



Newsletter

Spring 2006

Message from the President

Welcome to the Spring 2006 edition of the FEDORA Newsletter. First of all I hope that you are all having a pleasant spring-time.

I would like to take this opportunity to inform you about FEDORA's recent and upcoming events - the most important one, of course, being the **IX FEDORA Congress in Vilnius**.

Following up our last year's aim of providing FEDORA with a strong professional voice in the field of guidance and counselling within the emerging European Higher Education Area, we continue to aim at enhancing our networking within the enlarged European Union and beyond, and at strengthening our links with a wide variety of stakeholders for facilitating the fulfilment of our professional tasks.

With the symposium in Krakow/Poland (February 2006) the preparation process of the FEDORA Congress has seen a further important step. I would like to thank all those involved in the planning, preparation and realisation of that symposium. Thanks to the help and support from our colleagues at Krakow University of Technology, this symposium turned out to be a real asset to the preparations for the upcoming IX FEDORA Congress. One of the aims of this symposium was to update the country reports, which had been produced within the framework of the FEDORA Leonardo project in 1998, as well as to produce an overview of the main features of guidance and counselling facilities in the new member states. These reports, along with the already existing material on guidance and counselling in Europe, complement the international reports by the European Commission, OECD and World Bank and by the European Higher Education Area (EHEA). Together, they constitute a valuable body of knowledge about the guidance and counselling sector in Higher Education in Europe. We will endeavour to publish the results of the symposium

in due time so that they are available to the participants of the Congress.

Due to the first important steps that were made at the symposium in Krakow, the preparations for the Congress in Vilnius are going very well. The Congress, with the title **"Professional Challenges: Guidance and Counselling within the European Higher Education Area"/"Défis professionnels: L'orientation et le Conseil dans l'Espace Européen de l'Enseignement Supérieur"** will take place in Vilnius, Lithuania, from 22 - 25 October 2006. The overall aim of this Congress is to produce a charter on guidance and counselling which will provide basic standards for professionals and strong recommendations and objectives for policy makers who are engaged in the European qualifications framework and in the fulfilment of the EHEA directives. Further information about the structure, programme and invited guests are now available on the FEDORA webpage.

We deeply appreciate the official contributions by three important European organisations: the European Commission which will be represented by Commissioner Jan Figèl, UNESCO with its Director Prof. George Haddad, and the EUA, which will be represented by Andy Gibbs and David Crosier. We welcome their willingness to actively contribute to and enrich our Congress.

Another important issue that awaits us this year is the **Executive Board/Committee elections**. Further information about the procedure will be sent out soon. As a voluntary organisation, FEDORA depends and relies on the efforts of each and every member. I would like to point out that being part of the Executive Committee is a great opportunity, especially for our younger colleagues whom I would urge to take the opportunity of engaging in the challenging task of cross-cultural exchange and management.

As far as our day-to-day work is concerned, I would like to invite each individual FEDORA member to play an active part in the work that we are doing. Please do not hesitate to get in contact with the Working Group coordinators in order to discuss how you can profit from and contribute to our activities. If you have any suggestions about what we are doing, how it can be improved etc. please get in contact with the national coordinators or myself.

Once again I would like to express my gratitude for your readiness to take on extra commitments for the sake of our organisation and its members, and for the support you have offered in the past year. I wish us all a wonderful summer and a successful Congress and am confident that we will be able to fulfil the aims I have outlined above.

Gerhart Rott
President

Third International Symposium on Career Development and Public Policy: *Shaping the future: Connecting career development and workforce development*

Australia,

21 - 24 April 2006

It was a privilege to have been invited to the Third International Symposium on **Career Development and Public Policy** which took place in Sydney/Australia in April 2006.

The Symposium was committed to shaping the future by examining and articulating the links between career development and workforce development, so that together they could advance the economic, social and cultural objectives of the nations represented.

It was another important step in the development of public policy issues raised by reviews of career guidance services conducted by the OECD (2004), the European Commission and the World Bank (Watts & Fretwell, 2004), and explored the application of the OECD/European Commission (2004) joint publication *Career guidance: A handbook for policy makers*, paying particular attention to the ways in which career development services contribute towards effective workforce development systems.

For further information please see the following COMMUNIQUE, which summarises the results of the symposium.

FEDORA Newsletter

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COMMUNIQUE

Third International Symposium on Career Development and Public Policy: Shaping the future: Connecting career development and workforce development

21 - 24 April 2006

Teams of delegates representing 22 countries and 6 international organisations met in Sydney to discuss the interface between career development and workforce development. The participation of delegations from so many different countries demonstrated the growing global recognition of the value of career development for citizens.

This communiqué summarises the conclusions of the Symposium on nine key principles for connecting career development to workforce development, and on an action plan for implementing these principles.

KEY PRINCIPLES

The symposium reaffirmed the international definition of career development as covering services intended to assist people, of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The delegates agreed that:

1. Career development is a significant contributor to the development of human capital, as an important engine for economic growth and social cohesion. The role of career development in this respect needs to be more widely recognised.

2. In particular, career development services can play an important role in helping governments to:

- a. *improve labour supply;*
- b. *address skill shortages;*
- c. *raise the level of human capital;*
- d. *improve the quality of human capital.*

3. Career development is critical to workforce development, in three respects:

a. *Workforce preparation - supporting the career development of young people prior to entering the labour market.*

b. *Workforce adaptability and sustainability - supporting the career development of employed workers.*

c. *Workforce reintegration - supporting the career development of adults in and out of the labour market, and between jobs in different enterprises.*

4. If career development is to support workforce development in these ways, high-quality career development services need to be available to all citizens throughout their active lives, from primary school through to the third age.

5. To support effective career development services, governments need to establish effective mechanisms for collaboration across government departments and agencies, and also for working closely with employers, with career development professionals, and with a wide range of community partners.

6. In many developed countries, a major current deficiency is adequate career development support for existing workers. There is an important role for public policy in:

a. *Encouraging and supporting employers in providing career development services for their employees.*

b. *Assuring access to career development services in the wider community.*

7. Particular attention needs to be paid to the role of career development services in achieving government policy objectives relating to demographic challenges such as migration and ageing workforces.

8. Career development needs to be linked closely to improved methods for recognising skills and competencies derived from informal and non-formal as well as formal learning.

9. The design of career development programmes, and of training of career development practitioners, needs to be based on a close understanding of the economic and cultural diversity across countries and across communities.

ACTION PLAN

Each country team agreed a national action plan to implement these principles, and shared its plans with the other participants. The importance of continued opportunities for countries to learn from each other was affirmed. Particular emphasis was placed on the mutual benefits of enhanced communication between countries at different stages of economic development.

More specifically, the symposium agreed:

1. To encourage the establishment or further development of national centres and other appropriate mechanisms for career leadership in public policy.

2. To support the role of the International Centre for Career Development and Public Policy (ICCDPP) in providing an international communication network for such national centres and more generally in strengthening the relationship between career development and public policy.

3. To urge the ICCDPP to pay particular attention to:

a. *Fostering ways of developing a stronger evidence base on career development services, including data on their impact.*

b. *Sharing international experience on the relative efficacy and relevance of different structures for strategic leadership within countries.*

c. *Stimulating comparative study across countries of training programmes for career development practitioners.*

d. *Exploring the implications of cultural diversity for career development and public policy.*

e. *Supporting the development of national leaders at the interface between career development and public policy.*

4. To use the next global International Symposium on Career Development and Public Policy, to be held in Scotland in October 2007, to benchmark progress on this action plan.

Some news about FEDORA Employment and Careers Guidance Group

FECG group meet twice a year; this spring, at Eleonore Vos's invitation we met in Amsterdam.

Two main points were on the agenda:

preparation of the workshops that our group will present in Vilnius

and

choice of the place for our next conference.

The FECG group will present two workshops in Vilnius; they show the current concerns of our group and envisage the relationships between careers services, young graduates, academics and employers.

The two subjects are :

"What are the challenges facing HE careers services in their interface with academics, students and graduates ? "

and :

" What are the challenges facing new graduates, their employers and HE careers services in an extended European labour market ? "

It will culminate in some statements which can be included in the draft FEDORA Charter.

During Amsterdam's meeting, FECG group decided that our next conference, at Paul Blackmore's invitation, will take place in ***Lancaster on the 21 and 22 of June 2007*** ; the subject of this conference is:

"A European employment market for young graduates, myth or reality?"

All FEDORA members are invited to join this meeting.

Geneviève Laviolette
FECG Group Coordinator

Report

2005 international UNESCO NGO conference, Paris

"Knowledge For All: To Ensure Sustainable Development"

by Ernst FRANK

(TRANSLATED BY MARGARET DANE)

As a representative of FEDORA, I participated in the 2005 international conference of UNESCO NGO (United nation Educational, Scientific and Cultural Organization - Non Government Organization).

Organizer and supervisor: The "Liaison Committee" the UNESCO NGO

(<http://ngo-liaison-committee.unesco.org>).

Venue & date: Headquarters of the UNESCO, Room XI, Paris, of 14. - 16. Dec. 2005

Theme: "Knowledge for all: To ensure sustainable development".

This topic, which is a continuation of the UN resolution which has declared the years 2005 - 2014 a world decade for "**Education for Sustainable Development**" and which UNESCO wants to implement. The Congress language was French.

Task, objective, contents: After FEDORA received the status as NGO in the "Operational Relations" category of UNESCO-NGO, FEDORA was invited by the Liaison Committee to this conference. My task and objective was to participate in the conference and in the election of the Liaison Committee, consisting of 10 members, to make contacts and to pass on information about European student guidance (Amongst other things I laid out written materials about FEDORA).

The conference began with numerous greeting speeches from the Assistant Director General Mr Ahmed Sayyad up to the UNESCO President.

A forum of over 150 participants from different NGOs was welcomed e.g.: Education International, Committee for International Voluntary Service,

Rotary International, Soroptimist international, Pax Romana, Mediacult, International School

Psychology Association, International Federation of University Women, International Federation of Training Centres for Promotion of Progressive Education, Catholic International Education Office etc. Afterwards there was the association report of the past Liaison Committee.

Wednesday afternoon began with the presentation of the candidates for election to the new Liaison Committee. Afterwards Mary Joy Pigozzi (Director of the Division for the Promotion of Quality Education) and Albert Jacquard provided the introductory plenary speeches for the Round Tables (topic "Education for Sustainable Development, Promoting Values"). Among other things there was also a report of an investigation (Tania Wuliji from the International Pharmaceutical Students' Federation) about the emigration of university graduates from their country of origin (the so-called "brain drain" using the example of Pharmacists).

On Thursday morning the complicated selection process to the Liaison Committee took place.

Afterwards there were 3 parallel three-hour workshops, of which I participated in the workshop "**Education in Urban Areas, Promoting Values**" (lead by Cynthia Ghorra Gobin, Research Director). Again there were various inputs either from UNESCO or from members of the Liaison Committee (Mirielle Ksenti, German Solinis, Christine Dagain, Fulgence Koné). The core statements were that there will only be a lasting better development under the today's conditions if the main pillars of the economy, society, environment, culture and politics are considered altogether. The Joint Program of UNESCO-NGO has been working on it. It was my request that in accordance with the overall theme of the conference, that the psychological side (guidance and counselling) also be considered. Some mentioned phenomena, like e.g. the rampaging and violence youths or the considerable tensions in multi-cultural societies, that could be understood differently from a psychological point of view and

this would also be helpful with the development of appropriate strategies. As we unfortunately found out afterwards, also the statements of the representative of the International Association for Counselling (IAC), Gabrielle Syme, and mine were not included in the minutes.

On Thursday afternoon there was a plenary panel discussion on the topic **"UNESCO-NGO, 60 years of cooperation, assessments and prospects"**, lasting three hours. UNESCO itself had its 60th anniversary celebration in 2005. There were reports of the history of different developments and difficulties of individual NGOs in relationship to the institution of UNESCO, a selective review, but also a view forwards on the forthcoming tasks (with F. Sauvage, F. Riviere, R. Chelikani, O. Moreau, T. Hill and Z. Belhalal).

On the Friday morning, Dr. Gerhart Rott, President of FEDORA, had a previously organised meeting for which he had travelled specially and at which I was also present, with Professor Georges Haddad, the director of the department of Higher Education at UNESCO and professor for mathematics at an elite French university. After a very interesting and lively discussion with him lasting nearly two hours, we succeeded in inviting him to speak on the topic **"Globalisation vs. Uniformity - the challenge of building new capacities through higher education in Europe"** during the FEDORA conference in Vilnius, Lithuania from 22. - 25 October 2006. I could become acquainted with his colleagues, Liliana Simonescou, from the section for Reform, Innovation and Quality Assurance, and take with me a copy of the newly published brochure **"Guidelines for Quality Provision in Cross-border Higher Education"**.

In addition, there were some other opportunities to make different contacts, to exchange experiences and information and to engage with the psychological side of education and development. For example with Eva Egron-Polak, the Secretary-General Executive Director of the International Association of Universities (IAU), and to discuss these in detail with the English colleague Gabrielle Syme, the representative of International Association for Counselling (IAC).

Before we got to the short invitation to cocktails in the late afternoon, the results of the election to the Liaison Committee were announced. The Frenchwoman, Francoise Sauvage, from the International Federation of University Women, was re-elected President for a further two years, and the new Vice-president became Bernard Dervaux of Rotary International.

In the written prepared concluding communiqué, which was presented in the plenary session at the end of the conference, with the possibility of amendments and which will appear shortly on the homepage of the Liaison Committee, I was unable to ensure the inclusion of the psychological-social dimension or even the mention of this term as a substantial aspect of **"Knowledge for all: to ensure sustainable development"** in the minutes. For me this is an indication that further work is required here. This is my one criticism of this conference and in my opinion it should be explored further, why this aspect was not taken up. Fact was that due to the larger number of members of other NGOs present, it was easier for them to exercise a stronger lobbying in their respective interests. FEDORA would have to consider and decide whether it is ready in the future to take a stronger position for guidance and counselling in the HE area e.g. by deciding to put forward a candidate for election to the Liaison Committee next time. In order to be elected as representative of FEDORA on this committee this time, it would have been sufficient to get 27 votes from the delegates. Thus it would also have become possible for FEDORA to present itself and make stronger links internationally.

Other visible tensions were also apparent during the conference: on the one hand it is stressed that the recommendations and work of the NGOs for UNESCO are very valuable and recognised. On the other hand, the repeated desire was articulated that there should be a better information exchange and a stronger operational links between the sometimes defaulting Liaison Committee of UNESCO and the NGOs. Likewise there was a visible tension, producing a tendency during the conference for the quite different NGOs to want to emphasise their diverging interests and this was also clear in developing the reports of the Workshops and during the development of the concluding communiqué.

Conclusion:

The UNESCO NGO conference made clear that tertiary educational facilities and in particular the student advisory services, as represented by FEDORA, must remain 'learning institutions' in the context of internationalisation, the closer collaboration of the European Union nations, e.g. through the Bologna agreements and the possibilities of the Socrates/Erasmus programmes. In addition it will be necessary to conduct international lobbying by information campaigns and the development of further contacts. UNESCO and the Liaison Committee would, in my opinion, be a good forum for this.

INGRADA Launch

February 2006

INGRADA is pleased to announce the launch of a new international network to enhance the global information currently available about the recruitment and career development of higher education graduates.

INGRADA (the International Network of Graduate Recruitment and Development Associations) is comprised of associations from countries worldwide, serving professionals engaged in the career development, recruitment and hiring of college and university graduates.

INGRADA's purpose is to gather, disseminate and network across national borders relevant and timely information and best practice relating to graduate preparation, recruitment and career development.

INGRADA's website provides information about member organizations, together with direct links to relevant parts of each organization's website. The site can be accessed at: www.ingrada.org

Associations involved in the launch of this network look forward to developing partnership opportunities across the globe for specific projects and events. *"Our respective members will be able to gain information on trends and best practices and will have access to a vast range of contacts and expertise in other countries,"* says Margaret Dane, AGCAS Chief Executive.

The charter members of INGRADA include:

Association of Graduate Careers Advisory Services (UK)

Association of Graduate Recruiters (UK)

Australian Association of Graduate Employers (AU)

Canadian Association of Career Educators and Employers (CA)

Graduate Careers Australia (AU)

National Association of Colleges and Employers (US)

National Association of Graduate Career Advisory Services (AU)

These associations are looking forward to expanding the INGRADA network

For further information about INGRADA, please visit the website or contact

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IXth FEDORA CONGRESS

22-25 October, 2006

PROFESSIONAL CHALLENGES: GUIDANCE AND COUNSELLING WITHIN THE EUROPEAN HIGHER EDUCATION AREA

The aim of the Congress is to provide a forum for discussions around a number of issues related to the different perspectives on guidance and counselling within the European Higher Education Area (EHEA). In addition it aims to further the development of a dialogue between professionals in guidance and counselling in its various aspects, working in similar areas of expertise across Europe, and with relevant stakeholders.

FEDORA would like to distil the results of the discussions at the Congress into a coherent charter on guidance and counselling in higher education aimed at political and cultural decision-makers and to the wider public.

The framework of the Congress will consist of plenary sessions and parallel workshop sessions. Prominent keynote speakers will enrich the Congress with their expertise. Panel discussions will provide the necessary background for further consideration. The series of intensive workshops will allow professionals, academics and others interested in the field of guidance and counselling to bring different perspectives into their wide-ranging discussions. Topics of the workshops will cover key issues related to career guidance, psychological counselling, students with special needs, and transition from school to university, quality assurance, guidance and counselling within a cross-cultural context and specific issues of guidance and counselling in the new member states.

Apart from being an important event for FEDORA members, this Congress has been designed to include other representatives of HE institutions and the labour market as well as from public authorities and those in strategic positions in their HE institutions who are responsible for study process and quality assurance.

As places are limited early registration is recommended.

The deadline for Early Bird registration is September 15, 2006.

The deadline for late registration is October 15, 2006.

<http://www.event-management.it/fedora2006>

Adults in a Lifelong Guidance Approach

Dr Katerina KEDRAKA

INTRODUCTION

The European countries have, for some time now, realised that their economic, scientific, social and cultural growth depend on human resources that investment in this area is a determining factor of growth and productivity, in the same way as investment in capital and equipment (European Communities, 2003). When the EU Heads of State or Government met in Lisbon in 2000, agreed that in order for Europe to become the most competitive and dynamic knowledge-based economy in the world by 2010, capable of sustainable economic growth with more and better jobs and greater social cohesion, needs to invest on human expertise, innovation, resourcefulness, knowledge, skills (European Communities, 2000). To reach this goal, the EU Member-States decided to invest on life long education and training and Europeans should be encouraged to become more educated and qualified. **Lifelong learning** is defined as all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (European Communities, 2002). It covers learning from the pre-school age to that of post-retirement, including the entire spectrum of formal, non-formal and informal learning.

Individuals are in need of **Guidance** in order to profit from the existing educational and training systems. The Lisbon strategy emphasises that education, training and employment systems have to provide a **range of lifelong learning and guidance opportunities**, adapted to the needs of European citizens - youngsters and adults.¹ Therefore, it is essential to make the guidance systems more qualitative, attractive, accessible and tailored to their needs (Cedefop, 2005. European Communities, 2003).

ADULTS AS CLIENTS IN GUIDANCE

Guidance refers to a range of activities² that enables individuals of any age and at any point in their lives (through the life span) to identify their capacities, competences and interests, to make meaningful educational, training and occupational choices and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or

used (Super, 1980). Guidance facilitates the successful entry and remaining in employment. It also enables the individual's adjustment and personal development regarding the demands of the new era. It is provided in a range of settings: education, training, employment, community, and private (Cedefop, 2005). Career counsellors follow a holistic approach in trying to match: a) **employment**, both as a means of financial independence and working environment, in which the individual reaches self-fulfillment and personal development and, b) the **individual**, with his/her life style, personal/family conditions, experiences, preferences, values, traits, interests, skills, activities, expectations, opinions and attitudes towards life and work (Kedra, 1998).

Adults have different guidance needs from youngsters. An average adult, usually, has a lot to take care of: children to raise, old parents in need, expenses for home, lack of personal time, etc. While youngsters after graduating from school have to plan their academic and career course, adults may result later in a new decision-making phase during transition periods: after an unemployment period, when they (re)entry work (eg women who return to work after raising their children), when they make a shift in their career or when they try to climb up the professional ladder (Isaacson & Brown, 1997). They cannot rest, even if they are employed. They have to get along with a lot of changes that have taken place in technology, science, market and society. Today it is vastly recognized that the initial investment on knowledge and skills does not last for someone's whole working life and adults may easily "slip" out of the system because their initial qualifications are no longer in demand. They have specific information, guidance and counselling needs, concerning lifelong learning opportunities and their benefits (European Communities, 2002).

The most delicate point concerning adults' guidance is that they often **seem reluctant to change their work and life models they have been used to** for years (Herr & Cramer, 1996). New trends in the world of work are often understood as a 'threat', which come to 'destroy' familiar patterns and make them feel uncomfortable and insecure. It means that there are always new things to learn and be better at. It means working towards goals while knowing that circumstances will change, affecting the direction

and option each individual has, since flexibility seems to be the key word of our era. They now need to define their work by roles and competences instead of by tasks and duties, which means that previous, well known and established work approaches must change, since roles result from expectations about the process and product of the work and define how people work together (Simonsen, 2000).

TIPS FOR COUNSELLORS

Adults' main difficulties, concerning Guidance, actually lay on how to **successfully link work to personal/ family life**.

Guidance for adults should enable them to **manage and plan their learning and work pathways** in accordance with their life goals, relating their needs, competences and interests to education, training and labour market opportunities and to self-employment, thus contributing to their personal fulfilment (Cedefop, 2005).

Adults clients should be supported to realise that their **experience** and skills acquired through all previous work and life achievements are the strongest assets and qualifications for a new or better job. If they feel they have to update their knowledge and skills, they could take advantage of the many existing lifelong learning opportunities which are offered nowadays in many settings.

Guidance should also focus on **encouraging adult employees to take responsibility for their life, work and growth**, especially in the new work world where there is not any place for passive workers and individuals. On the contrary, new working environments require changes and new options, an active, continuous career management, thus a constant upgrading of knowledge, skills and attitudes, regular career "checkups" and superb interpersonal skills (Simonsen, 2000).

NOTES

1 To support policy development in guidance, in December 2002, the European Commission created an expert group on lifelong guidance. The group consists of 25 members selected from education and labour ministries, European social partners, European consumer, parents, and youth associations, and from European Agencies (Cedefop, European Training Foundation) and international bodies (International Association of Educational and Vocational Guidance, Organisation for Economic Cooperation and Development, World Association of Public Employment Services).

2. Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills. In order to avoid ambiguity, since a variety of terms are used in Member States to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, etc., the term 'guidance' is used throughout this text to identify any or all of these forms of provision and Member States should interpret the term as referring to the appropriate provision in their own countries. The definition of guidance is that adopted in the Council Resolution on Strengthening Policies, Systems and Practices for Guidance throughout Life (May, 2004).

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Her graduate studies are in Pedagogics. Her post graduate degree is in Educational and Career Counselling and she is also trained in Documentation in Educational and Career Orientation. Her PhD Thesis is on modern job skills. She is currently following another post graduate program in Adult Education.

She works in Education since 1983. She has a long working experience on the implementation of Educational and Career Counselling in the Greek Educational System. She is an External Authorized Expert for Certificating the Qualified Trainers for Life-long Training - Member of the relevant National Record of the Ministry of Labour.

Her researches and published papers are on topics concerning Career Counselling, Lifelong Education and Training. She has an active role in the link of education and market, as an expert of the field, giving lectures and courses and cooperating in several projects, national and European, with private and public organizations working in the Career Counselling, Education/Training, and Adult Education field.



Hosted by
Vilnius University

IXth FEDORA Congress

Professional Challenges: Guidance and Counselling within the European Higher Education Area

22-25 October, 2006

**Reval Hotel Lietuva Conference
Center, Vilnius,
Lithuania**

<http://www.event-management.lt/fedora2006>

**The deadline for Early Bird registration is
September 15, 2006.**

**The deadline for late registration is October
15, 2006.**

FEDORA Elections

During the next FEDORA congress a new executive committee will be proposed and elected.

As you all know, according to our statutes FEDORA is managed on a daily basis by an executive committee which is composed of the national coordinators of each country of the EU.

The next executive committee will take on its duties at the beginning of the next year. Therefore, each country belonging to the EU is allowed to propose a candidate for the position of national coordinator.

During the general assembly these candidates have to be definitely accepted and elected by the GA. The new national coordinators will be appointed for a three year term renewable one time.

In the near future and at least before our next congress in Vilnius in October 2006 each of the present national coordinators will thus start an election procedure in his/her country.

This procedure comprises several steps:

Call for candidatures amongst the national body of FEDORA members.

Circulate the Information about the list of candidates.

Set up the election process (by mail).

Circulate the Information to the members about the results of the vote.

Finally during the general assembly the candidate(s) - no more than 2 per country - elected on a national basis will be presented via a short resume giving his/her current position in her/his institution and some insight on her/his activity in the field and motivation for the position.

A vote of the general assembly will then confirm those candidates in their position.

I would like to point out that the general assembly in Vilnius will be an important milestone in the history of Fedora since it will be our first GA in the context of the enlarged Europe.

This means that the next executive committee could possibly grow from 12 to 25 seats provided all the new member states succeed in coming up with a FEDORA representative.

This in turn is a fact of major importance since it gives us a unique opportunity to progressively broaden the expertise of FEDORA in the area of guidance and counselling over the entire Europe.

Louis De Vos

General Secretary