

# 18<sup>th</sup> Plenary Meeting of the European Lifelong Guidance Policy Network 28-29 September 2015, Luxembourg

**Chambre De Commerce  
7 r. Alcide de Gasperi,  
Kirchberg, 2981 Luxembourg**

# Monday 29 September 2015

**Chair of the meeting:** *Mr Joseph NOESEN*

8:30 – 9:00

**Registration and welcome coffee**

09:00

**Official opening and introductory welcome**

*Mr Claude Meisch, Minister of Education, tbc*

**Overview of recent LLG policy developments in Luxembourg**

# Monday 29 September 2015

- 09:45 **Minutes of the 17th ELGPN Plenary Meeting,  
Riga Latvia 3-5 March 2105**  
ELGPN/PM18/28-29/09/2015/Paper1\_Riga\_draft\_minutes
- 09:50 **Presentation of the agenda**  
*Dr Raimo Vuorinen, Co-ordinator of ELGPN*
- 09:55 **Communication from the Commission**  
*Ms Ana-Carla Pereira, Head of Unit (DG EMPL)*
- 10:30 **Coffee break**
- 11:00 **Communications from partner organisations**  
Cedefop, PES Network, IAEVG

# Monday 29 September 2015

- 11:30 **Future systematic European co-operation on Lifelong Guidance policy development**  
Plenary discussion and structured work in tables
- 12:30 **Family Photo and Lunch**
- 13:30 **Future systematic European co-operation on Lifelong Guidance policy development**  
Plenary discussion and structured work in tables
- 16:30 **Close of the day**
- 16:30 **Visit to the MUDAM**
- 19:45 **Official Plenary Meeting Dinner at Château Bourglinster**

# Tuesday 29 September 2015

- 09:00 **Policy updates**  
*French ELGPN team*
- 09:15 **Future systematic European co-operation on Lifelong Guidance policy development**  
Plenary discussion and structured work in tables
- 10:30 **Coffee break**
- 11:00 **Action steps to complete the ELGPN 2015 Work Programme**  
Action steps in 2015 to prepare for the 19<sup>th</sup> ELGPN Plenary Meeting 24-25 November 2015.
- 12:15 **Introduction by the 19<sup>th</sup> ELGPN Plenary Meeting hosts**  
*Finnish ELGPN delegation*
- 12:30 **Close of the meeting and lunch**

# Action steps after Riga Plenary Meeting

**14 April 2015** a letter from the Latvian Presidency of the Council of the European Union to:

- Ms. Marianne Thyssen, Commissioner for Employment, Social Affairs, Skills and Labour Mobility
- Mr Tibor Navacsics, Commissioner for Education, Culture Youth and Sport

A request for a meeting to explore options for future forms of systematic co-operation in the field of lifelong guidance in the context of ET 2020 and EU 2020

**6 July 2016** Response from the Commission

**24 September 2015** Meeting with Ms Ana Carla Pereira, Ricardo Ferreira, William O'Keeffe and ELGPN Co-ordinator in Brussels

# Communication from the Commission

*Ms Ana-Carla Pereira, Head of Unit (DG EMPL)*

# Communications from partner organisations

Cedefop, PES Network, IAIEVG, ICCDPP

# European education and training cooperation: new priorities

- Relevant and high-quality skills and competences for employability, innovation, active citizenship;
- Inclusive education, equality, non-discrimination, civic competences;
- Open and innovative education and training, including by fully embracing the digital era;
- Strong support for educators;
- Transparency and recognition of skills and qualifications; and
- Sustainable investment, performance and efficiency of education and training systems.

# Questions for tables 11:30-14:30:

1. What do you see as the European level challenges to career guidance policies and systems in the EU over the next five years?

2. How, in your opinion, could a COM led Lifelong guidance working group assist in meeting those challenges?

# Questions for tables 14:30 – 16:30

1. What do you see as challenges to career guidance policies and systems in your country over the next five years?
2. How, in your opinion, could a COM led Lifelong guidance working group assist national level efforts to meet those challenges?

# Questions for tables 14:30 – 16:30

**1. Which, in your opinion, are the most important issues facing policy makers in the next five years** in your country in policies and systems (the organisation, management and delivery of information, guidance and counselling services) for lifelong guidance?

2. How, in your opinion, could a COM led Lifelong guidance working group assist national level efforts to meet those challenges?

# Potential sources of information on the service provision

## 1.) The European Network of PES

- number of trained professionals (based on the P2P description on employment counselor) within the PES and if data is available based on the ILO C 181 within PRES, this is PARES for the COM.
- front line staff as semi professionals working with individuals not companies

## 2) Euroguidance network – data from national system descriptions

## 3.) ET 2020 WG on ESL

- CG professional in/around and / out of the schools
- semi-professionals in CG- teachers

## 4) Higher Education: Bologna Network in the same structure

## 5.) Social Inclusion?

## 6.) private HR companies, NGOs?

# ELGPN Publications

- All ELGPN publications are in the process of being finalised for launch in the Jyväskylä Plenary Meeting 24-25 November.
  - ELGPN Tools No. 4: *Designing and Implementing Policies Related to Career Management Skills (CMS)*
  - ELGPN Tools No. 5: *Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance:*
  - ELGPN Tools No. 6: *Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission*
  - *ELGPN Summative Report 2007-15*
- All the publications will be sent to the printers on **Monday 19 October 2015**
- The pre-ordered printed publications will be posted in early December 2015.

## The Evidence Base on Lifelong Guidance

### LIFELONG GUIDANCE

#### WHAT

Lifelong guidance refers to a range of activities that help citizens to manage their individual life paths in education, training and work.

#### WHO

Guidance can be useful to all citizens of all ages and at any points in their lives (in learning, in work, or out of work).

#### FOCUS

Guidance is focused on empowering individuals to make choices about their life, learning and work.

#### WHERE

Guidance can be delivered by education and training organisations, public employment services, stand-alone careers services, employers or community organisations. It can be funded publicly or privately (or through a mix of both).

There is an **extensive research base on lifelong guidance**, which supports its use as a key tool of education, employment, youth and social policies

**Beneficiaries of guidance** include individuals, their families and communities, and the organisations where they study and work, as well as society as a whole

Lifelong guidance is an **important tool to address Europe 2020 targets** on education, employment, and poverty and social exclusion

### Understanding what is known about the efficacy of lifelong guidance

Lifelong guidance impacts on educational, economic, employment and social outcomes

*In the education system it:*

- Engages individuals with learning.
- Clarifies pathways through learning and work.
- Supports the acquisition of career management skills (for managing learning, work and life) and employability skills.

*In the employment system it:*

- Supports individuals to make the transition to employment.
- Increases the flexibility of the labour market.
- Helps to ensure that skills are used effectively.
- Supports individuals to be resilient in the face of change.

### Developing new policies and services

Ten evidence-based principles for the development of lifelong guidance policies and services

*Lifelong guidance is most effective where it:*

- 1) Is lifelong and progressive.
- 2) Connects meaningfully to the wider experience and lives of the individuals who participate in it.
- 3) Recognises the diversity of individuals and provides services relevant to their needs.
- 4) Combines a range of interventions (e.g. one-to-one and online support).
- 5) Encourages the acquisition of career management skills.
- 6) Is holistic and well-integrated into other support services.
- 7) Involves employers and working people, and provide active experiences of workplaces.
- 8) Is delivered by skilled, well-trained and motivated practitioners.
- 9) Draws on good-quality career information.
- 10) Is quality-assured and evaluated.



### Monitoring implementation and checking quality and efficacy

Quality assurance and evaluation should be built into the implementation of all lifelong guidance services. Key elements of this are:

- Making use of the ELGPN Quality-Assurance and Evidence-Base Framework.
- Developing an evaluation strategy.
- Publishing the findings of research and evaluation to enhance the evidence base.

### Implementing new policies and services

Evidence should underpin the delivery of services as well as their design. It is important that the funders, managers and practitioners involved in the delivery of lifelong guidance are aware of the evidence and able to put it into practice.

# ELGPN Tool No. 4

## Designing and Implementing Policies Related to Career Management Skills (CMS)

These are the questions which CMS-related policies need to address, as identified in the ELGPN Resource Kit (2012) • The conclusions and recommendations given here draw from member countries' experiences

### What do CMS mean in your country?

- Bring together stakeholders and experts to discuss lifelong guidance and CMS
- Resolve the definitional language issues on the concepts
- Propose an agenda and an initial plan to facilitate a common understanding of CMS

### What coordination and co-operation is required for specialised input in developing and offering a CMS programme?

Compose a national lifelong guidance forum representing all key stakeholders with a clear remit to develop a CMS framework and to advise on CMS-related policies

### What is the role of social partners in developing CMS among citizens?

CMS development is a strategic policy issue that government shares with social partners. In SMEs access to, quality of the provision and opportunity to master CMS will more likely be delivered through PES, through national or specialist career services, as a trade-union activity or through private providers

### How will citizens develop CMS throughout their lifetime?

- CMS development should be considered as a 'work in progress'
- Acquisition of CMS by citizens should not be assumed
- Use the same concepts and methods for CMS development across the various sectors

### Who will teach and train citizens in CMS development? How are guidance (semi-) professionals trained in delivering CMS teaching and training?

- CMS development can be delivered by professionals and semi-professionals e.g. tutors, employment counsellors
- All initial teacher training should include a compulsory guidance and CMS development module
- Semi-professionals should have opportunity to qualify in guidance and have support in developing and maintaining the lifelong guidance perspective in their work

### How can employed and unemployed citizens learn and acquire CMS?

Develop a CMS framework as a basis for the assessment of attained CMS among employed and unemployed people and as guiding principles for their further learning

## SYSTEMIC QUESTIONS

## TEACHING AND LEARNING OF CMS

## ACCESS AND ENGAGEMENT

## QUALITY AND EVIDENCE

### Which strategic decisions need to be taken to ensure wide access to CMS and the monitoring of its quality?

Policy decisions on CMS development should be made at a high level concerning national/regional curricula, adequate funding, coordinated national strategies, similar milestones and common further implementation steps

### How to ensure that citizens are empowered to develop CMS and understand external influences such as the influence of society on their career paths?

Assessment of the mastery of CMS development should be linked to and set against societal challenges: managing difficult life and labour market circumstances and reacting positively to changes

### How should CMS be assessed with citizens over the life-span?

- Actions to develop formative and summative evaluation of CMS should be undertaken.
- Awards and other mechanisms to recognise and accredit experiences related to the development of CMS are features of effective guidance provision

### How to measure the impact of CMS programmes?

- Take notice of the existing research and take it into account in deciding on the nature of the impact to be measured
- Both quantitative and qualitative approaches should be used in measuring the impact of guidance of which CMS development should be the key aim and learning outcome. 'The Evidence-Base on Lifelong Guidance: A guide to key findings for effective policy and practice' (2014) provides several examples for this

### Which criteria should be used to evaluate the quality of CMS provision?

- An input-process-outcome-evaluation framework could be used
- The use of the indicators, criteria and possible data as indicated in the ELGPN QAE framework is recommended. The ELGPN QAE Templates contain examples on what and how to evaluate the quality in CMS provision



# ELGPN Tool No. 5

## Strengthening the Quality Assurance and Evidence-Base of Lifelong Guidance

Using these five quality elements, a common language can be identified for continuous improvement of lifelong guidance systems and policies.

### Citizen/User Involvement

- Improved user experience
- Development of effective and efficient services
- Strengthening accountability
- Contribution to social justice



#### KEY QUESTIONS:

**What strategies** and approaches can be used to engage more citizens in lifelong guidance and in the shaping of guidance services?  
**What role** should government and other key actors perform in relation to citizen/user involvement in lifelong guidance?  
**What more** needs to be done to focus on citizen/user involvement in lifelong guidance?

### Practitioner Competence

- Assuring practitioner professionalism
- Ensuring access to services relevant to citizens' needs
- Supporting practitioners' continuous professional development



#### KEY QUESTIONS:

**What evidence** is available on practitioner competences?  
**What information** is available on the qualifications and training of careers counsellors, guidance workers and/or work coaches?  
**What more** needs to be done to improve quality assurance and the evidence-base in the area of practitioner competence?

### Service Provision and Improvement

- Access to quality assured guidance as a public and private good
- Key policy imperatives: promotion and provision of career management skills, optimising channel mix (face-to-face, contact centres, distance services via internet, telephone & email), skills profiling and effective matching



#### KEY QUESTIONS:

**What is needed** to quality assure service provision and improvement?  
**How can** lifelong guidance services be improved and how can its impact be assessed?  
**What more** needs to be done to improve lifelong guidance services for young people and adults?

### Cost Benefit to Governments

- Justification for expenditure of lifelong guidance services
- Need for analysis of immediate, medium and long-term calculated savings in terms of economic and social returns



#### KEY QUESTIONS:

**What is the value-added proposition** for Governments to invest in lifelong guidance?  
**How can** impact assessment and cost benefits result in robust and useful quality-assurance and evidence-based policies and practices?  
**What are** the policy challenges and likely future demands requiring new forms of cost-benefit analysis?

### Cost Benefit to Individuals

- Smoother transitions
- Engagement and motivation to learn stemming from alignment of aspirations and personal development plans



#### KEY QUESTIONS:

**What is the value-added proposition** for individuals to invest in lifelong guidance?  
**How can** policy makers and organisations that employ career counsellors, work coaches and guidance workers best communicate the added-value benefits of lifelong guidance for individuals?  
**What more** needs to be done to develop and promote cost benefits and other added-value returns to individuals?



# ELGPN Tool No. 6

## Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission

### FORMAT

Each Guideline has four parts:

- Definition of the content
- Rationale
- Elements of good policies and systems
- Resources for policy-makers

### THE GUIDELINES

#### Transversal Policy Guidelines

1. Career Management Skills
2. Access to Lifelong Guidance Services
3. Assuring the Quality of Lifelong Guidance Provision
4. Assessing the Effectiveness of Lifelong Guidance Provision
5. Strategic Leadership: Cooperation and Coordination
6. Improving Careers Information
7. The Training and Qualifications of Guidance Practitioners
8. Funding Lifelong Guidance Services
9. Information and Communications Technology in Lifelong Guidance

#### Education and Training Policy Guidelines

10. Lifelong Guidance for School Pupils
11. Lifelong Guidance for VET Students and Participants
12. Lifelong Guidance for Higher Education Students
13. Lifelong Guidance for Adult Learners

#### Employment and Third Age Policy Guidelines

14. Lifelong Guidance for the Employed
15. Lifelong Guidance for Unemployed Adults
16. Lifelong Guidance for Older Adults

#### Social Inclusion Policy Guidelines

17. Lifelong Guidance for Young People at Risk
18. Lifelong Guidance for Disadvantaged Groups

### SCOPE

As EU citizens engage in learning and work across the lifespan, the Guidelines provide policy advice and information that cover the provision of lifelong guidance services in the education and training sectors, the labour market sector, and social inclusion.

The Guidelines also cover policy issues that are common to all sectors (transversal guidelines).

### HOW TO USE THE GUIDELINES?

At national, regional and local levels the Guidelines can be used as **reference points** for policies for education, training, employment and social inclusion and for **benchmarking, reviewing and improving** existing policies and systems for lifelong guidance.

At EU level, the Guidelines may act as **reference points** for EU education, training, employment, and social inclusion policies. They may be used also by CEDEFOP for its **national reviews and comparative studies**, and provide **inspiration** to the ETF in its support work in neighbouring EU countries.

The transversal and sector guidelines may be used to review policies and systems in particular sectors and/or for strengthening cross-sector linkages.

Each Guideline can be used independently of the other Guidelines, but there are strong and obvious links between them.

### RESOURCES

To deepen reflections on the content of the Guidelines, please refer to the resources mentioned in connection with each Guideline.

ELGPN has produced a range of tools that support the implementation of the Guidelines:

- No.1 Lifelong Guidance Policy Development: A European Resource Kit*
- No.2 Lifelong Guidance Policy Development – Glossary*
- No.3 The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice*
- No.4 Designing and Implementing Policies Related to Career Management Skills (CMS)*
- No.5 Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance*

All ELGPN Tools are available at <http://www.elgpn.eu/publications>

**ELGPN Tool No. 6:  
GUIDELINES FOR POLICIES AND SYSTEMS DEVELOPMENT  
FOR LIFELONG GUIDANCE: A REFERENCE FRAMEWORK FOR THE EU  
AND FOR THE COMMISSION**

**Transversal policy components (9 Guidelines)**

1. Career Management Skills
2. Access to Lifelong Guidance Services
3. Ensuring the Quality of Lifelong Guidance Provision
4. Assessing the Effectiveness of Lifelong Guidance Provision
5. Strategic Leadership: Cooperation and Coordination
6. Improving Careers Information
7. The Training and Qualifications of Practitioners
8. Funding Lifelong Guidance Services
9. Information and Communications Technology

**ELGPN Tool No 6:  
GUIDELINES FOR POLICIES AND SYSTEMS DEVELOPMENT  
FOR LIFELONG GUIDANCE: A REFERENCE FRAMEWORK FOR THE EU  
AND FOR THE COMMISSION**

**Education and training sector (4 Guidelines)**

10. Lifelong Guidance for School Pupils
11. Lifelong Guidance for VET Students and Participants
12. Lifelong Guidance for Higher Education Students
13. Lifelong Guidance for Adult Learners

**Employment and Third Age sectors (3 Guidelines)**

14. Lifelong Guidance for the Employed
15. Lifelong Guidance for the Unemployed
16. Lifelong Guidance for Older Adults

**Social inclusion (2 Guidelines)**

17. Lifelong Guidance for Youth at Risk
18. Lifelong Guidance for Disadvantaged Groups

## Contributions to national LLG policy events

- The 1<sup>st</sup> National Lifelong Guidance Policy Conference, Torshavn, the Faroe Islands, 4 May 2015
- The conference “Skills for planning successful career”, Bratislava, Slovakia, 18-19 May 2015, by the Slovakian National Lifelong Learning Institute
- National ELGPN webinar on the use of the ELGPN Evidence guide in Finland
- National LLG conference 10 September 2015 in Seoul, South Korea

# Links with parallel initiatives

- PES Network Stakeholders' Conference 'Working together for a stronger European labour market', Brussels, Belgium, 26-27 May 2015
- ET 2020 WG in Adult Learning
- 7<sup>th</sup> International Symposium on Career Development and Public Policy, Des Moines, Iowa, USA, June 15-17, 2015
- The 12th Convention of the International Confederation of Principals, 3-6 August 2015 in Helsinki, Finland
- APCDA conference 15 September 2015 in Tokyo, Japan
- IAEVG annual conference 18-21 September 2015 in Tsukuba, Japan

# Final payment 2013-14

- 17 August 2015, the European Commission informed the Co-ordination Unit that the Commission had decided to carry out a desk check on the cost statements presented by the ELGPN Co-ordination Unit relating to the Agreement EAC-2012-0638 on the ELGPN Work Programme 2013-14.
- The Co-ordination unit provided the requested information to the Commission 4 September 2015.
- The Co-ordination Unit received the final payment 15 September 2015.
- The final payments of balance 2013-14 will sent to co-beneficiaries in October 2015.

# Be prepared...

- The budget amendment 2015 will be prepared in Oct-Nov 2015. Country teams will be approached for information on realised/expected expenditure to the end of the year 2015.
- The 2015 final financial reporting deadline is 31 January 2016.
- All documentation must be received by the Co-ordination Unit by this date
- Deadline for national inputs for the technical implementation report (activity report) 31 December 2015
  - Co-ordination unit will send a template for this after Jyväskylä Plenary Meeting

# Reminders

- Deadline to order printed 2015 publications **Thursday 1 October 2015**
- Deadline for country inputs for the Finnish national LLG seminar **Friday 2 October 2015**
- Deadline to register for the Jyväskylä Plenary Meeting and the Finnish LLG seminar **Friday 30 October 2015**

# 19 ELGPN Plenary Meeting 24-25 November 2015, Jyväskylä

- Reception on Monday evening 23 November 2015 at Jyväskylä City Hall
- Plenary Meeting venue: Aalto-Sali
- Plenary Meeting dinner 24 November 2015
- Briefing on the Finnish guidance system and policies + Sauna and dinner for those staying for the Thursday national seminar

# National LLG policy seminar

## 26 November 2015

- Theme: One-Stop Guidance Centers and the integrative use of ICT
  - Summaries of ELGPN member country responses
  - National Case Studies
  - Plenary Discussion
- Live streaming with online discussion



# City of Jyväskylä

- Founded in 1837
- Population: 136 000 (January 2015)
- Seventh largest city in Finland
- Proportion of degree holders of all residents aged 15 or over: 74.7% (entire country: 67.7%). Proportion of higher education degree holders: 33.2% (28.2%).
- A third of Jyväskylä residents are students
- 300 km north of Helsinki
- Weather in November – we hope for the best...

# Jyväskylä

- [https://youtu.be/B\\_J-pg02vlg](https://youtu.be/B_J-pg02vlg)

Thank you!

For further information, please contact:

Raimo Vuorinen, Senior researcher, Ph.D.  
Co-ordinator of the ELGPN  
Finnish Institute for Educational Research  
P.O. Box 35  
FI-40014 University of Jyväskylä  
tel. +358-50-3611909  
Fax +358-14-617418  
email: [raimo.vuorinen@jyu.fi](mailto:raimo.vuorinen@jyu.fi)  
www: <http://elgpn.eu/>  
Skype: vuorai