MH/27.09.2011

ELGPN 2011-12 Work Programme – Updated 27 September 2011

Description of the Themes and Methodology

Following discussions in meetings held in Brussels with Commission representatives on 15 January 2010, 20 April 2010 and 14 September 2010, the ELGPN Steering Group meetings in Bratislava (17 February 2010), Zaragoza (2 May 2010), Lisbon (21 September 2010), Brussels (8 November 2010) and Budapest (23 February 2011), the meetings of WP1, WP2, WP3 and WP4 held in February-March 2010, and the ELGPN Plenary Meetings in Zaragoza (3-4 May 2010), Lisbon (22-23 September 2010) and Budapest (22-23 February 2011), the following programme has been developed for the current phase (2011-12) of the ELGPN's work.

1. GENERAL BACKGROUND

The European Lifelong Guidance Policy Network (ELGPN) aims to assist the European Union Member States (and the neighbouring countries eligible for the EU Lifelong Learning Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. Lifelong guidance covers all activities designed to help individuals, at any point in their lives, to make educational, training and occupational choices and to manage their careers.

The main function of the ELGPN 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. This added value might include:

- Sharing of ideas on common problems.
- Opportunity to test ideas and showcase good practice.
- When introducing new programmes and services, learning from relevant practice elsewhere, with the cost-benefits this may involve.

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This should benefit users, providers and stakeholders. The Thematic Activities described in the following chapters reflect this function and role.

The overall structure of the ELGPN and its main tasks are presented in Figure 1 below.

Figure 1: The overall structure of the ELGPN

ELGPN Members 2011-12 : AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, GB, HR, HU, IS, IR, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, SE, SK, Sl, TR
- 25 % national contribution to the total budget
- Designated National Contact Points and National Delegations (3-5 members)
- Attend two annual Plenary Meetings
- Agree on the Work Programme 2011-12
- Inform ELGPN members on relevant policy developments at national and EU levels
- Contribute to the Thematic Activities (Work Packages, Task Group)
- Disseminate the outputs of the ELGPN

European Commission:	**ELGPN Steering Group 2011-12**:	**ELGPN Co-ordinator 2007-2012**:	**Liaison with Partner Organisations, Agencies and Networks**:
-Representatives in the Plenary Meetings and SG meetings	CY, DK, ES, FI, HU, PL	University of Jyväskylä, Finland	- CEDEFOP, ETF, OECD
- 75 % contribution to the total budget	- Four annual meetings	-Co-ordination of the design and implementation of the Work Programme	- IAEVG, Fedora, ICCDPP, HoPES- etwork, Social Partners, Euroguidance
	-Support for the management of the ELGPN	- Contract with the Commission	- Contribute to Thematic Activities and Plenary Meetings
	- Support for the implementation of the ELGPN Work Programme	- Reporting to the ELGPN Members and the Commission	
	- Prepare for Plenary Meetings		

2. OBJECTIVES AND MEASURES OF THE ELGPN 2011-12 WORK PROGRAMME

The first and second phases of the ELGPN involved initial exchanges of knowledge and experiences related to the four priorities of the 2008 Council Resolution:

- Career management skills.
- Access, including accreditation of prior experiential learning (APEL).
- Co-operation and co-ordination mechanisms in guidance policy and systems development.
- Quality assurance and evidence base for policy and systems development.

These were processed by Peer Learning Activities within four Work Packages, through which participating countries deepened their understanding of the issues

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involved, and from which emerged some preliminary suggestions on how these issues could be progressed further at both national and European levels.

The ELGPN Plenary Meetings in Zaragoza and Lisbon suggested that, while keeping a transversal overview, a sectoral approach should be adopted in the next stage of the ELGPN work programme. Thus the future ELGPN work themes take into account both the EU2020 and ET2020 priorities and the strategic tools supporting the implementation of these priorities.
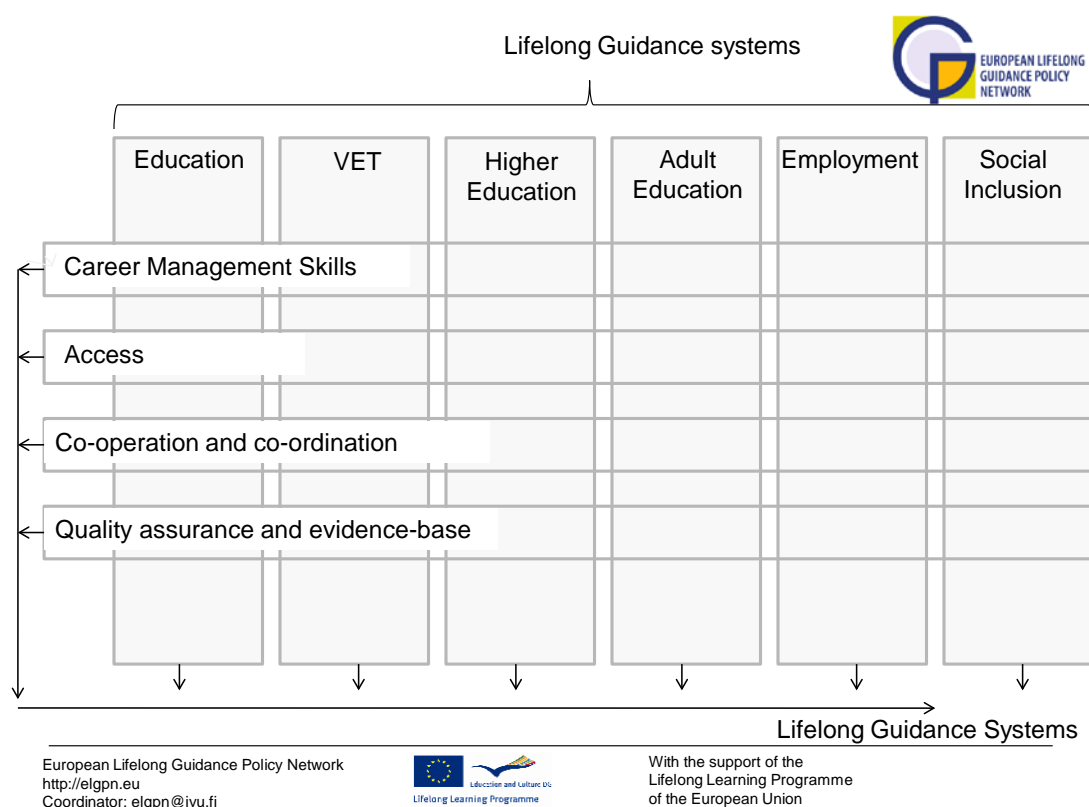
EU2020 is the successor to the Lisbon Strategy and has the challenge of shaping the EU's response to the fall-out from the global economic and financial crisis. The Communication of the Commission (2010) sets three strategic policy directions/priority areas to re-invigorate economic growth:

- Smart growth – developing an economy based on knowledge and innovation.
- Sustainable growth – promoting a more resource-efficient, greener and more competitive economy.
- Inclusive growth – fostering a high-employment economy delivering economic, social and territorial cohesion.

These three priorities constitute the policy framework for European co-operation in the fields of the economy, employment, education and training, research and social inclusion for the next ten years. They will also be the political basis for the further financial programmes from 2013 to 2018, with effects on the Lifelong Learning Programme and the cohesion policies (Structural Funds and, particularly, the European Social Fund). Each priority area has several Flagship Initiatives which include references to lifelong guidance.

The 2011-12 Work Programme will examine how guidance as an integral element contributes to EU policy development in at least six areas: schools, VET, higher education, adult education, employment and social inclusion. The bridges between the Thematic Activities and the sectoral policy areas are presented in Figure 2 below. The aim is to deepen the interfaces with the policy areas and to shift the ELGPN activities from conceptual work to policy implementation, with more structured co-operation across the themes. This requires contribution from all the Thematic Activities to the development of practical Common Reference Tools. This work will draw from previous ELGPN phases and from national examples.

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Figure 2: Bridges between the ELGPN Thematic Activities and sectoral policy areas

2.1 Examples of links with sectoral policy areas

In the fields of education and training, ELGPN will add a sectoral lens to its analysis, reflecting on and thinking through the relevance and application of the work of each of its Work Packages to each sector of education and training (e.g. second-level, higher education/Bologna, VET including CVET/Copenhagen, and adult).

Attention will be paid to, for example:

- In the youth sector: to additional support for early school-leavers; to ensure a sufficient supply of science, maths and engineering graduates; and to focus school curricula on creativity, innovation, and entrepreneurship.
- In the adult learning sector (including the Initiative "An agenda for new skills and jobs"): career management skills development for adults in the workplace; the role of trade unions and employers' organisations in informing and advising their members; the needs of enterprises and employers in terms of information and guidance; and the role of guidance and counselling in APEL and in the validation of qualifications acquired through informal and non-formal learning.

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- In the VET sector: the specific nature of guidance/counselling support required in relation to the new EU mobility tools, the European Qualifications Framework and ECVET (in partnership with the Commission's ECVET Working Group).
- In the higher education sector: the continuity of career management skills development between secondary education and HE; transitions between VET and higher education; access (specific information), co-ordination and quality; and initial and continuing training of counsellors.

At European level, ELGPN will make connections in a co-ordinated way with the education and training sectors, especially through the formal channels such as the EU Committees and ET 2020 Working Groups that exist or will be set up for each sector, the Heads of Unit for each sector area at DG EAC, and relevant European platforms and associations. The aim will be to create awareness, and to inform and to inspire EU policy developments in the sectors, using the outcomes of the 2008-10 ELGPN work programme, thus ensuring the value and pertinence of ELGPN's work to each sector. The ELGPN databank of interesting practices could be a basis for establishing platforms and peer learning activities.

The role of the PES, of the employers and of trade union/worker representatives, as well as the overarching frameworks such as the Integrated Guidelines, the flexicurity policy, and the initiative "An agenda for new skills and jobs", are the key policy targets related to lifelong guidance.

Attention will be paid, within that initiative, to the development of a European Skills, Competences and Occupations framework (ESCO) (a common language and operational tool for education/training and work), and to the potential development of profiles for green jobs.

At European level, ELGPN will make connections in a co-ordinated way with employment and social policy developments, especially through formal channels such as the Employment Committee, the PES Network and/or Expert Groups that exist for the employment sector, the Heads of relevant Policy Units at DG EMPL, representatives of the European Social Partners, and relevant European platforms/associations.

Outcomes of the Work Packages could feed into the PES Network and employment policy issues: for example, on ICT issues for access to lifelong guidance, career management skills for adults and unemployed people, competences of counsellors, and concrete co-operation/co-ordination of career guidance services, particularly in supporting lifelong learning components of flexicurity policies, evidence-based policy and quality indicators.

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In the employment and social affairs policy fields, ELGPN members will make contact at national level with the national representatives/correspondents/policy-makers on the relevant EU committees/Expert Groups, with similar aims: to create awareness of the work of ELGPN, to inform, and to influence policy development.

At national level, ELGPN members will identify the national representatives/correspondents on the EU sector committees/Expert Groups, again with similar aims: to make the 2008–10 ELGPN deliberations and results valued within EU and national policies through awareness raising and information provision, with the additional aim of inspiring policy development.

2.2 Development of ELGPN working methods

The rationale behind the establishment of the ELGPN was agreed by the EU Member States during the Finnish EU Presidency Conference in November 2006. The participating Member States came to the conclusion that the most effective way to encourage more sustainable development at national level and to support both policy development and implementation would be to set up a network of countries interested in working together to develop lifelong guidance systems. The main aim during the initial phase (2008) was to establish the network infrastructure and through peer learning activities to identify in more detail the areas of guidance where national developments could be enhanced through the ELGPN. During the second phase (2009-10), the work shifted to implementing these thematic activities. The ELGPN Lisbon Steering Group and Plenary Meeting in September 2010 suggested that there was a need to reflect more on the work methodology of the past two years and how the network is evolving. In addition to substantial work on lifelong guidance practice and policy development, the development of the network working methodology should be an explicit goal during the third phase 2011–12.

The added value of the ELGPN is shared learning within the Thematic Activities. Experiences from parallel similar networks indicate that network members are more successful in acquiring, digesting and retrieving new knowledge, skills and attitudes when they have been actively engaged in these processes. The progress can be sustainable if activities are owned by the network members.

The ELGPN functions as a platform for dissemination and reflection, and as a forum for stimulating shared initiatives. However, to achieve more permanent and sustainable capacities for innovation in lifelong guidance, there is a need to embed network activities in national networks or co-ordination mechanisms capable of carrying forward ideas and experiences. An immediate goal is to promote the capacity of ELGPN delegations to formulate guidance policies that can be translated into meaningful lifelong guidance arrangements and partnerships at national level. As an

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outcome, the ELGPN members are able to translate common European policy frameworks into national lifelong guidance arrangements based on in-depth knowledge and understanding of innovative practices and policies adopted in different countries.

Early in the ELGPN 2011–12 Work Programme a more explicit Communication Strategy will be produced. The aim is to communicate to relevant partners how the ELGPN processes work and how lifelong guidance and ELGPN outputs can contribute to the policy areas at both EU and national levels.

2.3 Co-operation arrangements

Through appropriate liaison arrangements, the Network ensures regular contact with other relevant bodies or networks at national, European and international levels. The Network may invite representatives of these bodies or networks, individual experts and relevant stakeholders to take part in its activities. The European Social Partners may participate in the Network as observers.

In 2011-12, Cedefop's role in relation to the ELGPN will be of a more transversal nature in accordance with its mandate and strategic objectives as formulated in its medium-term priorities (currently 2009–11, forthcoming 2012–14). As a European Union agency, Cedefop is not able to participate in EU-funded projects as a full partner by entering formal and legally binding co-operation agreements. Therefore, Cedefop aims at focusing its own guidance-related activities in a manner that will be more cross-cutting and holistic, so as to purposefully complement the ongoing ELGPN development work in the four key priority areas of the Council Resolution on better integrating lifelong guidance into lifelong learning strategies (2008).

The concrete outcomes of all Cedefop´s guidance-related activities will be available for the ELGPN and its members. In 2011–12, Cedefop's main activities in the area of lifelong guidance will be carrying out thematic EU-wide studies and publishing their results as reports, and organising events for a European audience (conferences, seminars, peer learning events, workshops), as well as contributing to the European/international guidance-debate through its participation in large-scale policy-level events (including EU Presidency conferences) and by sharing its expertise through other relevant forums and communication channels. The main themes that Cedefop will be exploring during 2011–12 will be: guidance in entrepreneurship education (Cedefop report available in 2011), guidance policy developments across the EU27, guidance for older workers, and multicultural guidance and counselling.

In addition, during the ELGPN 2011–12 operational period, Cedefop will participate in the ELGPN Plenary Meetings (held twice a year with all the member country and

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European Commission representatives) as well as being actively involved in the ELGPN Task Group, which is charged with focusing on monitoring EU-level policies and strategies as well as on developing/revising the European reference tools for lifelong guidance. Moreover, Cedefop will consult the Member-States through ELGPN for validating the results/findings of its guidance-related scientific studies and research reports as appropriate.

2.4 Objectives 2011-12

The ELGPN work on lifelong guidance policies in 2011–12 will be situated in the context of EU 2020 and other EU policies in education, training and employment, in order to make the outcomes of the network valued within European policy development. The main goals are to have a stronger impact on relevant policy areas at EU and member-country levels, and to develop stronger tools and processes to help member countries in policy development and implementation. The objectives are:

I.   To deepen the work on four priorities of the 2004 and 2008 Resolutions through additional peer learning, particularly with national and EU outcomes for each in mind.

II. To strengthen the policy links/interface between the work of ELGPN and EU policy development for schools, VET, higher education, adult education, employment and social inclusion.

III. To extend the dissemination of the ELGPN's work with concrete supports to assist national policy-makers, developers and stakeholders in their national and EU policy development.

IV. To improve the internal efficiency of the work of ELGPN itself.

3. PROPOSED OPERATIONAL STRUCTURE

3.1 Organisation of the Work Programme

The ELGPN Plenary Meetings in Zaragoza and Lisbon proposed that the 2011–12 Work Programme be structured around a mixture of work methods. The co-ordination, management, evaluation and dissemination functions will be treated separately. The proposed structure of the Work Programme is presented in Figure 3 below.

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Figure 3: Structure of the ELGPN 2011-12 Work Programme

Task Group

8th ELGPN PLENARY MEETING (HU)

WP1	WP2	WP3	WP4

Task Group

WP1, FV1	WP2, FV1	WP3, FV1	WP4, FV1

9th ELGPN PLENARY MEETING (PL)

WP1, FV2	WP2, FV2	WP3, FV2	WP4, FV2

Task Group

WP1, SM	WP2, SM	WP3, SM	WP4, SM

10th ELGPN PLENARY MEETING (DK) - Discussions on the CRT and the Handbook

Task Group

11th ELGPN PLENARY MEETING (CY) Actions -> 2013

ELGPN Plenary Meetings

- 22–23 February 2011, Budapest, Hungary.

- 13–14 September 2011, Warsaw, Poland.

- 24–25 April 2012, Copenhagen, Denmark.

- 24–26 October 2012, Cyprus. This will be an extended ELGPN meeting and will be linked to the fourth European Lifelong Guidance Policy Conference.

Themes for Thematic Activities

1) ELGPN Work Packages

- WP1: Career management skills (Council Resolution on Lifelong Guidance 2004, 2008).

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- WP2: Access, including APEL (Council Resolution on Lifelong Guidance 2008; Council Conclusions on Validation of Non-Formal and Informal Learning 2004; EU Common Reference Tools).

- WP3: Co-operation and co-ordination mechanisms in guidance policy and systems development (Council Resolution on Lifelong Guidance 2004, 2008; EU Common Reference Tools).

- WP4: Quality assurance / Evidence base for policy and systems development (Council Resolution on Lifelong Guidance 2004, 2008; EU Common Reference Tools).

2) ELGPN General Management

- Management and leadership of ELGPN.

- Monitoring and evaluation of ELGPN work.

- Dissemination of work outcomes, and relations with policy-makers in the fields of education and training, employment and social policy, and with the wider European and international guidance community.

- Management of Task Group; establishing a more consistent network of contact persons both within the Commission and at national level; management of preparation of the revised EU Common Reference Tools on lifelong guidance and a subsequent policy handbook, with links to structured descriptions of national guidance systems from a policy perspective.

3.2   Working methods

3.2.1   Work Packages

The **four Work Packages** will continue their work, on the basis of the 2008 Resolution, the EU 2020 Strategies and flagship initiatives. Their methodology, however, should change. In particular, they should examine national guidance policies and practices in the light of current lifelong guidance reference tools, and should revise and develop the latter as appropriate, in collaboration with the Task Group. The objective should be to **update the 2004 OECD/EU handbook** for policy makers as a deliverable of the third phase of the ELGPN. The ELGPN Plenary Meeting in Budapest on 22–23 February 2011 suggested that the "handbook" might be replaced by a "manual" or "tool-kit" for policy development and implementation, to include the new Common Reference Tools. The document should have four sections, one for each of the thematic activities (CMS, Access, Co-ordination, Quality/Evidence), each

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with sub-sections covering each of the six sectors (schools, VET, HE, adult education, employment, social inclusion).

This work should be complemented by **updated structured descriptions of national guidance systems** from a policy perspective. These should cover both the education and the employment sectors, and should be incorporated into the ELGPN database in a form which enables them to be regularly updated by the countries themselves. The data collection and maintenance should be agreed jointly with parallel networks, e.g. with the Euroguidance Network, in order to avoid overlapping.

The work programmes of the four Work Packages will have a consistent structure. Each will have one or two lead countries to co-ordinate the Work Package in co-operation with the ELGPN Co-ordinator, and will include three separate targeted peer learning events, each with a maximum of 10-12 participating countries, and with the first two events focused around Field Visits. ELGPN members can express an interest in participating in the visits that are relevant to their interests. This work should be linked where possible to the role of the Task Group to inform and pilot the revised policy handbook.

The Work Packages should not only share experiences. Each ELGPN national representative should reflect on how each of the themes in which they are participating could enhance the development of their national policies and practices, in the various sectors in which they are located. Before implementing the activities, each participating ELGPN member should be asked to identify their expectations and aspirations for these themes. When the work of the ELGPN is evaluated, attention should be paid not only to what has been done and what has been learned, but also to what extent the activities have met these expressed expectations and aspirations, and their impact at national and European levels.

3.2.2 Structure of Field Visits

It is suggested that each of the Field Visits should 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 is 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 resource persons" or interested observers.

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- Second, 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.
- Third, 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. For each Thematic Activity and Task Group, a consultant 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 later be shared with the whole network and its implications for the network as a whole will be discussed and agreed at a subsequent ELGPN Plenary Meeting.

Each Work Package has an opportunity to prepare one or two conceptual papers or brief desk studies to enhance the targeted discussions around the Field Visits. Before the Field Visits, the lead countries and the ELGPN Steering Group may hold a joint meeting or a teleconference 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 Work Packages, with one representative in each case. If a member country wishes to participate in more than two Work Packages, or to send more than one representative to a particular visit, they will be responsible for the extra travel and subsistence expenses.

Between the ELPGN Plenary 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 co-ordinators for the proposed themes among the ELGPN members. The work of each Thematic Activity should lead to concrete learning outcomes at both European and national levels.

3.3 Roles of ELGPN members and contracted consultants in the Thematic Activities

The following table summarises the various roles of ELGPN members within the four Work Packages.

Roles needed in each Work Package	Tasks	Working days to complete these tasks in the 2011–12 budget proposal
Lead country	1. Provide an overview and leadership to	40 days

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	the implementation of the Work Package in co-operation with the ELGPN Co-ordinator and the host countries for the Field Visits. 2. Support organising the Field Visits in co-operation with the host countries, for those ELGPN members which have identified this theme as their priority. Where appropriate, the lead country may arrange planning meetings with the hosts of the Field Visits. 3. Support the invited consultant in producing a briefing paper prior to each Field Visit and a reflection note on the conclusions from the Field Visit for the ELGPN network. Negotiate on the preparation of the concept papers or desk studies to enhance the Field Visits. 4. Promote the use of online tools on the ELGPN website between the Field Visits. 5. Report to the Steering Group meetings and ELGPN Plenary Meetings as appropriate. 6. Provide information on how the ELGPN transversal themes have been examined in this specific Work Package. 7. Provide information about the main learning outcomes from the perspective of the ELGPN Work Programme. 8. Contribute to the ELGPN database of examples of lifelong guidance practice and policy development. 9. Feed to the updating of the Lifelong Guidance Policy Handbook. 10. Participate in the ELGPN Task Group meetings as appropriate.	
Field-visit hosts	1. Organise a targeted Field Visit, in collaboration with the lead country. 2. Manage the logistical arrangements for the Field Visit. 3. Support the invited consultant in the preparation of the briefing paper and the reflection note.	8 days

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Synthesis meeting hosts	1. Organise a targeted synthesis meeting together with the lead country. 2. Manage the logistical arrangements for the synthesis meeting. 3. Support the invited consultant in the preparation of the briefing paper and the reflection note.	8 days

Participants (10)	1. Before the visits, identify the expectations and aspirations of the country team for these visits. 2. Prepare for the Field Visit by reflecting on the field-visit theme(s) from their own country perspective. 3. Participate in the Field Visit and online discussions after the visit. 4. Evaluate to what extent their expectations and aspirations were met.	11 days for preparatory work
Invited consultant (an open call for consultants was announced in December 2010)	1. Prepare prior briefing papers and a subsequent reflection notes for each WP meeting. 2. Undertake supporting roles (discussion animation, monitoring of learning experience) during the Field Visits. 3. Support the lead country in reporting to the Steering Group and to the Plenary Meeting. 4. Participate in the Task Group meetings as appropriate. 5. Contribute to the development of the updated policy handbook.	4 x 35 days

The ELGPN members have confirmed 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 nature of the theme concerned. It would be helpful if the same person from the ELGPN member country could attend all three of the meetings related to the Work Package. The aim of the Field Visits is to produce concrete learning outcomes which can benefit national and EU-level policy development. Between the meetings, the Work Packages can also be supported by using the communication tools available on the ELGPN website.

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3.4 Schedules and themes of the Work Packages

The following table covers the information currently available on the themes of the Work Packages, the lead countries, the Field Visit hosts and the proposed schedules.

WP theme	Lead country	Field-visit host	Proposed schedule	Countries which have indicated their preliminary interest by 16 September 2010
WP1 Career management skills				
	Czech Republic			AT; CZ; DE; DK; FI; FR; GB; HR; IE; IT; LT; LU; LV; MT; PT; SE; SI ; SK
Field Visit 1		Portugal	28-29 March 2011	
Field Visit 2		France	14-15 Nov 2011	
Synthesis meeting		Malta	May 2012	
WP2 Access				
	France and Iceland			CY; CZ; DE; EE; ES; FI; FR; GB; IS; LV; NL; NO; PL; SK;TR
Field Visit 1		Netherlands	18-19 Apr 2011	
Field Visit 2		Denmark	10-11 Oct 2011	
Synthesis meeting		Poland	15-16 May 2012	

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WP3 Co-operation and co-ordination mechanisms in guidance practice and policy development				
	Austria			AT; CY; EL; ES; HR; IT; NO; PL; RO; TR
Field Visit 1		Cyprus	10–11 May 2011	
Field Visit 2		Norway	10–11 Nov 2011	
Synthesis meeting		Turkey	21–22 Feb 2012	
WP4 Quality assurance / evidence-based practice and policy development				
	Hungary			DE; DK; EE; EL; GB; HU; IE; IS; LT; LU; NL; PT; RO; SE; SI
Field Visit 1: Design of pilot projects		Estonia	23–24 May 2011	
Field Visit 2: Links with evidence base		Luxembourg	3–4 Nov 2011	
Synthesis meeting		Ireland	21–23 Mar 2012	

The proposed schedule for the ELGPN activities and the roles of each country are presented in the tables below.

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	Country	Contribution to Thematic Activities	Meetings	Spring 2011					
				Jan	Feb	March	April	May	June
AT	Austria	WP1, WP2, WP3, TG1			ELGPN 8	WP1	WP2	WP3	
HR	Croatia	WP1, WP3			ELGPN 8			WP3	
CY	Cyprus	WP3, WP4	WP3/10-11 May 2011		ELGPN 8			WP3, WP4	
CZ	Czech Republic	WP1, WP2, WP4, TG1			ELGPN 8	WP1	WP2		
DK	Denmark	WP1, WP2, WP4, SG			ELGPN 8		WP2	WP4	
EE	Estonia	WP3, WP4	WP4/23-24 May 2011		ELGPN 8			WP3, WP4	
FI	Finland	WP1, WP2, SG			ELGPN 8	WP1	WP2		
FR	France	WP1, WP2, WP4, TG1			ELGPN 8	WP1	WP2	WP4	
DE	Germany	WP1, WP2, WP4			ELGPN 8	WP1	WP2	WP4	
EL	Greece	WP2, WP3, WP4			ELGPN 8			WP3, WP4	
HU	Hungary	WP4, TG1, SG	PM8/22-23 Feb 2011		ELGPN 8			WP4	
IS	Iceland	WP1, WP2, WP4, TG1			ELGPN 8	WP1	WP2	WP4	
IE	Ireland	WP1, WP4			ELGPN 8	WP1		WP4	
IT	Italy	WP1, WP2, WP3			ELGPN 8	WP1	WP2	WP3	
LV	Latvia	WP1, WP2, TG1, TG1			ELGPN 8	WP1	WP2		
LT	Lithuania	WP1, WP4			ELGPN 8	WP1		WP4	
LU	Luxembourg	WP1, WP3, WP4, TG1			ELGPN 8	WP1		WP3, WP4	
MT	Malta	WP1,			ELGPN 8	WP1		WP4	
NL	Netherlands	WP2, WP4	WP2/18-19 Apr 2011		ELGPN 8		WP2	WP4	
NO	Norway	WP2, WP3, WP4			ELGPN 8			WP3, WP4	
PL	Poland	WP2, WP3, SG			ELGPN 8		WP2		
PT	Portugal	WP1, WP2, WP4	WP1/28-29 Mar 2011		ELGPN 8	WP1	WP2	WP4	
RO	Romania	WP3			ELGPN 8			WP3	
SK	Slovakia	WP1, WP2, WP3			ELGPN 8	WP1	WP2	WP3	
SI	Slovenia	WP1, WP2, WP4			ELGPN 8	WP1	WP2	WP4	
ES	Spain	WP2, WP3, SG			ELGPN 8		WP2	WP3	
SE	Sweden	WP1, WP4			ELGPN 8	WP1		WP4	
TR	Turkey	WP2, WP3			ELGPN 8		WP2	WP3	
UK	United Kingdom	WP1, WP2, WP3			ELGPN 8	WP1		WP3	
BE	Belgium	WP2, WP4			ELGPN 8		WP2	WP4	
BG	Bulgaria				ELGPN 8				

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	Country	Contribution to Thematic Activities	Meetings	Autumn 2011					
				July	Aug	Sept	OCt	Nov	Dec
AT	Austria	WP1, WP2, WP3, TG1				ELGPN 9	WP2	WP1, WP3	
HR	Croatia	WP1, WP3				ELGPN 9		WP1, WP3	
CY	Cyprus	WP3, WP4				ELGPN 9		WP3	
CZ	Czech Republic	WP1, WP2, WP4, TG1				ELGPN 9	WP2	WP1	
DK	Denmark	WP1, WP2, WP4, SG	WP2/10-11 Oct 2011			ELGPN 9	WP2		
EE	Estonia	WP3, WP4				ELGPN 9		WP3	
FI	Finland	WP1, WP2, SG				ELGPN 9	WP2	WP1	
FR	France	WP1, WP2, WP4, TG1	WP1/14-15 Nov 2011			ELGPN 9	WP2	WP1	
DE	Germany	WP1, WP2, WP4				ELGPN 9	WP2	WP1	
EL	Greece	WP2, WP3, WP4				ELGPN 9		WP3	
HU	Hungary	WP4, TG1, SG				ELGPN 9			
IS	Iceland	WP1, WP2, WP4, TG1				ELGPN 9	WP2	WP1	
IE	Ireland	WP1, WP4				ELGPN 9		WP1	
IT	Italy	WP1, WP2, WP3				ELGPN 9	WP2	WP1, WP3	
LV	Latvia	WP1, WP2, TG1, TG1				ELGPN 9	WP2	WP1	
LT	Lithuania	WP1, WP4				ELGPN 9		WP1	
LU	Luxembourg	WP1, WP3, WP4, TG1	WP4/3-4 Nov 2011			ELGPN 9	WP4	WP1, WP3	
MT	Malta	WP1,				ELGPN 9		WP1,	
NL	Netherlands	WP2, WP4				ELGPN 9	WP2		
NO	Norway	WP2, WP3, WP4	WP3/10-11 Nov 2011			ELGPN 9		WP3	
PL	Poland	WP2, WP3, SG	PM9/13-14 Sep 2011			ELGPN 9	WP2		
PT	Portugal	WP1, WP2, WP4				ELGPN 9	WP2	WP1	
RO	Romania	WP3				ELGPN 9		WP3	
SK	Slovakia	WP1, WP2, WP3				ELGPN 9	WP2	WP1, WP3	
SI	Slovenia	WP1, WP2, WP4				ELGPN 9	WP2	WP1	
ES	Spain	WP2, WP3, SG				ELGPN 9	WP2	WP3	
SE	Sweden	WP1, WP4				ELGPN 9		WP1	
TR	Turkey	WP2, WP3				ELGPN 9	WP2	WP3	
UK	United Kingdom	WP1, WP2, WP3				ELGPN 9		WP1, WP3	
BE	Belgium	WP2, WP4				ELGPN 9	WP2		
BG	Bulgaria					ELGPN 9			

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	Country	Contribution to Thematic Activities	Meetings	Spring 2012					
				Jan	Feb	March	April	May	June
AT	Austria	WP1, WP2, WP3, TG1					ELGPN 10		
HR	Croatia	WP1, WP3					ELGPN 10		
CY	Cyprus	WP3, WP4					ELGPN 10		
CZ	Czech Republic	WP1, WP2, WP4, TG1					ELGPN 10		
DK	Denmark	WP1, WP2, WP4	PM10/24-25 Apr 2012				**ELGPN 10**		
EE	Estonia	WP3, WP4					ELGPN 10		
FI	Finland	WP1, WP2					ELGPN 10		
FR	France	WP1, WP2, WP4, TG1					ELGPN 10		
DE	Germany	WP1, WP2, WP4					ELGPN 10		
EL	Greece	WP2, WP3, WP4					ELGPN 10		
HU	Hungary	WP4, TG1					ELGPN 10		
IS	Iceland	WP1, WP2, WP4, TG1					ELGPN 10		
IE	Ireland	WP1, WP4	WP4/21-23 Mar 2012			WP4/	ELGPN 10		
IT	Italy	WP1, WP2, WP3					ELGPN 10		
LV	Latvia	WP1, WP2, TG1, TG1					ELGPN 10		
LT	Lithuania	WP1, WP4					ELGPN 10		
LU	Luxembourg	WP1, WP3, WP4, TG1					ELGPN 10		
MT	Malta	WP1,	WP1/May 2012				ELGPN 10	WP1	
NL	Netherlands	WP2, WP4					ELGPN 10		
NO	Norway	WP2, WP3, WP4					ELGPN 10		
PL	Poland	WP2, WP3	WP2/15-16 May 2012				ELGPN 10	WP2	
PT	Portugal	WP1, WP2, WP4					ELGPN 10		
RO	Romania						ELGPN 10		
SK	Slovakia	WP1, WP2, WP3					ELGPN 10		
SI	Slovenia	WP1, WP2, WP4					ELGPN 10		
ES	Spain	WP2, WP3					ELGPN 10		
SE	Sweden	WP1, WP4					ELGPN 10		
TR	Turkey	WP2, WP3	WP3/21-22 Feb 2012		WP3		ELGPN 10		
UK	United Kingdom	WP1, WP2, WP3					ELGPN 10		
BE	Belgium	WP2, WP4					ELGPN 10		
BG	Bulgaria						ELGPN 10		

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	Country	Contribution to Thematic Activities	Meetings	Autumn 2012					
				July	Aug	Sept	Oct	Nov	Dec
AT	Austria	WP1, WP2, WP3, TG1				ELGPN 11			
HR	Croatia	WP1, WP3				ELGPN 11			
CY	Cyprus	WP3, WP4	PM11/24-26 Oct 2012			ELGPN 11			
CZ	Czech Republic	WP1, WP2, WP4, TG1				ELGPN 11			
DK	Denmark	WP1, WP2, WP4				ELGPN 11			
EE	Estonia	WP3, WP4				ELGPN 11			
FI	Finland	WP1, WP2				ELGPN 11			
FR	France	WP1, WP2, WP4, TG1				ELGPN 11			
DE	Germany	WP1, WP2, WP4				ELGPN 11			
EL	Greece	WP2, WP3, WP4				ELGPN 11			
HU	Hungary	WP4, TG1				ELGPN 11			
IS	Iceland	WP1, WP2, WP4, TG1				ELGPN 11			
IE	Ireland	WP1, WP4				ELGPN 11			
IT	Italy	WP1, WP2, WP3				ELGPN 11			
LV	Latvia	WP1, WP2, TG1, TG1				ELGPN 11			
LT	Lithuania	WP1, WP4				ELGPN 11			
LU	Luxembourg	WP1, WP3, WP4, TG1				ELGPN 11			
MT	Malta	WP1,				ELGPN 11			
NL	Netherlands	WP2, WP4				ELGPN 11			
NO	Norway	WP2, WP3, WP4				ELGPN 11			
PL	Poland	WP2, WP3				ELGPN 11			
PT	Portugal	WP1, WP2, WP4				ELGPN 11			
RO	Romania					ELGPN 11			
SK	Slovakia	WP1, WP2, WP3				ELGPN 11			
SI	Slovenia	WP1, WP2, WP4				ELGPN 11			
ES	Spain	WP2, WP3				ELGPN 11			
SE	Sweden	WP1, WP4				ELGPN 11			
TR	Turkey	WP2, WP3				ELGPN 11			
UK	United Kingdom	WP1, WP2, WP3				ELGPN 11			
BE	Belgium	WP2, WP4				ELGPN 11			
BG	Bulgaria					ELGPN 11			

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3.5 Themes and schedule of the Task Group

The ELGPN 2009-10 Work Programme includes provision for a Task Group, with two sub-groups performing distinct tasks: (a) European education & training and employment policy analysis from a lifelong guidance perspective; and (b) revision of the European Common Reference Tools for lifelong guidance and developing a manual for policy-makers. In addition to meeting alongside the ELGPN Plenary Meetings, the Task Group will meet twice a year. On each occasion, time will be allocated for both tasks and also for general discussions on transversal elements of the Work Programme. The group will be managed by the ELGPN Co-ordinator, supported by two contracted consultants. The representatives of partner organisations, agencies and networks will be invited to the Task Group meetings. The Task Group will report to the ELGPN Plenary Meetings and to the ELGPN Steering Group.

For its first task, the Task Group should establish strong interfaces with **EU guidance policy development** in at least six areas: schools, VET, higher education, adult education, employment and social inclusion. Within each area, an ELGPN member country representative with existing connections to EU policy development in the relevant area has been nominated to work in the Task Group. The designated members of Task Group should have a national mandate in relevant EU working groups. The other members of the Task Group will be the lead country representatives and contracted consultants of each Work Package.

The Task Group should also seek to draw on the **knowledge base** on the experiences, challenges, pitfalls and problems of **policy making and policy implementation**: this might be a useful guide to member-country representatives, rendering them more effective and more strategic in their efforts to influence decision-makers and decision-implementers in their own contexts.

In addition, the Task Group will also support the **transversal elements** of each Work Package and their **interface with existing policy developments**. For example, the Task Group could examine the links of lifelong guidance to early school-leaving (ELS), validation of informal learning, competence development and active transitions. It will be necessary to elaborate more visible results from the Thematic Activities. This task should be seen as a support to the lead country, field-visit hosts and invited consultant for each Thematic Activity, and should be carried out in close co-operation with them, linked to the content of their papers. The aim is to provide background information on EU policies related to the topic of the WP and to situate the thematic work (included field visits and case studies) in a range of more specific policy contexts.

The Task Group will support the Co-ordinator in **maintaining a policy corner** in the ELGPN website and in **producing a newsletter** to keep ELGPN members up-to-date

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with developments. This should be linked to **policy alerts** to national representatives in the key processes; the production of such policy alerts shall be more systematic.

Through the work of the Task Group, ELGPN seeks to be more politically visible at EU level via more frequent contacts and presence in the Commission and key policy processes: this will require establishing a more consistent network of contact persons both within the Commission and at national level.

The work of the Task Group is transversal to all the Work Programme activities. Accordingly, the second main task of the Task Group will focus on the development of the **revised policy manual**, linked to structured descriptions of national guidance systems from a policy perspective. In particular, it will be responsible for co-ordinating the development of **revised EU Common Reference Tools for lifelong guidance**, including consultation with national stakeholders. The work of the previous Task Group 2 within the ELGPN 2009-10 Work Programme, on influencing processes to encourage synergy between EU-funded projects and their links with policy, will be integrated into the work of the Task Group (at EU level) and of Work Package 3 (at national level).

The following table covers the participants and a proposed schedule. The necessary technical work included in the activities of the Task Group will be supported by contracted consultants. In addition to the work of these consultants, a separate resource is allocated for the preparation of the policy briefings and of the updated Common Reference Tools and Policy Handbook.

Roles needed in the Task Group	Tasks	Working days to complete these tasks in the 2011-12 budget proposal
Co-ordinator	1. Provide an overview and leadership to the implementation of the Task Group in co-operation with the Steering Group and Plenary Meetings. 2. Organise the meetings in co-operation with the Lead Countries. Where appropriate, the Co-ordinator may arrange planning meetings with sub-groups. 3. Manage the updating of the lifelong guidance policy handbook. 4. Chair the Task Group meetings as appropriate.	Included in the overall co-ordination of the ELGPN

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	5. Prepare a proposal for a joint framework for country-specific data collection related to lifelong guidance systems and policy development, in co-operation with parallel organisations.	
Representatives of WP Lead Countries	1. Provide information about the main learning outcomes from the perspective of the ELGPN Work Programme. 2. Contribute to the updating of the European Common Reference Tools and Policy Handbook. 3. Participate in the ELGPN Task Group meetings as appropriate.	Included in the leadership of the Work Package
Representatives of ELGPN members	1. Ground the Thematic Activities of the ELGPN firmly in an EU policy context. 2. Provide alerts on current processes and advice to help the network members to be involved in the policy processes and to make the outcomes of the network valued within European policies for education, training, employment and social inclusion. 3. Support the maintenance of the ELGPN website "policy corner".	4 x 2 x 5 days
Invited consultants	1. Undertake supporting roles (discussion animation, monitoring of learning experiences) during the Task Group meetings. 2. Support the Task Group in reporting to the Steering Group and to the Plenary Meeting. 3. Participate in the Task Group meetings as appropriate. 4. Prepare the Policy Briefings together with the Co-ordinator. 5. Contribute to the development of the updated policy manual.	50 days

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The proposed schedule of the Task Group is:

Task Group themes	Management	Hosts for working meetings	Proposed schedule	Participating countries: AT, CZ, FI, FR, GR, HU, IS, LT, LU
* Education & training and employment policy analysis from an LLG perspective * Updating the EU common reference tools on Lifelong Guidance and the Lifelong Guidance Policy Handbook				
	Co-ordinator			
Four working meetings		Brussels	To be agreed in Brussels TG meeting 30 June 2011	

3.6 ELGPN Steering Group 2011-12

Based on the agreed principles and procedures of ELGPN, the immediate past, present and future EU Presidencies – ES, HU, PL, DK, CY – along with FI as the country of the ELGPN Co-ordinator were endorsed in the 6th ELGPN Plenary Meeting in Zaragoza on 3-4 May 2010 as members of the Steering Group for 2011-12. The Steering Group member in each case should be a governmental representative or a designated non-governmental representative. In addition, Task Group members, the representatives of partner organisations and the contracted consultants can be invited when necessary. The Steering Group can also invite to specific meetings representatives from those ELGPN countries which are not EU Member States. The roles and tasks of the Steering Group members are presented in the table below.

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Roles needed in the Steering Group	Tasks	Working days to complete these tasks in the 2011-12 budget proposal
Steering Group members	1. Propose/review the long-term strategies and annual Work Programmes. 2. Support the Co-ordinator in the implementation of the Work Programme. 3. Clarify/identify the respective roles of all parties involved. 4. Clarify appropriate funding arrangements. 5. Prepare for the Network meetings. 6. Encourage Network initiatives to foster systematic co-operation on lifelong guidance across ELGPN member countries. 7. Link with international organisations active in the field.	In addition to participation at the meetings, total of 12 days for each member country for preparatory work
Co-ordinator	1. Convene and chair the ELGPN Steering Group meetings. 2. Produce and circulate the minutes of ELGPN Plenary Meetings and Steering Group meetings.	Included in the overall co-ordination task of the ELGPN

3.7 ELGPN Co-ordinator

Overall project management promotes the achievement of ELGPN objectives and outputs that add value to existing EU lifelong guidance policies and practices. The Co-ordinator will maintain an infrastructure for communication among the national reference points which form the consultative mechanisms between the Network and national structures. The communication infrastructure will include on-line and face-to-face communications between Network members, supported by Network meetings,

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written action plans with deadlines, and periodic reviews. The tasks of the Co-ordinator include:

- Preparing the annual Work Programme and the Grant Application for the Commission.

- Assisting the Chair in preparing for the ELGPN Plenary Meetings.

- Convening and chairing the ELGPN Steering Group meetings.

- Producing and circulating the minutes of ELGPN Plenary Meetings and Steering Group meetings.

- Establishing communication strategy, communication protocols and liaising with members of the Network on an ongoing basis.

- Providing a platform for the ELGPN's thematic activities.

- Co-ordinating the implementation of the Thematic Activities.

- Providing an overview of the overall project finances.

- Ensuring regular contact with other relevant bodies or networks at national, European or international levels.

- Establishing a framework for the evaluation of the Network's progress, including any necessary data collection.

- Liaising with the Commission, producing and submitting management reports and cost statements at regular intervals.

3.9 Formative and summative evaluation

The goal of the evaluation of the ELPGN in 2011-12 is to support the quality and effectiveness of the Network by providing feedback about the work that is done and the results that are produced.

During the third phase of the ELGPN 2011-12, the evaluation will focus especially on the relevance, efficiency and effectiveness of the network. A further task is to evaluate the operation and management of the network. The Co-ordinator is responsible for evaluation and monitoring. Network members are also involved in evaluation, by co-operating with the evaluation process and through peer evaluation of the network's progress.

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Annex

CONTENTS AND METHODS OF THEMATIC ACTIVITIES

The following sections describe the contents of the Thematic Activities and their proposed methodologies. The allocation of working days per ELGPN members is introduced in the budget proposal, based on the information which countries have sent in their Letters of Intent. The transversal elements between the Thematic Activities will be agreed in the Task Group meetings.

WP 1: Career Management Skills

Participating countries: AT; CZ; DE; DK; FI; FR; GB; HR; IE; IT; LT; LU; LV; MT; PT; SE; SI ; SK

Lead country: Czech Republic

Objectives

Several EU Member States have made progress in integrating CMS in their school curricula, and to a lesser extent in delivering elements of these skills to adults through Public Employment Services. In the higher education sector, too, innovative approaches have been developed in the context of the Bologna Process. Key challenges that remain include:

- The development of national frameworks that broadly set out CMS entitlements for citizens, while leaving enough flexibility to service providers to remain responsive to the needs of the clientele they serve.
- The articulation of a clear policy regarding the place of CMS in the curriculum, irrespective of the modality in which such skills feature, i.e. whether they are allocated their own discrete curricular space, whether they are infused throughout the curriculum, whether they are taught through extra-curricular activities, or a combination of two or more of these strategies.
- The promotion of a clear training strategy for those delivering CMS, whether in the education or PES sectors. In schools, additional training is required when CMS are delivered through a curriculum infusion model, since this requires all or most teachers to be aware of their role in teaching CMS.
- The development of adequate resources that support educators in school and PES settings to generate powerful learning environments where CMS can be learnt experientially.
- The identification of areas in CMS programmes that are of particular relevance to target groups, especially those that can be considered to be, in one way or another, at risk.

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- The promotion of strategies that use assessment *for* CMS learning, rather than merely *of* learning.
- Further exploration of the possibility of developing a European CMS framework, which serves not as much as a common "blueprint" but rather to facilitate further collaboration and dialogue on a range of shared issues between the various member countries of the ELGPN.

The aim of this Thematic Activity is to produce a matrix for defining sub-goals for the next phase of ELGPN's work, including some concept papers needed to develop this work. It is suggested that any revision of the common reference tools needs to be tested in a real-life context, through peer learning for example. The interface between WP1 and the other WPs also needs to be examined. The long-term objective is to develop a proposal for a European framework of career management competences for EU citizens.

Description of work

- Field visit in Portugal – 28–29 March 2011
- Field visit in France – 14–15 November 2011
- Synthesis meeting in Malta – May 2012

The work of WP1 will be organised as follows:

Starting points	Theme/Goal	Outcomes	Tools, activities, methods	Links
CMS areas relevant to specific target groups* Early school-leaving**	Early school-leavers in broader context of persons and social groups at risk. Goal: to examine role of CMS development in prevention of early school-leaving and to identify good practices.	Examples of good practice Specific policy recommendations (prospectively to be included in the policy handbook)	PLA, field visits, selection of good practices	Co-ordination (specifically regarding co-ordination of various professionals and agencies at the local level)

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Starting points	Theme/Goal	Outcomes	Tools, activities, methods	Links
Development of national frameworks* CMS as a pillar of flexicurity policies** CMS and mobility** Promoting entrepreneurship and risk-taking** CMS and transitions between higher education & VET**	How to promote CMS in different sectors (not just in education). Goal: to identify the needs for and good practices in CMS support in the employment sector and in the broader area of civil society.	Examples of good practice Specific policy recommendations (prospectively to be included in the policy handbook)	PLA, field visits, selection of good practices French proposition for a field visit	Access (regarding knowledge about guidance resources and skills in using information tools) Quality assurance
Development of national frameworks* CMS in curricula – how integrated in terms of different curriculum traditions** Key competences of lifelong learning**	Identify CMS catalogue. Goal: to create a structured overview of CMS area in European countries and elaborate a Common European Catalogue as a possible part of the new Common Reference Tools.	European CMS catalogue (an overview of CMS in European countries presented according to the same structure, i.e. covering the main CMS areas defined through WP1 reports in the phase 2009-10)	"Task force" to be assigned with the task of creating the "catalogue" – reporting to and getting feedback from the WP1 members	Key competences of LLL Commission group working on assessment of competences EU Training and Employment strategy
Training strategy for CMS staff* Professional development of teachers, guidance practitioners and trainers** CMS as one of the teachers' responsibilities**	Training of teachers, trainers, guidance practitioners and other professionals involved in CMS support in all relevant sectors. Goal: to examine the training strategies for CMS in European countries and to identify good practices.	Examples of good practice Specific policy recommendations (prospectively to be included in the policy handbook)	PLA, field visits, selection of good practices French proposition for a field visit	Quality assurance Co-ordination in implementing cross-sectoral training policies

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Starting points	Theme/Goal	Outcomes	Tools, activities, methods	Links
How to reach the higher-level policy developers***	Success factors of impact on policy at national level (and what are the obstacles)	Analysis of the relevant policy processes and design of efficient strategies towards including CMS to a relevant policy agenda	"Task force" to be assigned with the task of providing analytical insights in the policy processes, reporting to and getting feedback from the WP1 members	Overall ELGPN agenda regarding the impact of ELGPN processes and outcomes

* As formulated in the WP1 synthesis report.

** As formulated in the TG1 Policy Briefing on CMS.

*** Conclusion of the ELGPN plenary meeting.

Note: Regarding the work methodology there is only one change from the previous work programme: namely the "task forces", smaller teams created according to the indicated interests of the WP1 members. Such "task forces" should consist of three to five members. The appointed expert and the lead country representative should be continuously involved in the communications within the "task force" teams.

According to the above plan, two such "task forces" should be created:

1. On creating a CMS catalogue.
2. On analysis regarding the impact on policy at national level.

This model might have some budgetary implications in view of the fact that the "task force" members will have to conduct more work between the meetings.

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WP 2: Widening access

Participating countries: CY; CZ; DE; EE; ES; FI; FR; GB; IS; LV; NL; NO; PL; SK; TR

Lead countries: France and Iceland

Objectives

- To draw up on the previous 2009–10 WP2 outcomes and go more deeply into some topics, for example the role of guidance in APEL and how to reach various target groups using ICT.
- To develop common projects from interesting practices in relation to EU and national policies by sectors.
- To develop activities to make lifelong guidance and ELGPN outcomes more visible at national level.
- To contribute to the development of common principles/common framework and goals to be achieved in relation to lifelong guidance, lifelong learning and employment policies at EU level.
- To carry out further work on :
  - o Widening access to information, guidance and counselling services for all citizens, particularly for young people at risk of early school-leaving, for adults at work and in transition, and for active ageing.
  - o Access to higher education, in particular the issue of transitions between VET and higher education, information for the students, and the counselling services within universities.
  - o Providing access to adequate guidance and counselling services in the recognition of non-formal and informal learning processes.
  - o Access for adults, with a particular focus on flexicurity policies and the role of Public Employment Services in helping adults to access and interpret information about themselves and about learning and work.
  - o The competences of practitioners, teachers, and other stakeholders (this needs to be a joint venture with WP4).
  - o The use of ICT in the context both of sectoral approaches and of integrated services for all ages.

Description of work and role of participants

The next phase of WP2 will continue with the previous structure: Peer Learning Activities through Field Visits providing practices to reflect on; and a synthesis meeting.

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In addition, new opportunities might be exploited:

 ➢ peer learning activities based on "twinning" where teams from two countries review each other's activities;
 ➢ task forces or clusters with countries with various practices but similar problems relating to the same subject.

Structure of thematic activities

Theme 1: The role of guidance in the process of validation of informal/non-formal learning

• Providing access to adequate guidance and counselling services in the recognition of non-formal and informal learning processes.
• Qualifications and competences of practitioners: what specific competences and training are needed for practitioners supporting individuals in the process of validation of informal/non-formal learning?
• Transitions: access to adults, with a particular focus on flexicurity policies and the role of Public Employment Services in helping adults to access and interpret information about themselves and about learning and work.

Host country for field visit (10 participants): Netherlands, 18–19 April 2011.

Theme 2: Widening access to information, guidance and counselling services for all citizens, particularly for young people at risk of early school leaving, for adults at work and in transition, and for active ageing

• The use of ICT in the context of both targeting approach and integrated services for all ages: to what extent and how?
• Access to higher education: in particular, the issue of transitions between VET and higher education, information for the students, and the counselling services within universities.
• The competences of practitioners, teachers, and other stakeholders.

Host country for field visit (10 participants): Denmark, 10–11 October 2011.

Structured discussions and presentations should be asked from member countries related to the field visit topic. The field visit and peer learning activities will examine the national practices on these topics in the light of current lifelong guidance reference tools (e.g. the 2004 handbook for policy-makers) in order to revise and complete it.

To this end, the peer learning activities might also comprise work on particular subjects through twinning or task forces, for instance on the subject of "flexicurity". The task-force work will consist of deepening the subject through briefing notes, research, and comparison of national practices (success, pitfalls and problems) between the partners within the task force.

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In the beginning of the work programme 2011-12, the WP2 countries will be asked to identify a common area of interest for further co-operation in terms of twinning or to propose multi-national projects.

Joint peer learning activities could be suggested between the Work Packages to ensure greater co-operation and linkages.

Synthesis meeting

Host country for synthesis meeting: Poland, 15–16 May 2012.

Objective: 1. Draw up the outcomes from the work of WP2.
                2. Revise the Common Reference Tools.

Outputs

- Briefing and reflection notes.

- Executive summaries on the guidance systems for the ELGPN website.

- Synthesis report.

- A common platform for discussions.

- Revision of Common Reference Tools.

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WP 3: Co-operation and co-ordination mechanisms in guidance practice and policy development

Participating countries: AT; CY; EL; ES; HR; IT; NO; PL; TR; RO

Lead country: Austria

Objectives

On the basis of WP3's experiences and discussions, it is evident that there has been significant progress in many countries in developing stronger synergies between different ministries, and between ministries and other stakeholders, in the development of lifelong guidance systems. These include cross-policy approaches and stronger co-operation at both national and regional levels. In many of these countries, the process of sharing across countries through the ELGPN has played a valuable catalytic role.

Following the working principles in previous ELGPN Work Programmes, the approach of WP3 in the next period should give the opportunity for:

- countries with existing fora or similar mechanisms to improve co-operation and co-operation in concrete areas of lifelong guidance, orientated to European policies as well as on national priorities;
- countries with emerging fora or similar mechanisms to compare, to improve and to implement effective mechanisms with the support of countries which have experience in adequate policies and processes;
- countries without existing fora or similar mechanisms to find appropriate policies, processes and persons for a successful start and a sustainable strategy.

Principles

- Effective steps from overall strategy and policy approach towards practical progress in defined areas of lifelong guidance within lifelong learning.
- Focus on support for persons in their concrete areas of work and responsibility to find appropriate approaches, processes and solutions.
- Orientation on concrete interests, needs and priorities of countries within the European framework of policies and strategies.

Practical approaches

The main aim for the next phase of WP3 is to use, test and evaluate supporting methodologies to improve the establishment of co-ordination and co-operation mechanisms at national/regional level.

"Policy through persons":

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- Focus on persons, on personal experiences and support from other countries.
  - Method: coaching, twinning or group support.
  - For countries with or without fora or with emerging fora.
  - Addressing all WP objectives 2011–12.
- Increase the impact by working on specific topics concerning lifelong guidance priorities at EU and national levels:
  - Personal cross-border support by experienced persons through coaching, twinning or group support.
  - For countries with existing fora.

Methodology

Phase 1: Collecting (until around May 2011)
In the beginning of the working phase, the countries participating in WP3 will be asked about current open questions, challenges etc. in their national co-operation and co-ordination mechanisms or in the establishment of such mechanisms. Additional to this collection of demands, countries will also be asked what they want and/or can offer in various areas – schools, VET, higher education, adult education, employment and social inclusion – from/to other countries.

The result of this survey will be a "Matrix of offers and demands", which will be the basis for the further work.

*Phase 2***: *Testing and evaluating* (May 2011 – February 2012)
All countries are invited to test different supporting methodologies by e.g. inviting other countries which can offer a "solution" in relation to open questions, travelling to other countries to investigate the "solutions" in a direct way, or hosting a field visit.

A specific amount of the budget should be foreseen for these activities.

The two field visits in Greece and Norway 2011 will also be used to evaluate the methodologies in common working sessions.

Phase 3: Drawing conclusions (February-December 2012)
Within the synthesis meeting (February 2012 in Turkey), based on the experiences of the countries, evaluation tools for co-ordination mechanism will be developed and the contribution and the inputs to the Common Reference Tools will be undertaken.

Roles of participants

Roles of all participants in two Field Visits (two groups of 10 member countries)

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

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Roles of lead country: Austria

1. Provide an overview and leadership to the implementation of the Work Package, in co-operation with the ELGPN Co-ordinator 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 consultant in providing a briefing paper prior to the Field Visits, and a reflection note on the conclusions from the Field Visits for the ELGPN network.

Action points

1. Preparation of the Field Visit programmes 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 ELGPN Co-ordinator, the lead country and the invited consultant.
4. Field Visit to Cyprus, 10–11 May 2011, 10-12 countries.
5. Field Visit to Norway, 10–11 November 2011, 10-12 countries.
6. Synthesis meeting in Turkey, 21–22 February 2012, 10-12 countries.
7. Contribution to the development of the EU handbook on lifelong guidance.
8. Reflection note for the ELGPN meeting in Cyprus 2012.
9. Ongoing on-line communication through the ELGPN website.

Outputs

- Creation of evaluation tools for co-ordination mechanisms.
- Briefing and reflection notes.
- Case studies (Cyprus and Norway).
- Comments to the case studies based on the experiences of the partner countries.
- Synthesis report.
- Contributions to the revision of Common Reference Tools.

Outcomes

- Well-documented progress in the development and implementation of co-operation and co-ordination mechanisms in lifelong guidance at national and regional levels.
- Documentation of the effects and contributions of experiences, knowledge end recognitions gained at national and European level, with examples of concrete applications through cross-border co-operation and support.
- Contributions to the process of revision of the Common Reference Tools based on practical processes and policies.

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WP 4: Quality assurance/Evidence-based practice and policy development

Participating countries: DE; DK; EE; EL; GB ; HU; IE; IS; LT; LU; NL; PT; RO; SE; SI

Lead country: Hungary

Objectives

Based on the draft QA framework (Annex 5 in the 2009–10 ELGPN report), more work has to be done during the forthcoming working period of ELGPN on the design and piloting of tools and instruments for a common European framework for QA in career guidance, in particular in terms of indicators and data collection. It is proposed that further progress could be made by piloting the proposed framework. This approach was also favoured in the earlier work of the UK National Advisory Council for Careers and Educational Guidance, which produced a series of *Quality Standards for Learning and Work* (1996-2000), both at a generic level, and for different guidance sectors.

With this backdrop, the recommendations are that the ELGPN should work along these lines:

- Get more countries involved in the discussion on the QA framework in order to gain a broader ownership and engagement for this issue, e.g. by establishing links to the WP1 and WP2 in particular or by "twinning exercises".
- Use the proposed elements of a QA framework based on:
    - o A small number of agreed quality criteria.
    - o Agreed standards for these criteria.
    - o A small number of indicators for measurement.
- Draw conclusions for the updating and further development of the common reference tools and making them more concrete and operational (feeding into the new Task Group).

Thus, the next step in 2011–12 would be for the ELGPN to:

- Continue and finalise the QA framework with regard to reducing the number of indicators, work on further operationalisation of indicators, and decide on required data collection.
- Launch a pilot study in several countries which are interested in testing the proposed indicators and the QA framework.

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Description of work

WP4 has expressed the need to finalise its list of indicators and to strengthen the links between indicators and outcomes. In the new phase, possible activities include:

- Testing the list of indicators at national level, taking account of sectoral/cultural differences, and using twinning between two or more countries.

- Refining the list of indicators.

- Contributing to the revised Common Reference Tools and the handbook, and testing them at national level.

- Getting indictors for lifelong guidance on the agenda of international surveys, e.g. PIAC, PISA. Some preliminary concept work is required to identify which indicators are relevant, and contact needs to be established with OECD and relevant statistics networks.

- Dissemination of indicators at EU and national levels.

Tasks

The tasks of WP4 will be:

1. Finalise the list of indicators in the QA framework, i.e. develop and refine the list presented already in the report from 2009–10.

2. Test indicators through pilot project(s).

3. Establish links to evidence-based policy development.

Working methods

Phase 1 (preparation phase) (until around May 2011). Three small working groups will prepare proposals for:

(a) list of indicators (indications of interest: DE, DK, PT, HU);

(b) the structure and content of pilot project(s) (indications of interest: DE, GB, PT, EE, LT, IR, SI) ;

(c) feeding evidence knowledge into policy (indications of interest: DK, LU, KO, HU).

First WP4 meeting to take decisions based on inputs from the three working groups, including operationalisation, and which countries will participate in pilot projects and in which format.
Host country: Estonia, 23–24 May 2011.

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Phase 2 (piloting phase) (June 2011 to November 2011). Pilot projects (both options are possible at the same time):

Option 1: some countries pilot it in national context in a certain number of services.

Option 2: one or two twinning pairs.

Working groups (c) continues.

Second WP4 meeting to discuss first experiences from the pilot projects and further work on links to evidence-based policy development.

Host country: Luxembourg, 3–4 November 2011.

Phase 3 (conclusion phase) (November 2011 to June 2012). Continuing the piloting. Working groups (c) continues.

Third WP4 meeting on reporting results and preparation of synthesis report.

The results of all these phases will feed into national policy-makers though the members of ELGPN and to EU level through ELGPN reports and a new version of the handbook.

Host country for synthesis meeting: Ireland, 21–23 March 2012.

Outcomes

1. A revised framework for QA systems for lifelong guidance services and resources.

2. A 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.

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