

NEWSLETTER of the ESDVC

European Society for Vocational Designing and Career Counselling

In this issue

▪ ESVDC General Assembly	2
▪ ESVDC webinar on Next Generation EU	3
▪ News from ECADOC	6
▪ Mark Watson ESVDC keynote presentation	8
▪ Book presentation	13
▪ Call for nominations	15
▪ 2021/2022 membership fees	17

ESVDC 2022 GENERAL ASSEMBLY

Dear ESVDC members and friends,

Given the uncertain and rapidly changing situation we are all currently going through, we are unable to announce a definite timeframe for our 2022 General Assembly. We will inform you by e-mail at the beginning of next year, as soon as a definitive date has been determined. The Executive Committee would like to take this opportunity to wish all you a peaceful holiday season and a happy start into the new year.

Sincerely,
ESVDC Executive Board

ESVDC webinar, October 7, 2021

NEXT GENERATION EU: HOW TO CONTRIBUTE? THE VOICE OF SCHOLARS IN EUROPE



On November 7th, 2021, the ESVDC held the webinar entitled “Next Generation EU: How to Contribute? The Voice of Scholars in Europe”. The webinar, moderated by the ESVDC president, Prof. Jonas Masdonati (University of Lausanne), aimed to share the voice of Career Guidance and Counseling (CGC) scholars from across Europe in order to draw attention to the Next Generation EU and the related national Recovery and Resilience Plans and the effects in the CGC field.

The Next Generation EU (NGEU) is a more than €800 billion temporary recovery instrument to help repair the immediate economic and social damage brought about by the coronavirus pandemic. However, it is more than a recovery plan; it is an initiative to emerge stronger from the pandemic, transform European economies and societies, and design a Europe greener, more digital, more resilient and better fit for the current and forthcoming challenges.

To receive support under the Recovery and Resilience Facility, EU countries must define a coherent package of projects, reforms, and investments in six areas of focus: Green transition; Digital transformation; Smart, sustainable and inclusive growth; Social and territorial cohesion; Health and resilience; Policies for the next generation, including education and skills.

Each country must submit a Recovery and Resilience Plan. The single national plans will have to respect predefined criteria, concentrating investment projects on some flagship areas: clean and renewable energies, energy efficiency of buildings, sustainable transport, broadband deployment, digitalization of public administrations, development of cloud and sustainable processors, education and training for the so-called digital skills.

Within the EU and the Recovery and Resilience plan, CGC is considered a significant strategic axis. Thus, the webinar was an opportunity to bring together the views of scholars in the CGC field from Belgium, Cyprus, France, Greece, Italy, Portugal, and Switzerland. The list of authors is reported below.

- Belgium: Damien Canzittu and Émilie Carosin (University of Mons);
- Cyprus : Nikos Drosos (European University Cyprus) ;
- France: Valérie Cohen-Scali (Conservatoire National des Arts et Métiers, CNAM) and Jacques Pouyaud (University of Bordeaux);
- Greece: Michael Cassotakis, Despoina Sidiropoulou-Dimakakou (National and Kapodistrian University of Athens, NKUA), Rany Kalouri (School of Pedagogical and Technological Education, ASPETE), George Tsitsas (Charokopeion University of Athens);
- Italy: Elisabetta Camussi, Andrea Cerroni, Loredana Garlati, Luca Vecchio (University Bicocca), Giuseppe Santisi, Andrea Zammiti, Elena Commodari, Valentina Lucia La Rosa (University of Catania), Paola Magnano, Maria Guarnera, Rita Zarbo, Stefania Buccheri (University of Enna Kore), Salvatore Soresi, Laura Nota, Maria Cristina Ginevra, Sara Santilli, Ilaria Di Maggio (University of Padova), Patrizia Patrizi, Ernesto Lodi, Gianluigi Lepri (University of Sassari), Chiara Annovazzi (University of Valle d'Aosta);
- Portugal: Hélia Moura (General Directorate of Education), Inês Nascimento, Paula Paixão (University of Coimbra), Ludovina Ramos (University of Beira Interior), Maria Eduarda Duarte, Maria Odília Teixeira (University of Lisbon), Maria do Céu Taveira (University of Minho), Paulo Cardoso (University of Évora), Sérgio Vieira (University of Algarve);
- Switzerland: Marc Schreiber (Zurich University of Applied Sciences), Koorosh Massoudi, Jonas Masdonati (University of Lausanne).

The scholars have discussed the strengths and weaknesses of national Recovery and Resilience Plans related to the issues of career guidance. Among the strengths, scholars highlighted the positive attention of national governments to the unemployment reduction and job creation; to the promotion of work inclusion of individuals with vulnerabilities (e.g., immigrants, women, young people, people with disabilities, people at risk of digital exclusion); to the increase the number of workers in STEM fields; to the up-skilling and re-skilling of the labor force; etc. Scholars also noted that various national Recovery and Resilience Plans recognize the need of CGC in fostering the desired transformations.

Despite these positive notes, CGC seems to be considered as just a peripheral service. CGC activities cited in the national plans are not research-based or anchored to contemporary and accredited career counseling theories. Programs and activities are generally suggested to support transitional stages and focused largely on job placement, by using profiling and matching methods. No emphasis is given to the preventive and educational role of CGC, in order to promote the development from early childhood of a series of individual resources that people should be able to use in order to build their own professional life. Likewise, no attention is given to the CGC as a resource to support people, especially those with vulnerabilities, in designing their careers or successfully entering the labor market.

Another main concern highlighted by scholars during the webinar was that the national plans make no reference to high quality career counselors training to guarantee the implementation of career actions and interventions. In some countries, activities and

interventions are assigned to professionals without expertise in the field. It is clear that in a context that deeply differs from the past, with rates of complexity, uncertainty, and global challenges so big that the discomfort toward one's own future planning has considerably grown, professionals must have and high-quality post-university training in the field. In line with the Network for Innovation in Career Guidance & Counseling's (NICE, 2012) guidelines, professionals need to have knowledge and highly qualified skills, a scientifically based and up-to-date conceptual background, attitudes and values in line with the preservation of the rights of all people in order to make their professional actions more effective.

Overall, the weaknesses of national plans highlighted suggest a serious threat to the CGC field. It is clear the risk that CGC can become a transmission belt of inequalities. Thus, as mentioned by presenters during the ESVDC webinar, it is really important that scholars, researchers, professionals in the CGC field can make their voices heard about the role of CGC, publicly denounce superficial and no evidence-based career actions and interventions, and outline trajectories that, inspired by the most accredited scientific models, can help governments create projects to build the future of European citizens able to contribute to the development of inclusive, fair, sustainable, and green societies.

Dr. Maria Cristina Ginevra

Reflections on the 8th ECADOC Summer School

CAREER THEORY EXPLORING THE IMPLICATIONS OF DIVERSE CONCEPTS, MODELS, AND IDEOLOGIES FOR RESEARCHING CAREER GUIDANCE AND COUNSELLING PRAXIS AND POLICY



ECADOC 2021 was hosted by the School of Applied Sciences at Edinburgh Napier University in Scotland and took place 21-25 June digitally. Assoc. Prof. Dr Peter Robertson was the coordinating host for the event in 2021. Thirty-four PhD students from 13 countries were selected as participants to present their research projects, network, and discuss future innovative research collaborations. The event was sponsored by Skills Development Scotland (SDS), supported by Dr Emma Hollywood and Sandra Cheyne. A partner organisation was the Scottish Graduate School for Social Sciences (SGSSS), who graciously allowed our participants to take part in their summer school workshops, under the coordination of Dr Jo Ferrie. The ECADOC Summer School was supported by the ECADOC Scientific Committee committee members: Dr Anouk Jasmine Albien (University of Lausanne, Switzerland, affiliated with Stellenbosch University, South Africa), Professor Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling -INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), Dr Nikos Drosos (Assoc. Prof, European University of Cyprus), Professor Laura Nota (University of Padova), Professor Jérôme Rossier (University of Lausanne), Professor Rie Thomsen (Aarhus University, University of Lower Silecia, Poland and University of South Eastern Norway), and Professor Peter C. Weber (University of Applied Labour Studies - HdBA, Mannheim).

This year we give thanks to the following Collective Academic Supervisors: Dr Ingela Bergmo Prvulovic (Jönköping University, Sweden), Dr Anna Bilon-Piórko (University of Lower Silesia, Poland), Mariana Casanova (University of Porto), Dr Anne Chant (Canterbury Christ Church University, New Zealand), Lea Ferrari (University of Padova), Helle Merete Nordentoft (Aarhus University, Denmark), Kristina Mariager Anderson (Aarhus University, Denmark), Per-Åke Rosvall (Aarhus University, Denmark), Professor Scott Solberg (Boston University, USA), Professor Ronald Sultana (University of Malta, Malta), Professor Tristram Hooley (University of Derby, UK), and Dr Emma Hollywood (Skill Development Scotland, UK). We also had alumni that facilitated group process and we would like to mention them here, they are: Ingrid Bårdsdatter Bakker (Inland Norway University of Applied Sciences, Norway), Gill Frigerio (University of Warwick, UK), and Rosie Alexander (University of Derby, UK). We are also grateful for the following team that facilitated the student theory presentations: Dr Julie Yates (City, University of London, UK), Susan Meldrum (Edinburgh Napier University), and Sheena Travis (Edinburgh Napier University). Online ECADOC

summer schools have enabled PhD researchers to get feedback on their research processes using on-line collective academic supervision, as well as allowed students to apply for ECTS credits to make ECADOC 2021 a rich, learning experience for all of us.

We welcome applications for the 9th ECADOC Summer School for doctoral students in career guidance and counselling, to be held in Pristina, Kosovo on 6th September - 10th September, 2022. The Summer School will be hosted by the organising committee of Lea Ferrari (Univ. of Padova), V. Scott Solberg (Boston Univ.), Johannes Katsarov (Univ. of Zurich), Chong Park (Boston Univ.), Valbona Rraci (Helvetas), Alejtin Berisha (Universum College), Shqipe Gerguri-Rashiti (Universum College), Arlinda Qehaja (Universum College), and Hadis Karatashi (Universum College). The event is sponsored by the Enhancing Youth Employment (EYE) project, funded by the Swiss Agency for Development and Cooperation SDC. We will welcome up to 30 current doctoral researchers at the Summer School. Scientific contributors include Jaana Kettunen (Finnish Institute for Educational Research), Anthony Mann (OECD), Kimberly Howard (Boston Univ.), Peter Weber (HdBA, Univ. of Applied Studies), Nikos Drosos (European Univ. Cyprus), Nurten Karacan (Hacettepe Univ.), Isabel Janeiro (Univ. of Lisbon), Siobhan Neary (Univ. of Derby), and Angela Andrei (Stefan cel Mare Univ. of Suceava). This year's Summer School will have shared activities with the NICE Academy. Deadline for applications is 1st of March 2022. All applications must be submitted via <https://forms.gle/48GrkKjmwGAiKoLz9> a rich, learning experience for all of us.

Dr. Anouk J. Albien & Professor Rie Thomsen

**ESVDC keynote presentation at the webinar NEXT GENERATION EU
October 7, 2021**

**REFLECTING ON SYSTEMIC CHANGES FACING VOCATIONAL
DESIGNING AND CAREER COUNSELLING**

**By Mark Watson - Professor Emeritus at the Nelson Mandela
University**



It is a great privilege to be given this award and I would like to thank the ESVDC President, Professor Jonas Masdonati, and the executive members of the ESVDC for this honour. Thank you too to the people in my life who have been critical systemic influences on my career development – my family, my university colleagues, and the international colleagues that I have networked with over the decades.

In preparing for this keynote address, I read the addresses of previous recipients of this award. Consistent across these keynotes has been a systemic reflection of their own career development and, given the length of time they have been in the field, a reflection of the dynamic and evolving perspectives of vocational designing and career counselling. Their focus resonates with how I would like to structure this keynote address. In particular, I would like to place an emphasis on reflection and the need for a systemic, contextual understanding of career development.

Reflecting then on my own career development, this began as a career counsellor in a secondary school in the mid-1970s and evolved into tertiary education at the start of the 1980s. There I have remained, although my university career evolved into research, publication and international collegial collaboration over time. Systems theory would tell me that there have been many individuals who have been critical influences in my professional journey.

In my academic career, keynote addresses have always provided an opportunity to reflect and introspect on where I am in my discipline, and where the discipline itself is. Thus, I examined the 21 keynotes I have delivered since the dawn of this new millennium. Theming these addresses reminded me of a proverb of the Xhosa-speaking peoples of South Africa, it dies and rises like the moon, meaning, in the context of vocational designing and career

counselling, that issues keep coming up, keep repeating themselves. Thus nothing I say today is new, not even the need to say it again.

My approach to much of what I have written and researched in more recent decades has been framed within a systemic perspective. I seem to make more sense of the underlying dynamics of our discipline by interpreting within this perspective. It allows one to consider several problematic issues that are both external to as well internal to oneself as a career service professional.

I have not only themed my thoughts within a systemic framework, I have also used African proverbs and their words of wisdom that have resonated with me over the decades. Underlying my systemic perspective on these perseverating issues is my evolvment as a career professional in assessment and counselling from a more objective to a more subjective perspective, for as Ronald Sultana (2012) so concisely expressed it: "What counts most, often cannot be counted".

There have been several issues that have consistently recurred over the last 21 years. Three specific areas of personal conflict that I continue to grapple with, even at this late stage of my own career development, are: the majority population that career psychology should be more focused on serving, the majority role and influence of western career models, theories and assessment, and. the minority role of the career practitioner.

In considering a simplified Systems Theory Framework diagram of these three issues, there are also the critical dynamics of recursiveness and change over time, the very things that create shifting interactions between clients, the practitioner and the evolving and even revolving nature of career theory. Let us start by considering the Individual, the client.

The Individual

The Systems Theory Framework of career development identifies a diverse range of intrapersonal variables and indeed encourages one to consider additional ones. But the issue that I would emphasize in that Individual system is the one that has dogged me throughout my professional career – the issue of culture. The cultural beliefs of individuals influence their perceptions and beliefs about their career development and themselves. As we will see just now, the discipline of vocational designing and career counselling is itself a cultural enterprise, one that still largely favors the privileged and one that remains rooted in Western cultural perspectives.

We live, however, in a world of multicultural societies and this presents diverse cultural challenges for our profession, for example with immigration and increasing refugee movement. The challenge for us is the career counselling and assessment of individuals from developing world contexts who are living in developed world contexts. Indeed, the challenge for such individuals themselves is often that of enculturation. This is well-expressed in the following African poem by Mtshali (1974):

The worlds whirl by:
 East becomes West,
 North turns to South:
 The four cardinal points
 Meet in his head

Even with the more recent resurgence of narrative approaches in career counselling and assessment, such narratives or stories are not constructed in a vacuum. They are constructed within cultural contexts – that of the families and communities in which clients live and the broader sociopolitical and historical systems that influence such lives. The Systems Theory Framework of career development tells us that the individual is centrally situated within these broader social and environmental-societal systemic influences. Critical then is the individual's perception of these broader systemic influences.

Thus, every client enters the career practitioner's door with a set of beliefs about themselves as well as beliefs about the world of work. Let us now consider issues that persist concerning career theory.

Career Theory

Career theory was born in response to societal-environmental systemic pressures. Frank Parsons's 1909 vocational guidance movement was born out of a social justice movement, born out of an understanding that wealth and power were unequally distributed, and it advocated for youth, for women, for the poor, and for the disadvantaged. Our profession has always lived with change and challenges. Indeed, there is a systemic, recursive relationship between the world of work and the development of career theory. Changes in the one reinforce the need for changes in the other. Our theories, our forms of assessment, and our models of practice continue to evolve in response to macrosystemic pressures and challenges within which we must practice.

But the way that career theory has shaped and reshaped itself over the last century and the decades of this century is itself a narrative that we need to understand when considering connecting our career counselling practice to theory: "It is a story of the length of time we have persisted with several dominant career theories and quantitative forms of career assessment that have proved to be largely time-encapsulated" Watson (2013, p. 10).

In this regard, the Sotho peoples of South Africa have a proverb that states: He who fills his head with other people's words will find no place where he may put his own. This means that if individuals are too indebted to someone else, they will lose their independence. The proverb encapsulates my concern with the predominance of privileged career theories and practice. There should be a mutual interdependence here, or in the language of the Systems Theory Framework a reciprocal and recursive relationship, between the development of career theory, assessment and practice and the inclusion of cultural perspectives on such theoretical development. As the Zulu peoples of South Africa state: Hands wash each other. There has been too much single-handedness in career theory development, and I am not sure that a single hand can wash us clean in this regard.

For the discipline of vocational designing and career counselling represents a culture in itself. It has been accused of being culture bound and culture blind, with African career practitioners referring to career theory as “cultural colonization” (Mkhize, 2004, p. 41). There is clearly a gap between the vision of proposed career theory, practice and models, the cultures within which they are developed, and the realities of the cultures within which they are implemented. Indeed, career literature argues that the very concepts we use remain notional unless we connect these to local realities and attune them to the fabric of the societies within which we live (Arulmani, 2006).

Compounding the career practitioner’s use of career theory is that there is too much out there to make practical, relevant and topical sense for many career practitioners struggling within the confines and realities of their present practice. And so we arrive at a third persistent issue that I have themed from my previous keynotes, the role of the career practitioner who supposedly bridges the individual and environmental-societal systemic systems of the Systems Theory Framework of career development.

Career Practitioner

There are several challenges that continue to face the career practitioner, one of which is the identified need for greater activism from career practitioners. As Savickas (2008) has pointed out, “practice drives theory because practice is a direct response to the concrete needs of society” (p. 111). It’s a call for us as career practitioners to act as a practical coach for theory development; and to do this it calls for us to become more reflective professionals. In the middle of the last decade I pondered this challenge: “We try to walk the talk of theory and techniques but we don’t often talk the walk that we do in the reality of our career counselling practice” (Watson, 2006, Sydney). There is a need for career practitioners to deconstruct and reconstruct the theoretical and assessment frameworks that they have become comfortable with so that they can innovatively challenge the ‘grand narratives’ that we have been trained in with the ‘local narratives’ that our clients expose us to (Watson, 2005). Thus, through contextually adapting career theory to the realities of their clients’ lives, career practitioners can help in the development of more appropriate and contextually sensitive career theory (Watson, 2013).

It’s not only career theory but also career policy that prescribe our roles and call for career practitioners to become more activist. For policy is as valuable as it is implementable in reality. There is a need for a reciprocal relationship between financial, personnel and other systemic constraints and the implementation of well-designed policies. An activist role also challenges career practitioners to examine the balance in their career practice between what has been termed the ‘private good’ (i.e. the client’s needs) and the ‘social good’ (i.e. the needs of society and the market place).

Finally, there is the challenge of becoming a more reflective career practitioner. To modify Donald Super’s famous maxim of mid-last century: Who you are and where you are will influence what career counselling voice you speak with. It’s simple really. While it takes two to tango, both dancers need to understand their complementary dance steps. Likewise, both

role players in a career counselling relationship need to be sensitive to their personal and cultural contexts and how they impact on the counselling relationship.

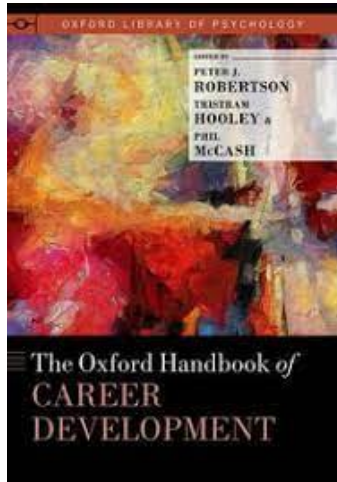
Conclusion

In conclusion, our profession is an evolving story, a story without an ending. The story of our career guidance profession needs to be that of a recursive process, a flexible narrative that must evolve in order to meet the constant pressure of change in the world of work and in our clients' lives. There is a proverb of the Ovambo peoples of Namibia that states The old go down and the young rise, meaning that time and the world moves on. And in the context of our discipline of vocational designing and career development, it is my hope that the next generation of career practitioners, researchers and academics will continue to be adaptable to the ever increasing systemic issues that our profession will face.

I would thank you again for this great honour that you have bestowed on me. Enkosi. Baie dankie.

Book presentation

THE OXFORD HANDBOOK OF CAREER DEVELOPMENT



The Oxford Handbook of Career Development, edited by Peter J. Robertson, Tristram Hooley & Phil McCash (Oxford University Press, 2021), collects contributions from 42 international researchers in the field of career development. Applying an interdisciplinary approach, it draws from a wide range of cultural perspectives a comprehensive understanding of career development, a reflection on current debates and controversies in the field and a compilation of insights to foster effective interventions. All these strands are approached throughout 25 chapters gathered within three main sections: Contexts, Theory, and Practice.

Table of Contents

1. Introduction: Rethinking career development

Section 1 – Contexts

2. The decline of decent work in the twenty-first century: Implications for career development
3. The economic outcomes of career development programmes
4. Career development and human capital theory: Preaching the “Education gospel”
5. Linking educators and employers: Taxonomies, rationales, and barriers
6. Authentic education for meaningful work: Beyond “Career management skills”
7. Career guidance living on the edge of public policy
8. The aims of career development policy: Towards a comprehensive framework

Section 2 – Theory

9. Career development theory: An integrated analysis
10. Organizational career development theory: Weaving individuals, organizations, and social structures
11. Occupational and managerial careers: A coevolutionary view
12. The narrative turn in career development theories: An integrative perspective
13. The positioning of social justice: Critical challenges for career development
14. Cultural learning theory and career development
15. The cultural preparedness perspective of career development
16. Career development theories from the global south
17. Cross-cultural career psychology from a critical psychology perspective

Section 3 – Practice

18. The career development profession: Professionalization, professionalism, and professional identity
19. Transformative career education in schools and colleges
20. Labor market information for career development: Pivotal or peripheral?
21. The role of digital technology in career development
22. Career assessment
23. Client-centered career development practice: A critical review
24. Career counselling effectiveness and contributing factors
25. Evidence-based practice for career development

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Call for nominations (I)

2022 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELLING

The European Society for Vocational Designing and Career Counselling (ESVDC) is seeking nominations for the “**2022 Award for Distinguished Contributions to Vocational Designing and Career Counselling**”. This annual award recognizes distinguished contributions to the advancement of a European and International perspective and research in Vocational Designing and Career Counselling.



The focus of these contributions can be either in the candidate’s home country (e.g., serving as an advocate for a European and International perspective in Vocational Designing and Career Counselling in one’s country), across multiple countries, or through various international and European associations or journals. Candidates may be from any country and can be ESVDC members as well as non-members. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next General Assembly of the ESVDC.

Nominations should include:

1. A supporting statement (max. 500 words)
2. A current vita
3. A list of relevant publications
4. Letters of support from two people familiar with the nominee's relevant contributions

An Awards Committee appointed by the ESVDC President will review nominations. Nominations and supporting materials should be sent to the Chair of the Awards Committee: Prof Jonas Masdonati (e-mail: jonas.masdonati@unil.ch). The deadline for submission is **February 21st, 2022**.

Call for nominations (II)

2022 EARLY CAREER RESEARCHERS AWARD



The ESVDC aims, among others, to promote research in the broad field of vocational designing and career counseling. ESVDC chose to create a **special award for persons who are engaged in this field of research and recently earned a PhD degree**. This award will recognize their excellent contribution to the field of Vocational Designing and Career Counseling research.

The competition for this award is open to non-tenured early career researchers working in Europe who earned their PhD degree (doctorate) after March 1st, 2019. Candidates may come from any country and can be ESVDC members as well as non-members. Researchers holding – at the moment of the application deadline (February 21st, 2022) – a temporary teaching or research contract or a grant at public or private research institutes and universities or other institutions of higher education are eligible. Tenured staff or faculty members cannot participate in the competition.

Applicants should submit the following documents:

1. A request to participate to the “ESVDC Early Career Researchers Award” (indicating name, surname, education and position), certifying satisfaction of eligibility criteria;
2. A detailed description (in English) of the research submitted to the selection procedure (no longer than 2000 words). This should include
 - a. Introduction
 - b. Hypotheses
 - c. Participants and measures
 - d. Procedure and data analysis
 - e. Results
 - f. Conclusions
3. A CV that gives special attention to their publications.

Please submit the application electronically to Prof. Paulo Cardoso (e-mail: pmscar@gmail.com) by **February 21st, 2022** and specify the object: “**ESVDC Early Career Researchers Award**”.

An ad hoc committee will evaluate manuscripts. Participants will be notified on the results of the selection procedure by the beginning of March 2022. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.

2022/22 MEMBERSHIP FEES

The financial situation of ESVDC is satisfactory. However, we need to ask you for the annual membership fees according to our statutes.

As a reminder:

- **Full membership fee is € 50,00**
- **Associate membership fee is € 30,00**
- **Two years free of charge for new early researchers**

The ESVDC bank account is:

CREDIT SUISSE

Account Nr.: 0525-1375350-01

IBAN Code: CH44 0483 5137 5350 0100 0

BIC: CRESCHZZ80A

The bank transfer charges are borne by the association.

The amount is due and payable **December 31 for 2021 membership, and by July 31 for 2022.**

Thank you all in advance!