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EDUCATION AND TRAINING 2010

REPORT OF COMMISSION'S EXPERT GROUP ON LIFELONG GUIDANCE TO THE COMMISSION, the COPENHAGEN COORDINATION GROUP and ACVT

(December 2002-December 2004)

Foreword

This report charts the work of the European Commission's Expert Group on Lifelong Guidance for the period December 2002 to October 2004. It provides the policy background to the establishment of the Group; describes the work of the Group and the outcomes of its deliberations; provides an evaluation of its contribution to Education and Training 2010; and gives pointers to its future work. This report has been prepared for Commission, the Copenhagen Coordination Group and ACVT in line with the remit of the Expert Group.

This report is divided into three sections:

Section 1: Executive summary

Section 2: Conclusions and recommendations

Section 3: Detailed results 2003-2004 and annexes

SECTION 1

Executive Summary

Background

The European Commission's Expert Group on Lifelong Guidance was established in December 2002 to provide policy development support for the Education and Training 2010 work programme. Its mandate included:

- To develop a common understanding of basic concepts and underlying principles for guidance
- To reflect on the quality of guidance provision with a view to developing common guidelines and quality criteria for accreditation of guidance services and products from a citizen/consumer perspective, taking into account different policy contexts
- To reflect on the European dimension of guidance for education, training and employment systems, in particular the convergence of existing European networks and structures in the field of information, guidance and counselling, and taking into account the deliberations of the technical working group on a single framework for transparency of vocational qualifications and competences.

As guidance is a transversal element across the three strands (objectives, VET, lifelong learning) of the work programme, the Expert Group worked in close co-operation with other stakeholder and technical work groups from each of the strands.

Results of 2003

In 2003 the Expert Group produced policy recommendations on lifelong guidance concerning (i) the future objectives for education and training systems in Europe. The Group's recommendations on citizen access to guidance services, quality assurance of such services, competency to manage one's career and learning as a basic skill, and on guidance provision as a necessity for efficient investment in education and training, were incorporated in the policy outputs of the Education and Training 2010 stakeholder groups; (ii) the development of vocational education and training policies and systems in Europe. The Group's recommendations on promoting VET opportunities and careers, the development of progression pathways through learning for VET participants and graduates and for workplace guidance require to be addressed through the follow-up to the Maastricht Communique of December 2004; and (iii) the post 2007 EU education and training programmes. The Group's recommendations on support for guidance as a transversal dimension of the new education and training programmes, on strengthening the role of such programmes to support policy and systems development, were incorporated in the draft proposals for the new programmes.

Results of 2004

In 2004 the work of the Expert Group focused on (i) finalising common European aims and principles for guidance, (ii) developing a set of reference points for quality assurance systems for guidance provision, (iii) setting out key features for lifelong guidance systems, (iv) developing a policy makers' handbook on policies for lifelong guidance, (v) supporting the Irish Presidency to develop a Council Resolution on lifelong guidance, (vi) developing a draft set of indicators and benchmarks for guidance provision, and (vii) a first consideration of guidance related aspects of the validation of non-formal and informal learning.

The development of common European aims and principles for guidance in order to support national policy development was a recommendation of the Joint Report of the Council and Commission to the European Council (March 2004). The Education and Training 2010 referent stakeholder group in 2004 endorsed such aims and principles developed by the Expert Group. The principles will be used for peer review and self- development of guidance services across Europe at European, national, regional and local levels.

Through the technical assistance of CEDEFOP, the Group developed a draft set of reference points for quality assurance systems for guidance provision in Europe. These reference points will now be tested and further refined through peer review and self- development activities at European, national, regional and local levels. The Group developed a set of key features for lifelong guidance systems provision whose function is similarly to assist the development of national and regional systems of guidance through peer review and self-development activities.

The above mentioned principles, reference points, and key features have been incorporated as practical instruments for policy, systems and practice development in a joint European Commission-OECD publication entitled "Career guidance: a handbook for policy makers". This publication, an initiative of the Expert Group, describes challenges for policy makers, questions for reflection, policy options, and good examples of policies for the development of lifelong guidance policies and systems. It was published in English and French in December 2004 with German and Spanish versions to follow in February 2005. The text of the publication was the subject of an Inter-services Consultation at the Commission and now has the status of a Commission staff working paper.

The Expert Group provided the Irish Presidency of the EU with critical comment on the preparatory drafts of the Council Resolution on strengthening policies, systems and practices for guidance throughout life which were incorporated in the text adopted by the Ministers in May 2004. The Expert Group subsequently developed a Template for Actions by Member States and the Commission to translate the Resolution into concrete observable actions and outcomes.

With the technical assistance of CEDEFOP, the Expert Group is developing a draft set of indicators and benchmarks for guidance to enable comparable statistics on guidance provision to be gathered across the European Union.

Success factors

As a light-weight instrument to support EU policy development, the Expert Group has been very productive and influential. Three factors have contributed to its success: its composition reflecting the many pertinent stakeholders in a lifelong learning model of guidance provision and a broad range of international expertise; its rich interaction with the work of other Education and Training 2010 stakeholder and technical groups; and Commission and CEDEFOP staff and technical support.

Challenges 2005-2007

The main challenges facing the Group in the next phase of Education and Training 2010 are to maintain its European developmental role, to define and elaborate its role with respect to European, national and regional developments over the next three years within the context of the Education and Training 2010 work programme, and/or until such time as strong European networks of national guidance forums have been established that can contribute to European policy development and replace the mechanism of this Expert Group. In concrete terms this means (i) supporting the dissemination and use of the common European principles, reference points, and features of lifelong guidance systems for national, regional and local development of guidance provision, particularly through peer review at European level, (ii) ensuring that lifelong guidance provision is an integral part of lifelong learning strategies which are targeted to be in place at national level by 2006 (iii) introducing new common indicators and benchmarks for guidance at European level, (iv) supporting the achievement of four of the five benchmarks relating to education and training participation and completion, (v) following up on guidance aspects of the Maastricht Communiqué (December 2004) on VET in Europe, (vi) to contribute to the development of guidance aspects of the validation of non-formal and informal learning (vii) supporting the implementation of the Template for Action arising from the Council Resolution on lifelong guidance, (viii) and reviewing the feedback on guidance in the two yearly national reports on the implementation of Education and Training 2010. All of these challenges require European activity at expert group level to complement the peer learning review process planned for the next phase of the Education and Training 2010 programme.

SECTION 2

Conclusions and recommendations

Conclusions

1. Significant progress has been made at political and technical levels in the follow-up of guidance aspects of the Commission's Communication on Lifelong Learning (2001), the Objectives for Education and Training in Europe (2001), the Copenhagen Declaration on Enhanced European Co-operation in VET (2002), and the Joint Interim Report on the objectives follow-up (2004).

1.1 At a technical level a **common definition and principles** for guidance foreseen in the **Communication on Lifelong Learning** have emerged through good co-operation between the Expert Group and Objectives Working Group G; the definition has been agreed at a political level through the Council Resolution (2004) and the development of principles noted. The principles themselves are now ready for use at European, national, regional and local levels for self-development and peer review of services.

Common reference points for existing quality assurance systems for guidance in Europe have been identified through research by CEDEFOP with some additions made by the Expert Group. The development of **quality standards (with citizen/user involvement) for guidance services and products** was foreseen in the Communication. The quality assurance issue is a political priority in the Council Resolution (2004). A related issue, **the reform of initial and continuing training of guidance practitioners**, also referenced in the Communication, has become a political priority through the Resolution.

The **Maastricht Communiqué** (December 2004) issued on behalf of Ministers responsible for Vocational Education and Training, the European Social Partners, and the European Commission, stressed that **priority** should be given at national level, inter-alia, to the **use of common European instruments, references and principles** (lifelong guidance included) to support the reform and development of VET systems and practices. This includes the strengthening of mutual links between the various instruments developed and raising stakeholders' awareness of these common instruments at national, regional and local levels in Member States to enhance their visibility and mutual understanding.

The **establishment of a European Forum** of guidance policymakers was foreseen in the Communication on Lifelong Learning (2001). This visionary idea did not receive sufficient support from Member States in 2002. In retrospect the idea was before its time: subsequent reviews of policies for career guidance in 29 European countries undertaken by the OECD, CEDEFOP, ETF and World Bank revealed deficits in policy development and strategic leadership in many Member States. A European Forum cannot be built on weak foundations. The Council Resolution (2004) acknowledged such weakness and gave political priority to the strengthening of structures at national level for policy and systems development through the participation of key actors. The response to the Joint Actions Call for Proposals (2004) for the establishment of European networks of national forums for guidance gives some basis over the next three years for a bottom up approach to the development of such a network albeit with a very limited number of countries participating. In turn this will give impetus to the development of a European Forum of guidance policymakers post-2007.

Significant progress has been made in strengthening the **European dimension of guidance** (foreseen in the Communication on Lifelong Learning) especially at the conceptual and policy levels through the Council Resolution (2004) and at a technical level through the development of common aims and principles for guidance provision. Such progress needs to be translated into common actions of Member States. The Resolution called for the identification of areas for future co-operation in the field and for the use of existing structures, networks and programmes to support such co-operation.

In very general terms the development and implementation of lifelong guidance provision is quite dependent on the **development and implementation of lifelong learning policies and systems**. The Joint Report of the Commission and the Council to the European Council (2004) notes the lack of progress as regards the latter and calls on Member States to have such in place by 2006. It is very important therefore that the Expert Group maintains strong links with the Group of National Co-ordinators for Lifelong Learning and that the importance of lifelong guidance is continuously reinforced in the latter's work. The Council Resolution (2004) noted that increased co-operation between guidance services at all levels should be pursued within a lifelong learning perspective in order to overcome the existing fragmentation of services. The features of a systems model for lifelong guidance (see 6 above) is a useful template for the development of Member States' strategies for lifelong learning.

1.2 Guidance was a transversal issue with respect to **the Objectives for Education and Training Systems** and more relevant to some Objectives Working Groups than to others. The remit of the Expert Group was to support the work of Groups G (access, social inclusion, active citizenship) and Group H (making learning more attractive, links with working life) but its deliberations also have import for B (basic skills) and D (increasing participation in maths, science and technology). The importance of guidance in facilitating **access, social inclusion and active citizenship** is noted at a political level in the Council Resolution (2004) and referenced in the Common Aims and Principles for Lifelong Guidance at a technical level. The EC/OECD handbook for policymakers provides a range of policy options for such facilitation.

The role of guidance in **making learning more attractive** through helping citizens to recognise the benefits of lifelong learning and to identify competences developed in non-formal and informal learning is noted at a political level in the Council Conclusions (May 2004) on the validation of non-formal and informal learning and at a technical level in the Common Aims and Principles for Lifelong Guidance. There is a need however with respect to guidance to bring the Council Conclusion from a conceptual to a concrete level both in terms of reforming initial and continuing training of guidance practitioners and extending the range of services that guidance providers currently offer. The Expert Group and Group H need to plan a joint strategy for this.

1.3 Three of the **five benchmarks** for education and training which Member States agreed in May 2004 as targets to be achieved in the near future concern the attractiveness of learning:

- Increased participation in upper secondary school
- Increased participation in adult education and training
- Reduction of early and unqualified school leaving.

Guidance has a very significant role to play in the achievement of each of these targets as noted in the Council Resolution (2004). The Expert Group should support the work of Group H in developing common approaches in Europe to tackling those issues.

One of the new paradigms of guidance provision is the need for refocusing careers education and guidance to teach career management competences to citizens as skills to be reused over one's lifetime. The possession of such skills was noted as a key factor in wage differentials in OECD countries in the OECD Education Policy Analysis (2002). The Council Resolution (2004) deemed the teaching of these skills a political priority and stated that such teaching should be an integral part of education and training programmes. Synergy has been established between the work of the Expert Group and the **Basic Skills Objectives Working Group B** on this point.

A fourth benchmark for education and training systems agreed by Member States in 2004 was to **increase participation in maths, science and technology studies** including improving the gender balance of such participation. This benchmark has been the object of deliberation of the Objectives Working Group D in the past two years. The Council Resolution (2004) called on Member States to ensure the integration of a gender perspective in all policies and practice relating to guidance provision. At a technical level equal opportunities and impartiality are two of the principles of guidance provision agreed by Group G and the Expert Group. There is a need for much closer co-operation between the Expert Group and Objectives Group D on this issue. So far contact between these groups has been minimal.

1.4 The Copenhagen Declaration on enhanced European cooperation in VET (2002) called on Member States to *strengthen policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe*. In essence this invitation has been superseded and made more concrete by the priorities and invitations of the Council Resolution (2004) on lifelong guidance, the Council Conclusions (2004) on the validation of non-formal and informal learning, and by the development of the guidance policy handbook for policymakers. The issue of making VET courses and careers more attractive has not really been addressed with the relevant stakeholders; nor has the issue of workers' access to guidance services which was given political attention in the Council Resolution (2004). These issues have been given renewed priority for national and European level action in the **Maastricht Communiqué** on VET of December 2004. The results of the proposed VET Eurobarometer may offer some direction for the Expert Group and Group H with strong support of the social partners. The issue of workers access to guidance was the subject of a CEDEFOP AGORA conference this autumn and its outcomes may similarly provide direction setting. Both issues are critical challenges in the development of lifelong learning strategies to support the knowledge society and economy and should be properly debated at the development stage, given the goal of having such strategies in place nationally by 2006. The implementation and follow-up of the Maastricht Communiqué in regards to these issues is crucial.

2. Recommendations for the next phase of Education and Training 2010

2.1 Progress in the achieving of the five benchmarks

This calls for very close co-operation between the Expert Group and Groups H and D. Complementary roles and outcomes need to be defined along with joint work programmes.

2.2 Implementation of lifelong learning strategies

Several strands of actions are required to support the implementation (relevant lead actors/agencies and tools referenced):

- Actions to ensure progress on the dissemination and Europe-wide use of principles for lifelong guidance (Commission, CEDEFOP, ETF, Expert Group, Lifelong Learning Co-ordinators)
- Actions to ensure progress in the reform of initial and continuing training of guidance practitioners (Commission, CEDEFOP, ETF, Expert Group, Groups B, D and H, Lifelong Learning Co-ordinators)
- Actions to ensure that career management competence learning becomes an integral part of education and training programmes and of guidance service provision (Commission, CEDEFOP, ETF, Expert Group, Group B)
- Actions to ensure progress on improving workers access to lifelong guidance (Commission, CEDEFOP, Expert Group, European social partners, Lifelong Learning Co-ordinators)
- Actions to further develop and use a common quality assurance framework for lifelong guidance services and products (Commission, CEDEFOP, Expert Group, TWG on Quality in VET)
- Actions to ensure progress on the dissemination and Europe-wide use of principles for the validation of non-formal and informal learning and corresponding implications for guidance (Commission, CEDEFOP, Group H, Expert Group)
- Actions to support the development of strategic leadership to enhance policy, systems and practice development (Commission, CEDEFOP, ETF, Expert Group, Lifelong Learning Co-ordinators, Joint Actions 2004, EC-OECD handbook for policy makers)
- Actions to support the implementation of the Council Resolution on lifelong guidance (Commission, Member States, CEDEFOP, ETF, European social partners, Expert Group, and other stakeholders; Template for Action cf. Annex 6; EC-OECD handbook on policies for lifelong guidance)
- Actions to ensure that comparable data on guidance service usage and satisfaction is gathered through European surveys and through the development and promotion of

common European benchmarks and indicators (Commission, Member States, SGIB, ESTAT, CEDEFOP)

2.3 VET issues and guidance

Four outstanding actions for guidance are required here:

- A strategy for making VET courses and careers attractive based in part on the results of the VET Euro barometer (Commission, CEDEFOP, ACVT, Expert Group)
- An assessment of non-completion rates in VET programmes, its causes and implications for guidance provision at pre-entry, during, and at exit from VET programmes (Commission, ACVT, CEDEFOP, Expert Group)
- Development of lifelong guidance services for the employed both within and outside of the workplace (Commission, European Social Partners, CEDEFOP, ACVT, Expert Group)
- Awareness raising and making use at national, regional and local levels of common reference points, principles and instruments for lifelong guidance to support the reform of VET systems and practices.

2.4 European dimension of guidance

Particular attention needs to be paid to:

- The implementation of the Council Resolution (2004) on lifelong guidance concerning areas and means of co-operation and the use of existing structures, networks and programmes (Commission, Member States)
- the results of the evaluation studies of EUROGUIDANCE and of the networks (including Euroguidance) that support mobility for education, training, and employment (Commission, Expert Group)

2.5 Continuance of European developmental activity in lifelong guidance at expert group level

The recommendations listed in 2.1 to 2.4 above require a European level mechanism to support their policy development implications and to complement and support the peer review strategy planned for the next phase of the Education and Training 2010 programme. The Commission's Expert Group on Lifelong Guidance which has worked very effectively on policy development in the past two years should continue its developmental and support role until such time as an alternative mechanism such as a European network of national guidance fora for all EU Member States is in place.

2.6 CEDEFOP support for the work of the Expert Group

CEDEFOP should continue its support role¹ for the Expert Group through providing:

- technical assistance to the Expert Group
- a web library to support the work of policy makers, in particular to elaborate an electronic version of the handbook for policymakers
- a virtual community for debating policy development issues
- facilitating the emergence of an International Centre for Career Guidance and Public Policy to develop common approaches to evidence-based policymaking for lifelong guidance based on international collaboration
- web pages to disseminate the results of the work of the Expert Group.

¹ CEDEFOP provides a range of technical assistance to the Expert Group. The range includes a library of relevant documents (research reports, policy papers, publications) on the web pages http://www.trainingvillage.gr/etv/projects_Networks/Guidance and a Virtual Community which allows policy makers, practitioners, researchers and the general public to exchange views and information on lifelong guidance themes and also gives access to documents and discussion points of the Expert Group on Lifelong Guidance. The Virtual Community address is: http://cedefop.communityzero.com/lifelong_guidance

SECTION 3

Detailed results 2003-4

Introduction

The European Commission's Expert Group on Lifelong Guidance was established in December 2002 to support policy development in the field of lifelong guidance within the framework of the Education and Training 2010 work programme. In particular its remit was to assist the work of Group G (access, social inclusion, active citizenship), Group H (making learning more attractive, links with working life), the Copenhagen process of enhanced European co-operation in VET (strengthening policies, systems and practices for lifelong guidance to support occupational and geographical mobility), and the implementation of lifelong learning strategies as outlined in the Commission's Communication on Lifelong Learning (2001). The Expert Group was required to make this progress report to the ACVT in Autumn 2004.

The Expert Group consists of 26 members including officials of education and labour ministries, representatives of social partners, European Parents Association, European Youth Forum, European Consumers Association, International Association for Educational and Vocational Guidance, the World Association of Public Employment Services, OECD, CEDEFOP, ETF, and experts from Member States. The Expert Group has technical support from CEDEFOP, the European Centre for the Development of VET, which also provides a Virtual Community to support and disseminate the work of the Group. (See Annex 8 for the list of members).

In the **first phase** of its work the Group met four times during which it developed policy recommendations concerning lifelong guidance relevant to:

- the future objectives for education and training systems in Europe;
- the development of VET in Europe;
- the next generation of European education and training programmes.

Work commenced on the development of common European aims and principles for guidance, on a study of quality assurance systems used for guidance in Europe, on the development of key features of a systems model for lifelong guidance, and on a synthesis report of reviews of policies for career guidance in 29 European countries.

In the **second phase** of its work the Expert Group has met four times during which it:

deepened its treatment of the common European aims and principles in the light of the recommendation of the first Joint Interim Report on the Implementation of the Objectives for Education and Training work programme (2004) and in co-operation with Group G;

identified draft common reference points for quality assurance mechanisms for guidance provision in Europe;

established key features for lifelong guidance systems in Europe;

initiated and provided critical comment on the draft of a handbook on guidance policy development for European policymakers (a response to needs for such identified in policy reviews in 29 countries);

contributed to the development of a European Council Resolution (May 2004) on lifelong guidance proposed by the Irish Presidency; and

commenced a discussion on the development of European indicators and benchmarks for guidance

considered the European dimension of guidance

gave initial consideration to the role of guidance in the validation of non-formal and informal learning.

Detailed Results 2003

3.1 Recommendations on lifelong guidance provision relevant to the Objectives for Education and Training Systems in Europe

Given the transversal nature of career guidance, the Expert Group developed **policy recommendations** for most of the **Objectives for education and training**. These recommendations were submitted to all of the Objectives stakeholder groups through the group co-ordinators. The recommendations concerned:

Lifelong access for citizens to career guidance

Flexible delivery systems

Quality assured services

Collection of relevant statistical information and development of comparable indicators

Training citizens to manage their career and learning as basic skills learning

Role of social partners in workplace guidance development

Guidance role of teacher/trainer

Protection of citizens who use web-based and software guidance products and services

Promotion of gender equity and of maths, science and technology careers

Increased investment in guidance to increase programme completion rates and matching between education and training and the needs of the labour market

Making Europe the reference field for guidance information and delivery in education, training and employment.

The detailed recommendations are attached in **Annex 1**.

Some of the above recommendations have been reflected in the Council Resolution (2004) on lifelong guidance and will be the subject of future actions at national and European levels. Others have been incorporated in the policy recommendations of the relevant Objectives groups. The guidance role of the teacher/trainer still needs to be addressed as does the role of guidance services in promoting awareness of learning and career opportunities within science and technology. While the preventive role of guidance in improving course completion rates in education and training was referred to in the Commission's Communication on Investing Efficiently in Education (2003) and in the Council Resolution on guidance (2004), there is a need to follow this further within the Education and Training 2010 programme.

3.2 Recommendations on guidance in VET in Europe (Copenhagen Declaration follow-up)

Key factors for the development of careers guidance in VET in Europe identified by the Expert Group were:

Promotion of the attractiveness of VET training opportunities and careers

Development of workplace guidance for VET graduates

Development of progression pathways through learning for VET participants and graduates

Use of EU programmes to strengthen policies and systems for guidance in Europe.

Detailed recommendations are given in **Annex 2**.

The promotion of the attractiveness of VET training opportunities and careers has not really been dealt with to date in the Copenhagen process and should now be progressed as a follow up to the Maastricht Communiqué (December 2004). The use of a EUROBAROMETER on VET may help to clarify some of the issues and provide possible solutions. The development of workplace guidance for the workforce was referenced in the Council Resolution on guidance and is at a very preliminary stage in most countries.

3.3 Recommendations on guidance aspects of the new generation of programmes

As part of the consultation exercise on the next generation of Education and Training Programmes, the Expert Group produced a series of recommendations on guidance aspects. The main points raised concerned the need for: transversal support for lifelong guidance actions; systematic evaluation of past actions to identify the lessons learned; mechanisms to promote synergy between education and employment programmes; and strengthening the focus on policies and systems and the transferability of results in addition to promoting innovation. The detailed recommendations are given in **Annex 3**.

The need to maximise return on investment of EU education and training programmes is a very strong message in the Council Resolution on lifelong guidance (2004).

Detailed Results 2004

3.4 Common European aims and principles for lifelong guidance provision

Six common aims and 17 principles for guidance provision were identified by the Expert Group and were agreed by referent Objectives stakeholder group, Group G. The common **aims** of guidance provision are to support the needs of:

- citizens
- education and training institutions
- enterprises and organisations
- policymakers
- economies
- societies.

The 17 **principles** concern the conditions of guidance service provision that citizens should experience when using guidance services. They are grouped according to four themes for implementing lifelong guidance provision as referenced in the concrete objectives for education and training:

Centrality of the citizen

- independence
- impartiality
- confidentiality
- equal opportunities
- holistic approach

Enablement of citizens

- empowerment
- active involvement

Improving access for citizens

- transparency of services
- friendliness and empathy
- continuity
- availability
- accessibility
- responsiveness

Assuring the quality of services

- appropriateness of guidance methods
- continuous improvement
- right of redress
- competence of staff.

The detailed common aims and principles are to be found in **Annex 4. It is intended that these common European aims and principles be used for self-development of guidance services at European, national, regional and local levels in the next phase of Education and Training 2010.** They form an annex of the EC-OECD handbook on guidance policy development for policymakers.

3.5 Draft common reference points for quality assurance models for guidance provision in Europe

Discussion on this topic was informed by the Commission's Green Paper "*Services of General Interest*" (2003) and by the deliberations of the Technical Working Group on the Quality of VET.

The draft common reference points are based mainly on the findings of a study of existing quality guidelines and criteria for guidance services and products undertaken by CEDEFOP in 2003/4. The aim of the study was to review existing quality guidelines and criteria, capture examples of good practice, and identify options for a common European approach to assuring the quality of guidance provision. Particular attention was paid to citizen/user involvement as emphasised in the Commission's Communication on lifelong learning and the Council Resolution (2004) on strengthening policies, systems and practices for lifelong guidance. The approach taken in the study and the deliberations of the Expert Group were informed by the work of the Technical Working Group on Quality in VET. The draft criteria are intended as a first step towards building a common European framework for quality in guidance services and products. Such a framework would serve as a cross reading instrument, to enable policymakers and service providers to understand how quality assurance systems for guidance services and products work and to identify and develop areas of existing models requiring improvement. The draft reference points which have been endorsed by the Expert Group will be subject to further testing and refinement to ensure that they are context free, internally consistent, and can form part of any quality assurance model (planning, methodology, implementation, evaluation, review). They are structured into five blocks:

Citizen/user involvement

- user entitlement
- user consultation
- using user feedback
- user involvement in service development

Professional practice/competence

- staff competence for tasks involved
- staff qualifications
- monitoring of the work of staff
- continuous development of staff
- input of professional associations

Service improvement

- clearly defined standards of services and of career information
- evaluating improvement of service
- meeting needs of target groups
- links with informal guidance providers
- technical standards of guidance materials

Coherence

- across government departments
- between and across sectors
- between guidance providing agencies

Independent provision

- cover private and community sector provision as well as government funded provision.

The detailed draft common reference points for quality assurance for guidance provision in Europe are to be found in **Annex 5. In their present form they can be used for self-development of quality assurance systems for guidance services and products at national, regional and local levels in the next phase of Education and Training 2010.** They form an annex of the EC-OECD handbook on guidance policy development for policymakers.

3.6 Key features of a systems model of lifelong guidance

The reviews of policies for career guidance in Europe revealed the fragmented nature of policies and systems for guidance provision. Accordingly the Expert Group charted features of a lifelong guidance system that could be used as a template for benchmarking, self and peer reviews. Six groups of features were identified:

- citizen centred
- policy development
- systems co-ordination
- targeting within universal provision

- systems review
- international co-operation.

The key features form an annex to the EC-OECD handbook on guidance policy development for policymakers. Details of the features are to be found in Annex 7.

3.7 Development of a policy handbook on lifelong guidance

The career guidance policy reviews in 29 European countries, undertaken by OECD, CEDEFOP, ETF and World Bank in 2001-3, revealed significant shortcomings in policy development and strategic leadership for this area of education, training and employment policies. Accordingly the Expert Group proposed to the Commission to develop a handbook for policymakers and the Commission and OECD decided to develop this as a joint publication. Experts were contracted to develop materials for such a handbook and the Expert Group provided on-going feedback on its development. The handbook, published in EN and FR in December 2004 (DE and ES to follow in February 2005), has the following chapter format:

- challenges facing policymakers
- questions that policies need to consider
- policy options
- good examples of policies.

The handbook is structured according to target groups in a lifelong frame and according to issues that are transversal to the delivery of services to any of these target groups:

Improving career guidance for young people

- in schools and in VET institutions
- at risk of social and economic exclusion
- in tertiary education

Improving career guidance for adults

- unemployed
- employed
- older adults

Improving access to career guidance

- extending access for all
- access for disadvantaged groups

Improving the systems that support career guidance

- career information
- training and qualifications
- funding
- co-ordination and strategic leadership
- ensuring quality
- assessing effectiveness.

The text was the subject of inter-services consultation at the Commission and has the status of a Commission staff working paper. **The publication is intended to inform the deliberations of policymakers and other stakeholders in the development of lifelong guidance service provision within the context of Education and Training 2010 programme in the education, training, employment and community sectors. It provides a range of policy options to meet particular national, regional and local needs.** The handbook can be used for self-development and peer review of lifelong guidance provision at European, national, regional and local levels. The publication is distributed/marketed jointly by OPOCE and OECD².

3.8 Council Resolution on strengthening policies, systems and practices for lifelong guidance in Europe (May 2004)

The Expert Group commented on discussion papers and various drafts of the Council Resolution. The **priorities** identified in the Resolution adopted by the Council were to develop:

- quality and accessible guidance provision for citizens
- European cooperation in lifelong guidance, using EU policy frameworks for education, training, employment, gender, social inclusion, mobility and services of general interest
- citizens' lifelong and life-wide career learning and management skills
- better quality assurance mechanisms for guidance services, information and products, particularly from a citizen/consumer perspective, and
- to strengthen structures for policy and systems development at national and regional levels by involving appropriate key players (such as ministries, social partners, employment services, service providers, guidance practitioners, education and training institutions, consumers, parents and youth),

² Hard copies of the handbook can be ordered from either http://publications.eu.int/others/sales_agents_en.html or http://oecdpublications.gfi-nb.com/isroot/OECDBookShop/Static_html/ab_8.htm Overview/executive summaries of the text in can be downloaded in several languages from either <http://oecdpublications.gfi-nb.com/cgi-bin/OECDBookShop.storefront> or the documentation section of the CEDEFOP Virtual Community for Lifelong Guidance http://communities.trainingvillage.gr/lifelong_guidance?go=t895444

- to follow up guidance policy issues within the Education and Training 2010 work programme

The Member States and the Commission were **invited within their respective competencies** to:

- develop policies and concrete actions for lifelong guidance through enhanced international institutional cooperation
- improve national guidance provision in education, training and employment sectors through review in the light of international and national study findings
- widen access and ensure coherence of provision
- develop citizens' career management competence
- support the implementation of Resolution priorities through use of existing EU structures and activities (networks, workgroups, programmes)
- identify areas of guidance where national developments can be enhanced by European cooperation and support
- maximise return on EU funded collaborative activities in the field of guidance, including ESF
- ensure that a gender perspective is integrated in all policies and practices relating to guidance provision
- improve initial and continuing training of guidance practitioners and in the light of best practice in the EU
- support best practice by policymakers through improved information/evidence base for policymaking
- report on progress in lifelong guidance policy development in future reports of the follow-up of the Education and Training 2010 programme.

A detailed work programme/Template for Action for the implementation of the Resolution was developed by the Expert Group (see Annex 6) and circulated for comment to ministries in Member States through the Objectives referent group, Group H, and to national co-ordinators for lifelong learning. The Template was favourably received. The Template is intended for use as a means of auditing existing national provision, undertaken in partnership, as recommended in the Resolution itself. It can also be used as an operational tool by the emerging European networks of national guidance fora established under the Joint Actions 2004 programme. The EC-OECD handbook on policies for lifelong guidance provision (see 3.7 above) incorporating tools for use in self-development and for peer review, referenced in sections 3.4, 3.5 and 3.6 of this report, will support the implementation strategy. However the implementation strategy needs further consideration, not the least concerning the methodology to be adopted in the implementation of the next stage of the Education and Training 2010 programme.

3.9 Indicators and benchmarks for guidance

The Expert Group discussed this subject on a number of occasions and with the support of Commission staff who service the Standing Group on Indicators and Benchmarks (SGIB). An initial obstacle facing the development of indicators and benchmarks for guidance was the lack of an agreed definition of guidance. Such an obstacle was removed through agreement reached on the Council Resolution (2004) on lifelong guidance. Methodological difficulties still exist in identifying the specific impact and contribution of career guidance separate from other factors. The Expert Group felt it did not have the necessary expertise to bring this topic further and requested CEDEFOP to contract experts in the field to undertake research. The assistance of members of SGIB was also sought. The results of the research will be available in February 2005.

3.10 Guidance in European surveys of education and training

The collection of data of usage of existing career guidance services, the motivation for their usage and the level of satisfaction with the services were discussed by the Group on several occasions in the context of the development of the next phase of the Adult Education Survey. Several proposals of types of questions were forwarded to the Commission for consideration.

The Expert Group also considered the types of data which could usefully be collected from a proposed EUROBAROMETER for VET, particularly on the attractiveness of VET courses and occupations, related work motivation, and access to workplace guidance services. It offered suggestions on types of questions to the Commission.

3.11 The European dimension of guidance

Developing the European dimension of guidance was part of the remit of the Expert Group arising from specific reference to such in the Commission's Communication on lifelong learning (2001) and also the role of guidance in supporting geographical mobility as referenced in the Copenhagen Declaration (2002). The Group considered this topic at three levels of meaning: common concepts, creating a European space in policy, systems and practice development for guidance, and supporting the internal market for education, training and employment. At the conceptual and policy levels, the Expert Group provided feedback on the discussion paper and various drafts of the Council Resolution (2004), placing guidance in the perspective of existing policies in Europe for education, training, employment, youth, social inclusion, and gender equity. The agreed definition of guidance in the Resolution had its origins in common understandings of career guidance derived from the reviews and synthesis reports of career guidance in 29 European countries which the Expert Group commented on. The development of common aims and principles for lifelong guidance in cooperation with the Objectives referent group, Group G, also contributed to the achievement of the aim.

With respect to supporting mobility in Europe for education, training and work, an evaluation study by the Commission of the role of the Euroguidance network in attaining that aim has been completed. The current specific remit of the Euroguidance network is to support the mobility of students and trainees in education and training fields in Europe. A further study by the Commission of the interaction and complementarity of existing networks (including

Euroguidance, EURES) that support the mobility of European citizens is underway. The results of these two studies will be considered by the Expert Group. It is hoped that they will provide the Commission and the Expert Group with valuable information and direction as to the future role of the Euroguidance network in supporting mobility and also any possible role it may have in creating a European space for guidance.

3.12 The role of guidance in the validation of non-formal and informal learning

This theme is specifically mentioned in the Copenhagen Declaration (2002). The Expert Group considered it at two of its meetings. Traditionally this topic has not been part of existing guidance provision, neither of competences required of guidance practitioners, nor of initial and continuing training of practitioners. However it is a key part of any lifelong learning strategy. A discussion thread on this theme on the Virtual Community that CEDEFOP established to support the work of the Expert Group did not produce any significant advances to date.

ANNEX 1:

Recommendation and Comments of the European Commission's Expert Group on Lifelong Guidance on the objectives for education and training systems (March 2003)

Introduction

The Expert Group on Lifelong Guidance has reflected on how to tap the full potential which guidance can make to the achievement of the Objectives for Education and Training Systems. While the initial focus of their recommendations below is on those objectives being dealt with by referent groups, Groups G and H, career guidance is also helpful in achieving the objectives being dealt with by Groups A to F.

Policy Recommendations

Objectives 2.1 and 2.3 Access and progression through learning; promotion of active citizenship, equality and social cohesion (Group G):

Recommendation One: Access to Lifelong Guidance Services. Governments, in co-operation with social partners, and voluntary and private sectors, should ensure that all citizens in all Member States and future Member States have ready access to career guidance throughout their lives in order to enable the citizens of Europe to engage in lifelong learning opportunities that are meaningful to them and related where appropriate to social and economic needs.

Recommendation Two: Required Characteristics of Lifelong Guidance Services

To optimise effectiveness, governments should require that lifelong guidance services provided by public, private and community/voluntary sectors assist learners in the recognition of their informal learning and empower citizens to negotiate progression in their learning, work, and non-work lives. Provision should be characterised by outreach to where learners and potential learners live and congregate; be culturally sensitive; have adequately trained personnel; assure quality of service; and support intergenerational guidance.

Recommendation Three: Quality Assurance and Co-ordination

Governments should play a key role in promoting quality assurance for lifelong guidance services and in ensuring that such services provided by public, private and voluntary/community sectors work together in a co-ordinated way to provide lifelong guidance services for all citizens.

Recommendation Four: Feedback Mechanisms

In order to promote innovation and develop systems which are more responsive to real needs, governments should require the establishment of mechanisms which ensure that education and training providers are systematically provided with feedback from guidance services concerning the unmet needs of individual learners and potential learners.

Recommendation Five: Better Statistical Data

Governments should promote the collection from citizens of statistical data on guidance provision, including the development of indicators, such as how and when career guidance is accessed, by whom and from whom, in order to further the lifelong learning agenda. In particular, household surveys (e.g. the Labour Force Survey) could be used to capture the perspective of citizens/users.

Objectives 2.2 and 3.1 Making learning more attractive; strengthening the links with working life, research and society (Group H)

Recommendation Six: Promoting Social and Economic Benefits of Learning

Governments should require lifelong guidance services to actively promote the social and economic benefits of learning in different learning settings (home, education, workplace, community) and to train citizens to manage their careers.

Recommendation Seven: Lifelong Guidance at the Workplace

Governments should promote the key role of the social partners both in developing lifelong learning and guidance in the workplace, including SMEs, and in actively supporting career guidance activities in other settings.

Objective 1.1 Training of teachers and trainers (Group A)

Recommendation Eight: Guidance Role of Teachers and Trainers

Governments should require that the new approach to teacher training includes a specific dimension on the guidance role of the teacher/trainer, within a lifelong learning framework

Objective 1.2 Basic skills (Group B)

Recommendation Nine: Managing Ones Learning and Career

Governments should require that policies in education for basic skills include specific reference to the skills of managing one's own learning and career³. The concept of social skills as presented in the Objectives should be more clearly defined to include skills such as

³ cf. OECD Education Policy Analysis (2002) : Chapter Five – Rethinking Human Capital

teamwork, self-reliance and initiative taking (entrepreneurship in a broader sense) that are important for life in general and especially relevant for employability.

Objective 1.3 Access to ICT (Group C)

Recommendation Ten: Standards and Ethics of ICT Products and Services

Governments should require policies for ICT in education and training to pay greater attention to issues of quality standards, ethics, and protection of citizens interests with respect to web-based and other ICT-based career guidance and information products and services.

Objective 1.4 Increasing recruitment to scientific and technical studies

(Group D)

Recommendation Eleven: Awareness Raising in an Equal Opportunities Context

Governments should require that policies for career guidance within education and training systems promote awareness of learning and career opportunities within science and technology and support action to overcome gender stereotyping with the assistance of government, local communities and social partners.

Objective 1.5 Making best use of resources (Group E)

Recommendation Twelve: Role of Lifelong Guidance in Reducing Wastage in Human Resource Development

Governments in Member States and future Member States should invest significantly in career guidance provision in education, training and employment settings, given the contribution of such provision to increasing completion rates in second- level and higher education, in reducing mismatches between education and training and the needs of the labour market, in facilitating the transition to work as well as return to studies, in creating awareness of learning and career opportunities within science and technology, and in overcoming learning and career stereotyping⁴.

Objective 3.4 and 3.5 Increasing mobility exchange and strengthening European co-operation (Group F)

Recommendation Thirteen: Europe as the Reference Field for Lifelong Guidance

Governments should require that national lifelong guidance services adopt Europe as a minimum reference field for guidance services in education, training and employment. To meet this requirement, governments should actively support and promote information tools

⁴ Commission's Communication on Investing Efficiently in Education and Training : an Imperative for Europe, Section 5.1 (2002)

such as PLOTEUS, guidance networks such as EUROGUIDANCE and EURES, and programmes for transnational exchanges and placements for guidance personnel such as ACADEMIA, and should strengthen the European dimension in the initial training of guidance practitioners.

ANNEX 2:

POLICY RECOMMENDATIONS FROM THE EUROPEAN COMMISSION'S EXPERT GROUP ON LIFELONG GUIDANCE FOR THE COPENHAGEN PROCESS: ACCESS AND PROGRESSION THROUGH VET (SEPTEMBER 2003)

Introduction

Career guidance contributes to several public policy goals:

- Labour market efficiency
- Education and training investment efficiency
- Social inclusion
- Workforce /economic development
- Lifelong learning

Recent studies of career guidance policies undertaken in Europe by CEDEFOP, ETF and OECD have identified major gaps in policies and systems for guidance provision in Europe, in particular for VET participants and for employed people. Recommendations 3 and 4 below are a response to such findings.

1. Attractiveness of VET :

Governments and social partners, in association with career guidance services, should promote the attractiveness of VET learning and career opportunities in order to support workforce development and the needs of businesses .

2. Career progression through VET

Governments with social partners should support the career progression of the workforce through the development of learning and qualifications pathways for VET participants over the life-span .

3. Career management skills for VET participants

Governments and social partners should support the development of career guidance provision within VET and at the workplace in order to develop the career management skills of VET participants and graduates.

4. Strengthening of guidance policies.

A European network of stakeholders (policymakers, social partners and other relevant associations) should be established to strengthen policies and systems for guidance in the EU.

ANNEX 3:

RECOMMENDATIONS ON THE NEW GENERATION OF EU PROGRAMMES AND INITIATIVES (MAY 2003)

Views of European Commission's Expert Group on Lifelong Guidance

Introduction

The European Commission's Expert Group on Lifelong brings together a broad range of perspectives and has a wealth of experience and expertise. The Group has reflected on the new generation of EU Programmes and Initiatives and requests that consideration be given to its recommendations and comments which are attached below:

PART ONE: RECOMMENDATIONS

- 1.1 The new generation of EU programmes and initiatives should include as a transversal element support for information, guidance and counselling actions that contribute to the attainment of the Lisbon Council (2000) and public policy goals of economic development, social inclusion, labour market efficiency and lifelong learning.
- 1.2 Lifelong learning, encompassing lifelong guidance, should be the organising principle of the new generation of education and training programmes and be also reflected in the new employment and ESF programmes
- 1.3 As a prelude to the new generation of programmes, the European Commission should gather together in an integrated and user friendly way what has been learned in the last 10 years from EU programmes and initiatives, including qualitative analyses. This could be done as part of a Knowledge Management System.
- 1.4 The content of new generation of programmes and initiatives should reflect EU policy priorities for guidance and have the flexibility to adapt to changing priorities over their lifetime.
- 1.5 The new generation of programmes and initiatives should include a quality management approach at all stages of its work. For guidance actions this should involve the use of guidance experts in the selection of projects and in active and thematic monitoring, as well as the application of common standards across centralised and decentralised selection procedures.
- 1.6 Mechanisms for interconnectivity between programmes and initiatives should be strengthened, especially between those from the education/VET and the employment and ESF fields, and particularly for the application of ESF to the future Member States.

1.7 The new generation of programmes should include measures which promote impact on policy and systems and transferability of what has been learned as well as encouraging innovation.

PART TWO COMMENTS AND RATIONALE BEHIND THE RECOMMENDATIONS

2.1 Continued inclusion of information, guidance and counselling as a transversal element of E.U education, training and employment programmes and initiatives

Information, guidance and counselling contribute to four public policy goals which are common to all Member States, EEA, and Future Member States :

- Economic development
- Social cohesion
- Labour market efficiency
- Lifelong Learning.

These contributions have been acknowledged in a wide range of communications emanating from the Commission and from the Member States and have been highlighted in Council Resolutions and Declarations of Ministers. They have also been recognised in the objectives and actions of EU Programmes and Initiatives since PETRA. Such public policy goals are fundamental to the attainment of the Lisbon Council (2000) aim of making Europe the most competitive economy and knowledge based society in the world by 2010. Continued support for actions in the field of information, guidance and counselling through European programmes and initiatives is therefore necessary, including to achieve convergence in access for and delivery of such services for European citizens.

2.2 Building on what has been learned

There are two issues of concern here.

2.2.1 Firstly it makes no sense to continue reinventing the wheel. In order to prevent this happening, the first step is to establish a systematic inventory of what has taken place in the field of information, guidance and counselling across the Programmes and Initiatives since 1995. There is a related need to conduct a qualitative analysis or assessment of the outcomes and results of these actions on guidance, and of their impact on individuals, organisations, and systems at local, regional, national and European levels. Such an inventory and analysis are part of the work programme of the Expert Group on Lifelong Guidance, and should be completed by the end of 2003. The inventory and analysis could be part of a Knowledge Management System strategy applying to all areas of programme content and learning to date. This should be managed centrally by the Commission or one of its agencies, and be easily accessible in a user-friendly form to all national programme agencies and potential action promoters.

2.2.2 Secondly there is a need to disseminate widely what has been learned to date. This will enable interested parties to apply existing knowledge to new situations and circumstances.

2.3 Relating programme actions in information, guidance and counselling to policy priorities

Lifelong learning should be the organising principle for the new generation of education and training programmes and should also be a principle of relevant employment and ESF programmes and initiatives, reflecting its transversal relevance in the European Employment Strategy guidelines. The importance of guidance in promoting and supporting lifelong learning has been recognised in the Commission's Communication on Lifelong Learning, in the Social Dialogue Framework for Qualifications and Competences, and in the Joint Statements of the Public Employment Services on their Role in the Labour Market. Information, guidance and counselling have only recently become significant stated policy considerations at European level. . Lifelong learning policies on information, guidance and counselling at European level could give a coherent and comprehensive vision for guidance in the next generation of programmes. There is a need to reinforce policies for guidance in the lead up to 2010 and beyond, so that programme actions in the field of guidance do not become a series of unrelated and peripheral activities. The other public policy priorities relevant to guidance, as referred to in 2.1 above, should also be reflected in the programmes.

2.4 Getting added value: programme monitoring mechanisms

Here we distinguish the need for two complementary types of monitoring for actions on guidance: active monitoring and thematic monitoring. Competently undertaken, active monitoring ensures that the European taxpayers' money is not wasted through inefficient project management. The assistance of experts in the field of guidance in active monitoring work will ensure quality control. Thematic monitoring brings clusters of projects together, creates synergy between their work, and adds value both to the programme and to individual projects.

2.5 Getting added value: selection of projects, surveys etc

The selection stage is the second phase in a programme's quality management approach. Improvements have been made in the recent past in devising standard evaluation tools and criteria for project selection. But there is room for further improvement both for centralised and decentralised actions, such as including experts in the field of guidance among the evaluators of proposals. There is also a need for such evaluators to be familiar with policy issues, and for importance to continue being given to the application and monitoring of standards for project selection.

2.6 Getting added value: transferability

In order to get maximum value from available resources the learning created through previous programmes has to be fully tapped. All new programmes and initiatives therefore need to systematically include mechanisms and measures to encourage building on past experience. This has particular importance for working with future Member States.

2.7 Inter-connectivity between EU programmes and initiatives

This area appears to be very underdeveloped. There is little communication either at European or national levels between programmes such as SOCRATES, LEONARDO on the one hand and the ESF on the other. This often results in duplication and wastage of expertise, experience and effort. This is very evident in relation to actions in the field of guidance, the concerns of which intrinsically cross-sectoral boundaries. But it is also evident in other areas too. Mechanisms for co-operation at EU and national levels need to be strengthened, including the development and dissemination of what has already been learned (see 2.2 above).

A particular priority in this respect is the application of the ESF to the future Member States.

2.8 Innovation and impact

Innovation is vital to all spheres of work activity. The new programmes should therefore continue to encourage the development of innovative approaches. However, there is an equal need to demonstrate that programme actions impact on policies and systems at local, regional and national levels and particularly provide European added value; and that such impact has a life beyond the action itself. The new generation of programmes should therefore also favour actions which have the potential to make such an impact. Otherwise, the risk is that the actions and programmes will benefit only their direct participants rather than the broader European public on whose behalf the programmes are constructed. The criteria for assessing a successful action/project need to reflect this and extend beyond merely meeting accounting requirements.

ANNEX 4

Common aims and principles of lifelong guidance provision (February 2004)

Introduction

This text presents a set of common aims and principles for lifelong guidance provision developed under the auspices of the European Union's Education and Training 2010 work programme. The principles describe the conditions of guidance service that citizens should expect when using such services. They have been produced by Working Group G of the Objectives follow-up programme in co-operation with the European Commission's Expert Group on Lifelong Guidance. The development of common aims and principles for lifelong guidance provision at European level to support national policy and systems development was recommended in the Joint Report "Education and Training 2010" of the Council (Education/Youth) and the European Commission to the European Council (2004) and noted in the Council Resolution (Education/Youth) of May 2004 on strengthening policies, systems and practices for lifelong guidance in Europe. The Resolution prioritised the centrality of the individual/learner in the provision of such services, and the needs to (i) refocus provision to develop individual's career competency, (ii) widen access to services and (iii) improve the quality of the services. The principles for guidance provision that follow are grouped according to those priorities. They are intended for use as a self-development tool for guidance service provision at national, regional and local levels.

1. What does lifelong guidance mean?

Guidance refers to a range of activities⁵ that enables citizens of any age and at any point in their lives (lifelong) to identify their capacities, competences and interests, to make meaningful educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used (life-wide). Guidance is provided in a range of settings: education, training, employment, community, and private.

⁵ Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills. In order to avoid ambiguity, since a variety of terms are used in Member States to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, etc., the term 'guidance' is used throughout this text to identify any or all of these forms of provision and Member States should interpret the term as referring to the appropriate provision in their own countries.

2. Aims

Guidance aims to:

- Enable **citizens** to manage and plan their learning and work pathways in accordance with their life goals, relating their competences and interests to education, training and labour market opportunities and to self-employment, thus contributing to their personal fulfilment;
- Assist **educational and training institutions** to have well motivated pupils, students and trainees who take responsibility for their own learning and set their own goals for achievement;
- Assist **enterprises and organisations** to have well motivated, employable and adaptable staff, capable of accessing and benefiting from learning opportunities both within and outside the workplace;
- Provide **policymakers** with an important means to achieve a wide range of public policy goals⁶;
- Support local, regional, national and European **economies** through workforce development and adaptation to changing economic demands and social circumstances;
- Assist in the development of **societies** in which citizens actively contribute to their social, democratic and sustainable development.

3. Principles of Guidance Provision

The following principles underlie the provision of guidance:

Centrality of the citizen

- **Independence** – the guidance provided respects the freedom of the career choice and personal development of the citizen /user
- **Impartiality** – the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability etc.
- **Confidentiality** –citizens have a right to the privacy of personal information they provide in the guidance process
- **Equal opportunities** – the guidance provided promotes equal opportunities in learning and work for all citizens
- **Holistic approach** – the personal, social, cultural and economic context of a citizen's decision-making is valued in the guidance process

⁶ See section 4 below

Enabling citizens

- **Empowerment** – the guidance provided assists citizens to become competent at planning and managing their learning and career paths and the transitions therein
- **Active involvement** – guidance is a collaborative activity between the citizen and the provider and other significant actors e.g. learning providers, enterprises, family members, community interests, and builds on the active involvement of the citizen

Improving access for citizens

- **Transparency** – the nature of the guidance service(s) provided is immediately apparent to the citizen
- **Friendliness and empathy**– guidance staff provide a welcoming atmosphere for the citizens
- **Continuity** –the guidance provided supports citizens through the range of learning, work, societal and personal transitions they undertake and/or encounter
- **Availability** – all citizens have a right to access guidance services⁷ at any point in their lives
- **Accessibility** – the guidance provided is accessible in a flexible and user friendly way such as face to face, telephone, e-mail, outreach, and is available at times and in places that suit citizens' needs
- **Responsiveness** – guidance is provided through a wide range of methods to meet the diverse needs of citizens

Assuring the quality of provision for citizens

- **Appropriateness of guidance methods** – the guidance methods used have an appropriate theoretical and/or scientific/empirical basis, relevant to the purpose for which they are used
- **Continuous improvement** – guidance services have a culture of continuous improvement involving regular citizen feedback and provide opportunities for staff for continuous training
- **Right of redress** – citizens have an entitlement to complain through a formal procedure if they deem the guidance they have received to be unsatisfactory.

⁷ EUROPEAN SOCIAL CHARTER (1996 Revision) **Article 9 – The right to vocational guidance**

« With a view to ensuring the effective exercise of the right to vocational guidance, the Parties undertake to provide or promote, as necessary, a service which will assist all persons, including the handicapped, to solve problems related to occupational choice and progress, with due regard to the individual's characteristics and their relation to occupational opportunity: this assistance should be available free of charge, both to young persons, including schoolchildren, and to adults. »

- **Competent staff** – staff providing guidance have nationally accredited competences to identify and address the citizen's needs, and where appropriate, to refer the citizen to more suitable provision/service

4. EU Policy Goals that Lifelong Guidance Contributes to

Lifelong guidance assists policymakers in Europe to achieve a number of common policy goals:

- **Efficient investment in education and training:** Increasing the rates of participation and of completion in education and training through improved matching of individuals' interests and abilities with learning opportunities;
- **Labour market efficiency:** Improving work performance and motivation, rates of job retention, reducing time spent in job search and time spent unemployed through improved matching of individual's competences and interests with work and career development opportunities, through raising awareness of current and future employment and learning opportunities, and through geographical and occupational mobility;
- **Lifelong learning:** Facilitating personal development and employability of all citizens through continuous engagement with education and training, assisting them to find their way through increasingly diversified but linked learning pathways, to identify their transferable skills, and to validate their non-formal and informal learning;
- **Social inclusion:** Assisting the educational, social and economic integration and reintegration of all citizens and groups including third country nationals, especially those who have difficulties in accessing and understanding information about learning and work, leading to social inclusion, active citizenship and to a reduction in long-term unemployment and poverty cycles;
- **Social equity** : to assist citizens to overcome gender, ethnic, age, disability, social class and institutional barriers to learning and work
- **Economic development:** supporting higher work participation rates and enhancing the development of the workforce for the knowledge-based economy and society.

ANNEX 5

Draft common reference points for quality assurance systems for guidance in Europe (June 2004)

The five sets of common reference points described below are mainly based on the findings of a study of quality assurance systems for lifelong guidance provision in Europe that was undertaken by CEDEFOP in 2003-4 at the initiative of the Commission's Expert Group on Lifelong Guidance. They are criteria that were found to be common to a diverse range of existing quality assurance frameworks used for guidance services and products and some additional criteria considered by the Expert Group to be relevant and desirable for inclusion in any such framework. The draft reference points are intended as a first step towards building a common framework for quality in guidance services and products in Europe. Such a framework would serve as a transversal appraisal tool for quality assurance systems for guidance. They can be used for self-development of existing quality assurance systems and for the development of new systems.

1. Citizen and user involvement

Quality assurance systems for career guidance should:

- Include information for the user regarding their entitlement (for example through users' charters) and take account of the work of national and European consumer associations in processes for consumer protection and redress.

Ensure that individual users are regularly consulted on their satisfaction with, and experience of, the service.

Require service providers to make systematic use of the findings from such consultations.

Involve the user in the design, management and evaluation of guidance services and products.

2. Practitioner competence

Quality assurance systems for career guidance should:

Require practitioners to have the competence needed to perform the guidance tasks they are called on to undertake.

Require guidance practitioners to hold, or be working towards, qualifications that ensure that they have the required competencies to undertake the necessary guidance tasks.

Include the monitoring or assessment of the work of guidance practitioners with respect to the outcomes of guidance interventions that they are expected to deliver.

Require on-going professional development and service improvement.

Include all relevant practitioner associations in the development of standards and quality assurance procedures.

3. Service Improvement

Quality assurance systems for career guidance should:

Include clearly defined standards of service⁸, some way of monitoring whether a service meets those standards, and, where this is not the case, a procedure to follow to bring them up to standard.

Include some way of monitoring and evaluating whether action undertaken to improve services and information, in fact, results in reaching specified standards and in ongoing improvement.

Include some way of differentiating and monitoring service provision in relation to the needs of different target groups.

Require services to form working links with, and provide support for, groups and bodies that offer guidance informally (such as parents, voluntary organisations or bodies associated with leisure activities).

Ensure that guidance materials used (for example assessment tools) meet quality assurance technical specifications.

4. Coherence

Quality assurance systems for career guidance should:

Include links to promote effective working relationships within and across government departments on quality assurance in guidance.

Ensure there are no conflicts between different quality assurance systems operating in different guidance sectors, or in relation to different target groups.

Include ways of monitoring the use and usefulness of links between guidance-providing agencies.

⁸ Standards of service should apply both to direct services to users, and to information (whether printed, through ICT or in some other format) provided to users.

5. Independent provision

Quality assurance systems for career guidance should contain guidelines on guidance activities undertaken by private agencies, employers, trade unions and other non-State providers.

ANNEX 6

KEY FEATURES OF A SYSTEMS MODEL OF LIFELONG GUIDANCE FOR EUROPEAN COUNTRIES (OCTOBER 2004)

This set of key features is intended for use as a checklist for national audit of guidance systems within the context of a lifelong learning policy framework and the implementation of the Council Resolution on lifelong guidance (2004) to be used by policy makers in partnership with other relevant stakeholders. It represents an ideal model of lifelong guidance provision against which the features of existing national systems of provision can be assessed. The checklist is intended for use in conjunction with the common aims and principles for lifelong guidance set out in Annex 4 and the common reference points for quality assurance for guidance presented in Annex 5.

1. Citizen Centred Features

1.1 All citizens have **access** to lifelong guidance provision throughout their lives at times, locations, and in forms that respond to their needs.

1.2 Citizens are provided with opportunities to **learn how to** make meaningful educational and occupational decisions and how to manage their learning and work so that they can progress through diverse learning opportunities and career⁹ pathways.

1.3 **Mechanisms** exist to allow citizens: to invest efficiently in and benefit from lifelong learning opportunities; to identify competences gained from non-formal and informal learning; and to develop other competences.

1.4 Citizens' participation in guidance is enhanced through the application of **principles** for lifelong guidance provision such as those set out in Appendix One.

1.5 Citizens' **entitlements** to guidance are clearly defined.

1.6 Citizens are **referred** for additional guidance assistance, as appropriate, within and across sectors, and across national boundaries.

1.7 Continuous improvement of guidance services, of career information, and of guidance tools and products is promoted through the application of **quality** assurance mechanisms, such as those set out in Annex Two, in which the citizen/user plays a key role.

⁹ Career refers to pathways in life in which competences are learned and/or used. The term covers life-wide experiences both formal (education, work) and informal (home, community).

2. Policy Development Features

2.1 Lifelong learning and the development of employability are the **guiding principles** and frameworks for the development of policies, systems and practices for lifelong guidance.

2.2 Policies and programmes for lifelong guidance are an integral part of national and European Community level social and economic development policies and programmes. These include policies and programmes relating to **education, training, and employment**, social inclusion, gender equity, human resource development, regional and rural development, and improving living and working conditions.

2.3 Guidance policies and programmes for guidance are developed in a **co-ordinated** way across education, training, employment and community sectors within a lifelong learning and active employability framework

2.4 The roles and responsibilities of all those who develop lifelong guidance policies, systems and programmes are clearly **defined**.

2.5 Policies and programmes for lifelong guidance are formulated and implemented through stakeholder participation in mechanisms such as national forums for guidance. Relevant stakeholders include ministries, users, social partners, service providers, employment services, education and training institutions, guidance practitioners, parents, and youth;

2.6 Policies and programmes for lifelong guidance take into account national and international economic change and technological development. They are reviewed periodically in relation to current and planned social and economic development.

3. SYSTEM CO-ORDINATION FEATURES

3.1 Guidance systems operate in an open, flexible and complementary way across education, training, employment and community sectors;

3.2 Guidance services within one sector are co-ordinated with services in other sectors at national, regional and local levels. Close co-operation and co-ordination exist between guidance provided outside of the education and training system and guidance provided within it;

3.3 Formal networks and partnerships of guidance providers are established at the local level;

3.4 Guidance in the workplace is delivered by partnerships between education and training providers, public employment services, enterprises, and organisations that represent workers;

3.5 Representatives of the social partners and other stakeholders are included in the bodies responsible for governing publicly funded guidance services;

3.6 In decentralised structures, central arrangements exist to ensure consistency in regional and local services so that all citizens benefit equally, regardless of geographical location.

4. TARGETING WITHIN UNIVERSAL PROVISION

4.1 Measures are taken to provide effective and adequate guidance for learning and work for groups who are at risk of social exclusion such as: persons who did not complete compulsory schooling or who left school without qualifications; women; older workers; members of linguistic and other minority groups; persons with disabilities; migrant workers; and workers in fragile economic sectors and enterprises who are at risk of unemployment. The goal of these measures is to help these groups to enjoy equality in employment and improved integration into society and the economy.

4.2 Such measures are part of national, regional and local strategies for universal lifelong guidance provision.

5. REVIEW FEATURES

5.1 Guidance systems and programmes are periodically reviewed in order to:

- ✓ Make the best use of available resources;
- ✓ Promote synergy within and across education, training and employment sectors;
- ✓ Adjust their organisation, content and methods in light of: changing social and economic conditions; the changing needs of particular groups; and advances in relevant knowledge; and
- ✓ Make any changes that are required for the effectiveness of national policies.

5.2 Research is undertaken to support evidence-based policy and systems development.

5.3 Research and experimental guidance programmes are designed in order to:

- ✓ Evaluate the internal efficiency and external effectiveness of individual components of the lifelong guidance system;

- ✓ Determine the direct and indirect costs and benefits of alternative patterns and methods of providing lifelong guidance;
- ✓ Determine criteria for setting priorities and establishing strategies for the development of lifelong guidance for particular sectors of economic activity and for particular groups of the population;
- ✓ Increase knowledge of the psychological, sociological and pedagogical aspects of lifelong guidance;
- ✓ Improve the psychological tests and other methods used for the identification of competences, the appraisal of aptitudes and interests, and the assessment of levels of knowledge and skill attained through non-formal and informal learning;
- ✓ Assess employment opportunities in the various sectors of economic activity and occupations; and
- ✓ Improve available information on occupations, their requirements and career progression pathways.

5.4 Administrative arrangements and methods are designed and modified so that they support the implementation of lifelong guidance programmes.

6. INTERNATIONAL FEATURES

6.1 Europe is the reference field for the provision of lifelong guidance services within the European Union.

6.2 Member states co-operate with each other, with the European Commission and with other stakeholders in planning, elaborating and implementing collaborative action in lifelong guidance within the context of Community policies and programmes for education, training and employment.

6.3 Such co-operation may include:

- ✓ Bilateral or multilateral assistance to other countries in the planning, elaboration or implementation of such programmes;
- ✓ Joint research and peer reviews to improve the quality of the planning and implementation of programmes;
- ✓ Helping those who work in guidance to acquire knowledge, skill and experience not available in their own countries: for example by giving them access to facilities in other countries or by establishing joint facilities;

- ✓ The systematic exchange of information, including the results of research and experimental programmes, by means of expert meetings, transnational exchanges and placements, seminars, study groups, thematic networks or exchange of publications; and
- ✓ The preparation and dissemination of basic guidance material, including curricula and job specifications, to facilitate occupational and geographical mobility.

6.4 Member states encourage and support centres that facilitate exchange of experience and promote international co-operation in policy, systems and programme development and methodological research

ANNEX 7: TEMPLATE FOR ACTION FOR THE IMPLEMENTATION OF THE COUNCIL RESOLUTION ON LIFELONG GUIDANCE (OCTOBER 2004)

This Template was developed by the Expert Group on Lifelong Guidance on foot of the Council Resolution on strengthening policies, systems and practices for guidance throughout life of May 2004. It is intended for use as a means whereby Member States, acting in partnership, can undertake audits of existing provision as recommended in the Resolution itself. It can also be used as an operational tool by the emerging European networks of national fora for guidance established under the 2004 Joint Actions programme.

The Template was circulated in draft form to the ministries of Education in the Member States through the stakeholder referent group (H) in October 2004 and was positively received. The final version was circulated to the Lifelong Learning Co-ordinators in the Member States in November 2004 for consideration in drawing up lifelong learning strategies.

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
<p>COUNCIL RESOLUTION ON STRENGTHENING POLICIES, SYSTEMS, AND PRACTICES FOR LIFELONG GUIDANCE (MAY 2004)</p>	<p><u>Resolution Invitations:</u></p> <p>1. -develop policies and concrete actions for lifelong guidance through enhanced international institutional cooperation</p> <p>2- improve national guidance provision in education, training and employment sectors through review in the light of international and national study findings</p>	<p>1.1-continuing cooperation/collaboration between EC, CEDEFOP, ETF, OECD, WB and putative ICCDPP particularly to develop comparative methods of evidence collection to support policy development</p> <p>1.2 -broaden the network of international institutions involved</p> <p>2.1-countries to have benchmarked their systems of provision</p>	<p>1.1.1-undertake and support collaborative international projects to develop and test such methods, review, refine, retest, refine, disseminate</p> <p>1.1.2-seek political support for their use and transfer</p> <p>1.2.1 -harness the resources and competency of institutions and countries to support this activity</p> <p>2.1.1- national and peer reviews</p> <p>2.1.2-use of principles and features of lifelong guidance systems for self assessment</p> <p>2.1.3-use of EC-OECD handbook for policymakers for self improvement</p> <p>2.1.4-use of European networks of national guidance forums for peer review and collaborative learning and improvement</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>2.2 -countries commence process of improvement and report such progress in the Education and Training 2010 two yearly reports</p>	<p>2.1.5-use of OECD country reports and synthesis reports of CEDEFOP, ETF, OECD, WB for collaborative learning and improvement</p>	
	<p>3. -widen access and ensure coherence of provision</p>	<p>3.1 -citizens have increased access to lifelong guidance services as a result of improved co-operation and co-ordination of existing and/or the addition of new services/access methods at local and regional levels</p> <p>3.2-relevant ministries, agencies, providers, social partners operate new forms of partnerships, increasing citizens' access to guidance services</p>	<p>3.1.1-frameworks of co-operation between different services developed at local and regional levels and their effectiveness evaluated regularly</p> <p>3.1.2-targeting use of resources within a framework of universal provision</p> <p>3.2.1-initiatives undertaken at national level to promote co-operation and co-ordination among funders/ministries and other stakeholders, possibly but not exclusively within the context of the establishment of national forums for guidance</p> <p>3.2.2 -use of principles and features of lifelong guidance systems (handbook) to benchmark/self-assess existing co-operation and co-ordination</p> <p>3.2.3 -use of OECD, CEDEFOP, ETF and WB country studies of policies for career guidance to focus on the co-ordination and co-operation issues</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
	4. –develop citizens’ career management competence	<p>4.1-all citizens acquire career management competence</p> <p>4.2-teaching and learning of career competence management skills becomes an integral part of guidance provision and of education and training programmes</p>	<p>4.1.1- refocusing by existing services, where appropriate, on the teaching and learning of this competence</p> <p>4.2.1-current policies and programmes for guidance, education and training reviewed nationally to identify gaps in provision of competence development</p> <p>4.2.2-collaborative action at regional, national and EU level to develop consistency in approach to the content and pedagogy for acquiring this competence</p>	
	5.-support the implementation of Resolution priorities through use of existing EU structures and activities (networks, workgroups, programmes)	5.1 -progress in the implementation of the Resolution priorities is supported at Community level through networks, work groups and programmes	<p>5.1.1- support and monitoring of progress in the implementation of the Resolution priorities in the context of the Education and Training 2010 programme is undertaken through groups such as the Commission’s Expert Group on Lifelong Guidance, national lifelong learning coordinators, Objectives Gp H, Copenhagen Coordination, DGVT, ACVT</p> <p>5.1.2-the relevant outputs of the Commission’s Expert Group are disseminated through relevant networks of policymakers (such as SCIC, European networks of national guidance forums,) and guidance information providers (such as Euroguidance)</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
			<p>5.1.3-EU programmes and initiatives, particularly the new generation of programmes and Education and Training 2010 calls for proposals, are examined for potential use (priorities in calls for proposals) to support implementation of priority recommendations</p>	
	<p>6. -identification of areas of guidance where national developments can be enhanced by European cooperation and support</p>	<p>6.1-relevant areas identified and agreed by Member States, social partners, other relevant actors, and the Commission</p> <p>6.2-action plan drawn up to progress areas identified</p>	<p>6.1.1-questionnaire prepared and sent by the Commission to Member States and relevant stakeholders as preparation for discussion by DGVT, ACVT and other country representative groups under Education and Training 2010 programme</p> <p>6.2.1-agreement on priority areas for and methodology of cooperation sought from Member States</p>	
	<p>7. -maximising return on EU funded collaborative activities in the field of guidance, including ESF</p>	<p>7.1-user friendly and efficient database (s) developed within and across relevant Directorates in which all collaborative guidance funded activities are recorded</p>	<p>7.1.1-development of a knowledge management system by the Commission to record relevant data and expenditure on EU funded guidance activities for education and training programmes and for ESF</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>7.2-greater efficiency in EU expenditure across programmes and initiatives for collaborative action in the field of guidance</p> <p>7.3-strategic targeting of priority actions to address policy gaps in programme calls for proposals</p>	<p>7.2.1-evaluation of impact of EU expenditure to date on collaborative activities in the field of guidance to be undertaken by experts</p> <p>7.3.1-policy gaps identified by the Members States and the Commission to inform future calls for proposals</p>	
	<p>8.-ensure that a gender perspective is integrated in all policies and practices relating to guidance provision</p>	<p>8.1-gender perspective is clearly visible in policies and practices for guidance at EU and national levels</p>	<p>8.1.1-regular examination of policies and practices at national and EU levels to ensure integration of the gender perspective</p>	
	<p>9. –improve initial and continuing training of guidance practitioners and in the light of best practice in the EU</p>	<p>9.1-guidance practitioners across the EU have the required competencies to provide guidance to citizens across their lifespan</p> <p>9.2-desired outcomes of guidance practitioner training are specified by policymakers</p> <p>9.3-the content and methodology of guidance practitioner training is regularly reviewed by policymakers at national level</p>	<p>9.1.1-existing and continuing training of guidance practitioners are reviewed, where appropriate, at national level by all stakeholders, in the context of EU, OECD and WB study findings on practitioner training and present and future job challenges, and appropriate action planned and/or taken</p> <p>9.2.1-policymakers review and make explicit their role <i>vis-à-vis</i> expectations and demands on training programmes to contribute to public policy goals and accountability</p> <p>9.3.1-policymakers agree on procedures for regular review of training courses for guidance practitioners</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>9.4-training institutions update the content and method of training programmes in light of demands of stakeholders, in particular of policymakers</p>	<p>9.4.1-policymakers require an increased level of accountability from training institutions and provide the additional necessary support to ensure the programmes are up to standard and relevant to present and future needs and challenges</p> <p>9.4.2-trainers are provided with the opportunity to improve the content and methods of their programmes through collaborative work with EU partners supported by EU programmes and initiatives</p>	
	<p>10. –support best practice by policymakers through improved information/evidence base for policymaking</p>	<p>10.1-policy decisions by policymakers concerning lifelong guidance provision are qualitatively improved by evidence produced through action research</p>	<p>10.1.1-Member States and the Commission engage in collaborative action with relevant international institutions and agencies to develop methods of evidence collection and validation to support policymaking in lifelong guidance</p> <p>10.1.2-Member States and other interested countries use the career guidance policy manual (EC/OECD), evaluate and report on its usefulness</p> <p>10.1.3-career guidance policy manual is updated regularly in electronic form by CEDEFOP to include new and good examples of practice</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>10.2-policymakers within and between countries use common approaches for evidence based policymaking for lifelong guidance</p>	<p>10.2.1-European/international events are organised to evaluate approaches and to disseminate good practice in evidence-based policymaking for lifelong guidance and to plan future collaborative activity</p>	
	<p>11.-to report on progress in lifelong guidance policy development in future reports of the follow-up of the Education and Training 2010 programme</p> <p>Resolution Priorities:</p> <p>12. –develop quality and accessible guidance provision for citizens</p>	<p>11.1-future reports on the implementation of Education and Training 2010 include reference to Member States and EU level progress in lifelong guidance policy development</p> <p>12.- See 2,3 and 4 above in particular</p>	<p>11.1.1-Member States and the Commission are required to report on guidance policy developments in the bi-annual reports on progress in implementing Education and Training 2010 programme</p>	
	<p>13. –develop European cooperation in lifelong guidance using EU policy frameworks for education, training, employment, gender, social inclusion, mobility and services of general interest</p>	<p>13.1-EU policy frameworks for education, training, employment, gender, social inclusion, mobility and services of general interest are the visible context for and driving forces behind cooperation and collaboration in the field of lifelong guidance, including for calls for proposals for EU programmes and initiatives</p> <p>See 5,6 and 7 above also.</p>	<p>13.1.1-Member States, the Commission, and relevant stakeholders are made aware of the implications of these EU policy frameworks for lifelong guidance policy development</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
			<p>13.1.2-such awareness is reflected in relevant policy and programme decisions and documents developed by Member States, the Commission and other relevant stakeholders</p>	
	<p>14. –developing citizens’ lifelong and life-wide career learning and management skills</p>	<p>See 4 above</p>		
	<p>15. –develop better quality assurance mechanisms for guidance services, information and products, particularly from a citizen/consumer perspective</p>	<p>15.1-more Member States are using quality assurance mechanisms for guidance services, information and materials within and across sectors</p> <p>15.2-quality assurance mechanisms within and across sectors in Member States reflect the meta-criteria for lifelong guidance provision identified by the CEDEFOP study of such meta-criteria</p>	<p>15.1.1-as part of their national review of guidance provision, Member States examine existing quality assurance mechanisms and seek to improve and promote where appropriate within and across sectors</p> <p>15.1.2-Member States report progress in this field through the bi-annual Education and Training 2010 reports</p> <p>15.2.1- as part of their national review of guidance provision, Member States examine existing quality assurance mechanisms within and across sectors in the light of the meta-criteria provided in the EC/OECD career guidance policy manual</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
	<p>16. –strengthening structures for policy and systems development at national and regional levels by involving appropriate key players (such as ministries, social partners, employment services, service providers, guidance practitioners, education and training institutions, consumers, parents and youth)</p>	<p>16.1-structures are developed/exist at national and regional levels for key players to participate in policy and systems development</p> <p>16.2-progress in such development is reported in the bi-annual reports on Education and Training 2010 programme</p> <p>See also 3 above</p>	<p>16.1.1-Member States examine, and improve where appropriate, the participation of key players (as listed in the Resolution) in policy and systems development for lifelong guidance at national and regional levels the participation</p> <p>16.1.2-the experience of the European networks of national forums for guidance set up through the Joint Actions 2004 programme is used to inform national level developments in this field</p> <p>16.2.1- Member States are requested by the Commission to report progress and developments in such regard in the bi-annual reports on Education and Training 2010 programme</p>	
	<p>17. –following up guidance policy issues within the Education and Training 2010 work programme</p>	<p>17.1-progress in guidance policy development and issues is presented in the bi-annual reports on Education and Training 2010 work programme</p>	<p>17.1.1- Member States are requested by the Commission to report progress and developments in such regard in the bi-annual reports on Education and Training 2010 work programme</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
EDUCATION AND TRAINING 2010 –INTERIM REPORT (FEBRUARY 2004)	<p>Make lifelong learning a concrete reality through:</p> <p>18. –strengthening the role, quality and coordination of information and guidance services to support learning at all ages and in a range of settings;</p> <p>19.-empowering citizens to manage their learning and work in order to access and progress learning and career pathways</p>	<p>18 -Refer to 3 (widen access), 15 (quality), 16 (structures)</p> <p>19-Refer to 4 (career management competence)</p>		
	<p>20. –taking account of individual needs and needs of different target groups</p>	<p>20-Refer to 3 (widen access)</p>		
	<p>21. –developing and applying common European references and principles for the provision of guidance services</p>	<p>21.1-lifelong guidance provisions in Member States reflect common European principles for lifelong guidance developed under Education and Training 2010 work programme</p>	<p>21.1.1-Member States and relevant actors are made aware of the existence of the principles through the OECD/EC handbook and through relevant dissemination events</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
<p>COUNCIL CONCLUSIONS ON COMMON EUROPEAN PRINCIPLES FOR THE IDENTIFICATION AND VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (MAY 2004)</p>	<p>22. –obligations of stakeholders</p>	<p>22.1- citizens are aware of and benefit from systems and approaches for the identification and validation of non-formal and informal learning</p>	<p>21.1.2- Member States use the common principles to benchmark existing provision through self-assessment and/or peer review</p> <p>22.1.1- stakeholders, including guidance service providers become competent in applying such systems and approaches through initial and continuing training</p> <p>22.1.2- stakeholders, including guidance service providers, create an awareness among citizens of the availability and benefits of such systems and approaches</p> <p>22.1.3- stakeholders, including guidance service providers provide opportunities to citizens to identify and validate their non-formal and informal learning</p>	
<p>EDUCATION AND TRAINING PROGRAMME 1. GROUP H</p>	<p>23. -making learning more attractive</p>	<p>23.1- European benchmark: increased participation rates of young people in upper secondary education; reduced rates of early school leaving</p>	<p>23.1.1- Member States examine at national and Community levels the role of student support services and curriculum in lower secondary school, in particular career guidance/career education, to support/promote such participation and to reduce early school leaving</p>	<p>Particular attention should be paid to these benchmarks in 2 above</p>

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>23.2- European benchmark: increased participation rates of adults in lifelong learning</p>	<p>23.2.1-Member States at national and Community levels examine existing adult learning policies, systems and practices and promote the provision of and access to career guidance as an integral part of all adult learning</p> <p>23.2.2- Member States at national and Community levels promote new forms of partnerships between education, training and employment services, social partners and career guidance service providers in order to make guidance for lifelong learning accessible to all citizens</p> <p>23.2.3-such partnerships work together actively at all levels to promote the individual, social and economic benefits of learning in different settings and to train citizens to manage their learning, work and non-work lives</p> <p>24.1.1-Member States examine at national and Community levels the role of curriculum in primary and/or lower secondary school, in particular career guidance/career education, to support/promote such participation</p>	<p>Refer also to 4 above</p> <p>Refer to 2, 8 and 9 above</p> <p>Refer to 2, 8 and 9 above</p>
<p>2. Group D</p>	<p>24. –increasing recruitment to scientific and technical studies</p>	<p>24.1-European benchmark: improved participation rates in maths, science and technology at all levels</p>		

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
		<p>24.2-European benchmark: improved gender balance in participation rates in maths, science and technology</p>	<p>24.2.1-as per previous</p>	
<p>3. Expert Group on Lifelong Guidance</p>	<p>25. –support the implementation of the Resolution on lifelong guidance</p>	<p>25.1-visible progress in the implementation of the Resolution is reported in bi-annual reports on Education and Training 2010 programme</p>	<p>25.1-concrete mechanism and strategy are identified by the Expert Group for supporting, monitoring and evaluating the implementation of the Resolution</p> <p>25.2-actions and events to support and implement the Resolution through mutual learning at Community level take place, supported by the Expert Group</p>	
	<p>26. –develop common European approaches to (i) meta-criteria for quality assurance mechanisms for guidance and (ii) benchmarks and indicators for guidance</p>	<p>26.1- common European quality meta-criteria and benchmarks and indicators for guidance are used by Member States</p>	<p>26.1.1-Expert Group and CEDEFOP further refine existing meta-criteria for quality, benchmarks and indicators</p> <p>26.1.2-Expert Group works in collaboration with SGIB and the Commission to have common European benchmarks and indicators for guidance tested at Member State level, and subsequently modified and used by all Member States</p>	

MANDATE	OBJECTIVES	DESIRED OUTCOMES	METHOD	POLITICAL CONTEXT AND TIMETABLE (USE ALSO FOR COMMENT)
	<p>27.-support the achievement of the European benchmarks on improved participation in education and training throughout life and in the particular areas of maths, science and technology</p>	<p>27.1-the importance of guidance provision to support the attainment of these benchmarks is visible and explicit in the policies, systems and practices for education and training in Member States</p>	<p>26.1.3-Expert Group works in collaboration with the Commission and the Member States to have the meta criteria for quality of guidance provision tested at Member State level, and subsequently modified and used by all Member States</p> <p>27.1.1-Expert Group works in close cooperation with Groups H and D, supporting their work to attain these benchmarks</p>	

ANNEX 8

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