



EUROPEAN COMMISSION
Directorate-General for Education and Culture

**IMPLEMENTATION OF
“EDUCATION & TRAINING 2010”
WORK PROGRAMME**

**WORKING GROUP
“LIFELONG GUIDANCE”**

**PROGRESS REPORT
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Contact:

Gordon Clark, Telephone:(32-2) 2962929

John McCarthy (Cedefop), Telephone: (32-2) 2333846

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1. SECTION I

1.1. Executive Summary

Background

The 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 also 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 cooperation with other stakeholder and technical work groups from each of the strands, and has reporting requirements to the Commission, the Copenhagen Coordination group and ACVT. In 2003 it produced policy recommendations on lifelong guidance concerning (i) the future objectives for education and training systems in Europe, (ii) the development of vocational education and training policies and systems in Europe, and (iii) the post 2007 EU education and training programmes which were conveyed to the relevant stakeholder and technical groups and incorporated in turn in the various policy outputs of those groups.

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

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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 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 were incorporated as practical instruments in a joint European Commission-OECD publication entitled "Career guidance: a handbook for policy makers". That 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 Interservices Consultation at the Commission and has the status of a Commission staff working paper.

The Expert Group provided the Irish Presidency of the EU with critical comment on discussion papers and 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. The template was circulated for comment to and was positively received by ministries in Member States.

With the technical assistance of CEDEFOP, the Expert Group is finalising 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 policy developmental role across the three strands of the programme, 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 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.

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In concrete terms the challenges are (i) to support 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) to ensure 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) to introduce new common indicators and benchmarks for guidance at European level, (iv) to support the achievement of four of the five benchmarks relating to education and training participation and completion, (v) to follow 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) to support the implementation of the Template for Action arising from the Council Resolution on lifelong guidance, and (viii) to review progress on guidance policy and systems development in the implementation of Education and Training 2010 in the two yearly national reports. 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.

2. SECTION II

2.1. Conclusions and Recommendations

2.1.1. Conclusions

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 Report of the Commission and the Council on the objectives follow-up (2004).

2.1.1.1. At a technical level a **common definition and principles** for guidance foreseen in the **Communication on Lifelong Learning** have emerged through good cooperation 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 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 emphasis on 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 for Vocational Education and Training, the European Social Partners, and the European Commission, stressed that priority at national level should be given, inter-alia, to **the use of common instruments, references and principles** to support the reform and development of VET systems and practices, including the strengthening of mutual links between the various instruments developed –lifelong guidance included, and the raising of stakeholders’ awareness at national, regional and local levels in Member States to enhance visibility and mutual understanding.

The **establishment of a European Forum** of guidance policymakers was foreseen in the Communication. 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 will give 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) 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 cooperation in the field and for the use of existing structures, networks and programmes to support such cooperation.

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 (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 Coordinators 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 cooperation between guidance services at all levels should be pursued within a lifelong learning perspective in order to overcome the existing fragmentation of services. The **key features of a systems model for lifelong guidance** (see 3.3 below) is a useful template for the development of guidance aspects of Member States’ strategies for lifelong learning.

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2.1.1.2 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.

2.1.1.3. 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's 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. There is a need for synergy 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.

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There is a need for much closer cooperation between the Expert Group and Objectives Group D on this issue. So far contact between these groups has been minimal.

2.1.1.4. 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 and by 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 in 2005 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 have similar value for 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.

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

2.2.1. Progress in the achieving of the five benchmarks

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

2.2.2. Implementation of lifelong learning strategies

Several strands of actions are required to support the implementation (relevant lead actors/agencies referenced) of lifelong learning strategies:

- Actions to ensure progress on the dissemination and Europe-wide use of key features for lifelong guidance systems (Commission, CEDEFOP, ETF, Expert Group, Lifelong Learning Coordinators)
- Actions to ensure progress on the dissemination and Europe-wide use of principles for lifelong guidance (Commission, CEDEFOP, ETF, Expert Group, Lifelong Learning Coordinators)
- 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 Coordinators)

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- 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, social partners, Lifelong Learning Coordinators)
- 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 Coordinators, Joint Actions 2004, handbook for policy makers)
- Actions to support the implementation of the Council Resolution on lifelong guidance (Commission, Member States, CEDEFOP, ETF, social partners, Expert Group, and other stakeholders; Template for Action cf. Annex 3)
- 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, ESTAT, CEDEFOP)

2.2.3. 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 Eurobarometer (Commission, CEDEFOP, Copenhagen Coordination Group, 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, Copenhagen Coordination Group, ACVT, CEDEFOP, Expert Group)
- Development of lifelong guidance services for the employed both within and outside of the workplace (Commission, European Social Partners, CEDEFOP, Copenhagen Coordination Group, 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 (Commission, Member States, Social Partners).

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2.2.4. 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 cooperation 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)

2.2.5. 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.

2.2.6. CEDEFOP support for the work of the Expert Group¹

CEDEFOP should continue its support role 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
- web pages to disseminate the results of the work of the Expert Group

and through facilitating the emergence of an International Centre for Career Guidance and Public Policy to develop common approaches to evidence-based policymaking for lifelong guidance through international collaboration.

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

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3. SECTION III

3.1. Detailed results 2004

3.1.1. 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 the objectives stakeholder groups: 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 consists of 25 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.

In the **first phase** of its work the Group developed policy recommendations concerning lifelong guidance relevant to (i) the objectives for education and training, (ii) the development of VET in Europe, and (iii) 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 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 three times during which it:

- finalised the common European aims and principles in the light of the recommendation of the first Joint Report and in co-operation with Group G;
- identified core common reference points for quality assurance systems for guidance provision in Europe;
- commented 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;
- commenced a discussion on the development of European indicators and benchmarks for guidance
- considered the European dimension of guidance
- considered the role of guidance in the validation of non-formal and informal learning

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- developed key features of a systems model for lifelong guidance.

3.2. Detailed Results

3.2.1. Common European aims and principles for lifelong guidance provision

Six common aims and 17 principles for guidance provision were identified and agreed by Group G and the Expert Group. 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

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- 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 1. **It is intended that these common European aims and principles be used for self-development of guidance provision at European, national, regional and local levels in the next phase of Education and Training 2010.** They will form an annex to the EC-OECD handbook on guidance for policymakers.

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

These draft reference points are based mainly on the findings of a study of existing quality guidelines and criteria for guidance services and products in Europe 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 framework for quality in guidance services and products. Such a framework would serve as a transversal appraisal instrument, providing common references to policymakers and service providers to enable them to understand how quality assurance systems for guidance services and products work and to identify and develop areas of existing models requiring improvement. The criteria 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 currently structured into five blocks:

Citizen/user involvement

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

Professional practice/competence

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- 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

Coverage of sectors

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

The detailed draft common reference points for quality assurance systems for guidance provision in Europe are to be found in Annex Two. **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 will form an annex to the joint EC-OECD handbook on guidance policy development for policymakers.

3.2.3. 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

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- targeting within universal provision
- systems review
- international cooperation.

Details of these features are to be found in Annex 4.

3.2.4. Development of a handbook on lifelong guidance policy development

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 2004² is structured as follows:

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

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

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- funding
- co-ordination and strategic leadership
- ensuring quality
- assessing effectiveness.

Each chapter is organised as follows:

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

The publication has the status of a Commission staff working paper. It will be available in four languages EN, FR, DE and ES, and distributed/marketed jointly by OPOCE and OECD. **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.

3.2.5. 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 final draft of 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),
- to follow up guidance policy issues within the Education and Training 2010 work programme

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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 and circulated to ministries in Member States for comment and to national co-ordinators for lifelong learning. The Template was favourably received. It is presented in Annex Three. The Template is intended to be used 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 3.4 above) incorporating tools for use in self-development and for peer review referenced in sections 1, 2, and 3 of this report will also support the implementation of the Resolution. 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.

3.2.6. Indicators and benchmarks for guidance

This issue has been discussed by the Expert Group 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

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benchmarks for guidance was the lack of an agreed definition of guidance. Such an obstacle has now been 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.

3.2.7. 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.

3.2.8. 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 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 is nearing completion. The current specific remit of the Euroguidance network is to support the mobility of students and trainees in education and training fields in Europe.

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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 the 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.

3.2.9. 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 the 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 on this topic so far.

ANNEX 1

Common aims and principles of lifelong guidance provision

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 (2004) to the European Council 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 activities³ 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.

³ 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. The definition of guidance is that adopted in the Council Resolution on Strengthening Policies, Systems and Practices for Guidance throughout Life (May, 2004)

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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 goals⁴;
- 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

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

⁴ See section 4 below

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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 services⁵at 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.
- **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

⁵ 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. »

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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.

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ANNEX 2

SOME COMMON REFERENCE POINTS FOR QUALITY ASSURANCE SYSTEMS FOR GUIDANCE PROVISION IN EUROPE

The five sets of reference points described below are based mainly 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. 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. In their present form they can be used for self-assessment and self-development of quality assurance systems for guidance services and products within and across sectors at national, regional and local levels.

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.

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3. Service Improvement

Quality assurance systems for career guidance should:

- Include clearly defined standards of service⁶, 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.

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.

⁶ 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.

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ANNEX 3

TEMPLATE FOR ACTION FOR THE IMPLEMENTATION OF THE COUNCIL RESOLUTION ON LIFELONG GUIDANCE

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 to be used 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 Coordinators 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)
COUNCIL RESOLUTION ON STRENGTHENING POLICIES, SYSTEMS, AND PRACTICES FOR LIFELONG GUIDANCE (MAY 2004)	<u>Resolution Invitations:</u> 1. -develop policies and concrete actions for lifelong guidance through enhanced international institutional cooperation	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 1.2 -broaden the network of international	1.1.1 -undertake and support collaborative international projects to develop and test such methods, review, refine, retest, refine, disseminate 1.1.2 -seek political support for their use and transfer 1.2.1 -harness the resources and competency of institutions	

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	<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>institutions involved</p> <p>2.1-countries to have benchmarked their systems of provision</p> <p>2.2 -countries commence process of improvement</p>	<p>and countries to support this activity</p> <p>2.1.1- national reviews undertaken in partnership and EU 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> <p>2.1.5-use of OECD country reports and synthesis reports of CEDEFOP, ETF, OECD, WB for collaborative learning and improvement</p>	
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	<p>3. -widen access and ensure coherence of provision</p>	<p>and report such progress in the Education and Training 2010 bi-annual reports</p> <p>3.1 -citizens have increased access to lifelong guidance services as a result of improved cooperation and coordination 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 cooperation and coordination 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</p>	
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	<p>4. –develop citizens’ career management competence</p>	<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>features of lifelong guidance systems (handbook) to benchmark/self-assess existing cooperation and coordination</p> <p>3.2.3 -use of OECD, CEDEFOP, ETF and WB country studies of policies for career guidance to focus on the coordination and cooperation issues</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</p>	
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	<p>5.-support the implementation of Resolution priorities through use of existing EU structures and activities (networks, workgroups, programmes)</p>	<p>5.1-progress in the implementation of the Resolution priorities is supported at Community level through networks, work groups and programmes</p>	<p>action at regional, national and EU level to develop consistency in approach to the content and pedagogy for acquiring this competence</p> <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 co-ordinators, 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</p>	
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	<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</p>	<p>(such as SCIC, European networks of national guidance forums,) and guidance information providers (such as Euroguidance)</p> <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>6.1.1-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>	
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	<p>7. -maximising return on EU funded collaborative activities in the field of guidance, including ESF</p> <p>8.-ensure that a gender</p>	<p>identified</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>7.2-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>8.1-gender perspective is clearly visible in policies and practices for guidance at EU</p>	<p>6.2.1-agreement on priority areas for and methodology of cooperation sought from Member States</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> <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>8.1.1-regular</p>	
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	<p>perspective is integrated in all policies and practices relating to guidance provision</p> <p>9. –improve initial and continuing training of guidance practitioners and in the light of best practice in the EU</p>	<p>and national levels</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</p>	<p>examination of policies and practices at national and EU levels to ensure integration of the gender perspective</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 vis a vis expectations and demands on training programmes to contribute to public policy goals and accountability</p> <p>9.3.1-</p>	
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	<p>10. –support best practice by policymakers through improved information/evidence base for policymaking</p>	<p>national level</p> <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>10.1-policy decisions by policymakers concerning lifelong guidance provision are qualitatively improved by evidence produced through action research</p>	<p>policymakers agree on procedures for regular review of training courses for guidance practitioners</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>10.1.1-Member States and the Commission engage in collaborative action with relevant</p>	
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	<p>11.-to report on progress in lifelong guidance policy development in future reports of the follow-up of the Education and</p>	<p>10.2-policy-makers within and between countries use common approaches for evidence based policymaking for lifelong guidance</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</p>	<p>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> <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</p>	
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	<p>Training 2010 programme</p> <p>Resolution Priorities:</p> <p>12. –develop quality and accessible guidance provision for citizens</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>14. –developing citizens’ lifelong and life-wide career learning and management</p>	<p>development</p> <p>12.- See 2,3 and 4 above in particular</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>See 4 above</p> <p>15.1-more Member States are</p>	<p>activity</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>12.1.1 Use of EC-OECD handbook for policy makers</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> <p>13.1.2-such awareness is reflected in relevant policy and programme decisions and documents developed by Member States,</p>
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	<p>skills</p> <p>15. –develop better quality assurance mechanisms for guidance services, information and products, particularly from a citizen/consumer perspective</p> <p>16. – strengthening structures for policy and systems</p>	<p>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>16.1-structures are developed/exist at national and regional levels for key players to participate in policy and systems</p>	<p>the Commission and other relevant stakeholders</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</p>	
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	<p>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>17. –following up guidance policy issues within the Education and</p>	<p>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>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>common reference points for QA provided in the EC/OECD career guidance policy handbook</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</p>	
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	Training 2010 work programme		the bi-annual reports on Education and Training 2010 programme 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	
EDUCATION AND TRAINING 2010 INTERIM REPORT (FEBRUARY 2004)	Make lifelong learning a concrete reality through: 18. – strengthening the role, quality and coordination of information and guidance services to support learning at all ages and in a range of settings; 19.- empowering citizens to manage their learning and work in order to access and progress learning and career	18 -Refer to 3 (widen access), 15 (quality), 16 (structures) 19-Refer to 4 (career management competence)		

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<p>COUNCIL CONCLUSIONS ON COMMON EUROPEAN PRINCIPLES FOR THE IDENTIFICATION AND VALIDATION OF NON-FORMAL AND INFORMAL</p>	<p>pathways</p> <p>20. –taking account of individual needs and needs of different target groups</p> <p>21. –developing and applying common European references and principles for the provision of guidance services</p>	<p>20-Refer to 3 (widen access)</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> <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. –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>		

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<p>LEARNING (MAY 2004)</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 2010 PROGRAMME</p> <p>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</p>	<p>Particular attention should be paid to these benchmarks in 2 above</p>

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		<p>23.2- European benchmark: increased participation rates of adults in lifelong learning</p>	<p>support/promote such participation and to reduce early school leaving</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</p>	<p>Refer also to 4 above</p>
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<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>	<p>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>24.2.1-as per previous</p>	<p>Refer to 2, 8 and 9 above</p>
<p>3. Expert Group on Lifelong Guidance</p>	<p>25. –support the implementation of the Resolution on lifelong guidance</p>	<p>24.2-European benchmark: improved gender balance in participation rates in maths, science and technology</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</p>	<p>Refer to 2, 8 and 9 above</p>

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	<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/reference points and benchmarks and indicators for guidance are used by Member States</p>	<p>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>26.1.1-Expert Group and CEDEFOP further refine existing meta criteria/reference points 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> <p>26.1.3-Expert Group works in collaboration with the Commission and the Member</p>	
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	<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>States to have the meta criteria/common reference points 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>	
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ANNEX 4

KEY FEATURES OF A SYSTEMS MODEL OF LIFELONG GUIDANCE FOR EUROPEAN COUNTRIES

This 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 One and the common reference points for quality assurance for guidance presented in Annex Two.

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 career⁷ pathways.

1.3 **Mechanisms** exist to allow citizens to: 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.

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.

⁷ 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).

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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 coordinated 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.

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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.

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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.

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