**ELGPN: WP 4 Meeting in Luxembourg on 3rd & 4th November 2011**

**Reflection Notes from Workshop Meetings**

**Present:** Representatives from Denmark, Estonia, Germany, Greece, Hungary, Ireland, Lithuania, Luxembourg, Norway, Portugal, Romania, Slovenia, Sweden and UK (N.Ireland).

**Apologies received from:** Austria, Czech Republic and The Netherlands.

**Invited Guests**: Francoise Davisia and Clare Russon, Adviser (Secondary Schools), Ministry of Education, Luxembourg.

**DAY ONE**

**1.0     Introductions and welcome**

1.1     Jos Noesen welcomed colleagues to Luxembourg and outlined the fieldwork visit arrangements. Tibor Bors Borbely-Pecze chaired the meeting, supported by Deirdre Hughes (Lead Consultant WP4). The meeting took place in the Ministry of Education, Luxembourg, where the national government is currently establishing a 'one-stop shop' in the field of lifelong guidance (LLG) from 1st January 2012 onwards. This involves four guidance services working closely together i.e. school guidance; HE guidance; apprentices; and the school transitions service. It was noted that approximated 50% of the workforce comes from outside of Luxembourg.

1.2     A total of 18 people were registered for the meeting.  A special welcome was extended to Liana-Ramona Mostenescu from the Ministry of Labour, Romania, who joined the group as a new member having previously been involved in the first phase of project in 2008. Francoise Davisia kindly joined the group to provide expert input on relevant EU policy and resolution developments and Clare Russon joined as a participant observer.

**2.0     Aims**

2.1     The aims of the meeting were to:

- assess progress made in the initial testing phase of the draft Quality Assurance Framework, including the six transversal elements;
- review and discuss the piloting arrangements for the learning outcomes development project;
- obtain feedback and learn from EU country experiences and inputs;
- identify a policy recommendations development team;
- refine and update the WP4 'Glossary' to produce a maximum of 20 policy and LLG related words; and
- frame WP4's contribution to the final publication 'Revised Common Reference Tool.

**3.0     Review of ELGPN website**

3.1     Tibor presented an overview of the evidence-based LLG policy papers and Quality Assurance models and draft frameworks currently uploaded onto the ELGPN website. He emphasised that all papers and contributions to the website should be in English to help ensure accessibility.  **ACTION:** WP4 colleagues to upload relevant information.

3.2    A new database will be established by the Finnish team on the LLG network. This is designed to capture key policy and research reports. All contributions will be in English as well as in other languages, where appropriate. **ACTION:** Tibor to request from Raimo the password and circulate to WP4 members.

3.3    On this occasion, the Icelandic team were unable to attend the meeting to present their research findings from a new publication on the 'Voice of the Users in Promoting Quality of Guidance for Adults in the Nordic Countries'[1].  This case study is discussed briefly below.

## 4.0 Case studies

4.1    The first part of the meeting focused on *three* case studies:

**Case Study 1: Denmark (Hanne Woller, Ministry of Children & Education)**

4.2    This presentation was designed to inform member states of the progress made in relation to developing a 'Balanced Score Card' (BSC) approach within the *new* Ministry of Children & Education. Hanne explained that newly created government departmental arrangements have resulted in the Ministry for Education (now Ministry of Children & Education) no longer having responsibility for Regional Guidance Centres: this responsibility has transferred to the Ministry for Science and Further Education. There are currently 7 Regional Guidance Centres (*Studievalg*) across Denmark. In view of the Ministry no longer having responsibility for Regional Guidance Centres, the BSC cannot be applied as originally planned. New co-operation between the two new Ministries is now required. Also, Local Municipalities have direct responsibilities for 51 Youth Guidance Centres in Denmark (*UU*) and consideration is being given to how the BSC method could inform and support their work.

4.2.1    In Denmark, the BSC was designed by policy makers as a new draft instrument to capture data on the achievement of the aims of lifelong guidance (LLG) reform agenda. It could be used as a tool for follow-up on the desired effect and outcome of guidance interventions; reporting on the achievement of higher quality standards in guidance; building a foundation for the development of LLG. This particular approach offers a *new* method in assessing and measuring the impact of LLG policies.

4.2.2    The all-age National Guidance Portal is now fully operational - visit: www.ug.dk. Young people and adults have the option to telephone, email or chat with guidance practitioners directly. It was noted that approximately 50% of clients use *the chat line* and, in contrast, only 2% use sms. In January 2012, Facebook will be introduced.  **ACTION:** Hanne agreed to circulate the actual % figures on client's preferred usage.

4.2.3    The previous government invested 50m Danish krone (i.e. 10m krone as an annual investment over 5 years) on the portal but there was no marketing budget allocated. Instead, guidance practitioners have promoted the use of the portal in classrooms and within their day-to-day practice. Findings from a national survey of 14-25 years highlights that 95% of young people know about and use this portal in choosing a youth or further education programme.

4.2.4    Within the portal, examples of tools and programmes developed include: decision making activities; a programme for parents; a programme for adults to explain the education system; with over 50,000 courses advertised on the portal aimed primarily at adults. An 'e-guidance centre' was

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[1] http://ktl.jyu.fi/img/portal/21343/voice_of_users.pdf?cs=1319039692

launched in January 2011 with 60,000 contacts established with young people, adults & parents. This is managed directly by the Ministry for Children & Education. There are 11 full-time equivalent guidance practitioners in the Ministry and 40 part-time practitioners in e-guidance. Their work is also linked directly to the Youth Guidance and/or Regional Guidance Centres focusing mainly on targeted provision. To support their work, a professional development section operates for guidance practitioners called *eVejledning*.

4.2.5    Examples of quality assurance and measurement include an automatic follow up procedure with clients using the National Guidance Portal. This involves clients answering five set questions immediately after the guidance intervention (*immediate impact*), followed by further contact after three months to answer twenty set questions via email (*intermediate impact*). The Ministry can monitor user's feedback.

4.2.6    Overall, within the Ministry the quality assurance and monitoring system focuses on (i) *productivity* - levels of contact with users of guidance services; (ii) *users' benefit* - annual nationwide surveys drawn mainly, though not exclusively, from upper secondary school students[2]; and (iii) *effect on society* -transition, completion and drop-out rates. The Ministry has a *new youth database system* in place to collect data on all 14-25 years olds. New legislation has also been introduced that requires every young person to have an educational plan with the Youth Guidance Centres[3]. Schools and youth guidance centres are strongly linked. Statistical information is used and analysed within the Ministry which compares applications in March and placements in October. The proposed BSC method has six domains as shown below:
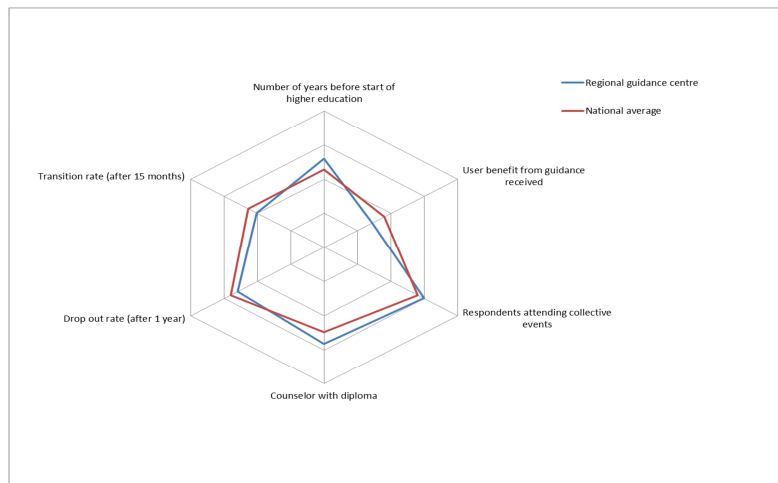


This information can be used to feed into the set goals and performance improving agenda outlined by the Ministry e.g. 100% of counsellors should hold a counsellor diploma. Refer to the ELGN website to download a copy of the Danish powerpoint presentation.

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[2] A recent published report highlights that 50% of the responses indicate 'guidance services are useful'. If the student does not show up in the secondary school, the youth guidance centres has to follow up within one week. Close monitoring and tracking occurs through a new national youth database housed within the Ministry;

[3] Students finish schooling in July and if they don't arrive in their stated destination, schools have to give information within 1 week to Youth Guidance Centre. The latter is required to make contact within 1 week.

**Case Study 2: Greece (Dimitrios Gaitantis, National Centre for Vocational Re-orientation**

4.3     The National Centre for Vocational Re-orientation has recently carried out a survey amongst guidance services in Greece linked to the introduction of a new ISO system. The Minister keen to find ways of improving quality and reducing cost. The survey covered mainly public education, including Higher Education Institutes. New legislation is being developed to support the implementation of this new system for quality assurance in guidance services. A Quality Manual; criteria; evidence (drawn from a bibliographical study); quality criteria; described quality criteria have all been developed. The survey in 50 career guidance services of the education and initial VET sectors was undertaken to collect qualitative and quantitative data on 5 sets of quality criteria. A process of analysis of interim results, a synthesis report, an expert panel (13 expert advisers representing practitioners, government and employers) will culminate in an action plan for new national strategy for improvement of guidance services.

4.3.1   The survey sample yielded responses from 20 of 81 Counselling and Guidance Centres (KESYP); and 13 of 570 School Career Centres. The draft Quality Assurance and Evidence Framework, produced by WP4, was used to review and benchmark progress to date. For example, by mapping 'practitioner competence' it is clear to the policy maker that in Greece careers professionals do not follow a continuous professional development (CPD) process. This leads to policy questions being asked on how best to address this issue and where responsibility should lie in this regard; also, who should meet the cost i.e. government, employer, individual or a combination of all three? Dimitris illustrated how the WP4 draft framework could be used alongside key elements of the ISO system. Refer to the ELGN website to download a copy of the powerpoint presentation from Greece.

**Case Study 3: Nordic Countries - 'Voice of the Users in Promoting Quality of Guidance for Adults in the Nordic Countries'**

4.4     This research project had two main goals: (i) to describe if, and how, adult users of guidance have an impact on the services provided, as well as to compare user involvement in adult guidance in the Nordic countries; and (ii) to evaluate learning outcomes of guidance for adults in the Nordic countries that seek guidance in adult learning centres.

4.4.1   The main outcomes were as follows:

- The results indicate that overall users of guidance are not systematically involved in terms of providing feedback on services *nor* do they participate in shaping services and policies in career guidance for adults in the Nordic countries.
- Around half of the respondents (49-55%) in Denmark, Iceland and Sweden reported that they had not been given a chance to evaluate the guidance service and up to one third (28-35%) in Norway and Finland.
- Some reported giving informal feedback about services to their counsellor, either verbally or by e-mail (20-49%), whereas others had been given a chance to take part in surveys, either on paper (12-15%), the web (7-32%) or through telephone interviews (1-11%).
- When asked about involvement in shaping services and policymaking somewhere between 75% and 92% of the respondents, depending on country, said that they had not participated in any decision making and designing of strategies about guidance services. However, results from both focus groups interviews and the web survey show that users of guidance feel that it is important that users of guidance are consulted and are interested in having their voice heard on different aspects of guidance services.

4.4.2    Tibor highlighted the more detailed research findings can be accessed via the WP4 ELGPN website.

**5.0      Brief update on WP4 Learning Outcomes (LO) Measurement**

5.1      For measuring the Learning Outcomes (LO) of guidance services, a new EU survey approach was developed by *Dr. Istvan Kiss* from Hungary. A questionnaire (41 questions) and a shortened version (21 questions) have been developed and are now due to be tested in member states. Full details of user guidelines for the service and individual are available on the ELGPN website. This includes more detailed information on the seven domains highlighted below.
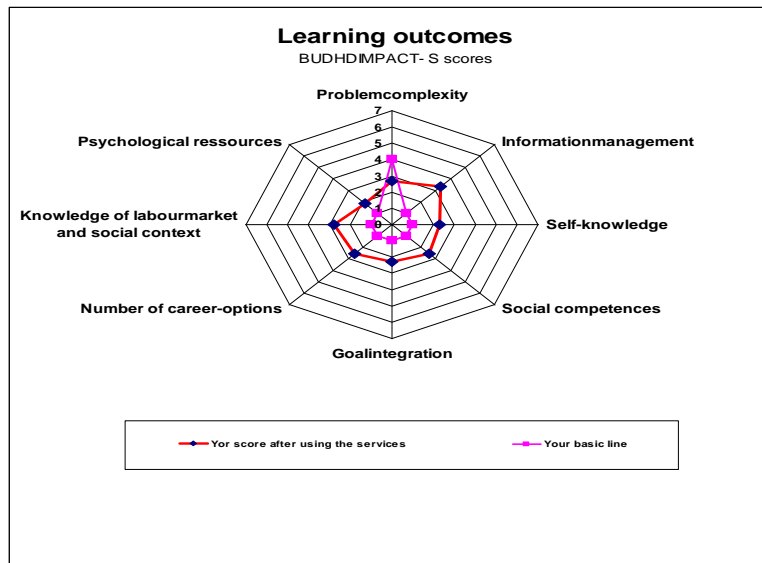


5.1.1    Countries who have volunteered to participate include: Estonia, Germany, Portugal and Slovenia. It was noted that:

- **Estonia** is prepared to test out and apply the measurement tool but would welcome a group discussion on the practical aspects of implementing such an approach within a clear timeframe. The issue timing for follow up of clients could potentially fall outside of the end of the WP4 project 2011-2012.
- **Germany** is also willing to test out and apply the measurement tool working through NGOs or municipal guidance services in continuous education and Higher Education (if services will be found) settings. A specific request was made for an updated version of the Project Gantt and a final check on the language used as some aspects had 'got lost in translation' from the original version.
- **Portugal** is willing to test out and apply the measurement tool in a PES setting (n.b. It may also be possible to extend this to a Higher Education and VET setting – to be confirmed with Tibor & Istvan no later than 31st November 2011). Implementation will begin once the translation process is completed i.e. before the end of the year. Some queries were raised e.g. do we collect data by self-services or in an assisted way? How will be data collation and follow up system operate?
- **Slovenia** is in a similar position to Portugal. Sasa requested more information on how the system would work in practice.

5.1.2    Istvan agreed to present the implementation process during Day Two and, if necessary, to meet with the volunteer countries to discuss and clarify the implementation plans in more detail. It was noted that there is a need to cross-check the English version i.e. how understandable is this for native speakers? **Action:** Translations to be undertaken in each country no later than 30th November 2011. **Action:** Tibor to clarify with Raimo that funds can be used direct from each of the participating countries ELGPN budget.

5.1.3    *Timings for development work:* Nov 2011 – March 21-23, 2012 (Dublin WP4 final meeting) – a draft evaluation should be ready for presentation at the Dublin meeting, before WP4 demonstrates the interim results in the Danish plenary (April 2012).

**6.0    Glossary**

6.1    Tibor circulated the results from ELGPN members' votes on what should be included in the main glossary. A total of 20 words were identified:

| 20 words of WP4 | votes/word |
| --- | --- |
| outcome (quality) | **7** |
| output (quality) | **7** |
| evidence | **6** |
| quality indicators | **6** |
| effectiveness | **5** |
| quality assurance | **5** |
| quality criteria | **5** |
| quality system | **5** |
| common quality assurance framework | **4** |
| cost-benefit analysis | **4** |
| evidence-based practice | **4** |
| indicator | **4** |
| learning outcomes | **4** |
| quality standard | **4** |
| added-value/value-added | **3** |
| benchmarking | **3** |
| career guidance | **3** |
| continuous improvement cycle | **3** |

| efficiency | **3** |
| European quality assurance reference framework (EQARF) | **3** |

6.2     The results also took into consideration feedback from other work packages. Tibor mentioned that DG EAC and DG EMPL have challenged the network to focus more on LLG policy and EU 2020 policy related words. The 20 words were discussed within groups and modified accordingly. The group proposed to reduce the list and agreed it would be essential to ensure the language adopted within the QA and Evidence Framework is referenced, where appropriate, within the final glossary. **ACTION:** Deirdre volunteered to produce a15-20 wording list with definitions for further discussion and review during Day Two.

6.3     It was noted that an editorial board would be welcomed at the Network level to draft the definitions and the overall content before they are confirmed by the WPs. The glossary should address the current political agenda, as well as the mid and long-term aims of the EU and Member States.

**DAY TWO**

**7.0     First results from testing out the efficacy of the LLG QA and Evidence Base Framework**

7.1     Deirdre Hughes had prepared a fieldwork visit paper of interim results for discussion by the member states. This *draft* paper provides an update on 'work in progress' currently being undertaken by participating countries in Workpackage 4 (WP4). *Interim findings* were presented highlighting results to date, including similarities and differences in response across 8 countries, namely, Denmark, England, Estonia, Germany, Hungary, Lithuania, Northern Ireland and Portugal. This represents 53 % response rate from 15 participating countries in WP4. Respondents were formally thanked for their respective contributions. A copy of the first draft analysis is now available on the ELGPN WP4 website. **ACTION:** Ireland, Norway, Sweden, the Netherlands, Romania, Luxembourg and Slovenia who have yet to complete the draft Framework to send Deirdre there response **no later than 30th November 2011.**

7.1.1     From the 8 data-set responses, it was noted in particular that:

- In the EU member states, robust data is not readily available at a transversal level within in the field of lifelong guidance.
- Most of the member states do not refer to the CEDEFOP (2009) recommendation where 60 ECTS or 2 academic semesters were suggested for a trained guidance professional with the exception of Hungary.
- Staff to client ratio as well as the costs of the different types of interventions is seldom reported.
- Countries tend to measure the short-term outcomes of guidance interventions rather than intermediate or long-term outcomes.  In most though not all cases, customer satisfactory surveys are in place.
- The EU/OECD 2004 definition on guidance which was a result of a political consensus is considered too wide for conceptualisation of the measurement and quality assurance of guidance services across Europe.

7.1.2     More generally, the group discussed how the structure of national governments and governing processes tend not include a life-course approach. From this, it was considered that quality assurance and evidence gathering requires a more long-term cross-departmental strategy that focuses on assessing and measuring the impact of LLG policies. This should also correspond directly to EU 2020 policy goals. The ELGPN offers a strong push factor at the member state level in making available a framework that can be used in differing but complementary ways to EU and national policy developments.

7.1.3     The next stage for WP4 participants is to continue to refine the framework taking into consideration key lessons learned so far. It was agreed that more detailed work is needed on the text to explain how the framework can be used in practice to inform and support policy-makers within and across the EU. It was noted that:

- Recommendations should be included on how to apply the QA and Evidence Framework and data gathered.
- It should be made more explicit how this data can potentially be used at an EU level and/or MS level. **ACTION:** Feedback from WP3 is now required on the framework can support communication and co-operation linked to policy recommendations.
- An overarching description that is context specific for each of the country is required e.g. size, age profile, public funded advisers in each of the sectors, etc.
- The transversal element 'social inclusion' policy area cuts across many institutions and thematic areas which makes it difficult to report on within the draft framework. **ACTION:** Tibor and Deirdre to discuss with Raimo and Tony.
- The quality of data presented is rather brief in some cases therefore the guidance for completion of the framework should be clearer.
- The definitions on the indicators could be further refined e.g. professionals should read 'careers professionals'; measuring interventions or clients? **ACTION:** Deirdre
- The national database sets at member state level are in a very different shape; however, key lessons can be learned from differing systems and approaches.
- The IS 2011 can be easily linked into the draft framework. **ACTION:** Dimitris ppt slides illustrate this.
- There is scope to pilot the framework in 2013-2014 in more countries and to undertake further more detailed work on cost-benefit analysis and social returns on investment (SORI).
- There could be inherent dangers (and opportunities) in using EU comparisons to make national investments decisions. This should be captured in the explanatory text. **ACTION:** Deirdre

7.1.4     Specific amendments to the draft framework include:

Section 1.1.1 - revisit 'professional association membership' and consider adopting a link to competencies e.g. reflecting national standards by the state

Section 2.1 - access: potential number of users / user

Section 3.3 - IT spending is not clear. It can be the cost of a web-server too. How relevant is this? More or less detail? The group consensus was to retain and further refine this section.

Section 4.2 - Cost benefits and savings - very difficult to obtain these figures. Can we provide some examples on cost benefits from pre- and post treatments linking these to the EU key

indicators e.g. drop-out rate and the role of guidance or prolonged transitions in higher education?

7.1.5    An updated near final version will be provided in early January to be rechecked and completed once again before the end of March 2012. **ACTION:** All Member States.

7.1.6    In order to support the transversal activities of ELGPN the members of other work packages should inform them on the progress and current activities of WP4 and vice versa. **ACTION**: Aleksandra to report about the WP4 during the WP1 meeting in Tolouse (November 14-15) and to send Tibor and Deidre the materials form WP (briefing note and reflection note) that could be relevant to WP4.

## 8.0    Relevant EU policies

8.1    Francoise Divisia (TG consultant of the ELGPN) delivered a very informative presentation on the EU 2020 relevant initiatives and recommendations. A copy of Francoise's powerpoint presentation will be available on the ELGPN WP4 website. **ACTION:** Francoise to upload.  New or ongoing DG (EAC and EMPL) networks relevant for ELGPN include strategies to:

- Increase the effectiveness of Labour Market matching
- Quality assurance developments in the field of Adult Education
- ECVET and the development of a toolbox for VET
- ESCO developments.

## 9.0    Glossary 2nd round

9.1    Overall reactions to the fourth draft version of the mini glossary were very well received. Some further refinement is necessary to ensure LLG features more prominently in the definitions. WP4 members agreed to send further comments to Deirdre upon receipt of the electronic version of the updated paper. WP4 now has 15-17 words. **ACTION:** Tibor to circulate the draft discussed in Luxembourg for all members to respond no later than 23rd November 2011. **ACTION:** Deirdre to complete the suggested revisions and forward to Tibor and Raimo.

## 10.0    Establish sub-team to prepare the main policy recommendations

10.1    In the CRT (CEDEFOP 2005) key features and policy questions exist that need to be revisited and updated in line with outcomes from the four workpackages. Deirdre and Tibor prepared some initials thoughts with the group on ideas for the 'FIRST DRAFT' structure of the Workpackage 4 section for ELGPN tool-kit. Policy issues, questions policies need to address and policy options were discussed briefly in the context of mapping these across the four workpackages. **ACTION:** Viktória to circulate the bullet point annexes for further inputs from member states no later than 11th November 2011. **ACTION:** Volunteers who wish to support the policy recommendations should contact Tibor and Deirdre via email. It was noted that the proposal from the Steering Group to develop a five steps/level/dimension approach was not supported by the majority of members in the group.

## 11.0    CRT – final publication input from WP4

11.1    WP4 distributed two CRT models for consideration. Firstly, the five steps/level/dimension approach and secondly, a framework currently being considered by Wp1 based on a *continuum framework*. The group suggested combining the Wp1 continuum model with the 5 levels model. Tibor

suggested there may be scope to adapt the 'Career Development Cycle' below. **ACTION:** Tibor and Deirdre to reflect on this and circulate a customised version for response by member states.



Source: http://careerinfoservices.com/services.php
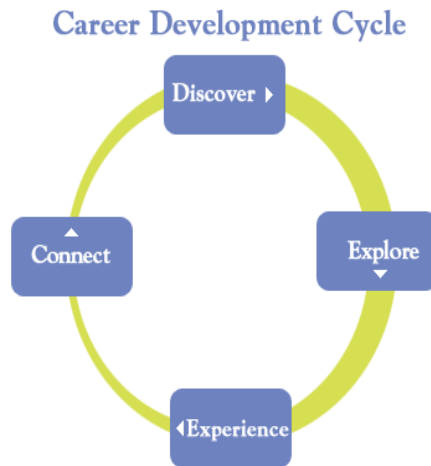
11. 2    Questions were raised about the purpose of this and the extent to which the new quality assurance and evidence framework should form the basis of the CRT content. **ACTION:** Tibor and Deirdre to discuss in more detail with Raimo and Tony.

11.3    It was noted that a decision would need to be taken by WP4 by the end of November when the first draft paper has to be presented on 8/12/11 in Budapest. Members enquired about the date for the final version to be signed off (April 2012). The intention is to send this to the printers for publication in October 2012. The application for the proposed follow on ELGPN project has to be submitted by October/November 2012.

**12.0    Conclusion**

12.1    Tibor formally thanked Jos on behalf of the Member States and Lead Consultant for the kind hospitality and well organised meeting. The group concluded that good progress had been made and the draft framework was workable and adding value to policy reflections and action. The next updated version will be tested out in January with a view to finalising at the Dublin meeting in March 2012.

**13.0    Learning Outcome pilot discussion with the 5 participating countries**

13.1    Dr Istvan Kiss is leading on the planning and co-ordination of this pilot. He facilitated discussion in order to ensure the project can now be implemented. A summary of the main conclusions and action points are outlined below:

- A Gantt is needed. **ACTION:** Istvan to revise and circulate
- The data gathering can start in January 2012  **ACTION:** ALL
- We need clear English version to be translated in 5 languages. Only 2-3 questions need to be cleaned. Languages: HU, EE, PT, German and Slovenian **ACTION:** Istvan to make any final adjustments and send to Deirdre for a final check on the English. **ACTION:** ALL to begin making arrangements for translation
- Note: Instructions for the person(s) implementing the questionnaire must be also translated as well as the letter to the users **ACTION:** ALL

- Client report – all together it contains 10 pages
- 200-300 e-mails must be sent out per country and Institute/ Organisation **ACTION:** ALL
- All types of guidance intervention can be collected but the types must be easier described.