

ELGPN/20/01/2009/rv/

ELGPN 2009-2010 Work Programme: description of the themes and methodology

To: ELGPN members

1. GENERAL BACKGROUND

The ELGPN represents Member States interests at EU level on matters concerning lifelong guidance policy and systems development within the framework of the EU Education and Training 2010 Work Programme and with the support of the Lifelong Learning Programme. Its main function is to assist the national authorities to implement the recommendations of European Council Resolutions and Conclusions pertaining to lifelong guidance through EU collaborative activity and, in so doing, to enhance national policy and systems development. The added value of the ELGPN is enriching national solutions to national challenges. The Work Packages described below reflect this function and role.

2. THE 2009-2010 WORK PROGRAMME

This is the fifth draft of the work packages for the ELGPN 2009-2010 work programme. The proposal includes the outcomes of the ELGPN peer learning meetings held on 9-10 April 2008 in Vienna and on 28-29 April 2008 in Prague, as well as the discussions in the steering group meeting and the whole-network plenary sessions in Bled. The first draft was discussed informally among some of the ELGPN steering group members in Thessaloniki on Thursday 5 June 2008 and in Jyväskylä on 10 June 2008. The outline proposal was agreed in an ELGPN steering group teleconference held on 24 June 2008. Within the third ELGPN meeting in Lyon 16 September 2008 and the Steering group meeting 8 October 2008 in Brussels, the Work Programme was extended to cover years 2009-2010. This fifth draft takes also into account the Letters of Intent sent by the ELGPN members and observers as well as the discussions of the ELGPN Steering group meeting 14 January 2009 in Berlin.

Both the ELGPN steering group and the whole-network meetings have agreed that the work programme for 2009-2010 should be built around themes, linked to a range of different working methods: whole-network meetings, peer learning activities within field visits, task groups (6-8 members), commissioned technical work, and technical

work funded from other sources. The work programme has clear linkages with the priorities of the 2004 EU Council Resolution on Lifelong Guidance.

The new 2008 “EU Council Resolution on better integrating lifelong guidance into lifelong learning strategies” adopted by the EU Council of Ministers of Education during the French 2008 EU Presidency on 21 November 2008 stressed that there has been progress on the implementation Resolution of 2004. However, more efforts are needed in order to improve the quality of guidance services, provide fairer access focused on individuals' needs and aspirations, and to coordinate and build partnerships between existing forms of guidance provision. The Council invited the Member States and the European Union Commission to Strengthen European cooperation on lifelong guidance provision, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP. The focus should be in particular in: 1) enabling Member States to share information on their policies and practices, and on their evaluation of both, so that each may benefit from the successes of others; 2) monitoring national and European implementation of activities in the four priority areas under the new Resolution; 3) endeavouring to ensure that lifelong guidance is more consistent and more tightly dovetailed with the various European policy areas and in particular with those of employment and social inclusion; 4) considering whether more evidence-based policy on guidance should be developed at European level. The more detailed links with the 2008 Resolution will be elaborated in the Thematic Activities.

The 2009-2010 work programme is structured around two whole-network meetings and a mixture of other work methods. The coordination, management, evaluation and dissemination functions will be treated separately. The ELGPN steering group has agreed that the activities of the 2009-2010 work programme should be organised as follows:

ELGPN network meetings

- 19-20 March, 2009, Luxembourg
- 17-18 September 2009, Latvia
- April 2010, Portugal
- September 2010 Spain. This would be an extended ELGPN meeting and would have also a status of the third European Lifelong Guidance Policy Conference.

Themes for activities and proposed working methods

1) Network Thematic Actions

- Career management skills (Council Resolutions on Lifelong Guidance 2004, 2008)
- Access, including APEL (Council Resolution on Lifelong Guidance 2008 Council Conclusions on Validation of Non-Formal and Informal Learning 2004; EU Common Reference Tools)

- Co-operation and co-ordination mechanisms in guidance policy and systems development (Council Resolutions on Lifelong Guidance 2004, 2008; EU Common Reference Tools)
 - Quality assurance/Evidence-base for policy and systems development (Council Resolutions on Lifelong Guidance 2004, 2008; EU Common Reference Tools)
- 2) Task Group
- Synergy between EU-funded projects on lifelong guidance (Council Resolution on Lifelong Guidance 2004)
- 3) General Management
- Management and leadership in ELGPN
 - Monitoring and evaluation of ELGPN work
 - National impact and dissemination of work outcomes, and relations with policy makers of education and training, employment as well social policies and the wider European and international guidance community
 - EU Education & Training and Employment policy monitoring from LLG perspective (Council Resolution on Lifelong Guidance 2008)

WORKING METHOD: FIELD VISITS AND SYNTHESIS MEETINGS

The four network Thematic Actions will have a consistent structure. Each will have a lead country to coordinate the Action in co-operation with the ELGPN coordinator, and will include two separate thematic field visits and a third synthesis meeting, each with a maximum of 10 – 12 participating countries. The host country will select the aspect of the theme that will be addressed in the field visit. For example, in the work package on national policy and systems coordination mechanisms, the two host countries, Slovenia and Hungary, have suggested two themes for elaboration: Slovenia is interested in exploring to what extent national development can be based on projects; Hungary wants to elaborate the process of establishing a national coordination mechanism. ELGPN members can then express an interest in participating in the visits that are relevant to their interests. In addition to these two field visits there will be a third synthesis meeting for elaborating a report of the outcomes of the field visits as well as for making suggestions for the forthcoming ELGPN Work Programmes.

The Thematic Activities should not only be used to share experiences. Each ELGPN national representatives should reflect on how each of the themes in which they were participating could enhance the development of their national policies and practices. Before implementing the activities, each participating ELGPN member will be asked to identify their expectations and aspirations for these themes. When the work of the ELGPN will be evaluated, attention should be paid not only to what had been done and

what had been learned, but also to what extent the activities had met these expressed expectations and aspirations and impact at national and European level.

Structure of thematic actions

Each of the field visits will have three components:

- First, they will be hosted by countries which want to use the support of other EU countries to assist their national guidance policy development. The field visit programme will be designed in co-operation with the host country, which may, for example, invite additional national representatives to part of the meeting, or might organise a larger national policy seminar or conference either immediately prior to or immediately after the field visit, in which the ELGPN members could take part as “visiting experts” or interested observers.
- Secondly, the programme will also take account of the common/shared interests of the participating ELGPN members, with part of the working time being allocated to mutual learning.
- Thirdly, the field visit should reflect the broad ELGPN goals linked to the theme and should produce a reflection note on the mutual learning gained during the field visit in relation. For each Thematic Action and task groups, an expert will be appointed to carry out part of the technical work and to prepare a briefing note and subsequently a reflection note drawing on the proceedings and results of the field visits. The latter will be shared subsequently with the whole network and its implications for the network as a whole will be discussed and agreed at a subsequent whole-network meeting.
- Before the field visits the lead countries and the ELGPN steering group will have a joint meeting to agree the consistency of the thematic activities and how transversal themes will be elaborated in each thematic activity.

Each ELGPN member-country will be supported by the ELGPN budget for participation in two field visits, with one representative in each case. If a member country wishes to participate in more than two visits, or to send more than one representative to a particular visit, they will be responsible for the extra travel and subsistence expenses.

Between the whole-network meetings, the ELGPN members will concentrate on the EU-level themes that are national priorities. Part of the annual budget will be allocated for members to conduct the national work required prior to and subsequent to the field visits. There will be a variety of hosts and coordinators for the proposed themes among the ELGPN members. The work of each Thematic Action should lead to concrete learning outcomes at both European and national levels.

ROLES OF ELGPN MEMBERS AND EXPERTS IN THE WORK PACKAGES

The following table summarises the various roles of ELGPN members within work packages WP1-WP4.

| Roles needed in work packages WP1-WP4 | Tasks | Working days to complete these tasks in the 2009-2010 budget proposal |
|---------------------------------------|---|---|
| Lead country | <ol style="list-style-type: none"> 1. Provide an overview and leadership to the implementation of the work package in cooperation with the ELGPN coordinator and the host countries for the field visits 2. Organise the field visits in co-operation with the host countries for those ELGPN members which have identified this theme as their priority. As appropriate the lead country can arrange a planning meeting with the hosts of the field visits and the synthesis meeting. 3. Support the invited expert in producing a briefing paper prior to the field visits and reflection notes on the conclusions of the field visits for the ELGPN network. 4. Animate online discussions in the ELGPN website 5. Reporting in the steering group meetings and ELGPN network as appropriate. 6. Provide information how transversal themes of the ELGPN have been examined in this specific Thematic Activity. 7. To inform about the essential learning outcomes from the perspective of the whole ELGPN network work programme. 8. To provide the necessary information on the learning outcomes to a compendium of good examples of lifelong guidance practise and policy development. | 40 days |
| Field-visit hosts (x 3) | <ol style="list-style-type: none"> 1. Organise a targeted field visit together with the lead participant. 2. Support the invited expert in the preparation of the briefing paper and the reflection note | 3 x 6 days |

| | | |
|---|---|------------------|
| Participants (10) | <ol style="list-style-type: none"> 1. Before the field visits identify the expectations and aspirations of the own country team for these themes. 2. Prepare for the field visit by reflecting on the field-visit theme(s) from own country perspective (6 days) 3. Participate in the field visit and online discussions after the visit (4 days) 4. Evaluate to what extent the expectations and aspirations were met | 10 x 3 x 10 days |
| Invited expert (open call for experts will be announced after the Lyon ELGPN meeting) | <ol style="list-style-type: none"> 1. Prepare a prior briefing papers and a subsequent reflection notes 2. Undertake supporting roles (discussion animation, monitoring of learning experience) during the field visits and synthesis meetings. 3. Support the leading country in reporting to the Steering group and the ELGPN network. | 30 days |

PARTICIPATION IN THE FIELD VISITS

The ELGPN members will be asked to identify their interest in two work packages in the Letter of Intent. When designating country delegates to participate in the field visits, members should take account of the substance of the theme concerned. It would be helpful if the same person from the ELGPN member country could attend all of the three meetings. The aim of the field visits is to produce concrete learning outcomes which can benefit national authorities and EU-level learning, plus thematic reports on the Actions. Between the ELGPN meetings, the Actions can also be supported by using the communication tools available on the ELGPN website.

THEMES OF THE WORK PACKAGES/THEMATIC ACTIONS

The following table introduces the themes of the work packages, lead participants, field-visit hosts and proposed schedule.

| WP theme | Lead country | Field-visit host | Proposed schedule | Countries which indicated their interests In the Letters of Intent 2008 |
|---|--------------------|------------------|-------------------|---|
| WP1 Career Management Skills | | | | |
| | Czech Republic | | | AT, CZ, DK, FR, It, LT, LU, MT, PT, SE, SI, SK, UK |
| Field visit 1. Integration of career management skills in curricula at secondary level and in higher education | | Lithuania | 5-7/05/2009 | |
| Field visit 2. Promoting career management skills among client groups with special needs | | Czech Republic | 10/2009 | |
| Synthesis meeting Preparation of a synthesis report for the network meetings | | Slovakia | 02/2010 | |
| WP2 Access | | | | |
| | Iceland and France | | | PES network CY, CZ, DE, FR, IS, LT, NL, PL, TR, UK |
| Field visit 1. Recognition and accreditation of prior and experiential learning | | France | 05/2009 | |
| Field visit 2. Widening access with the help of technology (Learndirect service) | | UK | 01/2010 | |
| Synthesis meeting 3 Preparation of a synthesis report for the network meetings | | Iceland | 03/2010 | |

| | | | | |
|---|---------------------|----------|---------------|---|
| WP3 Cooperation and coordination mechanisms in guidance practice and policy development | | | | |
| | Germany and Austria | | | AT, CY, DE, EL, ES, FI, HU, It, LV, NO, SI, TR, CEDEFOP, ETF, PES network |
| Field visit 1. Use of projects in national guidance policy development | | Slovenia | 04/2009 | |
| Field visit 2, Process of establishing a national lifelong guidance coordinating mechanism | | Hungary | 11/2009 | |
| Synthesis meeting 3 Preparation of a synthesis report for the network meetings | | Cyprus | 05/2010 | |
| WP4 Quality assurance/ evidence-based practice and policy development | | | | |
| | Denmark and Finland | | | DE, DK, EE, EL, FI, HU, LU, LV, PT, UK |
| Field visit 1, National quality assurance framework for lifelong guidance | | Germany | 13-14/05/2009 | |
| Field visit 2, Evidence base for lifelong guidance practice and policy development | | Finland | 19-20/10/2009 | |
| Synthesis meeting 3 Preparation of a synthesis report for the network meetings | | Estonia | 06/2010 | |

TASK GROUPS

In addition, the ELGPN 2009-2010 work programme includes two thematic task-groups: WP5 will examine the synergy between EU-funded projects: and the ELGPN coordinator will lead a task group on European Education & Training and Employment policy analysis from an LLG perspective.

The following table introduces the lead participants and proposed schedule. The hosts of the working-group meetings will be designated by the task-group members (The hosts for the task group meetings in the table below are preliminary suggested by the Coordinator). Invited experts will be attached to each of the task-groups, with 30 days in each case for the necessary technical work included in the activity.

| Task group theme | Lead country | Hosts for working meetings | Proposed schedule | |
|---|--------------|--------------------------------|-------------------|--|
| TG1 Education & Training and Employment policy analysis from LLG perspective | | | | |
| | Finland | | | DE, EE, FI, FR, SK, SI, TR, CEDEFOP, ETF, ICCDPP |
| Three working meetings | | Finland Estonia Slovakia | 01-09/2010 | |
| TG2 Synergy between EU-funded projects | | | | |
| | Slovenia | | | AT, CZ, DK, EL, PL, SI |
| Three working meetings | | Denmark Greece Poland | 01-09/2010 | |

The following table introduces the proposed rough schedule of the thematic activities during the years 2009-2010. The proposed schedule of the task groups is to be defined by the designated individual task-group members.

| | | Contributing thematic activities 2009-2010 | 2009 | | | | | | | | | | | |
|---------|----|--|------|-----|---------|----------|----------|----------|------|-----|---------|----------|-----|-----|
| Country | | | Jan | Feb | March | April | May | June | July | Aug | Sept | Oct | Nov | Dec |
| P1 | FI | WP3, WP4, TG1 | | | ELPGN 4 | WP3 | WP4 | TG1 | | | ELGPN 5 | WP4 | WP3 | |
| P2 | AT | WP1, WP3, TG2 | | | ELPGN 4 | WP3 | WP1 | TG2 | | | ELGPN 5 | WP1 | WP3 | |
| P3 | Cz | WP1, WP2, TG2 | | | ELPGN 4 | WP2 | WP1 | TG2 | | | ELGPN 5 | WP1 | | |
| P4 | PT | WP1, WP4 | | | ELPGN 4 | | WP1, WP4 | | | | ELGPN 5 | WP1, WP4 | | |
| P5 | NL | WP2 | | | ELPGN 4 | WP2 | | | | | ELGPN 5 | | | |
| P6 | LU | WP1, WP4 | | | ELPGN 4 | | WP1, WP4 | | | | ELGPN 5 | WP1, WP4 | | |
| P7 | DK | WP1, WP4, TG2 | | | ELPGN 4 | | WP1, WP4 | TG2 | | | ELGPN 5 | WP1, WP4 | | |
| P8 | DE | WP2, WP3, WP4, TG1 | | | ELPGN 4 | WP2, WP3 | WP4 | TG1 | | | ELGPN 5 | WP4 | WP3 | |
| P9 | Si | WP1, WP3, TG1, TG2 | | | ELPGN 4 | WP3 | WP1 | TG1, TG2 | | | ELGPN 5 | WP1 | WP3 | |
| P10 | EE | WP4, TG1 | | | ELPGN 4 | | WP4 | TG1 | | | ELGPN 5 | WP4 | | |
| P11 | Fr | WP1, WP2, TG1 | | | ELPGN 4 | WP2 | WP1 | TG1 | | | ELGPN 5 | WP1 | | |
| P12 | Se | WP1 | | | ELPGN 4 | | WP1 | | | | ELGPN 5 | WP1 | | |
| P13 | PL | WP2, TG2 | | | ELPGN 4 | WP2 | | TG2 | | | ELGPN 5 | | | |
| P14 | HU | WP3, WP4 | | | ELPGN 4 | WP3 | WP4 | | | | ELGPN 5 | WP4 | WP3 | |
| P15 | Mt | WP1 | | | ELPGN 4 | | WP1 | | | | ELGPN 5 | WP1 | | |
| P16 | CY | WP2, WP3 | | | ELPGN 4 | WP2, WP3 | | | | | ELGPN 5 | | WP3 | |
| P17 | Lt | WP1, WP2 | | | ELPGN 4 | WP2 | WP1 | | | | ELGPN 5 | WP1 | | |
| P18 | NO | WP3 | | | ELPGN 4 | WP3 | | | | | ELGPN 5 | | WP3 | |
| P19 | Es | WP3 | | | ELPGN 4 | WP3 | | | | | ELGPN 5 | | WP3 | |
| P20 | Sk | WP1, TG1 | | | ELPGN 4 | | WP1 | TG1 | | | ELGPN 5 | WP1 | | |
| P21 | UK | WP1, WP2, WP4 | | | ELPGN 4 | WP2 | WP1, WP4 | | | | ELGPN 5 | WP1, WP4 | | |
| P22 | IS | WP2 | | | ELPGN 4 | WP2 | | | | | ELGPN 5 | | | |
| P23 | It | WP1, WP3 | | | ELPGN 4 | WP3 | WP1 | | | | ELGPN 5 | WP1 | WP3 | |
| P24 | EL | WP3, WP4, TG2 | | | ELPGN 4 | WP3 | WP4 | TG2 | | | ELGPN 5 | WP4 | WP3 | |
| P25 | Lv | WP3, WP4 | | | ELPGN 4 | WP3 | WP4 | | | | ELGPN 5 | WP4 | WP3 | |
| P26 | Tr | WP2, WP3, TG1 | | | ELPGN 4 | WP2, WP3 | | TG1 | | | ELGPN 5 | | WP3 | |
| O1 | Bg | | | | ELPGN 4 | | | | | | ELGPN 5 | | | |
| O2 | IE | | | | ELPGN 4 | | | | | | ELGPN 5 | | | |

| 2010 | | | | | | | | | | | | |
|------|----------|-----|-------|---------|----------|----------|------|-----|---------|-----|-----|-----|
| | Jan | Feb | March | April | May | June | July | Aug | Sept | Oct | Nov | Dec |
| FI | TG1 | | | ELGPN 6 | WP3 | WP4, TG1 | | | ELGPN 7 | | | |
| AT | TG2 | WP1 | | ELGPN 6 | WP3 | | | | ELGPN 7 | | | |
| Cz | WP2, TG2 | WP1 | WP2 | ELGPN 6 | TG2 | | | | ELGPN 7 | | | |
| PT | | WP1 | | ELGPN 6 | | WP4 | | | ELGPN 7 | | | |
| NL | WP2 | | WP2 | ELGPN 6 | | | | | ELGPN 7 | | | |
| LU | | WP1 | | ELGPN 6 | | WP4 | | | ELGPN 7 | | | |
| DK | TG2 | WP1 | | ELGPN 6 | TG2 | WP4 | | | ELGPN 7 | | | |
| DE | WP2, TG1 | | WP2 | ELGPN 6 | WP3 | WP4, TG1 | | | ELGPN 7 | | | |
| Si | TG1, TG2 | WP1 | | ELGPN 6 | WP3, TG2 | TG1 | | | ELGPN 7 | | | |
| EE | TG1 | | | ELGPN 6 | | WP4, TG1 | | | ELGPN 7 | | | |
| Fr | WP2, TG1 | WP1 | WP2 | ELGPN 6 | | TG1 | | | ELGPN 7 | | | |
| Se | | WP1 | | ELGPN 6 | | | | | ELGPN 7 | | | |
| PL | WP2, TG2 | | WP2 | ELGPN 6 | TG2 ?? | | | | ELGPN 7 | | | |
| HU | | | | ELGPN 6 | WP3 | WP4 | | | ELGPN 7 | | | |
| Mt | | WP1 | | ELGPN 6 | | | | | ELGPN 7 | | | |
| CY | WP2 | | WP2 | ELGPN 6 | WP3 | | | | ELGPN 7 | | | |
| Lt | WP2 | WP1 | WP2 | ELGPN 6 | | | | | ELGPN 7 | | | |
| NO | | | | ELGPN 6 | WP3 | | | | ELGPN 7 | | | |
| Es | | | | ELGPN 6 | WP3 | | | | ELGPN 7 | | | |
| Sk | TG1 | WP1 | | ELGPN 6 | | TG1 | | | ELGPN 7 | | | |
| UK | WP2 | WP1 | WP2 | ELGPN 6 | | WP4 | | | ELGPN 7 | | | |
| IS | WP2 | | WP2 | ELGPN 6 | | | | | ELGPN 7 | | | |
| It | | WP1 | | ELGPN 6 | WP3 | | | | ELGPN 7 | | | |
| EL | TG2 | | | ELGPN 6 | WP3, TG2 | WP4 | | | ELGPN 7 | | | |
| Lv | | | | ELGPN 6 | WP3 | WP4 | | | ELGPN 7 | | | |
| Tr | WP2, TG1 | | WP2 | ELGPN 6 | WP3 | TG1 | | | ELGPN 7 | | | |
| Bg | | | | ELGPN 6 | | | | | ELGPN 7 | | | |
| IE | | | | ELGPN 6 | | | | | ELGPN 7 | | | |

3. WORK PACKAGE CONTENTS AND METHODS (AS BASIS FOR EXPRESSED COUNTRY INTERESTS)

The following sections describe the contents of each of the work packages and their proposed methodologies as well as the participating countries. The allocation of working days per ELGPN members is based on the indications of interest identified in the Letters of Intent from the ELGPN members. The suggested number of working days is included in the budget proposal sent to ELGPN Members and to the European Commission.

THEMATIC ACTION 1

| | | | |
|---|--|------------------------------|--------------|
| Work package no. | 1 | Start date or starting event | January 2009 |
| Work package title | Career Management Skills | | |
| Activity type | Two field visits and a synthesis meeting | | |
| Participating countries | AT, CZ (Lead participant) DK, FR, IT, LT, LU, MT, PT, SE, SI, SK, UK | | |
| Objectives | | | |
| <p>The aim of this Thematic Action is to define career management skills within a broader framework, by drawing, for instance, on the EU Key Competences for Lifelong Learning, and on OECD and UNESCO reports on key competences. It aims to identify existing competence frameworks at national level which are already available, and which reflect the key competences needed in life. Secondly, identify how the skills acquisition is demonstrated. Thirdly, the activity will identify ways in which guidance provision can support career management skills development, for both young people and adults, and from a lifelong perspective. Fourthly, the Thematic action will examine how this theme is implemented in the training of guidance practitioners and teachers. These issues are also closely related to the co-ordination and co-operation of guidance services and policy development, which are elaborated in more detail in WP4.</p> <p>WP1 will include a mapping exercise on the contexts where career management skills are already developed and can be developed further. The mapping exercise will also examine other ways in which career guidance activities and services can support the development of career management skills, at all levels and stages of education and training.</p> <p>The long-term objective is to develop a proposal for a framework of career management competences for EU citizens.</p> | | | |
| Description of work (possibly broken down into tasks) and role of participants | | | |
| <p><i>Types of activities that are envisaged include the following:</i></p> <ul style="list-style-type: none"> ▪ Mapping of existing practices (taking into account the national context of competence frameworks, linked to existing reporting mechanisms on key competences). Enlarge the mapping to identify the feasibility of competence development, identify the arenas where the development of competences is integrated in existing programmes. | | | |

- Targeted case-studies of how career management skills are developed and acquired. These case-studies will also help to identify the range of career management skills that are needed at different stages in one's life.
- Two targeted field visits which facilitate mutual learning and the exchange of ideas. It is desirable that country participants should have knowledge, expertise and experience in this area.
- A commissioned study to review existing evidence that such career management skills do indeed help citizens make better decisions. This will be linked to the focus in WP4 on outcome-focused, evidence-based practice and policy development.
- Study on the synergies and the overlap of career management skills and other key competences in lifelong learning.

Roles of all participants in two field visits and in a synthesis meeting (a group of 11 ELGPN member countries)

1. Actively participating in the field visits.
2. Provide country-specific materials relevant to the case-studies.

Lead participant: Czech Republic

1. Provides an overview and leadership to the implementation of the work packages in cooperation with the ELGPN coordinator and the host countries for the field visits.
2. Organises the field visits in co-operation with the host countries for those ELGPN members which have identified this theme as their priority.
3. Supports the invited expert in providing a briefing paper prior to the field visits, and a reflection note on the conclusions of the field visits for the ELGPN network.

Action points

1. Preparation of the field visit programme together with the lead country and field visit hosts
2. A preliminary agenda for the field visits.
3. Data collection from the participating countries, in co-operation with the coordinator, lead country and the invited expert.
4. Field visit to Lithuania, 5-7 May 2009, 11 countries. This field visit will focus on how career management skills can be introduced in curricula for secondary education and higher education from lifelong learning perspective.
5. Field visit to Czech Republic, Oct 2009, 11 countries. This field visit will examine the support for career management skills for client groups with special needs
6. Synthesis meeting in Slovakia February 2010, 11 countries. The aim is to prepare a report of the field visits for the ELGPN network meeting.
7. Reflection note for the ELGPN meeting in Portugal April 2010.
8. Ongoing on-line communication through the ELGPN website.

Outputs

A compendium of good practise and guidelines for implementation.

Outcomes

A proposal for a framework for career management competences for citizens, as a means of implementing the existing European key lifelong learning competencies.

THEMATIC ACTION 2

| | | | |
|--|---|------------------------------|--------------|
| Work package no. | 2 | Start date or starting event | January 2009 |
| Work package title | Access | | |
| Activity type | Two field visits and a synthesis meeting | | |
| Participating countries | CY, CZ, DE, FR (Lead participant,) IS (Lead participant), LT, NL, PL, TR, UK, PES network | | |
| <p>Objectives</p> <p>The aim of this Thematic Action is to explore ways in which to improve equality of access to career guidance for all sections of the population, including the scope for clarifying citizens' rights to career guidance, linked to the social contract between the state and the citizen, and the interface between lifelong guidance and the flexicurity models in ELGPN member countries.</p> <p>The Thematic Action aims to support the recommendation of the European Council (2004) that, as appropriate and given local circumstances, all European citizens should have access to high-quality guidance services at all life stages, with particular attention being paid to individuals and groups at risk. The member countries should examine how this recommendation is being addressed nationally.</p> <p>The Thematic Action should take account of the access of the certain target groups of the population mentioned in the Council Resolution (2004): early school-leavers, persons with disabilities, employed persons, and migrants. Some of these were also referred to at the conclusion of the Peer Learning Activity in Prague.</p> <p>The Thematic Action should also take account of how guidance provision supports APEL processes, from two perspectives. First, it is linked to ensuring access for more citizens to education, training and employment opportunities through non-traditional pathways, where competences acquired through non-formal and informal learning are identified and accredited. This requires guidance workers to develop new skills in carrying out such identification and accreditation tasks. Second, APEL is linked to career management, given that guidance staff may need to help citizens recognise the transferable skills they have acquired informally, and how these competences can be drawn upon to plan for and make decisions about education, training and employment opportunities.</p> <p>The Thematic Action will also in addition examine the use of technology in widening access through more diverse service delivery modes. One of the field visits will analyse how to bring together Internet-based services together with online telephone advice and local face-to-face services, linked to national policies on technology-assisted guidance services.</p> | | | |
| <p>Description of work (possibly broken down into tasks) and role of participants</p> <p>Targeted case-studies will provide examples of best practice in facilitating equality of access to guidance services, especially for the priority groups referred to above. These</p> | | | |

case-studies will be put together in such a way as to analytically help the ELGPN and policy-makers more generally in their efforts to develop specific approaches that work effectively with specific target-groups. The emphasis of such case-studies will therefore be on transforming the learning and sharing to models of good practice. Such case-studies require targeted field visits that will enable a group of ELGPN members to closely examine relevant practices in the field. In 2009 there will be two such field visits. France will host a visit which focuses on recognition and accreditation of prior learning. The other visit, hosted by the UK, will examine the use of technology in widening access for guidance services.

Roles of all participants in two field visits and in a synthesis meeting (a group of 11 ELGPN member countries and one partner organisation)

1. Actively participating in the field visits.
2. Provide country-specific materials relevant to the case studies.

Lead participants: Iceland and France

1. Provide an overview and leadership to the implementation of the work packages in cooperation with the ELGPN coordinator and the host countries for the field visits.
2. Organises the field visits in co-operation with the host countries for those ELGPN members which have identified this theme as their priority.
3. Supports the invited expert in providing a briefing paper prior to the field visits, and a reflection note on the conclusions of the field visits for the ELGPN network.

Action points:

1. A preliminary agenda for the field visits.
2. Data collection from the participating countries, in co-operation with the coordinator, lead country and the invited expert.
3. Field visit to France, April 2009, 11-12 participants. This field visit will focus on recognition and accreditation of prior learning.
4. Use of technology in widening access – thematic input for the fifth ELGPN network meeting in Latvia in co-operation with EU funded projects on ICT in guidance (to be confirmed)
5. Field visit to UK, January 2010, 11-12 participants. This field visit will focus on the use of technology in widening access for career guidance services.
6. Synthesis meeting in Iceland, March 2010, 11-12 participants. The aim is to prepare a report of the field visits for the ELGPN network meeting
7. Summary report to the ELGPN meetings in Portugal, April 2010.

Ongoing on-line communication through the ELGPN website.

Outputs/Outcomes

A compendium of good practise and guidelines for implementation.

Outcomes

1. An EU framework of approaches for ensuring equality of access to guidance services and resources for all sections of the population, and for ensuring that EU citizens have comparable access to such provision.
2. The identification of key challenges for ELGPN member countries in implementing the recommendation of the Council Resolution (2004, 2008) on access.
3. The identification of features of lifelong guidance systems which support equality of and lifelong access to guidance provision and resources.

THEMATIC ACTION 3

| | | | |
|--|--|------------------------------|--------------|
| Work package no. | 3 | Start date or starting event | January 2009 |
| Work package title | Co-operation and co-ordination mechanisms in guidance practice and policy development | | |
| Activity type | Two field visits and a synthesis meeting | | |
| Participating countries | AT (Lead Participant), CY, DE, EL, ES, FI, HU, IT, LV, NO, SI, TR, CEDEFOP, ETF, PES Network | | |
| Objectives | | | |
| <p>This Thematic Action responds to the recommendation of the Council Resolution (2004, 2008) and builds on the outcomes of the first PLA meeting held in Vienna on 9-10 April 2008 and also on the work of the two previous Joint Action projects which have been assisting the development of National Guidance Fora and other national co-operation and co-ordination mechanisms. The CEDEFOP publication for policy-makers and stakeholders on establishing and developing National Lifelong Guidance Policy Forums is a key resource for this Action.¹</p> <p>The goal is to assist and strengthen already existing and still developing co-ordination mechanisms including national guidance fora for lifelong guidance policy and systems development. Such mechanisms support lifelong guidance policy development within member-states by involving relevant stakeholders and sectors of guidance provision (including schools, VET, tertiary education, public employment services, and community-based services, civil-society groups, as well as employer-based and private-sector services). The nature, tasks and structures of such mechanisms will vary according to the needs and practices within each country. It is important in this Thematic Action to identify and articulate the links between such mechanisms and those responsible for the implementation of national lifelong learning strategies. In the Vienna PLA meeting it was agreed that WP3 should be a continuing theme within the ELGPN work programme. A further peer-learning event on this theme should be held in 2010. The themes examined within the activity should include reference to the ten ‘key messages’ identified in the CEDEFOP manual and the list of issues identified at the Vienna meeting as meriting further exploration:</p> <ul style="list-style-type: none"> • Further sharing of experience. • co-ordination mechanism at national level • the role of regional and local networks, • the role of national forums, developments, experiences • evaluation and reflection strategies for coordination and cooperation. | | | |
| Description of work (possibly broken down into tasks) and role of participants | | | |
| <p>Two targeted meetings including field visits will be held. In each of these:</p> <ul style="list-style-type: none"> • Up to 12-15 representatives from other countries and partner organisations will address issues in developing effective lifelong guidance co-ordination mechanisms. | | | |

¹ The manual, entitled *Coming Together: Establishing and Developing Lifelong Guidance Policy Forums*, was published by CEDEFOP in advance of the conference on guidance to be held under the French Presidency at Lyon in September 2008.

- This might include meetings with other stakeholders within the country concerned or indeed with the full membership of a national guidance forum or a steering group if this already exists.
- The agenda will be determined by the host country, in consultation with the Thematic Action co-ordinator.
- It should make the key national issues transparent (e.g. by translating key documents, or key extracts from such documents, into English).
- The meeting should end with a reflection session in which the ‘other country’ representatives should identify what can be learned from the process for their own countries and for the ELGPN more widely, in relation to these and other issues.

The third synthesis meeting in 2010 would continue the process from the PLA of Vienna 2008 and the two Field visits with a perspective for the further activities on national levels as well as future work in the ELGPN.

Throughout this process, the ELGPN website should be used as a communication platform for this theme, as well as for the ELGPN in general. In particular, it should include:

- Relevant country documents and materials.
- Reports of each of the meetings outlined above.
- Managed discussions on relevant themes and issues, linked to reports of the case-study visits. The discussions could be animated by the leading participants and the field visit hosts.

Roles of all participants in two field visits and in a synthesis meeting (a group of 12 ELGPN member countries and 3 partner organisations)

1. Actively participate in the field visits.
2. Provide country-specific materials relevant to the case-studies.

Lead participants: Austria and Germany

1. Provide an overview and leadership to the implementation of the work packages in cooperation with the ELGPN coordinator and the host countries for the field visits
2. Organise the field visits in co-operation with the host countries for those ELGPN members which have identified this theme as their priority
3. Support the invited expert in providing a briefing paper prior to the field visits and a reflection note for the ELGPN network on the conclusions of the field visits.

Action points:

1. A preliminary agenda for the field visits.
2. Data collection from the participating countries, in co-operation with the coordinator, lead country and the invited expert.
3. Field visit to Slovenia, April 2009, 12-15 participants. This field visit will examine to what extent the national guidance policy development can be based on national projects.
4. Field visit to Hungary, November 2009, 12-15 participants. This field visit will examine the process of establishing a national coordination mechanism in lifelong guidance.
5. Synthesis meeting in Cyprus, May 2010, 12-15 participants. The aim is to reflect the process since Vienna PLA in 2008 and prepare a report of the field

- visits for the ELGPN network meeting
6. Summary report to the ELGPN meeting in Spain September 2010.
 7. Ongoing on-line communication through the ELGPN website.

Outcomes

1. The identification of key challenges for ELGPN member countries in implementing the recommendation of the Council Resolution (2004, 2008) on the establishment of national coordination mechanisms for lifelong guidance policy and systems development.
2. The articulation of links between these mechanisms and national mechanisms responsible for the implementation of Lifelong Learning Strategies.
3. The setting of such lifelong guidance coordination mechanisms within the framework of Key Features of lifelong guidance systems which support equality of and lifelong access to guidance provision and resources.
4. The influence of such national mechanisms on regional and local coordination of services and their links with such coordination of services.
5. Documentation on the progress of previous work and dissemination of good practice and special features regarding coordination mechanisms in all countries involved, with a special focus on the host countries for the field visits.
6. Documentation, database and discussion forum on the ELGPN website relating to national coordination mechanisms, linked to European policy developments.
7. A compendium of good practise and guidelines for implementation.

THEMATIC ACTION 4

| | | | |
|---|---|------------------------------|--------------|
| Work package no. | 4 | Start date or starting event | January 2009 |
| Work package title | Quality assurance/Evidence-based practice and policy development | | |
| Activity type | Two field visits and a synthesis meeting | | |
| Participating countries | DE, DK (Lead participant), EE, EL, FI (Lead participant), HU, LU, LV, PT, UK, CEDEFOP | | |
| Objectives | | | |
| <p>This Thematic Action addresses the recommendations of the Council Resolutions on Lifelong Guidance (2004, 2008) on the development of quality-assurance systems for guidance services and products from a user perspective and on the need for an evidence base for developing policies for guidance provision and resources. It builds on the previous Cedefop studies of indicators and benchmarks in career guidance at European level and of quality-assurance systems for guidance, on the Cedefop peer learning activity in the fields of QA systems and indicators held in 2004/05, on the EU common reference points for such systems, and on the recommendations based on these studies produced by the European Commission's Lifelong Guidance Expert Group. It builds also on the existing national initiatives on quality-assurance systems, as well as on evidence-based practice and policy development in ELGPN member countries.</p> | | | |

A long-term objective for this Thematic Action is to further elaborate the meta-criteria for quality assurance included in the EU common reference tools on lifelong guidance. The aim is to develop a proposal for a common EU framework for quality assurance from a lifelong guidance perspective. The activity aims to identify the existing evidence of guidance outcomes as a part of the quality discussion. A long-term goal is to establish a link between indicators for lifelong guidance provision and the EU indicators on education and training systems.

The Thematic Action promotes the development of an EU framework for appropriate evidence-collection systems for lifelong guidance: for example, by embedding them in already existing surveys, preferably on a cross-sectoral basis. The work covers the areas identified as needing improvement in the recent international career guidance policy reviews (notably: financial and human resources allocated to career guidance; citizen need and demand; the characteristics of users; guidance process; user satisfaction; and the outcomes and cost-effectiveness of career guidance).

This activity needs additional funding sources if it is to be fully addressed in a longer-term perspective.

Description of work (possibly broken down into tasks) and role of participants

The first task for the Thematic Activity would be defining the nature of lifelong guidance services, using existing frameworks for this. The next step would be to define the contexts in which quality was examined and the perceptions of different stakeholders on quality issues. The work will continue with mapping the existing and current research and initiatives in ELGPN member countries related to this topic. The goal is to update the existing knowledge base since the Cedefop studies and peer learning events conducted in 2004/05. The focus on indicators will be on three main areas: the economic, social and learning outcomes of guidance. Based on the findings and best practice in the member countries, recommendations will be made for further steps to develop a quality-assurance framework for lifelong guidance.

This work package will be conducted in close association with parallel international research initiatives focusing on evidence-based lifelong guidance practice and policy development. The work package identifies countries which have been developing national frameworks or models for quality assurance in lifelong guidance.

The work will be conducted with two parallel thematic working groups, focusing respectively on quality assurance and on evidence-based policy development. These groups will prepare a synthesis of existing research and frameworks, and will feed a joint peer learning activity to be held in spring 2010.

This Thematic Action needs to be closely linked with Thematic Action 3 from a cross-sectoral coordinated policy development perspective.

Roles of all participants in two field visits and in a synthesis meeting (a group of 10 ELGPN member countries and one partner organisation)

1. Actively participate in the field visits.
2. Provide country-specific materials relevant to the case-studies.

Lead participants: Denmark (quality standards) and Finland (evidence-based practice and policy development)

1. Provide an overview and leadership to the implementation of the work packages in cooperation with the ELGPN coordinator and the host countries for the field visits.
2. Organise the field visits in co-operation with the host countries for those ELGPN members which have identified this theme as their priority.
3. Support the invited expert in providing a briefing paper prior to the field visits and a reflection note on the conclusions of the field visits for the ELGPN network.

Action points:

1. A preliminary agenda for the field visits.
2. Data collection from the participating countries, in co-operation with the coordinator, lead country and the invited expert.
3. Field visit to Germany, 13-14 May 2009, 10-11 participants. This field visit will examine the development of national quality assurance systems for lifelong guidance.
4. Field visit to Finland, 19-20 October 2009, 10-11 participants. This field visit will examine the development of more sustainable evidence for national guidance practice and policy development.
5. Synthesis meeting in Estonia, June 2010, 10-11 participants. The aim is to prepare a report of the field visits for the ELGPN network meeting
6. Summary report to the ELGPN meeting in September 2010 in Spain.
7. Ongoing on-line communication through the ELGPN website.

Outcomes

1. A revised framework for QA systems for lifelong guidance services and resources.
2. An framework for data collection for lifelong guidance services that will support national policy-making and facilitate EU comparability.
3. A set of descriptive indicators for lifelong guidance services that will support national policy-making and facilitate EU comparability.
4. The identification of key challenges for ELGPN member countries in implementing the recommendation of the Council Resolution (2004, 2008) both on quality-assurance systems for lifelong guidance and on developing an improved evidence base for policy-making.

Outputs

1. An updated synthesis report on existing quality-assurance systems for lifelong guidance in ELGPN member states.
2. A matrix of the different modes of evidence base which countries can utilise in promoting lifelong guidance practice and policy development.

TASK GROUP

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|---|---|------------------------------|--------------|
| Work package no. | 5/TG2 | Start date or starting event | January 2009 |
| Work package title | Synergy between EU-funded projects | | |
| Activity type | Small task-group with expert support | | |
| Participating countries | AT, CZ, DK, EL, PL, SI (Lead participant) | | |
| <p>Objectives</p> <p>This Thematic Action is designed to set up arrangements on how to link the work of the ELGPN network with EU-funded lifelong guidance projects. The goal is to promote synergy among the projects by clustering the various projects and sharing best practices, and also to establish closer links between the projects and public policy both within member countries and at EU level.</p> <p>A long-term objective is to establish closer structural relationships between ELGPN, the EACEA, national programme agencies, and the national authorities.</p> <p>The activity will examine especially the following projects:</p> <ul style="list-style-type: none"> i) projects and research arising from the Lifelong Learning programme; ii) ESF-supported national projects; iii) relevant activities of networks, e.g. Euroguidance. <p>Nature of the task: information gathering, sharing and transfer; influencing LLP investment priorities in lifelong guidance projects; and policy development at national and EU levels.</p> | | | |
| <p>Description of work (possibly broken down into tasks) and role of participants</p> <p><i>Roles of all participants in the working group (a group of 5 ELGPN member countries: DK, AUT, CZ, PL, SL)</i></p> <ol style="list-style-type: none"> 1. Actively participate in the working group. 2. Provide country-specific materials relevant to the work package theme. <p><i>Lead participant: Slovenia</i></p> <ol style="list-style-type: none"> 1. Provide an overview and leadership to the implementation of the work package in cooperation with the ELGPN coordinator. 2. Organise the task-group activities with those ELGPN members which have identified this theme as their priority. 3. Support the invited expert in providing a reflection note for the ELGPN network meeting in Latvia. <p><i>Action 1: Establish information-gathering sources</i></p> <ul style="list-style-type: none"> i) develop and use existing criteria to list the projects, using the network members as a policy-development intelligence-gathering source, ii) make appropriate contacts within the Commission – DG EAC and DG EMPL <p><i>Action 2: Information sharing</i> - within the network</p> | | | |

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| <p><i>Technical support:</i> Expert working under the direction of a task-group from 5 interested countries.</p> |
| <p>Output 1. Overview and inventory of relevant projects and their outcomes for the past 4 years, plus details of relevant projects currently operating.</p> |
| <p>Outcomes 1. Network members know of relevant current projects. 2. Efficient future investment of EU funds eg LLP, in guidance projects. 3. Project information to be used where relevant to support the work of the ELGPN. 4. Greater impact of projects on national and EU policies for guidance.</p> |

GENERAL MANAGEMENT

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|--|--------------------------------------|------------------------------|--------------|
| Work package no. | 6 | Start date or starting event | January 2009 |
| Work package title | Monitoring and evaluation | | |
| Activity type | Formative and summative evaluations | | |
| Participating countries | FI (coordinator) & all ELGPN members | | |
| <p>Objectives</p> <p>The aim of this work package is to provide an evaluation of the network process and outcomes relating to the network objectives. During the initial phase in 2008-09 the evaluation focuses especially on the relevance, efficiency and effectiveness of the network. Another task is to evaluate the operation and management of the network, including the role of the co-ordinator and network members. The main outcome is to evaluate, together with the network and the Commission, whether a sound foundation has been developed for the network and what conclusions can be drawn from its first experiences. The co-ordinator is responsible for internal evaluation and monitoring. An external evaluation will be contracted if necessary. Network members are also involved in evaluation, by co-operating with the evaluation process and also through peer evaluation of the network's progress.</p> | | | |
| <p>Description of work (possibly broken down into tasks) and role of participants</p> <p><i>Lead participant:</i> Coordinator and the ELGPN steering groups</p> <p><i>Description of work and role of participants</i> Coordinator, University of Jyväskylä, and the ELGPN steering group</p> <ol style="list-style-type: none"> 1. Internal evaluation of all ELGPN activities. 2. Establishing a framework for the network evaluation and necessary data collection. 3. Producing summative evaluation reports. <p><i>All network members:</i></p> <ol style="list-style-type: none"> 1. Contributing to internal evaluation process at all stages, as and when required, including formative evaluation reviews and statements at ELGPN and peer learning meetings. | | | |

Action points:

1. Development of the framework for network evaluation and data collection.
2. Summative report in November 2009.

Outcomes

1. A summary report on the progress of the establishment of the ELGPN during its initial phase 2008-10.
2. Recommendations for the future long-term work programme for 2011-13.

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|--|---|------------------------------|--------------|
| Work package no. | 7 | Start date or starting event | January 2009 |
| Work package title | Dissemination and relations with the wider European and international guidance community | | |
| Activity type | Field visits and thematic study | | |
| Participating countries | FI (coordinator) & all ELGPN members | | |
| Objectives | | | |
| <p>This work package builds upon the dialogue within the EU policy network and other mechanisms established during the pilot phase. The goal is to ensure that the outcomes of the network are disseminated within the network's member countries and have an impact upon regional, national and European lifelong guidance policy development. The dissemination and exploitation activities include support for EU-level dissemination conferences and presentations at national and international events, and articles published in relevant national/European newsletters and academic and professional journals. The dissemination and exploitation process is also embedded in the network website design.</p> <p>Within this work package, a share of the budget is allocated for the relations with the wider European and international guidance community. This includes covering the participation in ELGPN network of representatives from related networks, such as IAEVG, FEDORA, ICCDPP and EU social partners in ELGPN's meetings. It can also cover the attendance of a designated ELGPN representative at key international guidance policy events such as international symposia on career development and public policy.</p> | | | |
| Description of work (possibly broken down into tasks) and role of participants | | | |
| <p><i>Lead participant:</i> Coordinator, Finland</p> <p><i>All participants:</i></p> <ol style="list-style-type: none">1. Finalisation of a valorisation and dissemination schedule.2. Implementation of valorisation and dissemination activities, by each participant as in the above schedule. | | | |

Outcomes

1. The ELGPN has established a sustainable role in the participating countries.
2. ELGPN is included at national level in major seminars and publications.
3. The ELGPN website has an interface with key international parallel websites related to guidance policy development.
4. The website hosts key policy documents that have been published

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|-------------------------|--|------------------------------|--------------|
| Work package no. | 8 | Start date or starting event | January 2009 |
| Work package title | Network coordination and management | | |
| Activity type | | | |
| Participating countries | FI (coordinator) & all ELGPN members | | |

Objectives

Overall project management and chairmanship focuses on effective co-ordination of the network and the co-operation arrangements with the Commission, Cedefop, ETF and other relevant bodies or networks at national, European and international levels. The management promotes the achievement of network objectives and outputs that add value to existing EU lifelong guidance policies and practices. The task in this work package is to establish an infrastructure for communication among the network participants. The members will enhance the consultative mechanisms between the whole network and national structures.

In 2009 the tasks will include the development of the necessary working processes and transparent decision-making processes (whole-network meetings, steering-group meetings). During the second year, the aim is to strengthen the influence of the ELGPN members and increase the activities between the whole-network meetings. The methodology and budget allocation include more thematic activities and more targeted field visits.

This work package includes on-line and face-to-face communication between network members, supported by network meetings, written action plans and deadlines, and periodic reviews. This work package includes the management and further development of an Internet-based platform for the network activities. It also includes financial management.

One of the key roles of the ELGPN is to ensure that lifelong guidance is fully reflected in relevant EU policy processes and policy documents. A similar role was played by the previous Expert Group on Lifelong Guidance, particularly in relation to EU education and training policies. The nature of this task is information gathering, sharing and transfer, so that all ELGPN members can have access to such information, and can have an opportunity to be involved in the relevant policy processes.

The main responsibility for this work package lies with the coordination unit, with the support of the steering group. Each network member organisation has signed a Letter of Intent that specifies the responsibilities, including management responsibilities, that they themselves commit to undertake.

Description of work (possibly broken down into tasks) and role of participants

Coordinator, University of Jyväskylä, Finland

1. Convening and chairing the ELGPN meetings.
2. Producing and circulating the minutes of ELGPN meetings.
3. Establishing network communication protocols and liaising with the network on an ongoing basis.
4. Providing an overview and lead to the implementation of the work packages.
5. Providing an overview of the overall project finances.
6. Ensuring regular contact with other relevant bodies or networks at national, European and international levels.
7. Liaising with the Commission, and producing and submitting management reports and cost statements at regular intervals.

Steering group: FI, AT, DE, FR, SL, PT (a new composition of the steering group will be nominated in the fourth ELGPN network meeting in Luxembourg)

1. Supporting the ELGPN coordinator in defining the priorities and budget allocation within the work programme.

Network members:

1. Actively participating in network meetings.
2. Designating a national reference point to form the consultative mechanism between the network and relevant national structures.
3. Ensuring that action points from minutes of the network meetings, relevant to each member, are followed-up as appropriate.
4. Ensuring that aspects of the work packages, relevant to each member, are successfully implemented as appropriate.
5. Producing summary progress reports, and submitting monitoring reports and financial statements as and when required by the Commission.
6. Establish a small task-group consisting of representatives of 5 interested countries (FR, PL, CZ, SL, SK, EE, TR), including representatives from educational and labour market sectors as well as from social partners. The task-group should also liaise with Cedefop and ETF.
7. Invited expert to provide support in writing Policy Briefs.

Action points:

1. Maintaining the network website and ELGPN communication protocols.
2. Fourth ELGPN meeting, 19-20 March 2009, Luxembourg.
3. Fifth ELGPN meeting, 17-18 September 2009, Latvia.
4. Sixth ELGPN meeting, April 2010, Portugal
5. Seventh ELGPN meeting, September 2010, Spain
6. Five annual steering group meetings in 2009 and 2010. The meetings would be in conjunction with the ELGPN network meetings and if possible in conjunction with the meetings of the task group on policy analysis.
7. Establish information-gathering sources
 - i) the network members as a policy-development intelligence-gathering source, providing alerts to other members on current processes related to guidance policy development
 - ii) within the Commission – DG EAC and DG EMPL
 - iii) EU social partners

- iv) EU Parliament Commissions for Education and Employment
8. Information sharing
 9. Policy analysis contributing to EU policy development

Outcomes

An overall desired outcome for this second year of the initial phase is more improved cooperation in lifelong guidance policy development between the Member States, the European Commission and relevant bodies or networks at national, European and international levels. A concrete outcome will be a sustainable broad network of policy-makers and experts from the participating Member States.

The aim during the initial phase of the network is to establish a sustainable foundation for the ELGPN functions which have been identified in the course of a series of consultations with relevant stakeholders and Member States' representatives.

Summary reports of the peer learning activities will feed the evaluation of the progress on implementation of the Lifelong Guidance Resolution priorities in accordance with the Education and Training 2010 Work Programme, and will form the basis of the more detailed long-term work programme for the network until 2013. Identification of gaps within the national policy development provides opportunities to develop a more sustainable strategy for the ELGPN activities.