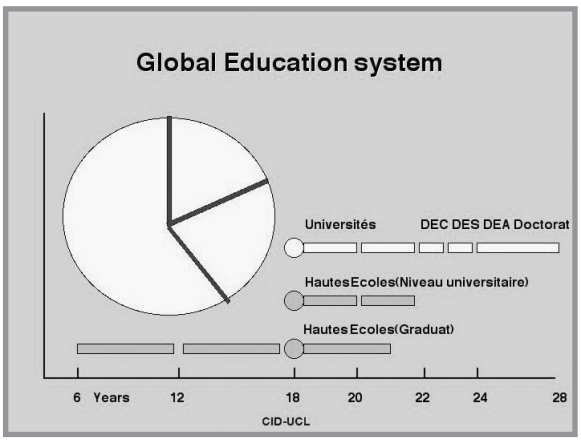
Hautes écoles and universities : variety of services depending on the policy of each university (see new skills for new futures)

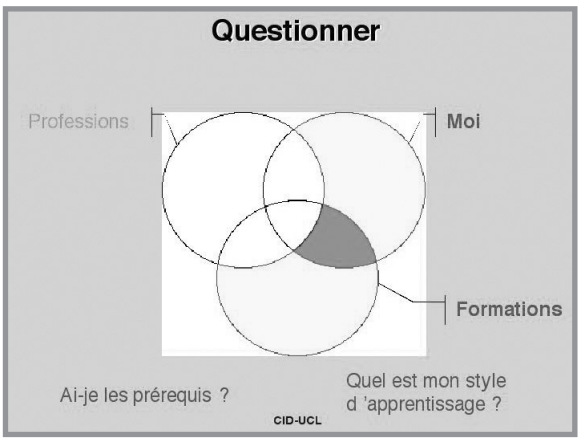
CID-UCL

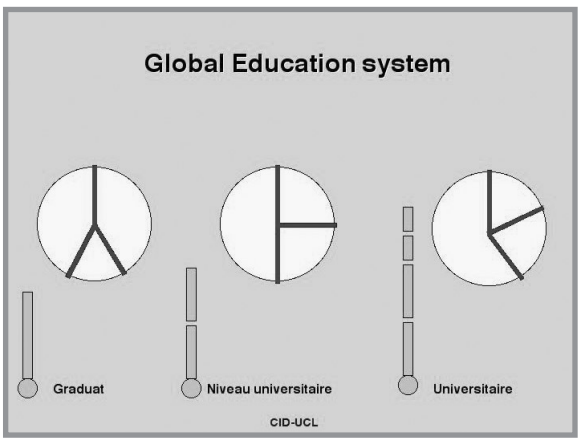
## Global Education system

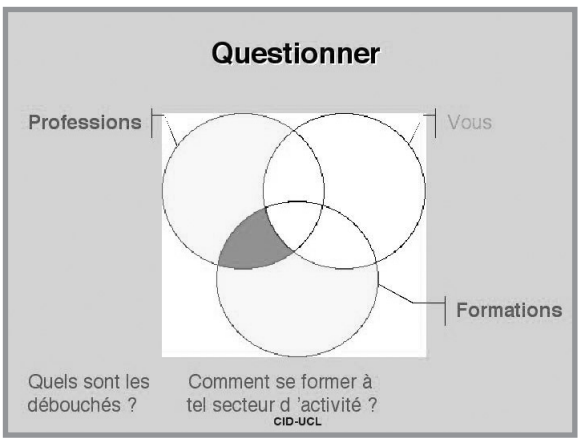


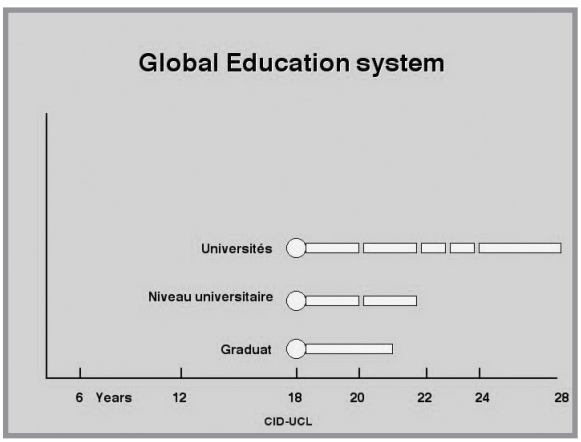

CID-UCL

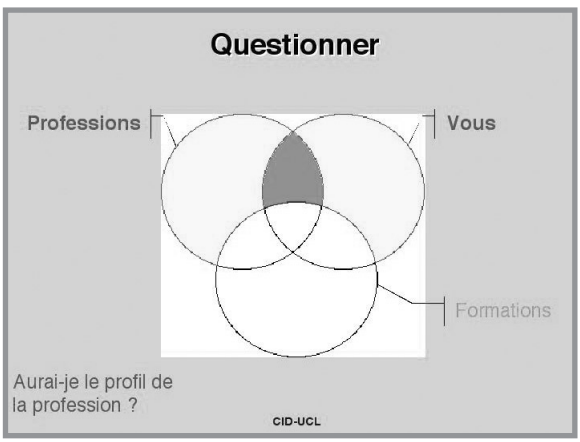

Global Education system
Universités
DEC DES DEA Doctorat
Hautes Ecoles(Niveau universitaire)
Hautes Ecoles(Graduat)
6 Years
12
18
20
22
24
28
CID-UCL

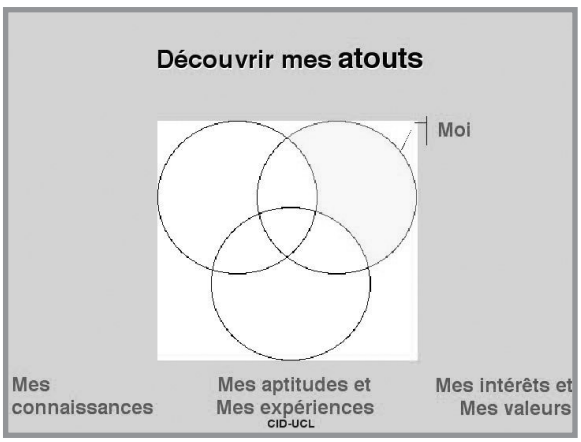

Questionner
Professions
Moi
Formations
Ai-je les prérequis ?
Quel est mon style d 'apprentissage ?
CID-UCL

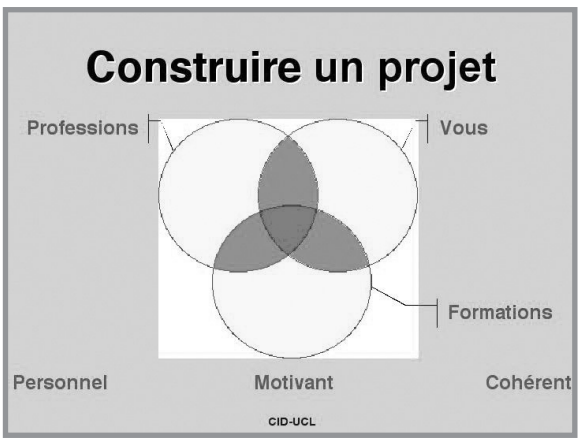

Global Education system
Graduat
Niveau universitaire
Universitaire
CID-UCL


Questionner
Professions
Vous
Formations
Quels sont les débouchés ?
Comment se former à tel secteur d 'activité ?
CID-UCL


Global Education system
Universités
Niveau universitaire
Graduat
6 Years
12
18
20
22
24
28
CID-UCL


Questionner
Professions
Vous
Formations
Aurai-je le profil de la profession ?
CID-UCL


Découvrir mes atouts
Moi
Mes connaissances
Mes aptitudes et Mes expériences
Mes intérêts et Mes valeurs
CID-UCL


Construire un projet
Professions
Vous
Formations
Personnel
Motivant
Cohérent
CID-UCL

| | |
|---|---|
| How do I train to become...?<br>Quelles études entreprendre pour devenir? | |
| How is the labour market if I study...?<br>Quelles sont les possibilités d'emploi si j'étudie …? | |
| What am I good in?<br>En quoi suis-je bon? | |
| What are the main subjects (difficulties)<br>in the course of studies?<br>Quelles sont mes matières préférées,<br>mes difficultés d'études? | |
| I cannot decide between...<br>Je ne parviens pas à me décider … | |
| How do I find housing?<br>Où trouver un logement ? | |
| What forms and documents do I need to<br>register as a student?<br>Quelles sonts les formalités et les documents<br>nécessaires pour s'inscrire? | |
| Which classes should I sign up for in my first year?<br>Quels cours vais-je choisir en première année ? | |
| How many times can I repeat the exam?<br>Combien de fois puis-je présenter un même examen? | |
| I have study problems<br>J'ai des problèmes d'études | |
| I have personal problems<br>J'ai des problèmes personnels | |
| How can I specialize for ... during my studies?<br>Comment puis-je me spécialiser en...pendant mes études? | |
| How do I apply for studying abroad?<br>Comment m'y prendre pour étudier à l'étranger? | |
| Je ne sais pas ce que je veux, je n'ai pas d'idées … | |
| Mon entourage (parents, professeurs)<br>me dit que…qu'en penser? | |
| Comment financer mes études? | |
| Etudes courtes ou université: quelle différence,<br>comment choisir ? | |
| Comment choisir une institution ? | |

# Session 1 Workshop / Atelier 6 Working Group / Groupe de Travail:

## Technology / Technologie

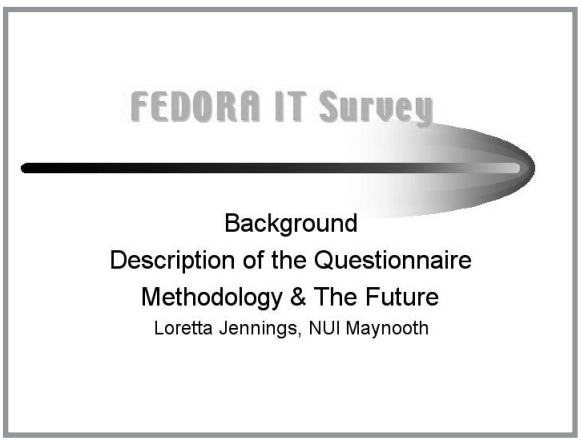
FEDORA: 'On-line' for success (how FEDORA members use IT in their work)
FEDORA: sur la route vers le succès (comment les membres de FEDORA incorporent-ils l'informatique et la technologie dans leur travail d'orientation)
Facilitators: ***Tapio Anttonen*** (University of Kuopio), ***Mike Williams*** (CSU), ***Loretta Jennings*** (National University of Ireland, Maynooth)

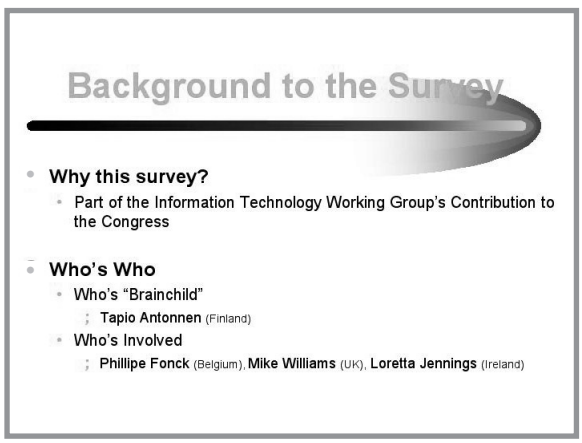
**Description:**
This workshop will discuss the use of the Internet as a guidance tool in the Universities of FEDORA members, how widely and in which forms we use IT in our work across Europe

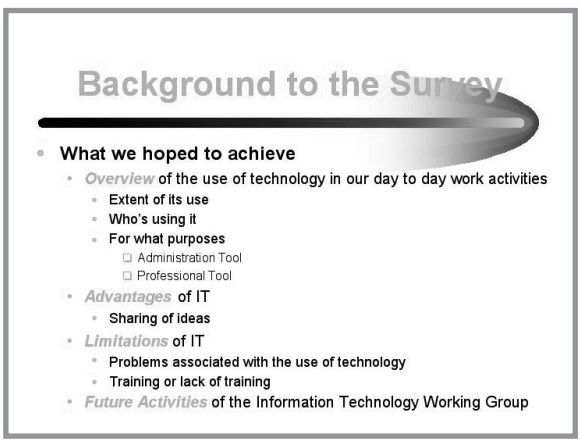
The opening discussion will share experiences based on the results of the recent survey conducted among FEDORA members. This will be followed by a chance to develop new ideas and ways of working within FEDORA and in our Universities.

Cet atelier donnera lieu à une discussion sur l'utilisation d'internet comme outil d'orientation dans les universités membres de FEDORA, dans quelles proportions et sous quelles formes utilise-t-on l'informatique dans notre travail en Europe

La discussion plénière partage des expériences basée sur les résultats des derniers sondages menés au sein des membres de FEDORA. Après on peut developper des idées et méthodes nouvelles de travail.





## Description of the Questionnaire

- **Short**
  - 10 Questions
    - 3 Background information
    - 2 Use of the Internet/Technology
    - 2 Resources
    - 3 Miscellaneous - future orientated
- **Ease of completion**
  - Mostly inserting ticks
  - Open description

**Ease of Responding**

## Methodology

- **Ideas circulated to the Workshop Facilitators**
- **Questions agreed**
- **Questionnaire translated into French**
- **Assistant "was volunteered"**
  - **Technologically advanced (computer-wise)**
  - **Designed a form from which data could be easily extracted**
  - **Also included instructions as to how to complete a hard copy**
- **Time issue**
- **Emailed to FEDORA Members**
- **Responses directly to our home email**
- **Problems**

## Problems Encountered

- **Accuracy of email addresses**
  - inaccurate addresses prevented us sending it to the complete list
    - list was broken into smaller groups
    - removed the "offending addresses"
- **Size of the email**
  - and the ability of the IPS (Internet Service Provider) to cope with it
- **Politeness of the email system**

## How Polite!

- Hi. I'm afraid I wasn't able to deliver your message to the following addresses:
- This is a permanent error; I've given up. Sorry it didn't work out.
- Sorry, I couldn't find any host named utv.uttu.tcam.

## How Polite!

Paul is moving buildings

- he will be out of contact for at least the next 3 days Sorry!

Thank you for your email.

- I retired from the University of XXX on 00th xxx 2000, but not from work! If your message is for me personally, please send it to:

## How Polite!

With reference to a message that you recently sent with the subject:
"FW: FEDORA IT Survey "

One (or more) of the destination addresses in your message have FAILED to be delivered correctly by our mail system.

The line below will give the technical reason for the failure, as generated by our mail system, which may help you work out why the delivery failed.

User <warcher@europa.lbs.ac.uk> not known at this site.

London Business School standard format usernames are first initial plus surname, eg. "Joe Public" would be jpublic@london.edu

Should you need assistance, please mail postmaster@london.edu

Duty Postmaster
London Business School.

## To the point:

- Undeliverable - no transport provider was available **(65)**
- 194.168.54.149 does not like recipient.
- Remote host said: 550 Invalid recipient:
- Giving up on 194.168.54.149.
- Remote host said: 550 Unknown local part Giving up on 158.125.1.206.
- 132.146.16.161 failed after I sent the message.
- Remote host said: 554 5.6.0 Binary data found

## Others

- Your message

Subject: FW: FEDORA IT Survey
Sent: Sun, 9 Jul 2000 20:41:37 +0100
did not reach the following recipient(s):
dhsdhdfh. on Sun, 9 Jul 2000 20:48:12 +0100
The recipient was unavailable to take delivery of the message
MSEXCH:MSExchangeIS:AfdffdEY:AdfdfdY4

- Messages re "not relating to their work"

## Others (probably most – after the second )

- I am on leave from 3-17 July so I will not be able to reply to emails during that period. Urgent enquiries can be addressed to my secretary, XXXXX, phone 123456789, email x.xxx@xxx.xx.uk
- Olen lomalla / On vacation 3.7.-15.7.

## The Future

?

## Most – after the First Mailing

***No transport provider was available for delivery to this recipient.***

65

330+ (some duplicates)

## Some results

We asked about use of IT

Tapio Antonnen, University of Kuopio

***What main areas is technology being used in?***

***How do you yourself use internet in your work?***

## After the First Mailing

**30 replies**

**+**

**5 paper based ones**

## Some results

We asked about access

***How many staff in your department has a computer with a Internet access (appr. percentage %)?***

***What percentage cent of students have an email account in the university?***

## Plan "B"

- **Time not on our side**
- **English only version sent in body of an email**
- **Similar problems with addresses**
  - **Chunked into smaller groups**
  - **Eliminated "offending addresses"**
- **Responses were encouraging**

## Some results

We asked about co-operation&IT

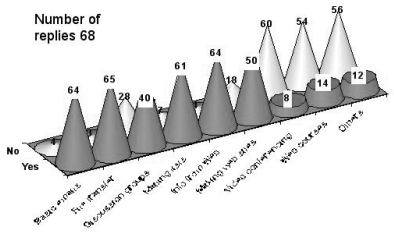
What co-operation is there in each country between offices like yours (or others) to use technology or is it mostly just individual services on their own?

## Some results

We asked about attitudes towards IT

Do you think technology is a threat or an opportunity to human guidance practitioners?

## How do you yourself use internet in your work?




## Some results

We asked about wishes

What do you think Fedora can do to help develop good use of technology by members?

## Examples

*"databases" "web sites" "mailing lists"*

*"Email discussion groups" "stand alone systems for computer aided guidance eg Prospects"*

***"Internet and email is being used in almost everything"***

*"...enrolling to courses, ordering grade reports, some courses are lectured as video conferences from abroad..."*

*"currently considering intranet..."*
*"common diary system"*
*"remote interviewing"*

## Some results

Ok, we asked about use of IT

***What main areas is technology being used in?***

***How do you yourself use internet in your work?***

## More examples

*"exchange of materials"*

*"on-line applications to companies..."*

*"research"*

*"course information through Blackboard system"*

*"administration"* *"admin"*

*"teacher's training"*

*" knowledge curve" ??*

*"auto-evaluation" ??*

*"applying for jobs on-line"*

*"IT assesment"*

*"netmeeting between colleagues"*

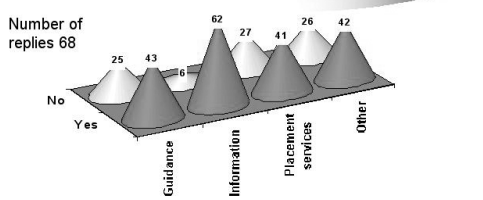
*"as part of guidance interviews"*

*"placement service"*

*"session booking"*

*"teaching materials and teaching"*

## What main areas is technology being used in?




## More examples

*"Guidance of student with disabilities"*

*"We use IT to build up a national network for colleges and universities in their services for students with disabilities... strategy plans for colleges and universities, links to handicap organisations, news, discussion rooms etc"*

*"supporting students with disabilities"*

*"a home page...to facilitate information... and a closed site for counsellors"*

*"scanning texts" "text telephones"*
*"speech to text and text to speech"*

## One more example

We asked about technology...

*"I'm sorry but I don't know what kind of technology we use (I just use it!)."*

## Some results

Like I said, we also asked about co-operation&IT

What co-operation is there in each country between offices like yours (or others) to use technology or is it mostly just individual services on their own?

## Some results

Then we asked about access

***How many staff in your department has a computer with a Internet access (appr. percentage %)?***

***What percentage cent of students have an email account in the university?***

## Some examples of replies

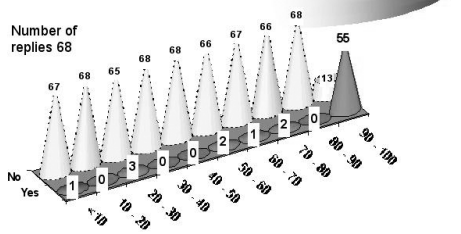
"none" ..... "not much" .....

"not enough" .....

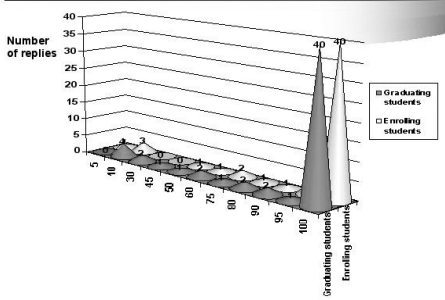
"rather good" .....

**"vast"** .....

## How many staff in your department has a computer with a Internet access (appr. percentage %)?




## What percentage cent of students have an email account in the university?




## Examples of co-operation

***"high level of desire not to reinvent the wheel"***

**national networks**
**Ireland, Netherlands, Norway, Sweden, Finland, UK, just to name a few...**

## Examples of co-operation

**joint websites, AgCAS, AGSCI, ...**

***"The co-operation has strengthened by using IT, ..."***

**Discussion groups, communication.....**

## Some results

We also asked about attitudes towards IT

Do you think technology is a threat or an opportunity to human guidance practitioners?

## Examples of co-operation

*"The universities and university colleges in Sweden co-operate into a data-based application system"*

"University Careers Services in the UK are at an advanced stage of using information technology in their work. They use it to communicate with students,employers and each other and as an effective publicity medium (e-mail and websites). They also use internet based guidance systems eg PROSPECTS planner, other student services, including Student Unions use it increasingly for communbication and publicity purposes. Most students have an e-mail address and access to University computers"

## Technology - opportunity or threat?

……..Balancing……..

*"Threat: students can get lost*"

*"Technology is definitely an opportunity"*

*"Both!"*

## Examples of co-operation

*"We held a survey amongst all Dutch Careers Service Centres to see how others work and use the internet. There's not much technology being used that we do not already use."*

*"In Ireland there is co-operation among all the Careers Services in universities/colleges which are members of AGCSI, the Association of Graduate Careers Services in Ireland. AGCSI members have worked together to develop a website (www.gradireland.com) for students, graduates, recruiting employers, and academic staff. AGCSI members are also working together on a project to produce an Irish version of the Prospect(HE) career guidance system developed in the UK by AGCAS. We also use the internet (e-mail) for communication with each other on AGCSI business and careers matters"*

Notice: this text is NOT written by Loretta and Mike!(Ü)

## Technology - opportunity or threat?

Distance - physical and psychological

Distance - benefit and drawback

## One more example of co-operation

*" Each institution is responsible for its own resourcing butt"…* !!!

*"... there is a sharing of information with regard to existing and expected standards"*

## Technology - opportunity or threat?

*"On balance a real opportunity:*

*IT provides ease and speed of access to clients*

*IT allows for the delivery of guidance programmes be delivered over the net*

*IT allows a wider audience be reached"*

## Wishes to FEDORA

Lots of excellent suggestions!

*"professional discussion group"*
*"developing the website; discussion forum, intranet"*
*"need of good examples/best practices of using ICT"*
*"ICT-topic for the FEDORA Summer university"*
*"information delivery"*
*"on-line training for FEDORA members"*
*"showing applications to each others"*
*"awards for best technological initiative"*
*"virtual mentoring within FEDORA"...*

## Thank you for your attention!

**FEDORA Technology Group:**
**Loretta Jennings (Ireland)**
**Mike Williams (Manchester)**
**Tapio Anttonen (Finland)**

## Wishes to FEDORA

more suggestions...

*"a working group on IT"*

*"give elementary level workshops on good practices. Freaks usually go further in search on their own."*

## Wishes to FEDORA

And finally - feet back to ground...

*"make sure that there is one common system for e-mail, so that there is less garbage when systems can't read one another!"*

## Wishes to FEDORA

Some very realistic ...

*"use the technology to help people feel less divorced from FEDORA - we can't all afford to go to conference!"*

# "HOW FEDORA MEMBERS USE IT"

**BACKGROUND**

1) Country?

2) City?

3) Unit (University / enterprise / organisation etc)?

**USE OF INTERNET**

4) What main areas is technology being used in? Tick a box.

4.a) Guidance? ☐

4.b) Information? ☐

4.c) Placement services? ☐

4.d) Other? If yes, please describe. ☐

4.e) Please, describe in more detail which kind of technology and for what purpose it is used.

5) How do you yourself use internet in your work? (choose the options you have used). Tick a box.

5.a) for sending and receiving simple text mail messages (for individuals or groups) ☐

5.b) for sending and receiving files (as attachments, through file transfer programmes or else) ☐

5.c) for professional discussion groups ☐

5.d) as a member of e-mailing lists ☐

5.e) for seeking information from the web ☐

5.f) for delivering information to others through web (by making your own web pages) ☐

5.g) for video conferencing (like NetMeeting or similar) ☐

5.h) for producing web based learning environments ☐

5.i) by other means, what? ☐

5.j) Please describe.

**RESOURCES**

6) How many staff in your department has a computer with Internet access (approximate percentage %)?

6.a) <10

6.b) 10-20

6.c) 20-30

6.d) 30-40

6.e) 40-50

6.f) 50-60

6.g) 60-70

6.h) 70-80

6.I) 80-90

6.J) 90-100

7) If you are working in a University:

7.a) What percentage cent of graduating students (approximately) have an email account in the university?

7.b) What percentage of enrolling (first year) students (approximately) have an email account in the university?

8) What co-operation is there in each country between offices like yours (or others) to use technology or is it mostly just individual services on their own?

9) Do you think technology is a threat or an opportunity to human guidance practitioners? Please, give examples.

10) What do you think Fedora can do to help develop good use of technology by members?

# Session 1 Workshop / Atelier 7 Working Group / Groupe de Travail:

## Training / Formation

Conceptual and Practical Implications of the Systemic Constructivist Model for the Training of Career Counsellors

Presenter: ***Spyros Kriwas*** (University of Patras)

**Description:**
This workshop will attempt to convey the spirit and possible elements of a curriculum including systemic and constructivist principles and practice, to demonstrate some practical aspects and to discuss the necessity and the possibilities of this kind of training by covering:

1) Philosophical considerations: existing career development, practice and training models will be discussed. The shift from determinate cause and behaviour to meaning, and from detached observation to narrative understanding causing a migration from positivist stances on theory and practice of career counselling to alternative paradigms such as a systemic-constructivist one will be presented.
2) The "Story" will be considered as an important element of systems theory and will be defined in the tradition of Bateson as an individual's explanation of the relevance of a particular sequence of connectedness in his or her life.
3) Multi-dimensionality of Constructivist Career Counselling - this includes: relationships, agency and empowerment of "I" (self), meaning making, negotiation.
4) Practice (example) of Constructivist Counselling.

Cet atelier tentera décrire un curriculum comprenant les principes du système ainsi que leur mise en pratique.de retransmettre un aperçu de l'esprit de ce curriculum ainsi que des éléments qui le forment, dans le but de démontrer quelque aspects pratiques et de discuter la possibilité et la nécessité de ce type de formation. Il comprend :

1) Une réflexion philosophique : le développement actuel que connaît l'emploi, des exemples de formation et de stages seront débattus. Nous parlerons enfin du décalage entre déterminer la cause et le comportement, et la compréhension narrative qui cause un déplacement des théories positivistes sur l'assistance et l'orientation vers des paradigmes alternatifs tels que le système constructiviste qui sera présenté.
2) Le « story » sera présenté comme un élémentprimordial de la théorie de systèmes et nous présenterons l'approche classique de Bateson, en tant qu'explication de la connections des éléments dans la vie d'une personne.
3) Dimensions multiples de l'orientation pour l'emploi menée de manière constructiviste. Cela inclut les relations, le pouvoir du « je » (moi-même), dans le sens de « faire », et enfin, la négociation
4) Nous donnerons enfin un exemple d'orientation constructiviste.

---

### 1. Introduction

In this paper I will try to present a model, which I used in my courses concerning career counselling in the University of Patras and in the training of career counsellors in the Technical College of Patras. Working some years in the university and participating in counsellors training programmes I began to have some doubts about both the theoretical models of career development and career counselling used in counsellors' training and the practice of counselling.

My doubts about counselling centred on the following points:

- Since Parson's famous dictum that in vocational choice one must ascertain certain facts about oneself, other facts about various types of work and then reason the relations about these two sets of facts, most theories of career development and career counselling have been based on positivist conceptions on human behaviour.
- Counselling had become dominated by behaviouristic, individualistic psychology.
- Counselling was also dominated by a Tayloresque perspective, which stressed efficiency, reductionism and teaching of skills.
- The practice of counselling was more and more taught along the lines of behaviour technology and bureaucratic efficiency.
- Constructs like meaning, consciousness, cultural differences and assertions such as invented reality were not included in counselling programmes and practice (Watzlawick, 1984, Peavy, 1998: 113-128).

Brown et al. In their book point out that even now, at the end of 20th century, most models of career development and counselling remain based on logical positivism. While it is widely accepted among philosophers of science that logical positivism as a philosophical position has been dead since the 1970s, Brown et al assert that logical positivism is not dead in career development and counselling. This strange state of affairs manifests itself most clearly in such aspects of career counselling as trait and factor theories of self, step-by step theories of career development, testing, and the very concept of career as a rational, linear, one-in-a-lifetime phenomenon, although during the last years we don't understand any more career as an objective construct, rather we understand that as a subjective process be connected with the "story" of an individual. (Brown et al., 1990: 23-45).

### 2. Frame for understanding the constructivist perspective

Now, I would like to present some basic assumptions about the constructivist perspective, so we will have a frame of understanding the model I spoke about. The starting point is that social interaction forms the context in which counselling

occurs and the background out of which counselling competency arises. Without doubt the constructivist "paradigm" is rich, deep and complex and still in a formative stage. Since constructivist thinking about counselling is in its youthful stages, there is no catalogue of agreed-upon principles, which all or most constructivist counsellors and researchers agree upon. But looking at the relevant literature we can see that a lot of people working with this paradigm share the following principles of the constructivist frame (MacIntyre, 1984, Gergen, 1994, Peavy, 1994: 31-36):

- Reality is a social and therefore multiple construction. "Realities" exist as meaning bounded constructions that are both intra- and interpersonally configured and dialectic in nature. (The multiple realities assumptions).
- Meaning is central to constructivist thinking. Meaning is created through interaction between participants in the interactive process and through the mental process of the individual.
- The individuals are viewed as active organisers of their own experience worlds. They create a "self" through organised patterns of meaning. They are also creators of knowledge, not simply the receivers of knowledge.
- Action and meaning are interactive. The fact that we explain a way of acting as meaningful increases our propensity for doing the activity.
- Language in its function as communication, especially metaphor, narrative and conversation, is the means which humans use to construct realities.
- Each of us inhabits a mental space, which is both psychological and sociological. That is named: life-space. It is constructed from experience and is made up of our ideas, prejudices, assumptions, beliefs, and values, habits and learned skills, which we use in navigating social life.

## 3. Implications of the constructivist theoretical frame for counselling and for career counselling

We have mentioned above, that the social interaction forms the context, in which counselling happens. That leads the researchers and workers, who use the constructivist aspects to ask for some fundamental for counselling elements of social interaction. That are: Language, relationship, clarification of meanings, personal stories and power (Efran et al., 1990, Peavy, 1998: 36-46, Mahoney, 1991)
Let us analyse these elements more:

- Language acts as an instrument helping counselling to be conducted. Both, counsellor and counselled communicate with each other in purposeful conversation as the basic means of negotiating reality and making sense.
- Counselling and counselling activities are implemented in a context of helping relationship.
- Due to the fact that counselling is a meaning –generating process, it is necessary for the counsellor to assist the client in uncovering, clarifying the meaning of his/her life experiences.
- It is fundamental for counselling to enable the counselled to tell his/her story. Stories are very important for individuals' life. People not only tell stories, they are influenced by their own stories in regards to how they live and act in their own everyday life. Stories include also metaphorical expressions, by which we explain our lives in terms of different entities.
- Power is a considerable factor in counselling. In general one can experience power in one of four different modes: powerful, overpowered, powerless and empowered. The aim of constructivist oriented counselling is to increase the client's sense of being empowered

*Referred to career counselling especially the implications of the constructivist perspective can include the following points (Carlsen, 1998: 23-40, Peavy, 1993: 123-139, Peavy, 1996)*

- Linking life and career and recognising life / career stories as constructed by the individuals out of an on-going dialectic of circumstances and personal desires and abilities.
- Placing meaning as a fundamental concept and accepting that meaning and personal constructs drive our action.
- Accentuating the role of "agency" of both counsellor and counselled.
- Considering persons as self-organizing authors of their owns lives, always within specific sociocultural contexts.
- Taking in account the epistemological stance that the specific multiple realities of every individual, either personal or social, are "negotiated" e.g. are constructed and reconstructed.
- Accepting as fundamental both following points for humans:

**a.** The ability for critical self-reflection
**b.** The ability to envision alternatives.

From the above mentioned principles of constructivist thinking and the relevant points referred to counselling and especially to career counselling arise some principles for the constructivist counsellor:

- A constructivist counsellor understands that people live in a social world which is "constructed" through interaction, communication and inter-relations.
- A constructivist counsellor believes that there are multiple realities, rather than one true, objective reality.
- A constructivism- oriented counsellor assumes that language is the key "meaning- construction" tool.
- A constructivist counsellor accepts the assumptions that on-going life- experience, as it appears through individual's actions and as it expresses as personal meanings, is the medium in which counselling is rooted.
- A constructivist counsellor assumes that there is considerable in using the metaphor of "self" as a crucial feature for the counselling process.

**4.** Some practical procedures and guidelines for counsellors working with stories

Stories are another fundamental element of constructivist thinking. In order to exist in social life with a degree of personal comfort and stability, and a sense of being competent, a person needs a coherent life story, which is constantly being revised as the person moves through life. We are in a narrative sense the stories we live and at the same time we inhabit the stories of our culture. Every human being is a complex compendium of stories. As White and Epston put it " We live through stories of our race and place" (Epston/White, 1990) Counselling is an opportunity for the reconstructing of a coherent life story. Stories of self and career can be used by counsellor and client to consolidate present self-knowledge and to help guide forward into anticipated futures.

In order to be able to understand the meaning of a story according to constructivist perspective, we try in the following to compare between a positivist and constructivist understanding of "stories".

***Positivist:*** People's stories are just stories, which always have to be assessed against the "facts". This kind of thinking assumes that there is a general standard for truth, in terms of the one true reality, against which everything can be assessed.
***Constructivist:*** This kind of thinking assumes that what people says, the story they tell, the personal account they give is true for them. It expresses some aspect of their personal reality.

Now some practical procedures, which the counsellor can employ in working with stories. Working with client's stories one must be cautious about searching for a formula method. It is well to keep in mind that clients are unique in many respects, they are changing their own ways of living irrespective of whether or not they are in a process of counselling and they are influenced by sociocultural elements of the social system or subsystem they live in. Counselling is mainly concerned with matters of choice and responsibility, values and perceptions, information and self-knowledge.

**a). Extend empathetic understanding**
That means: Extending an attitude of empathy. That requires that the counsellors refrain from either blaming the client or praising him/her for what he/she thinks, feels, does and says. Rather the counsellor should encourage the client to reflect on the advantages or disadvantages of the mode of functioning being discussed.

**b). Externalizing the problem by mapping the influences of a problem onto the client and vice versa.**
Externalizing means to encourage individuals to " objectify" their problem and place them- imaginatively- at a distance so that the client is more free to talk about how the problem can be influenced by their own thinking and actions, and, conversely can gain some insight into how the problem is influencing them.

**c). Using attentiveness in the counselling process when listening to stories.**

*Mindfulness vs. mindlessness: It is a perspective or state of mind which characterizes a "wide-awake" counsellor and which the counsellor can promote with clients.*

**d). Working with the clients for reconstructing or reauthoring the old stories to alternatives ones.**

## 5 Conclusion

*We finish the description of the model we used presenting some basic guidelines for counsellors working with stories:*

- Maintaining attentive interest or curiosity in the client and what the client is saying.
- Showing a respectful, compassionate attitude towards the client.
- Treating everything as information, e.g the way the client speaks, his / her tone of voice, hand gestures, clothes, physical conduct in the counselling space etc.
- Do not interpret a client's refusal to enter easily and quickly into conversation with the counsellor as "resistance"
- Asking meaning-generating questions, that means asking not only about actions, which they take in life or which others take toward them. The counsellor can ask the client about what actions, events, etc. mean to them. Meaning- generating questions can be directed toward the past, present and future.
- Using language that is sensible for the client e.g. staying in the everyday vernacular.

**Literature**
*Gergen, K.:* Realities and relationships, Cambridge, Harvard University Press, 1994.
*Epston, D. & White, M.:* Narrative Means to Therapeutic Ends, N.York, Norton & Company 1990.
*Efran,J. et al.:* Language, structure and change., N. York: W.W. Norton, 1990

*Mahoney, M.:* Human Change Process, N.York , Basic Books
*MacIntyre, A:* After Virtue, 2nd ed. Notre Dame, University of Notre Dame Press, 1984.
*Peavy R.:* Envisioning the future: Worklife and counselling, In: Canadian journal of Counselling, vol. 27, 1993
*Peavy, R:* Constructivist career counselling and assessment, In: Guidance and Counselling, vol. 11, 1996.

**No 1**
**A CONSRUCTIVIST FRAME FOR UNDERSTANDING**
That means: We always look out on or perceive the world using our mental lens to interpret whatever it is that we see, hear or sense. In other words: All of our knowledge is "perspective based".

**No 8**
**PRACTICAL PROCEDURES IN WORKING WITH STORIES**

- Extend empathetic understanding
  That means: Extending an attitude of empathy. That requires that the counsellors refrain from either blaming the client or praising him/her for what he/she thinks, feels, does and says. Rather the counsellor should encourage the client to reflect on the advantages or disadvantages of the mode of functioning being discussed.
- Externalizing the problem by mapping the influences of a problem onto the client and vice versa.
  Externalizing means to encourage individuals to "objectify" their problem and place them- imaginatively- at a distance so that the client is more free to talk about how the problem can be influenced by their own thinking and actions, and, conversely can gain some insight into how the problem is influencing them.
- Using in counselling process mindfulness when listening stories.

*Mindfulness vs. mindlessness: It is a perspective or state of mind which characterizes a "wide-awake" counsellor and which the counsellor can promote with clients.*

- Working with the clients for reconstructing or reauthoring the old stories to alternatives ones.

**No 9**
**BASIC ELEMENTS OF MINDFULNESS**
(for counsellor and client)

- Active creation of new categories (descriptions, meanings or actions).
- Openness to a new information (willingness to be receptive to new information).
- Considering alternative views (The perspective of multiple realities).
- Recognizing contextual influences and connectedness (Systemic and contextual approach).

The counsellor should note that each client story arises out of the client's perception of the situation in which the concern or story is located.

- Valuing process over outcome. (Away from being familiar the counsellor with clients fixed getting to a certain goal or outcome, he tries to bring the client's attention to the process of problem-solving.

- Respecting individual differences and cultural diversity. (Recognizing and becoming more sensitive to individual differences).

**No 10**
**BASIC GUIDELINES IN WORKING WITH STORIES**
(For counsellors)

- Maintaining your attentive interest or curiosity in the client and what the client is saying.
- Showing a respectful, compassionate attitude towards the client.
- Treating everything as information
- Do not interpret a client's refusal to enter easily and quickly into conversation with the counsellor as "resistance".
- Being continuously on the look out for client strengths.
- Asking meaning-generating questions.
- Using language that is sensible for your client e.g. staying in the everyday vernacular.

**No 11**
**AN EXAMPLE**

- Life –space map
- Establishing a metaphor
- Building a (written ) project in self- construction
- Discussion and reflection on the written project.
- Using several client's life experiences, which could influence the main concern

(The concept of Nonlinearity and Unpredictability of life experiences).

# Session 2 Workshop / Atelier 1 Working Group / Groupe de Travail:

## Employment & Training / Emploi et Formation

The CV, a first step to employment: how to present it in the European Union member-states?
Le CV, première étape vers l'emploi. Comment le présenter dans les pays de l'union européenne?

Presenters: ***Nicole Leray*** (Association Bernard Gregory)
***Genevieve Laviolette*** (Université Paris 7)

**Description:**
Graduates increasingly ask careers advisers to help them produce their CVs in line with the practices of another country in the European Union. In this workshop, starting with CVs from Finland, the Netherlands, Germany, Greece, France and the UK we will identify 'good practices' which will help graduates make applications in a country other than their own.

Les diplômés demandent de plus en plus souvent aux conseillers des services de d'emploi de les aider à rédiger leur CV conformément aux usages d'un autre pays de la communauté européenne. Dans cet atelier, à partir d'un CV finlandais, néerlandais, allemands, grecs, français et anglais, on recherchera les bonnes pratiques permettant d'aider les diplômés à présenter leur candidature dans un pays différent du leur.

*The CV, a first step to employment*
**Objectives of the workshop**

- To help careers advisers when graduates ask for advice on writing their CV in line with the practices of another country, in the EU. Indeed, a lot of students… and sometimes advisers think that it's just a translation into a foreign language. That's not true, the national context must be taken into account. Furthermore, books publish models of CVs; but often they are not adapted to the situation of our university graduates who have studied for many years and their structure doesn't take into account the specialisms of our graduates.
- To examine the situation concerning international CVs and see what role could be played by FEDORA and the FEDORA employment group.

In all CVs we find the following items, developed in a variable way, in each country:
- Personal identity / address / telephone / e-mail / date of birth
- Education
- Work experience
- Language and computing skills
- Extra-curricular activities

During the workshop, an analysis of CVs from the UK, the Netherlands, France, Finland and Germany was made by the nationals present in the workshop. Resemblances and differences were examined from those examples presented.
- Some items are specific to the CVs of some countries: In CVs from the UK, general descriptions of individual capacities (interpersonal relations, creativity, teamwork…) are given. In French CVs the item "domaine de compétence" involves a list of skills of interest principally to the company applied for. (In this paragraph the job seeker mentions technical skills relevant to the job offered or to the firm's main activity in the case of a speculative application).
- In the countries where university degrees are nationally accredited (France for instance), graduates write few details concerning their studies, the schools or universities where they studied and the university programs whereas those informations are essential in an English or German CV.

The workshop discussed the relative importance of the CV and the application letter. Everybody agreed to say that, since the firms are looking for "personalities" and "skills", application letters and interviews allow elaboration on personal skills whereas the CV describes "the facts". It is then normal that the application letter plays a different role in some countries (UK, D). In Finland, the CV must fit the firm's culture which leads to a diversification of the CVs produced by individuals.

Some large companies use application forms, increasingly often on line. The CV is then useless; it brings only a partial answer to the question of an international CV. However, we must keep in mind that so far only a few big companies use this method and that SME don't use it at all.

This workshop leads us to conclude that the aim should not be a standardised CV and that consequently, we must develop information about the "best practices" in every European country. Two questions were then discussed:
**1. What do international recruiters want to know about candidates in addition to their qualifications?**
- Technical skills
- Language skills / level of proficiency
- Computer skills
- Mobility
- In extracurricular skills, leadership role in associations
- Experience of international internship / practice / work

**2. What can be the role of FEDORA employers group?**
It is proposed to create a network to help each other with students' CVs for a foreign country. Colleagues from one country would receive, by fax or e-mail, CVs of foreign students applying for a job in their country and suggest corrections giving a good adaptation to the practice of the country. In order to have more fruitful exchanges recruiters would be members of this network. The first step would be to create a list of FEDORA members interested in this work.

**Nicole Leray**
**Sept. 2000**

**Le CV , première étape vers l'emploi**

**Objectif de l'atelier:**

- Aider les conseillers à répondre aux questions posées par les diplômés souhaitant rédiger leur CV en accord avec les pratiques d'un pays différent du leur, en Europe. En effet, de nombreux étudiants … et parfois des conseillers pensent qu'il s'agit simplement de traduire leur CV dans une langue étrangère; mais ce n'est pas exact, le contexte national doit être pris en compte. Par ailleurs des livres publient des modèles de CV; ceux ci ne sont en général pas adapté à la situation des diplômés universitaires ayant effectué des études longues et leur structure ne prend pas en compte la spécialité des diplômés.
- Examiner un CV international et voir quel peut être le rôle de FEDORA, et du groupe FEDORA emploi

*Dans tous les CV on trouve les points ci-dessous, diversement développés suivant les pays :*

- Identité / Adresse / Téléphone / e-mail / Date de naissance
- Formation
- Expérience professionnelle
- Compétences en langues étrangères et informatique
- Autres compétences (activités extraprofessionnelles)

Pendant l'atelier l'analyse d'un CV provenant du Royaume Uni, des Pays Bas, de Finlande, d'Allemagne et de France a été fait par les représentants de ces pays participant à l'atelier. Les ressemblances et les différences ont été examinées à partir de ces cas concrets.

- On constate, pour certains la présence de rubriques spécifiques dans le CV: ainsi dans certains CV anglais sont décrites les aptitudes personnelles (communication, créativité, travail en équipe…) Dans les CV français on trouve souvent une rubrique domaines de compétence comportant une liste des compétences susceptibles d'intéresser, au premier chef, l'entreprise. (dans ce paragraphe, le demandeur d'emploi cite les compétences techniques en mettant en avant celles qui sont en relation avec l'emploi proposé ou avec les activités de l'entreprise, dans le cas d'une candidature spontanée).
- Dans des pays, comme la France, qui proposent des diplomes universitaires, il n'est pas étonnant de trouver dans les CV peu de détails concernant les études, les écoles ou universités fréquentées par le candidat et les programmes des matières étudiées, informations indispensables dans un CV allemand ou britannique.

L'atelier a discuté de l'importance relative du CV et de la lettre de candidature. Tout le monde était d'accord pour dire que, puisque les entreprises recherchent une personnalité et des compétences, c'est la lettre de candidature ainsi que l'entretien qui permettent d'apprécier les aspects relationnels tandis que le CV reste plus factuel. Il est cependant des pays pour lesquels la lettre de motivation joue un rôle plus important que d'autres (UK,D). En Finlande, le CV doit être adapté à la culture de l'entreprise qui le reçoit, ce qui amène à diversifier les CV.

Il a été noté que les grandes entreprises utilisent de plus en plus des formulaires de candidature tout prêts, devant souvent être remplis en ligne sur leur site. Ceci rend le CV inutile et apporte une réponse partielle à la question d'un CV international. Mais il faut garder en mémoire que peu d'entreprises ont recours à cette méthode et que les petites entreprises sont loin de cette pratique.

Ces constatations nous ont amené à conclure que l'on ne tend pas vers un CV standardisé et que par conséquent il faut développer une information sur les meilleures pratiques dans chacun des pays européens. Dans ce contexte nous nous sommes posé deux questions :

**1. Que recherchent les recruteurs internationaux?**

- Les compétences techniques
- Les compétences linguistiques et le niveau de pratique d'une langue étrangère
- Les compétences informatiques
- La mobilité
- Dans les activités extraprofessionnelles, les responsabilités exercées dans les associations
- L'expérience et le travail acquis lors de stages internationaux

**2. Rôle du groupe emploi de FEDORA**

Il est proposé de mettre en place un réseau permettant aux conseillers de s'entraider pour la rédaction des CV destinés à une candidature dans un pays étranger : les collègues d'un pays pourraient recevoir par fax ou mail un CV rédigé par un jeune souhaitant poser sa candidature pour un emploi dans ce pays et suggérer à l'expéditeur des corrections permettant une meilleurs adaptation à la « pratique » du pays. Pour rendre les échanges plus fructueux, des recruteurs devraient faire partie de ce réseau. Il conviendrait de constituer une liste de membres de FEDORA intéressés par ce travail

**Nicole Leray**
**Sept. 2000**

## The CV, A FIRST STEP TO EMPLOYMENT

**Objective of the workshop:**

- To help careers advisers when graduates ask for advice on writing their CV in line with the practices of another country in the EU
- What is the present situation concerning international CVs?

These pages are the texts of the transparencies we'll present at the beginning of the workshop. CVs from France, the United Kingdom, Germany, the Netherlands and Finland have been the base of our research. During the workshop, all the present items will be completed with the help of the participants in reference with their experience in writing CVs in their own country

## ANALYSIS OF SOME CVs

**Resemblance:**

**In all CVs we find:**

- Identity / Address / Telephone / e-mail / Date of birth / Family status
- Education
- Work experience
- Language and computing skills
- Extracurricular activities

**Difference:**

- Length: 1 page (F, Fi) or 2 / 3 pages (UK, D)
- Importance of explanations concerning gaps in the chronology (UK)
- Chronological or retro-chronological order

**Consequently,**

- There is more or less detail in some items according to the country
- Items specific to CVs from some countries

## Details of:

**Education**

- In UK and D, details concerning pre-university education (primary (D) and secondary schools (both))
- Details of results and position in the class (D,UK)
- Details of school or university programmes (UK)

**Work experience**

- Description of skills acquired in the practice of a professional and /or a temporary job (UK)

**Extracurricular activities**

- This item is developed in a way which varies a lot
- In some countries stress on activities of leadership in associations

**Other items:**

- TECHNICAL SKILLS
- Specific paragraph in CVs from some countries (F):
- Scientific skills in a specific field
- Technological skills in relation with that field

- PERSONAL SKILLS
- Development of personal skills in relation to work experience detailed in the CV
- General description of individual capacities (UK) such as: interpersonal relations, communication, creativity, team work and leadership, flexibility…

**What do international recruiters want to know about candidates?**

- Technical skills
- Language skills / level of proficiency
- Computer skills
- Mobility
- In extracurricular activity, leadership role in associations

**So… What is the situation concerning a standardised CV?**

- Are national and international recruiters ready for standardisation?
- What can be the role of FEDORA Employment group?

# Session 2 Workshop / Atelier 2 Working Group / Groupe de Travail:

## Employment & Technology/Emploi Technologie

**a)** Interaction and Effectiveness in Career Planning in a Web-based Learning Environment
**a)** Interaction et efficacité des services pour l'emploi dans un evironement influencé par internet
Presenters: ***Tiina Lehtonen*** (University of Helsinki) ***Anne Pudas*** (University of Oulu)

**b)** Setting Up Your Own Web-course - a brief introduction to techniques
**b)** Comment monter ses propres cours sur internet? Une brève introduction à cette nouvelle technologie.
Presenter: ***Tapio Anttonen*** (University of Kuopio)

**Description:**

a) In this workshop, a web based learning environment will be presented through experiences and practices. The course includes topics such as career planning, searching information about employers, writing cover letters and preparing for a job interview.

a) Cet atelier présentera des expériences et la mise en pratique à travers un environnement d'apprentissage base sur internet. Le module abordera des sujets tels que l'organisation des services de l'emploi, la recherche d'information sur les employeurs, la rédaction de lettres de motivation et préparation aux entretiens.

This web-based career planning course runs over a period of six weeks. The participants are graduates from several fields or in the process of changing careers. The participants live in different parts of Finland, which is one of the most significant factors in the selection process. The idea is to provide career guidance to those who cannot use the career services due to long distances but who have access to the internet.

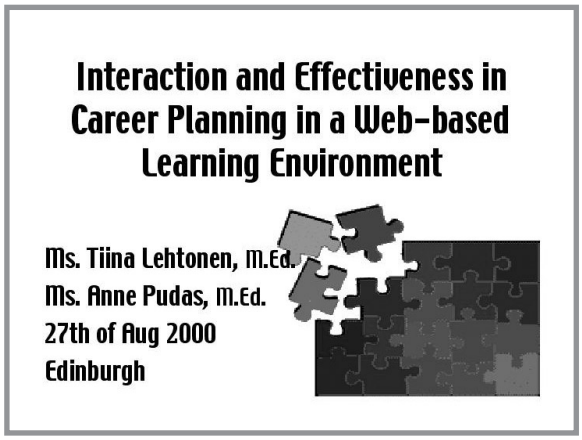
Ce module sur l'organisation de l'emploi via internet dure 6 semaines. Les participants sont diplômés et travaillent dans différents domaines ou bien sont dans le processus de changer d'emploi. Les participants viennent de différentes parties de Finlande, ce qui est important lors du processus de sélection. Le but est de fournir un guide de l'emploi aux personnes ne pouvant pas accéder aux agences pour l'emploi pour cause de longues distances mais qui, par ailleurs ont accès à internet.

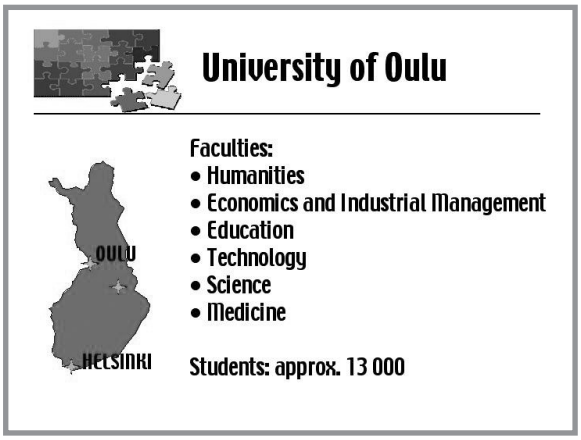
The web-based learning environment is not just a self-directed programme. This Learning Environment is built on an interactive basis where participants actively take part in discussion groups to share experiences of their career plans and job searching strategies. The interactive nature of this course is enhanced by tutors, who participate in the discussions and also provide each participant with individual feedback on their progress.

L'apprentissage à travers internet n'est pas seulement un programme autodidacte. Cet environnement est basé sur un modèle interactif, où les participants prennent part à la discussion de groupe afin de partager leurs expériences et leurs stratégies de recherche d'emploi. La nature interactive de ce module est d'autant meilleure de part l'encadrement des tuteurs, qui participent aux discussions et peuvent donner un compte rendu des progrès aux participants

b) As an example, WebCT software, which is quite widely used in web-based interactive learning environments and some basic technical matters for setting up your own web-course will be discussed briefly from the course coordinators point of view.

b) Comme exemple, nous prendrons le logiciel "webCT", qui est très répandu parmi les différents types d'apprentissage bases sur internet, ainsi que seront débattus les questions techniques de base pour monter son propre cours internet.



## University of Oulu Career Services

Serving Students:
- Guidance
- Information
- Short Courses
- Thematic Sessions/Employer Presentations
- Traineeships
- Alumni Contacts/Mentor Programmes

## Customers

- Apaja's customers (whole of Finland)
  - unemployed or part-time employed
  - at home with children
  - about to graduate within half a year
  - under immediate threat of unemployment
  - in a job that doesn't correspond to one's level of education
- Customers of Career Services of Oulu Uni
  - university students; undergrad., grad., post graduate

## Apaja Centre

- Department of University of Helsinki, Centre for Continuing Education
- Career development and learning centre for adults with a university degree
- founded 1995
- Purpose
  - support active and systematic job seeking and self-development
- Basic idea
  - provide individualised learning programmes

## Why a web-based course?

- easy to take a part
- substance where it is not necessary to have a face-to-face contact
- opportunity to provide services to students who can´t use campus services
- for students who live far away
- students also learn to use new media; internet

## Web-based learning environment

- New internet-service was founded in 1999
- open services
  - _information about career counselling training, employment, and education opportunities
  - _self-assessment exercises
- member services
  - _individual counselling and advising; career services, job-seeking and education
  - _web-based courses

## Technical requirements for students

- computer with internet connection
- basic knowledge of some browser (e.g. Netscape or Internet Explorer, version 4.0. or newer)
- knows the basis of word processing

## Co-operation between Oulu Uni and Helsinki

- Career Services substance area and strengths are in career guidance
- knowledge of web-based courses in Apaja
- students are all around Finland, opportunity to distance learning
- similar type of customers
- Students in Uni of Oulu and customers of Apaja need job seeking skills

⇒ one course together

## Web-based courses

- tailor-made
- interactive
- learner-centred
- distance courses
- discussion as a method of learning
- group based
- teacher or tutor

## Production of the course

Team work
- coordinator
- expert of the substance (teacher)
- web-designer (plan structure and interactive parts)
- web-deliver (plan lay-out and do www-edition)
- programmer (do programming)

## Basic Assumptions

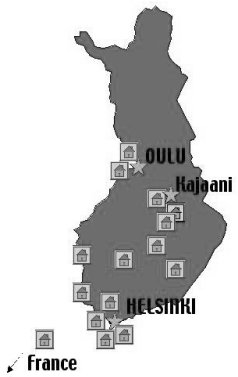
In order to get a job a person needs
- a realistic career plan
- realistic understanding of the labour market
- awareness of alternatives and possibilities
- up-to-date professional qualifications and working skills
- a healthy self-confidence
- effective job-seeking skills

## Scriptwriter

- teacher who knows the substance
- takes more time than preparing normal face-to-face lecture or course
- whole process and structure of the course have to be planned and fixed beforehand
- explicit instructions on the proceedings of the course
- students don´t see teacher

## Pedagogical aspects

We try to enhance learning by giving
- clear and set timetable
- clear instructions for working and assignments
- discussion group, group support for own ideas



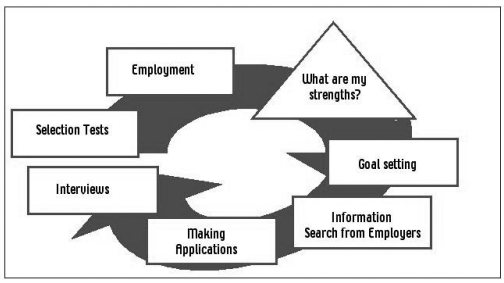

## Participants of the course

- 15 students (12female/3male)
- different degrees
- current job not related to degree
- unemployed
- final year students

## Essential requirements for the tutor

- 3 tutors in this web course
- to plan and facilitate discussion
- to adopt a role of a facilitator
- to gain media understanding
- let the student take responsibility
- to develop time management skills
- to have adequate time resources
- to be explicit
- to put into use all the experience s/he has

## The cycle of job hunting




## Weaknesses and problems in web course

- requires good verbal skills
- may restrict spontaneity
- requires self-directness
- technical problems
- lack of media understanding
- slow connections

## Schedule for students

| Time in weeks | Module | Module opens | Tasks have to be done | Tutor in this part |
|---|---|---|---|---|
| 1__ | Module 1 | 10th of April | 13th of April | T. Mustonen A. Pudas |
| 3__ | Module 2 | 10th of April | 17th of April | A. Pudas |
| 4__ | Module 3 | 17th of April | 2nd of May | T. Mustonen |
| 5__ | Module 4 | 2nd of May | 8th of May | M. Pilli-Sihvola |
| 6__ | Module 5 | 8th of May | 15th of May | M. Pilli-Sihvola |
| | Module 6 | 15th of May | 22nd of May | T. Mustonen A. Pudas |

## Participant Introductions

- participants introduce themselves
- no nicknames are used

## Tasks

- students send tasks by email to tutor; tutor gives feedback
- or to discussion group; every participant can comment
- some of the tasks students do on their own; feedback is not given
- tasks have to be completed

## Feedback

Students gave feedback at the end of course:

- regular feedback from tutors valuable
- discussions with other participants very fruitful and beneficial
- learning environment well planned
- active participation requires time and self-discipline
- Keep up the good work!

## Discussion area

- current topics in the modules are discussed in depth in the discussion area
- tutors visit discussion area daily
- students should also visit daily...
- what if students don´t take part in the discussion?

Contact information:

Tiina Lehtonen, University of Helsinki,

Centre for Continuing Edudation, Finland
e-mail: tlehtonen@latuko.helsinki.fi

Anne Pudas, University of Oulu, Career Services, Finland

e-mail: anne.pudas@oulu.fi

# Session 2 Workshop / Atelier 3 Working Group / Groupe de Travail:

## Equal Opps. & Training / Egalité & Formation

Training, Qualifications, and Continuing Professional Development for Staff Working with Disabled Students in Higher Education

Presenters: ***Alan Hurst*** (University of Central Lancashire) ***Anne E. Simpson*** (University of Strathclyde)

**Description:**
The University of Central Lancashire took the lead in developing a programme of courses/qualifications for new and experienced staff working with disabled students. Since validation, the course has been delivered successfully using a variety of strategies in England, New Zealand, Scotland and Sweden. The extent to which staff share common concerns is quite notable.

L'université du central Lancashire est en tête en ce qui concerne le développement des programmes pour les modules/qualifications pour le personnel nouveau et avec expérience, qui travaille avec les étudiants handicapes. Depuis le début, ce module a été propose avec succès en utilisant de stratégies variées en Angleterre, Nouvelle Zélande, Ecosse et Suède. Nous pouvons également remarquer que le personnel partent des intérêts communs à tous.

An overview of the development and critical reflective account of progress so far will be given. Future collaborative plans incorporating the technology and managerial focus of the University of Plymouth's programmes with the context and policy focus of the Central Lancashire programme will be discussed.

Nous donnerons une analyse plus complète du développement et un compte rendu critique des progrès réalises. Nous discuterons également des plans de collaboration futurs comprenant la technologie et la gestion des programmes de l'université de Plymouth mise dans le contexte de la stratégie de l'université du Lancashire.

Small group activities will include exercises and tasks devised specifically for the training programme giving participants the opportunity to consider the extent to which it might be possible to use the programme in their own national/institutional contexts.

Des activités en petits groupes incluront des exercices et des tâches spécifiques aux programmes de formation qui permettront aux participants d'avoir un aperçu de la possibilité d'utiliser ce programme dans leurs propres institutions nationales.

The task of the workshop is to indicate what syllabus content should be included if modules are to have international relevance:
- the social context of disability
- students with disabilities
- institutional and national policies and provision
- evaluation quality and the development of skills.

Le but de cet atelier est de décrire le contenu qui devrait être ajouté au programme si les modules étaient présentés sur une échelle internationale.
- Le contexte social de l'infirmité
- Les étudiants ayant des infirmités
- Les politiques institutionnelles et nationales ainsi que les infrastructures et services mis à leur disposition

In connection with accreditation of training, a distinction can be made between rather traditional strategies of assessment and competence-based/skills-based approaches. Concentrating on the latter and if time permits, the task for participants is to list at least FIVE competencies/skills (and perhaps the evidence needed to demonstrate acquisition of the skill) they would expect staff to have - irrespective of international boundaries.

En parallèle avec l'accréditation de la formation, nous pouvons faire une distinction entre les stratégies d'évaluation traditionnelles et les approches basées sur les compétences et autres qualifications. Nous nous concentrerons sur ces dernières, et, si le temps nous le permet, le rôle des participants sera de nommer au moins CINQ compétences ou qualifications (ainsi que éventuellement une démonstration de cette qualification) qui seraient attendues du personnel – sans prendre en compte les frontières entre chaque pays.

## PRESENTATION BY ANNE SIMPSON

Following the presentation on "Teachability" by Anne Simpson, Alan Hurst gave a brief introduction to the remainder of the session in which participants were given experience of a number of small group exercises which have been developed for inclusion in several training and staff development programmes. The workshop was intended to be useful for any colleagues involved in continuing professional development who could use / adapt the tasks to meet the needs of their own institutional context.

The workshop did three things:

**1)** it allowed participants to experience tasks designed to raise awareness about issues on disability and on stereotypes of people with disabilities

**2)** it allowed participants to experience tasks designed to raise awareness about challenges faced when making support for students with a range of impairments

**3)** it allowed participants to experience tasks designed to explore policy and provision for students with disabilities from an institutional perspective and in particular the promotion of a "whole institution" approach.

The workshop tried to apply principles underpinning effective learning - most notably the active involvement of the learners/workshop participants, the variety of activities, and the ways in which learning can be enjoyable.

Colleagues who are very active in this field in the University of Copenhagen described their work and referred colleagues to a useful website:

*http://www.sb.su.se/akademi-handikapp*

**Alan Hurst**
**December 2000**

**The TEACHABILITY project is a 3 years programme.**

- Despite the great diversity of impairments experienced by members of any large class or student group, there is considerable similarity of needs in relation to curriculum delivery.
- Despite the great range of subjects which are taught at any HE institution, 'inclusive teaching' * and possible 'individual adaptations to delivery'* are often similar for very different subjects. Advice or suggestions can be helpful though general.

* (See QAA Code of Practice) *www.qaa.ac.uk*

**Aims of the Teachability project:**

- Development of the awareness of the different learning needs of some students with some disabilities and, through a three-way partnership of special needs advisers, teaching and learning and academic staff, development of an understanding of ways in which teaching staff can meet those needs by designing and delivering accessible courses.
- Development of materials which will assist staff to audit and enhance the accessibility of the courses and curricula which they deliver to students with a range of disabilities.
- Development of increasingly accessible curricula (in the broadest sense to include design, delivery and assessment of courses and curricula).
- Development of appropriate ways of acknowledging accessible and inaccessible features of courses on offer, for the benefit of potential students with disabilities.

**Major Questions of the project:**

- How accessible **is** the curriculum (in its widest sense, to include design, delivery and assessment) to students with a range of disabilities?
- How can it reasonably be made **more** accessible to students with a range of disabilities?
- What are the limits of its accessibility?

**Realisation**

- Plan and employ teaching and learning strategies which make the delivery of the programme as inclusive as is reasonably possible.
- Know and understand the learning implications of any disabilities of the students being taught and be responsive to feedback.
- Make individual adaptations to delivery that are appropriate for particular students, which might include providing handouts in advance / or in different formats (Braille or disk), short breaks for interpreters to rest, or using radio microphones systems, or flexible / interrupted study for students with mental health difficulties.

**Preparedness for a diversity of students:**
Curricular materials have to be ready as early as possible for disabled students eg. notes, copies of overhead slides. There is a need for a resource section which offers suggestions about how to make curricula as inclusive as possible for everybody and for specific disabilities. Look for commonalities in needs.

Departments will often have solutions for problems which occur.

**Comments**
SEN and Disability Rights in Education Bill Consultation, DFEE, March 2000: "This will reduce the number of adjustments that need to be made on an ad hoc basis in response to an individual disabled student, thus creating an environment where provision for disabled pupils and students is seen as on a par with, and not different from that for other pupils and students"

# Session 2 Workshop / Atelier 4 Working Group / Groupe de Travail:

## Psyche & Training / Psyche & Formation

Psychological Counselling within Guidance and Counselling Training
Le Conseil Psychologique dans la Formation des Conseillers des Étudiants
Presenters: ***Ann Heyno*** (University of Westminster) ***Gerhart Rott*** (Bergische Universität - Gesamthochschule Wuppertal) ***Raoul Van Esbroeck*** (Vrije Universiteit, Brussels)

**Description:**
The workshop aims to contribute to the development of the emerging European Masters course on guidance and counselling. It will try to identify some of the requirements for such a course as far as psychological counselling is concerned.

Cet atelier participe au développement de l'émergence des études européennes de Maîtrise portant sur l'assistance et l'orientation. Il tentera d'identifier quelques conditions nécessaires pour accéder à ces carrière universitaires, du moins au niveau de l'aide psychologique.

**Workshop topics will include:**
- Psychological counselling and therapy training within a holistic guidance and counselling model
- The relation between research training, practice and continuous supervision
- The relation between psychological counselling and psychotherapy and the influence of different therapeutic and psychological approaches
- The role of counselling skills within guidance (e.g. career guidance, educational guidance)
- The influence of professional standards and interests within the European framework.

The workshop will draw on insights so far gained within FEDORA and will invite participants to play an active role in identifying common ground and producing some new ideas.

**Les sujets abordés dans cet atelier seront:**
- L'aide psychologique et la formation thérapeutique dans le cadre d'un modèle d'assistance et d'orientation holistique
- La corrélation entre la formation pour la recherche , sa mise en pratique et la supervision continue
- La corrélation entre l'aide psychologique et la psychothérapi ainsi que l'influence des approches thérapeutiques et psychologiques.
- Le rôle des différentes compétences durant l'assistance (par exemple, le conseiller d'éducation ou d'orientation)
- L'influence des niveaux professionnels requis et de leur intérêt dans le cadre européen

Cet atelier présentera un aperçu global des aspect traités durant FEDORA et invitera les participants à jouer un rôle actif dans l'identification de sujets et intérêts communs ainsi que de générer de nouvelles- idées

There were 13 participants from Germany, Sweden, Greece, Finland, Austria, the Netherlands, Belgium and the UK.

**1. Introduction: Towards a European Masters Degree**
One of the major recent FEDORA projects in higher education was the Leonardo project "New Skills for Vocational Guidance in Higher Education". It aimed at the analysis of similarities and differences between systems of guidance and counselling on a European scale. One of the results of this project was that it seemed necessary to improve the European standard and to enhance guidance and counselling qualifications on a European scale. This led to the impetus of the establishment of a European master degree (Watts & Van Esbroeck, 1998a).

Watts and Van Esbroeck (1998b) presented a first draft of structuring such a degree at the FEDORA Summer School in Bordeaux. Together with Joachim Klaus and Gerhart Rott, this first outline was further developed. They proposed various lines of specialisation complemented with basic courses for all participants. One of the specialisation should be psychological counselling.

Based on these events, the main focus of this workshop was to comment on the emerging European Masters course on guidance and counselling and the way in which training for psychological counselling and general counselling skills in other guidance activities could be incorporated within such a model. Psychotherapists, careers and academic study counsellors participated in the workshop and provided an ideal basis for a balanced discussion of the matter.

**2. The workshop**
***2.1 Background information provided by the workshop presenters***

2.1.1 Definitions
The workshop started by raising some central questions including "What is counselling and how does counselling relate to academic training?"
The definition of counselling as defined by the British Association for Counselling [BAC - UK (1992)] was found to be a useful one. However, the difference the BAC makes between counselling and counselling skills does not solve the problem of the distinction between guidance and counselling. In the frame of the LEONARDO project, guidance was defined as an umbrella term by Nathan and Hill (1992) which encompasses e.g. counselling, coaching, teaching, advocacy, etc. Watts & Van Esbroeck (1998) have identified 21 activities which can be described as guidance.

**2.1.2 Empirical data on a European scale: Different roles in Counselling in the EU**
*(based on the Leonardo Project)*

In order to stress the variety of counselling and guidance systems within Europe a closer look at the empirical data provided by the Leondardo Project seemed advisable especially as two of the workshop presenters provided the national reports at the time: Raoul van Esbroeck was responsible for the national report on Flandern and Gerhart Rott for the report on Germany. Raoul van Esbroeck and Tony Watts published the synthesis report of the study "New skills for new futures. Higher education guidance and counselling services in the European Union" *(Watts & Van Esbroeck, 1998a).*

Information presented by Raoul Van Esbroeck and Gerhart Rott was taken from the Leonardo-Project. It focussed on counselling tasks and different areas of support needed by students such as personal support, career support and learning support. Four issues were emphasized:

- **Holistic model**
  The variety of areas of support has implications for the training of all counselling and guidance practitioners, in that, there is a need for a holistic approach. Basic outlines were given on the holistic model including its influence on the Leonardo project and its validity for the establishment of a Masters Degree.
- **Roles in guidance and counselling**
  In order to connect an integrated holistic approach on the one hand and an adequately designed training for specific tasks on the other hand it is useful to differentiate between existing roles. 14 of which have been identified within European guidance and counselling systems among them are e.g. the study adviser counsellor, the careers counsellor adviser and the psychological counsellor.
- **Number of practitioners**
  Since the level of professionalisation is also a question of the number of people working in a field it is necessary to have an idea of the quantitative aspects of practitioners in the 15 EU countries (Data available for 1997-8). A large number of practitioners is involved in educational and guidance support (about 40 000 people) as a first line educational and guidance support in addition to the main task of teaching. Within the more professionalised fields, a total number of about 10 000 people is estimated. The largest single group is the careers counsellors/advisers (with a projected total of 2000 people) compared to e.g. 1200 psychological counsellors.
- **Dimension of qualification: Standard and provision**
  The issue of how practitioners are trained is of major importance as well for the outline of a Masters Degree. The general question is whether this should be a matter of continuing professional development or an original qualification. Within the member states there are very different and complex traditions (cultural differences) connected to the process of becoming a professional counsellor. In most countries (other than the UK) e.g. practitioners are trained and practising psychologists.

**2.1.3 The student counsellor: the difference between psychotherapie and counselling**

Ann Heyno focused on her experience as a student counsellor at the University of Westminster and tutor on the MSc in Psychodynamic Counselling at Birkbeck College, University of London. She presented some important aspects for the creation of a Master's Degree drawn from practical work. Drawing attention to the difference between psychotherapy and counselling she stated that "counselling and psychotherapy are partners on the same road". Next, she concentrated on counselling skills within careers guidance. Due to increasing competitiveness and emphasis on employability more students are in need of guidance. Thus, knowledge of the causes of student stress, understanding and insight as well as case discussion are crucial factors of today's counsellors. Ann then pointed out that teaching at Masters level leads to an increase in the academic standard of a counselling training. The conflict between academic and practical learning is yet to be resolved.

**2.2 Interactive part: Exchange of views and experiences in pairs**

Having presented facts and numbers on a European scale, the group discussion was to focus on the current situation of the counsellors present. The information presented provided the basis for the later discussion. The participants discussed the following discussion:

- How do your personal career and qualifications equip you for your professional practice?
- What is the general situation like in your country?
- What qualifications are required for your area of work?
- How could a Masters Degree support and improve already existing training conditions?

Discussing these issues on an international basis it became very clear that there are large differences in careers and qualifications. In some countries, for example, no special qualifications are needed to become a counsellor. There are also different ideas about what a psychologist is and does. Opinions on whether one needs to have a psychological qualification in order to be a counsellor varied. Standardization for all the different roles varies. There is also an accepted acknowledgement of the difference between counselling and counselling skills .

**3. Discussion of the development of a Master's Degree: Counselling skills as a basic qualification**

In a warm-up phase Gerhart Rott and Ann Heyno presented some statements which turned out to be very helpful for the discussion:

- A Master's Degree course should provide the opportunity to acquire general counselling skills as well as skills in specialized fields.
- Due to a heterogeneous student body and the increasing numbers of students studying abroad cross-cultural and intercultural counselling skills should be a fundamental part of the Degree
- The content of the Master's Degree should be comprised of knowledge about individual and integrated approaches
- It is vital that any Masters in counselling maintains a strong clinical aspect of the highetst possible standard
- It is important that any Masters programme should have a significant input on organisational issues

Based on all the information provided up to this stage, members of the workshop now discussed the outline for a Master's Degree.

First, the participants of the workshop pointed out the enormous differences in their own career as counsellors. It was generally agreed that, within the framework of this degree, there should be a common core. On top of this, options for specialist training e.g. careers, personal counselling, guidance and counselling for specialist target groups and the management of Guidance and counselling services are to be provided. Professional training and the participation in FEDORA summer schools could function as additional offers.

Next, the participants moved to practical issues. The question "How will the Master's work?" led to the conclusion that each University participating in the scheme should have a network leader. The dimension of teaching at Master's Level was touched upon as well. Teaching skills as well as intercultural knowledge should be an obligatory competence on the part of the teacher. Keeping this in mind, some participants wondered whether long held theories will still be applicable within new concepts. Cross-cultural counselling skills should be part of degree.

The role of FEDORA once the Master's Degree is established was discussed next. The network FEDORA has been working on could play a crucial role for other professional organizations and institutions.

**4. Results/Suggestions for the outline of the Master's Degree**

The presentations lead to a fruitful discussion focussing on the advantages of the degree as well as on possible difficulties. The following aspects are the result of our getting together:

- Counselling skills should belong to the basic qualification and be an obligatory part of the curriculum for all
- There should be more differentiated consultations
- Since several universities in different European countries will be involved in the credit system courses would need to be taught in different languages (English + 2?)
- There may be a problem finding a university to be the lead institution awarding the degree. This could be a problem for UK institutions.
- Within reference to current political events in Europe, intercultural counselling, cross-cultural knowledge should be made an obligatory part of the degree.

One of the most important results of this workshop is the recognition of the degree as a uniquely specialist programme for people working in guidance and counselling in higher education. This will lead to a professionalisation of student support areas in higher education.

We hope to contribute with these results to the successful incorporation of a Masters Degree within the next years.

Thank you to Judy Early, City University, for taking notes during the workshop

**References**

*British Association for Counselling (1992)*. Code of ethics and practice for counsellors. Rugby: BAC.

*Nathan, R., & Hill, L. (1992).* Career Counselling. London Sage Publications.

*Watts, A.G., & Van Esbroeck, R. (1998a).* New skills for new futures. Brussel: VUBPress

*Watts, A.G., & Van Esbroeck, R. (1998b, July).* New skills for new futures: a comparative review of higher education guidance and counselling services in the European Union. Paper presented at the IVth FEDORA Summer School, Bordeaux, France.

# Session 2 Workshop / Atelier 5 Working Groups / Groupes de Travail

## Pysche & Equal Opps. / Psyche & Égalité

Studying with a Disability: a new challenge for University Advisory and Counselling Services
Etudier avec une infirmité: un nouveau défi pour les services d'assistance et d'orientation universitaires

Presenters: ***Paolo Valerio*** (Federico II Napoli University) ***Tina Altonen-Teljstedt*** (Stockholm University)

**Description:**
The number of disabled students studying at University level has increased markedly in the last few years.

Le nombre d'étudiants handicapés à l'université a considérablement augmenté durant ces dernières années.

In order to facilitate these students' integration universities are organising many initiatives to offer disabled students the same opportunities to further their studies as other students. The workshop is aimed at discussing the type of support or services these students need, from the practical and emotional point of view, to cope as well as possible with their university studies.

Afin de faciliter l'intégration de ces étudiants, les universités prennent des initiatives afin de pouvoir leur offrir les mêmes opportunités d'études de troisième cycle qu'aux autres étudiants.

Cet atelier a pour objectif d'analyser le type d'assistance et de services dont ces étudiants ont besoin, d'un point de vue pratique et émotif, afin qu'ils puissent se préparer le mieux possible à leurs études.

**The workshop will focus on:**
The role that advice, counselling and other university services could play to facilitate the integration of disabled students.

The contribution of psychoanalytic theory to the development of a helping relationship with clients who tend to build very rigid defence mechanisms to cope with their condition.

**Cet atelier se concentrera sur:**
Le rôle que pourraient jouer les services d'orientation et les autres services universitaires pour faciliter l'intégration des étudiants handicapés.

La contribution de la théorie psychanalytique au développement d'une relation permettant d'aider les clients ayant tendance à générer des mécanismes de défense très rigides pour accepter leur condition.

**Workshop Report**
**1.Working with students with disabilities in higher education**
Description of few main points regarding disabilities among University students.

Information about the organisation of different activities offered by the service of students with disabilities at Stockholm University.
A long discussion about the emotional components of physical disabilities and description of psychological counselling offered towards students to help them cope with their emotional problem.

The importance of special training for professional working with students with disabilities.

**2. Studying with a disability**
How do students with disabilities experience their study situation? What difficulties does it entail? How are they treated by teachers and fellow students? Are they able to make their individual needs influence the support measures made available to them? What of their social life? Do their disabilities lock them out, one way or another, from the social context or do they feel part of the group? These pressing questions are all, at one level, about the extent to which the disabled individual's demands for equality and participation in the study situation are satisfied. To what extent are their individual needs of support and adaption seen as an obvious and necessary pre-requisite for them to be able to study under the same conditions as their fellow non-disabled students? Are they seen as "people who in various contexts may constitute a resource which can contribute essential burden in the teaching context? Essentially, this is about our outlook on mankind, whether we see the human being and not his or her disability as the determining factor and have faith in the capacity for development in all people – disabled or not – and in their ability to take on the responsibility for themselves and for others.

Stockholm University welcomes students with disabilities
Presently there are some 300 students with disabilities at Stockholm University. This number is based on those who were admitted on the grounds of medical priority and on those receiving any forms of support. The stated objective is to give these students the same opportunities to pursue their studies as all other students have. The disabled students' right to special support measures is stated in the aims document issued by the board of the university, which also stresses the importance of achieving equality between different groups at the university, regardless of gender, background,or disability.

The disability service has as its objective the creation of a level playing field for students with disabilities.

The objective is to create study and examination conditions under whereby the standard and quality of a student's achievements are not effected by their disability.

The range of activities undertaken by the disability service includes; meeting potential students and applicants with disabilities to assess individual needs, assisting and advising departments, counselling current students before and during their studies, advising on the specialized equipments, liaising with the Student's Union and local education authorities.

**3. Guide for students with disabilities**
Stockholm University has a special guide (handbook) for students with disabilities and is the first one in the Nordic countries. This Guide is aimed at disabled students at Stockholm University and is based on existing policy documents and available forms of support. The Guide should be seen as a complement to the university's Course Prospectus and the general Student Guide.

In the guide students can get information about; - Studying at Stockholm University, - Applying to Stockholm University, medical reasons/other special reasons - What to do, once you are accepted?, Who is responsible for disability issues?, Whom to contact at your department? Teacher contacts - The support measures described, - The most frequent support measures for students with various disabilities,- Other student services and important phone numbers.

Today the following support measures are available at SU
- Campus assistance
- Courses leading to more efficient study techniques; the study experience programme; encouraging speaking and presenting in public; alleviating examination stress; and mind-mapping
- Extended time for exams / alternative types of examination, such as oral instead of written, or written but taken at home
- Extra teaching and tuition
- Note-taking help
- Personal assistance
- Physical access
- Reading help
- Sign language interpreting
- Special rooms with adapted equipment
- Technical aids

On the whole, the support forms mentioned in the action programme are thus generally available to the disabled students, but often they have to be individually adapted.

**Include – to have or regard or treat as a part of a whole.**
Inclusion of those who have been left outside is the first step in integration. The word derives from the latin for shutting the door after someone has come into the house. Some people think that you can speak of integration without inclusion. This seems like nonsense to us. Integration begins only when each child belongs.
**O'Brian and Forest, 1989**

**References**
*Altonen Teljstedt, Tina, (2000).* About Students with Disabilities. Stockholm University
*Altonen, Tina, (1998).* Guide for Students with Disabilities. Stockholm University.
*Kim, Hi-Young, (1997).* The goal is for everybody to take part. Stockholm University

# Session 2 Workshop / Atelier 6 Working Groups / Groupes de Travail

## Working Groups / Groupes de Travail: Psyche & Employment/Emploi

A Model for Training Careers Advisers to Identify Pyschiatric Illness

Presenters: ***Lynda Ali*** (University of Edinburgh) ***Craig McDevitt*** (University of Edinburgh)

**Description:**
It is not unusual for Careers Advisers to see students with undiagnosed psychiatric illnesses. It is helpful for Advisers to recognise psychiatric disturbance so that they can encourage students to seek appropriate help.

Il n'est pas rare pour les services de l'emploi d'être confronté à des étudiants qui présentent des symptômes de troubles psychiatriques n'ayant pas été diagnostiqués. Il est utile pour les conseillers de pouvoir identifier ces troubles psychologiques afin d'être en mesure d'encourager les étudiants a avoir recours à une aide professionnelle.
Unfortunately, psychiatric illness can be difficult to diagnose and the diagnostic process can be lengthy. We believe that it is not useful to present Advisers with material describing psychopathology. Our training programme focuses, instead, on encouraging the Adviser to trust their innate capacity to distinguish between normal and abnormal behaviour. As well as describing the training model, the presenters will also give the participants the opportunity to experience the learning process.

Malheureusement, les maladies psychologiques peuvent être difficile à diagnostiquer et les processus de diagnostique s'avèrent parfois très longs.

Nous pensons qu'il n'est pas nécessaire de mettre des documents explicatifs de la psychopathologie à la disposition des conseillers. Au contraire, notre programme de formation a pour but d'encourager leur propre capacité à discerner un comportement normal d'un comportement anormal. Tout en expliquant ce modèle de formation, les animateurs donneront également la possibilité aux participants d'expérimenter le processus d'acquisition.

**A model for training careers advisers to identify psychiatric illness**
Recent studies show careers advisers meet more students with higher degrees of disturbance. This raises questions as to the counselling approach, how to recognise what's wrong, and where to set the boundaries in helping these students.

Lynda (Careers Adviser) and Craig (Counsellor) developed a one day training course for careers advisers, to help them get answers to these questions.

**Objectives of the course are**
- Develop understanding of the impact of mental health problems
- Know about different kinds of mental health problems
- Develop skills in managing the interview
- Be able to make effective referrals

In the course, in which 11 career advisers participated, some of the materials consisted of case studies.

In this Fedora workshop we used some of the case studies to enhance our own learning. Two questions had to be answered with the case studies:

- Do you refer, and if yes, to whom
- How do you go about referral

Discussion about these cases ended up in several recommendations for career advisers, when they are confronted with students who show serious disturbances in their behaviour:
- Start asking yourself: Am I the right person for this client?
- Make the client understand you are not the best person to help him
- Take it calmly/slowly/gently; careful; give space for the client to talk and for you to establish a relationship
- Pay attention to the alarm bells you hear ringing at the back of your head when meeting/working with this client. Follow your instincts and guts
- Decide if the person is capable of making positive decisions for himself. It happens, although rarely, that they are not able to get the help they really (and acutely) need
- Facilitate the referral by taking time to talk about it and to talk on the feelings this referral evolves within the client
- Be solid and firm with them (once you have established a relationship)
- Reflect on (disturbing) behaviour and how it effects you (when you act like this, I feel …….. and I am not sure this is going to help you)
- Stay with emotions, like crying, let the client cry.

An important message from the workshop leaders is you don't need a diagnostical framework to find out what's wrong and what to do. Your instinct tells you something is wrong that goes beyond your expertise as a career adviser. Follow this feeling.
**Anne-Margaret Klaver**

**A model for training careers advisers to work with students with mental health problems**
Workshop leaders – ***Craig McDevitt*** (student counsellor) and ***Lynda Ali*** (careers adviser)
In the UK context, the nature of the student body has changed rapidly and dramatically in recent years as there has been an increase in mature students, students with disabilities and students from backgrounds which have been unrepresented in higher education. This broadening of the student population has meant that an increasing number of students with mental health problems have attended university and consequently approached careers advisers for

advice and support. Within the UK context, the link between subject of study and career options is much less than in the rest of Europe – there are many employers who seek graduates of any discipline for a range of job opportunities. Career guidance for students and graduates with mental health problems therefore assumes a greater importance in the UK.

A one day training course for careers advisers in HE in Scotland was developed by Craig and Lynda. It proposed a counselling approach to the guidance interview and aimed to address the issues of professional boundaries, the role of the careers adviser, personal safety and referral. A key message to communicate was that a diagnostic framework is not necessary to determine the best way forward for the client.

The learning outcomes of the course were:
By the end of the course, participants should
- Develop understanding of the impact of mental health problems
- Know about different kinds of mental health problems
- Develop skills in managing the interview
- Be able to make effective referrals

As part of the course, in which 12 careers advisers participated, the issue of referral was addressed through a set of case studies.

In this Fedora workshop we used some of the case studies to enhance our own learning. Two questions had to be addressed using the case studies:
- What is the best way to work with this student – is there a need to refer?
- How do you go about referral?

During the workshop, discussion about these case studies identified the following points in using a counselling approach in working with such students
- Start asking yourself: Am I the right person for this client?
- Help the client understand you may not be the best person to help him
- Take it calmly/slowly/gently; careful; give space for the client to talk and for you to establish a relationship
- Pay attention to the alarm bells you hear ringing at the back of your head when meeting/working with this client. Follow your instincts and guts
- Weigh up whether the person is capable of making positive decisions for himself.
- Facilitate the referral by taking time to talk about it and about the feelings this referral evolves within the client
- Reflect on (disturbing) behaviour and how it affects you
- Stay with emotions.

**Anne-Margaret Klaver**

# Session 3 Workshop / Atelier 1

European Careers Information on the WEB

Presenters: ***Maureen McIntyre*** (Napier University) ***Liz Seville*** (University of Birmingham)

**Description:**
The AGCAS European sub-committee have developed a web site "Working & Studying in Europe", which went 'live' in 1999. An overview of the site will be given and the challenges faced by the team in researching, writing and maintaining this web site will be outlined.

Le sous comité européen AGCAS a mis en place un site internet: "travailler et étudier en Europe" qui a été mis en service en 1999. Une présentation du site sera donnée ainsi que qu'une présentation des défis rencontrés par l'équipe de travail lors des recherches, de la réalisation et de la mise à jour du site internet.

There will be an opportunity for participants in this workshop to share their ideas and suggestions for future developments.

Les participants de cet atelier auront la possibilité de faire partager leurs idées et faire part de leurs suggestions en vue d'un développement futur.

FEDORA Conference Monday 28th August 2000

European Careers Information on the Web

AGCAS European Sub-Committee

- Liz Seville, University of Birmingham
- Maureen McIntyre, Napier University

## Development of The Working in Europe Site

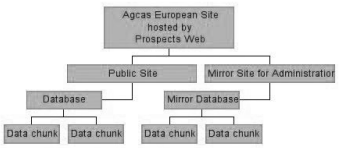
- Establish Site Structure
- Negotiate funds and programming
- Establish team of researchers / content writers
- Establish team of co- ordinators / editors

DATABASE STRUCTURE IS KEY

## Workshop objectives

- To inform participants about the Working in Europe section of the Prospects Web Site
- to give a brief overview of how it is maintained
- to identify key challenges
- to identify and share good practice with participants
- to identify future developments

## Database Structure




## Working in Europe

- Part of Prospects Web Site: http://www.prospects.csu.ac.uk (in Career Planning route)
- Went 'live' in 1999 (previously paper based)
- Designed for UK and Irish undergraduates and graduates
- Countries currently covered
- Demo

## Management of the Working in Europe site

- European Sub-Committee - Web Team
- Team of researchers - 'Eurocorrespondents' (voluntary, careers staff)
- Developed extensive Guidelines - key resources (books, journals, websites); electronic editing
- communication and quality control (role of the web team)

## Management of the Working in Europe site

- European Sub-Committee - Web Team
- Team of researchers - 'Eurocorrespondents' (voluntary, careers staff)
- Developed extensive Guidelines - key resources (books, journals, websites); electronic editing
- communication and quality control (role of the web team)

## Future Developments?

- First test of new Guidelines coming up - revision if necessary
- AGCAS International Students Sub-Committee plans

## Key Challenges

- Recruitment of volunteers Eurocorrespondents
- Establishing standards and maintaining these (time and money for eg. Training)
- Supporting new Eurocorrespondents (eg with IT element)?
- Developing network of Europe-wide contacts

## Time to share!

- Is anyone else doing a similar job?
- Any ideas for future developments?

# Session 3 Workshop / Atelier 2

Cooperation between a Central Careers Unit and Faculties in Careers Work/
Coopération entre le service universitaire pour l'emploi et des facultés
Presenters: ***Eleonore Vos*** (Vrije Universiteit Amsterdam) ***Elly Schouten*** (Vrije Universiteit Amsterdam)

**Description:**
At the Vrije Universiteit Amsterdam careers advisory work started in 1996 as a project: Baan InZicht, meaning Job in Sight and Insight into the World of Jobs.

Le service pour l'emploi de l'université de Vrije, Amsterdam a ouvert ses portes en 1996 dans le cadre d'un projet: Baan Inzicht, ou "Vue sur le monde du travail"

The project aimed at the development of:
- central services, like an information room, expertise in courses / workshops on career orientation and individual careers advice
- careers work in faculties and departments.

Ce projet a développé des:
- services administratifs, comme par exemple un centre d'information et d'expertise sur les modules ou ateliers d'orientation et d'assistance.
- l'orientation dans les facultés et départements universitaire

Nearly all faculties participated in the project and started activities to help their students with career orientation. Activities are mainly extra curricular, participation is optional.

La majorité des facultés ont participé activement au projet en mettant au point différentes activités pour aider les étudiants dans leur choix d'orientation. Ces activités ne font souvent pas partie du cursus universitaire et de ce fait, leur participation est facultative.

In spring 2000 the project was evaluated, both in the faculties and in the central services. It was found to be successful. Therefore Baan InZicht has now become a permanent service for students at the Vrije Universiteit.

Au printemps 2000, le projet a été approuvé avec succès par les universités et services administratifs. Par conséquent, Baan In Zicht est maintenant devenu un service permanent offert aux étudiants de Virje Universiteit.

In the workshop the project and the co-operation with the faculties will be explained. Two questions will be raised:
Dans cet atelier, nous présenterons le projet: 2 questions seront soulevées:

How to develop and maintain a good level of cooperation beween the central careers service and faculties in careers work?

Comment développer et maintenir un bon niveau de coopération entre les services administratifs pour l'emploi et services universitaires or l'emploi

How to promote the awareness in faculties for careers work?

Comment promouvoir les services pour l'emploi dans les universités?

**Workshop Report**
26 participants and 2 presenters from 11 different countries

At the Vrije Universiteit Amsterdam careers advisory work is now well established. Faculties continue with careers work on their own initiative and in cooperation with the central service.

In the workshop the university has been introduced, the project Baan InZicht and recent developments have been explained and two questions were raised: how to develop and maintain a good level of cooperation between the central careers service and faculties in careers work? And: how to promote the awareness in faculties for careers work?

The Vrije Universiteit
- Founded in 1880
- 5 professors
- 8 students
- In 2000
- 300 professors, 125 part time professors
- 1700 associate professors and other scientific staff
- 14.000 students=9% of Dutch student population
- 60% school leavers (directly)
- 51 full time, 26 part time studies

- A campus university
- Well organised
- Much attention for education and guidance of students
- Culture of consensus
- Christian identity

A General University – 13 Faculties
- Arts
- Economic Sciences and Econometrics
- Social Cultural Sciences
- Psychology and Pedagogical sciences
- Human Movement Sciences
- Sciences
- Medicine
- Biology
- Philosophy
- Law
- Theology
- Earth Sciences
- Dentistry

A Dutch University Means:
- No selective admission procedures
- Academic staff: research and education
- Research is predominant
- Curriculum is 4 or 5 years
- Students take 5-6 years for their final exams
- Graduate is doctorandus (Drs. = Masters Degree)

History of Career Counselling
- Presentation of Baan InZicht Report on career guidance and labour market orientation (1995)
- Baan InZicht: A job in sight and Insight into the world of jobs

Career counselling has a short history. In 1994 a university wide committee with knowledge and status started thinking about the why and how of careers work at our university. In 1995 the management board of the university decided to start a project Baan InZicht for 1996 - 1999, based on the work of the committee. Later the project was given another year to finish and evaluate the work.

Vrije Universiteit and Baan InZicht Share a Philosophy
- Work is done in the faculties unless it is better to do it jointly (central level)
- Strong emphasis on autonomy of faculties (participation in BIZ is optional)

Blueprint for Baan InZicht
The Faculties
Plan for participating faculties
- Member of staff (mostly the student counsellor) responsible for career activities (=BIZ)
- Survey among alumni
- Study careers counsellor
- Workshops and courses for career orientation for students
- Information on labour perspectives on all levels (incl. future students)

Blueprint for Baan InZicht
Financial Incentives for Faculties
- Stimulation fee for each participating faculty
- Finances for alumni survey
- Finances for courses and workshops

All faculties but two decided to participate in the project Baan InZicht. Dentistry was excluded from the start, being vocational training in itself; Earth Sciences, a rich and small faculty, decided to maybe come in later, but never did up to now.

Blueprint for Baan InZicht
Student Central Services
- Information Room for study and career
- Courses and workshops
- Careers counsellor
- Contacts with labour market
- Mission

Organisation Chart
- Advisory board
- Professors from different faculties
- Representatives from the labour market
- The head of the student service
- A co-ordinator for
- Faculties and
- Central service

Ten persons in the board, four professors from different faculties, four from different institutions outside the university: Ministry of Finance, banking, consultancy firm (alumnus VU) and the Amsterdam Chamber of Commerce and two heads of central services.

What Has Happened Since 1996?
- Coordination work
- Network of student career counsellors
- 'Day of the Education' 1997
- Work visits (KLM, Randstad)
- Information sessions (Home Office, personnel department, Labour Office Amsterdam, KPN-telecom)
- Visits to faculty (education) officials
- Mission

The work started with a course for student counsellors from the faculties on careers guidance. The Day of the Education in the university is a yearly happening with status among the academics and a lot of publicity among students and academics. In 1997 the theme was: Baan InZicht; that way BIZ and its mission were combined with the official Program on education of the university.

What Has Happened in the Faculties?
An Example
Faculty of Human Movement Sciences
- Alumni survey in 1996 and 2000 (70% of all alumni were interviewed)
- Individual career guidance
- Development of alumni database
- Development of alumni network
- Extra curricular workshops and courses
- Brochure about labour market

Changes in 2000
- From university wide project to central service working with the faculties
- From stimulation of a new development to continuation
- From extra curricular activities to curricular activities

Spring 2000 Baan InZicht was evaluated: all activities on faculty level and central level together. The management board of the university decided to continue careers work in the university and give permanent resources for the central service. From the start of the project it was clear that the faculties had only been given money to give them an incentive to start. They have to decide for themselves how they continue. The central coordinator is to activate and advise them.

Question
• How to develop and maintain a good level of co-operation between the central careers service and faculties in careers work?
• from stimulating to continuation
• from extra curricular activities to teacher and curriculum
• ideas, suggestions

The participants in the workshop have been working on the questions and came up with a lot of suggestions based on their experience and insight. These suggestions are the following:
1. Electronic newsletter for your network
2. Continue stimulating faculties with some money
3. Use alumni survey reports for presentations in the faculties and for marketing
4. Graduates have money
5. There are links, organise common workshops for students from different faculties
6. Go to the faculties with your courses
7. Survey students before and after courses
8. Make modules of careers management
9. Involve employers (IT and others) as informers, trainers and sponsors
10. Academic president for the advisory board
11. Wider participation in the board for more status, include students and change every year to create support
12. Show results, give examples of students in your reports
13. Involve students (internships) in your service
14. Central careers service as near to the students as possible
15. Decide on whether different levels of provision of careers service in faculties are acceptable
16. Be strong as a careers unit or belong to a bigger unit (decide on which one)

The example of the Faculty of Human Movement Sciences.

The Faculty of Human Movement Sciences
• Established in 1971
• Unique
• 500 Students
• Teaching staff of 45 people
• ± 80% of teaching staff alumni
Aims of the Faculty
• Execution of research to enhance insight into human movement
• Contribution to the solution of movement-related problems in the fields of
• Work
• Sport and P.E.
• Health care
Aims of the Teaching Program
Strong Emphasis on Scientific Character
• Training for careers in research
• Training for careers in the fields of
• Work
• Sport and P.E.
• Health care

Although the teaching programme aims for careers in research as well as for careers in areas where human movement is important (sport, work, health care) there is an overall strong emphasis on the scientific character of the programme, with an underlying assumption that a good researcher will easily transfer his scientific skills to other areas.

Curriculum – 4 Years - MD
• Specialization in 3rd and 4th year
• For all specializations during last year obligatory:
  • Individual literature study
  • research project
optional:
  • Teachers program
• Five specialisations
  • Two fundamentally oriented
  • Human action system
  • Human motor system
  • Three oriented towards application of human movement sciences in the fields of
  • Work
  • Sport and P.E.
  • Health care

Career Perspectives
• Researcher
• Teacher in H.E.
• Policymaker/advisor in context
  • Labour
  • Sport and P.E.
  • Health Care
• Psychomotor therapist

Activities Baan InZicht
Faculty of human movement sciences
• Alumni survey (70% of all alumni)
• Individual career guidance
• Development of alumni database
• Development of alumni network
• Extra curricular workshops and courses
• Brochure about labour market
An alumni survey has been done in 1996 and in 2000. Human movement students interviewed a total of 70 % of all alumni (1400), the response was 99.9%. The questions covered 4 areas: educational history, career history including data about recent job, willingness to participate in career guidance activities and a description of the job. The answers were stored in a database and are easily accessible. The database has for example been used to make precise selections of alumni for study days or for personal networking of students. The purpose is to inform students about the labour market for human movement scientists.

Alumni-survey 2000 labourmarket
• Researcher (26%)
• Teacher in H.E. (5%)
• Policymaker (23%)
• Psychomotor therapist (17%)
• Other (29%)

Situation in 2000
- End of the project and financial incentives
- Baan InZicht has resulted in many extra-curricular activities for students

Most successful: Study days, Alumni database and network
- Activities are optional: it is difficult to reach students especially for activities aiming at development of skills

Career Guidance and Labour Market Orientation
Students Point of View
- Study-days with alumni speakers are very successful
- Good use of alumni database for information and networking with alumni
- However: unclear career perspectives are main cause of dropout in first year
- Students aiming to a non-research career are insecure about what they have learned and how to manage their career
- These students are not interested in courses aiming at developing self-reliance skills (or only just before or after graduation)

Preparation for labour Market
Alumni's Point of View (1996-2000)
- Researchers: 45 adequate; 11 inadequate
- Teacher in H.E.: 8 adequate; 2 inadequate
- Policymaker: 27 adequate; 28 inadequate
- Psychomotor therapist: 19 adequate; 19 inadequate
- Other: 34 adequate; 28 inadequate.

The labour market situation in 2000 has not much changed compared to 1996. In this presentation the result of the 2000 survey are used. This group of alumni graduated after the start of BIZ. This latter group had the possibility to participate in BIZ activities. Nevertheless their evaluation of the preparation for the labour market did hardly change in comparison to the former group (1996). It is obvious that researchers and teachers are more satisfied with their preparation for the labour market than policymakers, psychomotor therapists and alumni with other occupations.
Gap between BIZ and Labour Market and Faculty Culture

Faculty culture
- A strong emphasis on development of scientific skills in all specializations
- Research project in the faculty
- Majority of staff has no experience with labour market BIZ
- Informs students about labour market and required skills
- Stimulates the development of self-reliance skills

There is more to career orientation than extra curricular activities as have been developed. BIZ activities are based on knowledge about the contemporary labour market and on comments of graduates, asking for an outward orientation – whereas the faculty is far more inwards oriented. This may be confusing for students.
Questions
- How to enhance staff awareness about labour market?
- Are there incentives?
- Role of students?
- Role of alumni?
- How to integrate extra-curricular activities into the study program?
- How can the central office help the faculty?

The participants in the workshop gave the following suggestions and a question:

1. Link faculties to the labour market
2. Common visits to employers with teachers (also at university level)
3. Make a yearly report in the faculty (study adviser and coordinator BIZ together)
4. Yearly evaluation for the board of the faculty (all members are professors)
5. Give presentations in courses
6. Integrate careers education in experiential learning
7. Co-facilitation: integrate workshops into existing education
8. Visit APEC in France: http://apec.asso.fr and Association Bernard Gregory (for Ph D's): http://abg.asso.fr as an example for working with organisations outside the university.
9. A central question for Baan InZicht for both the university and the faculties is: what level of expertise do you want the graduates to have? This is a very important question. At university level the question is: do you think different levels between faculties are acceptable? At faculty level, it is a question of choosing for taking part of the responsibility for labour perspectives of your graduates.

Elly Schouten, faculty student career counsellor
Eleonore Vos, coordinator of central careers unit Baan InZicht

# Session 3 Workshop / Atelier 3

Educational Guidance and Widening Participation/
Orientation sur l'éducation et participatio croissante

Presenters: ***Judy Early*** (City University London) ***Rosemary Mayes*** (Open University in London)

**Description:**
This workshop will:

- Describe the experience of the Collaborative partnership to Widen Participation in Higher Education in North and North East London
- Focus on the issue of how to provide educational advice and guidance provision that effectively tackles the barriers to participation in Higher Education.

Cet atelier:
- décrira l'expérience du partenariat pour permettre une croissante participation dans le cadre de l'enseignement supérieur dans le nord et le nord-est de Londres.
- Evoquera le débat: comment conseiller et orienter les étudiants tout en les aidant à franchir les barrières Rencontrées durant les études supérieures.

**Workshop Report**

**Educational Guidance and Widening Participation: The experience of the collaborative partnership to widen participation in higher education in the East and North East of London**

By ***Judy Early,*** Educational Advice and Guidance, City University
***Rosemary Mayes,*** Assistant Director (Student Services and External Development), the Open University in London.

The workshop was divided into four main parts as follows:
**1)** What does widening participation mean to you? – a short exercise
**2)** The work of the collaborative partnership to widen participation in North and North East London
**3)** Educational advice and guidance in the widening participation context
**4)** The issues – group discussion and feedback

The opening exercise highlighted some revealing differences in the definition and perceptions of widening participation amongst the participants in the workshop. For example, the Swedish delegates referred to the cultural blocks to widening participation, including language barriers and class issues, and a consequent tendency to elitism in some branches of Swedish higher education. Whereas in Norway, levels of entry into higher education were seen as being directly related to employment levels. There was general agreement, however, about the need to increase participation amongst those with disabilities and from non-academic backgrounds.

In order to put the collaborative partnership to widen participation in North and North East London into the UK context, reference was made to the incoming Labour Government's recognition in 1997/98 of the need to increase participation of both ethnic minorities and young people from poor neighborhoods into higher education. The resulting widening participation agenda had the following components:

**(a)** Funding for all higher education institutions (HEIs) according to a formula (core funding).
**(b)** Special initiative funding with a bidding process.
**(c)** Emphasis on HEIs playing a more active role in stimulating demand for higher education.
**(d)** Emphasis on collaboration rather than competition.

The collaborative partnership in North and North East London had obtained special initiative funding in two phases – for 1999 and for 2000 to 2002. The partnership included six HEIs in North and North-East London and a number of non-HEIs. The overall aim of Phase 1 had been to widen participation in higher education of people from ethnic minorities and lower socio-economic groups by:
**(a)** Setting up a strategic framework.
**(b)** Increasing collaboration between HEIs and other relevant bodies.
**(c)** Disseminating good practice.

It had been vital to set up the collaborative structure first in order to make the project feasible and also to build onto existing work in the area in the partner institutions. Engaging partner institutions at the highest levels in widening participation had also been vital in order to achieve a high profile for the project. A series of successful project development and partnership events aimed at sharing ideas and forming working alliances had been held to promote the collaborative approach. Existing widening participation support activities in the partner HEIs were also mapped and gaps in provision identified in order to inform Phase II of the project.

The overall aim of Phase II was to build on the work in Phase 1 and the project was divided into the following strands:
**(a)** Progression to higher education;
**(b)** The student and community voice;
**(c)** Pre-entry advice and guidance;
**(d)** The first six months in the life of a student;
**(e)** Institutional change through staff development.

To date, work had concentrated mainly on strands (b), (c) and (e).

In relation to the student and community voice, focus groups had been held with students from non-traditional backgrounds from several of the partner HEIs in order to seek their views on barriers to access. There had been particular emphasis on the need for the adaptation of existing resources and systems (e.g. university libraries, student union facilities) to make them more appropriate for the needs of all students. The outcomes of these focus

groups had been reported in two issues of a publication 'Student Voice' which had been disseminated throughout the partner institutions.

On pre-entry advice and guidance, a network of the appropriate staff in the partner institutions had been established and a series of joint outreach activities had been organized in socially deprived areas with low participation rates in higher education. There had also been collaborative work with Lifelong Learning Partnerships and involvement in major related events, such as the University of East London's Festival of Lifelong Learning. An impartial directory containing accessible information about all the courses offered by the six partner institutions had also been developed and would be used by advice and guidance staff in each institution, especially in order to identify possible progression routes to potential students. Future activities planned include the training of student advisers to work with their 'home' communities.

Achieving institutional change through staff development was a critical success factor for the project and sharing good practice amongst the partner institutions was a key factor in such change. To date, there had been a successful joint training initiative for front-line staff at City University, provided by the Open University in London, and the Partnership's steering group would be considering how to build on this initiative in the coming months.

At City University in London, part of the widening participation strategy had been to focus on mature and non-traditional students who were already on courses by means of enhancing academic learning support. In addition to this, there had been increased collaboration with further education colleges in some vocational areas.

The ensuing general discussion focused on the following fundamental questions:

**(a)** The tension between collaboration and competition. Can this be resolved?
**(b)** Changing institutional culture with regard to widening participation. What are the effective strategies?
**(c)** The tension between widening participation and retention. Can this be resolved?

Whilst it was acknowledged that these were difficult issues with no easy solutions, the workshop ended on a positive note with a clear commitment to the ideal of widening participation, irrespective of the difficulties of achieving it.

**Judy Early**
**Rosemary Mayes**
**December 2000**

# Session 3 Workshop / Atelier 4

Making the Most of your Work Related Learning/
Profiter au mieux de l'apprentissage professionel
Presenter: ***Paul Jackson*** (University of Leeds)

**Description:**
A brief review of a range of initiatives being developed in the UK to raise students work awareness and application of their academic and personal skills will be offered. Not only work placements, but academic projects in the work place, work shadowing, mentoring, case materials and ways of recording the value of voluntary and casual work are being explored. This workshop will focus upon strategies and materials which ensure that the student makes the most of any kind of work related learning opportunities. The materials build on the successful tutors pack 'Making the Most of Your Time Abroad' which has been used by many FEDORA members, written by Peter Hawkins, Paul Jackson and Val Butcher.

Un bref résumé sera proposé, portant sur un ensemble d'initiatives actuellement en développement dans le Royaume-Uni afin de mettre les étudiants au courant de leurs aptitudes professionnelles et de mettre en pratique leurs compétences académiques individuelles. Nous présenterons les différents types de stages professionnels mais également les projets académiques sur le marche du travail, le tutorat, les études de cas et les moyens de valoriser le travail au quotidien et le bénévolat. Cet atelier se concentrera sur les stratégies qui permettent aux étudiants de tirer un profit maximum de n'importe quel type de travail. Peter Hawkins, Paul Jackson et Val Butcher sont les auteurs du guide Tirer un profit maximum du temps passé à l'étranger à été utilisé par beaucoup de membres de FEDORA dans ce domaine.

**Making the Most of Work Experience**
Based on the National Centre for Work Experience resource pack for work placement organisers, academic tutors and careers advisers (Development Team: *Peter Hawkins, Paul Jackson, Val Butcher)*

**Introduction:**
Work placement organisers, academics and careers advisers often find it difficult to ensure that students make the most of the opportunities offered by work-based learning.

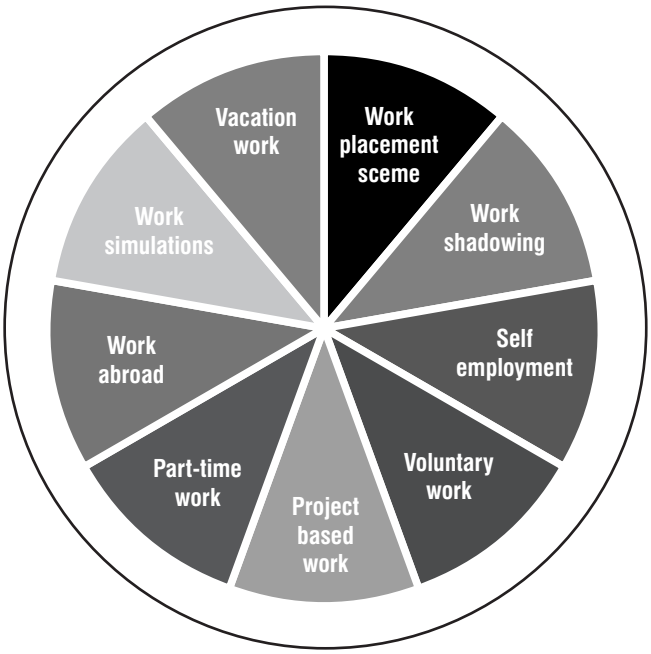
**Key to effective learning is to ensure that students**:
- have clear expectations of the benefits of work experience.
- have clear learning objectives and ensure that effective learning takes place.
- take responsibility for their learning.
- develop the skills that help individuals make informed decisions about learning, and work
- can articulate the experience to others.
- have a framework for future learning from work experience throughout life.

Students will generally already have some ideas as to why work experience might be "a good thing".

However there is a challenge for tutors and careers advisers to extend student perceptions of value in work experience; from wholly course-related placements to the knowledge that a whole range of other work-based activities, including casual and voluntary work, can have benefits.

**What do we mean by 'Work Experience'?**

**THE WORK OPPORTUNITIES WHEEL**




The workshop was based on materials developed by the team for the NCWE.

The following overview seeks to provide colleagues with the aim, format, potential uses and proposed delivery methods for the accompanying material.

Sessions 1, 2, and 3 were fully explored with participants, including an opportunity to try out the card sort, whilst 4, 5, 6 and 7 were briefly described

**Aim**
To enhance the student's learning, experience and capability whilst on a placement or other work-based experience, through improved preparation and clear formulation of their learning objectives, and to offer a structure for assessment and accreditation.

**Format**
The material is intended to help the tutor facilitate a number of inter-related sessions designed to enable students to make the most of their work-based learning of all kinds.

## The suggested sessions are as follows:

SESSION 1: **WHY WORK EXPERIENCE?** (1hour)

SESSION 2: **KNOWING WHAT YOU WANT FROM THE EXPERIENCE** (30-45 minutes)

SESSION 3: **IDENTIFYING THE OPPORTUNITIES FOR LEARNING IN THE WORKPLACE** (OPTION 1: Interactive Group Exercise 60-90 minutes) (OPTION 2: Interactive Brainstorm 45-60 minutes) (OPTION 3: The Work Experience Checklist 45-60 minutes)

SESSION 4: **RECORDING AND PRIORITISING LEARNING OBJECTIVES** (30-40 minutes)

SESSION 5: **PLANNING TO MEET YOUR PRIORITY OBJECTIVES** (30-40 minutes)

SESSION 6: **PREPARING TO OVERCOME OBSTACLES ON THE WAY** (45-60 minutes)

SESSION 7 **DEBRIEFING THE STUDENTS** (40 minutes)

The timing and order of sessions are suggestions only. The length of each individual session will ultimately relate to the quality of learning required by the tutor.

Delivery
Sessions can be offered separately or as a single half-day workshop and delivered either to individuals or large groups. They can be carried out within a tiered lecture theatre, but have proved most effective in a flat, flexible teaching area.

Possible Uses

This material can be used in a variety of ways and can be tailored to meet individual and departmental needs. Three suggested uses are:

- general student preparation for work experience of any kind;
- a basis for recording and assessing achievement/work-based learning;
- a basis for a student's personal, academic and career development.

## Session 1: Why Work Experience?

*This session can be used to raise the awareness of the value of work experience and to broaden student perceptions of what valuable 'work experience' might include.*

Students are introduced and informed of the objectives of this session.

**OBJECTIVES**

**To understand:**

- How work experience can enhance your degree.
- What counts as useful 'work experience'.
- How to get the maximum benefit from work experience.

In plenary discussion: students are asked:

*What are the ways of gaining work experience?*
*What are the advantages of work experience?*
*What are the disadvantages?*

The Tutor can add to student views reminding them that work experience can bring benefits:

- **improvements in study** (through greater self-confidence, motivation, time management and, where possible, application of what has been taught)
- **greater understanding about career choices and management** (you my well learn what you don't want to do as much as what you do want)
- **development of key skills at work** (communication, problem solving, IT application of number, working with others and improving own learning and performance)
- **enhanced employability** (through greater understanding of the world of work, improved key skills, and through getting a foot in the door - employers would generally rather employ someone already tried and tested)
- **a healthier financial state** which may lessen your worries about debt and provide the means to have some fun.

"It is widely recognised that most students do not gain the maximum benefit from their work experience and much of the learning is lost. Several observations have clearly shown:"

- the quality of feedback from students is often extremely poor, even where work experience is part of the degree programme;
- students find it difficult to articulate their achievements;
- when students articulate their achievements, it seems to be very superficial;
- many students find it difficult to reflect upon and internalise their experiences;
- as a result, the chances of applying their learning in a different situation (i.e. back on the course or within an employment situation) are greatly reduced."

To emphasise this, it is important to make students aware of the varying levels of learning that can take place as a result of an experience.

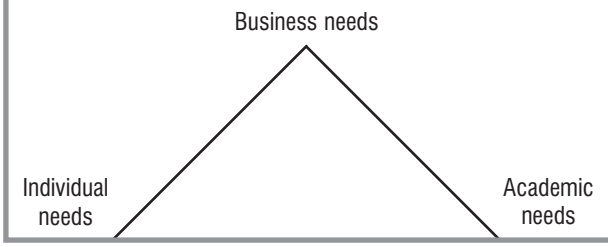
## Session 2: Knowing what you want from the Experience

*This brief session provides students with the opportunity to reflect on the PURPOSE of their work experience – from their perspective, their institution's perspective, and the employer's perspective. The clearer the specification at this stage, the greater the chances of success.*

Firstly, ensure that students know what is expected by making the following questions explicit:

**KNOWING WHAT YOU WANT FROM THE EXPERIENCE**

- Specify the nature of work experience.
- Why are you doing it?
- How do you create a win, win, win situation. i.e. What do the 3 players expect?

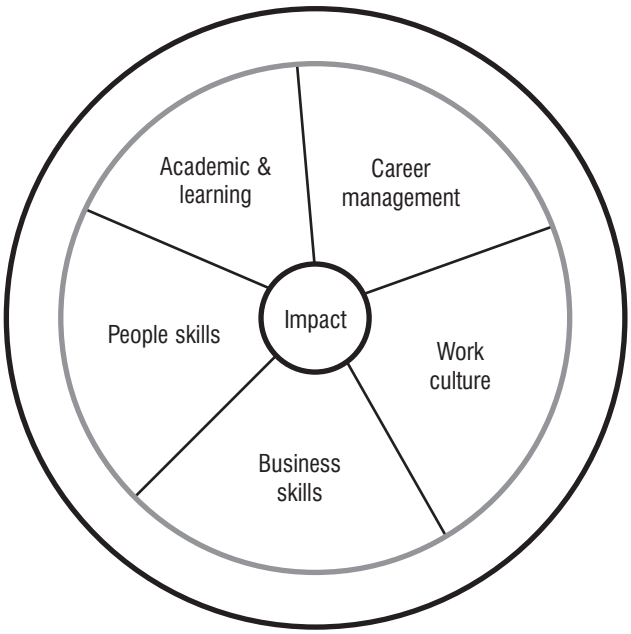



It is valuable to build on these spontaneous perceptions to put together more detailed and specific possible learning outcomes under a range of headings:

**Academic and Learning**
**Career Management**
**Work Culture**
**Impact**
**Personal Skills**
**Business Skills**

Clearly, different cohorts of students will have different patterns of learning objectives, as will individual students within these groups.

**THE LEARNING & DEVELOPMENT OPPORTUNITY WHEEL.**




## Session 3: Identifying the Opportunities for Learning within the Workplace.

*Having gained an overall direction and context for the experience, the accompanying three exercises are designed to help individuals identify the range of opportunities for learning within the experience.*

*It is worth noting that the range of opportunities are not solely related to academic or vocational development, but also encompass personal, career and transferable skill development.*

The following three exercises have been designed to provide a variety of delivery options, and also vary in length.

- **Option 1: Interactive Group Exercise** - using a Card Sort with a focus on working and learning in groups. (60-90 minutes)
- **Option 2: Interactive Brainstorm** - paper based with a focus on working in pairs. (45-60 minutes)
- **Option 3: Work Experience Checklist** - a Top Ten Tips Checklist with either an individual or group focus. (45-60 minutes)

These exercises can be used in isolation or in any combination.

**Option 1: Interactive Group Exercise**

*Why Use a Card Sort?*

Card Sorts have been used successfully in University departments and Careers Services to help students define and prioritise personal skills. The technique has proved

successful with individuals, small and large groups.
This approach offers a flexible but structured opportunity to assist students in articulating issues which they may have difficulty putting into words with sufficient clarity – in the case of these materials, the range of learning outcomes it is possible to address during an experience in the work place. The material encourages student involvement and a sense of control of the learning.

It can be undertaken by groups of any size (providing there are sufficient sets of materials) and can be used in a tiered lecture theatre, although flat space is probably ideal.

Students appear to enjoy this process if it is appropriately introduced and explained, and the method encourages both personal reflection and group discussion.

It is important to have blank cards available so that you, or your students, can insert learning outcomes which are not included in the pack. Ideally, all cards would be self-generated, but this would take too long and might invalidate consistency where assessment is being explored.

**The Card Sort**
Each card clearly states a specific objective which may be achieved from the experience in the work place.

Five additional cards marked 4,3,2,1,0 can also be found within the pack – These should be placed horizontally as shown below:

| MOST IMPORTANT 4 | IMPORTANT 3 | OF SOME IMPORTANCE 2 | LEAST IMPORTANT 1 | NOT RELEVANT 0 |
|---|---|---|---|---|

Individuals are asked to prioritise each objective card under one of these headings. The question individuals should ask for each card is:
*"How important is it for me to gain this from my experience in the work place?"*

As individuals sort through each of the cards, and place them under a particular heading, they gain a clearer picture of what they really feel is important for them to gain from their work experience. An example is as follows:

A fair bit of space may be required for this exercise – about the same as a game of patience! If space is a problem, as in a lecture theatre, just ask individuals to pile the cards under each heading.

It is important that individuals view each card in terms of 'what it means to them'. A 'not relevant' heading is provided as a dump for cards that may not be considered relevant to the individual's work experience, either by the student or tutor.

It is important to highlight that the purpose of the objective cards is not to restrict students to a pre-determined list of learning outcomes but to act as a basis on which to explore and expand ideas specific to each individual. It is therefore important to encourage individuals to add extra objective cards to the list if they feel particular areas have not been covered.

Individuals are encouraged to look at each other's card sorts. Having presented and discussed their profiles with a neighbour, individuals may wish to move particular cards under different headings.

In analysing each card sort, various patterns may emerge. The easiest way of looking at these patterns is by card colour.

Each colour represents a particular set of opportunities relating to either academic, career management, work culture, people skills development; business skills development and business impact. The following definitions and Opportunities Wheel may be a useful means of communicating this message.

Individuals are asked to concentrate on their 'most important' pile of cards and cluster them by colour.

In pairs or small groups, individuals can reflect on their clusters. Some simple questions individuals may ask each other include:
**Which is the most important cluster?**
**Why is this so?**
**How do the cards within each cluster link together?**
**How do the cards within each cluster link with other clusters?**
**Which are the three or four most critical cards in any of the clusters?**

It is important that individuals realise the inter-dependence between cards and/or clusters. For example: In order for an individual to find out about employment opportunities in the voluntary sector they may need a certain level of networking skills and an ability to communicate what they are looking for to an organisation.

Individuals are encouraged to focus on three critical areas to address. These should be particular cards or clusters that are "critical to making the most of the experience in the workplace". It is not important what method of prioritising they use.

Equally important it is useful to encourage individuals to look through their 'least important' and 'not relevant' piles and to ask themselves 'Should I be doing this even if I don't think it is important or relevant?' The tutor may also wish to rescue some cards from the 'least important' or 'not relevant' piles.

The need for 'win, win, win' can be reinforced by asking students to put themselves in the shoes of employers and academics, in turn, and carry out the card sort from their perspective or by getting them to identify how the card sort would be different.

**Option 2: Interactive Brainstorm [45-60 minutes]**
*Provides an exercise of intermediate complexity and can be completed in less time*

**Learning & Development Objectives**

**Introduction** To make the most of your work experience it is essential to develop a balance in the 6 key areas identified below
**Instruction** By the end of the session ensure you have completed up to 5 learning objectives for each area

| | |
|---|---|
| **Academic and Personal Learning**<br>(knowledge, learning and its application)<br>**1.**<br>**2.**<br>**3.**<br>**4.**<br>**5.** | **Career Management**<br>(self-reliance and career management skills) |
| **Work Culture**<br>(how organisations work) | **People Skills**<br>(people, team, and client skills) |
| General Business Skills<br>(general and specialist skills for work) | **Impact**<br>(your impact and the value you bring) |

**Further Instruction** This provides a written record of your learning objectives, you may find it useful to review periodically your progress, especially on returning to study or moving on to a new experience

**Option 3: The Work Experience Checklist (45-60 minutes)**
*Provides the simplest of options, based on a checklist approach, and could be delivered within a minimum time frame.*

The work experience checklist provides a quick and simple means of getting students to think about the critical steps that will enable them to make the most of the experience. It offers an action-based approach that can utilise a minimum of student contact time, or be used to complement option 1 and 2.

Students individually to complete the Work Experience Checklist, which is divided into 10 themes.

**WORK EXPERIENCE CHECKLIST**
*10 Top Tips for Making the Most of Part-time Work*
**1** FOCUS ON CONTINUAL IMPROVEMENT
**2** INCREASE YOUR SELF-AWARENESS
**3** GAIN RELEVANT SKILLS AND EXPERIENCE
**4** DEVELOP YOUR TEAMWORK SKILLS
**5** BECOME INDISPENSABLE
**6** EXPLORE OPPORTUNITIES
**7** USE YOUR CONTACTS AND DEVELOP THE ART OF NETWORKING
**8** BOOST YOUR SELF-CONFIDENCE
**9** LEARN TO LEARN
**10** PROMOTE YOUR SUCCESSES

## Session 4: Recording and Prioritising Learning Objectives

The three exercises in Session 3 encourage students to generate a wealth of ideas. It is essential that they are given the opportunity to record their ideas in order to be able to prioritise and internalise their ideas with a view to reflecting on their progress at a later date.

Having explored the full range of opportunities available it is important that students articulate and summarise their priority objectives in their own words. Such an opportunity makes it possible for students to link objectives into broad clusters, to make and understand inter-connections between objectives. For example, a student may wish to 'develop persuasion skills' in order 'to manage their boss' more effectively.

Finally students are encouraged to develop a list of priority objectives for making the most of the work experience, which they can action in session 5.

## Session 5: Planning to Meet your Priority Objectives

*Having highlighted the areas critical to making the most of the work experience, the next stage in the process is to encourage students to think through practical ways in which to address these issues.*

Individuals complete a plan of action for each of the priority objectives highlighted as a result of the thinking in Options 1, 2, and 3 card sort. It may be beneficial if these sections are discussed or brainstormed as a group prior to individual recording taking place. Particular emphasis should be placed on practical actions required pre-experience.

## Session 6: Preparing to Overcome Obstacles on the Way

*One of the most certain things that will happen on work experience is that a series of unexpected obstacles will arise. It is important that students are prepared to deal with some of the more common obstacles.*

Students are provided with some examples of typical problems faced during work experience. They are asked to work on these and develop others in order to draw up a set of guidelines to overcome them. Evidence from the pilots reveals that the greater the preparation at this stage, the greater the "sense of control" students have.

## Session 7: Debriefing the Students

There are varying levels of learning that can take place as a result of work experience. Students are encouraged to record their experiences as they happen and before they forget them!

The NCWE skills tracker disk offers the facilities for students to record their development, and if this has not been used, students construct their own learning log, diary, record of achievement or portfolio based on Sessions 3 and 4.

Students bring this material to this Session

Session 3 can then be re-run, this time, students answer the question "What did I gain/achieve from the experience?". Students can make reference to their skills tracker disk or journal to facilitate this.

After discussion students feed back into central discussion " What are the most important things we gain from our work experience?". Thus equipped, students can discuss and clarify how the work experience will affect their future plans.

## Conclusion

The material is designed to ensure that the learning is maximised and to encourage a quality process for students undertaking work experience.

Key to the process is ensuring a quality preparation, support on placement and effective debriefing.

Student reaction to the material is generally positive. Most students like the material because it is "fun" and "It made me think", though some students express the view "It is hard being made to think".

# Session 3 Workshop / Atelier 5

CSU and the Web Revolution
Les services de l'emploi et la révolution internet
Presenter: ***Mike Williams*** (Higher Education Careers Services Unit - CSU, UK)

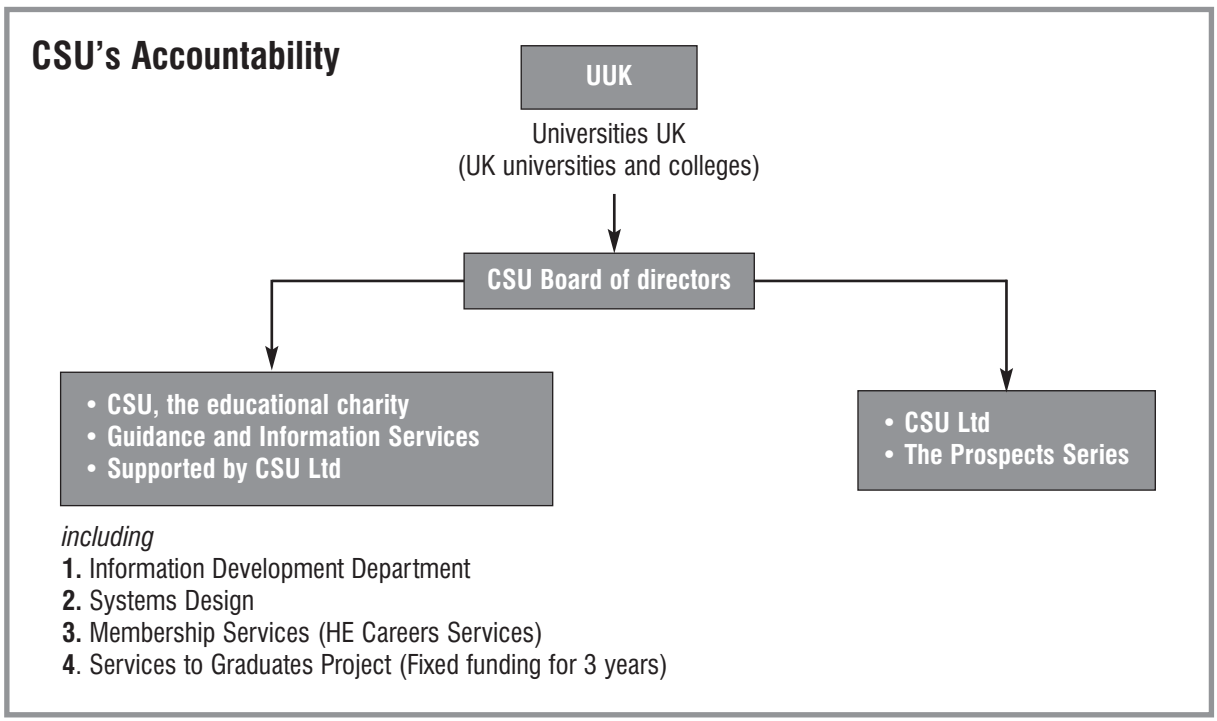
**Description:**
CSU's track record in delivering careers guidance and information by computer technology was established by Prospects Planner (new name for what we used to call Prospects (HE)), the best computer assisted careers guidance system in the world. This session will bring you up to date on the most recent developments in this system. But our work on the World Wide Web is just as exciting. Prospects Web is a leading example of a multi-functional careers web site which contains guidance, information, employers, jobs, postgraduate courses, databases of students looking for work, an email news service and lots more. This site is currently receiving about 1.3 million page accesses a month, from both the UK and around the world. It is a central part of CSU's development strategy for the future - and it earns money!

La reputation de CSU en delivrant les services d'orientation et de l'information sur l'emploi dans les études supérieures, a travers internet a été mis en place par Prospects Planner, le meilleur système informatique pour l'orientation du monde. Cette séance informera les participants sur les développements les plus récents du système. Mais notre travail avec internet est également excitant. Prospects web est le premier exemple d'un site internet contenant des informations, des annonces de travail, des offres de cours de troisième cycle, des renseignement pour les étudiants en quête d'un travail, et beaucoup plus encore. Ce site reçoit actuellement 1.3 million environ de pages d'accès par mois, provenant du Royaume-Uni ainsi que du monde entier. C'est donc un composant essentiel du développement futur de CSU – et ça rapporte

**Workshop Report**
CSU is a developer of high quality careers guidance and information (paper and electronic) for UK and Eire higher education careers services in a "not for profit" manner. This function is balanced against CSU's commercial operations, which involve employers of graduates and includes graduate recruitment advertising. CSU is the largest specialist publisher in this market and uses the "Prospects" brand.

**Demand**
Expectations of CSU escalate year on year due to demands from students and employers. CSU has chosen to limit the amount of paper that this represents and its development strategy focuses strongly on electronic media.

**Guidance and other software**
"Prospects Planner" (formerly Prospects HE), is under constant development (but established for over 12 years) and now runs mainly on internal university networks, through careers services. A web-delivered version is planned, but will require substantial development work.



**"Quickmatch"** has, however, been available on the Prospect web site from January 2000 and is a shortened version of "Prospects Planner".

**"Status"** is an administrative package for careers services.

**Prospect series publications – graduate vacancies**
An example is "Prospects Today" (current vacancies for graduates) which is the market leading graduate vacancy publication and will shortly be available, on a trial basis, through newsagents in the Newcastle and Manchester areas. The cover price will be at a "not for profit" level.

**Prospects Web:** *www.prospects.ac.uk/*
This site carries electronic versions of all CSU publications and binds together the various parts of the CSU organisation. The home page notes "in partnership with AGCAS", the Association of Graduate Careers Advisory Services.

The site includes job vacancy, further study and occupational information; the latter allowing the construction of search parameters by the user. The presenter demonstrated an occupational search, a UK further study search and employer searches, with links to their graduate recruitment web sites.

**Research with student users**
Student attitudes are regularly researched and most recently a sample of 4000 students (62% finalists) and recent graduates gave the following responses:

| | |
|---|---|
| **Do you use the internet?** | 92% YES |
| **How often?** | 47% daily |
| **Access?** | 80% University |
| | 9% Home |
| | 5% Cybercafe |
| **Used for?** | 25% e-mail |
| | 23% academic work |
| | 13% fun |
| | 12% in connection with employment |
| **Have you used for jobs?** | 92% of "nos" would like to |

Over 1million hits per month – highest March (1.51 million) and August (1.52 million to date) are highest for 2000.

CSU wishes to gauge the opinions of universities and students/graduates and believes that, whereas the move to exclusive web use (rather than other media), is inevitable, there is a need for balanced provision at present (late August 2000).

**Research with employers (conducted by NOP)**
A sample of 200 CSU customers, plus lapsed and non-customers

**Will job hunting have a major presence on the internet?**
90% YES

**Prospects Direct**
Internet recruitment provides a value-added service and is represented by "Prospects Direct", which can be used by applicants and recruiters. This is the only area of the Prospects web site that requires registration. This facility also allows employers to direct vacancies to specific groups identified by CSU by linking to the applicant database system "Job-match". There are currently 44,000 students registered with CSU, mainly for e-mail systems. Students are automatically prompted if they are detected as "inactive" for six weeks, with CSU regarding database quality as an essential feature of the system.

Students using "Job Match" can use on-line or disk-based input, with on-line input integrated into Prospects Web. The disk can also be used for standard application forms (SAFs).

Employer searches can operate across the following criteria:
- Type of work interested in
- University and subject
- Language and IT skills
- Date available
- Geographical preference
- Academic performance (school and university)

This last criterion will not filter out individuals who have not followed traditional qualification routes (eg. "A" levels).

This leads to a "review" level, but candidates are still anonymous
- Career choice explanation
- Work experience descriptions
- Interests and achievements descriptions
- Competency statements (on SAF) eg.
    - planning, implementation and results
    - communication and interpersonal skills
    - problem-solving and analysis

Further selection to a short list is possible, with candidates' names only being revealed at this final stage. Employers (230) have recruited 55 graduates to date by using this new system.

**Conclusion**
CSU occupies a unique position in UK/Eire higher education careers publishing, balancing the "not for profit" provision for university careers services, students and graduates with commercial operations. The "Prospects" brand covers many areas of guidance and information and provides an extensive web site of significant interest for HE careers professionals, students and recruiters.

# Session 3 Workshop / Atelier 6

**a)** Psychological Models to Explain/Predict First Year University Students' Success
Modèles psychologiques de la prédiction et de l'explication de la réussite des étudiants de première année universitaire.
**b)** The Profile of the University of Piraeus' Student: his/her difficulties and expectations.
Profil des étudiants de l'Université de Piraeus: difficultés et espérances.
Presenters: ***Jean Paul Broonen*** (Université de Liège) **Kalliopi Kounenou** (University of Piraeus)

**Description:**
The explanation of success v failure by university first year students is a challenge. Usually personal and environmental factors are emphasised, with the latter linked to socio-economic variables. In this workshop we shall aim at comparing and discussing the most reliable models dealing with strictly psychological constructs (personality, motivation, cognitive, metacognitive, and emotional self-regulation, self-efficacy, social identity, aptitudes, anxiety, etc.)

L'explication de la réussite vs l'échec en première année à l'Université constitue un défi majeur. On invoque habituellement des facteurs personnels et environnementaux, ces derniers étant rapportés le plus souvent à des variables socio-économiques. Cet atelier vise à comparer et à discuter les modèles les plus robustes qui prennent en compte des variables strictement psychologiques (personnalité, motivation, auto-régulation cognitive, sentiment d'appartenance, aptitudes, anxiété, métacognitive et émotionnelle, auto-efficacité, etc.)

**Workshop Report**
1. The first aim of this presentation is to overview some models provided by literature predicting and perhaps explaining to some degree learning outcomes.
2. The second aim is to detect, as an empirical application of these models, paths which could explain some results at the University of Pireaus (K. Kounenou).

Prediction of learning performance remains a complex research problem. Even relations between variables that at first sight are well clarified, for instance between motivation and learning outcomes, are far from giving unambiguous results, especially when searching for mediating processes.

Theoretical models are found which try to propose a view embracing almost variables which are supposed to influence the performance (result at an exam, grade), but without any experimental validation, and at a so general level that testing hypotheses is difficult.

Other models are more restricted to some variables, more distal or more proximal. For instance an important field of researches in the contemporary achievement motivation literature includes links between achievement goals and exam performance. As Covington (2000) noticed, "goal theory offers a practical surrogate for a concept - motivation – whose nature is not yet fully understood", even if it "leaves largely unaddressed the question of why individuals choose one goal over another"(p. 174). The most recent embodiment of the motives-as-goals tradition is achievement goal theory (e.g., Ames, 1992; Dweck, 1986; Urdan, 1997). "The basic contention of achievement goal theory is that depending on their subjective purposes, achievement goals differentially influence school achievement via variations in the quality of cognitive self-regulation processes." (Covington, 2000, p. 174).

N.B. Cognitive self-regulation refers to students being actively engaged in their own learning, including analyzing the demands of school assignments, planning for and mobilizing their resource to meet these demands, and monitoring their progress.

Therefore, the proposed causal sequence is
**Goal ➤ Self-regulation cognitions ➤ Achievement**

The first and the second links have been successfully tested separately. Testing the entirety of the trichotomous framework has been more scarce. *Elliot et al.*(1999) did.

Adopting mastery goals, i.e. increasing one's competency, understanding, and appreciation of what is being learned, was positively associated with deep-level processing, persistence, and high effort, a combination that also led to increases in achievement. By contrast, adopting performance goals, i.e. outperforming others as a means to aggrandize one's ability status at the expense of peers, was associated with superficial processing and inefficient use of study time ("disorganization"), factors that in turn were linked to decrease in subsequent academic performance. In fact this relationship was found under performance avoidance goals, i.e. by subjects who are negatively motivated to try to avoid failure and looking stupid or incompetent.
Subjects who adopt a performance approach goal, i.e. who are positively motivated to outperform others and demonstrate their competence and superiority were also associated with superficial processing, but inefficiency was offset by a tendency for extra rehearsal so that the net effect was a gain in performance.

Research inspired by goal theory has substantially advanced our understanding of academic achievement dynamics. Yet, other scholars proposed that apart from differences between goals as a function of the prevailing demands of the environment (see above), there would exist goal orientations as highly personal in nature, i.e. based on stable , trait-like dispositions (Emmons, 1986, Pintrich, 2000). For example,

this is the testing of relationships between goal orientations as individual differences, goals adopted and academic performance. (Thus the cognitive variable – level of processing - is absent) (Harackiewicz et al, 1997).

Three types of achievement goals are considered:
**Mastery goals** concern the desire to develop competence (e.g., 'I want to learn as much as I can about psychology this semester'').
**Performance goals** concern demonstrating competence relative to others (e.g., 'I want to be the best student in my class this semester').
**Work avoidance** refers to motivation to complete one's work with minimal effort, i.e., to weak motivation.
These goals adopted by the students can be affected by situational factors such as the design of educational tasks or instructional style.

**Personality predictors of achievement goals**
Students may also vary in their achievement goals in a specific classroom context as a function of individual differences in achievement motivation. Spence and Helmreich (1983) identified three components:

**1)** The desire to work hard and to do a good job (e.g.,'There is a satisfaction in a job well done').
**2)** Mastery: the preference for difficult, challenging tasks and for meeting internally prescribed standards of excellence (e.g., 'If I am not good at something, I would rather keep struggling to master it than move on something I may be good at')
These two components are highly correlated and typically combined into a single "Workmastery" orientation.
**3)** This is contrasted with the competitive component: the enjoyment of interpersonal competition and the desire to win and be better than others (e.g., I feel that winning is important in both work and games'). The resulting model of achievement motivation is two-dimensional and corresponds to conceptualizing goal orientations as highly personal in nature, i.e., based on stable trait-like dispositions rather then more situated reactions that are subject to prevailing environmental demands. A test anxiety was included to examine the effects of negative achievement tendencies at the personality level. Objective measures of dependant variables were final grades and intrinsic interest in the class (the pursuit of activities for their own sake).

**The results:**
Individuals high in workmastery were more likely to adopt mastery goals and less likely to adopt work avoidance goals, whereas competitive individuals were more likely to endorse performance and work avoidance goals.

Students adopting mastery goals were more interested in the class than students adopting performance goals, which is in concordance with other researches, but no positive effect of mastery goals on performance was found, which is surprising.

On the other hand, students adopting performance goals achieved higher levels of performance than students adopting mastery goals, which is surprising because by definition, they are engaged in more superficial processing of course material, memorizing facts and definitions rather than processing the material at a higher level. The reason could be the following: at the university introductory level, the classes rely heavily on multiple-choice exams. If in university first year examinations do not test for deep processing or thoughtful synthesis and integration, then performance oriented students may be the ones most likely to obtain good grades.

Note that, which is surprising, no negative effect of performance goals on interest was found.

The authors emphasize that drawing strong causal inferences from the correlations would be undue. For example, it is possible that students who perform well in general are more likely to adopt performance goals and that students who find particular topics interesting are more likely to adopt mastery goals in courses on those topics. The results do suggest that the goals adopted at the beginning of a semester may influence subsequent interest and final grades.

*K. Kounenou's* results: Motivation – personal aims have positive contribution to studying.

Another group of researches focus particularly on the effects of (some) motivational variables on components of the process of learning, e.g., Rheinberg et al. (2000). The diagram proposed by Rheinberg et al (2000) is very interesting because it represents a general model for learning motivation, and its effects on learning self-regulation which could mediate the effects of antecedent variables on performance. The diagram starts with the antecedents of current learning motivation and ends with the learning outcome achieved on a specific learning task in a specific learning episode.

The motivated behavior is firstly a function of the person and the situation *(Lewin, 1951)*.

Self-regulated Learning: refers to self-generated thoughts, feelings, & actions that are planned & systematically adapted as needed to affect one's learning and motivation (…). (It) comprises such processes as setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code, and rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's efforts (Schunk & Ertmer, 2000, p. 631).

**Volitional aspects of SRL**
There are students who cannot force themselves to engage

in aversive learning activities, even if the consequences of the learning outcome are very important. In this case we have a problem of volition not of motivation. According to the general theory of action control (Heckhausen & Kuhl, 1985), motivational processes are involved when a person is constructing goals and intentions (predecisional processing which take place in making decisions and setting goals) ( or when the subject is evaluating behavioral outcomes ie after the preparation & enactment of intentions). In contrast, volitional processes are involved when the person is preparing to enact an intention or actually executing the corresponding behaviors (postdecisional processes). Once students move from planning and goal setting to implementation of plans, they « cross the Rubicon » and goals are protected by self-regulatory activities (Corno, 1993).

Corno has proposed an application to education of Kuhl's taxonomy of volitional strategies

Volitional control strategies exemplified by students (Corno, 1993)

*Covert*
**Metacognitive control**
e.g. Go back over my work before I turn it in to make changes that I will improve it

*Motivation control*
e.g. Tell myself: « Concentrate; this is important because… »

*Emotion control*
e.g. Listen to my breathing: make it deeper, slower

*Overt*
Control the task situation
e.g. Move away from noise

Control others in the task setting
e.g. Ask help from friends

Pure volitional control may be problematic for learning activities.

Now we come to the problem of procrastination. Corno's definition of volition is interesting for procrastination: « Volition can be characterized as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance » (1993, p. 16). But before commenting on Konenou's results, I want to present some results of Depreeuw's study

**Anxiety**
This variable may be included in some kind of procrastination.

In general most theories of Test anxiety distinguish
- between a cognitive, or worry, component and an emotionality, or affective, component;
- between trait test anxiety vs state test anxiety.

The empirical research on the negative effects of anxiety on academic performance is quite large and consistent. Hembree, (1988) made a meta-analysis of 562 studies: test anxiety causes poor performance, is negatively related to self-esteem, and directly to students' defensiveness and fear of negative evaluation.

*Why?* The worry component is more closely linked to performance decrements than the emotional component. As a consequence, there are two explanations:
1. Test anxiety interferes with attention: negative thoughts distract from the task (limitation of the capacity of working memory).
2. Highly Test anxiety students have deficits in general cognitive learning strategies or test-taking strategies.

Tobias (1985) contends that the two models are complementary given our limited cognitive capacity.

Pintrich introduces anxiety in his model

Kounenou's results. The negative correlation with procrastination is not really amazing. It depends which kind of procrastinators were captured by the study(cf students who are at the university against their will: they are not at all anxious, and the "non differentiated" are in the mean of the distribution for anxiety)

**References**
**Ames, C (1992).** Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology,* 84, 261-271
**Corno, L., & Kanfer, R (1993)**. The role of volition in learning and performance. In L. Darling-Hammon (Ed), *Review of research in education* (pp. 301-341). Washington, DC: American Research Association.
**Covington,M.V. (2000).** Goal theory, motivation and school achievement: An integrative review, *Annual Review of Psychology,* 51, 171-200
**Dweck, C. S. (1986).** Motivational processes affecting learning. *American Psychologist,* 41, 1040-1048.
**Elliott, A. J., McGregor, H. A., & Gable, S. (1999)**. Achievement goals, study strategies, and exam performance. *Journal of Educational Psychology*, 91, 3, 549-563
**Emmons, R. (1986).** Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology.* 51, 1058-1068

**Harackiewicz, J. M., Barron, K. E., Carter, S.M., Lehto, A. T., Elliot, A.J. (1997)**. Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade. *Journal of Personality and Social Psychology,* 73, 6, 1284-1295.
**Pintrich, P. R. (2000)**. The role of goal orientation in self-regulated learning. In M. Boeckaerts, P. R. Pintrich, M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451-502). San Diego, CA: Academic Press.
**Rheinberg, K., Vollmeyer, R., Rollett, W. (2000).** Motivation and action in self-regulated learning. In M. Boeckaerts, P. R.

Pintrich, M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 503-529). San Diego, CA: Academic Press.

**Shunk, D. H., & Ertmer, P. A. (2000).** Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boeckaerts, P. R. Pintrich, M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 631-649). San Diego, CA: Academic Press.

**Spence, J. T., & Helmreich, R. L. (1983).** Achievement-related motives and behaviors. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 7-4). San Francisco: Freeman.

**Workshop 3.6a**

## Student profile at the University of Piraeus - difficulties & expectations

This was a collaborative workshop representing the results of a recent study and a review of some relevant theoretical models. There followed an opportunity to discuss the relevance of this input to practitioners.

The study: Kalliopi Kounenou

Approximately 3000 students aged between 18 and 25 years of age at all stages of their career at Piraeus were surveyed to discover sources of academic problems.

Data were analysed according to SPSS. Most significant correlations were presented, including:

- 53% reported indifference or apathy with regard to their studies
- Most of these students correlated indifference with loneliness and other difficulties in personal relationships, especially with the opposite gender.
- Students reporting such difficulties felt that overcoming one problem would solve the other
- 43% reported procrastination which as also correlated positively with problems with time management and concentration difficulties
- There was a negative correlation between procrastination and anxiety
- There was a positive correlation between high anxiety and loneliness
- Loneliness was the single most frequently correlated factor with academic difficulties
- Positive correlation's existed between the factors of good relationships, interesting cognate subjects, good environmental situation, good mood, motivation and personal goals.
- The most significant motives and expectations for students are:
    - social approval – a good job
    - spiritual development
    - life experiences
    - meeting new people

These factors were found to remain consistent throughout the programme of study.

Discussion emphasised the need for a view of the learning process which offers opportunity for integrated academic and personal development so that cognitive ability can develop alongside personal maturity and interpersonal effectiveness.

**Workshop 3.6b**

## Psychological Models to explain/predict first year University Students'success

Presenter: ***Jean Paul Broonen***

A number of models were presented which introduced some key concepts related to academic success. These included:

- Achievement goal theory
- Workmastery
- Mastering and performance orientation
- Intrinsic motivation and interest
- Competitiveness
- Situational variables

**Discussion**

- It was agreed that many students had purely utilitarian motives for study and this had a strong influence on motivation and 'indifference'
- Cultural differences with regard to competitiveness, defined partly by the degree of competition to achieve and retain a place in particular courses of study
- Some students underestimate the size of the challenge, others underestimate their abilities.
- What measures can be taken to help students who do not make progress?
- Orientation programmes can assist in a realistic perception of skill, challenge and sources of help
- Students can be taught relevant skills to help them to obtain the greatest benefit from their studies
- Mastery and performance goals should be brought together by informed curriculum design
- It should be recognised that all strategies depend on the underlying philosophy of the university experience. What is it for? How best can this be achieved?
- We must acknowledge that some students wish to avoid mastery of subjects – it is not congruent with their personal or cultural identities as they perceive them
- Self-efficacy and global self-esteem are two of the most reliable indicators of academic success.

# Session 3 Workshop / Atelier 7

The European Masters Degree Project
Presenters: ***Joachim Klaus*** (University of Karlsruhe, FEDORA President) ***Bill Gothard*** (University of Reading)

**Description:**
A brief introduction about the work done by FEDORA to date and what plans have to be put in place to take the proposed Masters degree course forward followed by detailed descriptions of the work of those involved in this field. A discussion for all participants will follow.

Une introduction brève au travail déjà mené par FEDORA, ainsi que les plans qui devrons être mis en place pour rendre possible le Diplôme de la Maîtrise. Cela sera suivi des descriptions du travail accomplis dans ce domaine. Le tout sera suivi d'une discussion générale.

**Workshop Report**
Joachim Klaus introduced the background to the workshop and his discussions with the University of Strasbourg and the support in principle from Lenarduzzi at the European Commission. He stated his intention to submit a FEDORA bid under the Socrates programme for funding to take forward the development of the European Masters Degree in Guidance & Counselling in Higher Education.

He explained the reasons for the delay starting with the application for a SOCRATES Programme after having finished the LEONARDO Programme with the different national reports and the synthesis report on "New Skills for New Futures". Concerning the discussion with responsible persons of the EU Commission it was absolutely necessary to find a University which is willing to take all the organisational and structural responsibility. Now the President of the Université II de Strasbourg (Marc Bloch) is prepared to do this. With this umbrella organisation we were able to start the first conversations between the FEDORA President and Marie-Christine Riedlin, Vice President of the Université Strasbourg. (see copies attached)

A first proposal for a structure of the Masters degree was circulated and explained:

1. There should be about four European Universities offering all the same core modules which would cover the contextualisation of integration and professionalisation within a European framework and the corresponding tools.
   In addition these universities could offer a further module corresponding to their specialist study programme for particular groups of student counsellors.
2. The students participating in the postgraduate programme would have to follow the core elements and at least two specialist modules. They would have to prepare a special project within their chosen module.
3. The FEDORA Summer University would be an integrated part of the programme, dedicated to the communication and validation of the participants' projects. In addition it would offer feedback on each of the participating universities. Other universities are invited to contribute their practical experience or ideas to the study programme The study programme is accompanied by a continuous computer conference (distance learning area) dedicated to exchanges of information and ideas, the introduction of new materials according to student needs and for working in groups.
4. The Postgraduate Study Programme would be concentrated, closed and open at the same time, covering the political, social, educational and cultural development of a common Europe and the related scientific and research activities.

Dr Bill Gothard, Reading University, course organiser for the AGCAS Certificate & Diploma Courses in Careers Guidance in HE spoke about how this course had been developed and its key features. (see copies attached)

- The Certificate & Diploma courses are in-service courses, only open to those already working in the field.
- There are clearly stated entry criteria.
- The courses are offered in partnership between the University of Reading and the professional organisation AGCAS (Association of Graduate Careers advisory Services).
- Most of the course input is provided by trained but unpaid tutors who are guidance practitioners in higher education institutions. This helps to keep the cost very low.
- The training input is closely related to higher education practice & clients.
- The course is offered on a modular basis with core and optional modules which reflect individual's specialisation.

Dr Gothard made repeated reference to the work already done by FEDORA and to the document, "New Skills for New Futures" which lays down key guidelines for the way ahead.

It was agreed that:

1. A Project Group consisting of Joachim Klaus, Bill Gothard, Margaret Dane along with other volunteers from the workshop should be set up to agree the scope and nature of the bid and to prepare it for 1 November.
2. A first meeting would be held for all interested parties on 21 September in either Brussels or Strasbourg. Joachim agreed to contact those to attend.
3. Prof. Raoul Van Esbroeck, Chantal Wouters and Jean-Paul Broonen should be invited to join the Project Group.
4. The names of potentially interested partner institutions, including those already identified earlier by Raoul and his colleagues in the LEONARDO Project, should be collected so that they can be approached to confirm their intentions.

5. Joachim would write to all national co-ordinators to identify institutions in their countries which might be interested in participating in delivery of the MA courses.
6. Joachim would ask the EU if they might cover the travel costs for our meeting on 21 September.
7. Margaret Dane would write up and circulate the notes to all present and other key people.

# Appendix A

## VIIth FEDORA Congress
## Edinburgh, August 2000

### Programme Saturday 26th August

| | |
|---|---|
| 2.00-5.00 pm | **Registration** |
| 3.00 pm | Optional tour of City Centre for early arrivals |
| 6.00-7.00 pm | **Welcome to Heriot-Watt University**<br>Vice-Principal, Prof' Gareth Owen<br>University Reception and Buffet |
| 7.30 pm | Buses to city centre |

### Sunday 27th August

| | |
|---|---|
| 9.00 am | **Opening Session** (Lecture Theatre 4, Hugh Nisbet Building)<br><br>Welcome by FEDORA President, Joachim Klaus<br>David Martin, Vice President, European Parliament<br>Robin Harper, Member of Scottish Parliament<br>Cesare Onestini, Assistant to the Deputy Director General<br>Directorate-General Education and Culture, European Commission<br>Topics: Higher Education and European perspectives |
| 10.30 am | COFFEE |
| 11.00 am | **Workshop Session 1**<br>FEDORA Working Groups present current work themes<br>(7 workshops - see separate workshop programme) |
| 12.30 pm | LUNCH |
| 2.00 pm | **Workshop Session 2**<br>Interdisciplinary workshops for FEDORA Working Groups<br>(7 workshops - see separate workshop programme) |
| 3.30 pm | COFFEE |
| 5.00 pm | Workshop finish |
| 6.15pm | Buses to City Centre |
| 7.00 pm | **Civic Reception at Edinburgh City Chambers, Royal Mile** |

## Monday 28th August

| | |
|---|---|
| 9.00 am | **Keynote Speech**<br>Dominique Gilles, Université Claude Bernard - LYON I<br>Counselling & Guidance in Higher Education in France - new perspectives |
| 10.15 am | COFFEE |
| 10.45am | **Workshop Session 3**<br>Open workshops on a variety of themes relevant to the work of FEDORA members<br>(7 workshops - see separate workshop programme) |
| 12.30 pm | LUNCH |
| 2.00pm | **FEDORA - Fit for the Future**<br>Plenary discussion led by the President and members of<br>the Executive Committee |
| 3.30 pm | COFFEE |
| 4.00 pm | **FEDORA Business Session**<br>President's Report<br>Treasurer's Report<br>Working Group Reports<br>Results of elections - presentation of new EC national representatives |
| 7.30 pm | WINE RECEPTION |
| 8.00 pm | CONFERENCE DINNER & CEILIDH |

## Tuesday 29th August

| | |
|---|---|
| 9.00 am | **FEDORA Working Groups**<br>Meetings to work on their vision and plans for the future |
| 10.30 am | COFFEE |
| 11.00 am | **Keynote speech (in English)**<br>Craig McDevitt, President, British Association of Counselling<br>Student Counsellors - managing the changes and challenges facing<br>higher education students and staff. |
| 12.00 noon | **FEDORA President's closing remarks** |
| 12.30 pm | LUNCH & End of Conference |
| 1.30 pm | Visits to local careers and student services in Edinburgh |

# Appendix B

## VIlième Congres de FEDORA
## Edimbourg, Août 2000

## Programme Samedi 26 août

| | |
|---|---|
| 14h -17h | **Inscriptions** |
| 15h | Rencontre/ tour possible en ville pour les premiers arrivants |
| 18h - 19h | **Bienvenue à Heriot-Watt**<br>Vice-Principal, Professeur Gareth Owen<br>Réception et Buffet |
| 19h30 | Autobus vers le centre ville |

### Dimanche 27 août

| | |
|---|---|
| 9.00 am | **Séance d'ouverture**<br>Accueil du Président de FEDORA, Joachim Klaus<br>David Martin, Vice-Président du Parlement Européen<br>Robin Harper, Membre du Parlement écossais<br>Cesare Onestini, Assistant au Adjoint Directeur Général<br>Directorat-Général d'Éducation et Culture, Commission Européene<br>Thèmes: les perspectives européennes en matière d'éducation |
| 10h30 | Pause café |
| 11h | **Atelier Session 1**<br>Présentation par les groupes de travail de FEDORA des thèmes de travail (7ateliers - voir le programme des ateliers) |
| 12h30 | Déjeuner |
| 14h | **Atelier Session 2**<br>Ateliers interdisciplinaires pour les groupes de travail de FEDORA<br>(7 ateliers - voir le programme des ateliers) |
| 15h30 | Pause café |
| 17h | Fin des travaux des ateliers |
| 18h15 | Autobus vers le centre ville |
| 19h | **Réception Municipale**<br>à l'Hotel de Ville d'Edimbourg, Royal Mile, Centre Ville |

## Lundi 28 août

| | |
|---|---|
| 9h | **Séance Plénière (en Français)**<br>Dominique Gilles, Université Claude Bernard - LYON I<br>Conseil & Orientation dans l'Enseignement Supérieur en France<br>- nouvelles perspectives |
| 10h15 | Pause café |
| 10h45 | **Atelier Session 3**<br>Ateliers libres selon les différents thèmes qui intéressent les membres de FEDORA<br>(7 ateliers - voir le programme des ateliers) |
| 12h30 | Déjeuner |
| 14h | **FEDORA - S'adapter à l'Avenir**<br>Discussion plénière animé par le Président et les membres du Conseil Exécutif de FEDORA |
| 15h30 | Pause café |
| 16h | **FEDORA Session d'Affaire**<br>Rapport du Président<br>Rapport du Trésorier<br>Rapport des Groupes de Travail<br>Resultats des élections - présentation des nouveaux représentants CE |
| 19h30 | **Réception et Souper de la Conférence et Ceilidh (danse écossaise)** |

## Mardi 29 août

| | |
|---|---|
| 9h | **Les groupes de travail de FEDORA**<br>Rencontre pour travailler sur leurs perspectives et leurs plans d'avenir |
| 10h30 | Pause café |
| 11h | **Séance Plénière (en Anglais)**<br>Craig McDevitt, Président, British Association of Counselling<br>Conseillers des étudiants- comme affronter les changements et défis auxquels les étudiants et le personnel universitaire doivent faire face |
| 12h | **Réflexions et conclusion du Président de FEDORA** |
| 12h30 | Déjeuner et Fin de la Conférence |
| 13h30 | **Visites des services pour les étudiants universitéirès Edimbourg Heriot-Watt** |

# Appendix C

## List of Delegates

| Name/nom | Country/pays | Organisation |
|---|---|---|
| Willy Aastrup, | DK | University of Aarhus |
| Declan Aherne | Eire | University of Limerick |
| John Ahlner | SE | Jonkoping University |
| Lynda Ali | UK | University of Edinburgh |
| Asa Allard | SE | Orebro University |
| Tina Allen | UK | University of Edinburgh |
| Tina Altonen-Teljstedt | SE | Stockholm University |
| Solon Antoniou | GR | TEI Piraeus |
| Tapio Anttonen | FI | University of Kuopio |
| Heinz Augenstein | DE | Retired member |
| Colette Aungier | Eire | Trinity College Dublin |
| Annika Axelsson | SE | Vaxjo University |
| Aris Bakalis | GR | TEI Patras |
| Jayne Bakewell | UK | University of Westminster |
| Ernestini Bardi | GR | University of Piraeus |
| Keith Bell | UK | Retired Member |
| Elsa Bell | UK | University of Oxford |
| Ingmarie Berglund | SE | Göteborg University |
| Ivana Bozicevic | UK | PricewaterhouseCoopers |
| Lena Borg Melldahl | SE | Göteborg University |
| Andrew Bottomley | UK | PricewaterhouseCoopers |
| Marcus Brammer | DE | HochschulRektorenKonferenz |
| Jean-Paul Broonen, | BE | Université De Liège |
| Kay Buikstra | NL | Leiden University |
| Gianni Capalbo | IT | ESU Di Venezia |
| David Chamberlain | UK | Oxford University |
| Derek Child | UK | The Open University |
| Andreas Corso | UK | ICI |
| Tara Cox | UK | ICI |
| Cora Cregan | Eire | St Patrick's College |
| Annelie Dagerklint-Jagler | SE | Gõteburg University |
| Liz Dawtrey | UK | Open University |
| Louis De Vos | BE | Université Libre de Bruxelles |
| Doris Dhuygelaere | NL | University of Amsterdam |
| Endrika Doeksen | NL | Retired Member |
| Graca Figueiredo Dias | Port | Universidade Nova De Lisbon |
| Judy Early | UK | City University, London |
| Christian Edling | SE | Stockholm University |
| Konstantinos Efthimiou | GR | University of Thrace |
| Per-Eric Falt | SE | Orebro University |
| Zandra Felten, | SE | Univ. of Trollhattan/ Udderalla |
| Elisabet Flennemo | SE | Vaxjo University |
| Ernst Franck | AT | Studentenberatung, Innsbruck |
| John Franks | UK | University of Hull |
| Trine Charlotte Fredtoft | DK | Copenhagen Business School |
| Joan Gallagher | Eire | University College Dublin |
| Dominique Gilles | FR | Univ. Claude Bernard, Lyon 1 |
| Ulrica Giselson | SE | Linkõpings Universtet |
| Alina Gorywoda | PL | Nicholas Copernicus Univ. Torun |
| Bill Gothard | UK | University of Reading |

| | | |
|---|---|---|
| Kimmo Greis | FI | Haaga Polytechnic |
| Maria Gruvstad | SE | Vaxjo University |
| Nya Guldberg | DK | Copenhagen Business School |
| Gaspar Haenelaert | BE | Catholic University of Leuven |
| Ulla Hannu | SE | Lulea University of Technology |
| Else Momrak Haugann | NOR | University of Oslo |
| Illka Haukilahti | FI | University of Helsinki |
| Ake Heed | SE | Lund University |
| Andrea Henderson | UK | Heriot-Watt University |
| Ann Heyno | UK | University of Westminster |
| Sari Heitanen | FI | Turku Polytechnic |
| Mike Hill | UK | CSU Higher Education Careers Services Unit |
| Anu Honkanen | FI | University of Helsinki |
| Marian Horvath | UK | PricewaterhouseCoopers |
| Margareta Hubinette | SE | Uppsala University |
| Alan Hurst | UK | University of Central Lancashire |
| Brigitta Hyden | SE | Uppsala University |
| Paul Jackson | UK | University of Leeds |
| Jarle Jacobsen | NOR | Norwegian Univ. of Sci. & Tech. |
| Loretta Jennings | Eire | Nat. Univ. of Ireland, Maynooth |
| Micael Jonsborg | SE | Orebro University |
| Sakari Jussi-Pekka | FI | University of Oulu |
| Anastasia Kalanzi -Azizi | GR | University of Athens |
| Riita Kalima | FI | Helsinki Polytechnic |
| Sisko Karki | FI | University of Oulu |
| Michael Katzensteiner | SE | University of Linz |
| Peter Keane | Eire | Nat. Univ. of Ireland, Galway |
| Carol Kelehan | Eire | Dublin Institute of Technology |
| Nikolaus Kiourtis | GR | TEI, Kavala |
| Joachim Klaus | DE | Universität Karlsruhe (TH) |
| Anne-Margriet Klaver | NL | Universiteit van Amsterdam |
| Sterjios Klimopoulos | GR | TEI Athens |
| Karin Klitgaard-Moeller | DK | University of Copenhagen |
| Helga Knigge-Illner | DE | Freie Universität Berlin |
| Kalliopi Kounenou | GR | University of Piraeus |
| Spyros Kriwas | GR | University of Patras |
| Juha Lahti | FI | University of Jyvaskyla |
| Liisa Laitinen | FI | University of Helsinki |
| Renate Langweg-Berhorster | DE | Deutsches Studentenwerk |
| Charlotte Ahlm Larsson | SE | Malmo University |
| Genevieve Laviolette | FR | Université Paris 7 - Denis Diderot |
| Francois Lebas | FR | Universite Michel de Montaigne - Bordeaux 3 |
| Alessia Lefebure | FR | Sciences Po Paris |
| Tiina Lehtonen | FI | University of Helsinki |
| Nicole Leray | FR | Assoc. Bernard Gregory, Paris |
| Jessica Lerche | FI | ARCADA-Nylands Svenska Yvkeshogshola |
| Sami Llomaki, | FI | University of Vaasa |
| Ioannis Makrigenis | GR | TEI Patras |
| Rosemary Mayes | UK | The OU in London |
| Craig McDevitt | UK | University of Edinburgh British Association of Counselling |
| Maureen MacIntyre | UK | Napier University |
| Birgitta Nilsson | SE | Karolinska Institutet |
| Margareta Nordstrand | SE | Vaxjo University |
| Franca Ometto | IT | Lic. Sci. Grigoletti, Pordenone |
| Cesare Onestini | EC | European Commission |
| Martine Pages | FR | Université Bordeaux 1 |

| | | |
|---|---|---|
| Panayota Pagoni | GR | Harokopio University |
| Berit Pahlberg | SE | Karolinska Institutet |
| George Papadourakis | GR | TEI Athens |
| Haris Papoutsakis | GR | TEI of Crete |
| Tuulikki Paturi | FI | Helsinki Business Polytechnic |
| Betina Paul | DE | Universität Hannover |
| Debra Payne | UK | DISCO International Ltd |
| Olli Pekkanen, | FI | Helsinki Polytechnic |
| Bob Porrer | UK | University of Edinburgh |
| Pawlak Przemyslaw | PL | Nicholas Copernicus University |
| Anne Pudas | FI | University of Oulu |
| Gerhart Rott | DE | Bergische Universität - Wupperpal |
| Claude Roulin | CH | Université de Lausanne |
| Annamaria Rovamo | Fi | University of Jyvaskyla |
| Anja Saiyar | FI | Espoo-Vantaa Inst. of Technology |
| Aila Saloranta | FI | Helsinki School of Economics and Business Administration |
| Maria-Fe Sanchez | ES | Université Nationale d'Education à Distance |
| Lena Saterberg | SE | Uppsala University |
| Nelli Sauri | FI | Helsinki School of Economics and Business administration |
| Michael Schilling | AT | Min. of Education, Sci. & Culture |
| Derek Scholefield | Eire | Retired member |
| Elly Schouten | NL | Vrije Universiteit van Amsterdam |
| Liz Seville | UK | The University of Birmingham |
| Agneta Sima | SE | Malardalens Hogskola |
| Evangelia Simatiraki | GR | TEI, Crete |
| Susan Steging | UK | University of Ulster |
| Anita Stervander | SE | Orebro University |
| Lilian Strom-Sjolund | SE | Orebro University |
| Pirjo Suosara | FI | Jyaskyla Polytechnic |
| Monica Svalfors | SE | Stockholm University |
| Mary Sweeney | Eire | University of Limerick |
| Arja Taavetti | FI | Rovaniemi Polytechnic |
| Marika Tammeaid | FI | University of Helsinki |
| Okan Tarhan | TUR | Middle East Technical University |
| Sabine Teichmann | DE | Universität Rostock |
| Esko Tirkonen | FI | Pirkanmaa Polytechnic |
| Takala Toivo | FI | University of Jyvaskyla |
| Anna Tortorella | IT | ESU Di Venezia |
| Paolo Valerio | IT | Naples University |
| Myriam Van Acker | BE | Catholic University Leuven |
| Carolien Van der Lecq-Smiths | NL | University of Leiden |
| Leony Van der Splinter | NL | University of Leiden |
| Roaul Van Esbroeck | BE | Vrije Universiteit, Brussel |
| Eleonore Vos | NL | Vrije Universiteit, Amsterdam |
| Daan Vunderink | NL | Universiteit van Amsterdam |
| Vesa Vuolio | FI | Seinajoki Polytechnic |
| Sanna-Maija Vuotila | FI | University of Jyvaskyla |
| Majken Wahlstrom | SE | Stockholm University |
| Michael Williams | UK | CSU (Higher Education Careers Services Unit) |
| Chantal Wouters | BE | Université Catholique de Louvain |
| Bruno Zimmermann | DE | Universität Freiburg |

# Organisation

FEDORA

Forum Européen de l'Orienstation Académique

**Fedora gratefully acknowledges the generous financial support of the conference sponsors below**

**FEDORA remercie chaleureusement les commanditaires de conférence ci-dessus pour leur aide financière généreuse**

**CSU**
**DISCO International**
**Heriot-Watt University**
**KPMG**
**PricewaterhouseCoopers**