

Report of the 1st Field Visit of

European Lifelong Guidance Policy Network

**Work Package 3 - Co-operation and co-ordination mechanisms
in guidance practice and policy development, Field visit 1**

10-11 May 2011, Larnaca, Cyprus

Sandy Beach Hotel, Larnaca-Dekelia Road



Organised by

the hosts in Cyprus

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Lifelong Learning Programme

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Introduction

First thanks to our hosts in Cyprus for organising the first Field Visit of WP3 – ELGPN, for nice working atmosphere, good weather and hospitality.

The report collected all power point presentation made by the participants during the Field Visit and integrated the summary of the discussion as well as the briefing and reflection note from Peter Plant with the status of end of May 2011.

The report shall not only be used as the bases for the further work of the work package 3 but also for information of the status quo for all members of the ELGPN.

We are looking forward to further development and progress within the WP3 and on national, regional and local level for co-ordination and co-operation mechanism in the countries.

With kind regards
Peter and Michaela

Tuesday 10th of May 2011

- Short introduction of each participant to know each other

Part 1: The process within WP3

Aim of this session: To get an overview about the setting of the first field visit within the work programme of WP3 in the period 2011-2012 and to hear about the key findings in all by now

1.1. Activities of the work programme, expected results, process within the Field Visit

Peter Härtel

The Period 2011-2012 was designed to have opportunities for:

- *countries with existing fora or similar mechanisms to improve co-op and co-ord*
- *countries with emerging fora or similar mechanisms to compare, to improve and to implement effective mechanisms*
- *countries without existing fora or similar mechanisms to find appropriate policies, processes and persons*

Objectives of WP3 2011 / 2012:

The principles within work package 3 are the following:

- Effective steps from overall strategy and policy approach towards practical progress in defined areas of LLG within LLL.
- 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 and Policy through persons

- to use, test and evaluate supporting methodologies to improve the establishment...
- Focus on persons, on personal experiences and support from other countries
 - Method: Coaching, Twinning or Group-Support for countries with or without or with emerging fora.
 - Increase the impact by working on specific topics concerning LLG priorities EU and national level
- Personal cross-border for countries with existing fora.

For the Methodology and actions we use especially the “Matrix – Offers and Demands”

The Field Visits which will take place on following dates:

- Field Visit in Greece/ Cyprus: 10.-11. May 2011
- Field Visit in Norway: 10.-11. Nov 2011
- Synthesis meeting in Turkey 21.-22. Feb 2012

Outputs planned

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

Outcomes and further perspectives

- Well-documented progress in the development and implementation
- Documentation of the effects and contributions of experiences, knowledge and recognitions gained
- Contributions to the process of revision of the common reference tools based on practical processes and policies.

Long term added value co-op. and co-ord. LLG in LLL for involved countries, other EU member states and European Policy and Strategy

3 Phases of work programme

- **Phase 1:** (Collecting) until around May 2011
- **Phase 2:** (test and evaluate) May 2011 – February 2012
- **Phase 3:** (conclusions) March 2012 – December 2012

Matrix of offers and demands of Co-operation and co-ordination mechanisms in guidance policy and systems development (Product 1)

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-meassag (1-10) (optional)	"Sectors" optional (please specify according the 6 areas)	Offers	offered by the Country
	Communication	Cooperation	Co-ordination				
local							
regional							
national							

Phase 1: Collecting

- until around May 2011

Offers and Demands: Area 1:

Current open questions, challenges etc. **in the national co-operation and co-ordination mechanisms** or in the establishment of such mechanisms (regional, local).

Offers and Demands Area 2:

What you want / can offer in **various areas / sectors** – schools, VET, higher education, adult education, employment and social inclusion - for other countries

Result of phase 1:

- **“Matrix of offers and demands” (Product 1)**

= basis for the further work to choose and / or to develop and to compare different supporting methodologies.

Phase 2: test and evaluate

- **test different supporting methodologies (Product 2)** by e.g. inviting other countries which can offer a “solution” for open questions,
 - Travel to other countries to investigate the “solutions” in a direct way or hosting a field visit. (budget)
- The **two field visits** in Greece / Cyprus and Norway 2011 are also used to **evaluate (Product 2)** the methodologies in common working sessions.

Phase 3: conclusions

- **Evaluation tools (Product 3)** for co-ordination mechanism will be developed and the contribution and the Inputs to the **Reference Tools (Product 3)** will be undertaken.

Phases – Overview (adapted)

Phase	Year			2011												2012											
	Months	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		
	Plenary Meetings Description /	PM 8 (HU)							PM 9 (PL)					PM 10 (DK)								PM 11 (CY)					
Phase 1:	Collecting (till May 2011)																										
Phase 2:	test and evaluate (till February 2012)				Start			FV (CY)						FV (NO)													
Phase 3:	Conclusions and contributions to the reference tools																SM (TR)										

Dates Meetings:

PM 9: Warsaw: 13.-14. September 2011
WP3: FV2: Field Visit to Norway: 10.-11. Nov 2011
PM 10: Copenhagen 24.-25. April 2012
WP3: Synthesis meeting in Turkey 21.-22. Febr 2012
PM 11: Cyprus 24.-26. October 2012

Products of the Process (Overview)

Product 1: “Matrix of offers and demands”

(May 2011) Work on: → Begin: Budapest, virtual work & Finalising in Cyprus



Product 2: Supporting methodologies Descriptions, Evaluation

(February 2012, FV CY / Greece, FY NO, SM TR)



Work on: → Cyprus and Norway

Product 3: Evaluation tools / Reference Tools (October 2012, PM) Work on: → Cyprus and → Turkey

and within the Plenary Meetings...

Process of the Field Visit

3 main elements:

- **Case studies Cyprus / Greece and the methodology of Coaching / Twinning**
 - Common reflection and discussion about product 2: descriptions, evaluation
- **“Matrix of offers and demands”**
 - (product 1) > first finalising
- **Reflection of the Work package 3 to the Progress note of Implementation of the Transversal Elements**

1.2. Key findings of the process of WP3 by now - Briefing Note

Peter Plant

Reflection of state of art:

a national fora / mechanism are the common goal of WP3. There are in a different status and various in the different countries; they are sometimes linked with “living creatures- persons” because they are leaving; they are not stable; they are connected with the political processes (if politics are changing etc.).

E.g. also within the process of twinning we could see, that there are different frameworks in different countries (Germany vs. Greece / Cyprus – bottom up – top down approach), one ministry vs. cross-ministry, inter-ministerial and intra-ministerial approach.

Also if you do have legislation, and all are on board etc.; there will be a lot of questions left, because it is a living process. And if not all are interested in guidance and have the same aim, a shared responsibility is necessary. It is important to get Ministries together (Education, Labour, Social ...) to work together, but sometimes is quit challenging.

There are a lot of other players we do need: social partners, practitioners, providers etc. And there is the question how to involve users regarding the “Centralisation of Users”. But who are the users? They can be e.g. companies etc. Who we do call “End-User”? Who are they? How can we involve them? There are some possibilities like:

1. Surveys of satisfaction
or on
2. Policy Goal setting level

But the question is still left: which kind of users we are talking about? Which kind of users can we involve beside the “stakeholders”? e.g. Student unions? Chairmen of pupils unions at schools? Minority groups?

We should also work on regional and local level if we are talking about the practical level.

There is a practical need for co-ordinate and co-operate e.g. regional partnerships (e.g. Norway). We can also have a closer look to the Cross Border Level where Border Regions are the people there are working together, but not the ministries in a structured way.

It might be of interest to have a closer look on that. It is not the national perspective but on regional perspective (e.g. the Nordic case; travelling without passports, have the same labour market).

What is the Forum / mechanisms are doing? Creating, criticising policies on national level?

- If you want to reach the same goal it is necessary to use quite different approaches
- There is a challenge of inter-ministerial co-operation
- There is a challenge of intra-ministerial co-operation (within the same ministry of different departments)

Part 2: Case studies Cyprus / Greece and the methodology of Coaching / Twinning

Aim of this session: To hear about process, results and effects of the methodology of Coaching / Twinning carried out by the countries Greece and Cyprus within the last months and 28 / 29. April 2011 and to learn about the detailed background of the education system and guidance system of the 2 countries

2.1. The education System in Cyprus

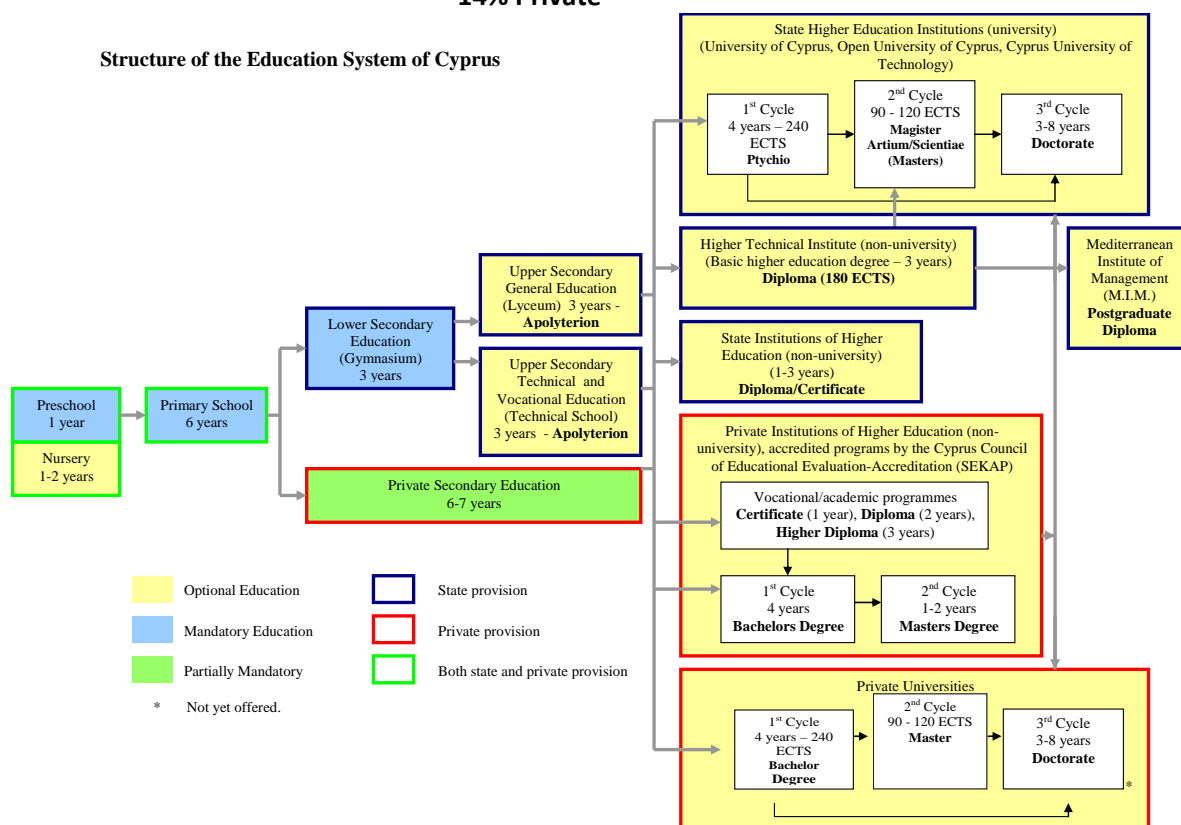


- Primary Education
- Secondary Education
 - Lower Secondary Education
 - Upper Secondary Education – (Including Secondary Vocational Education)
- Higher Education

Education in Cyprus is:

86% Public
14% Private

Structure of the Education System of Cyprus



There are challenges for the apprenticeship system – there are less young people, there are not enough places; the apprentice's schema will be reorganised now.

During the first years all attend the same courses; after the first level they have to make a choice for VET or general education. The parents want that they follow the lyceum (general education) not to make a choice for the apprenticeship. After the secondary level they have the entrance to universities in Cyprus or Greece.

Adult Education Centres

Adult Education Centers_- run by the Ministry of Education and Culture.

Aims:

- To provide opportunities of “Life Long Learning” to all individuals.
- To assist in the personality development of each individual as well as the social, economic and cultural progress of society in general.

Every year more than 70 different subjects are offered by the centres (e.g. Greek language for foreigners, Computers, Dancing, Byzantine music, and Literature, Painting, Arts and crafts etc).

More than 20,000 participate in the programs, each year.

Evening courses, adult education with very low fee minimum.

Unique process of entering into the higher education institutions of Cyprus; if the students wish to continue in higher public education they have to make an examination; according the results they are able they can ask for specific degree course.

If we compare it with Austria: in Austria there is no fee, no entry requirements (except medicine, art and sports).

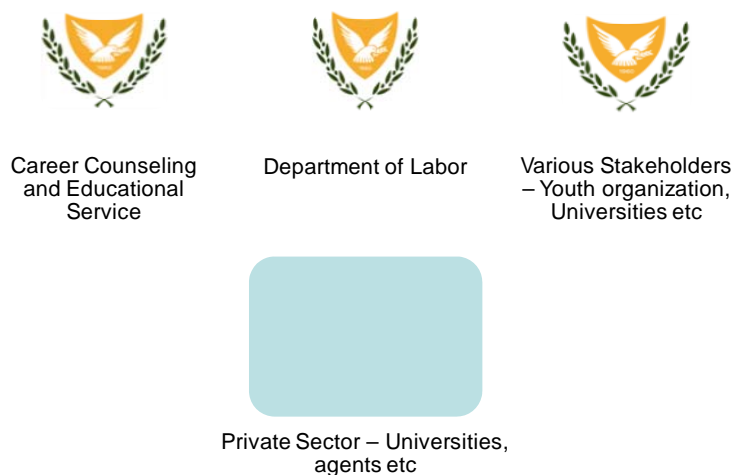
In Cyprus university it is free also in Greece on the state level; they have to pay if they go abroad (e.g. UK) or to private universities. It is an added value to have so many students who are studying abroad (e.g. France etc.)

www.moec.gov.cy Educational system in different languages

2.2. The Guidance System in Cyprus

Guidance in Cyprus is provided by 3 main areas:

Guidance in Cyprus



Career Counseling and Education Service: What we do

The Counseling and Career Educational Service (C.C.E.S.) legally belongs to the Directorate of Secondary Education, Ministry of Education and Culture. The key objective is personal, social, educational and vocational development of students and others.

- The C.C.E.S. has offices where Vocational Education Counseling takes place, in all schools of the General Public Secondary and Technical Education.
- There is also a Head Office situated within the Cyprus Ministry of Education and Culture.

C.C.E.S. helps students and young adults:

- To know and accept themselves and to develop healthy attitudes.
- Develop a positive image for themselves and acquire the right skills to deal effectively with personal, family or social problems in life.
- To adapt to the school environment and to the educational and social progress and development.
- Develop the necessary skills to enable them to take rational decisions, both for educational / professional or personal matters.
- To recognize their individual capabilities, interests, skills and inclinations, to know the nature and requirements of various professions, and contemporary socio-economic and cultural developments, which can lead to good educational options.

There is one office in every secondary school; which can be called a “one man show” for each school. But they are also working often in 2 schools. They are full employed; these “Careers teachers” have a status of teachers in order to be employed. The education they have is as a counsellor training got by an additional degree Master Degree (or 1 year post graduate level; mostly received in UK or USA) .

The counsellors get the instructions of the ministry of education but they also have to follow the instructions of their school.

A very active school counsellor can be seen as the “right arm” of the headmaster in school; because she / he is knowing about a lot of students and about legislations and possibilities outside of school.

The initial idea was to teach the original subject and work as a career counsellor in the same time; this idea is based on the Irish Model.

Relations of career counsellors and students:

- 1 hour per 50 students gymnasium
- 1 hour per 60 students per lyceum

The development now aims to have 1 counsellor for one school not taking into account matter of the number of students. The System was created in 1964, in 1991 they have to evaluate 6 different proposals (counsellors, from the public employment services etc.) and then they ended up with the system today.

Establishment and Operation of C.C.E.S.

The Vocational Guidance as previously called, was founded in 1964. It was renamed in 1997, to Counseling and Career Educational Service.

The staffing of C.C.E.S. with permanent qualified staff started in 1986, until 1990. The renaming of the Office to C.C.E.S. seemed appropriate to respond to new international practices. It also explains better, the main role of the Office – both at the Headquarters of the Ministry of Education and Culture and at the General Secondary Schools and Technical Education

Headquarters C.C.E.S. Ministry of Education and Culture

- The Head Office of C.C.E.S. is housed at the Ministry of Education and Culture, Nicosia. The mission of the Central Office is to carry out supervisory, administrative and coordinating duties.
- The Head Office of C.C.E.S. is open to the public and has a library that is enriched with informative material on Counseling and Vocational Education.
- The C.C.E.S. also publishes books, sends informative material on educational matters and information for counselors, students, parents, and generally to all stakeholders.

District Offices C.C.E.S.

In the last two years, we have started operating Offices of the C.C.E.S in three provinces. The offices were open to the public every Tuesday and Wednesday, in Larnaca, Limassol and Paphos.

Objectives of C.C.E.S.

- Self-knowledge (knowledge of self detection-understanding of personal abilities, inclinations, interests, values, aspirations, etc.)
- Confidence
- Self-realization (use of personal abilities, inclinations, interests)
- Adapting to the school and social environment
- Making rational, personal, educational and occupational decisions

The Role of the C.C.E.S. Schools

- Each school today, has an office where the Counselor accepts students, parents and stakeholders so they can deal with the personal, educational and / or vocational choices/ difficulties etc.
- The Counselor helps students to address personal, family and educational problems. In addition to that it offers a lesson of Vocational and Social Education during the first semester. The Target of the course on Occupational Education is to help students acquire the necessary skills and to obtain appropriate educational decisions.
- The Purpose of Social Education is to equip students with the right skills to meet the difficulties and problems in life and to help them, among other things, to develop mechanisms of resistance against substance abuse and dependence.

The C.C.E.S. in Lyceums / Technical Schools

The mission of Teachers in Lyceums / Technical schools is the same as in High schools. Each of these Schools also offers specialized assistance for the educational / career choices of students and their introduction to Higher Education Institutions in Cyprus and abroad

The challenges:

- The background of the teachers (first study like Mathematic, English etc.)
- The dual role: guidance and personal counselling at the same

So in this case it is a mixture of the Irish System and the System of the USA.

In Norway there is the same situation; there is 1 counsellor at school. In the law the role of the headmasters and schools was strengthened to give the process of guidance and counselling more intention within the system. It should be the responsibility of more than one person at school especial the “contact teacher” of the class.

The Ministry of Labour and Social Insurance

Since 2006: Public Employment Services offer individualized counselling at their District and Local Labour Offices.

Aim: To facilitate the early placement of those job seekers who are not ready to enter the labour market.

Individualized counselling

- Originally used for «the hard to place job seekers» & vulnerable groups (e.g. disabled, single parents, and long term unemployed).
- Now: available to all job seekers who wish to benefit from the service. In particular, depending on the assessment of the first line PES officer, as regards prospects of accessing employment as well as on the job seekers consent, the
- Individualized counselling can start either from the very first day of registration as unemployed or at any time later.

The main phases of the individualized counselling

- *Profiling*
- *Action Plan*
- *Follow Up*
- During the initial assessment the counsellor through a structured interview (usually lasts up to 40 minutes) and with the use of a specific form collects all necessary information relevant to the personal characteristics /situation, that will allow him to profile the needs and potentials of the job seeker and on the basis of which the counsellor will prepare together with the job seeker the *Individual Action Plan*.

Individual Action Plan

The information collected allows the counsellor to diagnose the level of intervention that the job seeker needs and constitutes the initial stage for the creation of an effective *Individual Action Plan*. Above all, an individual action plan is drawn up jointly with the job seeker. The advantage of this approach is that it ensures the active involvement of the job seeker in creating his own Individual Action Plan and in some respects his commitment to follow it. Another advantage is that their active involvement forces them to identify and establish clear targets and steps that they must follow in order to find employment.

- IAPs include all actions that could take place in order to facilitate access and integration in employment for the job seeker. In particular it contains:
- Counselling
- forming a cv,
- preparing for a job interview,
- improving self-esteem,
- empowerment,
- informing the job seeker of her/ his choices for training or job openings etc
- Vocational guidance

- obtaining work experience (assisting the job seeker in deciding the nature of the job),
- obtaining skills training (informing and assisting the job seeker in deciding on the specific training program), referring the job seeker to a job opening or to self employment schemes (informing and assisting the job seeker in deciding the job opening she/ he will apply for, informing and assisting the job seeker in deciding on self employment, accordingly assistance in filling out the necessary documents) and,
- Follow up - Following up the clients' progress at various intervals up to two years after the action plan has been implemented.

There is a filtering who will get the individualized counselling.

There are working 22 Counsellors for 30.000 unemployed people (8% of unemployment in Cyprus).

Qualification of the counsellors: Within the 14 district and local offices the counsellors have various diplomas. They have to be graduated on the university in many disciplines (psychologies, counselling etc.) They have to have a broad studying, if they want to be employed within the public sectors.

There was set up a 220 hours training by an expert (credit programme) for 6 months to train these 22 counsellors.

Each counsellor has an average of 300 – 350 cases individualized counselling per year - all together 7.700 a year. So: about 23.000 unemployed persons have no guidance and counselling.

2.3. The Education System in Greece

Education Lifelong Learning and Lifelong Guidance Strategies in Greece *Perspectives for the development of a National Forum on Lifelong Guidance*– current situation and critical issues

Fotini Vlachaki, Greek ELGPN WP3 Representative, National Centre for Vocational Orientation - EKEP, Ministry of Education Lifelong Learning and Religious Affairs

Greece - National Educational System Overview

November 2010



1. Education population and language of instruction

At the beginning of the 2009/10 school year in public and in private compulsory education (primary and lower-secondary school levels) there were enrolled 1 051 297 and 75 828 students correspondingly. More generally, in January 1, 2009 the estimated population aged 0 to 29 years numbered 3 638 2000 individuals comprising 32.3 % of the total population.

The language of instruction at all levels of education is Greek. Concerning this Muslim community, there are minority schools in which the teaching of courses takes place in both the Greek and the Turkish language.

2. Administrative control and extent of public-sector funded education

In 2009/10 school year, 93.64 % of the students enrolled in primary and secondary education attended public schools. Private schools are not grant aided; they are fully self-financed. Private primary and secondary schools are under the supervision and inspection of the ministry of

Education Lifelong Learning and Religious Affairs. The university level is comprised exclusively of state institutions.

Administrative control remains focused at the central level, while measures have been taken in recent years to devolve responsibilities to the regional level. The ministry of Education Lifelong Learning and Religious Affairs formulates and implements legislation, administers the budget, coordinates and supervises its decentralized Services, approves primary and secondary school curricula and appoints teaching staff. There are thirteen Regional Education Directorates under the Minister of Education implementing educational policy and linking local agents to central services and organizations. They are responsible for the administration and supervision of the other decentralized services in their area, as well as for the coordination of local School Advisors. At the next level of the administrative structure, Education Directorates (in each prefecture) and district Offices provide administrative support, supervise operation of area schools and facilitate coordination and cooperation between schools. School Directors serve as the administrative and educational heads of their school unit; they coordinate and guide teachers in their work and make provision for in-service training.

Teachers' Councils implement program and curricular regulations and monitor student attendance and discipline. School Committees, which include parent and local representatives, manage budgets for heating, lighting, maintenance, equipment etc.

The Education Directorates and Offices are responsible for monitoring the operation of schools within their area. According to current legislation, evaluation of schools is to be carried out at the local level with the Teachers' Councils drawing up a self-evaluation report and regional centres conducting an appraisal of school operations in their area; these reports will then be analyzed at the national level by the Education Research Centre (K.E.E.).

Higher education institutions are funded by the State. They are self-governed under the auspices of the ministry of Education.

3. Pre-primary education

Children aged 4 years may attend public or private kindergartens (*nipiagogeia*). Kindergarten attendance is compulsory for all 5 year olds; it remains optional, however, for four year olds. Public state-run kindergartens do not charge any fees. Parents pay full tuition fees for their child to attend private kindergartens. Children enrol in *nipiagogeia* according to the family's place of residence.

Administratively, *nipiagogeia* are considered part of primary education. They follow national curricula for the kindergarten level that have been developed by the Pedagogical Institute. The maximum class size is limited to 25 pupils. The pupils have a 9 month school year (11 Sept. to 15 June) and a daily program lasting from 8:15 to 12:15; unless they attend all day kindergartens (*Oloimera Nipiagogeia*) where children may arrive as early as 7:00 and leave as late as 16:00. *Nipiagogeia* operate from 1st of September till 21st of June.

Education and care for children 4 years of age and under is provided at child centres (*paidikoi stathmoi*) and at 'infant' centres (*vrefonipiakoi stathmoi*) – the latter from 6 months of age – that are municipal, i.e. public, or private. Attendance is optional for this age group. Municipal/community child centres are run by the local municipalities and communities. Parents pay a small fee for these child centres, though fees can be waived for certain categories of families. Private child centres charge full fees.

During the 2009/10 school year, there were 146 250 youngsters enrolled in public kindergartens and 11 658 in private ones. Of children attending public kindergartens, 36.3 % were 4 years old and 51.2 % boys. In private kindergartens, 21.7 % of the pupils were 4 years old and 47.8 % girls.

4. Compulsory education

(i) Phases

Education is compulsory for the age cohort 5-15 years and is divided into the following levels:

<i>Nipiagogeio</i> (pre-primary education)	5-6 years of age
<i>Dimotiko scholeio</i> (primary education)	6-12 years of age
<i>Gymnasio</i> (lower secondary general education)	12-15 years of age

There are also 3 years of lower secondary education provided by Evening Gymnasias (*Esperina Gymnasia*) that are geared to the needs of working students and enrol students from the age of 14 years. In addition operate Ecclesiastic, Minority, Cross-Cultural, *Peiramatika* (Experimental), Music, Special Education *Gymnasia* etc.

(ii) Admissions criteria

Granted a kindergarten certificate, enrolment in public primary education is based solely on the pupil's place of residence. The same rule applies to the lower secondary school level, with the prerequisite that the student has obtained a school-leaving certificate from primary school.

Education in Greece for all levels of public education is provided free of charge and all costs (transportation, books etc.) are covered by the state budget. Families may choose to enrol their children in private schools where full tuition fees are charged. Increases in school tuition fees by private schools are negotiated with the General Secretariat for Commerce.

(iii) Length of school day/week/year

The school year is comprised of 175 days from the 11th of September to the 15th of June for primary schools and the 31st of May for lower secondary schools. Schools are open five days a week for 35 weeks per year. Instructional hours per week are from 23 to 35 depending on the grade or level. Each instructional hour lasts from 40 to 50 minutes. The number of instructional hours for the two first grades of primary education is 25 per week, reaching 30 hours in the next four grades and 35 hours for all three grades of lower secondary education.

(iv) Class size/student grouping

According to Ministerial Decisions, primary classes may have up to a maximum of 25 students; at the secondary education level, classes may have up to 30 students. Students are grouped by age, thus creating six grade levels in primary education and three in secondary. All schools are mixed gender.

Primary classes have one teacher for all subjects, with the exception of physical education, foreign languages and music which are taught by subject specific teachers. Secondary education students have different teachers for each subject.

(v) Curriculum control and content

The national curricula for primary and secondary education are developed by the Pedagogical Institute and approved by the ministry. The current Cross-Thematic Curricular Framework for compulsory education and accompanying subject syllabi reflect a more inter-disciplinary approach to knowledge. At the primary school level the national curriculum covers religion, Greek language, mathematics, history, environmental studies, geography, science, social and civic studies, arts studies (music et al.), two foreign languages and physical education. The program also includes a 'Flexible Zone' for the development of cross-curricular themes and creative activities.

The above subjects, except for environmental studies, are included in the lower secondary school curriculum which also covers ancient Greek, chemistry, biology, information and computer technology, home economics, technology and school vocational guidance.

Teachers are required to follow the national curriculum and to use the approved textbook for each subject; taking into account, however, the particular needs and features of their classes as far as teaching methods are concerned. At the beginning of each school year, the Pedagogical Institute issues directions for teachers on teaching approaches and aims according to subject area. The school textbooks, written according to the criteria set in Cross-Thematic Curricular Framework, are evaluated by the Pedagogical Institute and recommended to the ministry of Education for final approval.

(vi) Assessment, progression and qualifications

At the primary school level, students are assessed by their teachers throughout the school year. Periodical and annual assessments are descriptive and also include letter grades from the third year of primary school. Students are generally promoted to the next grade, except in cases of insufficient attendance. In the rare case where a student might need to repeat a grade – based on teacher assessment – a strict process of consultation precedes this outcome. Students completing the sixth grade (end of primary school) receive the primary school leaving certificate (*Apolytirio Dimotikou*) which serves for admission to lower secondary school (*Gymnasio*).

In lower secondary schools teachers assess students based on daily work, written tests, assignments and end-of-year written review examinations, *Graptes Anakefalaioitikes Exetaseis*.

Promotion is based on achievement. Students who achieve an overall passing grade, at the end of the third year of lower secondary school receive a school-leaving certificate (*Apolytirio Gymnasiou*), which grants access to senior high school.

5. Post-compulsory education/upper secondary and post-secondary level

(i) Types of education

<i>Geniko Lykeio – G.L. (general upper secondary schools)</i>	15-18 years of age
<i>Epangelmatiko Lykeio – EPA.L. (vocational upper secondary schools)</i>	15-18 years of age
<i>Epangelmatikes Scholes – EPA.S (vocational training schools)</i>	16-18 years of age
<i>Instituta Epangelmatikis Katartisis or I.E.K. (Post-secondary non-tertiary institutes)</i>	18 + years of age

Lyceums (*Lykeia*) offer a three year course and are of two types: the *Geniko Lykeio* (G.L.) that provides general/academic studies and the *Epangelmatiko Lykeio* (EPA.L.) that combines general education with technical-vocational studies. In 2007/08 of all first and second year *Lykeio*

students, 23 % enrolled in vocational *Lykeia* and 77 % in general *Lykeia*. There are also evening lyceums (*Esperino Geniko Lykeio* and *Esperino Epangelmatiko Lykeio*) that offer a 4 year part-time course (15-19 years of age) and in 2007/08 enrolled about 5 % of *Lykeio* students.

The *Epangelmatikes Scholes* (EPA.S.) offer a two-year course organized according to occupational area, which may extend to three years if on-the-job training is provided. Other Ministries besides the ministry of Education also operate such vocational training schools providing courses in their area of responsibility.

The post-secondary *Instituta Epangelmatikis Katartisis* (I.E.K.) offer 4 semesters of initial vocational training, or in the case of vocational education graduates who followed a similar course, 2 semesters of further training. Certain courses of the I.E.K. can also enrol *Gymnasio* graduates.

Currently there are 114 public I.E.K. (no fees) and 53 private I.E.K. (fee paying). At the same time, private institutions offering services at post-secondary level ('Post-secondary Education Centres') are classified as belonging in the informal post-secondary education and training realm according to the relevant Law 3848/2010. For their establishment and operation, licenses are required that are granted by the ministry of Education Lifelong Learning and Religious Affairs while the study or other certificates they provide are not academically equal to those granted within the framework of the Greek post-secondary system of formal education, (e.g. Universities, Technological Education Institutes and the above mentioned I.E.K.). The provisions governing the establishment and operation of "Post-secondary Education Centres" are stipulated in Law 3696/2008 and 3848/2010. The abovementioned laws provide ground for *Laboratories of Liberal Studies* which offer non-typical vocational studies of a shorter period.

(ii) Admissions criteria

Holders of a lower secondary school-leaving certificate (*Apolytirio Gymnasiou*) may enrol in a *Geniko* or an *Epangelmatiko Lykeio* according to catchment area. Students who have successfully completed the entry year of *Lykeio* may then enrol in the first year of *Epangelmatikes Scholes* (EPA.S.); while *Epangelmatiko Lykeio* students can also opt to enrol in a school outside their catchment area when it offers a special field they are interested in. Students are also able to transfer between *Geniko* and *Epangelmatiko Lykeio* at the beginning of year two.

Graduates of any type of post-compulsory secondary school, including vocational training schools, may enrol in the post-secondary *Instituta Epangelmatikis Katartisis* (IEK). Adult graduates of compulsory education may also enrol in an *IEK*, but only for certain courses.

(iii) Curriculum control and content

The Pedagogical Institute sets national curricula for all upper secondary schools. The curriculum for the *Geniko Lykeio* includes general education subjects (modern and ancient Greek language and literature, history, mathematics, sciences, religion, a foreign language, technology, social sciences, physical education) as well as electives and specialization subjects from year two which depend on the 'stream' followed (theoretic, scientific, technological). The curriculum of the *Epangelmatiko Lykeio* includes general education subjects similar to the above, as well as technical – vocational subjects that vary according to stream followed (technological, service, and maritime).

EPA.S. (Vocational School) curricula include technical – vocational subjects and workshop courses. Class size in vocational education is limited to 25 students. The curricula of the *Instituta Epangelmatikis Katartisis* (IEK) include both theoretical and practical components and emphasize

new methods and skills that broaden the occupational options of adult students. Course offerings are the result of an ongoing process of consultation with social partners and are based on the recommendations of the Tri-party Consultative Committees of OEEK (the Organisation for Vocational Education and Training), comprised of representatives of OEEK, employers and employees, that consider regional labour market needs and trends.

(iv) Assessment, progression and qualifications

Geniko and *Epangelmatiko Lykeio* students are assessed by teachers on the basis of their participation in daily classroom work, their performance on tests and on end of the year final examinations. To be promoted and to receive a Lyceum Diploma (*Apolytirio Lykeiou*), an average general mark of 9.5 out of 20 is required.

Besides the Lyceum Diploma, a prerequisite for admission to tertiary education is achievement score on the 'Certificate' (*Vevaiosi*) which includes grades in six general education and 'stream' subjects that are examined at the national level. The general achievement score on this Certificate takes into account final year school grade, school level evaluation and grades on the six subjects of the national level examinations.

Epangelmatiko Lykeio graduates acquire, in addition to the above, a level 3 vocational education certificate (*Ptychio Epangelmatikis Ekpaidefsis, epipedou 3*) based on school level examinations. Assessment for promotion and graduation from the *Epangelmatikes Scholes* is conducted at the school level, and upon successful completion of their course, students receive a level 3 vocational education certificate (*Ptychio* as above), which in addition to employment, allows them to enrol in post secondary IEK.

Trainees at IEK (Post Secondary non-Tertiary Education) are assessed by their instructors during and upon completion of their training. Students who successfully complete an IEK course are awarded an Attestation of Training (*Vevaiosi Epangelmatikis Katartisis*) and then participate in external examinations conducted by the competent national or local committees to obtain a postsecondary level Diploma of Vocational Training (*Diploma Epangelmatikis Katartisis, epipedou metadeuterovathmias epangelmatikis katartisis*).

6. Higher education

(i) Structure

According to law 2916/2001, higher education consists of two parallel sectors: the University sector (Universities, Polytechnics, Fine Arts Schools and the Open University) and the Technological sector (Technological Education Institutions/TEIs and the School of Pedagogic and Technological Education).

The law 3549/2007 regulates issues concerning governance of higher education along the general lines of increased participation, transparency, accountability and increased autonomy. The establishment of the International University of Greece aims at facilitating student mobility and increasing the number of places offered in higher education, especially to foreign students. This

University will also offer distance learning courses.

The Hellenic Open University provides distance undergraduate and postgraduate education and adult education by developing and using appropriate educational materials and teaching methods. There are also State Non-university Tertiary Institutes, such as the Higher Ecclesiastical

School or the Merchant Marine Academies, offering vocationally oriented courses of shorter duration (2 to 3 years) which operate under the authority of other Ministries.

(ii) Access

Entrance to the various Schools of the Universities (*Panepistimio*) and Technological Education Institutions (*Technologiko Ekpaideftiko Idryma* – TEI) depends on the general score obtained by Lyceum graduates on the Certificate, as described above (subsection 5.iv), on the number of available places (*numerus clausus*) and on the candidates' ranked preferences among schools and sections.

(iii) Qualifications

Students who successfully complete their studies at Universities and TEIs are awarded a *Ptychio* (first cycle degree). First cycle programmes last from four years for most fields to five years for engineering and certain other applied science fields and six years for medicine. The *Ptychio* leads to employment or further study at the post-graduate level that includes the one year second cycle leading to the second degree, *Metaptychiako Diploma Eidikefsis* – equivalent to the *Master's* degree – and the third cycle leading to the doctorate degree, *Didaktoriko Diploma*.

Recent legislation on quality assurance in Higher Education, the Credit Transfer System and the Diploma Supplement defines the framework and criteria for evaluation of university departments and for certification of student degrees. These measures aim at promoting student mobility and contributing to the creation of a European Higher Education Area.

7. Special needs

Law 3699/2008 established the compulsory nature of education for students with disabilities and special educational needs, affirming that it is an integral part of public free education and trying to promote the principle of integrated education.

Education for students with disabilities and special educational needs is provided in either mainstream or special schools and extends from the preschool years to the age of 23.

Diagnosis and assessment of special educational needs is provided by the interdisciplinary staff of the local Centres for Differential Assessment, Diagnosis and Support of Special Educational Needs (KEDDY) who are also responsible for recommending the most appropriate schooling type for students and drawing up an individualized educational program. The staff of these Centres cooperates closely with teachers of special needs students and provide a range of support services for the students and the schools.

According to the above assessment on the type and the degree of disability that a student has, they may be enrolled in: a) mainstream schools attending either the regular classroom with parallel support or special sections/classes of the school, or b) Special Education Schools. The Special Education Schools cover pre-school, primary and secondary education levels including vocational education.

During the 2008/09 school year in School Units of Special Education and Training of all levels and types there were 6 701 (28.40 %) pupils, in special sections of regular schools 16 645 (70.53 %) and in regular classrooms of regular schools 253 (1.07 %) pupils with special education needs.

8. Teachers

Pre-primary and primary school teachers are degree (*Ptychio*) holders from a four-year university level course, primarily from Pedagogic Schools. Lower and upper secondary education teachers hold university degrees, *Ptychia*, in their specialist subject after completing a four-year course and take a three-month introductory teacher training course upon appointment. Access to teaching posts in the state sector (pre-primary to secondary level) is determined by competitive examinations administered by Supreme Council for Civil Personnel Selection (ASEP). Teachers at all levels of the state sector are civil servants.

9. Ongoing reforms and policy initiatives

A – Ongoing reforms and policy initiatives related to 'ET 2020' strategic framework

1. Making lifelong learning and mobility a reality

– Lifelong learning strategies

As part of an effort focusing on citizen's needs aiming at decreasing social inequalities by overcoming educational deadlocks, a new law 3879/2010 on lifelong learning has been in force since September 2010. It is titled "Development of Lifelong Learning and other provisions" (http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=6434ed52-6016-4d0c-9644-b403a44daf57) and its goal is the development of lifelong learning via alternative educational paths as well as the association of lifelong learning bodies with those of quality assurance so as to successfully connect lifelong learning with occupation and to provide these type of education beyond the formal educational system. This specific framework has clear principles setting up qualitative and quantitative realistic targets as well as establishing specific political proposals for carrying out these targets. It also responds to the current needs of changing the educational model and of focusing the state's interest on student's benefit.

– European Qualifications Framework

The ministry of Education Lifelong Learning and Religious Affairs in 2010, as part of its new policy on lifelong learning, proposed the establishment of the National Qualifications Framework in accordance to the European Qualifications Framework. This effort was developed because to date there was not any unified system as to qualification recognition and accreditation including all types of education, training and professional experience. The goal of organizing a unified National

Qualifications Framework is the association, recognition and accreditation of all types and levels of formal, informal and non-formal learning on the basis of an agreement certifying quality and mutual trust between the state and social partners. In this context, the National Qualifications Framework will enable transparency in vocational qualification, it will facilitate access and progress in lifelong learning processes and it will support in a better way the relationship between education/training and employment. The planning and establishment of National Qualifications Framework will take into account from the beginning all social bodies contributing in any way in education and training in Greece: accreditation bodies, agencies for recognition of academic titles and professional qualification, quality assurance bodies, social partners and of course the citizens. The creation of a National Qualifications Framework was completed within 2010. The public

consultation on NQF started in the beginning of March and ended in the beginning of September 2010 and the law 3879/2010 established it.

– Expanding learning mobility

Specific information not available.

2. Improving the quality and efficiency of education and training

– Language learning

The improvement of state foreign language education is carried out in cooperation with the National and Kapodistrian University of Athens with a goal of forming a single comprehensive plan and of designing the necessary studies (http://www.minedu.gov.gr/index.php?option=com_content&view=article&id=402&Itemid=785&lang=el&limitstart=3). A new study program will be formed for all modern languages included in the curriculum. It will abide by the rules of the Common European Framework of Reference (CEFR) for language learning of the Council of Europe (CoE), which sets a six grade scale of assessment and has been adopted by the State Language Certification. Therefore, this programme will point out what is needed of every Greek user of a foreign language at every level – from A1 (breakthrough) to C2 (mastery). From September 2010, the pilot English language programme will begin in 60 primary education schools (*Dimotika*) and 30 lower secondary education schools (*Gymnasia*) in different prefectures of the country. The proposition is graduation from primary schools to lead to an A2 or a B1 certification and graduation from lower secondary education schools to a B2 certification.

– Professional development of teachers and trainers

Aiming at completing the program within three years time, the ministry of Education starts the in service training of all teachers in September 2010. This process will try to take advantage of the progress of Information and Communication Technologies. The in-service training focuses on: a) discipline, b) teaching methods, c) new technologies and d) the guidance and administrative staff of education. The training programs comprise: a) a basic seminar, b) distance learning and c) a feedback seminar. The duration of in-service training will be 200 hours, of which 50 hours are viva voce and 150 are distance learning. The process will be specialized and bound to the forthcoming changes of the curricula which teachers are called to implement but also to contribute to form their final content. Respectively, there will be training in relation to the educational practices accompanying those programs. This training will commence at least six months before the pilot implementation of the new curricula and according to the rate the latter are effectuated.

The ongoing process of improving the staff involved to education comprises a change in the selection of the administrative staff of education. The equal access of teachers in the selection process for such posts as well as the widening of the basis of candidates is attempted through law 3848/2010. Selection process takes into account knowledge and competences acquired via professional experience. Training with the contribution of the National Centre for Public Administration and Local Government (E.K.D.D.A.) in issues connected to administration of education is also obligatory. The formation of a framework of the administrative staff professional progress is served by the same law. Prerequisite of selection will be the participation in selfevaluation programmes and, at a second stage, in evaluation programmes. Except from the aforementioned law, a public consultation took place in June 2010 as part of a national teacher's in-service training strategy.

– Governance and funding

Specific information not available

– Basic skills in reading, mathematics and science

Through the new approach to the operation of primary and secondary education, the ministry of Education encourages the Pupil: a) to acquire better competence in speaking and writing the Greek language b) to get in touch with literature, theatre, music, history and, in general, culture c) to have a cognitive efficiency in the handling of mathematic concepts applied to everyday life d) to develop mathematic logic and abstractive ability e) To acquire respective knowledge and skills in sciences and in technology. Starting from the current school year, changes in the curricula and in the teaching methods as well as relative training of teachers aim at reaching these goals.

– 'New Skills for New Jobs'

Actions taking into account labour market skills needs in education in Greece have been taken by the National Accreditation Centre for Continuing Vocational Training (EKEPIS), the Greek Manpower Employment Organisation (OAED) and the Organisation for Vocational Education and Training (OEEK). These organisations, by using the Greek education and training system for developing new competences, respond to the labour market needs. For more information on this topic please see respectively: <http://www.ekepis.gr/main/Aboutus/tabid/124/Default.aspx>, <http://www.oaed.gr/> and <http://www.oEEK.gr/>. Please see also the point devoted to the priority area 'Lifelong Learning strategies' of the first strategic objective 'Making lifelong learning and mobility a reality'.

3. Promoting equity, social cohesion and active citizenship

– Early leavers from education and training

Please see the pilot program of the School Network on Educational Innovation described under the priority area 'Innovation friendly institutions' of the strategic objective 4 'Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training'. Please also see: http://www.minedu.gov.gr/index.php?option=com_content&view=article&id=402&Itemid=785&lang=el&limitstart=3

– Pre-primary education

Concerning social cohesion law 3518/2006 safeguards access to pre-school education even from the age of 4 years old for all children irrespectively of national, socio-economic or religious background of their families. From 1997, law 2525 established the All-Day pre-primary schools for serving working parents with their children.

– Migrants

Please see the pilot program of the School Network on Educational Innovation described under the priority area 'Innovation-friendly institutions' of the strategic objective 4 'Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training'. Please also see:

– Learners with special needs

In the field of special needs education, the basic principles of the ministry of Education policy aim at social integration of the disabled pupils and are as follows:

- No child with disability or special educational needs will face problems in enjoying the benefits of education. For this reason, all disabled pupils or pupils with special educational needs are monitored. They acquire 'pupil identification number' and are integral part of pupil population in a school.
- Constitution of a special committee for the harmonization of the Greek educational legislation with the UN convention on the Rights of Persons with Disabilities (December 2006) as well as the Greek Constitution in order to move towards the elimination of discrimination and social exclusion.
- Use of all staff specialists in this field in order to respond to the growing demand for special needs education teachers.
- Forwarding physical accessibility and e-accessibility by developing specialized educational material.
- Establishment of proficiency certification procedure for blind and deaf children in Greek sign language and the creation of a certification mechanism of the Braille system.
- Mapping, monitoring and evaluation of special needs education. The qualitative and quantitative mapping is the base for the systematic monitoring and evaluation of all educational actions and structures.
- Establishment of the annual 'preparation and publication report of conclusions' following the appropriate methodology. The report will refer to the situation in special needs education with measurable evaluation of policies and measures implemented.

4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

–Transversal key competences

Specific information not available.

– Innovation-friendly institutions

The pilot program of the School Network on Educational Innovation will be applied in the 2010-2011 school year with innovative educational practices as part of the positive distinction logic. The innovative practices fight social inequalities by helping to reduce inequalities in educational outcomes and by improving general educational level. The system first will be applied for a year to schools of three regions and, after evaluation, to schools of 10 regions until 2013. In parallel, the educational support to vulnerable social groups will be carried out directly through three specific programmes (after public consultation a notice of competition has been already released): a) education of the Muslim minority in Thrace children; b) education of foreign and repatriated children and c) education of Roma children.

– Partnership

Specific information not available.

B – Other important ongoing reforms and policy initiatives at national level

School Education

All-day primary schools plan

Gradually, all primary education schools are becoming all-day schools with a unified educational program. Pupils in those schools will attend foreign language classes leading to certification, they will do sports and they will become familiar with the arts or other creative activities. Study (single or collective) in the first grades, takes place within the working hours of the school. For the 2010 – 2011 school year a plan for direct interventions is forwarded. The details of the plan refer to:

- The reduction of the educational contents,
- The expansion of the compulsory working hours,
- The focus on Greek language and on mathematics,
- The aiming at foreign languages,
- The priority to ICT and
- The augmentation of hours for teaching culture and literature.

The 'new school' plan

The ministry of Education Lifelong Learning and Religious Affairs seeking to confront problems related to the operation of schools and to the education offered to pupils suggests measures according to the 'pupil first' principle. Yet, it does not ignore other parties involved in the education system. The Ministry having incorporated the European Commission priorities on the Improvement of Competences for the 21st century (July 2008), and having taken into account the Primary and Secondary Education Council conclusions (November 2009) as well as the evaluation studies conducted by the Pedagogical Institute aims at creating 'the new school', so that new generations to be able to:

- Firmly step upon values and principles,
- Continue their effort to learn throughout their lives,
- Participate successfully in economic life and to have opportunities to upward social mobility,
- Act as responsible citizens and
- Be active citizens.

Within the 'new school' the common in the European Union strategic educational objectives will be served: a) development of lifelong learning, b) education quality improvement, c) social cohesion and active citizenship and d) innovation, creativity and entrepreneurship.

The priorities previously described regarding lifelong learning, all-day primary education schools, use of ICT in in-service training of teachers, the enhancement of educational administrative staff role, the improvement of pupils' competence in the Greek language, the foreign languages pupils are taught and special needs education are parts of the reform taking place for the constitution of 'the new school'.

On the basis of the aforementioned, teachers, pupils, parents and citizens were informed of the principles, the framework and the initial propositions on this issue. After public consultation in

May 2010 the law 3848/2010 was ratified by the Greek Parliament regulating issues of 'the new school', and other wider educational issues concerning:

- a) The process of teacher appointment (proceeding of the competition, appointment in the new posts) whether the case of permanent staff or part-time staff, in both state and private education.
- b) The selection of other primary and secondary education staff such as School Advisors, heads of the Directorates of Education (Prefecture) and of the Education Offices (Province), the School Principals (prerequisites and selection criteria) and the councils choosing the specific staff.
- c) Issues of official alterations (transfers, detachments, transferences) and of teacher evaluation.
- d) The modernization of the university sector institutes of higher education including the selection of the instructional personnel, the distribution of books, access to higher education, research and soon. It also regulates issues of 'Quality Assurance Agency in Higher Education' (ADIP).
- e) Religious education (ecclesiastic schools of lower and upper secondary education) and its staff.
- f) Finally, the Post-secondary Education Centres (former Colleges) and the General Secretariat for Research and Technology (the latter since the end of 2009 has been affiliated by the ministry of Education).

The specific law can be found at:

http://www.minedu.gov.gr/index.php?option=com_content&view=article&id=596%3Anomo-3848-19-05-10&catid=103%3A-2010&lang=el

Higher Education

Wide reforms take place regarding higher education and the Bologna Process. Law 3794/2009 harmonized the operation of the university and technological sectors of higher education and put at the same level Universities and Technological Education Institutions (TEIs) (<http://career.duth.gr/cms/?q=node/35103>).

Youth

In 2010 the General Secretariat for Youth via the programme "Support of Initiatives for Youth 2010" attempts to support actions, programs and initiatives for youngsters, based on three thematic priorities: a) labour relations, employment, combat of unemployment, b) social integration – combat of social exclusion and c) environmental awareness, green growth, climate change, environment. For more information about the principles of this new program you can visit the web site of the General Secretariat for Youth: <http://www.neagenia.gr>

Research and technology

A major reform in the research area is ongoing in Greece. It is commonly accepted that the increase of the outlay on scientific research is the necessary prerequisite for the improvement of Greece's international competitiveness. For this reason and by taking into account the EUROPE 2020 strategy, the action plan for research in Greece sets the objective of 2 % until 2020 for the expenses for research and technological development, that is the tripling of the expenditure for research as a percentage of GNP approved until now.

An action plan for the enhancement of research, technological development and innovation has been submitted in public consultation by the Greek Ministry of Education, Lifelong Learning and Religious Affairs in the official site of the Greek government (www.opengov.gr). The objective of

the action plan is towards a new architecture of the Greek system of research and towards the unification of the research area, which is now cut up, as mentioned above, in various scientific areas.

The newly elaborated National Strategic Framework for Research and Innovation (2010-2015) constitutes a turning point of the reform of the legislative framework of research in Greece and will have the form of a Programme-Framework for Research, comprising 5 different axes, research funding included. The so-called axes are the following: i) axe of targeted scientific/research works ii) axe of direct support of the innovation iii) axe of unified research area iv) axe of research infrastructure v) axe of research work staff.

Information provided by the Greek Eurydice Unit. For more detailed information on education systems in Europe, you may consult the EURYDICE data base, EURYBASE (http://eacea.ec.europa.eu/education/eurydice/eurybase_en)

2.4 The Guidance System in Greece

Guidance Services in Greece

- Career Guidance services in Secondary education
 - 78 regional Counseling and Guidance Centers (KESYPs): services to students and young people up to 25 years of age and also their parents
 - 570 School Career Counseling Offices (GRASEPs)
 - 105 Offices for Connection with the Labour Market and Career Guidance (GRASY) – pilot operation until 2010 in secondary technical vocational education schools.
 - Approximately 1000 trained guidance practitioners.
- Career Liaison Offices in Post-Secondary education training institutes
- Counseling and Career Guidance offices in Second Opportunity Schools
- Career Liaison Offices in Universities and Technological Educational Institutions
- Career Guidance services offered by Public Employment Services - Employment Promotion Centers (K.P.A) - 900 trained guidance practitioners.
- Career Guidance services offered by the Social Partners

Implementation of Career Guidance in Secondary Education

Career Guidance (SEP) aims at:

- Aiding students in their personal development and self awareness.
- Familiarising students with information as a communication process, emphasising the importance of developing abilities in the areas of active search, critical thought and taking advantage of available information.
- Aiding students in problem solving and decision making, through activities that offer them an opportunity to live similar situations, aiming at developing their personal maturity.
- Helping young people achieve the transition from school to work by enriching their experiences, using a wide and complex range of activities, both inside and outside the school environment.

Regional Educational and Career Counselling Centres (KeSyP)

78 KE.SY.P Centres in Greece, operating at regional level.

Their task is to :

- provide education and vocational guidance services and information to young people up to 25 years of age and to their parents.
- support School Career Counsellors who implement Career Counselling and Vocational Guidance either on an individual or group basis.
- Centres' staff : one or more experts responsible for Vocational Guidance and one expert in Information and Documentation.
- The Centres feature libraries with information material pertinent to Vocational Guidance.

School Bureaus of Educational and Career Counselling (GraSEP).

- 570 Offices established in major or jointly-housed schools. Their task is to :
- support the implementation of Vocational Guidance in schools
- provide counselling and information to students and their parents.
- Bureaus' staff : trained Guidance practitioners, previously served as secondary education teachers.
- furnished with library materials on the field of their competence.

ICT Tools

NESTOR Network - Pedagogical Institute

- **Information portal** for guidance practitioners in education and for anyone interested in issues related to counseling and guidance.
- **Intranet** to facilitate communication among guidance practitioners in education.
- **Computer based Psychometric tools** (Vocational Interests, Decision Making, Vocational Self-efficacy, Vocational Values, Numeracy skills, mechanical skills)

NESTOR Network - <http://195.251.20.34> or <http://sep.pi-schools.gr/>



Implementation of the Vocational Guidance Institution in the Classroom (until today)

Until today

- subject included in the curriculum involving specific activities for which the students are not graded.
- “taught” at High-school level (Grade C’: 1 hour per week) and Unified Lyceum (Grade A’: 1 hour per week, 2nd semester).
- specific textbooks and teachers’ books for students and teachers prepared by the Pedagogical Institute.

Current development:

Introduction of project method in school curricula relating to guidance to facilitate skills development

Examples of good practices in Secondary Education

Career Education Programs in Secondary Education Schools

- Pilot Career Education Projects as extra- curriculum activities, implemented on annual basis to support and expand the objectives of School Career Guidance at a local, regional and national level.
- Career Days: KESYP, GRASEP, GRASY guidance practitioners, teachers, students in cooperation with local labour market experts.
- thematic content: issues relating to the work environment, local economic activity, labour relations and occupational sectors, the European dimension of education-employment, the development of skills.
- activities: visits, information meetings, projects, interviews, field research, web or written communication.

700 Career Guidance School Networks – Pedagogical Institute (ESF project 2003 - 2007)

- 700 groups of 5 - 7 secondary schools’ students worked on a project about guidance and labour market, participated in several activities, organized a conference to present the project’s outcomes.
- teleconference was used in some cases as a method of communication among the members of the groups from different regions of Greece.

Career Guidance in Second Opportunity Schools

- Counselling and Career guidance offices operate in Second Opportunity Schools all over Greece.
- Their mission is to support students in their personal, social, educational and professional development.
- A Guidance Counselor and a Psychologist staff these offices.
- The provision of services offered, at individual and/or group level aim to: a) link education with the labour market, b) provide up-to date educational and professional information, c) enhance the cooperation with other services in the employment sector. Target groups are students, graduates, their parents and/or families.

- For further information visit the following website: <http://www.ideke.edu.gr/sde/>

Examples of good practices in Post-Secondary Training

Career Offices of the Organization of Tourism Education and Training / OTEK
<http://www.career-otek.gr>

Career Liaison Offices in the Organization of Tourism Education and Training (OTEK) in Athens, Thessaloniki, Crete and Rhodes. These offices provide services to O.T.E.K's graduates in order to promote their employability and/or help them in their educational development in the field of tourism.



Implementation of Career Guidance and Counselling in Tertiary Education

Career Services in Universities and Higher Technological Educational Institutes (TEI)

- link the institutes of higher education with socioeconomic environment and labour market.
- help students and graduates smoothly approach their future career and also find a job that is in accordance with the knowledge they received during their studies.

provide information and advice on:

- postgraduate studies in Greece and abroad,
- financial and educational news in Greece and abroad,
- available funding
- jobs for graduated
- new professions and specialties
- programmes concerning the studies and mobility of students and graduated in Europe
- practice / training
- entrepreneurship
- CV preparation - interview for a job

Guidance and Counselling in the field of Employment

The official public authority responsible for Counselling and Vocational Guidance in the employment sector, is the Greek Manpower Employment Organization (OAED). The aim of OAED is to implement governmental policies about employment and to combat unemployment, to facilitate people's access to the labour market, to protect them from unemployment, to promote career education and linking it with employment.

Centers for Promotion to Employment - K.P.A. aiming at linking labour market with job demand. KPA Centers are staffed with career counselors and they provide services such as individual support to the unemployed, employment, career and entrepreneurship counseling, promotion to employment and training opportunities, job search techniques programs etc.

Vocational Guidance and Information Centers, operating in Athens and Thessaloniki provide career guidance services to:

- Young people aged 14-18 who wish to gain self-awareness, understand their capabilities and aptitudes get informed about the world of employment so as to choose a profession matching their individual personality traits.
- Mature unemployed people wishing to enter the job market that need support to build up their professional profile and choose the profession or business activity that suits them.
- Mature unemployed people that need to choose a new profession in order to re-enter the job market.

European Employment Services (EURES) Offices

- OAED functions as the National EURES Agency
- Eurocounsellors established in the major towns of the country.
- offer expert services and information regarding:
 - **the ways one can find a job in another country,**
 - **the work/employment conditions in the countries of the European Economic Space and**
 - **current job demand status.**

Information Offices for the Unemployed and Business Firms

- come under certain groups of actions taken up by Local Government Organizations, Industrial & Handicraft Chambers, and Trade Unions (Employers and Employees).
- aim to benefit both the unemployed and businesses with respect to information about education/training and vocational opportunities, as well as information about Counselling & Vocational Guidance programmes.
- Some of these Offices are:
 - **Information Office for the Unemployed and Business Firms in collaboration of Greek Workers' Confederation (G.S.E.E)**
 - **Information Office for the Unemployed and Business Firms in collaboration with Athens Chamber of Commerce and Industry.**

Provision of Information Services: ICT Tools

Examples of good practices by the Social Partners

Greek Workers' Confederation (G.S.E.E) –

Information Centre for the Employed and Unemployed - KE.PE.A. <http://www.kepea.gr>

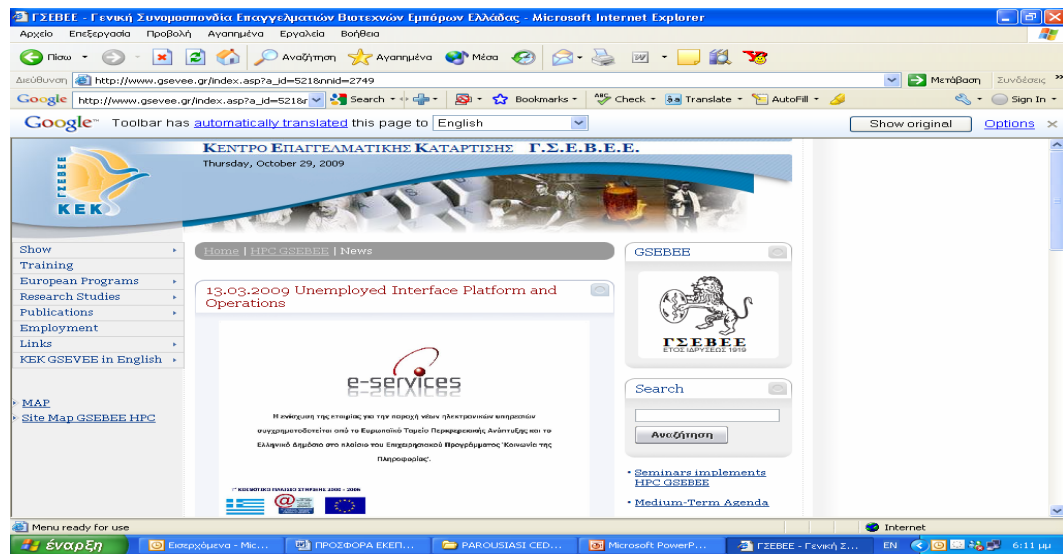


Athens Chamber of Commerce and Industry – Employment and Recruitment Office

<http://services.acci.gr/jobfinder/>



Hellenic Confederation of Professionals Craftsmen and Merchants – Web Platform for the Unemployed and Businesses http://www.gsevee.gr/index.asp?a_id=521&nnid=2749



Training in the field of Guidance

- In service training by the relevant Ministries and bodies responsible for the implementation of counselling and career guidance in education and employment to active guidance practitioners.
- University postgraduate studies programmes in the field of Counselling, Career Guidance and other related areas.

2.5. Development of a National Forum on Lifelong Guidance in Cyprus

The Council of Ministers

- at the meeting of 3 June 2009 and after discussion of the proposal of the Ministry of Education and Culture on the above subject, decided to
- authorize the Ministers of Education and Culture, Labour and Social Insurance to study the issue of setting up and running a National Forum for Lifelong Guidance and submit a new proposal to the Cabinet about the format, composition and responsibilities of the Forum.

The Ministers of Labour and Social Insurance & Education and Culture

- After studying the work of the Joint Technical Committee set up by Officers of the 2 Ministries - set up on 14 December 2009 for the preparation of the proposal,
- Have concluded a new proposal for the establishment of the Cyprus National Forum for Lifelong Guidance
- The proposal is currently under review (any suggestions of the WP3 and will be taken into consideration)

The Basic Structure of the Forum

Three Main Bodies

- the Ministerial Committee,
- the Guidance Council / Forum and
- the Secretariat (Executive committee).

Ministerial Committee

Minister of Education and Culture

Minister of Labour and Social Insurance

- The two Ministers will be advised by the Forum and co- decide on the major policy priorities that the Forum will suggest
- Will also have the final saying on the Budget allocation for the operation of the Forum

Members of the Forum/Council

Co-chaired by the

- Permanent Secretary of the Ministry of Education and Culture
- Permanent Secretary of the Ministry of Labour and Social Insurance

Members

- Representative of the Ministry of Education and Culture – Expert on Guidance
- Representative of the Ministry of Labour and Social Insurance – Expert on Guidance
- Representative of the Human Resource Development
- Representative of the Cyprus Youth Organization
- Representative of the Higher Education
- Representative of the employers' organizations
- Representative of the labour organizations
- Representative of the educational organizations

The Secretariat (Executive Committee)

- Head of Career Counseling and Education Service (Ministry of Education and Culture)
- Director of the Department of Labour (Ministry of Labour and Social Insurance)
- Counselors of CCES, MOEC
- Officers of ED, MLSI

The staff (at least for the start) will be working part time for the forum

The physical structure of the secretariat will be at the MOEC premises

The coordination of the processes (logistics) of the secretariat will be taken by only one Ministry (MOEC)

The Secretariat (Executive Committee)

- Head of Career Counseling and Education Service (Ministry of Education and Culture)
- Director of the Department of Labour (Ministry of Labour and Social Insurance)
- Counselors of CCES, MOEC
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The staff (at least for the start) will be working part time for the forum

The physical structure of the secretariat will be at the MOEC premises

The coordination of the processes (logistics) of the secretariat will be taken by only one Ministry (MOEC)

Aims of the Forum

- The Forum will be an advisory body to the Government,
- It will have the duty to promote a shared national policy on lifelong guidance.
- All final decisions will be made by the two ministers.
- The Forum will act as a platform to exchange information, views and positions on the issues of lifelong guidance.
- The Forum will contribute with suggestions to the development of policies, systems and practices
- It will have the responsibility to promote lifelong guidance through proposals and initiatives.
- The Forum will be involved in European projects and will participate in working groups / networks, etc.
- The Forum will manage the European funds of lifelong guidance.

Objectives of the Forum

- Coordination and communication between services that provide guidance.
- Development of a national system of quality mentoring.
- Increased public access to guidance services.
- The promotion and implementation of research in counseling.
- Quality assurance and evaluation of the services that provide guidance.
- Representation of Cyprus at meetings and working groups at European and international level on lifelong guidance.
- Promote Ethical Standards

Cost

- The budget of the National Forum will be covered equally by funds that will be included into their annual operational budget.
- The budget will be covering organisation of meeting, seminars, dissemination of information, the creation of a web site, traveling expenses, etc.

Final Comments

- It will most probably be established by the end of this year 2011
- The final proposal will have to take into consideration the constructive comments made by the German Experts during the coaching activity in Athens and any other comments by the partners during the WP3 Study visit in Cyprus
- A new joint meeting by the two Permanent Secretaries is foreseen in order to discuss the new developments

2.6. Status of Coordination and Coordination Mechanism in Greece

COORDINATION AND COOPERATION MECHANISMS FOR LLG: CURRENT LEGAL FRAMEWORK in Greece

- **EKEP** - the competent national coordination body operating since 2000 under the supervision of the Ministries of Labour and Education.
- EKEP is the executive body of System 6 of ESSEKA “System of Counselling, Vocational Guidance and Connection with the Labour Market” (Law 3191/2003).

Responsibilities at national level:

- providing scientific and technical support to the relevant stakeholders in the Ministries of Education and Labour in designing and implementing a National Policy on Guidance and Counselling,
- the development of communication and coordination of actions taken by private and public counselling and guidance service providers, aiming at the improvement of existing services,
- the education, initial and continuous training of counselling and guidance practitioners, in collaboration with/or supplementing those provided by current training services in the relevant Ministries of Employment and Education,
- defining the conditions and rules under which guidance and counselling services should operate, the relevance and adequacy of counselling and guidance practitioners’ qualifications and keeping the relevant registers.

COORDINATION AND COOPERATION MECHANISMS FOR LLG: CURRENT LEGAL FRAMEWORK

At European level, EKEP is:

- the Euroguidance Center of Greece, member of the Euroguidance network, with the support of the Lifelong Learning Program.
- the national body representing Greece in the European Lifelong Guidance Policy Network – ELGPN, established by the European Commission in 2007.

COORDINATION AND COOPERATION MECHANISMS FOR LLG:

Additional new legal framework

- **Since 2010 EKEP stands under the supervision of the Ministry of Education Lifelong Learning and Religious Affairs (Presidential Decree²⁴ -Government Gazette A 56/15.4.2010).**
- New Law 3879 “Development of Lifelong Learning and other provisions” Government Gazette A’ 163 21/9/2010):
 - EKEP has been placed in the National Network of Lifelong Learning, as one of the administrative bodies for lifelong learning regarding its responsibilities that are linked to counseling and vocational guidance in the lifelong learning framework.
 - Counseling services and/or Vocational Guidance services providers are also part of the National Network of Lifelong Learning as the relevant bodies providing lifelong learning services.

SELECTIVE COORDINATION PROJECTS CARRIED OUT BY EKEP IN COMPATIBILITY WITH EUROPEAN PRIORITIES

- Draft framework for the accreditation of counselling and guidance practitioners’ qualifications.
- Legal framework for determining the operating conditions of the private counselling and vocational guidance services providers and structures.
- Quality Assurance Management System for Guidance Services in Greece.

- National Counselors' Network – Web Forum "Irida" <http://irida.ekep.gr/>.
- Specialized library in Counselling and Vocational Guidance <http://library.ekep.gr/>.
- National Database of Learning Opportunities "PLOIGOS" <http://ploigos.ekep.gr> connected to PLOTEUS II.
- Meetings, conferences, seminars at local and regional level for Guidance practitioners in education, training and employment settings.
- Scientific & Information Material (manuals, handbooks and guides in counseling and vocational guidance)

Provision of Information Services: ICT Tools

PLOIGOS - National Database of

Educational Opportunities (PLOTEUS II)

<http://ploigos.ekep.gr>

- Primary Education
 - (18.821 educational opportunities)
- Secondary Education
 - (6.676 educational opportunities)
- Post - Secondary Education
 - (15.271 educational opportunities)
- Higher Education
 - (1.882 educational opportunities)

Provision of Information Services: ICT Tools

E.K.E.P. - National Resource Centre for Vocational Guidance - Search Learning Opportunities - Microsoft Internet Explorer

Αρχείο Επεξεργασία Προβολή Αγαπημένα Εργαλεία Βοήθεια

Πίσω - Αναζήτηση - Αγαπημένα - Μέσα

Διεύθυνση http://ploigos.ekep.gr/ekp/external/ext_lo_search.zul?uaId=7 Μετάβαση

πλοηγός ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΠΑΓΓΕΛΜΑΤΙΚΟΥ ΠΡΟΣΑΝΑΤΟΛΙΣΜΟΥ

Αναζήτηση Εκπαιδευτικών Ευκαιριών

Menu

"Easy" Searches

Without "Easy" Search...

Keywords :

Education level :

Specific target group :

Subject :

Learning Language :

Study Type :

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AND OR

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☐ Special needs education ☐ Adult education

☐ Courses dedicated to foreigners ☐ International programmes

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☐ Day ☐ Evening

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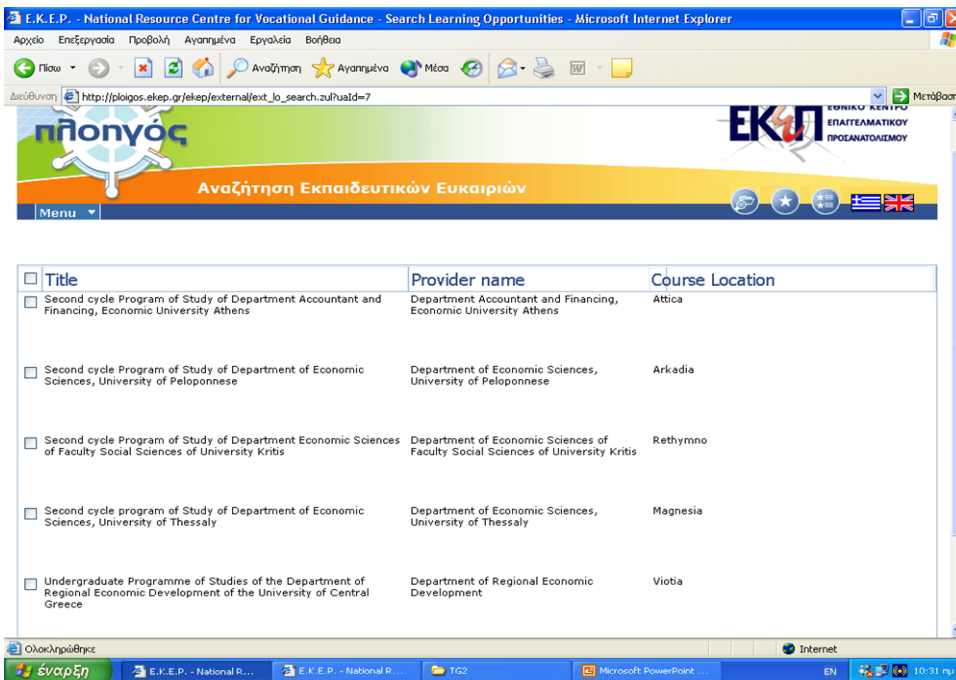
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Select Duration...

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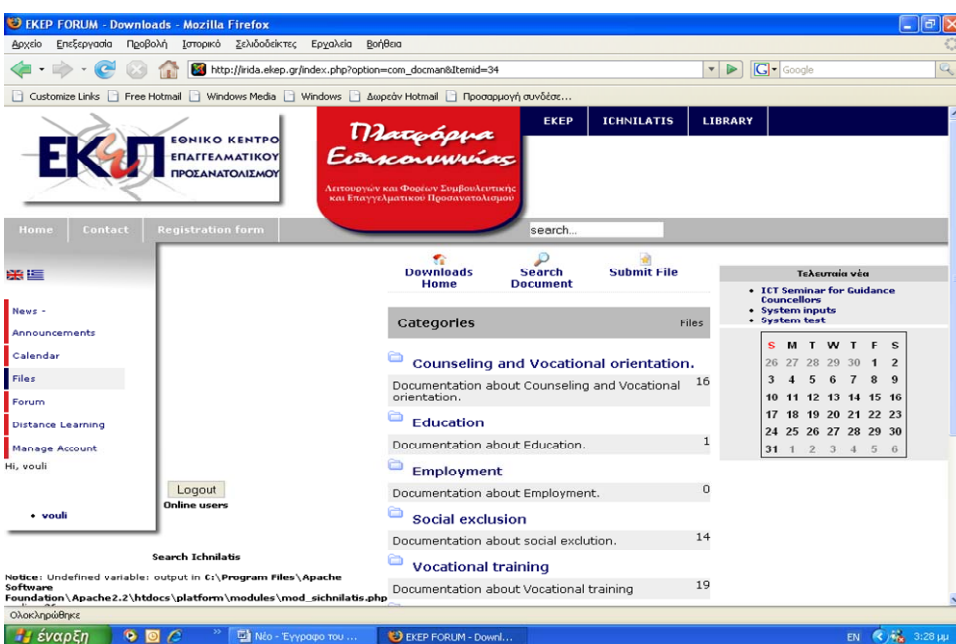
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National Network of Counselors and Counseling Structures - Electronic communication ICT platform "IRIDA" <http://irida.ekep.gr>

- Facilitate the development of common initiatives and actions among different guidance structures at different fields (KESYP, GRASEP, GRASY, KPA, TERTIARY EDUCATION CAREER OFFICES).
- Disseminate current and innovative activities in career counseling and guidance.
- Create an active network, of information sharing and exchange of views and opinions, among guidance practitioners in Greece and abroad.
- Provide information to guidance practitioners regarding scientific and professional events - activities (meetings, conferences, publications etc.).

National Network of Counselors and Counseling Structures - Electronic communication ICT platform "IRIDA"



EKEP's CURRENT PROJECTS IN RELATION TO COOPERATION & COORDINATION

- **"COMMON ACTION PLAN FOR THE DEVELOPMENT OF VOCATIONAL GUIDANCE AND COUNSELLING SERVICES IN EDUCATION, INITIAL TRAINING AND EMPLOYMENT" (NSRF 2007-2013)"**

Strategic Goals - Priorities:

- Quality assurance of guidance services.
- Raising Access to guidance services.
- Promoting Career management Skills and motivation of citizens in relations to lifelong career development issues.
- Coordination and Networking of LLG services.
- Use of ICT in guidance provision.
- Guidance human resources development.

Currently Running Guidance Projects Funded By NSRF 2007-2013

- Pilot study on the quality criteria followed by the guidance services in the field of education and initial training. (Aim: to lead to the implementation of the National Quality Assurance Management System for Guidance Services in Greece.)
- Interactive multimedia guidance internet portal for adolescents (Greek Real Game, Video job profiles, E – portfolio, on – line self evaluation questionnaires etc.)(Aim: raising adolescents' access to information and career development services

"COMMON ACTION PLAN FOR THE DEVELOPMENT OF VOCATIONAL GUIDANCE AND COUNSELLING SERVICES IN EDUCATION, INITIAL TRAINING AND EMPLOYMENT" (NSRF 2007-2013)"

Future Projects in Progress to be funded By NSRF 2007-2013

- Establishment and operation of a Lifelong Guidance Forum in Greece.
- Multimedia guidance internet portal for adults.
- Assessment, training and Accreditation of Counselling and Vocational Guidance Practitioners.
- Implementation of pilot innovative lifelong guidance services at regional level. (individualized services / e-counselling services).
- Implementation of career educational projects for students in secondary and technical vocational education.

CHALLENGES – CRITICAL ISSUES FOR THE ESTABLISHMENT OF A LIFELONG GUIDANCE FORUM IN GREECE

Needs and new perspectives

- The context of the **new regional administration and local government (decentralization system) KALIKRATIS** provides a greater potential towards the provision of integrated lifelong guidance services to citizens of all ages through the enhancing cooperation, networking and joint efforts and resources in the fields of education and lifelong learning.
- Further systemic interventions and additional legal framework for the provision of LLG services is of great importance in order to achieve a **unified National Policy on Guidance and Counselling**.
- EKEP is the executive body of System 6 of ESSEKA “System of Counselling, Vocational Guidance and Connection with the Labour Market” (Law 3191/2003) which provides a basic legal framework for the operation of a Forum as an Executive Committee of all guidance stakeholders. Thus we need to **examine the necessity of a new legal framework for the establishment and operation of a Lifelong Guidance Forum in Greece**.

Possible Areas of Intervention for the LLG Forum in Greece

- Platform for dialogue and consultation on issues relating to the unified organization of guidance system in Greece.
- Promotion of more effective networking of guidance services at national, regional and local level.
- Promotion of synergies and complementarity of actions and services targeted to citizens of all ages.

Possible Activities of the LLG Forum in Greece

- Conduct open consultations and exchange of know – how - Indicative issues for consultation:
 - Guidance Services Code Of Ethics.
 - Legal framework for the Accreditation of Counselling and Vocational Guidance Practitioners.
 - Legal framework for the Implementation of the Quality Assurance Management System for Guidance Services.
 - Implementation of networking activities and joint coordination meetings at regional and local level (e.g. Ad hoc reports, studies and policy proposals on lifelong guidance issues).
- Implementation of joint events and public raising awareness activities at local and regional level on the issues of lifelong guidance and career development. (e.g. Career Fairs, Job festivals etc).

LLG Forum Implementation Methodology

- EKEP will be the steering body of the LLG Forum and responsible for the Executive committee and secretariat.
- Efforts will be made to establish also regional lifelong guidance forums at the 13 prefectures – regions in Greece.
- The National Forum will support the regional forums with guidelines and know – how and also funding for the implementation of regional activities after submitting annual action plans to the Executive committee.

Possible Partners of the LLG Forum in Greece

- Administrative representatives of guidance services in the field of education, training and employment.
- Representatives of guidance practitioners' associations.
- Representatives of Social partners.
- Representatives of important bodies dealing with guidance for different target groups.
- Representatives of the guidance academic community.
- Representatives of the guidance end users (students, youth, adults, disabled, at risk groups).
- Representatives of the parents' associations.
- Representatives of the educational community.
- Representatives of the private guidance institutions' associations.

LLG Forum in Greece

Tools of the LLG Forum in Greece

- Use of the National Counselors' Network – Web Forum "IRIDA" (technical upgrading and further promotion of "IRIDA" is scheduled).

Funding

- The activities and operation of the LLG Forum will be initially covered by the EKEP's "COMMON ACTION PLAN FOR THE DEVELOPMENT OF VOCATIONAL GUIDANCE AND COUNSELLING SERVICES IN EDUCATION, INITIAL TRAINING AND EMPLOYMENT" (NSRF 2007-2013)". EKEP will fully undertake the costs of the LLG Forum after 2013.

2.7. The Coaching/ twinning Activity

Cyprus: The Coaching/ twinning Activity

- Power Play: How do we overcome the power games? How is it decided who leads the National Forum? Who are the major stakeholders? The major decision makers?
- Communication: How is the communication done at all levels? Among European level, Ministries, Departments?
- Outcomes: How the decisions are made and who decides what? Who does the research? Who is responsible to write reports, set targets and develop and implements a strategic plan

Critical questions asked

- Power Play: How do we overcome the power games? How is it decided who leads the National Forum? Who are the major stakeholders? The major decision makers?
- Communication: How is the communication done at all levels? Among European level, Ministries, Departments?
- Outcomes: How the decisions are made and who decides what? Who does the research? Who is responsible to write reports, set targets and develop and implements a strategic plan

Greece: QUESTIONS INTERESTED TO INVESTIGATE AT THE COACHING ACTIVITY

- How can we achieve the most selective participation?
- Who would be the strongest champion to support its work?
- How can we better motivate the regional stakeholders to support the establishment of the LLG Forum at regional level?
- How can we achieve acceptance of the forum at policy level and also on behalf of all guidance stakeholders and the general public?
- Do we need more connection to the government than EKEP being a ministerial national authority?
- How can we encourage interagency cooperation and coordination of specific activities among different actors in the field of guidance?
- How can we measure the effectiveness of the activities and tasks undertaken by the forum?

2.8. Discussion about the Activity Twinning / Coaching

Summary of questions and discussions:

What is the meaning of coaching? What I heard so far maybe the term “coach” is too ambitious, because it is hard to say if the persons from Germany could really be objective during the process of the “coaching” and not to bring in own history.

For this punctual event (not a coaching within a longer process) the questions which were asked are the crucial point. If they are like “advocate devil” they can be very useful for the process within the own country.

Anyway we have to clarify what we are meaning with a “coaching activity” and how to use the right methodology?

In combination with the group support it can become a coaching activity for Cyprus and Greece by getting more feedback from different countries.

It was an added value: the twinning can give advantage by the European dimension to the national issue and could be used as a tool to convince policy makers and can motivate them to be more involved.

This was a different way to learn.

To sum up the methodology for other countries it is necessary to reflection on the “Coaching exercise” and on the “Twinning exercise” e.g. did we look for similarities for these methodology or for contracted?

The Questions we have to work on are:

- What do we mean by coaching / Twinning?
- What are the pro and contras for the methodology?
- What were the expectations before and after?
- What are the relevant features after the experience and what are the criteria for making the decisions for a coaching partner / Twin?
- What is the appropriate methodology of support? E.g.
 - Every person has critical questions to say, making remarks “How do think this structure will work, when you take under consideration....?”, Not saying right or wrong!
 - Critical evaluation of the own thinking

Summary as base for working on the both mythologies in detail:

In General it has to be reflected on:

- Who is accepted from the own country?
- What kind of suggestions is accepted?
- Who is accepted to make suggestions? A Ministry or a NGO

For the “Twinning Exercise” the criteria to find the right “Twin” it could be:

- To find a country in the same situation
- To neighbouring country with the common country
- Cross border cooperation

For the “Coaching Exercise” of choosing a mentor / coaching partner the criteria could be

- The culture of the own country to watch another country? (e.g. History of the mentoring between Cyprus and Germany...)
- A smaller country can learn from another bigger country
- Small – big
- Centralised – decentralised administration, Decision procedures
- Tradition culture of implementation (Top down, bottom up – or how to combine, legislation, make communication beside “the official way”

For both methodologies: check good examples for special questions within all members of ELGPN

Wednesday 11th of May 2011

Part 3: The Matrix of Offers and Demands

3.I. Detailed Information about the Demands of the attending countries

3.I.1. Norway:

Cf. also the Matrix in the Briefing Note

Norway: 19 countries, about 400 municipality
Developments of co-co-co mechanism

First: 2004

- Bottom up; let regional initiative blossom (because of a failed top-down approach at the outset)
- now in 2011; some top-down intervention; bring some order and co-ordination into all these approaches and initiatives – aiming at ensuring equal provision independent of age, geographical location etc. and a better fit with the labour situation in the region.

The national coordinating unit for career guidance; newly established.

A wide mandate – two important aims:

Establish a national forum with broad representation

Establish a high-level national coordinative group

2011 top down national developments to bring together all other initiatives to get the coordinating units

Established 1st of January

Mandate: to manage “everything”

- Establish a national Forum
- High level national co-ordinating group

Regional and national challenges:

- Everybody is coming together > “power games”
- Also on system level to bring them together
- How to bring them together to work – there are regional partnerships on regional level
Sustaining

Local level:

On the background of the central agreement between the National Association of Municipalities and the Ministry of Labour – every county has established and implemented a countywise agreement between PES (NAV) and county education administration.

Regionally, there is a lot of activity:

- Cooperating initiatives
- Projects
- Measures

Addressing both youth and adults outside education, training or employment.

Target group: job seekers who need assistance from both sectors to finish upper secondary education and/or access the labour market.

The counties tend to focus on youth - Challenges: High drop-out rate, negative trend: increased multiple disadvantages in the youth population

Lots of projects locally between PES, upper secondary schools, health and social services and others - detailed routines for co-operation and interaction.

Challenge locally:

1. Better coordination to achieve a more holistic service provision including education, employment services and social services.

E.g. Nobody knows where the young people are; they follow up young people before they drop out; "Given them a new try", a lot of projects to do they work. Between the age of 16-19 drop out 30 % they did not finish / or drop out / or pass without success upper secondary

2. How to implement ongoing well-functioning cross-sectoral projects into mainstream provision.

OFFER: Ny Giv: A comprehensive commitment initiated and operated by the Ministry of Education aiming at reducing the drop-out rate in upper secondary school and establish structures to follow up every single youth.

(Bakgrunnen er "Who is responsible for the NEET?" – snakke rundt dette hvis tid,)
Oppfølgingstjenesten: County follow-up service)

3.1.2. Poland:

Cf. also the Matrix in the Briefing Note

Discussion Platform for Lifelong Guidance in Poland

In Poland there is no national lifelong guidance forum, but with the initiative of the Minister of Labour and Social Policy in 2007 the other mechanism has been established: a Discussion Platform for Lifelong Guidance.

This initiative is the opportunity for better co-operation for career guidance activities at the national level through involvement of the most important government and NGO institutions, responsible for strategic solutions and legal provisions.

The members of the Platform are:

- Ministry of National Education
- Ministry of Science and Higher Education
- Ministry of National Defence
- Voluntary Labour Corps
- Academic Career Services
- National Center for Supporting Vocational and Continuing Education
- Prison Services
- Polish Association of Educational and Vocational Counsellors
- Management Board of Association for Professional Development

The main aim of the Platform is coordination of activities in the area of vocational guidance undertaken by various institutions and stakeholders.

Cross-platform meetings are held twice a year. Each meeting is devoted to specific topics, which allow preparation of materials for discussion and facilitation of joint initiatives.

We are currently working on the reform of vocational education in Poland, within the reform it is planned to create Profession and Education Information Centres and Centres of Education Development.

Profession and Education Information Centres tasks

- collects and provides detailed information on the educational offer
- prepares analysis and information on the current needs of public schools and institutions network in the voivodeship (voivodship is an administrative division unit)
- monitors activities related to the implementation of European educational projects at national and regional level

Centres of Education Development tasks

- Supporting comprehensive schools by
- psychological and pedagogical assistance provided to students, teachers and parents
- Assisting schools in organizing internal system of school guidance
- Organizing cooperation, the exchange of experiences, professional development

The 2 centres collect the information about the labour market, prepares analyses, support school in organising professional development in school guidance with about 20 working on this subject. The ministry of labour is sending out the invitations, which is highly accepted.

The mandate is to give information and making exchange of information or support initiatives e.g. 2 years ago an initiative needed help for a 1 week career guidance.

3.1.3. Spain

Cf. also the Matrix in the Briefing Note

To the background:

One of the main challenges to establish a National Forum in Spain would be the coordination and cooperation of all stakeholders that should shape this forum. We always have to keep in mind that Spain is a highly decentralized country, with 17 Autonomous Communities (regions) with devolved powers in all main issues, including education and guidance. Therefore, we have a central national government and 17 regional governments to coordinate, seeking to synchronize their different political, economic and educative moments and synergies.

Nevertheless, overcoming these initial difficulties, the educative sector has already established a working Technical Group on Guidance, leaded by the central administration that includes all the regional educative administrations, which have shown a great willingness to work forward in finding a common path for the development of a common LLG concept.

Likewise, a much broader Technical Committee, including Education and Employment sectors, has been established and the first steps are being taken; although the actual economic and political situation does not seem to help in its even / smooth /true progress and development

3.1.4. Cyprus:

Cf. also the Matrix in the Briefing Note

- About the communication; if there is a good example of webpage or platform for guidance we want to investigate more
- Structured co-operation between different sections and different ministries
- Co-operation between the stakeholders of the forum
- Secretariat – example – how to sustain in a long term

For this election “Guidance” the first time was topic for the election to make out of the crises a chance!

3.1.5. Greece:

Cf. also the Matrix in the Briefing Note

There is to add to everything which was said within the Field Visit: the biggest demand is how to proceed in praxis with the forum / mechanism. Everything is prepared on paper; there exists a law and everything for a good start, but there is also the need to combine all the existing services; to provide services to the users in the time of crises.

It is also question how to proceed with the regional organisations / fora mechanism and how to motivate them to work together.

Maybe a kind of study, recommendation to the policy makers would be useful to convince them about the value of and on costs-benefits (like Scotland and Hungary) and this issue within in WP3 with a **costs-benefit –Sheet / Study (link to Work Package 4)** can be used as practical methodology to convince the policy makers.

3.I.6. Austria:

Cf. also the Matrix in the Briefing Note

Background:

1. Austria is a much centralised federation.
2. The influence of the Länder is very strong on national level with the mandate over the parties. Especially the chairs of the parties on national level are depending on the relationship to the governors of Länder
3. The role of the social partners is very strong:

Chamber of Commerce, Chamber of Labour, Chamber of Agriculture, Trade Union, Federation of Industry; they have great influence to the government.

4. It is necessary to convince the administration - the civil servants
5. There is a 5 Level structure of administration / Legislative of the education system

Starting with a working group to the OECD/Career Guidance Policies project in 2000, later on there was set up a permanent discussion platform on national level for guidance. Since 2009 it is a national LLG Forum. There is at least a 1 day strategic meeting each year with the aim to find a commitment between all stakeholders that they have to convince the leaders of social partners etc.

LLG was the first decided part of the Austrian LLL strategy, reported to the commission in 2007.

It was able to bring in Guidance in all relevant papers of the government of funding opportunities of ESF etc.

Demands:

- Regional level to improve the co-ordination
- The local partners should be influence directly
- There is a high engagement on local and regional level for transition from initial education to working life, but it is a need to get projects into mainstream

3.2.: Matching of Offers, Demands and Interests

Divided into Communication, Co-operation, Co-ordination and an Overview (Status: 23rd of May 2011)

Scope	Demands / challenges / questions Communication	Offer by country or interest in the topic	Methodology
local	Austria: A lot of providers - not all are informed about the other activities		
	Austria: some comm. work well - but others not, is is not always clear why, and why not		
	Cyprus: Gather under one roof all information about the provision of guidance and the activities that are taking place all over Cyprus (is there a Web site or a site in another Member state?)		
	Croatia: Providers offer different activities but do not share information with other providers about them		
	Italy: Create a common database in order to improve flow of information at local, regional and national level.	Norway and Austria; interested	to be decided
	Turkey: How accessibility of the decisions made by national forums to the citizens is provided, through which channels? How their impacts on local level are monitored?		
regional	Austria: due to the federal structure in AT the comm at provincial level is extremely important, solutions for this in other countries with similar conditions are from high interest for AT		
	Greece: The new regional administration and local government (decentralization system) KALIKRATIS provides a grater potential towards the provision of integrated lifelong guidance services to citizens of all ages through the enhancing communication, cooperation, networking and joint efforts and resources in the fields of education and lifelong learning. In this context efforts will be made to establish regional lifelong guidance forums at the 13 prefectures – regions in Greece. We are interested in relevant practices implemented in other EU countries.- How can we better motivate the regional stakeholders to support the establishment of the LLG Forum at regional level?		
	Italy: Create a common database in order to improve flow of information at local, regional and national level.		
	Spain: Search ways of future involvement with other stakeholders out of the administrative field.		
national	Cyprus: How to guarantee continous and healthy flow of information between the various stakeholders that will be part of the new Guidance Forum		
	Croatia: We have many well developed strategies, but there is not enoguh information dissemination to regional and local providers in practice		
	Greece: Further systemic interventions and additional legal framework for the provision of LLG services is of great importance in order to achieve a unified National Policy on Guidance and Counselling.		
	Greece: EKEP is the executive body according to its statutory role for the operation of an Executive Committee of all guidance stakeholders. We need to examine the necessity of a an additional legal framework for the establishment and operation of a Lifelong Guidance Forum in Greece		
	Italy: Create a common database in order to improve flow of information at local, regional and national level.		
	Poland: Cross-platform meetings are held twice a year. Each meeting is devoted to specific topics, which allow preparation of materials for discussion and facilitation of joint initiatives.	Norway and Poland is in the same situation like Poland with the bottom up and top down principle	Suggestion: Mutual Learning process
	Norway: communication between/across different levels and sectors; local, regional and national		
	Malta: Many guidance providers - our challenge is the flow of information between the different guidance providers so all are informed of services available to avoid duplication of services given the geographical realities of Malta.		

Scope	Demands / challenges / questions Co-operation	Offer by country or interest in the topic	Methodology
local	Austria: how to improve local communication and co-operation	Norway is interested in Austria Co-operation Greece: intereseted in co-operation	Study Visit
	Austria: in some fields - e.g. transition - the local area is the most co-operative field (OECD) - in other areas - e.g. adult education - this is not the case.		
	Austria: how to improve local communication and co-operation		
	Croatia: Some regions are well organized and developed, and have good co-operation between educational system, PES, etc., but other have no co-operation and low development - maybe we're missing a unified model od co-operation?		
	Cyprus: How to improve cooperation between the provision of guidance in the education system and the employment		
	Italy: How to improve cooperation between the provision of guidance in the education system and the employment sector		
	Norway: How to keep the engagement over a long period of time; to establish sustainable cooperation locally.	Poland is interested in the Topic: how to motivate to create local partnerships?	
regional	Norway: How to motivate the regional stakeholders to actively take part in regional partnerships and career centres. How to trigger "what's in it for me".		
	Malta: Some regions are well organized and developed, and have good co-operation between educational system, PES, etc., but other have no co-operation and low development - maybe we're missing a unified model od co-operation?		
national	Croatia: Cooperation between different levels of authority; directorates and ministries, and between different ministries.		
	Cyprus: Co-operation at regional level in AT is normally quite well performing (see OECD..), but, how to develop it concerning to the standards and needs at national and European level?		
	Greece: How can we encourage interagency cooperation and coordination of specific activities among different actors in		
	Norway: Financial involvement in regional career services from all sectors; specially from the PES sector. Today the career centres are mostly financed by the county education authorities.		
	Malta: Various meetings are being held to enhance more cooperation between the provision of guidance in the education sector and the employment sector.		
	Spain: How to improve the initial cooperation and the preliminary outputs of the meetings that have taken place between policy-makers of the two main ministries involved: Education and Labour, in order to establish a National Forum.		
	Turkey: Is there an inter-sectoral model for guidance services in adult education?		
	Turkey: which forums, (informal forums or forums are established by laws), are more funtional?		
	Turkey: Good examples of cooperation mechsansims regarding employment of target groups.		
	Turkey: To what extent a progress has been achieved in the countries where national forums are available. What are the contributions of the forums? Whether expectations have been met or not?		
	Poland: Discussions taken during the meetings and the exchange of information promote the integration of activities in the area of vocational guidance undertaken by various institutions and actors.		
	Spain: Cooperation between different levels of authority; directorates and ministries, and between different ministries.		

Scope	Demands / challenges / questions Co-ordination	Offer by country or interest in the topic	Methodology
local	Austria: how to use the capacity of municipalities and communes		
	Austria: the local authorities in AT are quite different - from about 150 inhabitants up to 1.5 Mio - this is a challenge for co-ordination		
	Croatia: There is overlapping between different providers because there is no co-ordination on a local and regional level		
regional	Spain: How to establish and improve the comm, co-op, co-or among the Autonomous regions		
national	Croatia: Examples of good co-ordination mechanisms between the ministries of education and employment		
	Croatia: The period for implementing EU strategies into the already existing ones is very long		
	Cyprus: examples of good coordination mechanisms between the ministries of education and employment		
	Cyprus: Investigate the role of Secretariat in established Forums. How important is it to the life cycle of a Guidance forum? What a new established forum should pay attention to?		
	Italy: Improve the interaction among vocational and career guidance. Promote, with regards to the autonomy of each subject involved, the dialogue among these subjects in order to define guidance shared guidelines.		
	Malta: Given the geographical realities of Malta, people working in the field of career guidance meet regularly and do not necessarily depend on a forum to discuss matters which concern them.		
	Norway: How to coordinate at national level through a newly established national unit. How to realise ambitious goals through restricted means.		
	Norway: How to make use of a national forum, which is about to be established.		
	Norway: How to make use of a national coordinative group (a group with relevant authority representatives) at policy level. How to make sure the group has the necessary clout for policymaking.		
	Spain: Improve existing cooperation within the educational sector among the Central Administration and the Regional Administrations		
	Poland: demand of training of counsellors; for short courses	Cyprus: can support; with materials; information	send the materials and give information about contact details
	Turkey: How the connection between education and employments sectors is established in the context of VET? Whether the forums should play such a role or not?		
	Turkey: Roles of cooperation and coordination mechanisms in encouraging the adult learning.		

Overview

Country / Topic	Matching	Methodology
Work together between Greece and Cyprus (a lot of translation were made by Greece and are shared with Cyprus)	Cyprus / Greece	Ongoing Process
Norway: to create structure for sustainable communication, co-operation, co-ordination	interest from Austria	mutual learning
Norway: interested in the co-operation school counsellors - and PES	Cyprus	field Visit extra or added 1/2 day
Austria - in local partnerships and cooperation	Cyprus, Greece, Norway	field Visit
Poland: demand of training of counsellors; for short courses	Cyprus: can support; with materials; information	send the materials and give information about contact details
Norway: How to keep the engagement over a long period of time; to establish sustainable cooperation locally - how to motivate to create local partnerships?	Norway and Poland is in the same situation like Poland with the bottom up and top down	Suggestion: Mutual Learning process
Poland: Cross-platform meetings are held twice a year. Each meeting is devoted to specific topics, which allow preparation of materials for discussion and facilitation of joint initiatives.		
Norway: communication between/across different levels and sectors; local, regional and national		

Part 4: Reflection on Progress Report of Transversal Issues

Cf. Annex 3; original by Peter Plant and the implementation from Tony Watts (Annex D) in the whole document in Version 3 on 12th of May 2011

Part 5: Conclusions and next steps

Table of Twinning / Coaching – send out to the others of the partners and give comments to it asap.	All participants of the Field Visit
Costs-Benefit-Ratio –create the link to WP4	During Task Group and Steering Group Meeting
Use the matrix of Offers and Demands, by sending out within WP3 and the whole group of ELGPN and find methodologies to cover them	All
<ul style="list-style-type: none">• Use the matrix of Twinning and Coaching – formulate as Methodologies	by lead country
<ul style="list-style-type: none">• Provide different methodologies, descriptions, documentation and evaluations form for it	by lead country

Reflection by Peter Plant and Peter Härtel, close of the Study Visit.

It was a very interesting exchange also how different we are. We can also find out in more detail the similarities, the similar problems to creating common ground!

We are looking forward to the exercises of mutual learning, coaching, twinning etc. within the next period of WP3 and ELGPN.

Annex 1: Agenda

AGENDA

European Lifelong Guidance Policy Network

Work Package 3 - Co-operation and co-ordination mechanisms in guidance practice and policy development, Field visit 1

10-11 May 2011, Larnaca, Cyprus
Sandy Beach Hotel, Larnaca-Dekelia Road

Monday 9th of May 2011

20:30 common dinner at the hotel

Tuesday 10th of May 2011 9:00 – 17:00

Chaired by Peter Härtel

The process within WP3	<i>Aim of this session: To get an overview about the setting of the first field visit within the work programme of WP3 in the period 2011-2012 and to hear about the kind findings in all by now</i>
09:00-09:30	Activities of the work programme, expected results, process within the Field Visit <i>Peter Härtel</i>
09:30-10:00	Key findings of the process of WP3 by now - Briefing Note <i>Peter Plant</i>
Case studies Cyprus / Greece and the methodology of Coaching / Twinning	<i>Aim of this session: To hear about process, results and effects of the methodology of Coaching / Twinning carried out by the countries Greece and Cyprus within the last months and 28 / 29. April 2011 and to learn about the detailed background of the education system and guidance system of the 2 countries</i>
10:00-10:30	Background 1: The education System in Greece
<i>10:30 – 11:00 Coffee break</i>	
11:00 – 11:30	Background 2: The education System in Cyprus
11:30 – 11:40	Background 3: The guidance System Cyprus
11:40 - 12:00	Background 4: Status of mechanism / Forum in Cyprus
12:00 – 12:10	Background 5: The guidance System in Greece
12:10 – 12:30	Background 6: Status of mechanism / Forum in Greece

<i>12:30 – 14:00 Lunch at the hotel</i>	
14:00 – 14:10	Open questions in Greece before the twinning and coaching and reasons for choosing Germany as partner / coach for the process
14:10 – 14:20	Open questions in Cyprus before the twinning and coaching and reasons for choosing Germany as partner / coach for the process
14:20 – 15:15	The Coaching process itself: <ul style="list-style-type: none"> • The preparation of the process • The setting of the coaching • The documentation of the coaching and process • Suggestions coming out from German expert to the forum and reflection on process
<i>15:15 – 15:45 Coffee break</i>	
15:45 – 17:00	Common reflection / evaluation on / of the methodology of Coaching / Twinning <ul style="list-style-type: none"> • What are the advantages of this methodology to improve the national co-operation and co-ordination mechanisms? • Within which circumstances a twinning / coaching can be useful? • What are the key elements of a successful coaching / twinning process and how can the process and results be evaluated?
<i>20:00 Diner at a restaurant on the beach</i>	

Wednesday 11th of May 2011 9:00 to 14:00

Chaired by Peter Härtel

09:00 – 09:10	<p>Aim of the session: Concerning the work programme of WP3 Phase one: “Collecting” and based on the agreement in Budapest the main aim of the session is to work on the matrix “offers and demands” within the 2 areas:</p> <p>Area 1: Current open questions, challenges etc. in the national co-operation and co-ordination mechanisms or in the establishment of such mechanisms (<i>regional, local</i>).</p> <p>Area 2: What do you want / can offer in various areas / sectors – schools, VET, higher education, adult education, employment and social inclusion - for other countries</p> <p>Introduction <i>Peter Härtel</i></p>														
09:00 – 10:30	<p>The matrix: Demands</p> <ul style="list-style-type: none">• Status quo presented by each country By the participating countries: Austria, Cyprus, Greece, Italy, Poland, Spain, Norway <p>Please explain your contributions to the matrix with a presentation (15 minutes including discussion per country) to get a clear picture about your intentions of demands and open questions.</p> <p>15 minutes each Country by following order:</p> <table><tr><td>09:10-09:25</td><td>Italy</td></tr><tr><td>09:25-09:40</td><td>Norway</td></tr><tr><td>09:40-09:55</td><td>Poland</td></tr><tr><td>09:55-10:10</td><td>Spain</td></tr><tr><td>10:10-10:25</td><td>Cyprus</td></tr><tr><td>10:25-10:40</td><td>Greece</td></tr><tr><td>10:40-10:55</td><td>Austria</td></tr></table> <p><i>11:00 – 11:30 Coffee break</i></p> <p>The matrix: Offers</p>	09:10-09:25	Italy	09:25-09:40	Norway	09:40-09:55	Poland	09:55-10:10	Spain	10:10-10:25	Cyprus	10:25-10:40	Greece	10:40-10:55	Austria
09:10-09:25	Italy														
09:25-09:40	Norway														
09:40-09:55	Poland														
09:55-10:10	Spain														
10:10-10:25	Cyprus														
10:25-10:40	Greece														
10:40-10:55	Austria														
11:30 – 12:45 <i>12:45 – 13:00 Coffee break</i> 13:00 – 13:30 13:30-13:50 13:50-14:00 14:00 <i>Optional: lunch at the hotel or departure</i>	<ul style="list-style-type: none">• Matching: Offers by the participating countries• Choose and / or to develop supporting methodologies• How to document, compare and evaluate the different methodologies regarding product of the work package <p>Reflection of the Work package 3 to the Progress note of Implementation of the Transversal Elements (cf. 06_CRT Progress Note 2.pdf)</p> <p>Outlook for the next Field Visit in Norway November 2011 next steps to do</p> <p>Closing of the Field Visit <i>By the leading country and the hosts</i></p> <p>End of the Field Visit</p>														

Annex 2: Briefing Note by Peter Plant

European Lifelong Guidance Policy Network

Work Package 3:

Co-operation and co-ordination mechanisms in guidance policy and systems development

Field Visit, Larnaca, Cyprus, May 10-11, 2011

Version Status: 24th of May 2011

BRIEFING NOTE

By Peter Plant, Consultant to WP3

1. Context:

- 1.1. This briefing note is based on a brief data collection on co-operation and co-ordination in the member states of the members of WP3. In addition, it also reminds WP3 members of some important highlights of the previous work in the earlier stage of ELGPN.
- 1.2. Members were asked to fill in a matrix re their offers and demands concerning the topic of WP3 workplan, based on the categories of Communication, Co-operation, Co-ordination, along with local, regional, and national levels, reflecting the subsectors of education, VET, higher education, adult education, employment and social inclusion.

An internet tool/spreadsheet was prepared for this exercise. Examples from Austria were pre-prepared as a point of inspiration. Nine other members sent their responses by 20th of May 2011: *Cyprus, Croatia, Greece, Italy, Malta, Norway, Poland, Spain and Turkey*. A number of issues/demands were raised (see Section 2.2. below), whereas few offers were tabled by the WP3 members. *Poland*, however, offered help on 'the exchange of information, plans and examples of good practices between all relevant stockholders'.

2. The present state

2. The present state

2.1 On this basis, the main findings were parallel to those of 2010 (see Annex 1 and Matrix) in terms of the state of affairs in forming and maintaining national (and regional) guidance fora. It seems fair to observe that some basic difficulties still exist in convincing different ministries with different portfolios to co-operate, let alone co-ordinate their efforts. On a regional and local level such efforts seem more fruitful. Some ELGPN countries are still in an early phase of establishing national fora.

2.2 Additional comments from *Norway* stated that issues occurred concerning:

- Financial involvement in regional career services from all sectors; especially from the PES sector: career centres are mostly financed by the county education authorities
- How to motivate the regional stakeholders to actively take part in regional partnerships and career centres. How to trigger "what's in it for me"
- How to coordinate at a national level through the newly established national unit. How to realise ambitious goals through restricted means

Spain mentioned central/regional issues concerning:

- Improving existing cooperation within the educational sector among the Central Administration and the Regional Administrations

Greece, also pointing to regional issues, mentioned that:

- The new regional administration and local government (decentralization system) KALIKRATIS provides potential re the provision of integrated all-age lifelong guidance services through enhancing communication, cooperation, networking and joint efforts/resources in education and lifelong learning. Thus, efforts will be made to establish regional lifelong guidance fora in the 13 prefectures, i.e. regions in Greece. How can we better motivate the regional stakeholders to support the establishment of LLG Fora at regional level?

Cyprus and Italy, along the same lines, inquired:

- How to improve cooperation between the provision of guidance in the education system and the employment sector at the local level?

Croatia was also concerned about these issues, pointing to:

- Overlapping between different providers because of lack of co-ordination on a local and regional level

Austria added one difficulty concerning local population, which may also apply to other countries:

- Local authorities in Austria are quite different in size - from about 150 inhabitants up to 1.5 Mio - this is a challenge for co-ordination

And Malta, pointing to its small size, underlined the importance of:

- Securing the flow of information to avoid duplication of efforts

Finally, *Turkey*, in an effort to include the VET and adult guidance sectors more strongly, asked the basic question of evaluating the impact of national fora:

- What are the contributions of existing fora?

2.3 This brief analysis was prepared to stimulate the national teams to develop co-operation and co-ordination of guidance on a practical level during the work programme of the coming two years.

2.4 A helpful distinction has been established during the earlier phase of ELGPN between three levels of linkages:

- *Communication*. This might include exchanging information, and exploring possibilities for co-operation and co-ordination.
- *Co-operation* between partners, within existing structures. This might be largely informal in nature, and based on a co-operation agreement, with decision-making powers being retained by each partner.
- *Co-ordination*. This is likely to require a co-ordinating structure, with operational powers and funding (and possibly a contract or legal mandate).

2.5 The CEDEFOP manual (2008) identifies ten “key messages”, i.e. “propositions that merit consideration in the process of establishing and developing national forums” (see Annex 2 for details). These relate to the need:

- (1) To make a clear connection to lifelong learning and employability strategies.
- (2) To establish shared definitions and terminology.
- (3) To be selective in determining those invited to participate.
- (4) To have clearly identified tasks and roles.
- (5) To have strong champions, and strong commitment from key parties.
- (6) To define clearly the relationship with the government.
- (7) To have a secretariat which is independent or at least ring-fenced.
- (8) To avoid mission drift.
- (9) To be aware of the risks of role conflict.
- (10) To strive to work from the viewpoint of the individual citizen.

Ref: *Establishing and developing national lifelong guidance policy forums - A manual for policy-makers and stakeholders* / CEDEFOP. Luxembourg: Office for Official Publications of the European Communities, 2008. CEDEFOP Panorama series; 153. Online: [Establishing and developing national lifelong guidance policy forums](#)

3. Further regional aspects

- 3.1 One aspect, which may deserve a stronger focus during the coming period, is the idea of supplementing cross-national peer-learning events in WP3 with the twinning of bordering regions across national borders as an option for further developing guidance co-ordination on a regional and/or cross-regional basis. Such activities would mirror recent developments in educational, labour market and social policies in the European Union, and develop efforts in ELGPN in terms of a regional dimension.
- 3.2 In some administratively and politically sub-divided countries, a cross-regional approach may serve as a vehicle to ease co-operation and co-ordination in the guidance field.
- 3.3 In practical terms this could imply further work on inter-regional and intra-regional matters concerning e.g.:
- Support the establishing of regional, cross-sectoral co-ordination and co-operation fora
 - Encourage regional, cross-sectoral training for guidance experts, e.g. in the adult guidance sectors

- Encourage common planning and curricular development of work-experience programmes, workplace visits, workshadowing, educational taster courses, educational/work fairs, etc
- Encourage coordinated workplace guidance activities, and other common outreach guidance activities.

3.4 During the earlier stage of ELGPN, developments at regional level were addressed and examples were provided from a number of countries:

- In Austria, provincial guidance networks for guidance in lifelong learning have been established, within a national 'network cluster'.
- In Finland, there were plans to prepare new legislation on compulsory regional co-operation in promoting inclusion and active transitions to the labour market, enhancing the work of the existing regional cross-sectoral fora.
- In Germany, guidance practitioners from education and labour have worked closely together for some time at regional level.
- In Italy, the Ministry of Labour formed an agreement with the regions about a minimum standard system for employment services. It also developed a theoretical framework for a national survey designed to map the structures supporting lifelong guidance policy and system development at local/regional level; the goal was to promote inter-institutional and cross-sectoral co-operation at regional level.
- In Norway, an agreement between the Ministry of Labour and the Norwegian Association of Municipal and Regional Authorities was signed in 2007. Its aim is to enhance and systematise co-operation between regional/local education authorities and public employment services in relation to career guidance, APEL and VET. Based on this, all regional authorities have signed their own agreements as a basis for their co-operation, known as partnerships.

3.5 The CEDEFOP manual (see Section 2 above) includes a section on regional fora (Section 4.2.5).

4. Key Messages

- 4.1 Information, advice and guidance services need to be co-ordinated and to co-operate to be effective. At present, too much energy is wasted on overlapping guidance activities which are carried out in institutional silos with little cross-sectoral communication. This situation needs to be improved in terms of creating synergies between and among the different guidance actors, both on a national and a regional level.
- 4.2 Thus co-operation and co-ordination of guidance goes beyond the breaking down of the present silos. It aims at creating a seamless life-long guidance approach, without losing the expertise of the different actors in the guidance process.
- 4.3 Links to other ELGPN WPs are pivotal, both in relation to validation of prior learning, to career management skills, the integral use of ICT, and to the overall lifelong guidance policies of the EU.

Annex 1:

Co-operation and co-ordination mechanisms (as of 2010: quoted from Tony Watts' WP3 Briefing Note, Cyprus, March 2010). **This list includes ELGPN member states which are not part of the current WP3 group. It is provided to give a brief overview of developments in other countries**

1. Austria

Name: Austrian National Lifelong Guidance Forum.

Status: Part of the official Lifelong Guidance Strategy, which is part of the Lifelong Learning Strategy. Part of the governmental programme, but not legally based.

Membership: All relevant federal ministries (education, labour, economics, social affairs), social partners, PES, NGOs, professional organisations.

Main roles and functions: Supporting communication, co-operation and co-ordination for stakeholders in the field of lifelong guidance; policy proposals and programmes; platform for strategy concepts, analysis, dissemination; partner in the national Lifelong Learning strategy process.

When established: As a Forum, at the end of 2008; as a platform, in 2005.

Relationship with ELGPN: All Austrian national representatives are members of the Forum; two are members of the Forum's steering team.

2. Germany

Name: Nationales Forum Beratung in Bildung, Beruf und Beschäftigung e.V.

Status: Legal association under civil law.

Membership: 52 members: 26 organisations/institutions and professional experts, with Labour Ministry as supportive member; Advisory Council (Kuratorium) includes Federal Education and Labour Ministries, PES/BA and KMK (Conference of Länder's Education Ministries).

Main roles and functions: Extending the professionalism and quality of guidance in Germany (for mission, see www.forum-beratung.de).

When established: 2006.

Relationship with ELGPN: Nominated by Federal Education Ministry as member of German delegation to ELGPN, together with KMK.

3. Greece

Name: Greek National Centre for Vocational Orientation.

Status: According to Law 3191/2003 concerning the National System for Linking Vocational Education and Training with Employment (ESSEEKA), the Greek National Centre for Vocational

Orientation (EKEP) functions as the executive authority for the planning and monitoring of the “System of Counselling, Vocational Guidance and Connection with the Labour Market” (6th sub-system of ESSEEKA). EKEP in co-operation with other competent bodies and organisations of the Education and Employment Ministries is responsible for the co-ordination of the appropriate actions in order to implement the 6th sub-system’s strategic goals. It thus effectively operates as the Greek guidance forum.

Membership: EKEP co-operates in particular with:

- Directorate of Career Counselling & Educational Activities, Ministry of National Education & Religious Affairs.
- Directorate of Technical Vocational Education, Ministry of National Education & Religious Affairs.
- Pedagogical Institute, Ministry of National Education & Religious Affairs.
- Organisation for Vocational Education and Training (OEEK), Ministry of National Education & Religious Affairs.
- Directorate of Vocational Training, Ministry of Employment & Social Protection.
- Greek Manpower Employment Organisation (OAED), Ministry of Employment & Social Protection.

In relation to the provision of information to other sub-systems of ESSEEKA, EKEP co-operates closely with the Employment Observatory Research - Informatics SA, which is the organisation responsible for the 1st sub-system of ESSEEKA, with the Greek Manpower Employment Organisation (OAED) and other competent bodies.

Main roles and functions: The mission of the 6th sub-system of ESSEEKA consists of:

- Counselling.
- Vocational guidance.
- Promotion to employment of students and those completing vocational education or vocational training, and human potential in general.

Its strategic goals are:

- Constructing a National Counselling and Vocational Guidance System.
- Designing and implementing a National Information Network for Vocational Education and Training.
- Developing and implementing methodologies in relation to counselling and career guidance and their connections to the labour market.
- Designing and implementing a system for evaluation, accreditation and monitoring of counselling and guidance organisations and personnel.
- Appointing guidelines and procedures for connecting public and private counselling and career guidance organisations to public Centres for Promotion to Employment operated by OAED.
- Supporting other sub-systems of ESSEEKA in strengthening Counselling and Vocational Guidance Services and in defining the rules and procedures in order to connect these services to the labour market.
- Providing information to other sub-systems of ESSEEKA relating to vocational education and training, and developing graduates’ employability.

When established: EKEP's remit was established under a Law passed in 2003 (see above).

Relationship with ELGPN: EKEP is the organisation responsible for representing Greece in the ELGPN.

4. Hungary

Name: Nemzeti Pályaorientációs Tanács (NPT) (National Lifelong Guidance Council).

Status: A tripartite body, semi-governmental (National VET and Lifelong Learning Council is financing the NPT as a project for 2009-10, parallel with the ELGPN process).

Membership: 13 members:

Ministry of Social Affairs and Labour:

- 1 member from the Department of Adult Education
- 1 member from the Department of VET

Ministry of Education and Culture

- 1 member from the Secretariat of Public Education
- 1 member from the Secretariat of Higher Education

National Education Authority (1 member)

National Employment and Social Office (2 members, including acting as the secretary of the Council for the ELGPN (2007-10)

National Institute for Public Education (1 member)

Hungarian Counselling Association (1 member)

National Interest Council (2 members)

- Employers' side representative
 - Trade unions' side representative
- National Institute of Vocational and Adult Education (1 member)

Representative of the Regional Labour Centres / National EuroGuidance Centre (1 member)

Main roles and functions: Consultation.

When established: January 2008.

Relationship with ELGPN: Operates as a member, with its work fully parallel with the ELGPN's work.

5. Latvia

Name: KAAS Sadarbības Padome (KAAS SP) (Guidance and Counselling Co-operation Council).

Status: Career guidance partners' forum.

Membership: Ministry of Education and Science; Ministry of Welfare; Ministry of Economics; Ministry of Regional Development and Municipal Affairs; State Employment Agency; Latvian

Employers Confederation; Latvian Free Trade Union Confederation; Latvian Association of Local and Regional Governments; Latvian Adult Education Association; State Education Development Agency.

Main roles and functions: Platform for dialogue and exchange of information.

When established: 2007.

Relationship with ELGPN: Direct.

6. Slovenia

Name: Working Group on Lifelong Career Guidance.

Status: Working group nominated by Ministry of Education and Sports.

Membership: University of Ljubljana (Professor Argio Sabadin, chair), Institute for Education (Brigita Rupar, secretary); Ministry of Education and Sports; Ministry of Labour, Family and Social Affairs; Ministry of Higher Education, Science and Technology; Centre for Vocational Education and Training; Centre for Adult Education; Employment Service Slovenia; Euroguidance Centre Slovenia; Government Office for Local Self-Government and Regional Policy.

Main roles and functions:

- To co-ordinate the policies of ministries and other national organisations.
- To address the development of a common national guidance terminology.
- To develop a common plan for implementation of a national lifelong guidance strategy.
- To develop a starting-point for the concept of a comprehensive national lifelong guidance strategy.

When established: December 2008 (to continue until December 2013).

Relationship with ELGPN: The group is closely related to the ELGPN. The three members of the Slovenian ELGPN team are all members of the Working Group (Mr. Tone Simonič as the representative of Ministry of Education and Sports, Mrs Brigita Rupar as the representative of the Institute of Education; Mr Sasa Niklanovic as an external consultant). The Slovenian ELGPN members function as a transmission point between ELGPN and the Working Group: they regularly update members of the Working Group about news from the ELGPN and the development of guidance policy at EU level; they participate at meetings on guidance policy and ESF projects at the ministries and other institutions; they promote ELGPN at seminars and conferences (2 in 2009); etc.

Annex 2:

Key messages & rationale for guidance fora. Derived from (CEDEFOP, 2008)

1. In the rationale for the forum, there should be a *clear connection to lifelong learning and employability strategies*.

Rationale: Lifelong guidance is an integral part of strategies and policies relating to lifelong learning and employability, and this should be made clear as the main rationale for the existence of the forum. If this is an end-goal to which all actors and stakeholders can subscribe, the forum may find it easier to work strategically and to avoid getting bogged down in details of minor importance.

2. It is important to establish *shared definitions and terminology* as a necessary prerequisite for dialogue and debate.

Rationale: “Guidance” is an ambiguous term, for which many definitions and interpretations exist within each national context. If a national forum is to be effective, its work needs to be based on a shared understanding of its meaning. As one of the first important tasks of the forum (or of the work leading to the establishment of the forum), a working definition of “guidance” and related concepts needs to be developed and agreed upon by all involved.

3. Key stakeholders in the process should be identified, and *some selectivity should be applied in determining those invited to participate*, in order not to make the forum too unwieldy.

Rationale: The potential number of actors and stakeholders in guidance processes stretching from cradle to grave is extensive, and it may be necessary to exercise some selectivity when defining the membership circle, based on a clear perception of the forum’s aims. If forums are large, clearly defined tasks may need to be allocated to smaller subcommittees with clear remits and appropriate representation.

4. The forum should have some *clearly identified tasks and roles*. Merely being a platform for dialogue and exchange of information may not be enough.

Rationale: There is value in dialogue. But if the forum is perceived as a mere “talking shop”, attendance may slip away. If there are concrete tasks with deadlines and visible outcomes, this may produce stronger commitment and, as a by-product, a richer dialogue.

5. The forum needs one or more strong *champions* to support its work, plus a *strong commitment* from all key involved parties.

Rationale: A national forum must have the necessary acceptance and goodwill by all actors and stakeholders in the field, if it is to carry out the tasks assigned to it. One or more organisations and/or individual persons with the necessary clout and perceived objectivity to spearhead the forum and secure its position can be an immense asset. Also, the key involved parties must actively participate in and support the work of the forum if it is to establish and retain its credibility.

6. The *relationship with the government* should be clearly defined, including the extent to which the forum can voice an independent view on government policies and initiatives.

Rationale: A forum must clarify its role vis-à-vis government at an early stage. If the forum is set up and financed by government to act as a sounding-board for government policies, it should be clear about how far it is able to make public comments on these policies.

7. The forum should have a *secretariat* which should ideally be independent of any of the stakeholders, or have its tasks and functions ring-fenced so that the forum has its own identity and can manage its own resources.

Rationale: The importance of the secretariat in the performance of the daily functions of the forum should not be underestimated. In some forums, the secretarial facilities are provided by one of the members (e.g. one of the involved ministries), often for reasons of cost. Yet control of the secretarial functions has implications, and a decision to withdraw or limit secretarial support can represent a powerful means to control its activities. If it is not feasible to set up an independent secretariat, care should be taken to protect the functioning from the consequences of such actions.

8. Care should be taken to avoid *mission drift*.

Rationale: It can be healthy for forums to adapt or develop their roles and tasks. But this should be a transparent process, with care being taken to secure the assent of as many as possible of those involved. There is a risk that forums may lose sight of their original aims, and drift into alternative activities by force of circumstance or because of the interests of particular members.

9. Forums should be aware of the risks of *role conflict*, where their activities may collide with activities of individual members or other guidance actors and stakeholders.

Rationale: Restructuring of guidance policies in the context of lifelong guidance may involve redistribution of tasks and means, as well as the emergence of new transversal functions. The forum may decide to take on some of these, but should analyse carefully in advance the extent to which this might bring it into conflict with real or perceived functions or interests of core members. It should also be careful about launching revenue-generating activities (research, publishing etc.) that may be perceived as competing with some of its members.

10. The forum should strive to work from the *viewpoint of the individual citizen* and how he/she can best secure seamless guidance services in a lifelong perspective

Rationale: The interests of the individual citizen, rather than the needs of services or organisations, should be the paramount perspective through which the forum addresses and evaluates its activities – partly because this is a principle to which all involved are likely to give assent. By adhering to this principle, the discussions and activities of the forum may be enabled to transcend narrow sectoral interests, and potential conflicts based on such interests may be defused.

Annex 3: Matrix of issues/demands and offers

Austria

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local	A lot of providers - not all are informed about the other activities	how to improve local communication and co-operation	how to use the capacity of municipalities and communes	it is not directly related to a "forum", but to processes of comm, co-op, co-ord	all sectors addressed, esp, elementary, primar, secundar education	co-operation between school, social partners, PES, enterprises..
	some comm. work well - but others not, is is not always clear why, and why not	in some fields - e.g. transition - the local area is the most co-operative field (OECD) - in other areas - e.g. adult education - this is not the case..	the local authorities in AT are quite different - from about 150 inhabitants up to 1.5 Mio - this is a challenge for co-ordination			
regional	due to the federal structure in AT the comm at provincial level is extremely important, solutions for this in other countries with similar conditions are from high interest for AT	Co-operation at regional level in AT is normally quite well performing (see OECD..), but, how to develop it concerning to the standards and needs at national and European level?		related to all relevant key messages		
national						continuous process of preparation, development, implementation of a national co-op and co-ord- process, actually in the way of a forum, including all relevant stakeholders, driven by government, and strong contributions of ngo's

Cyprus

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local	Gather under one roof all information about the provision of guidance and the activities that are taking place all over Cyprus (is there a Web site or a site in another Member state?)				all sectors	
		How to improve cooperation between the provision of guidance in the education system and the employment sector at the local level.			all sectors	
regional						
national						
	How to guarantee continuous and healthy flow of information between the various stakeholders that will be part of the new Guidance Forum				all sectors	
			examples of good coordination mechanisms between the ministries of education and employment		all sectors	
			Investigate the role of Secretariat in established Forums. How important is it to the life cycle of a Guidance forum? What a new established forum should pay attention to?		all sectors	

Croatia

Focus of activities on... (Scope: within national)	Demands challenges / questions			related to key-messages (1-10)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local	Providers offer different activities but do not share information with other providers about		There is overlapping between different providers because there is no co-ordination on a local and regional level		all sectors	
regional		Some regions are well organized and developed, and have good co-operation between educational system, PES, etc., but other have no co-operation and low development - maybe we're missing a unified model of co-operation?			all sectors	
national	We have many well developed strategies, but there is not enough information dissemination to regional and local providers in	Cooperation between different levels of authority; directorates and ministries, and between different ministries.	Examples of good co-ordination mechanisms between the ministries of education and employment		all sectors	We are currently in the process of establishing our National Forum to enhance communication and cooperation between different levels of authority
			The period for implementing EU strategies into the already existing ones is very long			

Greece

Focus of activities on... (Scope:	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local						
regional	The new regional administration and local government (decentralization system) KALIKRATIS provides a grater potential towards the provision of integrated lifelong guidance services to citizens of all ages through the enhancing communication, cooperation, networking and joint efforts and resources in the fields of education and lifelong learning. In this context efforts will be made to establish regional lifelong guidance forums at the 13 prefectures – regions in Greece. We are interested in relevant practices implemented in other EU countries.- How can we better motivate the regional stakeholders to support the establishment of the LLG Forum at regional level?			mainly related to key message 3	all areas addressed	
national	Further systemic interventions and additional legal framework for the provision of LLG services is of great importance in order to achieve a unified National Policy on Guidance and Counselling.	How can we encourage interagency cooperation and coordination of specific activities among different actors in the field of guidance?		related to all key messages	all areas addressed	Existence of basic legal framework: The National Center for Vocational Guidance (EKEP) under the supervision of the Ministry of Education Lifelong Learning and Religious Affairs is the competent national coordination body in designing and implementing a National Policy on Guidance and Counselling in the filed of education-training and employment. National Network of Lifelong Learning/ EKEP is one of the administrative bodies for lifelong learning regarding its responsibilities that are linked to counseling and vocational guidance in the lifelong learning framework (Law 3879 "Development of Lifelong Learning and other provisions" Government Gazette A' 163 21/9/2010). Counseling services and/or Vocational Guidance services providers are also part of the National Network of Lifelong Learning as the relevant bodies providing lifelong learning services.

Greece

Focus of activities on... (Scope:	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
national	EKEP is the executive body according to its statutory role for the operation of an Executive Committee of all guidance stakeholders. We need to examine the necessity of a an additional legal framework for the establishment and operation of a Lifelong Guidance Forum in Greece.			related to all key messages	all areas addressed	National Counselors' Network – Web Forum "Irida" http://irida.ekep.gr/ (2008) The setting up of the National Counselors' Network – Web Platform "Irida" by EKEP aims at networking, at national level, institutions and providers offering counselling and vocational guidance services in secondary and tertiary education, vocational training and employment. The National Counselors' Network – Web Forum "IRIDA" will be used as the tool of the national LLG forum (technical upgrading and further promotion of "IRIDA" is scheduled).

Italy

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local	Create a common database in order to improve flow of information at local, regional and national level.	How to improve cooperation between the provision of guidance in the education system and the employment sector at the local level.			from 1 to 5	Informagiovani, COL, CILO
regional	Create a common database in order to improve flow of information at local, regional and national level.				from 1 to 5	Public Employment Services
						IX Commissione Conferenza Regioni e Province autonome Istruzione, Lavoro, Innovazione e Ricerca
national	Create a common database in order to improve flow of information at local, regional and national level.		Improve the interaction among vocational and career guidance. Promote, with regards to the autonomy of each subject involved, the dialogue among these subjects in order to define guidance shared guidelines.		from 1 to 5	National Guidance Forum
						Report on Guidance http://www.rapporto-orientamento.it/assets/Sintesi_Rapporto_2009.pdf

Malta

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local						
regional						
national	Many guidance providers - our challenge is the flow of information between the different guidance providers so all are informed of services available to avoid duplication of services given the geographical realities of Malta.	Various meetings are being held to enhance more cooperation between the provision of guidance in the education sector and the employment sector.	Given the geographical realities of Malta, people working in the field of career guidance meet regularly and do not necessarily depend on a forum to discuss matters which concern them.	All sectors		

Spain

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local						
regional			How to establish and improve the comm, co-op, co-or among the Autonomous regions			
national	Search ways of future involvement with other stakeholders out of the administrative field.	How to improve the initial cooperation and the preliminary outputs of the meetings that have taken place between policy-makers of the two main ministries involved: Education and Labour, in order to establish a National Forum.	Improve existing cooperation within the educational sector among the Central Administration and the Regional Administrations			

Poland

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local						
regional						
national	Cross-platform meetings are held twice a year. Each meeting is devoted to specific topics, which allow preparation of materials for discussion and facilitation of joint initiatives.	Discussions taken during the meetings and the exchange of information promote the integration of activities in the area of vocational guidance undertaken by various institutions and actors.			all sectors	The exchange of information, plans and examples of good practices between all relevant stockholders

Norway

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local						
regional						
		Financial involvement in regional career services from all sectors; specially from the PES sector. Today the career centres are mostly financed by the county education authorities.			All sectors addressed; education sector; employment sector (PES), labour market sector.	
		How to motivate the regional stakeholders to actively take part in regional partnerships and career centres. How to trigger "what's in it for me".			All sectors addressed; education sector; employment sector (PES), labour market sector.	
		How to keep the engagement over a long period of time; to establish sustainable cooperation locally.			All sectors addressed; education sector; employment sector (PES), labour market sector.	
national						
	communication between/across different levels and sectors; local, regional and national	Cooperation between different levels of authority; directorates and ministries, and between different ministries.	How to coordinate at national level through a newly established national unit . How to realise ambitious goals through restricted means.	1, 2, 4, 5, 6, 7	All sectors addressed; education sector; employment sector (PES), labour market sector.	
			How to make use of a national forum , which is about to be established.	1, 3, 4, 5, 8, 9,	All sectors addressed; education sector; employment sector (PES), labour market sector.	

Norway

Focus of activities on... (Scope: within national borders)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
			How to make use of a national coordinative group (a group with relevant authority representatives) at policy level. How to make sure the group has the necessary clout for policymaking.	3, 4, 5, 9	All sectors addressed; education sector; employment sector (PES), labour market sector.	

Turkey

Focus of activities on... (Scope: within national)	Demands challenges / questions			related to key-messages (1-10) (optional)	Sectors optional (please specify according the 6 areas)	Offers
	Communication	Co-operation	Co-ordination			
local	How accessibility of the decisions made by national forums to the citizens is provided, through which channels? How their impacts on local level are monitored?					
regional						
national		Is there an inter-sectoral model for guidance services in adult education?	How the connection between education and employments sectors is established in the context of VET? Whether the forums should play such a role or not?			Investigation of contributions of the forums to applicability of the policies developed
		Which forums, (informal forums or forums are established by laws), are more funtional?	Roles of cooperation and coordination mechanisms in encouraging the adult learning.			
		Good examples of cooperation mechansims regarding employment of target groups.				
		To what extent a progress has been achieved in the countries where national forums are available. What are the contributions of the forums? Whether expectations have been met or not?				

Annex 3: ELGPN Work Programme: Implementation of the Transversal Elements

Transversal elements, report from WP3

12 May 2011/pp

Building on the previous reports from WP 1& 2, this report adds some reflections, without repeating points already made:

1. The usefulness of the new Common Reference Tools (CRT) could be enhanced by brief (section) summaries, as this would improve readability and quick referencing. These summaries could, thus, serve as a checklist, i.e. an instrument to raise the policy-makers' awareness of the important features of lifelong guidance (LLG)
2. These brief summaries could also have a role to play in the internal communication among the ELGPN WPs, as they would serve as a vehicle for the common, transversal learning process of the ELGPN, with a view to a possible ELGPN product: short policy briefings to be used, potentially, by ELGPN member states in translated/edited versions via-a-vis national and regional guidance policy-makers
3. The six sectoral areas were seen as less important, compared to the overall, all-age LLG approach. Sectors, of course, do exist, but are not perceived as guiding principles for the development of a LLG approach. Sectors should be seen as building blocks in a seamless, all-age guidance approach, rather than blocking LLG developments
4. As WP3 deals with co-ordination and co-operation, across borders, across sectoral silos, across structures, methods, curricular approaches, quality assurance approaches, as well as professional guidance competencies, WP3 is transversal by its very nature. Thus WP3 reaches out to the other WPs in terms of CMS, Access, and Quality/Evidence – and beyond, as all these areas call for co-ordination and co-operation, on both national, regional, and local levels.
5. More specifically, WP3 suggests that WP4 contributes with a brief overview of the state of affairs concerning the evidence of economic and social benefits of career guidance, thus creating an example of the above-mentioned short policy-briefings on particular aspects of guidance. The inspiration for pointing to this issue comes, partly, from the preliminary work by Scotland and Hungary on cost/benefit ratios in guidance seen as an investment. Being aware of the limitations of these studies, they would nonetheless serve as important policy-levers in the present difficult economic conditions of many ELGPN member states: if guidance proves its worth, economically and socially, this would legitimise public spending in this field, across the present structural silos. The transversal elements of this mutual WP3 & WP4 exercise are obvious
6. The working methods of WP3 include a number of learning strategies, which are trialled during this two-year period, including twinning, coaching by other partners or external experts, distance-learning via ICT, extended study visits, expert input/comments, all in a mutual, peer-learning mode. WP3 aims at sharing these experiences with the other WPs as

part of the focus on transversal elements. The evaluation tools are seen as an outcome of WP 3 and a proposed contribution for the revised CRT

7. Concerning the proposed glossary, rather than extending the list of items, it seems fruitful to refine this instrument (with a view to enhancing mutual understanding) by explaining the underlying definitions, connotations, concepts, and philosophies of the expressions. Clustering of items would enhance readability and referencing. In order to avoid duplication of earlier efforts in this field, the ELGPN glossary should build on the multilingual IAEVG Glossary, which is available on a CD

Annex D: by Tony Watts

Building on the previous reports from WP1 and WP2, this report adds some reflections, without repeating points already made:

1. The usefulness of the new Common Reference Tools (CRT) could be enhanced by brief (section) summaries, as this would improve readability and quick referencing. These summaries could thus serve as a checklist, i.e. an instrument to raise policy-makers' awareness of the important features of lifelong guidance (LLG).

2. These brief summaries could also have a role to play in the internal communications between the ELGPN WPs, as they would serve as a vehicle for the common, transversal learning process of the ELGPN, with a view to a possible ELGPN product: short policy briefings to be used, potentially, by ELGPN member states in translated/edited versions via-a-vis national and regional guidance policy-makers.

3. The six sectoral areas were seen as less important, compared to the overall, all-age LLG approach. Sectors, of course, do exist, but are not perceived as guiding principles for the development of an LLG approach. Sectors should be seen as building blocks in a seamless, all-age guidance approach, rather than blocking LLG developments.

4. As WP3 deals with co-ordination and co-operation, across borders, across sectoral silos, and across structures, methods, curricular approaches, and quality assurance approaches, as well as professional guidance competencies, WP3 is transversal by its very nature. Thus WP3 reaches out to the other WPs in terms of CMS, Access, and Quality/Evidence – and beyond, as all these areas call for co-ordination and co-operation, at national, regional, and local levels.

5. More specifically, WP3 suggests that WP4 contributes with a brief overview of the state of affairs concerning the evidence of economic and social benefits of career guidance, thus creating an example of the above-mentioned short policy-briefings on particular aspects of guidance. The inspiration for pointing to this issue comes, partly, from the preliminary work by Scotland and Hungary on cost/benefit ratios in guidance seen as an investment. Being aware of the limitations of these studies, they would nonetheless serve as important policy-levers in the present difficult economic conditions of many ELGPN member states: if guidance proves its worth, economically and socially, this would legitimise public spending in this field, across the present structural silos. The transversal elements of this mutual WP3 and WP4 exercise are obvious.

6. The working methods of WP3 include a number of learning strategies, which are trialled during this two-year period, including twinning, coaching by other partners or external experts, distance learning via ICT, extended study visits, and expert input/comments, all in a mutual, peer-learning mode. WP3 aims at sharing these experiences with the other WPs as part of the focus on transversal elements. The evaluation tools are seen as an outcome of WP3 and a proposed contribution for the revised CRT.

Annex 4: Reflection Note by Peter Plant

European Lifelong Guidance Policy Network

Work Package 3:

Co-operation and co-ordination mechanisms in guidance policy and systems development

Field Visit, Larnaca, Cyprus, May 10-11, 2011

Reflection Note

By Peter Plant, Consultant to WP3

1. Context

- 1.3. This reflection note brings together elements of the first peer learning activity of WP3 during the second phase of ELGPN, 2011-2012.
- 1.4. Attending members represented AT, CY, EL, ES, IT, NO & PL. Additional countries include HR, MT, RO, SE & TR.
- 1.5. The note is based on the two days of discussions in Cyprus, and on the brief data collection on co-operation and co-ordination, which was carried out among the members of WP3.
- 1.6. WP3 members were asked to fill in a Matrix concerning their offers and demands concerning the topics of WP3 work plan, based on the categories of *Communication, Co-operation, and Co-ordination*, along with local, regional, and national levels, reflecting the subsectors of education, VET, higher education, adult education, employment and social inclusion. Most of these categories were used, except the sectoral approach which was seen as not reflecting the overall aim of LLG policies.
- 1.7. An internet tool/spreadsheet was prepared for this exercise. Examples from Austria were pre-prepared as a point of inspiration. Eight other members sent their responses: *Croatia, Cyprus, Greece, Italy, Norway, Poland, Spain, and Turkey*. See Annex 1.
- 1.8. A number of issues/demands were raised (see Section 2.3 below), and a number of offers were tabled by the WP3 members during the process.
- 1.9. On this basis, the overarching reflections were that:
 - * national fora are volatile structures: they need continuous support and development
 - * highly different conditions prevail in the various countries in terms of forming and maintaining national (and regional) guidance fora. Decisive factors include: centralisation/decentralisation; top-down/bottom-up approaches; level of professionalism; policy interests
 - * some basic difficulties still exist in convincing different ministries with different portfolios to co-operate, let alone co-ordinate their efforts
 - * on a regional and local level such efforts seem more fruitful
 - * some ELGPN countries are still in the early phases of establishing national fora
- 1.10. A policy-making taxonomy may be helpful in distinguishing between:
 - (1) a reactive approach with mirrors and supports national guidance policies;
 - (2) a critical approach which questions national guidance policies;
 - (3) a proactive approach which formulates national guidance policies.

2. Discussions and presentations

2.1. With this backdrop, Cyprus and Greece presented the educational systems and guidance structures of their respective two countries. In addition, the other WP3 members made short presentations of issues linked to co-operation and co-ordination in guidance in their countries. It seems fair to observe that linking services across sectoral silos is still a challenge in most countries. However, a common policy interest in economic competitiveness AND in social inclusion is translated in guidance terms into a focus on educational retention under the label of 'drop-outs'. From a discursive point of view, this sort of labelling is telling: it tends to blame the victims, i.e. the ones who dropped out, rather than focusing on the factors which caused this situation: the *push-out* elements. In these scenarios, guidance can either focus on social control or on social change.

2.2. Further, the emphasis was on the presentation and discussion of the twinning/coaching activity which had taken place on April 28th, 2011, between Greece and Cyprus, with Germany in the coaching role, drawing upon the experiences of the bottom-up approach of the National Guidance Forum (D). A full report & documentation on this event is available at the ELGPN website. One of the merits of this approach was the benefits of having experts' view from an outsider's perspective. This example of a particular peer-learning method was seen as a potential input into the new Common Reference Tools, along with a variety of approaches, including twinning, coaching by other partners or external experts, distance-learning via ICT, extended study visits, expert input/comments, all in a mutual, peer-learning mode.

2.3. Based on the offers/demands of the Matrix (see Annex 2) a number of bi-lateral linkages were forged. These will serve as the foundation for further work among the WP3 members in the near future.

3. Transversal elements

3.4 *With a view to revise the Common Reference Tools, WP3 had been asked to produce an input at short notice for the other WPs, in particular WP4, to include in their discussions. See Annex 3.*

3.5 The usefulness of the new Common Reference Tools could be enhanced by brief summaries, as this would improve readability and quick referencing. Such summaries could also have a role to play in the internal communication among the ELGPN WPs, as they would serve as a vehicle for the common, transversal learning process of the ELGPN, with a view to a possible ELGPN product: short policy briefings aimed at policy-makers.

3.6 More specifically, WP3 suggested that WP4 could contribute with a brief overview on the evidence of economic and social benefits of career guidance, thus creating an example of the above-mentioned short policy-briefings on particular aspects of guidance. The inspiration for pointing to this issue comes, partly, from the preliminary work by Scotland and Hungary on cost/benefit ratios in guidance seen as an investment which pays back.

3.7 In Scotland, in particular, the *Impact of Career Guidance in learning, economic and social policy terms* has been brought into the public debate in relation to quality in/of guidance. The findings state that career guidance leads to improved:

Learning outcomes

- Greater access to learning and training
- Greater participation in learning and training

- Improved retention rates in education and training
- Greater education and training attainment and higher level skills
- Improved motivation and hence attainment in education and training

Learning Impacts

- Higher wage levels through gaining higher qualifications

Economic Outcomes

- Higher levels of participation in employment
- Lower levels of unemployment
- Improved job tenure through increased motivation at work
- A more responsive and flexible workforce
- Improvements in the employability of individuals

Economic Impacts

- Higher wage levels
- Improved productivity

Social Outcomes

- Increased confidence
- Increased well being which contributes to health benefits for society
- Reductions in crime and offending behaviour
- Greater levels of social inclusion

Social impacts

- Reductions in lost earnings and lower productivity through lost education and training
- Reductions in social security, public health costs and other public costs.

3.8 Being aware of the limitations of these studies, they would nonetheless serve as important policy-levers in the present difficult economic conditions of many ELGPN member states: if guidance proves its worth, economically and socially, this would legitimise public spending in this field, across the present structural silos.

3.9 Concerning the proposed glossary, rather than extending the list of items, WP3 suggested to refine/explain the underlying definitions, connotations, concepts. Clustering of items would enhance readability and referencing. In order to avoid duplication of earlier efforts in this field, the ELGPN glossary should take the multilingual IAEVG Glossary into account.

4. Key Messages

- 4.4 Information, advice and guidance services need to be co-coordinated and to co-operate to be effective and efficient. At present, too much energy is wasted on overlapping guidance activities which are carried out in institutional silos with little cross-sectoral communication. This situation needs to be improved in terms of creating synergies between and among the different guidance actors, both on a national, regional, and local level.
- 4.5 Thus co-operation and co-ordination of guidance goes beyond the breaking down of the present silos. It aims at creating a seamless life-long guidance approach, without losing the expertise of the different actors in the guidance process. In this process, innovative guidance projects need to find ways to a more sustainable footing in mainstream policies. It is a challenge for WP3 and for ELGPN to find ways to improve such mainstreaming developments during this two-year period.
- 4.6 Links to other ELGPN WPs are pivotal, as illustrated in Section 3 (above), both in relation to validation of prior learning, to career management skills, the integral use of ICT, and to the overall lifelong guidance policies of the EU.