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# European Lifelong Guidance Policies: Summative Report 2007–15

A REPORT ON THE WORK OF THE EUROPEAN  
LIFELONG GUIDANCE POLICY NETWORK 2007–15



EUROPEAN LIFELONG  
GUIDANCE POLICY  
NETWORK

ELGPN

# **European Lifelong Guidance Policies: Summative Report 2007-15**

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Lifelong Guidance Policy Network 2007-15



This is an independent report prepared by the European Lifelong Guidance Policy Network (ELGPN), a Member-State network in receipt of EU financial support under the Erasmus+ Programme. The views expressed are those of ELGPN and do not necessarily reflect the official position of the European Commission or any person acting on behalf of the Commission.

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## Foreword

Our lives as learners are full of opportunities, choices and decisions. Whether navigating the first steps towards a career and the world of work, or pursuing new challenges throughout our adult lives, we hope that we can find personal fulfilment and reward in the paths we take. More than ever, people are confronted with an overload of information as well as transforming work and learning environments, but with access to effective guidance services we can realise the wealth of new experiences, and diverse learning and employment opportunities available to us all.

Guidance services support individuals in the management of their careers throughout their lives, providing crucial information, support and advice. Effective guidance enables job-seekers, students, adult learners and many more to develop competences to make well-informed life decisions on skills, qualifications, opportunities to travel and study abroad, and career development.

Dialogue, co-operation, the sharing of best practices and the development of policies to implement and support guidance is essential. The ELGPN has acted as the vehicle to support this work and assisted EU Member States (and others eligible to EU Erasmus+ Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors.

The report that follows is a testament to the substantial contribution made by the ELGPN during its eight years in operation. The report offers illustrative examples of the influence of the network at national-level, in policy development, in enhanced communication and co-operation between government and service providers and the proliferation of new practices. The report offers an important catalogue of achievements and a basis upon which to discuss how guidance policies should develop in the future.

The Commission wishes to express its gratitude for all that has been achieved by the ELGPN and extend special thanks to those that have committed so much time to the operation of the network. The best acknowledgement of the work of the ELGPN can of course be demonstrated through the enhanced guidance and support received by citizens.

I wish to conclude with my personal thanks to the ELGPN for their valuable work, and extend best wishes of success for the coming years.

Eckert Detlef  
Acting Director  
Analysis, Evaluation, External Relations  
Directorate-General for Employment, Social Affairs  
and Inclusion  
European Commission



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Raimo Vuorinen  
ELGPN Co-ordinator

## Executive summary

The European Lifelong Guidance Policy Network (ELGPN) aims to assist the European Union Member-States (and the neighbouring countries eligible for the Lifelong Learning Programme and the Erasmus+ Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. Its purpose is to promote co-operation and systems development at member-country level in implementing the priorities identified in the EU Resolutions on Lifelong Guidance (2004; 2008). The Network was established by the Member-States; the Commission has supported its activities under the Lifelong Learning Programme 2007-14 and Erasmus+ programme in 2015. As a Member-State-driven network, it also represents an innovative form of the Open Method of Co-ordination within the European Union (EU).

Section 1 of this summative report 2007-15 describes the evolution of the ELGPN since its formal establishment in 2007 and how the Network created active collaboration between relevant governmental and non-governmental bodies across ELGPN mem-

ber-countries and other relevant networks, as well as with the relevant units of DG EAC and DG EMPL, in support of the development and implementation of European lifelong guidance systems and policies and of related economic, social and political goals.

Section 2 reports on Network activities and the progress of policy adaptation and implementation processes of the member-countries at national, regional and local levels and how this was supported by four Work Packages (WPs) in 2009-12 and Policy Review Clusters (PRCs) in 2013-14.

The goal of the 2015 Work Programme was to bring together the existing ELGPN products into a coherent toolbox, using the *European Guidelines for Lifelong Guidance Systems and Policy Development* as an instrument for this purpose, with strong cross-referencing between the products. Section 3 provides a brief overview of all the ELGPN tools which are available on the Network website at <http://elgpn.eu/publications>.

The perceived added value and the impact of the ELGPN activities are presented in Section 4 in relation to the ELGPN Continuous Improvement Cycle,

which was developed in the course of the PRC meetings. The country responses demonstrate impressive progress in the development of more effective lifelong guidance provision for citizens in the member-countries. More than half of the ELGPN member-countries report that the Work Programmes 2008-14 have had *significant* influence on national policies on lifelong guidance, and 15 countries list examples of *some* impact. ELGPN's impact is evident on improved communication and co-operation processes between different ministries and other policy-making organisations. The establishment of a national lifelong guidance forum or other representative structure in almost all member-countries is also a concrete example of the Network's influence. Another important achievement has been the improved co-operation between member-countries and the European Commission. ELGPN has demonstrated how guidance can help countries to use European tools to support the achievement of EU public policy goals in education, training, youth, employment, and social inclusion.

Section 5 analyses the how lifelong guidance can contribute to EU 2020 policies. Since 2004, two Council Resolutions on lifelong guidance have indicated directions for the better integration of lifelong guidance into lifelong learning strategies. However, a need has emerged for a more broad-ranging policy

and systems reference tool for career guidance at EU level that covers transversal issues (career guidance issues in common to education, training and employment) and sector-specific issues, and that encompasses a broader range of policy areas than those prioritised in the two Resolutions.

Section 6 reports on the ELGPN evaluation strategy and on the main evaluation results at two levels: organisational process and meeting outcomes evaluation; and mutual learning and impact evaluation. Overall, the ELGPN members appear satisfied with the organisational and co-ordination aspects of the ELGPN and see their participation in the Network and its activities as being very worthwhile.

Section 7 offers a vision for the future systematic European co-operation in lifelong guidance practice and policy development. To avoid fragmentation and to maintain and strengthen the political momentum of LLG policy development, it is necessary to further enhance synergies among and between the different guidance actors and stakeholders at national, regional and local levels. ELGPN member-countries also stress the importance of continuing structured European co-operation between the EU Member-States, the Commission and the European authorities responsible for educational, employment and social policies, such as the Education and Employment Committees and the PES Network.



## 1. Evolution of the ELGPN\*

The European Lifelong Guidance Policy Network (ELGPN) was established in 2007, with the aim of assisting its member-countries (which include not only EU Member-States but also candidate countries and European Economic Area countries) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors.

An inaugural meeting to establish the Network took place on 7-8 May 2007 in Helsinki. Delegations from the Member-States were invited to clarify their expectations and intentions regarding the Network. A total of 23 countries attended this meeting, together with representatives from the Commission, EAIE (former FEDORA), the International Association for Educational and Vocational Guidance (IAEVG), the International Centre for Career Development and Public Policy (ICCDPP) and the European Social Partners. The participating countries agreed to the establishment of a European Lifelong Guidance Policy Network (ELGPN) and to participate in the Network as members or observers, subject to written confirmation. The European and international bodies present expressed their willingness

to continue their support for and involvement in the process. Later both the European Centre for the Development of Vocational Training (Cedefop) and the European Training Foundation (ETF) indicated their willingness to co-operate with the new Network. The ELGPN was finally established by a contract between the Network Co-ordinator and the Commission's DG EAC in December 2007. The role and aims of the Network were endorsed in the second EU Council Resolution passed in 2008.

Membership of the Network has been open to each of the countries eligible for assistance under the Lifelong Learning Programme 2007-14 and Erasmus+ Programme in 2015. The participating countries have designated their representatives in the Network. Where national co-ordination bodies or mechanisms exist<sup>1</sup>, these have provided a suitable basis for the composition of national delegations and for sup-

\* This section has been prepared by Dr Raimo Vuorinen, Co-ordinator of ELGPN.

<sup>1</sup> By the end of 2014 a National Guidance Fora or other national co-ordination mechanisms have been established in most member-countries. These structures enable a broad range of stakeholders to develop consensus on strategic objectives, to co-operate on strategic tasks, and to monitor and support policy development.

portive communication and consultation processes. The compositions of the team, and the nature of supportive communication and consultation processes, have been for the member-country to decide. The designated members have represented a lifelong learning perspective (covering education, training and employment for both young people and adults) and have been linked to relevant policy-making processes within the country concerned. They have also had the capacity both to contribute to the activities of the Network and to involve the relevant stakeholders in the education, training and employment sectors, including the Social Partners and guidance practitioners. In 2015 the ELGPN has consisted of 30 member-countries (AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, RS, SE, SI and SK), with one additional observer country (CH). The composition of the national delegations in 2015 is outlined in Annex 1.

Through appropriate liaison arrangements, the Network has ensured regular contact with other rel-

evant bodies and networks at European and international levels: with IAEVG, the European Forum for Student Guidance, EAIE, Cedefop, ETF, ICCDPP, the Public Employment Services (PES) Network, Euroguidance, the European Trade Union Confederation (ETUC) and the European Youth Forum.

During its five phases (2007-15), the ELGPN has been co-ordinated by a team from Finland. The Finnish Ministry of Education and Culture and the Finnish Ministry of Employment and the Economy assigned the co-ordination task to the Finnish Institute for Educational Research at the University of Jyväskylä. This unit has convened the Network and supported the implementation of its initiatives. The ELGPN members have appointed a Steering Group in accordance with EU Presidency arrangements to ensure effective management of the Network and to support the Co-ordinator in defining the priorities and budget allocation within the Work Programmes. ELGPN liaises closely with the European Commission and has also utilised the support of a number of contracted consultants.



## 2. Network activities\*

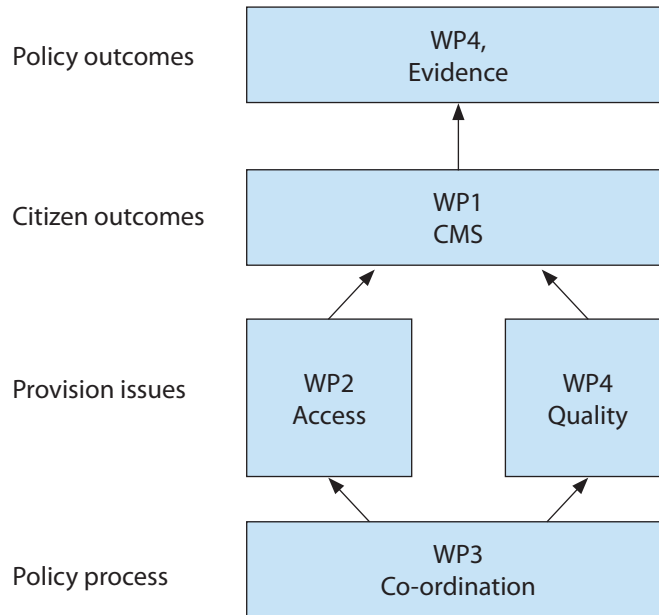
The Network has promoted lifelong guidance, particularly through the Open Method of Co-ordination. Member-States are responsible for their own lifelong guidance policies and systems. The Network members jointly identified and defined the objectives to be achieved, with the Council Resolutions of 2004 and 2008 as a basis. They used jointly agreed tools to support and measure progress in lifelong guidance policy and systems development. The members stimulated innovation and convergence through peer learning and exchange of best practices.

The Network has developed on a step-by-step approach. The long-term goal has been to promote co-operation in the development of policies and systems for lifelong guidance provision at national and regional level through European co-operation. This includes policy sharing, promotion and support for development of the broader EU policy framework for lifelong guidance.

The main aim during the initial phase (2008) was to establish the network infrastructure and through peer learning activities to identify in more detail the areas of guidance where national developments could be enhanced through the ELGPN.

The mandate of the ELGPN was formally endorsed in the 2008 EU Council Resolution on better integrating lifelong guidance into lifelong learning strategies, which invited the Member States and the Commission, within their respective competences, to strengthen European co-operation on lifelong guidance, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with Cedefop. In 2008, the ELGPN consisted of 26 member-countries, with 3 additional countries as observers (Belgium, Bulgaria, and Ireland). During the 2009-10 Work Programme, the focus shifted to implementing the thematic activities around the four themes identified in the 2008 Resolution, linked to a range of different working methods: four Plenary Meetings, peer learning activities within field visits, task groups (6-8 members),

\* This section has been prepared by Dr Raimo Vuorinen, Co-ordinator of ELGPN.



**Figure 1:** Model indicating the relationship between the Work Packages

commissioned technical work, and technical work funded from other sources.

During the initial phase (2008), the ELGPN focused mainly on establishing its structures and processes. The second phase (2009-10) was built around the four thematic activities identified in the 2004 and 2008 Resolutions: career management skills; access, including accreditation of prior experiential learning (APEL); co-operation and co-ordination mechanisms in guidance policy and systems development; and quality assurance and evidence base for policy and systems development.

The relationship between these four themes is outlined in Figure 1. In brief, WP3 (co-operation and co-ordination mechanisms) addressed the policy process; WP2 (access) and WP4 (quality) examined two key cross-sectoral policy issues; WP1 (career management skills) addressed the sought citizen outcomes; and the other part of WP4 (impact measures) addressed the sought policy outcomes.

These four thematic activities were implemented through a consistent process including desk studies, structured field visits and subsequent Reflection

Notes. The 2009-10 Progress Report<sup>2</sup> outlined the key outcomes of the Network's thematic activities and linked the Network to the policy drivers influencing it. The report also indicated implications for future ELGPN work.

The 2011-12 Work Programme was designed to build on the experience and development of the first two phases and to improve the internal efficiency of the Network. This period coincided with the economic downturn, leading to a significant increase in both unemployment and under-employment across most ELGPN member-countries. The awareness of the need for improved anticipation and matching of labour market skills appeared in the EU policy documents proposed by the Commission and adopted by the Council, both on education and on employment. This provided a challenge to lifelong guidance services, but also potentially enhanced the significance of the policy contributions they could make.

While maintaining a transversal overview of life-

<sup>2</sup> ELGPN (2010). Lifelong Guidance Policies: Work in Progress. A Report on the Work of the European Lifelong Guidance Policy Network 2008-10. <http://elgpn.eu>.

long guidance policy development, ELGPN examined how guidance as an integral cross-cutting element could contribute to EU policy development in six key areas in particular: schools, VET, higher education, adult education, employment and social inclusion. The aim was to deepen the interfaces with these policy areas and to shift the ELGPN activities from conceptual work to policy development and implementation, with more structured co-operation across the themes.

The ELGPN 2011-12 Work Programme further included a Task Group, with two sub-groups performing distinct tasks. Sub-group A focused on European education & training and employment policy analysis from a lifelong guidance perspective, while sub-group B worked on developing concrete tools for policy-makers; with support from two contracted consultants. The two sub-groups also focused on the ELGPN's communication strategy and governance, and the transversal elements of the Work Programme. The 2011-12 Work Programme also took into account both the EU2020 and ET2020 priorities and the strategic tools supporting the implementation of these priorities. The focus was on developing resources for policy-makers, *Lifelong Guidance Policy Development: A European Resource Kit*, in particular.

The primary aim of the ELGPN 2013-14 Work Programme was to assist member countries to adapt and implement the policy tools such as the Resource Kit at national, regional and local levels and provide opportunities for discussion and reflection on on-going and planned national developments during Policy Review Cluster Meetings. During the 2013-14 Work Programme, many member-countries translated the ELGPN 2011-12 publications to their national languages, with the Resource Kit being the most translated product (currently available in 18 languages). The translated publications have been published online and/or in print, according to the decisions made by the country teams.

The evidence base for lifelong guidance was further strengthened through the development of the *ELGPN Tool No. 3: The Evidence Base on Lifelong Guidance*.

The Guide builds on earlier work by the Network, including the Quality Assurance and Evidence (QAE) Framework which provides an approach for policy-makers to address quality assurance and evidence-based policy and system development. The Guide synthesises the existing evidence on the impact of lifelong guidance, drawing from Network members and also from non-European countries, and suggests how policy-makers might want to make use of this evidence and contribute to its development.

During 2013-14 the Network also produced *Concept Notes, Policy Briefings and Internal Working Papers* on relevant EU policy developments from a lifelong guidance perspective, to support national and European consultations on these topics. The Concept Notes examined the relationship of lifelong guidance to the Youth Guarantee Initiative, to early school-leaving, and to different forms of work-based learning. The Internal Working Papers examined the role of career education in teacher training, funding mechanisms for lifelong guidance services, and the PISA 2012 results related to career development.

The Policy Briefings were designed for internal use within ELGPN, examining lifelong guidance as a cross-cutting approach<sup>3</sup>, touching upon general principles applicable to all policy fields, as well as being a specific element of sectoral fields and special horizontal policies (notably, youth and active ageing policies). These Policy Briefings have played an important role in linking lifelong guidance in general, and Network developments in particular, to policy-making and policy developments at EU level. The Network has thus acted as a 'supra-national-level discussion ground' for its members.

The 13<sup>th</sup> ELGPN Plenary Meeting (Vilnius, 12-13 December 2013) agreed to develop *Guidelines for Policies and Systems Development for Lifelong Guidance*, covering schools, VET, higher education, adult educa-

<sup>3</sup> Cross-cutting approaches have also been used by the Europe 2020 Strategy. Sometimes the alternative term 'horizontal policy design' has been used. Both terms emphasise a holistic approach to government, which is being strongly promoted within the EU in relation to human development and social inclusion policies.



tion, employment, social inclusion, youth, and active ageing, and incorporating possible indicators. The work undertaken in 2014 included developing the technical basis for such a framework, and an appropriate ELGPN process for its development using the 'Open Method of Co-ordination' (OMC) model. After consultation among the Network members and relevant stakeholders in member-countries, the aim was set to endorse and disseminate the Guidelines in 2015.

The ELGPN 2015 Work Programme continued the process of supporting ELGPN members in their national lifelong guidance activities, policies, strategies and services, related to needs and demands on educational, economic, employment and social inclusion issues. The Work Programme was designed as a transition programme with an aim to:

- Finalise the outcomes of the 2007-14 Work Programmes and link them more closely to current and future European priorities and initiatives.
- Position lifelong guidance in the new European policy agenda and pave the way for new forms

of structured European co-operation in relation to lifelong guidance policy and systems development.

A key design principle for the 2015 Work Programme was to bring together the existing ELGPN products into a coherent toolbox, using the *Guidelines for Policies and Systems Development for Lifelong Guidance* as an instrument for this purpose, with strong cross-references between the products. In doing so, the Network examined the implications of the evidence collected on the impact of the existing ELGPN products.

As part of the 2015 Work Programme the Network also drafted a Vision Statement for lifelong guidance in the new European policy agenda, including a proposal for future structured European co-operation in lifelong guidance systems and policy development. This statement built upon the 2008 *EU Council Resolution on Better Integration of Lifelong Guidance into Lifelong Learning*, and on evolving EU policies in relation to lifelong guidance, as well as on the ELGPN Policy Improvement Cycle developed during 2008-14.



## 3. ELGPN outputs (2007-2015): Tools, Concept Notes, and Policy Briefings\*

The European Lifelong Guidance Policy Network (ELGPN) has developed a comprehensive range of EU reference tools and publications for European lifelong guidance policy and systems developments at EU and national levels through systematic policy sharing and learning. The utilisation of this toolbox by the Member States will support all engaged partners of the European Semester to have an even stronger and cross-cutting impact on different and related policy areas: education, training, employment, youth and social policies.

The ELGPN member-countries have translated many of these Tools and Concept Notes into their national languages. The most translated publication is the ELGPN Resource Kit which is available in 18 languages. The ELGPN Tools, Concept Notes, and Policy Briefings and the translations to 24 languages can be found on the Network website <http://elgpn>.

eu/publications. Please see Annex 4 for a table showing the availability of ELGPN publications in different languages.

### 3.1 ELGPN Tools

ELGPN Tools are designed to help policy-makers and other stakeholders at EU and national levels to:

- Enhance the efficiency and comprehensiveness of EU and national policies for education, training, employment, youth and social inclusion, and their interactions, by providing policy-makers and developers with expert knowledge and inspiration
- Review existing national and regional lifelong guidance provision with a view to their improvement, and
- Identify policy issues requiring attention and gaps that need to be addressed at EU, national

\* This section has been prepared by Dr Raimo Vuorinen, Co-ordinator of ELGPN, Ms Marjo Halmiala and Ms Outi Ruusuvirta, ELGPN Co-ordination Unit

and regional levels, drawing on the knowledge and learning experiences of other European countries.

*The Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission* (ELGPN Tools No. 6, 2015) provides a comprehensive framework that links together the ELGPN tools and products listed below. The *Guidelines* cover transversal (common to all sectors) issues e.g. funding, ICT, and sector (specific to a sector) issues e.g. schools, unemployed, disadvantaged groups. Each guideline explains its importance and gives suggestions for improving policies. The *Guidelines* have been developed by the European Lifelong Guidance Policy Network in 2013-15. They are informed by its experience supplemented by international best practice.

- The ultimate goal of the *Guidelines* is to help improve the quality and efficacy of the career learning experience of all EU citizens. They contribute to improving the consistency of such experience across the education, training, and employment sectors and to strengthening the professionalism of services, tools and products.
- They are an easy reference guide for national and EU policy-makers to identify dimensions of policy to be taken into account when deciding on lifelong guidance services and products in a variety of settings across the education and employment sectors.
- The *Guidelines* act as a source of common reference points, knowledge, expertise and assistance for Member State, regional, and local authority self-review, self-improvement, for peer review and other external review (e.g. OECD, CEDEFOP, ETF, EHEA Ministerial Conference), and for EU neighbouring countries.
- They support dialogue/exchange and mutual policy learning, and provide inspiration at national, EU and international levels. They are intended to add value to a country's policies and systems while recognising that countries

differ according to the stages of policies and systems development.

- They enable Member States to respond coherently to common challenges in education, youth, training, employment and social inclusion policies such as those identified in ET 2020, by facilitating the exchange of learning and experiences and provide a framework for further action on lifelong guidance policy at EU level.
- They permit the European institutions to strengthen co-operation and co-ordination of policies between the Member States and with neighbouring countries.

The *Guidelines* are addressed to policy-makers in the education, training, employment and social inclusion fields, to social partners, to lifelong guidance providers, and to EU citizens themselves. EU political endorsement of the *Guidelines* will be sought in the next phase of EU co-operation in lifelong guidance.

*ELGPN Tools No. 1: A European Resource Kit.* The European Resource Kit was developed during the ELGPN Work Programme 2011-12 to help policy-makers and other stakeholders to review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from practices in other European countries. Its specific focus was the four priorities for action identified in the Council Resolution 2008: CMS, Access, Cooperation and Coordination, and Quality Assurance and Evidence. These priorities were examined from a sector perspective. The Resource Kit provides suggestions for policy improvement. It can be used for policy review and peer learning processes both within and between countries.

*ELGPN Tools No. 2: LLG Glossary.* The ELGPN Glossary was developed during the 2011-12 Work Programme to provide a common set of definitions for lifelong guidance (LLG) policy development and related guidance terminology. It provides a set of definitions that have been agreed by members of the ELGPN to support the use of *ELGPN Lifelong Guidance Policy Development: a European Resource Kit*.

A critical issue for the Glossary was to define a set of terms, many of which are used in the Resource Kit, in a lifelong guidance context and thus facilitate dialogue on LLG policy development across the EU. As far as possible the Glossary uses existing EU definitions, but these have been supplemented and extended where necessary to provide definitions that are relevant in a contemporary guidance context. However, certain terms, which have been defined in EU resolutions and directives, have not been changed.

*ELGPN Tools No. 3: The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice.* The purpose of the Evidence Guide developed during the 2013-14 Work Programme is to present the existing international research base on the impact of lifelong guidance, including its educational outcomes, economic and employment outcomes. It builds on existing work by the European Lifelong Guidance Policy Network (ELGPN), including the Quality Assurance and Evidence (QAE) Framework (2009-10) which provides an approach for policy-makers to address quality assurance and evidence-based policy and system development. The Evidence Guide synthesises the existing evidence on the impact of lifelong guidance and suggests how policy-makers might want to make use of this evidence and contribute to its development. The guide draws together what is already known and aims to present it in a way that is accessible to policy-makers. In order to do this, the main messages are summarised and illustrated with key examples drawn from the literature.

*ELGPN Tools No. 4: Designing and Implementing Policies Related to Career Management Skills (CMS).* This ELGPN tool published in 2015 is addressed to policy-makers who wish to further develop a comprehensive national guidance policy with the focus on the acquisition of CMS. It proposes 11 questions to be considered by policy-makers and provides elements of answers to those questions based on the combined knowledge and experience of ELGPN members and other international sources. The CMS Tool is intended to support policy-makers in consid-

ering each of these important questions by sharing insights, good practice and conclusions across the ELGPN member-countries.

*ELGPN Tools No. 5: Strengthening the Quality Assurance and Evidence Base for Lifelong Guidance.* The aim of this tool published in 2015 is to stimulate stakeholder discussion and action for the continuous improvement of lifelong guidance policies and practices, focusing on strengthening quality assurance and evidence-based policy systems development. Five key quality elements, criteria, indicators and examples of possible data emerged in 2008-12 from extensive ELGPN reviews of national, EU and international quality assurance and evidence-base frameworks, including global professional standards. These key quality elements include:

- Practitioner Competence
- Citizen/User Involvement
- Service Provision and Improvement
- Cost benefits to Governments
- Cost benefits Individuals.

By drawing upon these, it is possible to identify common language, to examine opportunities and challenges with a collective ambition for continuous improvement, in line with regional, national and European targets on education, employment, poverty and social exclusion.

### 3.2 ELGPN Concept Notes

ELGPN Concept Notes explore and debate emerging EU and national issues from a career guidance perspective. They are intended to inform and inspire policy-makers and developers at EU and national levels, demonstrating how lifelong guidance provision contributes to the successful implementation of pertinent policy measures. The Concept Notes are as follows:

- ELGPN Concept Note No. 1 - *Flexicurity: Implications for Lifelong Career Guidance*

- ELGPN Concept Note No. 2 - *Youth Unemployment: A Crisis in Our Midst - The Role of Lifelong Guidance Policies in Addressing Labour Market Supply and Demand*
- ELGPN Concept Note No. 3 - *Career Management Skills: Factors in Implementing Policy Successfully*
- ELGPN Concept Note No. 4 - *The Youth Guarantee and Lifelong Guidance*
- ELGPN Concept Note No. 5 - *Work-based Learning and Lifelong Guidance Policies*
- ELGPN Concept Note No. 6 - *Early School Leaving and Lifelong Guidance*
- ELGPN Concept Note No. 7 - *Career Guidance in Initial and Continuous Teacher Training*
- NVL/ELGPN Concept Note: *A Nordic Perspective on Career Competences and Guidance*
- ELGPN Research Paper No. 1 - *An Analysis of the Career Development Items in PISA 2012 and of their Relationship to the Characteristics of Countries, Schools, Students and Families*

### 3.3 ELGPN Policy Briefings

ELGPN Policy Briefings focus on relevant EU policy developments in education, training, employment, youth and social inclusion from a lifelong guidance perspective. They are intended to inform national and EU stakeholders.

### 3.4 ELGPN website

The ELGPN website ([www.elgpn.eu](http://www.elgpn.eu)), which was completely rebuilt in the autumn 2013, has acted as an effective communication channel to inform ELGPN collaborators, the wider guidance community and other interested parties about the Network and its activities and publications. The ELGPN website was visited over 31 000 times from 145 countries between 1 January 2013 and 30 September 2015 (see figure 2). The total number of unique visitors was

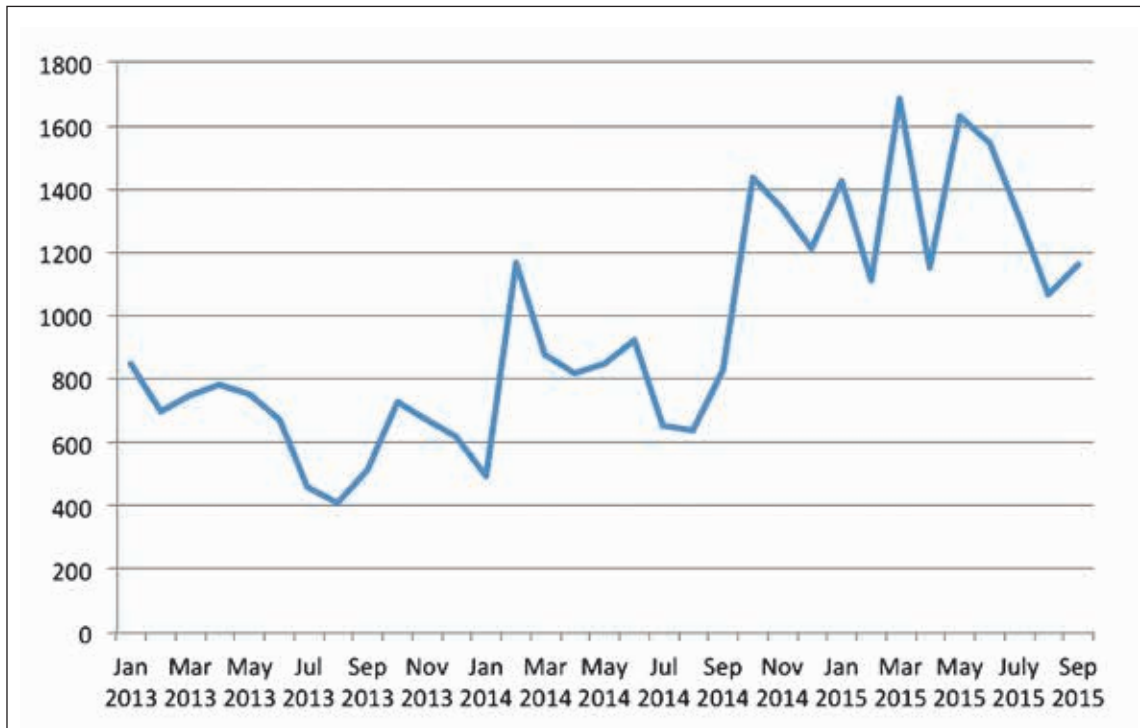
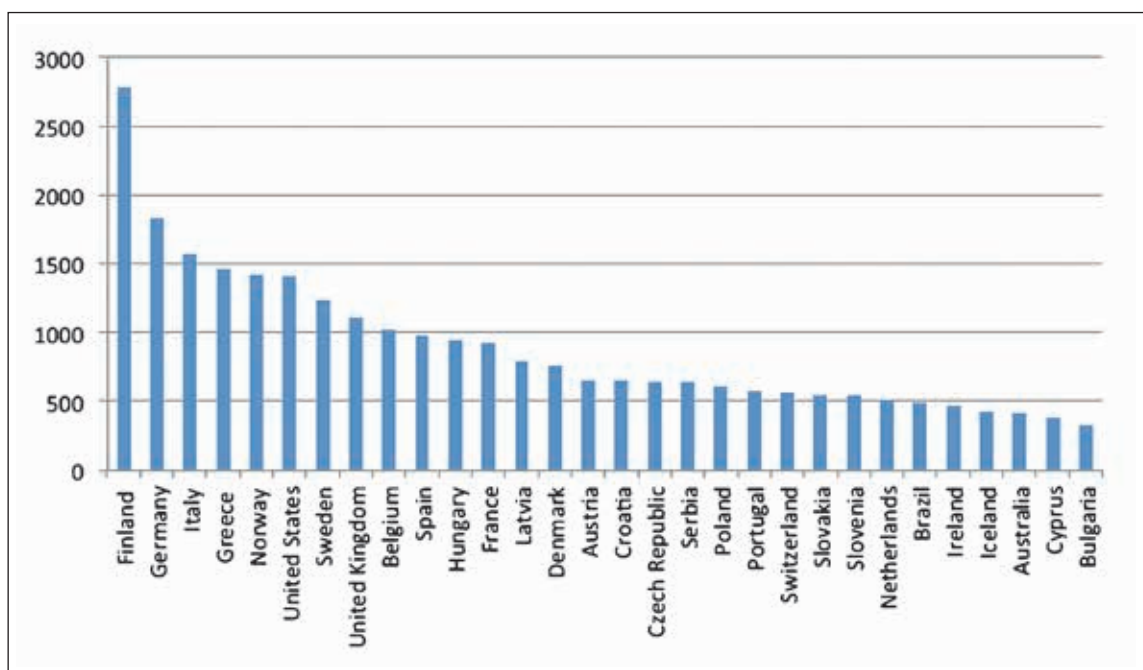


Figure 2: Visits to the ELGPN website, 1.1.2013-30.9.2015

4 861 in 2013, 6845 in 2014 and 8803 in 2015 (by the end of September 2015).

A large majority of website visitors came from the ELGPN member-countries (see Figure 3), but a sig-

nificant number of visits also originated from non-member-countries. For example, the ELGPN website was visited over 2 300 times from United States, Australia, and Brazil (see figure 3).



**Figure 3:** The number of visits to the ELGPN website from the first 30 most active countries, 1.1.2013-30.9.2015<sup>4</sup>

From the beginning of 2013 until the end of September 2015, the number of visits to the ELGPN website also increased from the ELGPN member-countries (see figure 4). The number of visits clearly rose in the second half of the 2013–2014 Work Programme in all member-countries with few exceptions (e.g. France,

Lithuania, Poland, and Turkey). In some countries the total number of visits to ELGPN website doubled (e.g. Bulgaria, Czech Republic, Iceland, and Switzerland) or almost tripled (e.g. Croatia, Norway, and Slovakia) in 2014.

<sup>4</sup> It should be noted that the number of visits from Finland includes visits from the ELGPN Co-ordination Unit.

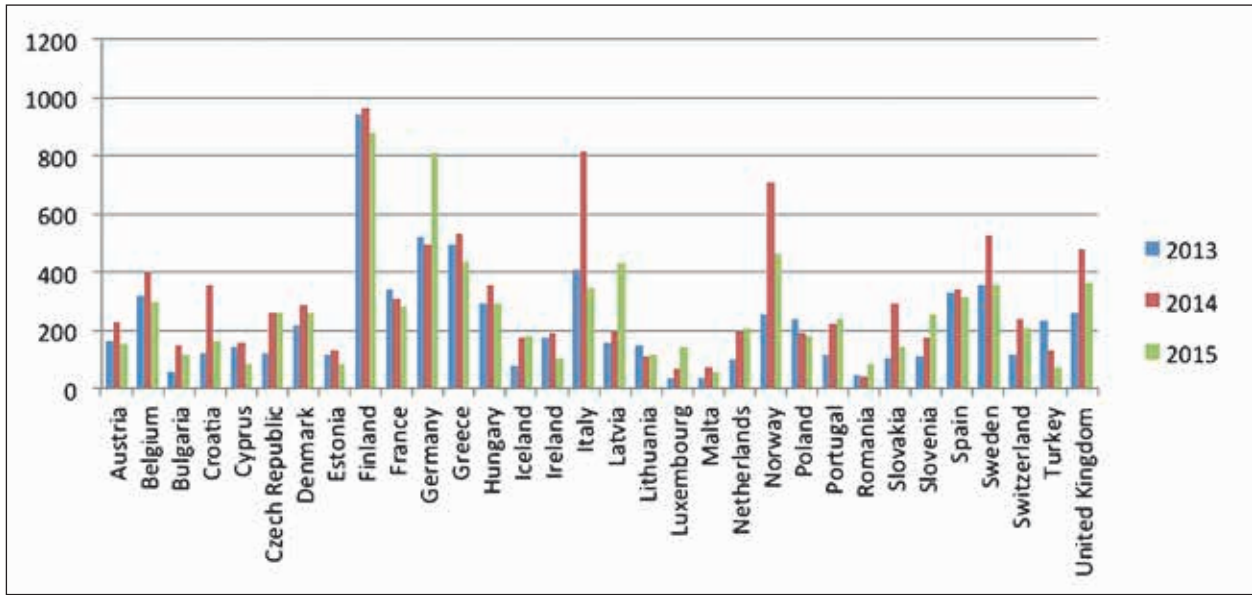


Figure 4: The number of visits to the ELGPN website from member countries by year, 1.1.2013-30.9.2015

### 3.5 ELGPN LinkedIn group, Newsletter and mailing list

The ELGPN LinkedIn group<sup>5</sup> has acted as an important communication channel to engage and inform the wider professional community about the Network and latest developments in lifelong guidance policy. In October 2015, the ELGPN LinkedIn group had approximately 900 members, a large majority of whom are not formally members of any ELGPN national delegation.

The ELGPN Newsletter containing periodic updates has been published 2-4 times a year. It has provided information to Network members and other interested parties about national developments and events as well as reports related to the ELGPN Work Programmes. In addition to email and mailing list distribution, the Newsletter is also made available on the ELGPN website.

The ELGPN open access mailing list was launched in January 2013, and as of September 2015 it has 190 subscribers. A majority of these subscribers are not

formally engaged in ELGPN activities. Materials disseminated through the mailing list have included the ELGPN Newsletter and alerts about relevant developments in the guidance policy.

### 3.6 ELGPN contribution to international, national, cluster and cross-border events

The ELGPN national delegations, consultants and the Co-ordination Unit have contributed to a large number of international, national, cluster and cross-border events. They have reported and discussed the development, adaptation and dissemination of ELGPN outputs in various national and international events. The ELGPN Steering Group members and consultants have also represented the ELGPN in Commission Working Groups, workshops, seminars and EU Presidency events.

The ELGPN Co-ordinator has been a member of the Commission Working Group on Quality on Adult learning (2012-14) and ET 2020 Technical Working Group on Adult Learning (2014-15). He has also provided inputs to the ET 2020 Working Groups on

<sup>5</sup> <http://www.linkedin.com/groups/European-Lifelong-Guidance-Policy-Network-2304578>

Early School Leaving and VET, PES Network meetings and PES to PES dialogue meetings and Cedefop Peer Learning Activities. The Co-ordinator has discussed potential use of ELGPN outputs in 19 EU-funded project meetings, in 28 invited lectures in career practitioner training programmes, in 10 presentations to cross-border or ELGPN cluster events and in 86 national-level lifelong guidance policy events in 24

ELGPN member-countries and in six non-member-countries. The ELGPN Co-ordinator has also been invited to present ELGPN outputs in 37 international conferences including the International Symposia on Career Development and Public Policies and annual conferences of international associations such as IAEVG, NCDA, CDAA and APCDA.







## 4. Perceived added value and impact of ELGPN in member-countries 2008-2015\*

### 4.1 Evaluation framework

While maintaining a transversal overview of lifelong guidance policy development, ELGPN has examined how guidance as an integral cross-cutting element can contribute to EU policy development in six key policy fields in particular: schools, VET, higher education, adult education, employment and social inclusion. The aim has been to deepen the interfaces with these policy areas and to shift the ELGPN activities from conceptual work to policy implementation, with more structured co-operation across the themes. In the course of the implementation of the 2008-14 Work Programmes, an ELGPN Continuous Improvement Cycle was developed (see Figure 5).

Much of Stage 1 of this Cycle was completed during the 2011-12 Work Programme, though some elements have been added subsequently, notably the

*Guidelines* published in 2015. The main focus of the 2013-14 Work Programme was Stages 2-6 in relation to the Resource Kit in particular. The work on finalising the ELGPN 2008-14 outcomes in the ELGPN toolbox and linking them more closely to current and future European priorities and initiatives has been the main focus of the 2015 Work Programme.

### 4.2 Evaluation structure

The ELGPN Impact Evaluations conducted in spring 2014 and in spring 2015 are integrated into the above-mentioned ELGPN Continuous Improvement Cycle. At national level the evaluation has focused on the ELGPN influence and success factors for impact on national policies in related policy fields which have an interface with lifelong guidance (e.g. lifelong learning, employment, social inclusion). A second focus has been on the communication and co-operation processes between different ministries and other

\* This section has been prepared by Dr Raimo Vuorinen, Co-ordinator of ELGPN, and Ms Outi Ruusuvirta, ELGPN Co-ordination Unit.

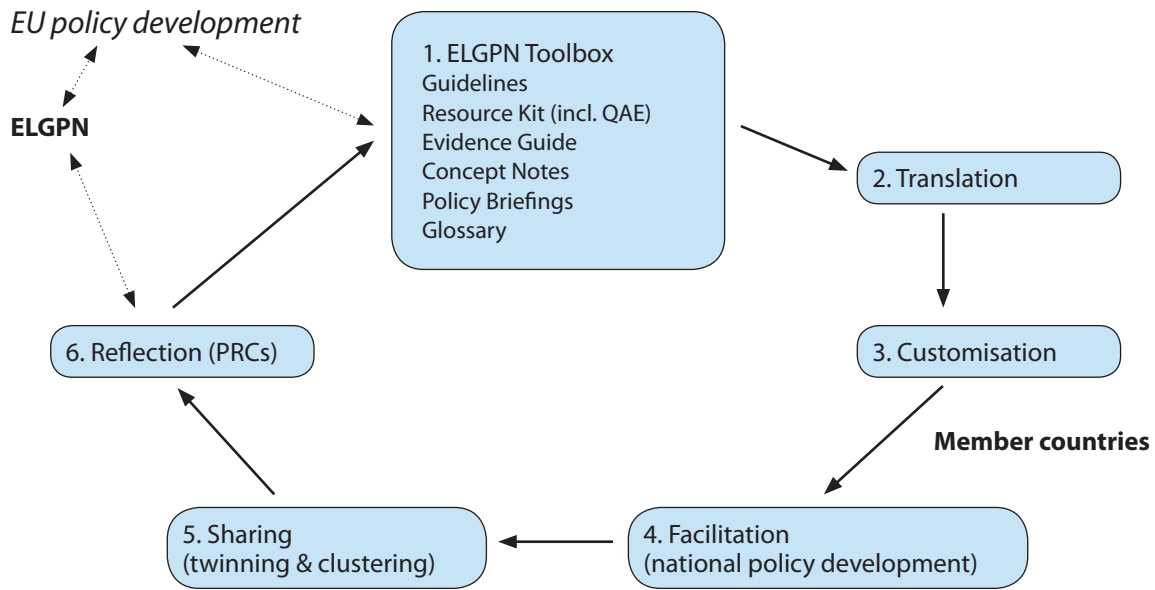


Figure 5: ELGPN Continuous Improvement Cycle

Impact

policy-making organisations, and between guidance service providers responsible for implementation of guidance policies. Third, the evaluation has sought to identify influences on the establishment of new lifelong guidance practices or on changes of existing practices at service level. The ELGPN member-countries have also been requested to provide information on whether they have sought to influence EU-level lifelong guidance policy development and on their views on how future challenges in European lifelong guidance policy development could be met through structured European co-operation. The examples highlighted in the boxes below are quotes from country responses to the ELGPN Impact Evaluations 2014 and 2015.

### 4.3 Impact on national policies

More than half of the ELGPN member-countries (AT, CY, CZ, DE, EE, EL, ES, FR, HR, HU, IS, IT, NO, PL, PT, RO, SK) report that the Work Programmes 2008-15 have had a *significant* influence on national

policies on lifelong guidance, and 15 countries list examples of *some* impact.

The members provided a number of concrete examples where the Network has acted as a catalyst for national policy development, or where ELGPN products have been used in the national context. The role of lifelong guidance in legislation has been revisited in nine member-countries (BG, HR, DK, FR, HU, IS, LV, LT, SI). A national strategy for lifelong guidance has been launched or is in progress in seven countries (AT, EE, FI, IS, LU, NO, UK); and lifelong guidance has been integrated into other sector strategies in eleven further countries (CY, CZ, DE, HR, IE, LT, LV, PL, PT, RO, SE). In IT and SE, national guidelines for guidance systems and policy development have been prepared. National evaluations of guidance services have been carried out in four countries (EE, IT, NL, UK). The impact on related policy fields which have an interface with lifelong guidance is reported mainly in relation to policies on lifelong learning, schools, VET, employment and youth.

### Examples of ELGPN impact on national policies reported by member-countries

In Croatia career guidance activities are defined and incorporated in most important legal acts in the field of education, employment and social inclusion system. Concept of lifelong career guidance is included as one of the important elements in various legal acts such as Act on professional rehabilitation and employment of persons with disabilities, The elementary and secondary school act, The National curriculum framework, The Adult education act as well as number of other policies and strategies relevant in the field of employment, education and social inclusion system.

Denmark launched a new law (June 2014) in Guidance with focus on transition from compulsory school to youth education, and with special focus on transition from compulsory school to VET.

In Estonia the development of national curricula in basic education and upper-secondary level (2010) has been developed taking into account the lifelong learning and career planning principles, which are coherent with the ELGPN guidelines. Therefore one of the eight cross-curricula themes is LLL and career planning. In addition, elective (optional for students) course of career planning was introduced and learning outcomes defined.

In Latvia the ELGPN Work Programmes have impacted on several laws and regulations. For example, the Law on Education (1998) which originally foresaw vocational orientation has been amended in August 2013 to define career guidance in the Latvian context and to determine learners' rights and the responsibilities of stake-

holders at school and local government level. The amendments set a clear framework for provision of career guidance in education by defining key concepts of carrier guidance, as well as establishing municipal responsibility of providing career education for children and young people.

In Malta one of the major policy development has been the Ministerial decision authorising the teaching of CMS in State Schools to all Secondary School Students through the inclusion of career education within the subject Personal and Social Development (PSD) now renamed Personal, Social and Career Development (PSCD). This started in September 2014.

In Poland the Regulation of the Minister of National Education of 30<sup>th</sup> April 2013 on the principles of providing and organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Journal of Laws of 2013, pos. 532) states that activities related to the choice of education and profession, and planning education and career must be organised in above schools to assist students or learners in educational and professional decision-making with the of active work methods. Classes are run by teachers, and specialists, including counsellors. All of these individuals may therefore conduct educational and vocational counselling activities obligatory in secondary schools.

### 4.4 Communication and co-operation between different ministries

Most European countries face the challenge of fragmentation and sector interests in the lifelong guidance practice and policy development. Most ELGPN member-countries report that the ELGPN 2008-15 Work Programmes have had either significant impact (AT, CY, EE, FI, HR, IT, LV, MT, NO, PL, PT, RO, SK)

or some impact (BG, CZ, DE, DK, ES, FR, HU, IE, IS, LT, NL, SE, SI, TR, UK) on the communication and co-operation processes between different ministries and other policy-making organisations (e.g. social partners and non-governmental organisations).

In most countries the establishment of a national lifelong guidance forum or other representative structure is a concrete example of the influence of the Network's activities. A national forum brings together all relevant partners in the field of education, training, employment, youth and social inclusion, including relevant ministries, agencies and experts. Participation in the Network and communication with national stakeholders have led to continuous processes of exchange of information on guidance-related initiatives and have resulted in developing measures which make co-operation between ministries more efficient. An example of intensified co-operation is the establishment of a National Unit for Lifelong Guidance in Norway in 2011. Countries which already had relatively sustainable career services prior to the establishment of the ELGPN tend to report less impact both on co-operation and on policy development.

#### **Examples of ELGPN impact on communication and co-operation between different ministries reported by member-countries**

The co-operation and contributions of Austrian ELGPN delegates and their communication, dissemination and co-operation in their respective fields in Austria have had significant influence on developments in Austria. All ELGPN work has been discussed, reflected on and respected in relevant policy processes, as in developing governmental policy programmes (2008-2013, 2013-2018), National Strategies (LLL:2020), ESF Programme Planning Documents (2013 – 2020), and others, in several policy areas and chapters.

In Croatia the ELGPN Work Programme brings together co-operation between the Croatian Employment Service and Euroguidance Centre Croatia, which is hosted by the Agency for Mobility and EU programmes. An analysis of existing guidance provision in the field of employment, education and social inclusion was produced in 2012. For the purpose of establishment of a database on career guidance counsellors in Croatia, an analysis of the existing LLCG provision was commissioned jointly by Croatian Employment Services and Euroguidance Centre Croatia. Currently a research on career guidance counsellor competences is in progress as a part of co-operation between Croatian Employment Services and Euroguidance. The Forum for Lifelong Career Guidance was established in March 2014. It consists of members from relevant ministries, educational agencies, Croatian Employment Service and social partners. The goal is to achieve co-ordination between different stakeholders in the career guidance system and improve policy implementation. Work Programme and Action Plan 2014-16 for the Forum was adopted in 2014. In October 2015 the Government also adopted the Strategy for Lifelong Career Guidance 2016-20.

In Finland the communication and co-operation processes and the dialog between policy-makers has increased and deepened on both national and regional level by the establishment of the National Forum. The Ministry of Education and Culture and the Ministry of Labour and the Economy have asked the regional administration (Centre for Economic Development, Transport and the Environment) to form Regional Lifelong Guidance Steering Groups and to make regional action plans for Lifelong Guidance. Some of the groups have also, based on the national strategy, made their own regional strategies.

ELGPN had significant impact in Norway as the establishment of the National Unit for Lifelong Guidance in the Norwegian Agency for Lifelong Learning (Vox) was being prepared in 2011. The establishing of this unit has given the general development of career guidance in Norway a boost. The establishment of the National Unit and the ELGPN membership have also had an impact on the following:

- Important input in quality development of services, especially linked to national surveys in education sector
- Establishment of an expert group to elaborating CMS
- Increased awareness of the CMS perspective and the importance of career learning in all sectors
- Initiating a national proposal on digital career guidance services
- Increasing awareness of the importance of career guidance/lifelong guidance in citizens' transitions phases

In the United Kingdom as a result of membership of ELGPN, representatives from careers services from the UK Government's four Countries have held regular meetings to contribute to commentary policy papers and proposals. This has resulted in the establishment of stronger communication channels and the sharing of information/practices. These meetings have also been a good forum for discussions with invited guests from the careers sector e.g. Careers Development Institute, UK Commission for Employment and Skills, UK Euroguidance representative, UK Careers Service Strategic Forum. The meetings also include delivery body representatives from Skills Development Scotland, Careers Wales and the Skills Funding Agency.

## 4.5 Co-operation between service providers

Six ELGPN member-countries (AT, CZ, EL, IT, RO, SK) report that the ELGPN Work Programmes 2008-15 have had a significant influence on structures for co-operation between guidance service providers in different policy fields (e.g. co-operation between organisations responsible for implementation of lifelong guidance policies or for lifelong guidance service delivery). Examples of increased co-operation include national conferences, joint development projects, working across borders between delivery agencies or stakeholders.

### Examples of ELGPN impact on co-operation between service providers reported by member-countries

The Czech ELGPN team consists of members from the Ministry of Education, Youth and Sports, Ministry of Labour and Social Affairs, National Institute for Education and the Euroguidance centre. The team meets several times a year to discuss the development, progress and future steps prioritised nationally and internationally in ELGPN Policy Review Clusters. These meetings alone help significantly in shaping our common understanding of the current developments in Europe and our own national needs. Those needs and goals are further disseminated and discussed within our own organisations and at the National Guidance Forum (NGF), where other guidance parties are also present. This mechanism is very supportive in adding weight and priority to topics and spurring a regular discussion. They can be, and often are, formulated in recommendations made by the NGF to the ministries, and they become part of the public body agenda. The co-operation process is further brought forward and cemented by the ELGPN

2012 Resource Kit, which has become a tool for bringing the various parties closer together, e.g. it has been used to discuss the current NGF set-up. It has also been shared online, allowing regular online thematic commentary to take place among the NGF members, which come from organisations responsible for implementation and service delivery.

In Romania lifelong guidance structures of the National Agency for Employment are in regular co-operation with lifelong guidance structures in schools, vocational schools and higher education. Co-operation takes place in the frame of several ESF co-founded projects. More co-operation will be engendered by the Youth Guarantee initiative. Also, guidance services from the PES and schools as well as vocational schools and universities frequently co-operate for the organisation of job-fair type events for the young.

#### 4.6 Establishment of new practices

Although ELGPN focuses primarily on lifelong guidance policy development, seven member-countries (AT, EL, HR, IS, PT, RO, SK) report significant influence in establishing new lifelong guidance practices or in changing existing practices at service-design level (e.g. one-stop guidance centres, outreach services etc.). Five member-countries (AT, EL, HR, RO, SK) report that the ELGPN has had a significant impact on co-operation between service providers and that it has also influenced the establishment of new guidance practices. HR has established regional Lifelong Guidance Centres and has strengthened guidance provision within its Public Employment Services. EL, HR, HU, IS, PT and SI indicate that participation in the Network activities has informed the development of national online career services. DE, EE and EL report influence on the development of national feedback mechanisms and quality

standards. The enhancement of lifelong career management skills has been further developed in career education in AT, EE, LT, MT, NO and PT.

#### Examples of ELGPN impact on establishment of new practices reported by member-countries

In Croatia one of the newly established services for lifelong vocational guidance are Centres for lifelong career guidance, CISOK (Lifelong Career Guidance Centre) which are situated outside of the already existing institutions and based on self-help principle. CISOK offers information about different occupations, scholarship requirements and student accommodation, as well as many other topics related to youth education and employment. In collaboration with partners and other stakeholders, CISOK counsellors provide support through various thematic events, including advice and counselling services.

Moreover, one of the newly established services in the Croatian Employment Service is the Youth Centres. The goal of this type of the centre is to help young people in their preparation for employment and career planning, co-operation with employers and other stakeholders on the local level which aim to define and implement ALMP for youth, encourage young people for self-employment, volunteering etc.

The existing practices of the vocational guidance services are improved through expanding access through ICT development of the services that provide career guidance (e-counselling methods, LMI system and self-assessment tool, web portal of the established CISOK centres, etc.)

Croatian Employment service also set up a new service for employers which provides assistance to companies facing difficulties and to their employees through the so-called "mobile teams", helping the employees to prepare themselves for the labour market while they are still employed.

In Iceland, the Education and Training Centre is developing a guidance web-portal with updated information on career and educational opportunities. This has links to the work of Iceland in the ELGPN Work Package in Widening Access to guidance services. The aim is to develop an integrated guidance system and use existing examples of such systems via ELGPN. The ELGPN has influenced the development of the system in a very positive way.

In Portugal the focus of guidance has shifted from a punctual intervention to support a choice to prepare the citizens to face several transitions during their lives. Career Management Skills are now the focus of the guidance interventions. An online portal for young people and adults (Vi@s) has been developed. The portal can be used for independent development of CMS, accessing information about the school system and the labour market, and to construct an online portfolio.

#### 4.7 Success factors in systematic EU co-operation in lifelong guidance

The success factors reported are connected to the strong engagement of the national delegations and their impact on the development of national representative structures or national lifelong guidance forums and on the development of the ELGPN tools. The national forums have raised the awareness of the transversal nature of lifelong guidance policies and the common understanding of shared terminology and goals for a coherent national lifelong guidance system. The national delegations have supported national lifelong guidance strategies and also the translation and adaptation of the ELGPN tools and other publications.

#### Examples of success factors in systematic EU co-operation in lifelong guidance reported by member-countries

In Croatia reporting of the ELGPN outcomes led to a creation of the forum for lifelong career guidance under the authority of Ministry of Labour and Pension System. Several ministries, agencies and other stakeholders in the field of employment, education and social inclusion are involved as partners. Second, the ELGPN Resource Kit has been translated and delivered to all relevant stakeholders in the field of employment, education and social inclusion. Usage of the ELGPN Resource Kit led to creation of new models and practices in the lifelong guidance system. The examples of best practices which are described in the Resource Kit have been incorporated into the Croatian lifelong guidance system. The overview of the EU legislation of vocational guidance led to creation of draft of National Strategy for Lifelong Vocational Guidance in Croatia. ELGPN definition of career management skills has been included in the Act on employment mediation and rights during unemployment and in the Act on professional rehabilitation and employment of persons with disabilities.

In Estonia regular consistent participation in ELGPN discussions, exchange of experience with Network members, dissemination of policy documents (relevant events and other dissemination activities) at national level has raised awareness of national stakeholders and other interested parties. The ELGPN has created opportunities to bring in European experience and experts to contribute national practice and policy development. Open method of co-ordination encourages country teams to join efforts, to target co-operation, to learn and share.



In Germany the National Guidance Forum as a continuously working independent body with about 50 members from all fields and sectors of the German guidance community has ensured continuous involvement in European activities, communication of European developments and national co-operation.

In Spain the ELGPN outcomes have been regularly reported to relevant policy-makers in the education sector of the different successive national governments and we consider that the importance of LLG is slowly but steadily percolating. ELGPN products and outcomes have been disseminated in the national Working Group on Guidance of the education sector. In addition the ELGPN Short Reports have been translated into Spanish for their dissemination among a broader target group of policy-makers and guidance community members involved in policy-related issues.

The catalytic role of the ELGPN has been particularly evident during national seminars which have been arranged in conjunction with ELGPN Plenary Meetings or Work Package meetings. The European Commission support to the Network activities has strengthened the legitimacy of the mutual policy learning and sharing of experiences.

### **Examples of success factors in systematic EU co-operation in lifelong guidance reported by member-countries**

Ireland held the first national conference on guidance on the development of the evidence base for guidance. This conference was organised to coincide with hosting the ELGPN Plenary in February 2013 and the Minister for Education supported the work as the invited Speaker. The NCGE

participation in the ELGPN as the Ireland representative requires that we report to the Department of Education and Skills. This informs the guidance-related work of the Department. The National Forum on Guidance has also been established based on Ireland's participation in the ELGPN.

In Warsaw in March 2013 altogether 195 people joined the ELGPN delegates from across Europe in a joint conference entitled: *"Synergy between European Networks – Euroguidance and ELGPN"*. The conference and the meeting were planned day-by-day, to enable Polish guidance practitioners from the labour and education sectors to participate in the meeting with the guidance experts from other EU Member States. Presentations, prepared by the speakers in English, were translated into Polish and made accessible at the conference. Workshops presenting projects financed from the EU funds, implemented by the Main Headquarters of the Voluntary Labour Corps, The Association of Educational and Vocational Counsellors of the Republic of Poland and the National Centre for Supporting Vocational and Continuing Education (KOWEZiU) were highly appreciated by the participants.

Involvement of consultants and experts in the Network activities has secured a relevance and high professional quality of the ELGPN outputs. The focus on specific themes in the working groups has contributed to professional progress and relevance for national development. Peer Learning Activities and other Network meetings have helped to establish contacts with professionals in other European countries. The emerged pool of experts has been utilised in national and regional events and initiated further development projects.

## 4.8 Contribution on EU-level policy development

As a Member-State-driven Network, the ELGPN represent a major development in support of national lifelong guidance policy development in Europe and an innovative form of the Open Method of Co-ordination as such which could also be applicable in other policy fields. Approximately one-third of the ELGPN member-countries have also sought to influence EU-level policy development by promoting lifelong guidance through formal channels (e.g. EU Presidency conclusions, EU-level working groups, Council meetings) or other mechanisms.

As a Network the ELGPN has contributed to the EU-level policy development during the 2008 French EU Presidency in the preparation of the Second Council Resolution on better integrating lifelong guidance into lifelong learning strategies<sup>6</sup>. As a result of this Resolution, references to Lifelong Guidance have been included in other EU policy documents in different policy fields and themes, such as school, VET, higher education, adult learning, employment, youth, entrepreneurship, youth unemployment, skills mismatches, early school leaving, work-based learning and validation of non-formal and informal learning. The ELGPN representatives have also been invited to contribute to EU-level working groups, Cedefop Peer Learning Activities or other Commission programmes supporting mutual policy learning (e.g. PES to PES dialogue).

### Examples of contributions to EU-level policy development reported by member-countries

Germany has played a major role within the PES to PES dialogue and has actively contributed to

its initiatives related to guidance. Through the organisation of the Berlin Summit on youth unemployment and the implementation of the Youth Guarantee in Berlin in July 2013, the role of guidance structures and provision has been highlighted for the successful implementation of the Youth Guarantee.

During the French 2008 EU Presidency the Council of Ministers adopted the Resolution on better integration lifelong guidance to lifelong learning strategies.

Prior to ELGPN, Ireland was involved in the establishment of the Council resolution in 2004 and had an input into the Resolution in 2008. In 2013, Minister of State indicated support for the continuation of ELGPN post-2015, and committed the Department of Education and Skills and NCGE to participate in the meeting with the EU Commission in Brussels along with the ELGPN Co-ordination unit.

During the Polish Presidency of the EU Council (the second half of 2011), information on guidance was included in the following documents regarding education: Council Resolution on a renewed European agenda for adult learning (2011/C 372/01); and Council Conclusions on language competences to enhance mobility (2011/C 372/07).

<sup>6</sup> Council of the European Union (2008). Council Resolution on better integrating lifelong guidance into lifelong learning strategies. 2905th Education, Youth and Culture Council meeting Brussels, 21 November. Available from [http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf) [Accessed 27 January 2014].

The ELGPN tools have been developed to help policy-makers and other stakeholders to review and develop existing guidance provision and policy

development by drawing from experiences and practices from the European countries. For example, the ELGPN Concept Note on the Youth Guarantee and the role of lifelong guidance<sup>7</sup> was disseminated by the Commission to all EU Member States to inspire the development national Youth Guarantee Initiative implementation plans in 2013.

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<sup>7</sup> Borbély-Pecze, T.B. & Hutchinson, J. (2013). *The Youth Guarantee and Lifelong Guidance*. Jyväskylä, Finland: ELGPN.



## 5. Evaluation of the Network\*

### 5.1 Evaluation strategy

The goal of the ELGPN evaluation during all Work Programmes has been to support the quality and effectiveness of the Network by providing feedback about the work carried out and the results produced. The evaluation has built on the evaluation strategy used in the previous phases, making it possible to review the ELGPN's progress in relation to its long-term goals identified in the inaugural meeting of ELGPN in May 2007.

The evaluation has adopted a community-based evaluation approach which aims at encouraging active participation in the evaluation process from all involved communities and stakeholders. Both quantitative and qualitative methods have been utilised. A primary objective of the evaluation has been to support the ongoing development of the Network.

According to the Operational Evaluation Plan for

the Work Programmes, the structure of evaluation activities was to be implemented at two levels: (1) organisational process and meeting outcomes evaluation; and (2) mutual learning and impact evaluation. The former have been assessed in the evaluations carried out after each ELGPN Plenary Meeting and Work Package/Policy Review Meeting held during 2009–15; while the latter have been the focus of the ELGPN summative evaluations, conducted during each of the Work Programmes.

For the summative evaluation, the ELGPN Steering Group defined indicators (based on the defined goals of the Network) and measures which member-countries could use to evaluate the Network's outcomes and impact. The first summative evaluation was conducted in May 2010 and the results were published on the ELGPN website. The second summative evaluation was conducted two years later and the results have been reported in *ELGPN Progress Report 2011-12*. The initial evaluation of the Work Programme 2013–2014 was conducted in spring 2013 and the mid-term evaluation a year later. The closing

\* This section has been prepared by Ms Marjo Halmiala and Ms Outi Ruusuvirta, ELGPN Co-ordination Unit.

evaluation took place in May 2015 and its results are reported below. The results of two first phases of the summative evaluation for the years 2013–2015 have been reported in *ELGPN Progress Report 2013–2014*.

## 5.2 Management of the Network and organisation of the meetings

The ELGPN Co-ordination Unit based at the University of Jyväskylä, Finland, has been responsible for the day-to-day management of the Network since its founding. According to the summative evaluation surveys, the ELGPN members appear in general to be content with the leadership and administration of the Network.

Evaluation respondents are also overwhelmingly content with the preparation and organisation of the Network meetings. The ELGPN members rate the facilities of the ELGPN meetings highly and have generally felt supported by the local meeting organisers. Respondents also report that the meetings had been run efficiently. During the 2009–2010 and the 2011–2012 Work Programmes the working methods were perceived particularly fit for purpose. New working methods were introduced during the 2013–2014 and the 2015 Work Programmes and these also received positive feedback.

Some improvements were made to the management of procedures and deadlines as during the two first Work Programmes the feedback from the members suggested that the management of procedures and deadlines could be improved. From 2012 onwards, the respondents have been very content with the general administrative support they have received from the Co-ordination Unit. This can be explained by administrative changes in the ELGPN Co-ordination unit.

One of the aims of the ELGPN has been to facilitate mutual learning and exchange of good practice between the member-countries. According to the findings of all evaluation surveys, the members have

always been satisfied with the participation opportunities they have had in all ELGPN Work Programmes. In addition, the Network members have also valued the contributions from the contracted consultants, their peers in other countries and the partner organisations. Similarly, the Plenary Meetings have turned out to be important forums for cross-national communication between the members and for reflections on the Network outputs and future directions. However, it has been noted that more time should be allocated to each meeting item in the ELGPN Plenary Meetings.

In the summative evaluations conducted during the 2013–2014 and the 2015 Work Programmes questions concerning communication channels were asked. Members perceived the main ELGPN communication channels (Newsletter, LinkedIn group, and website) as useful and effective.

## 5.3 Learning outcomes from the Network activities

In general, the participants have been very satisfied with the opportunities to participate in the activities, as well the principles of equity and respect among the Network members. The outcomes during all Work Programmes have been perceived to be in accordance with the agreed Work Programmes. Generally speaking, the participants have been satisfied with the work carried out in the Thematic Groups in all Work Programmes. A large majority of country teams agreed that the outcomes achieved in their respective Work Packages or Policy Review Clusters have been of high quality. Overall, the outcomes have met the members' expectations at least to some extent.

The two first Work Programmes focused more on sharing good practices and peer learning activities. A general outcome of the ELGPN Work Programme 2008–2010 among the ELGPN members appeared to be a better understanding of their own national guidance system, as well as of guidance practices and systems in other European countries. This provided

valuable ideas and inspiration for further development of national guidance systems. During the 2010–2012 Work Programme, the Thematic Activities and Field Visits were reported to have given the Network members opportunities to learn more about lifelong guidance systems and different options for organising the services. According to the findings, the members had become more aware of the challenges and factors which influence lifelong guidance policy development and successful implementation of national initiatives. Members also felt that interaction in the thematic groups had given them an opportunity to review their national lifelong guidance systems, as well as to explore what worked and why in particular contexts. The field visits of the 2011–2012 Work Programme had helped them to reflect on the relative progress of their country in developing a national lifelong guidance system and on the level of engagement of national stakeholders in this process.

The findings of the initial evaluation of the ELGPN Work Programme 2013–14 and ELGPN Work Programme 2015 indicated that the national delegations' expectations for the 2013–14 ELGPN Work Programme could be divided into two groups: some country teams were most interested in the adaptation and implementation of the ELGPN Resource Kit; while others planned to focus more on general information, knowledge and experience sharing. In general, countries with more developed guidance systems were in the former group, and countries placing greater emphasis on the development of their guidance systems were in the latter. Two last Work Programmes appear to have supported the Network members in meeting these aims, as in the mid-term and closing evaluations the respondents reported they had learned about different practices and challenges faced by other countries.

The findings of the closing evaluation of two last Work Programmes indicated that the country teams succeeded in the PRC-supported adaptation and implementation processes of the ELGPN Resource

Kit in their country satisfactorily. Some reported that participation in the ELGPN Work Programmes 2013–2014 and 2015 functioned as an inspiration for them. A majority of the respondents reported that they had successfully translated and disseminated the ELGPN Resource Kit and other ELGPN publications. A majority of the respondents were also content with the transition from the 2013–2014 Work Programme to the 2015 Work Programme. The process of developing the 2015 outputs was mainly perceived successful in all three Work Streams (i.e. Guidelines, CMS, and QAE). Similarly, the respondents generally felt that the ELGPN 2015 Work Streams consolidated the achievements of the Network to a large extent.

The evaluation findings suggest that the means of sharing information gained in ELGPN within each member-country did not vary significantly during the 2013–2014 Work Programme and 2015 Work Programme. In the initial evaluation, almost all respondents noted that they planned to use their national guidance forum to share knowledge and to distribute the ELGPN Resource Kit. In the mid-term evaluation and in the 2013–2014 Activity Report, several country teams reported that they had also shared information and knowledge gained in ELGPN work in different regional and national meetings, seminars and workshops. The most common means of involving other national actors in ELGPN work was indeed through the national fora. Overall, it was reported that participation in ELGPN has helped to emphasise the importance of LLG related issues in a national policy.

## 5.4 Conclusion

Overall, the ELGPN members appear satisfied with the organisational and co-ordination aspects of the ELGPN. They value the outputs and outcomes of the work and see their participation in the Network and its activities as being worthwhile. A challenge for the future is to ensure dissemination, sustainability and further enhancement of the outcomes of the Network beyond 2015.





## 6. Lifelong Guidance in the EU Policy Agenda\*

This chapter describes and analyses some of the challenges and opportunities for the place of lifelong guidance in EU education, training, youth, employment and social inclusion policy fields.

### 6.1 Longer education-to-work transitions

Lifelong guidance has been traditionally conceived at EU citizen level as a tool that supports the successful transitions of EU citizens between different levels and forms of education and training and, on completion, between these and the world of work.<sup>8</sup>

School to work transitions in Europe have become increasingly longer and more complex (the average exit age from education-to-employment was 21 years, Eurostat, 2014). In 2009 the average length of the transition from education to work was 6.5 months in the EU (Eurostat<sup>9</sup>). Good social and economic circumstances and positive first experiences in employment enable youth to access the next suitable employment while others without these supportive backgrounds lag behind on both counts. The average transit age from education to the labour market was 21 in 2009 and better (also higher) educated youth found their first job faster and obtained a permanent contract more easily.

As an outcome of the Global Economic Crisis, the duration of unemployment – meaning the time spent by job-seekers looking for the next suitable job which matches with their primary competencies-

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\* This section has been prepared by Dr Tibor Bors Borbély-Pecze, consultant to ELGPN, Dr Raimo Vuorinen, ELGPN Co-ordinator, and Dr John McCarthy, consultant to ELGPN.

<sup>8</sup> "Guidance can provide significant support to individuals during their transition between levels and sectors of education and training systems and from school to adult and working life." Draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe, Brussels, 18 May 2004

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<sup>9</sup> Eurostat (2012) School-to-work transition statistics, [http://ec.europa.eu/eurostat/statistics-explained/index.php/School-to-work\\_transition\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/School-to-work_transition_statistics)



has become longer. In 2011 in the EU<sup>10</sup> the average duration time for European youth was four months to find job vacancies, which included temporary contracts with low level of social protection. In 2013 42.7% of the EU youth under the age of 25 held temporary work contracts (Eurostat, 2013).

The economic crisis has created new types of pressure on every stakeholder, not only youth, families, parents and schools but also the employers and governments. The OECD (2010<sup>11</sup>) concluded as follows:

*Newer cohorts may find that hard pressed employers concerned by their immediate survival are less willing to offer workplace training. Fewer jobs mean that potential learners are keener to remain in, or take up full-time education and training. At the same time public expenditure pressures, sharpened by the crisis, make it harder to accommodate the increased demand (OECD 2010:11).*

Last but not least the crisis has long standing effects on social inclusion and equity. Changes in the distribution of income are also strongly challenging European social policies and EU 2020 targets. A recent OECD publication on inequality stated the following<sup>12</sup>:

*Since the mid-1990s, more than half of all job creation was in the form of non-standard work. Many non-standard workers are worse off in many aspects of job quality, such as earnings, job security or access to training. In particular low-skilled temporary workers face substantial wage penalties, earnings instability and slower wage growth.*

*Households that are heavily dependent on earnings from non-standard work have much higher income poverty rates (22% on average), and the increase in the number of such households in OECD countries has contributed to higher overall inequality (OECD 2015:15-16).* This means that available vacancies are often neither springboards for safer employment at the individuals' level nor the best economic solutions for the economy. Knowing how to navigate from job to job has never been as essential as nowadays.

## 6.2 Europe 2020 key targets and LLG

The headline targets of the Europe 2020 Strategy<sup>13</sup> both at the EU and at Member State levels are strongly linked with lifelong guidance as a system and as a support system for transitions. The goals of "full employment" which means 75% of employment between the age of 20 and 64, reducing the rate of early school leavers who left school without an ISCED 3 level of qualifications, and increasing the percentage of the age group of 30-34 obtaining higher education diplomas are all interconnected with different lifelong guidance activities. Lifelong guidance policies and systems are equally pertinent to the fifth key target: easing 20 million EU citizens out of poverty or of the risk of social inclusion.

The Juncker Committee<sup>14</sup> (2014-2019) was elected on the basis of political priorities that<sup>15</sup> focus on growth and jobs as well as democratic dialogue. The new President of the European Commission set down his strategy as follows: "I see it as my key task to rebuild bridges in Europe after the crisis. "To restore European citizens' confidence. To focus our policies on the key challenges ahead for our economies and for our societies. And to strengthen democratic legitimacy on the basis of the Community method." The presidential programme which this time was endorsed by the European Parliament, also mentions the mid-term review of the Multiannual Financial Framework (MFF) at the end of 2016 (Juncker 2014:4). This timing seems appropriate to compare the achievement of the ex-ante criteria as well as the mid-term achievement of the 2014-2020 MFF. The year 2016 also offers an opportunity to follow-up and evaluate the effectiveness of the European Semester process and the effects of the Country-specific Recommendations (CSRs) which were issued for the fifth year running in 2015. The Juncker Committee also sped up the process

<sup>10</sup> ECOFIN Policy Brief Post-crisis unemployment developments: US and EU approaching? Suzanne Casaux and Alessandro Turrini, May 2011

<sup>11</sup> OECD (2010) Learning for jobs, Paris

<sup>12</sup> OECD (2015) In it together, Paris

<sup>13</sup> [http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index\\_en.htm](http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm)

<sup>14</sup> [http://ec.europa.eu/commission/2014-2019/president\\_en](http://ec.europa.eu/commission/2014-2019/president_en)

<sup>15</sup> A New Start for Europe: My Agenda for Jobs, Growth, Fairness and Democratic Change October 2014

of the European Semester and made the CSR more comprehensive, with less recommendations to the Member States.

While lifelong guidance policy and systems are not usually mentioned in the CSRs, they are implicit in the National Reform Programmes (NRPs), Member States' responses to the CSRs, that address issues such as early-school leaving, youth unemployment, combat against low-skilled jobs or supporting career transitions. As an ELGPN initiative 2016 can be also a year in which to review how lifelong guidance policy has been contributing the achievement of the political priorities set down by the Juncker Committee, of the NRPs, of the process of the European Semester, and how the tools and products of the ELGPN have been used for these purposes.

Policies and systems for lifelong guidance also connect together European initiatives in the fields of education, employment and social inclusion, and youth policies at the citizens' level. Likewise many such initiatives use or mention lifelong guidance as a key component to support their achievement e.g. VET, adult learning, youth guarantee, entrepreneurship, though often treating lifelong guidance as a sector specific activity rather than as a cross-sector transversal learning support.

### 6.3 The role of lifelong guidance in supporting better career transitions and better social integration

#### 6.3.1. Employment and Social Inclusion

##### *PES 2020: transition broker agency*

With the development of the Europe 2020 Strategy, the EU public employment services were eager to contribute to the design and later to the implementation of this new strategy. The PES 2020 Strategy Output<sup>16</sup> paper addressed this as follows: "employ-

ment relationships have become far less stable and diverse transitions are made over the life time into, within and away from the labour market....The new reality of the transitional labour market requires new policy responses, in order to empower citizens in coping with 'risky transitions' and improving their own (working) life. Hence scholars launched the concept of 'positive transitions', which involve a self-reinforcing process of further investment in the employability of citizens." (PES 2020 Output Paper p 3.)

The new European strategy of the public employment service aims to develop a new type of PES which deals mainly with transitions through the lifespan and not only from school-to-work or simple matching to jobs. It has its three pillars i) improved outreach capacity, ii) transition broker role, and iii) partnership development. This new PES concept perfectly matches the concept of lifelong guidance policy and systems building as enunciated in the Council Resolutions on Lifelong Guidance 2004, 2008, and as addressed in ELGPN Resource Kit, 2012, and the Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission, 2015.

The European Network of Public Employment Services<sup>17</sup> was established by a Decision of the Council and the European Parliament in May 2014. One of the key activities of the new Network is to evaluate the performance and the business model of the 29 PES members via self-assessment. This bench-learning mechanism uses a modified model of the European excellence in public administration, the Common Assessment Framework (CAF). The work programme of the PES Network for 2014-2017 explicitly mentions ELGPN as a partner Network and connects certain elements of lifelong guidance policy with PES reforms and the implementation of the Youth Guarantee or other active labour market programmes. Given the emerging coherence between the new concept of PES (support for transitions throughout life)

<sup>16</sup> <http://ec.europa.eu/social/BlobServlet?docId=9690&langId=en>

<sup>17</sup> <http://ec.europa.eu/social/main.jsp?catId=1100&langId=en>

and the role of lifelong guidance in lifelong learning strategies (Council Resolutions 2004, 2008), and the work of ELGPN since 2007, there is even a stronger argument for continued EU political co-operation in lifelong guidance post 2015, including using the Resource Kit and the Guidelines to help develop the new emerging concept and design of the PES. Of necessity, there is a need for more co-operation on the theme of lifelong guidance policy between the various policy units of EAC (schools, higher education) and EMPL (VET, adult learning). Such co-operation should be mirrored by the Member States at national, regional, and local government levels.

### *Implementing Youth Guarantee and consultation on Long-Term Unemployment*

There are several vulnerable groups in the EU's labour market, most of whom have been suffering in the current economic situation. Two important European policy initiatives address the needs of youth (under age 25/29), and there has been a recent (May 2015) public consultation on the issue of the long-term unemployed<sup>18</sup>. Both contain individual action planning, coaching and mentoring as substantial elements of transition support. The implementation process of the Youth Guarantee<sup>19</sup> programme started across the EU in 2012-2014. Based on the first results/feedback it is clear that countries/regions have different levels of knowledge concerning the role of lifelong guidance in these processes. The profile and toolkit of the career mentors/ coaches are often unclear; network-building around the needs of the users is not always easy and obvious. The Council Recommendation<sup>20</sup> on the integration of the long-term unemployed into the labour market refers to guidance as a service which assists better labour market integration. "Enhanced individual assessments should include

a skills audit and lead to counselling and guidance based on the person's experience, job search history, gender related employment barriers and taking into account labour market needs" (p. 12).

### *Refugee/migrant crisis in the EU*

The current migrant and refugee crisis in the EU demands lifelong guidance provision (e.g. multicultural guidance, guidance services which facilitate social inclusion and successful labour market integration) and resourcing in the education, training, employment, and social inclusion sectors to help the migrants/refugees to find their pathways in learning and work and to make successful transitions. This has to be a long-term human capital investment.

## 6.3.2 Education and Youth

### *Education and Training 2020<sup>21</sup>*

The European Commission Education and Training Monitor 2014 shows serious remaining challenges, such as low level of basic skills for both youth and adults, a still significantly high level of early school leavers (11.1%), a low level of engagement in lifelong learning, and the employability problems of graduates. The document proposes six priority areas for action instead of the previously used 13. These are as follows:

1. Relevant and high quality skills and competences, focusing on learning outcomes, for employability, innovation and active citizenship.
2. Inclusive education, equality, non-discrimination and promotion of civic competences.
3. Open and innovative education and training, including by fully embracing the digital era.
4. Strong support for educators.

<sup>18</sup> <http://ec.europa.eu/social/main.jsp?langId=hu&catId=89&newsId=2183&furtherNews=yes>

<sup>19</sup> COUNCIL RECOMMENDATION On Establishing a Youth Guarantee Brussels, 5.12.2012 COM(2012) 729 final

<sup>20</sup> COUNCIL RECOMMENDATION On the integration of the long-term unemployed into the labour market {SWD(2015) 176 final} Brussels, 17.9.2015 COM(2015) 462 final

<sup>21</sup> Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) New priorities for European cooperation in education and training {SWD(2015) 161 final} Brussels, 26.8.2015 COM(2015) 408 final

5. Transparency and recognition of skills and qualifications to facilitate learning and labour mobility.
6. Sustainable investment, performance and efficiency of education and training systems.

Both VET and adult education policy make links with lifelong guidance. VET priorities refer to lifelong guidance as a support for transition to VET and progression from VET. Adult education action steps link guidance with adult learning supply and demand issues.

### *Medium-term enablers for VET / Riga Conclusions<sup>22</sup>*

The ministers in charge of vocational education agreed a new simplified medium-term action plan in Riga (June 2015). The Riga Conclusions highlighted five key enablers for 2015-2020. Based on the learning outcomes approach, they are as follows:

1. Promote work-based learning in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.
2. Further develop quality assurance mechanisms in VET in line with the EQAVET Recommendation 7 and, as part of quality assurance systems, establish continuous information and feedback loops in I-VET and C-VET systems based on learning outcomes.
3. Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available the validation of non-formal and informal learning.
4. Further strengthen key competences in VET curricula and provide more effective opportunities to acquire or develop those skills through I-VET and C-VET.

5. Introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work based settings.

In the Riga Conclusions on VET, lifelong guidance is positioned as supporting informed choice of learning pathways, long-term employability, adaptability to evolving skills' needs, improving access to VET and to progression within VET, to the validation of non-formal and informal learning, and to entrepreneurship. This resonates very strongly with the EU Guideline on Lifelong Guidance in VET (ELGPN, 2015). The emphasis on "efficient and integrated" services also resonates with the EU Guidelines on Strategic Leadership and Quality Assurance in Lifelong Guidance (ELGPN 2015).

### *Promoting youth entrepreneurship through education and training and youth and social inclusion policies*

In the past two years the European Council and the European Parliament, confronted by the challenges of historically high youth unemployment (23.8%) and a youth emigration brain drain, have adopted policy positions in the fields of youth, social inclusion, and education and training policies, aimed at improving the entrepreneurial capacity of youth. The Council Conclusions (Education, Youth, May 2014) on entrepreneurship and social inclusion drew attention to the role of youth organisations in providing information, counselling and coaching, and quality training to young people at risk of social exclusion to enable them to obtain the necessary skills in order to find a job or to start their own project and to develop transversal and soft skills.

The Council Conclusions (Education, Youth, December 2014) on promoting entrepreneurship in education and training invited Member States to encourage synergies between entrepreneurship education and training and career guidance to support the acquisition of the entrepreneurship key competence and to reflect venture creation as a career

<sup>22</sup> Riga Conclusions 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-2020, as a result of the review of short-term deliverables defined in the 2010 Bruges Communiqué

opportunity. Furthermore it invited Member States to promote and support student venture initiatives, for example by encouraging the creation of appropriate learning environments, the provision of sound careers guidance at all levels of education and training, making use of past graduates' experience in entrepreneurship and of graduate tracking information.

The European Parliament's Resolution (September 2015) on the promotion of youth entrepreneurship in education and training stressed the need mentoring, tutoring and career guidance for students to facilitate their understanding of the entrepreneurial process and to develop an entrepreneurial mind-set. It also stressed that entrepreneurship competence should be developed and improved by a lifetime approach, including via work experience and non-formal and informal learning. It called on Member States to promote entrepreneurship as a positive career option within secondary and tertiary education, and to tackle the negative stigma surrounding entrepreneurship as a career option which is prevalent in some Member States. To these ends it recommended that entrepreneurship be integrated into the training of teachers and career advisers.

The Council Conclusions (2014) and the Resolution of the European Parliament (2015) on entrepreneurship highlight once again the need for a crosscutting policy or strategic approach at the European Commission and at Member State level to lifelong guidance provision and for a lifetime approach in education, training, youth, employment and social inclusion policies. Co-ordination across policy fields is required at EU and national levels from both a policy perspective and a guidance delivery perspective.

### 6.3.3 Leipzig Initiative<sup>23</sup> (apprenticeship/internship)

The role of work-based learning vs. school-based activities has been emerging since the beginning of the current economic and social crisis. The European Alliance for Apprenticeships (EAfA) was launched on 2 July 2013 in the context of the World Skills competition in Leipzig, Germany. It advertises the role of companies and workplaces in learning and often cross-connects with the idea of dual training in VET or HE. In its original meaning WBL can be achieved in vocational schools as well. The pedagogical meaning of WBL is much closer to the project-based teaching/ learning<sup>24</sup>

*"a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks." This process can last for varying time periods and can extend over multiple content areas. (UNC, School of Education website).*

WBL also highlights the strong involvement of the employers in education, for example supporting the development of *career maturity* of the young adults during the years in vocational education and beyond. ELGPN Concept Note (No. 5) on work-based learning made distinction between three different phases;

- Engagement: Increasing citizens' understanding of work-based learning, the routes into it and the rewards of participation.
- Achievement: Helping participants (learners, employers and learning providers) in work-based learning to remain engaged and consider how best to enhance their skills and employability.
- Transition: Assisting the effective utilisation of the skills developed within work-based learn-

<sup>23</sup> The European Alliance for Apprenticeships (EAfA) was launched on 2 July 2013 in the context of the WorldSkills competition in Leipzig, Germany

<sup>24</sup> <http://www.learnnc.org/lp/pages/4753>

ing by supporting individuals in transitions from work-based learning programmes to sustainable employment.<sup>25</sup>

Work-based guidance can support work based learning as a process<sup>26</sup> which process includes both institutional level development (e.g. vocational school/higher education and workplaces) but also has a strong individual level development. This second component of the process can be supported with different elements of lifelong guidance.

### 6.3.4 The validation of non-formal and informal learning

The constant shortfall of jobs (Kok, 2004)<sup>27</sup> in the EU has long standing political and social effects. This burning political and social issue was on the political agenda during the Lisbon Process (2000-2010) and one of the key points of the Europe 2020 strategy (2011-2020). The future of the labour market and the real need for certain skills cannot be fully predicted. Even with the best established forecast system it is always clear that these prognoses are built more on scenarios than concrete numbers which can directly feed VET engagement. Instead of this different scenarios have been drafted. For example the background document of the Europe 2020 Strategy stated; *“Europe is left with clear yet challenging choices. Either we face up collectively to the immediate challenge of the recovery and to long-term challenges – globalisation, pressure on resources, ageing, – so as to make up for the recent losses, regain competitiveness, boost productivity and put the EU on an upward path of prosperity (“sustainable recovery”). Or we continue at a slow and largely uncoordinated pace of reforms, and we risk ending up with a permanent loss in wealth, a sluggish growth rate (“sluggish recovery”) possibly leading*

*to high levels of unemployment and social distress, and a relative decline on the world scene (“lost decade”)”* (Europe 2020, 2010:6-7<sup>28</sup>).

Negotiation mechanisms (Sector Skills Councils in the UK, local negotiations in DK, national mechanism in FI etc.) between the different stakeholders have been reinforced in the last two decades to ensure that the employment and education and training systems can be flexible enough to meet the needs created by globalized and often unpredictable economic changes. From an EU citizen learner perspective, such systems flexibility can be very challenging. Citizens have to learn how to navigate both between and within these systems. Lifelong guidance provision is an enabler; it assists the EU citizen learner to make successful transitions. Systems flexibility and the corresponding need for lifelong guidance support for EU citizen learners have been noted by the EU Ministers of Vocational Training in the Riga Conclusions (June, 2015). Validation of Non-Formal and Informal Learning and National Qualification Frameworks, the further development of guidelines on validation (CEDEFOP 2015)<sup>29</sup> after the first set of guidelines<sup>30</sup> (2009) were issued, are strongly connected with the issue of more difficult transitions and changing institutional borders, both in the world of education and in the world of work.

In the age of *boundaryless careers*<sup>31</sup> (Rousseau 1996) or patchwork careers, learning has a complex meaning which is far from the linear learning models of the highly industrialised societies until the late 1980s. This new proposal (CEDEFOP, 2015) on validation reinforces the role of lifelong guidance

<sup>25</sup> Work-based Learning and Lifelong Guidance Policies ELGPN Concept Note No. 5 Tibor Bors Borbély-Peczé and Jo Hutchinson, 2014

<sup>26</sup> <http://eqavet.eu/workbasedlearning/GNS/Home.aspx>

<sup>27</sup> Facing the challenge The Lisbon strategy for growth and employment Report from the High Level Group chaired by Wim Kok November 2004

<sup>28</sup> Communication from the Commission on Europe 2020: A strategy for smart, sustainable and inclusive growth, Brussels, 3.3.2010 COM(2010) 2020

<sup>29</sup> CEDEFOP (2015) European guidelines for validation of non-formal and informal learning, Draft (print version 30/April/2015) - for external distribution and comments

<sup>30</sup> CEDEFOP (2009) European guidelines for validating nonformal and informal learning

<sup>31</sup> Arthur, M.B. & Rousseau, D.M. (1996). The boundaryless career: A new employment principle for a new organizational era. New York: Oxford University Press.

services through the validation process, using the EU definition on LLG from the resolution 2004<sup>32</sup>.

The 2012 Council Recommendation<sup>33</sup> affirmed the role of guidance in the validation process and stated:

.....Member States should provide within validation arrangements (*'... information and guidance on the benefits of, and opportunities for validation, as well as on the relevant procedures, that are available to individuals and organizations, and the validation of non-formal and informal learning is supported by appropriate guidance and counselling and is readily accessible..* .

The European Qualification Framework<sup>34</sup> (EQF) and National Qualification Frameworks (NQFs) are translation tools that help communication and comparison between qualifications systems in Europe and within the Member States. They also can be understood as tools in the lifelong guidance process, enabling the EU citizen learner to make better individual career choices, and enabling more efficient learner engagement and performance in education and training programmes and institutions based on better information and guidance.

New national validation systems must be installed in EU Member States by 2018 and the national implementation processes of the NQFs are close to completion. Both of these policy developments are under the frame of lifelong learning. Lifelong guidance provision is essential to the successful implementation of lifelong learning policy goals that include the use of the validation of non-formal and informal learning and the application of the NQFs.

The EU policy panorama described above, the references to lifelong guidance in the broad set of policy fields, and the role of EU institutions, such as the Commission, the Council, and the European Parliament in promoting references to lifelong guidance provision, underline the need for a comprehensive and integrated approach to lifelong guidance policy development at EU level.

The various policy development tools produced by ELGPN, and in particular the *Guidelines for Policies and Systems Development for Lifelong Guidance*, provide the EU institutions with the possibility of having a coherent approach to lifelong guidance provision for EU citizens. The EU institutions should take full advantage of and utilise such policy tools in all future references to lifelong guidance in setting social policy directions.

<sup>32</sup> Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe, Brussels, 18 May 2004 9286/04

<sup>33</sup> Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning

<sup>34</sup> European Parliament (2006) Report on the creation of a European Qualifications Framework (2006/2002(INI)) / Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning



## 7. Future systematic European co-operation\*

As a result of systematic European co-operation in lifelong guidance, the ELGPN has produced the *Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission* (2015) and several tools to support their implementation. The *Guidelines* and the comprehensive toolbox can be used for two key purposes in the future:

First, to evaluate the role of lifelong guidance provision in the implementation process of the different EU 2020 policies providing evidence for evidence-based policy planning, implementation and correction during 2016-2020 and beyond.

Secondly, to support European citizens and to empower them to make increasingly difficult transitions during the lifespan (e.g. from school-to-work, from work-to-work, from work-to-inactivity, from inactivity-to-employment, also covering geographical transitions/ mobility).

These two goals cannot be achieved separately. The second Council Resolution<sup>35</sup> on lifelong guidance (2008) stated that the four policy priority areas (access to services, career management skills, cooperation and coordination, quality assurance and evidence base) go together. Encouraging EU citizens to learn and apply career management skills (priority area 1) only has meaning if states/regions have knowledge in lifelong guidance policy design and the capacity and resources to develop access to career services (priority area 2). Improving access to services requires cross-sectoral and cross-professional cooperation (priority area 4). Ensuring the quality of career services (priority area 3) requires data/evidence collection and analysis.

The last two years (2014-2015) of the European Lifelong Guidance Network have been very fruitful in terms of synthesis building. In 2015 three new tools have been made available for adaptation and testing.

\* This section has been prepared by Dr Raimo Vuorinen, ELGPN Co-ordinator, Dr Tibor Bors Borbély-Pecze and Dr John McCarthy, consultants to ELGPN.

<sup>35</sup> Council Resolution on better integrating lifelong guidance into lifelong learning strategies 2905th Education Youth and Culture Council meeting Brussels, 21 November 2008



*Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission* is a very comprehensive framework that not only covers the policy priority areas of the 2008 Council Resolution but also provides policy advice for transversal systems components and for sectors (education, training, employment, social inclusion). *The ELGPN Tool No. 4: Designing and Implementing Policies Related to Career Management Skills (CMS)* addresses 11 questions that policy-makers need to consider in the implementation of CMS-related policies, and showcases how CMS teaching and learning as a process was set in different sub-systems across the Member States. *The ELGPN Tool No. 5: Strengthening the Quality Assurance and Evidence-Base of Lifelong Guidance* provides policy advice on the development of a quality assurance and evidence base for lifelong guidance policies and systems.

The *Guidelines* and the supporting tools demonstrate the value of EU systematic co-operation in the field of lifelong guidance, both in terms of the development of EU common reference tools to assist national reform processes and in contributing to the improvement of EU policies for education, training, employment and social inclusion to meet Europe 2020 policy priorities and targets.

In the ELGPN impact evaluation 2008-15 the Member States have clearly indicated the need for continued EU systematic co-operation in lifelong guidance policy development, positioning lifelong guidance in EU policy developments, sharing Member States knowledge and experiences as well as strengthening communication between them. The Network members made various proposals for co-operation which were included in the Co-ordinator's Interim Report of the Impact Evaluation presented during the Zagreb Plenary Meeting on 11-12 June 2014. Following the Zagreb Plenary Meeting, the Co-ordination Unit organised an online poll requesting the member-countries to express their views on each of the presented options, together with any additional comments or suggested changes. The poll

results indicated that the most desirable and acceptable structure for future European co-operation in lifelong guidance systems and policy development would be a Commission-led transversal agency/unit/working group which would support some EU network activities and whose working methodology would include annual/biennial European policy conferences with national designated stakeholders.

In April 2015 the ELGPN Co-ordination Unit asked the Network members to reflect on how their country would be prepared to contribute to systematic European co-operation in lifelong guidance practice and policy development beyond 2015 regardless of the Commission support. Altogether 28 countries expressed their interest in future systematic European co-operation in lifelong guidance policy development. The countries noted their awareness of the benefits of mutual policy learning and the importance of the support by Network members for national policy development. The countries noted also that without ELGPN or a similar European network of policy development, it will be difficult to contribute to (i) systematic EU policy development in education, training and employment from a lifelong guidance perspective, (ii) European co-operation in lifelong guidance policy development, and to be informed about LLG policies and experiences in the different countries. In general countries were positive about participating in future co-operation, but wanted to wait for concrete decisions on external support by the Commission which have impact on the conditions and possibilities for any form of co-operation.

At the 17<sup>th</sup> ELGPN Plenary Meeting held in Riga on 3-5 March 2015, participants discussed the future options for European co-operation in lifelong guidance policy development. It was suggested that a mechanism for future co-operation could be adapted from existing Commission-led working groups or co-operation approaches. It was proposed that such a mechanism could consist of an advisory group composed of representatives from the education and employment sectors, European social partners and other relevant stakeholders, such as representatives

of European youth organisations. In addition, a network comprising of representatives of the relevant national ministries would convene in conferences annually or biennially to discuss and feed pertinent themes to the advisory group. The advisory group could delegate a task of preparing technical documents in accordance with its mandate to a smaller sub-group of its members. The advisory group could also invite external experts to contribute its work on specific themes.

Being aware that the ELGPN would complete its work by the end of 2015, the 18<sup>th</sup> ELGPN Plenary Meeting held in Luxembourg on 28-29 September 2015 discussed European-level challenges to career guidance policies and systems until 2020 and remaining goals for further systematic European co-operation in lifelong guidance practice and policy development. The Network members noted that ELGPN has been working as a Member-State-led network since 2007. The internal structure of the Network was first built during the 2008-2009 Work Programme and has been modified twice since then. The ELGPN has also co-operated closely with the DG EAC and DG EMPL since its foundation although it has never been a Commission-led working group/network.

During the 18<sup>th</sup> Plenary Meeting the Commission proposed a Commission-led working group as a mechanism for future EU co-operation in the field of career guidance post-2015. The proposal was well-received by ELGPN members with several positive comments. Concerning the themes of future structured co-operation in the field of lifelong guidance policies and systems in Europe, the following issues were highlighted:

There are several burning and unsolved policy issues in the EU28 which can be better addressed with the support of LLG policies e.g. the migration and refugee crisis, youth unemployment, ICT and e-Governance, labour market integration, and early school leaving.

Drawing on member-countries' experiences, ELGPN has developed several valuable tools to tackle these

political, social and economic challenges from the perspective of lifelong guidance policies in the EU28.

Lifelong guidance policies can be viewed as a strategic response and partner in the implementation of EU policies in education, training and employment such as worker and learner mobility, the development of a common EU labour market, and addressing the needs of early school leavers and the NEETs. Lifelong guidance has an integrative policy role and lifelong guidance systems support the achievement of social policy objectives. Lifelong guidance is not just about the work of guidance practitioners.

The achievement of a common understanding of LLG Policy and System within the Member States but also within the Commission and the European Parliament is a challenge. A key outcome of the ELGPN activities in most member-countries is the significant increased communication and co-operation processes and activities between different ministries and with other policy stakeholders (e.g. social partners and non-governmental organisations). Any future work in LLG policies and systems requires similar well-established common understanding within the Commission, especially in the relevant Policy Units. The definition of lifelong guidance from the 2004 Council Resolution and the ELGPN Glossary were mentioned as tools to facilitate this understanding.

LLG is a key component of education, training, employment and social inclusion policies but is also a policy field in its own right. ELGPN as a policy network has been very active in this area. In the context of the EU 2020 Strategy and the European Semester process, there is a unique opportunity for all interested parties (the Member States, the Commission, the Parliament, and the Council) to monitor, evaluate and feed the policy loop from a lifelong guidance perspective at the European and at the Member State levels. Existing National Reform Programmes (NRP) and the Country-Specific Recommendations (CSR) can be used to further evaluate, secure and develop LLG Policy in the EU. LLG policy itself (and tools such as the *EU Guidelines for Policies and Systems Development for LLG*) can be

used as a horizontal policy with overarching toolbox to support the implementation of different human resource development policies (such as youth, active aging, employment, skills shortages, social inclusion, education, etc.).

At national level the challenges are related to increased need and demand for guidance services among all age groups but also to transversal system issues. The access to career information and services has improved but could be enhanced by more coherent networks among service providers. The strategic leadership and integration of fragmented services could be made more efficient through more systematic co-operation between different ministries and key stakeholders. The professionalism of the service providers could be strengthened by improving initial and continuing training of the practitioners or developing common standards across the education, training and employment sectors. The acquisition of lifelong career management skills could be better promoted by embedding CMS in general curriculum in all education and training settings as a preventive measure for early school leaving. The sustainability and continuous improvement of the services should be built on solid evidence. The use of Information and Communication Technology in Career services should be developed as part of wider national e-Governance mechanisms.

Future systematic European level co-operation could support the Member States facing in meeting above mentioned challenges by providing the necessary knowledge, guidelines and framework, European level rationale and pressure, and some funding, to aid national policy and systems reform. A Commission-led new lifelong guidance working group could:

- Make policy recommendations common for all countries;
- Provide support for peer learning and exchanges for policy sharing and learning, including through thematic conferences and thematic clusters;
- Promote the use of the *Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission*, including through their political adoption by Council Resolution;
- Provide high political visibility to lifelong guidance in EU policies for education, training, employment and social inclusion, in particular drawing the attention of the EU Ministers to its importance;
- Develop a common set of benchmarks and indicators for measuring the achievement of lifelong guidance policies and systems;
- Use such benchmarks and indicators in external reviews of policies and systems for career guidance in Member States;
- Develop an EU Inventory and a database/country fiches of good policies and systems for lifelong guidance.

To avoid fragmentation and to maintain and strengthen the political momentum of LLG policy development, it is necessary to further enhance synergies between and among the different guidance actors and stakeholders at national, regional and local levels. ELGPN as a Member-State-driven network has been an agent for innovation and peer learning in the field of LLG policy development and implementation, helping its member-countries as well as European stakeholders in human resource policy developments. This feature needs to be sustained in whatever model for systematic European co-operation in lifelong guidance policy development evolves in the future.

## Annex 1: Composition of national delegations and contact points in ELGPN 2015

		Education sector	Ministry of labour/employment or PES	Ministry of youth	National forum	Euro-guidance	Other
Austria	AT	2	1		1		
Belgium	BE	2					
Bulgaria	BG	3	2				
Croatia	HR	3	3				
Cyprus	CY	2	1				
Czech Republic	CZ	3	1				
Denmark	DK	3			3		
Estonia	EE	1	1		1		
Finland	FI	1	2				1
France	FR	4					
Germany	DE	2	1		2		
Greece	EL	2					
Hungary	HU	1	3				1
Iceland	IS	1					
Ireland	IE	2					
Italy	IT		2				3
Latvia	LV	3	1				1
Lithuania	LT	1				1	
Luxembourg	LU	5	1				2
Malta	MT	4					
Netherlands	NL	1				4	
Norway	NO	4	1				
Poland	PL		2				
Portugal	PT	3	1				
Romania	RO	1	2			1	1
Serbia	RS	2	1	1		1	
Slovakia	SK	3	1			1	
Slovenia	SI	3	1				1
Spain	ES	2					
Sweden	SE	2	2			1	
Switzerland (Obs.)	CH	2				1	
<b>Total</b>	<b>118</b>	<b>66</b>	<b>26</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>10</b>

Country	Name	Organisation	Sector
<b>Austria</b>	<b>KRÖTZL, Gerhard</b>	Federal Ministry of Education and Women's Affairs	EDU
	BARTH, Regina	Federal Ministry for Education, Arts and Culture	EDU
	HAFNER, Sabine	Federal Ministry of Labour, Social Affairs and Consumer Protection	LAB
	HÄRTEL, Peter	Styrian Association for Education and Economics	Forum
<b>Belgium</b>	<b>KAGAN, Claire</b>	Fédération Wallonie-Bruxelles, Ministre de l'Éducation, de la Culture et de l'Enfance	EDU
	GLEMOT, Pierre	Fédération Wallonie-Bruxelles, Ministre de l'Éducation, de la Culture et de l'Enfance	EDU
<b>Bulgaria</b>	<b>BORISOV, Dilyan</b>	National Agency for Vocational Education and Training (NAVET)	EDU
	TOMOVA, Rumiana	Ministry of Education, Youth and Science	EDU
	SIMEONOVA, Julia	Confederation of Independent Trade Unions in Bulgaria	LAB
	IONCHEV, Dimitar	New Bulgarian University	EDU
	KYULEV, Stoyan Ivanov	Human Resource Development Centre	LAB
<b>Croatia</b>	<b>ZEĆIREVIĆ, Mirjana</b>	Croatian Employment Service	LAB
	BAČELIĆ, Irena	Ministry of Labour and Pension System	LAB
	MOROVIĆ, Dunja	Ministry of Science, Education and Sports	EDU
	PETRANOVIĆ, Matej	Ministry of Science, Education and Sports	EDU
	IVANOVIĆ, Marija	Croatian Employment Service	LAB
	CESNOVAR, Josipa	Ministry of Science, Education and Sports	EDU
<b>Cyprus</b>	<b>NICOLAOU, Lena</b>	Ministry of Education and Culture, Career Counselling and Education Service	EDU
	PAPAGEORGIOU AFXENTIOU, Stalo	Ministry of Education and Culture, Career Counselling and Education Service	EDU
	KONTOGHIORGHES, Elizabeth	Ministry of Labour, Welfare and Social Insurance	LAB
<b>Czech Republic</b>	<b>TILLNER, Jiri</b>	National Institute for Education	EDU
	SIKOROVÁ, Eva	Labour Office of the Czech Republic	LAB
	MORCUSOVA, Jitka	Centre for International Services	EDU
	BRUHA, Jan	Ministry of Education, Youth and Sports	EDU
<b>Denmark</b>	<b>JENSEN, Steffen</b>	Ministry of Children and Education	EDU
	WESTERBY, Nanna	National Dialogue Forum for Guidance	Forum
	FROBERG, Anne	National Dialogue Forum for Guidance	Forum
	KATZNELSON, Noemi	National Dialogue Forum for Guidance	Forum
	WOLLER, Hanne	Ministry of Children and Education	EDU
	BROCK, Jørgen	Ministry of Children and Education	EDU

Bold type denotes national contact points

<b>Estonia</b>	<b>RAMMO, Margit</b>	Foundation Innove	Forum
	MÄNDLA, Merike	Estonian Ministry of Education and Research	EDU
	RANDARU, Lana	Unemployment Insurance Fund	LAB
<b>Finland</b>	<b>KARLSSON, Ulla-Jill</b>	Ministry of Education and Culture	EDU
	LEMENEN, Ari-Pekka	Ministry of Employment and the Economy	LAB
	PULLIAINEN, Harry	Ministry of Employment and the Economy	LAB
	VUORINEN, Raimo	Finnish Institute for Educational Research, University of Jyväskylä	Other
<b>France</b>	<b>NERGUISIAN, Nadine</b>	Ministry of Education, higher education and research	EDU
	TAPIA-FERNANDEZ, Angel	Interministerial Delegation	EDU
	MARMIESSE, Catherine	Ministry of Education, higher education and research	EDU
	DOSSOU-BOISSEAU, Magali	Ministry of Education, higher education and research	EDU
<b>Germany</b>	<b>STUHLER, Heidemarie</b>	Federal Ministry of Education and Research	EDU
	SCHOBBER, Karen	National Guidance Forum in Education, Career and Employment	Forum
	LANGNER, Judith	National Guidance Forum in Education, Career and Employment	Forum
	MASCHNER, Heike	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder	EDU
	ENGELMANN, Dorothea	Federal Employment Agency	LAB
<b>Greece</b>	<b>VLACHAKI, Fotini</b>	National Organisation for the Accreditation of Qualifications and Vocational Guidance	EDU
	GAITANIS, Dimitris	National Organisation for the Accreditation of Qualifications and Vocational Guidance	EDU
<b>Hungary</b>	<b>TÖRÖK, Réka</b>	Ministry for National Economy	LAB
	SZENT-LÉLEKY, György	Ministry for National Economy	LAB
	LUKÁCS, Fruzsina	Ministry for National Economy	LAB
	GULYÁS, László	Virtual Institution for Central European Research	Other
	BAY, Gábor	Ministry of Human Capacities	EDU
<b>Iceland</b>	<b>BIRGISDÓTTIR, Krístrún</b>	Ministry of Education, Science and Culture	EDU
<b>Ireland</b>	<b>MCKENZIE, Jennifer</b>	National Centre for Guidance in Education	EDU
	DARBEY, Linda	National Centre for Guidance in Education	EDU
<b>Italy</b>	<b>CAFARDA, Loredana</b>	Ministry of Labour and Social Policies	LAB
	BECHERELLI, Keiri	Ministry of Labour and Social Policies	LAB
	TRAMONTANO, Ismene	Institute for the Development of Vocational Training for Workers (ISFOL)	Other
	FONZO, Concetta	Institute for the Development of Vocational Training for Workers (ISFOL)	Other
	D'AGOSTINO, Sandra	Institute for the Development of Vocational Training for Workers (ISFOL)	Other

<b>Latvia</b>	<b>LEJINA, Liga</b>	Ministry of Education and Science	EDU
	MUHINA, Jelena	Ministry of Education and Science	EDU
	JOMA, Aleksandra	State Education and Development Agency	EDU
	LIPSKIS, Imants	Ministry of Welfare	LAB
	MIKELSONE, Brigita	Latvian Career Guidance Association	Other
<b>Lithuania</b>	<b>SOKOLOVA, Aleksandra</b>	Ministry of Education and Science of the Republic of Lithuania	EDU
	MIZGERAITĖ-MAZULĖ, Ieva	Education Exchanges Support Foundation	EG
<b>Luxembourg</b>	<b>NOESEN, Jos</b>	Ministry of Education, Children and Youth	EDU
	LANNERS, Michel	Ministry of Education, Children and Youth	EDU
	KREMER-RAUCHS, Liz	Ministry of Education, Children and Youth	EDU
	MEYER, Karin	Ministry of Education, Children and Youth/VET Dept	EDU
	THILL-ROLLINGER, Antoinette	School Psychology and Guidance Center (CPOS)	EDU
	HAWLITZKY, Stephan	Department of Guidance PES (ADEM/OP)	LAB
	COLBACH, Claudine	Ministry of Education, Children and Youth	EDU
	THOSS, Roger	Chambre de Commerce/Luxembourg School for Commerce	EDU
	MELMER, Roger	Chambre des salariés/Luxembourg Lifelong Learning Center	Other
<b>Malta</b>	<b>CORTIS, Sandra</b>	Directorate for Educational Services	EDU
	GRAVINA, Dorianne	Directorate for Educational Services	EDU
	AQUILINA, Lorraine	Directorate for Educational Services	EDU
	CARDONA, Mario	Directorate for Educational Services	EDU
<b>Netherlands</b>	<b>VAN DEN BOOM, Thea</b>	Ministry of Education, Culture and Science (Directorate of VET)	EDU
	WILLEMS, Siegfried	CINOP Erasmus+	EG
	VAN DEURSEN, Peter	CINOP Erasmus+	EG
	VAN HOEK, Frans	CINOP Erasmus+	EG
	VERSPIEK, Mirella	CINOP Erasmus+	EG
<b>Norway</b>	<b>ALFSEN, Camilla</b>	Vox, Norwegian Agency for Lifelong Learning	EDU
	GRAVÅS, Tonje F	Vox, Norwegian Agency for Lifelong Learning	EDU
	ENGH, Line W	Vox, Norwegian Agency for Lifelong Learning	EDU
	KNUDSEN, Halvor Gillund	Norwegian Directorate for Education and Training	EDU
	HAGEN, Ingunn	Directorate of Labour and Welfare	LAB
<b>Poland</b>	<b>SWIATKIEWICZ-ZYCH, Hanna</b>	Ministry of Labour and Social Policy	LAB
	BOGDANŃSKA, Paulina	Ministry of Labour and Social Policy	LAB
<b>Portugal</b>	<b>CUNHA, Pedro</b>	Directorate General for Education	EDU
	MOURA, Hélia	Directorate General for Education	EDU
	BARBOSA, João	National Agency for Qualification and Vocational Education and Training	EDU
	FIGUEIREDO, Alexandra	Public Employment Service	LAB

<b>Romania</b>	<b>RADULESCU, Ana Ecaterina</b>	Ministry of Labour, Family, Social Protection and Elderly	LAB
	MOSTENESCU, Liana Ramona	Ministry of Labour, Family, Social Protection and Elderly	LAB
	GHINARARU, Catalin	National Scientific Research Institute for Labor and Social Protection	Other
	ANDREI, Angela	Institute of Educational Sciences	EG
	PANC, Ioana	Titu Maiorescu University	EDU
<b>Serbia</b>	<b>BOJANIĆ, Mirjana</b>	Ministry of Education, Science and Technological Development	EDU
	KLASNJA, Snezana	Ministry of Youth and Sport	YOUTH
	ČEKIĆ, Vesna	National Employment Service	LAB
	BANKOVIĆ, Marko	Foundation Tempus - Euroguidance Centre in Serbia	EG
	GLISIĆ, Tatijana	Institute for Improvement of Education	EDU
<b>Slovakia</b>	<b>STRBIKOVA, Zuzana</b>	National Lifelong Learning Institute	EDU
	BRAZDILOVA, Eva	National Lifelong Learning Institute	EDU
	LANAKOVA, Katarina	Ministry of Labour, Social Affairs and Family	LAB
	DETKO, Jozef	Euroguidance	EG
	VOJSOVIC, Marko	Secondary vocational school	EDU
<b>Slovenia</b>	<b>LOVŠIN, Miha</b>	Institute of the Republic of Slovenia for Vocational Education and Training	EDU
	KUNTARIC HRIBAR, Irena	Ministry of Labour Family and Social Affairs	LAB
	CERNOSA, Slavica	Ministry of Education, Science, Culture and Sport	EDU
	AŽMAN, Tatjana	National School of Leadership in Education	EDU
	NIKLANOVIČ, Saša	Association for Career Guidance and Counselling	Other
<b>Spain</b>	<b>CARBALLO FERNANDEZ, J Mariano</b>	Ministry of Education, Culture and Sport	EDU
	CABELLO CARRO, Pilar	Ministry of Education, Culture and Sport	EDU
<b>Sweden</b>	<b>ZELMERLÖÖW, Mikaela</b>	Swedish National Agency for Education	EDU
	LINDBLOM, Jan	Swedish National Agency for Education	EDU
	STÅHL, Tarja	Swedish Public Employment Service	LAB
	MANCO, Jorge	Swedish Public Employment Service	LAB
	AHLROOS, Nina	Swedish Council for Higher Education	EG
<b>Switzerland</b>	<b>ZUPPIGER, Isabelle</b>	Swiss conference of the canton's directors of career guidance offices	EDU
	KUNOVITS, Beatrice	Swiss conference of the canton's directors of career guidance offices	EDU
	BECKER, Alain	ch Foundation/Euroguidance Switzerland	EG



## Partner organisation representatives

Pedro Moreno da Fonseca	Cedefop
Rolf Ackermann	EARLALL
Nina Ahlroos	Euroguidance
Helmut Zelloth	ETF
Agnes Roman	ETUC
Giorgio Zecca	European Youth Forum
Gerhart Rott	EAIE
Karen Schober	IAEVG
John McCarthy	ICCDPP
Wolfgang Müller	PES Network

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Tellervo Ahlholm	Project Secretary

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## Annex 2: ELGPN meetings in 2015

### ELGPN Plenary Meetings

3-5 March 2015	Riga, Latvia
28-29 September 2015	Kirchberg, Luxembourg
24-25 November 2015	Jyväskylä, Finland

### ELGPN Steering Group meetings

5 March 2015	Riga, Latvia
29 September 2015	Kirchberg, Luxembourg

### Country cluster meetings

2 March 2015	Nordic ELGPN Cluster meeting (DK, FI, IS, NO, SE) Riga, Latvia
26 March 2015	Peer-Review Meeting on ELGPN process and outcomes (AT, CH, DE, LU) Berlin, Germany
19-20 October 2015	Nordic-Baltic Meeting on e-Guidance and e-Governance (DK, EE, FI, IS, NO, SE and the Faroe Islands) Tallinn, Estonia
10-11 November 2015	Career Management Skills: definitions and evaluation (DK, EE, FI, IE, LV) Tallinn, Estonia

### Annex 3: ELGPN Tools

ELGPN Tools No. 1. *Lifelong Guidance Policy Development: A European Resource Kit*: provides approaches to policy solutions for the four key themes identified in the 2008 EU Council Resolution on lifelong guidance:

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

ELGPN Tools No. 2. *Lifelong Guidance Policy Development – Glossary*: provides a common set of definitions for lifelong guidance (LLG) policy development and related guidance terminology that have been agreed by members of the ELGPN to support the use and translation of all other ELGPN tools and materials.

ELGPN Tools No. 3: *The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice* by Tristram Hooley: synthesises the existing international research findings on the impact of lifelong guidance, including its educational outcomes, economic and employment outcomes, and social outcomes.

ELGPN Tools No. 4: *Designing and Implementing Policies Related to Career Management Skills (CMS)*: provides approaches to solutions for the development and implementation of policies for Career Management Skills.

ELGPN Tools No. 5: *Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance*: provides materials for stakeholder discussion and action for the continuous improvement of lifelong guidance policies and practices, focusing on strengthening quality assurance and evidence-based policy systems development.

ELGPN Tools No. 6. *Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Frame-*

*work for the EU and for the Commission*: provides advice and reference points for lifelong guidance policies and systems across the education, training, employment and social fields in order to improve the career learning experience of EU citizens and strengthen the professionalism of career services and tools. The Guidelines also aim to demonstrate how coherent guidance policies and systems contribute to achieving education, employment, youth and social policy goals.

ELGPN Concept Notes and a Research Paper explore and debate current policy issues from a lifelong guidance policy development perspective:

ELGPN Concept Note No. 1 - *Flexicurity: Implications for Lifelong Career Guidance* by Ronald G. Sultana

ELGPN Concept Note No. 2 - *Youth Unemployment: A Crisis in Our Midst - The Role of Lifelong Guidance Policies in Addressing Labour Market Supply and Demand* by Deirdre Hughes and Tibor Bors Borbély-Pecze

ELGPN Concept Note No. 3 - *Career Management Skills: Factors in Implementing Policy Successfully* by Dorianne Gravina and Miha Lovšin

ELGPN Concept Note No. 4 - *The Youth Guarantee and Lifelong Guidance* by Tibor Bors Borbély-Pecze and Jo Hutchinson

ELGPN Concept Note No. 5 - *Work-based Learning and Lifelong Guidance Policies* by Tibor Bors Borbély-Pecze and Jo Hutchinson

ELGPN Concept Note No. 6 - *Early School Leaving and Lifelong Guidance* by Annemarie Oomen and Peter Plant

ELGPN Concept Note No. 7 - *Career Guidance in Initial and Continuous Teacher Training*

NVL/ELGPN Concept Note: *A Nordic Perspective on Career Competences and Guidance* by Rie Thomsen

ELGPN Research Paper No. 1 - *An Analysis of the Career Development Items in PISA 2012 and of their Relationship to the Characteristics of Countries, Schools, Students and Families* by Richard Sweet, Kari Nissinen and Raimo Vuorinen

## Annex 4: Availability of ELGPN publications by language (as of 16 October 2015)

	Progress Reports				Short Reports		ELGPN Tools					ELGPN Concept Notes									
	2015	2013-2014	2011-2012	2009-2010	2011-2012	2008-2010	Resource Kit (No. 1)	Glossary (No. 2)	Evidence Guide, full version & brief and extended summaries (No. 3)	Career Management Skills, full and brief versions (No. 4)	Quality Assurance & Evidence Base, full and brief versions (No. 5)	EU Guidelines, full and brief versions (No. 6)	Flexicurity (No. 1)	Youth unemployment (No. 2)	Success factors for CMS policy implementation (No. 3)	Youth Guarantee and Lifelong Guidance (No. 4)	Work-based Learning and Lifelong Guidance (No. 5)	Early School Leaving and Lifelong Guidance (No. 6)	Career Guidance in Teacher Training (No. 7)	A Nordic Perspective on Career Competences & Guidance	Career Development Items in PISA 2012 (Research Paper No. 1)
EN	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
AL								x													
BG							x														
CZ						x	x	x													
DE/AT					x	x <sup>3</sup>	x <sup>3</sup>		x	x <sup>1</sup>	x <sup>1</sup>	x <sup>2</sup>	x		x	x					
DK						x						x <sup>1</sup>								x	
EE						x	x														
EL/ CY			x		x	x	x	x					x	x	x						
ES						x															
FI					x		x		x			x <sup>1</sup>									
FR					x	x	x														
HR					x	x	x	x					x	x	x	x					
HU							x	x													
IT						x	x														
LV					x	x	x	x	x				x	x	x	x				x	
LT						x	x														
NL					x		x						x	x	x						
NO					x	x															
PL			x			x	x														
PT			x		x	x	x	x	x <sup>1</sup>	x <sup>1</sup>	x <sup>1</sup>	x <sup>1</sup>	x	x	x	x	x	x			
RS							x														
SK																x					
SI						x	x														
SE						x		x	x <sup>1</sup>	x <sup>1</sup>		x <sup>1</sup>									x
TR						x															

<sup>1</sup> Indicates that translation is planned for 2016

<sup>2</sup> Indicates that translation will be finished by the end of November 2015

<sup>3</sup> Separate versions prepared by AT and DE

## Annex 5: Perceived added value to ELGPN member-countries 2007-2015

Austria	<ul style="list-style-type: none"> <li>• Participation in ELGPN and communication between the national delegations are essential elements of Austrian policy, strategy and politics.</li> <li>• Involvement of Austrian participants in all ELGPN WPs, including lead role in Thematic Activities, is a clear expression of how Austria views the importance of co-operation and participation in ELGPN.</li> <li>• Austria has used the momentum of ELGPN participation in various ways. The National LLG Forum has been active for several years; national and regional dissemination activities take place on national and European strategic approaches. The contents of common work in the ELGPN have been discussed and reflected on national level; and new policy activities have started in all relevant sectors, from early childhood education to adult education, and in labour and social affairs.</li> <li>• The Austrian National Lifelong Guidance Strategy is the first part of the Lifelong Learning Strategy</li> </ul>
Belgium	<ul style="list-style-type: none"> <li>• Participation as an observer to ELGPN and as a full member since 2013 has helped to increase the focus and feed the thinking on guidance in the Fédération Wallonie-Bruxelles (French Community of Belgium).</li> <li>• The Ministry of Education has reinforced guidance within compulsory education and vocational education by means of pilot projects.</li> <li>• The Youth Guarantee Initiative has given opportunities to strengthen co-operation between relevant sectors.</li> <li>• Participation in ELGPN has contributed to identification of elements for further co-ordination and co-operation.</li> <li>• Guidance is an important subject included in the elaboration of an ambitious plan ("Pacte pour un Enseignement d'Excellence" to improve and renew Education system started in January 2015.</li> </ul>
Bulgaria	<ul style="list-style-type: none"> <li>• In 2009 NAVET (the key national body responsible for vocational guidance) adopted a roadmap for development of career services including the establishment of a National Lifelong Guidance Forum.</li> <li>• In 2011 the Ministry of Education and Science initiated the establishment of a network of regional career centres at disposal of learners at school education level. The career counsellors employed were certified under internally recognised system, called GCDF (<a href="http://www.cce-global.org/GCDF">http://www.cce-global.org/GCDF</a>). This measure is directly linked to key points in the ELGPN Resource Kit related to introduction of career management skills in schools, improving access and quality of services.</li> <li>• In the adopted in 2012 National Qualification Framework (based on the European Qualification Framework descriptors) different Career Management Skills were implemented for the different educational levels.</li> <li>• A Post Control Procedure concerning the licensed Centres for Information and Vocational Guidance was developed and adopted by NAVET.</li> </ul>
Croatia	<ul style="list-style-type: none"> <li>• Career guidance activities are defined and incorporated in most legal acts in the field of education, employment and social inclusion systems.</li> <li>• Lifelong guidance is included in the new strategy of education, science and technology adopted by the Croatian government in 2013.</li> <li>• In October 2015 the Strategy for Lifelong Career Guidance 2016-20 was adopted by the Government.</li> <li>• National Forum for lifelong career guidance has been established in September 2014 under the authority of the Ministry of labour and pension system. Croatian Employment Service has the role of the Secretariat of the Forum.</li> <li>• The second version of the document <i>Quality standards of career guidance services in Croatian Employment Service</i> has been set up in January 2015.</li> <li>• The new partnership based CISOK model for lifelong career guidance (CISOK - Croatian abbreviation for Centres for Lifelong Career Guidance) was introduced in 2013 as a result of the project "Improving lifelong career guidance and ICT support" in order to deliver quality tailor-made services of lifelong career guidance to all citizens, especially young people (pupils and students) and other target groups of clients which are not traditional clients registered in Croatian Employment Service (including NEETs etc.).</li> <li>• ELGPN outcomes are very relevant to project activities currently taking place in Croatia: establishing and functioning of the National Forum, national quality standards and a new model of lifelong career guidance centres which reflects across cross-sectoral partnerships based on easy to access LLCG services.</li> </ul>
Cyprus	<ul style="list-style-type: none"> <li>• Reinforcing the co-operation between the ministries providing guidance.</li> <li>• Creating the opportunity for better co-operation between guidance providers and the academic community.</li> <li>• Establishment of National Guidance Forum was a result of the participation of the two ministries.</li> </ul>

Czech Republic	<ul style="list-style-type: none"> <li>• Establishment of the National Guidance Forum;</li> <li>• Acknowledgment of the importance of co-ordination mechanisms and structures for the development of integrated guidance provision including the evaluation of roles and involvement of individual actors in the guidance and counselling system;</li> <li>• Better understanding of career management skills policies and practices concerning the development and assessment in various settings. The concept is currently being integrated in to the education system via the national curriculum. The main principles are also covered by the certified advisor training programs of the public employment services. It is believed that this will significantly contribute to increasing awareness of career management skills in the lifelong guidance perspective among the PES staff.</li> <li>• Stronger focus on the professionalisation of guidance practitioners, quality assurance and evidence based policy in the lifelong guidance systems;</li> <li>• Absorbing important theoretical background and structure supporting internationalisation of guidance services and learning from examples of the best practice from other countries in order to further develop lifelong guidance in the Czech Republic.</li> <li>• Had the Network not existed, had it not continued to focus its work, outputs and discussions on these topics, the range and extent of our actions would not have been possible.</li> </ul>
Denmark	<ul style="list-style-type: none"> <li>• Inspiration to policy development in two areas: CMS with clear focus at school (primary and lower secondary) and developing indicators for guidance.</li> <li>• Launch of a new law in guidance with focus on transition from compulsory education to youth education and with special focus on transition from compulsory education to VET. (As part of changes the Ministry of Education launches development programmes for collective and group-oriented guidance and careers education)</li> <li>• The Ministry of Education and the Ministry of Employment have initiated co-operation on youth guidance and digital applications for education programmes.</li> </ul>
Estonia	<ul style="list-style-type: none"> <li>• ELGPN assembles representatives from different policy sectors: both labour market and educational themes are discussed in the national teams.</li> <li>• Of particular value in 2011-12 has been the development of a quality-assurance system including an evidence base, and providing inputs to the national strategy.</li> <li>• Estonian concept paper for career guidance 2013-20 has great impact from EU resolution of lifelong guidance 2008 and ELGPN tools. The concept paper was used as input to the development of the Estonian Lifelong Learning Strategy 2020 (adopted in February 2014) and relevant national programme that contributes to an increase of young people continuing their educational pathways and decrease in number of dropouts in education sector.</li> <li>• Development of national curricula for basic and upper-secondary level education (in 2010 and 2013) including elements of career management skills development (CMS) – ELGPN has helped to raise awareness on the approaches.</li> <li>• Provision of career guidance has been increased considerably i.e. the targets for access of service provision are higher both in education and labour sector.</li> <li>• Input to the preparation of Youth Guarantee initiative at national level.</li> </ul>
Finland	<ul style="list-style-type: none"> <li>• Enhancing the national co-ordination mechanism regarding lifelong guidance. In September 2011 a Steering and Co-ordination Group for Lifelong Guidance was established, succeeding a previous working group established in 2010. The members of the Forum come from different ministries (education, labour, health and social, finances), regional administrations, social parties and all educational sectors. In 2015 the mandate for the group was extended to cover the period 2015-20.</li> <li>• A national strategy for lifelong guidance was launched in 2011</li> <li>• The strategy has specially influenced the regional co-operation and co-ordination mechanisms, but also other aspects, i.e. quality and competences of guidance practitioners.</li> <li>• In 2014-20 the aim is to develop a conceptual model for one-stop-centres supported with integrated online lifelong guidance services.</li> </ul>
France	<ul style="list-style-type: none"> <li>• France was able to ensure that its policy decisions were congruent with the goals and means on which ELGPN participating countries had agreed.</li> <li>• ELGPN study visits and information on the evolution of policies in other countries gained through ELGPN participation have encouraged French policy-makers and given them supportive arguments and evidence.</li> <li>• In particular, ELGPN has provided a valuable reference point for enhancing the use of ICT in guidance in France.</li> <li>• The French law on guidance (November 24<sup>th</sup> 2009) is partly due to the link with ELGPN</li> </ul>

Germany	<ul style="list-style-type: none"> <li>• Positive opportunity to use ELGPN activities as reference points for stimulation and reinforcement of national processes e.g. within the development of national online career services.</li> <li>• Synergy between ELGPN thematic priorities and similar developmental activities and projects promoting better access to guidance and guidance quality development in Germany.</li> <li>• ELGPN activities supported the continuous cross-sectoral communication and co-operation</li> <li>• In addition to promote the process of quality development in guidance, making use of the expertise of ELGPN experts and their professional contributions during national workshops and conferences</li> <li>• Brochure on the German guidance system originally developed for European partners and ELGPN purposes unexpectedly also met needs within Germany, leading to extra demand for copies. Therefore, a second revised version was printed and distributed.</li> </ul>
Greece	<ul style="list-style-type: none"> <li>• The opportunity to review the systems and mechanisms of other participating countries in quality assurance and in co-operation/co-ordination of career guidance services, to exchange ideas, interesting policies and good practices, and to build on their experience and progress.</li> <li>• More specifically, based on the WP4 Quality-Assurance and Evidence-Base (QAE) Framework, we have further developed the Greek System for Quality Assurance of Career Guidance Services and the Quality Assurance System of Lifelong Learning (known as the P3 system).</li> <li>• Also, based on the co-operation structures of other European countries, we learned about strategies, processes and tools in order to organise our new National Guidance Forum to promote communication and co-operation between different ministries and policy-making organisations and to enhance the access of all target-group users to career guidance services.</li> <li>• Organisation of national seminars in guidance in a regular basis</li> </ul>
Hungary	<ul style="list-style-type: none"> <li>• ELGPN impact was significant under the first phase of the Social Renewal Operational Programme (SROP) process 2007-11. SROP Measure 2.2.2 was designed and implemented to set up a Hungarian national lifelong guidance system. Its four pillars were in line with the EU resolution on lifelong guidance.</li> <li>• Act on vocational training states that all the students shall be provided career guidance services at least once during their studies, prior to making a decision on further studies, enrolling for a higher level of education, or changing or choosing a profession.</li> <li>• On project level EU funded (SROP) programs for the development of the content and the methodology of career guidance system have been carried out in Hungary since 2008. The main aim of the projects is 'to build a sustainable national cross-sectoral guidance network providing services to clients of all ages'.</li> <li>• The new regulation on labour market services uses the terminology of the ELGPN Resource Kit and Glossary.</li> </ul>
Iceland	<ul style="list-style-type: none"> <li>• The ELGPN focus on improving access has started a dialogue between major stakeholders on how to proceed with building a comprehensive ICT guidance system in Iceland. The connection to ELGPN is very important in this dialogue and the future work.</li> <li>• Because of ELGPN, the need for a national policy on lifelong guidance has become more apparent and steps have been taken to work systematically on creating a framework for this.</li> <li>• A national lifelong guidance forum was established</li> <li>• The Ministry of Education is working on a national strategy in lifelong guidance in Iceland.</li> </ul>
Ireland	<ul style="list-style-type: none"> <li>• Participation in the ELGPN, as the designated national representative, enables NCGE to fulfil its remit to inform the Department of Education and Skills (DES) on EU and international developments in guidance. NCGE's representation for Ireland and participation in ELGPN ( or its equivalent) is now clarified in the role of NCGE and detailed within the Strategic Plan.</li> <li>• As a direct result of ELGPN membership, DES approved the establishment of the National Forum on Guidance, co-ordinated by NCGE, to enhance co-operation and dialogue between guidance providers nationally. DES have approved the NCGE co-ordination and the continuation of the National Forum on Guidance to support dialogue and communication and co-operation</li> <li>• NCGE has introduced and discussed issues such as quality assurance and career management skills in a general context with guidance stakeholders as a result of the work in ELGPN.</li> <li>• Guidance is explicitly named in the national strategy for further education. Section 10, FET Strategy 2014-2019</li> </ul>
Italy	<ul style="list-style-type: none"> <li>• The added value for Italy was a clear, complete and updated picture of EU policies and guidelines on the four guidance priorities for 2011-12, and awareness of the role of guidance in past, present and future lifelong learning and employment policies in EU, within a more integrated approach.</li> <li>• The ELGPN Network had a relevant impact on lifelong guidance and lifelong learning policy. Particularly by contributing to the definition of the conceptual framework of the National Guidelines on Lifelong Guidance aimed at strengthening the co-ordination and co-operation between various guidance practitioners dealing with the implementation of policies and guidance services</li> </ul>

Latvia	<ul style="list-style-type: none"> <li>• ELGPN activities have been significant in raising awareness, increasing shared understanding and arguing the case for career guidance development in Latvia. Participation in ELGPN, as well as regular briefings on ELGPN activities at the national guidance forum have increased understanding on the role of career guidance in the education and employment sectors and the need for co-operation between these sectors.</li> <li>• The Latvian national forum was established partially based on recommendations produced by ELGPN WP3 in 2009-10. In 2012 the Ministry of Education and Science formed a working group for development of proposals for improving career guidance system (Concept) in Latvia (2014-2020).</li> <li>• In the frame of the Education Development Guidelines for 2014-2020 the direction of activities and benchmarks for the career guidance have been developed.</li> <li>• The National Development Plan for Latvia in 2014-2020 includes the improvement of the career guidance system and under the priority "Human Securitability" within the strategic objective "Development of Competences" career education is included both in connection with the introduction of innovative curricula and learning methods and in support of youth employment.</li> <li>• The National Action Plan "Implementation of career guidance services in state and municipal general and vocational education institutions in 2016-2020" is under preparation and will be submitted to the Cabinet of Ministers for approval in August 2015.</li> </ul>
Lithuania	<ul style="list-style-type: none"> <li>• ELGPN has provided valuable experience through the open method of co-ordination, peer-learning activities and exchange of best practices, keeping the national guidance community – policy-makers, guidance providers and other stakeholders – informed on the latest developments in lifelong guidance at European level. ELGPN tools serve as a valuable source of information for stimulating and feeding-in the policy dialogue on lifelong guidance and they help to reflect on the current situation and identify the areas for improvement.</li> <li>• ELGPN helped to learn about EU policy-making process as well as initiate and seek better synergies between lifelong guidance and other policy areas.</li> <li>• Bringing this knowledge to the national context has given an incentive to further develop the national lifelong guidance system and to promote the European dimension in the national context.</li> <li>• There are references to lifelong guidance in main laws in the field of education and employment.</li> <li>• There are references to lifelong guidance and the role and importance of such services in national strategies on education, employment, other.</li> <li>• In 2013 the national reference group, which include representatives from different national and local institutions responsible for developing career guidance policy and providing career guidance services in Lithuania, was established and became a continuation of the previous co-operation and meeting initiatives</li> </ul>
Luxembourg	<ul style="list-style-type: none"> <li>• The first period of ELGPN had direct impact on Luxembourg through the setting up of the national forum and the discussion on developing a lifelong guidance strategy.</li> <li>• After delivery of the concept paper to relevant ministers, the task was to turn this strategy into practice, in which the outcomes of ELGPN 2011-12 had more of an 'adjustment' and clarifying role.</li> <li>• Nonetheless, the outcomes of the two work packages in which Luxembourg participated had a stronger influence: on quality; and on reforming the curricula of the lower cycle in secondary education to include a career management skills approach.</li> <li>• The outcomes mainly from the working group on CMS are used by the education and training sector including the relevant guidance services to set up a coherent national strategy.</li> <li>• The outcomes of the Quality working group are used by the guidance services to implement in their quality frameworks the transversal element</li> </ul>
Malta	<ul style="list-style-type: none"> <li>• Increasing awareness at local level of the importance of strengthening career guidance in terms of the four ELGPN thematic activities.</li> <li>• Putting career guidance more strongly on the country's agenda.</li> <li>• Setting up working groups which focus both on the dissemination of ELGPN work to all stakeholders involved in the delivery of career guidance and on implementing the draft career guidance policy.</li> <li>• One of the major policy development has been the authorising of the teaching of Career Management Skills (CMS) in State Schools to all Secondary School Students through the inclusion of career education within the subject Personal and Social Development (PSD) now renamed Personal, Social and Career Development (PSCD). This has been implemented since September 2014. We are currently undergoing a national Curriculum review whereby Personal, Social and Career Development is also involved. A Learning Outcomes framework for the subject will be developed in due course.</li> <li>• The continuous professional development of all career guidance professionals and Personal, Social and Career Development teachers to ensure that personnel working in the area of guidance and/or teaching the subject are trained in the area of careers.</li> <li>• The formulation of a Youth strategy with particular focus on the NEET group</li> </ul>



Netherlands	<ul style="list-style-type: none"> <li>• In 2008-2012 the study visits had much added value, particularly for the participants. The Unicef study visit November 2014 on ESL clarified the best practice policy approach of the Netherlands in ESL and the role of guidance in that.</li> <li>• The four European priorities (CMS, access, quality, co-ordination) have been anchor points for looking at guidance topics in the national context (2012) and to choose priority themes in 2013-2014</li> <li>• A guidance network was established and working under the umbrella of the ELGPN programme in 2008-2012. Informal meetings were organised and exchange between policy-makers and practitioners and experts took place</li> <li>• Conceptualization of career guidance through the (process of producing) the state of the play report of career guidance in the Netherlands. The ELGPN Resource kit was used to review and produce this report.</li> <li>• The contribution to the programme of the Project Directorate Learning and Working concerning career and learning culture in SME's</li> <li>• The QAE framework was used to review the national strategies and professionalisation of career practitioners in VET. NL will use the framework (alongside the NICE Handbook) to create a profile of different types and levels of practitioner competences for those working in education.</li> <li>• The ELGPN research on the use and function of ICT in guidance was used to collect good practices in Europe that could be of use for the Netherlands.</li> <li>• The conference on "Access and e-guidance". In November 2013 two sessions –one with policy-makers- were organised with Tannis Goddard from British Columbia. Outcomes were taken into account in the design of the learning and working offices as well as the Brainport Eindhoven service design.</li> <li>• Conference "A new perspective on career guidance services". In December 2013, 60 policy-makers, managers and researchers in the field of education and labour market, came to this conference. Good practises on the transition of education to labour market were presented and discussed.</li> </ul>
Norway	<ul style="list-style-type: none"> <li>• In 2011 Norway established a national unit for lifelong guidance: experience from ELGPN feeds directly into the main tasks of co-ordinating and developing the field nationally.</li> <li>• Being members of ELGPN has contributed to increased knowledge about complex issues within all four of the WP topic areas: having taken part in all the WPs, we established a very useful network for discussion and exchange of experience. This has been particularly relevant to the discussions on setting up a national forum: participation, roles, tasks, objectives.</li> <li>• Discussions in ELGPN have provided important input to our quality development of services, especially linked to national surveys in education sector</li> <li>• Inspired by the ELGPN CMS working group Norway engaged an expert group to elaborate and produce a paper on CMS in the Norwegian perspective.</li> <li>• CMS is introduced to NAV (PES) in a recently launched staff training program.</li> <li>• ELGPN has contributed to national increased awareness of the importance of career guidance/lifelong guidance in citizens' transitions phases</li> <li>• Through the established long-lasting national delegation formed by both education- and labour sector co-ordinated by the national unit, ELGPN certainly has provided an added value as a joint platform of joint knowledge development and collaboration. This might entail an extra asset in the coming work in the newly appointed national committee.</li> <li>• Co-operation between national authorities in ELGPN, i.e. the national delegation, is one of very few examples of structured, long lasting, cross sectoral co-operation arenas in the area of guidance policy development in Norway.</li> </ul>
Poland	<ul style="list-style-type: none"> <li>• Opportunity for better co-operation between career guidance activities at national level through involvement of the most important government institutions, responsible for strategic solutions and legal provisions, in ELGPN Work Programme implementation.</li> <li>• Synergy between Euroguidance and ELGPN activities.</li> <li>• National regulation states that activities related to the choice of education and profession, and planning education and career must be organised in above schools to assist students or learners in educational and professional decision-making with the of active work methods. Classes are run by teachers, and specialists, including counsellor. All of these individuals may therefore conduct educational and vocational counselling activities obligatory in secondary schools.</li> <li>• Lifelong guidance is included in the national strategy for lifelong learning.</li> </ul>

Portugal	<ul style="list-style-type: none"> <li>• Results are visible in the co-operation between PES and education sectors.</li> <li>• Exchanges with other member-countries have supported the implementation of new tools and methodologies in the fields of quality assurance, co-operation, access (implementation of a new ICT tool) and development of a national common career management skill competence framework between the different levels of education and PES.</li> <li>• A national lifelong guidance forum was established in 2012.</li> <li>• The co-operation amongst PES, Ministry of Education and Science and Universities allowed develop a CMS framework addressing different target groups in different sectors (schools, PES, high education, VET).</li> <li>• The awareness about the add value of online services.</li> <li>• The adoption of a new paradigm of guidance, much more focused on preparedness to manage career.</li> <li>• The mobility became a field of work in school system.</li> </ul>
Romania	<ul style="list-style-type: none"> <li>• Communication and co-operation is consistent with respect to lifelong guidance between the Ministries of labour and education.</li> <li>• The joint approach is also visible in the approach on the Youth Guarantee scheme where responsibilities are shared between the two ministries.</li> <li>• The fact that the RO delegation to the ELGPN has been a mixed one (ministry of Labour and Ministry of Education) is also a good example.</li> <li>• Lifelong guidance structures of the National Agency for Employment are in regular co-operation with lifelong guidance structures in schools vocational schools and higher education</li> </ul>
Slovakia	<ul style="list-style-type: none"> <li>• Establishment of the The National Lifelong Guidance Forum in 2011. The forum is chaired by the state secretary of the Ministry of Education, Science, Research and Sport and the state secretary of the Ministry of Labour, Social Affairs and Family is the vice-chair.</li> <li>• Implementation of a national project started in 2013 with two main activities – adult education and guidance for adults which are based on outputs of ELGPN.</li> </ul>
Serbia	<ul style="list-style-type: none"> <li>• Since Serbia joined the ELGPN as full members only in 2015, the main added value has been positioning the national developments in this area in the wider European context and being able to use ELGPN toolbox for future developments.</li> </ul>
Slovenia	<ul style="list-style-type: none"> <li>• ELGPN helped to add a few more stones to the mosaic of the lifelong career guidance system, on which work started in 2007 with its support. In particular, work began in 2011-12 on developing a national training system for guidance counsellors, national quality standards, and a national guidance glossary.</li> <li>• Many promotional activities were carried out to spread awareness of EU and national guidance policies, and ELGPN and national guidance projects.</li> <li>• ELGPN is viewed as a mechanism for continuous improvement of the lifelong guidance system. Its intensified co-operation between EU Member States is seen as crucial to develop a national guidance system which will meet present and future challenges.</li> <li>• National Guidance Co-ordination Group proposed the established of university career centres to policy-makers. This proposal has been implemented through European Social Fund.</li> <li>• Labour Market Regulation Act, amended in 2010, introduces the term lifelong career guidance and EU concept of career guidance</li> <li>• ELGPN toolkit has inspired a brochure My Career with the information for users and the booklet on LLG Policies with the recommendations.</li> </ul>
Spain	<ul style="list-style-type: none"> <li>• Lifelong Guidance has been empowered as a concept and as a reality.</li> <li>• Its growing importance has lately become more and more evident among the education community, mainly as a means to stop students failure and our high rates of dropouts and early school leavers: it is spreading among the teaching community, students and parents; and likewise, the general citizenship is becoming aware of the need of guidance in those transitions in life that the economic crisis is making more systematic, acute and difficult.</li> <li>• Guidance has been taken into consideration in those education laws issued during these late years.</li> <li>• Deepening attention to issues or sectors relevant to each country's national needs, so leading in due time to benefits for both the national government (through more coherent and informed strategies and policy development) and citizens (through improved provision of guidance services).</li> </ul>
Sweden	<ul style="list-style-type: none"> <li>• Raising awareness of the importance of guidance among Swedish stakeholders, at both national and local level.</li> <li>• Enhanced communication/co-operation between the education and labour market sectors.</li> <li>• National forum established as reference group for the Swedish ELGPN representation.</li> <li>• Opportunity to look into other countries' policies and practices – on quality in guidance, for instance, with extra focus on the Nordic countries.</li> <li>• Common understanding and definition of the national guidance system. ELGPN have had influence in strengthening the consensus in guidance issues.</li> <li>• ELGPN has been inspiring when formulating the new Swedish general guidelines on career education and guidance</li> </ul>

<p>Turkey</p>	<ul style="list-style-type: none"> <li>• The concept of lifelong guidance has been disseminated at national level.</li> <li>• A Memorandum of Understanding (MOU) was signed in 2009 enhance communication, co-ordination and collaboration between all the stakeholders. A web-based National Career Information System has been developed on a collaborative basis, with around 1,300,000 registered users to date; studies to improve the system are in progress.</li> <li>• Social inclusion and guidance for children with special educational needs are important issues for Turkey.</li> <li>• Within the Lifelong Learning Project 1 conducted by General Directorate for Lifelong Learning, a series of workshops arranged on career planning and vocational guidance.</li> <li>• Through ELGPN, Turkey is able to learn from good practices all over Europe.</li> </ul>
<p>United Kingdom</p>	<ul style="list-style-type: none"> <li>• Broader understanding of how career guidance operates in other countries.</li> <li>• Network of career guidance contacts in Europe.</li> <li>• In Northern Ireland, the key policies and strategies impacting on Careers Service policy have a resonance with the work of ELGPN but it is difficult to quantify the extent of influence that ELGPN has had on these.</li> <li>• In November 2013 a formal review was announced involving both the Department for Employment and Learning (DEL) and the Department for Education (DE). The Career Management Skills (CMS) chapter of the ELGPN Resource Kit will be useful as a guide when considering and developing new systems and procedures as part of the Careers review</li> <li>• For other parts of the UK, the ELGPN Resource Kit has been a useful tool in validating our policy developments e.g. quality assurance policies; the move towards online and telephone delivery</li> <li>• In Wales, ELGPN influence has been brought to the Future Ambitions in Wales strategy</li> </ul>



**EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN)** aims to assist the European Union Member States (and the neighbouring countries eligible for the Erasmus+ Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. The purpose of the Network is to promote co-operation and systems development at member-country level in implementing the priorities identified in EU 2020 strategies and EU Resolutions on Lifelong Guidance (2004; 2008). The Network was established in 2007 by the Member States; the Commission has supported its activities under the Lifelong Learning Programme and the Erasmus+ Programme.

**THE PURPOSE OF THIS SUMMATIVE REPORT** is to communicate the outcomes and impact of the European Lifelong Guidance Policy Network (ELGPN) 2007–15 to relevant policy-makers and stakeholders at both European and national levels.

The report describes the work undertaken by ELGPN in 2007–15, including the progress of policy adaptation and implementation processes of the member-countries at national, regional and local levels. In an evaluation of ELGPN's work, members report that participation in the Network has enriched their awareness of possible responses to common challenges and given them fresh perspectives and new insights into their national provision. A key strength of the Network has been the strong ownership of its activities expressed by the national delegations. ELGPN member-countries stress the importance of continuing structured European co-operation between the EU Member States, the Commission and the European authorities responsible for educational, employment and social policies.

The ELGPN represents a major development in support of national lifelong guidance policy development in Europe. In 2015 the Network had 30 member-countries (AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, RS, SE, SI, and SK), with CH as an observer. The participating countries have designated their representatives in the Network, and were encouraged to include both governmental and non-governmental representatives. As a Member-State-driven network, the ELGPN represents an innovative form of the Open Method of Co-ordination within the European Union (EU).