



ELGPN: WP 4 Synthesis Meeting held in Dublin on 21st-23rd March 2012

Department of Education and Skills, Marlborough Street, Dublin 1

Reflection Notes

Present: Representatives from Austria (AT), Denmark (DK), Estonia (EE), Germany (DE), Hungary (HU), Ireland (IR), Lithuania (LT), Luxembourg (LUX), Norway (NO), Portugal (PT), Slovenia (SL), Sweden (SE), The Netherlands (NL), UK/N-Ireland, and IAIEVG (Partner Organisation). Greece joined on-line to the meeting and sent some written comments in advance.

Apologies received from: Czech Republic and Romania.

Invited Guests: Maike Koops, DG EAC (Adult Learning), and Deirdre Teeling (PhD student), Ireland

DAY ONE (21st March 2012)

1.0 Introductions and welcome

1.1 Jennifer McKenzie and Judith Shaw (co-hosts) welcomed members to the meeting. Jennifer leads the National Centre for Guidance in Education (an agency of the Irish Department of Education and Skills)¹. Its main roles are to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance. In late 2011, the Irish government introduced a new budget for schools which resulted in significant changes in guidance and counselling for students. The allocation of ring-fenced funding for guidance and counselling services was formerly withdrawn from schools. A Government circular was issued stating that the requirement of the Education Act remains whereby young people should have access to impartial and independent careers education, guidance and counselling, delivered by a qualified adviser. This mirrors similar developments currently taking place in England. In FÁS², work with adults and unemployed individuals will be merged with the Department for Social Protection to create a new 'National Employment and Entitlement Service': this will have a guidance role. A new service for second chance opportunities has been launched for unemployed adults and graduates called 'Springboard'. In October 2011, a new National Forum on Guidance³ was launched to bring together providers and practitioners. The next meeting is scheduled in April

¹ <http://www.ncge.ie/>

² <http://www.fas.ie/en/>

³ http://www.ncge.ie/national_forumaprilmeeting.html

2012. This will be fully supported by DfES and co-ordinated by NCGE in its role as an ELGPN representative organisation. The education, training and employment landscape will look very different in Ireland.

1.2 Judith Shaw, Head of the Careers Service, Northern Ireland (CSNI Policy Development) delivered an overview of careers provision. (*A copy of her powerpoint presentation is now available on the ELGPN website*). As a result, plans by Government are underway to increase private sector involvement and employer ownership. Inactivity rates are high compared to other UK regions and improved basic and essential skills development are key strategic priorities linked to fostering social inclusion. In recent weeks, a new 'Programme for Government' has been introduced. Twelve Government departments are due to be reduced to eleven which will directly impact upon the future strategic positioning of the Careers Service. The Department for Enterprise, Trade and Investment may have closer involvement: a consultation exercise is now underway. The current Minister for Employment and Learning (DEL) is keen for the Careers Service to adopt 'an economic focus' working with those in employment as well as those not in education, employment and/ or training (NEETs)⁴. At present, the all-age Careers Service is leading on labour market intelligence and information (LMI) and science, technology, engineering and mathematics (STEM) developments working with industries, in-house analytical experts and promoting access to careers provision through its website and multi-channel approach i.e. chat, text, online, telephone etc.

The Careers Service⁵ has 169 staff, 27 locations, 105 qualified careers advisers, partnership agreements in place with 270 post-primary schools. Its annual budget is approximately £5.8 million. The current careers strategy 'Preparing for Success' was published in January 2009 and an update on progress can be accessed via the Careers Service website. The strategy covers 5 main elements, and quality features prominently. More recently, the Careers Service has partly adopted the UK-wide 'matrix quality standards' (updated in October 2011). The revised framework now has 4 main elements including: a) leadership and management; b) resources; c) service delivery; and d) continuous quality improvement. The Careers Service plans to roll-out this out across all offices in order to gain full accreditation by March 2013.

Impact measurement occurs mainly in the form of client satisfaction surveys and client follow up activities. A new 3 and 6 months tracking of adults clients' progress after the initial contact with a careers adviser is now underway. The draft QAE Framework, developed within WP4, was described by Judith as 'a useful tool that has informed the contents of the *Careers Service Annual Report*. There are further plans to implement the Framework in 2012-2013. WP4 members enquired about employment, unemployment and inactivity rates and higher education arrangements, particularly in relation to changes in fee-paying structures.

1.3 The coordinator of the ELGPN, WP4 lead-country representative and W4 Lead Consultant welcomed everyone to the meeting. Main items to be covered as part of the agenda included: the QAE framework (draft 2.0.), WP4's contribution to Common Reference Tool

⁴ In April 2012 a new strategy will be published for NEET.

⁵ www.nidirec.gov.uk/careers

(version 2) and the Progress Report (version 2), Glossary, and Work Programme plans for 2013-14.

1.4 Raimo Vuorinen (ELGPN Co-ordinator) reported on the current status of the 'Interim Financial Report' of all 26 countries some are still missing. This report should have been submitted to the Commission last year but Raimo has asked for an extension date given some countries have yet to return their response. **Action:** The report must be submitted by the end of this month and members were asked to check to make sure their country has now sent in its return.

Raimo also invited discussion on the use of social media. ELGPN is now also visible through LinkedIn (105 members as at March 2012). Plans for the 2013/2014 Work programme were discussed at the ELGPN Steering Group meeting scheduled in Brussels on 7/2/12. Two proposals for the co-ordination role have been received from Hungary and the Czech Republic. Co-ordinator discussions with the Commission have highlighted that a contract can only be issued to 1 country. The Copenhagen Plenary meeting will decide on the most suitable way forward. Also, a **new EU Resolution** is planned during the Cyprus Presidency. A small ELGPN team will prepare a draft for discussion at the Copenhagen meeting. **Action:** Country delegations are invited to give their views on what should be in the future work programme. This is available on Google docs with the draft contents focusing on the ELGPN's future preferred activities. Members were invited to think about how the ELGPN updates and reorganises activities in 2013-2014 with key themes linked to the needs of Member States.

2.0 Quality Assurance and Evidence Framework (Version 2)

2.1 Deirdre Hughes (Lead Consultant) explained that a report on the findings from the first stage piloting, testing and analysis phase: [WP4 Analysis of ELGPN responses to QA framework](#) - is available on the ELGPN website and may be of interest to all member states. The second version of the QAE Framework was further refined during the WP4 meeting in Luxembourg. This was distributed to all WP4 members. A total of 5 countries returned their completed response to the second draft version i.e. UK/N-Ireland, DE, DK, HU and LT. Copies are available on the ELGPN website (WP4).

2.1.1. LT highlighted that the employment services sector adopts a structured approach concerning data-gathering compared to the education sector. A detailed overview of investment and expenditure was recorded within the return draft QAE Framework, including the size and range of careers and ICT provision currently available. It was noted that the Framework had helped to stimulate discussion with Labour Exchange colleagues on quality, evidence and impact issues.

2.1.2 DK highlighted the weakness of adopting a client satisfaction approach. Instead, a client outcomes approach was favoured linked to progression, attainment and transition rates. This stimulated further discussion within WP4. It was also recommended that there should be a repositioning of the ordering within the

Practitioner Competence section of the draft QAE Framework. The latter was agreed by the majority of member states.

2.1.3 HU reported on a wide range of issues, including details of longitudinal tracking activities, financial investment and expenditure, and the SROP222, phase 2 (May 2012- May 2015) (within the national ESF co-funded Social Renewal Operation Programme 2007-2013) initiative. This will include a research study covering 9-11 key topics; one key topic is a proposed longitudinal study on the economic impact of guidance services. There are plans to use a control group for 18 – 36 months. Further details are available from the Hungarian team.

2.1.4 NI noted that both quantitative and qualitative data was now available within the completed Framework, including information on equality and diversity, ICT, impact measures and financial investments on careers service provision. The responses specifically relate to the Career Service N-Ireland but there are plans to use this more widely to influence the national administration in 2012-2013.

2.1.5 DE favoured to extend the format of the QAE frame with 6 columns covering the 5 sectors, plus the social inclusion item. In addition, the availability of data for the criteria in the different sectors were checked and in many cases there are already national or regional state data in place but the relevance of the rate of memberships in professional associations was questioned as a criteria of quality.

2.2 Small group discussions focused on the following 4 key questions:

(i) Is this QAE framework ‘fit for purpose’ for publication within the CRT?

(ii) How should we address the issues of professional association membership versus competencies and relevant diplomas of careers professionals?

(iii) Should we retain or drop the 6 sectoral columns within the final QAE Framework? Note: sectoral areas already covered earlier in the CRT report.

(iv) After some minor adjustments, how can the final QAE Framework be implemented in the Member States e.g. what might be its relationship to other existing frameworks?

(v) Any other comments.

2.3 It was agreed that overall the QAE Framework was ‘fit for purpose’, subject to some minor adjustments / additions being incorporated within the final version. These were as follows:

2.3.1 QAE Framework should be applicable for all sectors. Tibor indicated that social inclusion is a different one and youth policy (which was not mentioned earlier in the CRT) can both be seen as horizontal policies similar to lifelong guidance policy

2.3.2 The lifelong learning perspective (LLL) perspective must be kept.

- 2.3.3 EU 2020 cross-cutting and NS4J ‘patchwork career’ support the lifelong learning perspective, with ‘guidance’ viewed as service within a national system and policy acting as a ‘bridge’ support and link developments.
- 2.3.4 Section 1.1. Membership of a professional association is not the only measure, move this to 1.3.
- 2.3.5 The implementation of the QAE Framework based on the sectoral level of engagement.
- 2.3.6 Section 2.1: web site deep visits not only clicks – deeper individual search according time and IP address can be measure (on-line and updated career portfolios are also a measurable figure)
- 2.3.7 Section 2.2: clarity on what the client can expect from the CG service i.e. specific reference to be made to ‘entitlement’
- 2.3.8 Section 3.2: QMS – footnote: national, sector, service, and provider level
- 2.3.9 Section 3.3: ICT remove ‘latest’ and insert ‘appropriate’ tools.
- 2.3.10 Section 4: add employers’ benefit (according wages and taxation as well as find the most appropriate candidate for a vacancy in time) vs. guidance as a public and private good. It was agreed to make some reference but not to create a new section at this stage. This could be addressed in the 2013-2014 Work programme.
- 2.3 11. Section 4: add points relating to employers, economic outcomes etc.

2.4 Deirdre and Tibor thanked everyone for their invaluable contributions. **ACTION: Members agreed to return their final comments on the updated QAE Framework (version 3 for inclusion as a final version within the CRT) no later than 2nd April 2012. It will be assumed that Member States formally accept the final version should no comments be received by this date.**

Day Two (22nd March 2012)

3.0 Quality Assurance developments within the adult education sector and final products emerging from WP4 – ELGPN (2011-12)

3.1 Maike Koops (DG EAC) outlined EU Adult Learning development plans to be delivered during the next two years. The new plans are informed by EU 2020 aims and objectives. At present, there are two thematic working groups established on (i) financing; and (ii) quality. The network is led directly by the DG EAC (offering facilitated leadership) and Raimo represents the ELGPN on this. The EU Basic Skills network; CEDEFOP and other social partners are involved⁶. The quality group has met twice, with a recent meeting held in

⁶ The work programme includes a focus on accreditation providers; indicators and staff competences. Co-ordinating countries include: UK - accreditation; Norway – staff competences; and Greece – Indicators.

Brussels involving 23 countries. Three sub-groups and two transversal topics have been identified:

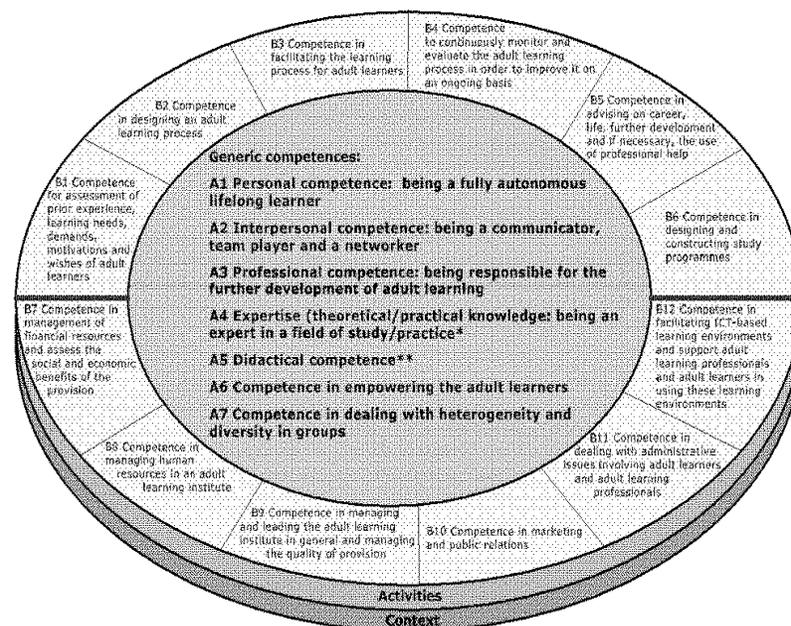
3.1.1 *Subgroups*: - (i) indicators; and (ii) competencies (mainly for adult educators). Also, three in-depth studies have been commissioned on these topics. It was noted that 60% of competencies of adult learning professionals are similar to those held by careers professionals. Key competencies of adult learning professionals are outlined below in **Figure 1.1**⁷. Also, it was noted that quality frameworks are being examined.

3.1.2 *Transversal topics*: - (i) guidance; and (ii) validation/APEL.

3.2 The interface with ELGPN will be informed and supported by the outcomes of WP 4's activities, and frameworks for practitioner's competencies (CEDEFOP 2009, ERASMUS-NICE's work) and involvement of citizens and competencies of users of adult learning services, for example, focusing on the career management skills (CMS) catalogue, access and employability issues. CEDEFOP and NICE to launch their most recent findings in June 2012.

⁷ **Source:** Key competences for adult learning professionals Contribution to the development of a reference framework of key competences for adult learning professionals Final report 2012 EC

Figure 1.1 Graphic representation of the set of key competences of adult learning professionals



* For professionals not directly involved in the learning process, the expertise concerns not subject knowledge, but specific (for example managerial, administrative or ICT) expertise.

** For professionals not directly involved in the learning process or supportive in a managerial, administrative way, the didactical competence is less relevant.

Layer of activities

In total 13 fields of activity have been identified, noting that not all activities need to be carried out by one professional but can be divided amongst a group of professionals (e.g., managers, teachers, or support staff, etc.).

- Learning needs assessment
- Preparation of courses
- Facilitation of learning
- Monitoring and evaluation
- Counselling and guidance
- Programme development
- Financial management
- Human resource management
- Overall management
- Marketing and PR
- Administrative support
- ICT-support
- Overarching activities

Layer of the context

The context in which adult education is provided affects the exact shaping of the competences and the weight they receive. The context depends on variables like the target groups, the team composition, the education programmes delivered in the institute, the attention to professional development, the exact mission of the institute, etc. The context can be mapped by answering four clusters of questions:

- 1) Learning/teaching: Who are the learners? Who are the educators?

3.3 A discussion took place on the **CRT page 35 onwards (Chapter 5 - Quality)** and this was revisited by WP4 members for final comments. The following points were raised:

- 3.3.1 Should we call this a 'tool-kit' or is it still at a more abstract level? For example, there remains a lack of hard core methodological elements.
- 3.3.2 Social inclusion: community guidance and peer support must be mentioned as a new developing area.
- 3.3.3 Change the order of 5.1 bullet points one and two.
- 3.3.4 Revisit 5.2. – should key questions be more general or specific? Recommended: move towards a more general approach and align, where possible, to the QAE Framework structure as this will tie in the link from the text to the QAE Framework. Also, first question (p.36): if we mention employers we should mention Trade Unions or reframe to 'relevant actors'.
- 3.3.5 Link the case studies with the text e.g. p. 40 CS 5.1 Denmark. If the reader wishes to obtain further information on the case studies a link would be useful.
- 3.3.6 Change the title of the section from 'Quality' to 'Evidence-based Policy developments and quality assurance'.
- 3.3.7 Chapter 0 and Chapter 1 should be changed. WP4 participants feel policy makers are not that much interested in the way ELGPN organises its work; so the graphs could be deleted and the text shortened.
- 3.3.8 Mention that we cannot measure everything, similar challenges to that experienced in other allied sectors (see page 57 in the ELGPN Report 2010). It is suggested to include this paragraph also in the new 'Tool-kit'.
- 3.3.9 Add specific examples of cross sectoral case studies. Chapter 2 already describes cross-sectoral approaches, do we need cross-sectoral case studies for each of the WPs? Chapter 2 should link more strongly to the 4 WPs' transversal elements.
- 3.3.10 Additional suggestion for a question to be inserted: how can policy makers ensure they are sufficiently informed about evidence-based policy developments?
- 3.3.11 Sustainable case studies only should be mentioned. Also, check strong links made to LLG policies and practices.

ACTION: Deirdre to make the requested adjustments/additions and to send this Tibor on 26/3/12.

ACTION: Member states to revise the case studies pertaining to their own country and to modify/add to in line with 3.3.5; 3.3.9 and 3.3.11 above. An updated version required no later than 2nd April 2012.

3.4 A detailed open discussion and review of the **draft Progress Report** highlighted the following key points:

- 3.4.1 Chapter 3 – The overview might include a horizontal policy approach to lifelong learning and guidance and flexibility strategies. Recommended restructuring the chapter according the EU 2020, 7 flagships, and E+ T 2020 main challenges; some elements of the Progress Report could be moved into the CRT as recommendations. **ACTION:** These points should be fed back to Françoise who has responsibility for this section.
- 3.4.2 The key conclusion part should be moved towards the end of the chapter (p.15).
- 3.4.3 WP 1 - validation also linked with the client so WP1 should seek to address this. WP 2 (p.16): make reference to size and qualification levels of the workforce of careers professionals(?)
- 3.4.4 WP3 Reframe the suggestion: how can communication, co-operation and-collaboration influence the QAF development in all sectors
- 3.4.5 Next steps section: (i) refer more explicitly to the role of ICT; (ii) develop a monitoring and evaluation system at an EU level, like PISA for OECD.; (iii) develop a MS yearly reporting system on LLG, add it to one already existing system; (iv) develop a minimum requirement for data gathering. The next steps should be very concrete steps not just theoretical? Validation/APEL (WP2) can be linked with bullet point No 8. Finally, cross-check the key issues from the CRT with next steps and key conclusions in the PR.
- 3.4.6 Note: the Progress Report: should be about the progress of the Network or the LLG policy development in Member States. The report is partly linked with the Commission’s technical report.
- 3.4.7 Move all EU 2020 references to the overview chapter to facilitate concentration on the LLG role and the role of the ELGPN. In this sense, the report would be used for policy planning and not simply for a Progress Update. It was agreed that the Progress Report is ‘a short term communication tool’ not a long-term reference point like the Common Reference Tool (CRT).

ACTION: Deirdre to make the requested adjustments/additions and to send this Tibor on 26/3/12.

ACTION: Member states to feed in any further suggested changes no later than 2nd April 2012.

3.5 Dr István Kiss presented a progress report on the **WP4 Learning Outcomes pilot project**. He thanked colleagues in Germany, Estonia, Slovenia, Portugal and Hungary for their respective contributions. He outlined progress to date regarding impact measurement – common denominators for client groups in all 6 sectors. Key points were noted as follows:

- 3.5.1 The background information on how to use the online system and questionnaire for participants is now available online in DE, HU and EN - translation currently being checked and finalised. PT, EE, SI versions will be available very shortly. **ACTION:** Member states to visit: the ELGPN website for detailed instructions on how to use the Learning Outcomes online system.
- 3.5.2 The following additional questions were raised: (i) frequency of completion, (ii) type and timing of interventions, and (iii) level of support to be provided to clients completing the survey. It was noted that more than 50% of clients using the PES claim unemployment benefit and 30% are long-term unemployed therefore, the process for recording 'learning outcomes' from specific interventions must not be a lengthy process. Participating clients are asked up to 3 times for an online response using the set questionnaire i.e. initial stage after using the service, at 3 months and 6 month intervals,
- 3.5.3 The pilot will run until December 2012. A minimum of 100 respondents are required from each participating organisation. In **Germany, 8 organisations want to participate** in the pilot. For example, Dresden City wants to continue to use the online system beyond the end of this year. This organisation has launched a study on the economic impact of lifelong guidance. All members of the National Guidance Forum were also invited to participate. Some organisations had already a mechanism in place to measure the impact of guidance services. **ACTION:** Germany and Portugal agreed to share information with each other.
- 3.5.4 SI suggested we should change the wording of the cover letter to emphasise this is a pilot project only. **ACTION:** István to make amendment.
- 3.5.5 HU and PT plan to pilot this Higher Education Careers Centres and PES. The PES to PES Dialogue Forum offers strong synergies e.g. Individual Action Planning (IAP), profiling, employment and guidance, therefore, it is important to be testing out the efficacy of the instrument in this context. PT indicated this approach is 'not purely scientific' and if the intention is to produce science based policy then this must be situated within a framework of 'hard' and 'soft' variables. **ACTION:** The latter should be considered in the 2013-2014 follow up activities on the evidence-base.
- 3.5.6 NO supported this approach and highlighted the challenges of promoting this to key decision-makers. They sought clarification on what the output will look like for the client and will they in general be able to benefit from this?

ACTION: István agreed to provide a demonstration of the visual aid for clients.

- 3.5.7 The CRT will have an annex about the Learning Outcome pilot and an on-line publication will also be made available. **ACTION:** Preliminary results to be openly shared at the Cyprus conference.

3.6 The group reviewed the **first draft Glossary produced by Dr Charles Jackson** on behalf of the ELGPN. It was generally felt that the Glossary content should seek to reflect key words highlighted within the CRT. Basically, this should act as a 'decoding tool' for those reading the final Toolkit to understand how we have used the terms. Other points noted were as follows:

- 3.6.1 The intention is to develop a common language for LLG with a short Glossary version for publishing in an Annex and longer version available on-line. The group indicated an English dictionary of terms used in LLG can easily be found on the internet. There are other available Glossaries e.g. UNESCO and CEDEFOP, therefore, what's needed is pan European translation.
- 3.6.2 IR highlighted that their professional associations are now using the term 'guidance counselling' instead of 'guidance and counselling'.
- 3.6.3 Too many descriptors in the first draft do not link with LLG and it is not a good idea to redefine EU definitions agreed by the Member States. Overall, there is a lack of coherency within this first draft document. The Member States requested that the consultant should cross check to ensure the terms developed and agreed in Luxembourg are incorporated in the next version.
- 3.6.4 Maike Koops (DG EAC) explained similar challenges in developing a Glossary within the EU Adult Learning initiative. She offered a potential solution by inviting Member States to review the online approach adopted. Visit: www.ec.europa.eu/education/lifelong-learning-policy.

This includes information presented at two levels: (a) Level 1 is an EU glossary and (b) Level 2 is for adult learning specialists only. **ACTION:** Deirdre to highlight this approach to Charles and suggest clustering the contents of the Glossary around the themes of LLG, similar to the adult education approach.

- 3.6.5 Proof reading will be an important part for the final editing phase of the CRT and Progress report. The final Glossary can be seen as a gate-keeper for this task. In summary, it was agreed that a lot of work has to be done before the Glossary is good enough to publish.

DAY THREE (23rd March 2012)

4.0 Brief final review of ELGPN Products and the new Work Programme 2013-2014

4.1 Tibor explained that the new 'Work Programme' will be discussed in Copenhagen on 24th & 25th April 2012. A new proposal must be ready by the end of October 2012 to be signed off by the new Co-ordinator and the Commission by December 2012. The budget is allocated under the 2007-2013 LLP and must be fully used by the end of 2015.

4.2 István Kiss delivered a presentation on the 'end-user' and 'organisation' report sheets. It was suggested by HU that validation of the tool at EU level can be a task for the next 2 years. The theoretical background of the pilot was also re-introduced, based on the German Systemic Context Model of Counselling developed by Prof. Christiane Schiersmann, University of Heidelberg combined with the Cognitive Information processing theory espoused by Prof. James P Sampson, Florida State University. 4.3 The main suggestions for the 2011-12 products for final editing were summarised as follows:

4.3.1 Highlight a move towards 'real policy implementation' of the Tool-kit and LLG policy developments at an EU and national level.

4.3.2 Focus on the need to develop measurable indicators for economic and social benefits of guidance in the next phase.

4.3.3 Note the current QAE Framework indicators provide a useful starting point but a clearer introduction is required. **ACTION:** Deirdre and Tibor. Also, the QAE Framework is not specifically designed for ranking countries' achievements. Germany indicated the first version developed in 2010-2011 was more comprehensive and thus less vulnerable for critique but more difficult to implement compared with the updated shortened versions. Other member states agreed with this observation.

4.3.4 Portugal suggested in the next phase, we should look at how EU level benchmarks can be further developed? Do we need a *minimum standard* for data gathering and analysis.

4.3.5 It was unanimously agreed that the target audience of the final ELGPN products need to be identified from now onwards. Member states asked about translation arrangements for the CRT, Progress Report and any plans for a short report. The marketing strategy is missing (1-2 pages might be useful). It was suggested that the Progress Report- 6 sectors descriptions - could be used for this purpose. Lessons learned from the OECD approach could be useful. Backup support from the Commission is needed e.g. (i) Autumn 2012 skills communication - CMS should be mentioned; (ii) reference to ELGPN's work in the Skills Panorama 2012 DG EMPL; and (iii) PES to PES dialogue. Raimo was asked 'how can the Network get signatures for the dissemination process from both EU Commissioners?'

4.3.6 External evaluation will be compulsory from 2013-14 onwards, as DG EAC have now requested this. Internal evaluation will be included as part of the 2011-12 work programme after the Copenhagen Plenary

4.3.7 In the 2014-2020 Erasmus programme - Euroguidance is mentioned - but not ELGPN. The question of a missing mandate was also challenged e.g. Education Committee or EMCO vs. ELGPN status

4.3.8 In the next phase, closer co-operation between and across WPs is required.

4.3.9 An informal discussion will take place on evidence based issues at the IAVEG Conference in Mannheim (October 2012).

4.4 Tibor highlighted plans for the EU and OECD thinking re: joint efforts to update the 2002 activity on lifelong guidance. The question was posed 'How we organise joint research and development activities with the OECD, the Canadians and ICCDPP?'

4.5 Funding from the Lifelong Learning Programme is secure for the next 2 years. The challenge for ELGPN is to prove the necessity of its existence. Deirdre asked the group the following question: **What would happen if ELGPN didn't exist?** The group noted this is what we would lose...

- A push for innovation
- A network of EU member states
- A network that has a reputation for getting things done
- Active contributions at a European and national level
- Complementary expert support and information
- Inclusive approach to participation, cross fertilisation and mutual exchange
- External reference point
- Establishing lifelong guidance as a policy at an EU and national level
- Effective use of resources for projects – central co-ordination point
- Less awareness of guidance within the Commission
- Evidence of impact – before and after 2007 -2013
- Bottom up approach to developing quality assurance and evidence-based frameworks building upon earlier ELGPN projects.

4.6 Tibor presented some ideas for ELGPN future plans in 2013-2014. The group were invited to discuss 'How best can QA and evidence-based practice and policy as topics be secured on the future agenda of the network? Responses included:

4.6.1 Data gathering at EU level for LLG policy (minimal standards for databases and data collation and analyses)

4.6.2 Evaluate what we already have within EUROSTAT and/or OECD database / existing and new indicators relevant for LLG policy.

4.6.3 Invite more countries to pilot the final QAE Framework and invite countries to set up Twinning arrangements. Adopt a thematic approach to development work.

4.6.4 Evidence-based studies are necessary but should the ELGPN pull existing findings together together or leave this to the academic research communities?

- 4.6.5 An EU level ‘LLG Institute for Excellence’ is needed to inform and support the network for the future in-dand innovative development work.
- 4.6.6 Field test the CMS catalogue (Germany).
- 4.6.7 Participant of the practitioners in the design and delivery improvements linked to quality management systems could be more fully developed. Moving beyond a quality assurance and quality development approach; linked with implementation and diffusion in relation to impact i.e. looking for methods for making implementation methods work in practice (Austria and Luxembourg).
- 4.6.8 Link internal and external Quality Assurance. Austria indicated the internal perspective is missing.
- 4.6.9 Field test the CRT.
- 4.6.10 Separate out the QA and evidence base themes.
- 4.7 Tibor asked ‘How can the 4th phase of the ELGPN help support the implementation of the EU 2020 Strategy and LLG as a key element within this?’ It was suggested that:
- 4.7.1 From the professional perspective QAF 2.0 chapter 3 must be more explicit on practitioners’ role and the quality development approach must strengthened.
- 4.7.2 Greater emphasis on the impact of LLG policies and practice should be given fuller attention.
- 4.7.3 For economic outcomes and social outcomes, ELGPN needs more expert input. Deirdre indicated that lessons should be learned from other allied sectors (e.g. health care policy evaluating quality of life indicators, life expectation and cost saving and benefits from differing forms of interventions).
- 4.7.4 The 2012 CY 3rd Resolution can relocate LLG as a transversal element.
- 4.8 Deadlines for responses were summarised as follows:
- Deadline 1. Action:** Deirdre to send these first Draft Reflection Notes to Tibor for proof reading and wider circulation no later than 26th March 2012
- Deadline 2. Action:** Reflection Notes to be circulated to Member States on 27th March 2012 with deadline for responses 2nd April 2012.
- Deadline 3. Action:** Tibor to send draft Reflection Notes to Ronald and Jasmin for WP1 synthesis meeting in Malta.
- Deadline 4. Action:** Deirdre to amend the QAE Framework and convert into near final version. This will be circulated with the Reflection Notes to Member States for review and final comment- responses 2nd April 2012.

Deadline 5 Action: Deirdre and Tibor to make final amendments to the CRT, Progress Report and Work Programme 26th & 27th March 2012.

Annex 1

List of the participants

Ms Margit Rammo
Dr. Bernhard Jenschke
Halvor Gillund Knudsen
Dr. Deirdre Hughes
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Dr. Maike Koops
Jennifer McKenzie
Steffen Jensen
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Schlögl Peter
Sasa Niklanovic
Pedro Moreno da Fonseca
Aleksandra Sokolova
Jos Noesen
Line Wiktorja Engh
Claire RUSSON-FRIEDEL
Karen Schober
Jan Lindblom
Deirdre Teeling (observer, IR)
Dr. Raimo Vuorinen

Member States and the co-hosts were formally thanked for their respective contributions.

Prepared by: Dr Deirdre Hughes, Lead Consultant, on behalf of WP 4
3rd April 2012