

## The 16<sup>th</sup> ELGPN Plenary and the 6<sup>th</sup> Policy Review Meetings Rome, Italy, 21–22 October 2014

The 16<sup>th</sup> ELGPN Plenary Meeting and the 6<sup>th</sup> Policy Review Meeting were held in Rome, Italy on 21-22 October 2014. The meeting was organised by Institute for the Development of Vocational Training of Workers (ISFOL), the Italian Ministry of Labour and Social Policies, and the Italian Ministry of Education, University and Research, in cooperation with the ELGPN. The meeting was attended by 81 delegates from 30 countries, including observers Switzerland and Serbia. Representatives of ELGPN partner and parallel organisations (Cedefop, EAIE, ICCDPP, Euroguidance and the PES Network) also participated in the meeting.



ELGPN members gathered for the 16th ELGPN Plenary Meeting and 6th Policy Review Meeting in Rome in October 2014. (Photo: Carlo Cialone)

Ms Ismene Tramontano from ISFOL welcomed the participants to Rome. She also lit the ELGPN candle to mark the beginning of the meeting. After opening speech, Ms Marianna D'Angelo from Ministry of Labour and Social Policies gave an overview of the implementation of the Youth Guarantee initiative in Italy. In her presentation, Ms Speranzina Ferraro (Ministry of Education, University and Research) described how the Ministry of Education had adopted a systematic approach to tackling early school-leaving and high dropout rates. She also outlined the efforts being undertaken in Italy to advance lifelong guidance, which included the establishment of a national forum involving the relevant ministries, ISFOL, the social partners, the regions and experts,

and other recent national initiatives in lifelong guidance practice and policy development.

The meeting also received a video presentation from Mr Koen Nomden (European Commission DG EAC) who briefed the meeting participants on changes in the Commission following the recent European Parliament elections and the formation of the new Juncker Commission. He noted that skills, qualification and vocational and adult education were moving from DG EAC to DG EMPL, within the portfolio of Commissioner Thyssen.

Dr Pedro Moreno da Fonseca (CEDEFOP) gave an update on the European inventory on validation of non-formal and informal learning. He reported that the latest update of the validation practices would be published in late 2014 and would represent a consolidation of the current guidelines. The new update would include 36 reports and would cover 33 countries.

During the meeting, ELGPN members worked on the forthcoming EU Guidelines for LLG Policies and Systems Development and prepared for the work of the Work Streams, which will structure the Network activities in 2015. The Policy Review Clusters (PRCs) also met for the last time to evaluate their work during the 2013–14 Work Programme.



In the evening ceremony Ms Karen Schober and Dr Raimo Vuorinen thanked the retiring Professor Tony Watts and Dr Bernhard Jenschke for their contribution to the Network (Photo: Pär Skoglund)

At the end of the meeting, Mr Imants Lipskis invited ELGPN members to the 17<sup>th</sup> ELGPN Plenary Meeting to be held in Riga, Latvia on 3–5 March 2015. The Co-ordinator Raimo Vuorinen thanked Professor Tony Watts and Dr Bernhard Jenschke for their contributions to the ELGPN from the early stages

of the Network and on behalf of all members and partners wished them all the best for their retirement.

The presentations and photographs from the meeting can be found at the ELGPN website <http://www.elgpn.eu/meetings/meetings-2013-2014/joint-16th-elgpn-plenary-meeting-and-6th-policy-review-meeting->

### The launch of the ELGPN 2013–14 Publications

**The ELGPN 2013–14 publications were launched during the 16<sup>th</sup> ELGPN Plenary and the 6<sup>th</sup> Policy Review Meetings Rome, Italy on 21-22 October 2014. These include the ELGPN Progress Report 2013–14 and three versions of the ELGPN Evidence Guide (Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice).**

Two new Concept Notes on work-based learning and lifelong guidance (No. 5) and on early school leaving and lifelong guidance (No. 6), the first ELGPN Research Paper on the PISA 2012 findings in career guidance-related items and a printed version of the ELGPN Glossary were also published on 16 December 2014. The ELGPN Concept Note No. 7 on career guidance in teacher training will be published online in early 2015.

The production of the publications is a joint effort of all Network members, consultants, the ELGPN Co-ordination Unit and the Publishing Unit of the Finnish Institute for Educational Research. Both the printed and online versions are available to use for promoting lifelong guidance at European and national levels, in line with the overall aims of ELGPN.



All ELGPN publications are available on the ELGPN website: <http://www.elgpn.eu/publications>

The ELGPN Progress Reports, Short Reports, Concept Notes, the Resource Kit and the ELGPN Glossary have been translated to several languages and the translated publications are available on the ELGPN publications website. For example, the Resource Kit is available in 16 languages and the Glossary in 7 languages.

### The Italian EU Presidency Conference: 5<sup>th</sup> European Conference on Lifelong Guidance Policies, Rome, Italy, 20 October 2014

**The 5<sup>th</sup> European Conference on Lifelong Guidance Policies took place in Rome, Italy on 20 October 2014. The conference was jointly organised by the Italian 2014 EU Presidency, ISFOL, the Italian Ministry of Education, University and Research, the Italian Ministry of Labour and Social Policies and the ELGPN.**

The main objective of the conference was to examine the transversal role and position of lifelong guidance in meeting the Europe 2020 priorities. A second theme was the use of information and communication technology in guidance, as a follow-up to the 6<sup>th</sup> European conference on this theme held in Riga, Latvia on 16–17 September 2009.

Mr Luigi Bobba, the Under-Secretary of Ministry of Labour and Social Policies opened the conference and stressed the importance of the structured European co-operation in developing national guidance practices and policies. Ms Stefania Giannini, the Minister of Education, University and Research, presented the recent progress in LLG policy in Italy and highlighted the new national guidelines for lifelong guidance service delivery. She also emphasised the importance of guidance in establishing closer links with education and skills demand in the labour market. Ms Valentina Aprea, from the Conference of Regions and Autonomous Provinces spoke about the importance of lifelong career management skills and the diverse delivery modes to different age groups. Ms Paola Nicastro, General Director from ISFOL introduced the role of ISFOL both in national level and in wider European co-operation. She also stressed the ongoing commitment for future LLG practice and policy development.

In June 2014 the ELGPN country teams were asked to provide their country responses on the progress of lifelong guidance strategies approved by relevant authorities and key developments on the use of In-

formation and Communication Technologies (ICT) in relation to the national LLG policies. Twenty-five ELGPN member-countries provided their responses to the questionnaire to feed the discussion on the topic in the conference. In his synthesis of the country responses the ELGPN consultant Dr Tibor Bors Borbely-Pecze noted that the development of national lifelong guidance strategies is a phenomenon of the last 15 years. In several countries, the OECD (2001-02) country-studies on career guidance served as a push factor. In the ELGPN 2014 Impact Evaluation, more than half of the member-countries reported that the Work Programmes 2008–14 had had significant influence on national policies on lifelong guidance. Another origin of national lifelong guidance strategies or cross-policy action plans has been European employment-policy-related developments since the late-1990s.

More recently, national LLG policy development has been connected with discussions on the role of LLG concerning early-school leaving (ESL) national targets, national inclusion plans (e.g. Roma Inclusion Action Plans, migrant integration), youth policy developments (notably the role of the Youth Guarantee), employment sub-systems such as skill needs and anticipation systems (e.g. EURES reform) and the transparency of the European learning and working area (such as EQF and ESCO). Dr Borbely-Pecze concluded that a national strategy for lifelong guidance has been launched or is in progress in seven ELGPN member-countries and often lifelong guidance-related elements are included in different strategies. In most countries services can be delivered by different sub-systems such as PES, schools, and the adult education system, while government agencies, NGOs and private providers can be contracted.

Ms Jaana Kettunen (The Finnish Institute for Educational Research, University of Jyväskylä) noted that almost all countries report that their national strategies or guidance policies include considerations on more efficient use of ICT in guidance. There is recognition that the technology evolves rapidly so the governments should follow the developments in this field. The analysis of the ELGPN country responses revealed four distinct descriptive categories reflecting the qualitatively different ways of experiencing the developments in the use of information and communication technologies (ICT) in relation to national lifelong guidance policies. In terms of funding some countries report difficulties to secure funding to develop the use of ICT in guidance. On the other hand, some countries have been able to effec-

tively use either co-funding mechanisms or governmental funding for national online services. Second, the focus of the development varies from technology focus to wider development of an integrated system with consistent staff development programmes and coherent all-age service development. Third, the use of ICT aims to widen access with distance service delivery. Some countries report that they do not have any national online services. Most comprehensive distance service delivery mode could be described as multi-synchronous models which combine direct communication and asynchronous modes. These types of models are targeted to all citizens also outside traditional office hours.

In the table discussions during the event the national delegations were invited to reflect on the findings from their own national policy perspectives. The participants stressed that in the future it is important to offer sustainable structures to continue and improve the exchange of practices and mutual learning between the member-countries. ELGPN as a network has been an agent for innovation and peer learning in the field of LLG policy development and implementation, helping its member-countries as well as European stakeholders in human resource policy developments. To avoid fragmentation and to maintain and strengthen the political momentum of LLG policy development, it is necessary to further enhance synergies between and among the different guidance actors and stakeholders at national, regional and local levels.

### **German National Guidance Forum endorsed Guidance Quality Assurance Concept**

*By Judith Langner, National Guidance Forum (nfb)*

**In June 2014 the General Assembly of the German National Guidance Forum in Education, Career and Employment (nfb) endorsed the BeQu - Guidance Quality Concept for guidance quality assurance including commonly accepted quality standards, a competence profile for guidance practitioners, and a Quality Development Framework.**

These three instruments define general requirements to the quality and professionalism of guidance in education, career and employment and support their realisation in practice. The concept is directed at all actors responsible for quality assurance and development - practitioners, service providers and policy

makers- following a systemic context model of guidance and counselling.



The quality standards, the competence profile and the quality development framework will be published in print and online ([www.beratungsqualitaet.net](http://www.beratungsqualitaet.net)) in German. The National Guidance Forum will also provide English translations of the instruments.

The BeQu Guidance Quality Concept is the result of a five-year long open process of co-ordination in Germany in which all relevant actors and stakeholders from policy-making, science, practice and the economy have been involved. Funded by the Federal Ministry for Education and Research, the process was coordinated by the National Guidance Forum in co-operation with the University of Heidelberg. As it has been a bottom-up initiative, the dissemination and implementation now depends on the commitment of the actors and stakeholders in policy, practice, service provision and practitioner's training.

### Career Guidance and Counseling in the Republic of Serbia, Belgrade, Serbia, 17 December 2014

The conference "Career guidance and counseling in the Republic of Serbia" was organised in Belgrade on 17 December 2014 by the Euroguidance centre and Foundation Tempus - Erasmus+ Office in Serbia in co-operation with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sports. This second annual conference was attended by over 150 career practitioners and stakeholders from different sectors.



Presentation of the guidance handbook for secondary school teachers by the authors: Maja Svetozarevic (left), Jadranka Lilic, Mirko Markovic, Tatijana Glisic, Marko Bankovic, Tamara Kljajic, Miljana Kitanovic and Biljana Djordjevic (photo: Euroguidance and Foundation Tempus Erasmus+)

The meeting discussed the progress made in national pilot projects and in-service training of the teachers in implementing the joint national lifelong guidance strategy in educational, employment and youth sectors. One concrete output of the joint work with the practitioners is the handbook for secondary schools in guidance and counselling. The guidebook includes concrete case studies in engaging the teachers in the career education.

The Serbian language version of the ELGPN Resource Kit was also launched in the conference and the ELGPN Co-ordinator attended the conference to welcome Serbia as a full member to the Network for the ELGPN Work Programme 2015.

The third theme of the conference was to discuss the sustainability of the progress made in promoting lifelong guidance practice. The meeting acknowledged the strong commitment of the different service providers, the co-operation of the different government sectors and the participation in international projects and networks as crucial supporting factors also in the future. The meeting presented a proposal to revisit the national strategy and the further steps in the further implementation of the strategy.

More information about the conference can be found at:

<http://www.euroguidance.rs/aktivnosti/konferencija2014>

## The 2<sup>nd</sup> International Job and Vocational Counselling Congress, Antalya, Turkey, 26–27 November 2014

by *Tibor Bors Borbély-Pecze*

**ISKUR, the Public Employment Service of Turkey, organised the second International Job and Vocational Counselling Congress in Antalya at the end of November 2014. Recently established ISKUR works under the Ministry of Labour. It currently employs approximately 4 000 employment (job) counsellors who offer their services in colleges and universities serving not only job-seekers but also students. Euroguidance Turkey together with the host invited several universities, researchers, practitioners and the staff of ISKUR to the congress.**

The congress included two international panels. Professor Susan Whiston from the Indiana University discussed various effects of vocational and career guidance in different age groups. Dr Binnur Yesilyaprak from Ankara University described optional qualitative and quantitative assessment methods in vocational guidance. In her address, she made a distinction between testing and questioning the clients. She strongly questioned the objectivity of testing during a counselling process and encouraged the participants not to use or overuse tests in guidance practice. She pointed out that role models of the clients may play a more serious role in career choices than outcomes of different tests. To highlight changing role of higher education, Dr Gerhart Rott (the University of Wuppertal) used the definition of career management skills from the ELGPN publications in his speech. He also noted that the [Bucharest Communiqué \(2012\) of the EHEA](#) emphasises the role of student-centred teaching and learning in higher education.

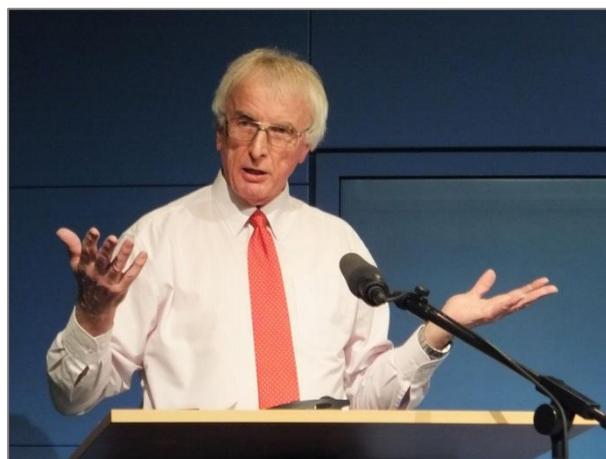
The second international panel was composed of researchers from Canada, Hungary, CEDEFOP and Turkey. Among them the speakers was Professor Dr Nancy Arthur (University of Calgary). She discussed the meaning of human capital and investments in human capital from career guidance point of view. She also brought up the role of guidance as a means to provide social justice. Dr Tibor Bors Borbély-Pecze addressed the challenges of using labour market intelligence in lifelong guidance services and policies. He pointed out that the global job crisis has not yet been resolved. He also introduced [the ILO Global Jobs Pact](#). Dr Borbély-Pecze linked the role

of lifelong guidance with the original agenda but approached the PES service model provided by the ILO in a new manner. He also highlighted the nature of information asymmetry in the labour market.

## IAEVG/ ELGPN International webinar by Professor Tony Watts, 4 November 2014

**The ELGPN Co-ordination Unit, in co-operation with the National Centre for Lifelong Guidance Expertise at the Finnish Institute for Educational Research at the University of Jyväskylä, and the International Association for Vocational and Educational Guidance (IAEVG), organised a third webinar in the series on 4 November 2014.**

In the webinar, Professor Tony Watts reflected on his work spanning four decades and outlined the evolution of the concept of lifelong guidance systems, strategies and policies, in Europe and elsewhere. He also described current efforts to establish such systems in two pivotally important non-Western countries: South Africa and Saudi Arabia. At the end, he discussed the complexities of such efforts, the possible models they can adopt, and the importance of international sharing and reflection. The webinar was the final lecture given by Professor Tony Watts who is known by his long and distinguished career.



Prof Watts has lectured in numerous countries, and has carried out a number of comparative studies of guidance systems around the world. He has also acted as consultant to several transnational action projects.

## The 2<sup>nd</sup> Seminar on Psychology and Guidance in Education Sector, Lisbon, Portugal, 2–3 December 2014

By *Hélia Moura*

**The Portuguese Euroguidance Centre, supported by Euroguidance Network, organised, in collaboration with the ELGPN Network, the 2<sup>nd</sup> Seminar on Psychology and Guidance in Education Contexts.**

The last Conference *Innovation on Career Guidance* had three different approaches: the scientific, the political and the professionals view. Dr Deirdre Hughes, the key note speaker, opened the session with a speech on *Quality Assurance on Guidance and Career Counselling*. Over the two days participants from public and private schools, public employment service and research centres discussed different points of view on the topic. CEDEFOP Europass Agency and guidance experts from nine Portuguese universities presented their approaches and work on the key challenges for psychology and guidance. The Secretary of State of Education closed the session.



Dr Deirdre Hughes who also works as a consultant to the ELGPN gave a presentation on guidance and counselling in Lisbon in December. (Photo: Paulo Fonseca)

## ELGPN Twinning event in Riga: a practical approach to quality and evidence in guidance

By *Aleksandra Joma*

**Participants from Estonia, Ireland, Latvia and Lithuania met for a twinning event of the European Lifelong Guidance Policy Network (ELGPN) to discuss the Quality-Assurance and Evidence-**

## Base (QAE) Framework for Lifelong Guidance Systems in Riga, Latvia on 24–25 November 2014.

The event was hosted by the State Education Development Agency (VIAA), which is the coordinating institution for the Latvian representation to the ELGPN. The host country took the opportunity to invite representatives of the National Guidance Forum to participate, in order to increase awareness of ELGPN activities and expand the learning and networking opportunities provided by the event.

Ms Jennifer McKenzie, the Director of the Irish National Centre for Guidance in Education and lead country representative of the ELGPN Policy Review Cluster 5 – Quality Assurance and Evidence Base was the moderator of the event. Ms McKenzie provided insight into the development of the QAE Framework for Lifelong Guidance Systems presented in the Annex D of the ELGPN Resource Kit, which formed the background for discussions on practical experiences of the countries participating in the event.

Country teams from Estonia, Latvia and Lithuania presented the quality assurance elements currently in place in the education and employment sectors. The presentations had been prepared for the meeting based on the ELGPN QAE framework. Ms McKenzie presented the Irish experience and encouraged the country teams to discuss whether the ELGPN QAE framework was relevant for describing quality and evidence in guidance in their national settings, as well as to reflect on possible approaches to collecting relevant data.



ELGPN Twinning event had a practical approach to quality and evidence in guidance (photo: Ilze Jansone)

The second day of the seminar was devoted to work in country teams, including analysis of the experiences shared by colleagues from other countries and potential directions for further action in collecting and/or presenting evidence to support quality in guidance at national level. All teams agreed that the five quality elements proposed by the Policy Review Cluster 5 provide a comprehensive framework for examining guidance systems and processes. It was suggested that further sharing of information among countries on how data collection and quality development are progressing could be useful.

Guidance concepts developed in a European context need to be presented in nationally relevant terms that are understood by the target audience in different sectors – be they guidance practitioners, end users or policy makers. Without awareness of key concepts and services within guidance, users and policy makers cannot make valid judgements on their quality.

When searching for evidence to support guidance quality, it is useful to think in terms of “desired outcomes” which can make it easier to identify the impact that different measures and activities have on individuals. It is the outcome for individuals which should be the measure of quality systems, as the costs and benefits to individuals translate into costs and benefits for governments.

Useful and rich sources of data already exist at different levels in different sectors in the guidance system itself and in related areas. Information mapping is a useful exercise for laying the foundation of a national QAE framework. It is important to share knowledge and to synergise resources in order to improve the efficiency of information gathering and to be able to draw relevant conclusions

Guidance practitioners, developers, managers and researchers should not belittle their role in the guidance policy-making process, because the evidence and arguments they present to policy decision-makers inform policy.

### **The ELGPN Nordic cluster meeting in Oslo 25–26 September 2014**

**The Norwegian Agency for Lifelong Learning (VOX) hosted the meeting of the ELGPN Nordic cluster in Oslo on 25–26 September 2014. The aim of the meeting was to share experiences on the current national lifelong guidance practice and policy development in the Nordic context.**

### **Secondly, the meeting discussed the interpretation and adaptation of the concept of lifelong Career Management Skills in the Nordic countries.**

The meeting noted that there are a number of national initiatives which are concrete examples of emerging interest in lifelong guidance policy development. In Sweden the national agency of education (Skolverket) is starting a national in-service training programme for teachers and career practitioners. In Finland the National Board of Education has launched criteria for quality guidance services in comprehensive and upper secondary level education. During the current ESF period the aim is to promote regional guidance services by establishing new one-stop guidance centres. In Iceland the Ministry of Education is preparing a national lifelong guidance strategy with a strong focus in preventing early school leaving.

In Denmark the government has introduced a new policy of targeted guidance services for collective, group and individual guidance. The report from the OECD Skills Strategy for Norway focuses on career guidance as one of the main conclusions and a new white paper on lifelong learning and exclusion is being prepared. Norway has also established a new joint Master’s degree programme for career practitioners in two university colleges. Another focus is on promotion of career education in schools as well as regional co-operation in guidance services.



Norwegian colleagues Camilla Alfsen and Tonje Gravås opened the discussion in ELGPN Nordic cluster meeting in Oslo (photo: Outi Ruusuvirta)

The meeting also discussed the Nordic Concept Note on career competences. The Nordic Network in Adult Learning in co-operation with the Nordic ELGPN cluster commissioned a paper by Dr Rie

Thomsen (Aarhus University, Denmark) to reflect how the concept of CMS could be applied in the Nordic context and also in the Scandinavian languages. The Nordic Concept Note distinguishes how the concept of CMS includes both the learning and decision-making processes of the individuals with the focus on long term learning outcomes. The meeting agreed that the paper will be published both in Scandinavian language and in English by the end of 2014.



The members of the Nordic ELGPN Cluster discussed the Nordic interpretations of CMS (photo: Outi Ruusuvirta)

### The first Master Degree programme for career practitioners in the Faroe Islands

**The Department of Education at the University of the Faroe Islands has launched a new Master Degree programme for career practitioners in 2014. This programme development is supported by the Faculty of Social and Human Sciences School of Social Sciences, University of Iceland in co-operation with the VALA network.**

VALA is a network of career counselling and guidance programmes at higher education institution in the Nordic and Baltic countries. Eighteen partner institutions have joined forces and established a network to be able to better prepare career counsellors and guidance workers for diverse clients they work with. The work takes into account the development of guidance practitioner competences in the Erasmus NICE network.

The ELGPN Co-ordinator attended the in-house session on 11 October 2014 which focused on local laws and policies that can influence career guidance and counselling practices. In addition to the drivers for change emerging in the local labour market, international trends in lifelong guidance practice and policy development were also examined by the stu-

dents. As one of their assignments during the training programme the students are preparing the first national lifelong guidance policy conference in the spring 2015 in co-operation with key local stakeholders. The aim of the conference is to promote the development of a national strategy for lifelong guidance.

### EU Skills Panorama Workshop, Rome, Italy, 17 September 2014

*By Tibor Bors Borbély-Peczé*

**Institute for the Development of Workers' Vocational Training (ISFOL) organised a EUSP Workshop in Rome, Italy on 17 September 2014. The workshop surveyed possible future development points of the European Skills Panorama (EUSP which is already available online with a limited content.**

The EU Skills Panorama –project was launched by the European Commission in 2012. Since January 2014 Cedefop has lead the Panorama's development, in cooperation with the European Commission's DG EAC and DG EMPL. EU Skills Panorama provides information on labour market, occupations, sectors, skills and combines recent data mainly from the national Labour Force Surveys but also from other resources forecasting future perspectives. The Commission envisages that the EUSP will mainly be used by PES staff and career counsellors. CEDEFOP plans to launch a new website in November 2016, of which the first prototype will be published in mid-2015.



The current website of EUSP provides data, information and intelligence on skill needs in occupations and sectors.

The plan is that the new website will serve national decision-makers but different types of interfaces will

be developed for PES and career counsellors around Europe.

More information on the Skills Panorama is available at

<http://euskilspanorama.cedefop.europa.eu/>

### **Iceland: Development of national lifelong guidance strategy**

**The Icelandic Ministry of Education, Science and Culture has launched a white paper on educational reform. The white paper includes a proposal for the development of the national strategy for lifelong learning. Ms Gudrun Birna Kjar-tansdottir, a member of the Iceland ELGPN delegation, is co-ordinating the development of the strategy.**

The strategy work is supported by the career practitioner Master degree programme at the University of Iceland. In the autumn, the university organised a training module in which the current master degree students, in co-operation with experienced guidance practitioners, examined key issues for consideration in relation to local and institutional co-operation in guidance provision. According to the national legislation in Iceland, all students in primary and secondary schools should have a right to quality guidance and counselling. The access to guidance can be widened by consistent co-operation and networking among guidance practitioners, teachers and local stakeholders.

The participants examined how the national goals of career education can be integrated in the school curriculum, how to clarify the tasks of different staff members in schools and local partnerships as well as how to engage the local companies in the career education programmes. The implementation of this module included individual work, group work and partnerships with local guidance providers.

The closing seminar of the module was organised on 28 November 2014 in co-operation with the working group in charge of the strategy development. Altogether 70 participants representing different ministries, stakeholders and guidance service providers discussed different scenarios for lifelong guidance practice and policy development in Iceland by 2024.



The table discussions examined the future options of the lifelong guidance policies in Iceland (photo: Raimo Vuorinen)

### **“My path To Desired Career”, an international conference on professional orientation and career guidance, Belgrade, Serbia, 6-8 October 2014**

*by Marija Radovanovic*

**The dissemination conference of the national development project “Professional Orientation in Serbia” was organized 6–8 October 2014 in Belgrade, Serbia.**

The project involved more than 95 000 elementary school students and around 50 000 high school students in Serbia. It has been implemented since 2011 by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sport, as part of the developmental cooperation program between the Federal Republic of Germany and the Republic of Serbia.



The results of “Professional Orientation in Serbia” –project were presented in a international conference in October (Photo: Djordje Tomic)

The project has had significant impact in elementary schools. During the three-year project, co-operation has been established among schools, with parents and local companies where real encounters with the world of work take place, with the youth offices that encourage peer information sharing and with local governments.

As an outcome of the development project, the Ministry of Education, Science and Technological Development passed a decision to introduce the professional orientation program in all 1,086 elementary schools in Serbia, where around 3,500 teachers and vocational assistants work.

Considering the significant results of this project, the conference concluded that the professional orientation program should be integrated into the educational system at all levels, starting from its systematic implementation in all secondary schools. Detailed consideration was also given to the sustainability of the guidance system and resources for it in Serbia.

### EAIE Spotlight seminar, Berlin, Germany, 1–2 December 2014

**The European Association for International Education (EAIE) Spotlight seminar was organised in Berlin, Germany on 1–2 December 2014. More than 150 careers advisers and counselors discussed how to provide support for international students throughout the different phases of their study careers in higher education settings.**

The EAIE Expert Communities ACCESS, EMPLOI, PSYCHE and SAFSA had joined their forces to present the diverse aspects of student services and how to promote more structured co-operation with one another to ensure that students have the support they need. During the closing plenary session the participants discussed an option to establish a new expert community or a working group in co-operation with the ELGPN with a more specific focus on career services in higher education to reflect the outcomes of guidance both from the student perspective and the effectiveness of the higher education. The plenary presentations and materials from the knowledge sessions and round tables are available at the seminar website: <http://www.eaie.org/home/spotlight-seminar/spotlight.html>

The post-conference discussions on support for student success are available at the EAIE blog posts:

<http://www.eaie.org/blog/supporting-student-success/>

### Network conference in Switzerland: Reinforcing the career guidance system - Best practices in Switzerland and Europe, Bern, Switzerland 22 August 2014

*By Isabelle Zuppiger and Beatrice Kunovits (observers in ELGPN)*

**On 22 August 2014 the Swiss conference of the heads of the career guidance centres and Foundation CH invited stakeholders and partners of the Swiss career guidance services to participate in discussion on lifelong guidance. Foundation CH is a Swiss agency responsible for the EU exchange programmes.**

The aim of the conference was to inform the stakeholders and partners about the topics and activities of ELGPN and to discuss opportunities to reinforce the Swiss career guidance system.

The participants were heads of career guidance centres and representatives of partners of VET and public employment system in Switzerland: the Confederation, the cantons and the professional organisations and a delegate of public employment services.

Mr Marc Chassot, the president of CDOPU (Swiss association of the heads of career guidance, <http://www.kbsb.ch/>), opened the conference by presenting the mission, vision and objectives of the



conference. Isabelle Zuppiger, a member of the Swiss observer delegation to the ELGPN, introduced the topics and activities of ELGPN. In her speech, Heidemarie Stuhler, representative of Germany in ELGPN, introduced

lifelong learning projects and educational policies and initiatives in Germany. In her address, Beatrice Kunovits presented a new project which has been kicked-off in the canton Basel-Landschaft. The aim of this project is to implement lifelong guidance perspective in educational and VET system. Raimo Vuorinen, the ELGPN Co-ordinator, addressed the conference by a video presentation.

The participants discussed the possibilities to strengthen the lifelong guidance perspective in the career guidance system of Switzerland in four work groups and in a panel discussion.

### Update from the Co-ordination unit

It gives us great pleasure to inform members and partners that the ELGPN 2015 Grant Agreement between the Commission and the University of Jyväskylä has been completed and signed by both parties. We would like to thank all the national ELGPN teams for their efficient co-operation in getting the application documents to us on time. This allowed us to complete the application and the subsequent agreement in the planned timeframe.



Ms Outi Ruusuvirta (ELGPN Co-ordination Unit) and Professor Matti Manninen, the Rector of University of Jyväskylä, finalising the 2015 ELGPN Grant Application. (Photo: Raimo Vuorinen)

### Season's Greetings from the Co-ordination unit

The staff of the Co-ordination Unit would like to thank all ELGPN members, partner and consultants for a busy ELGPN year 2014 and look forward to an exciting and inspiring 2015 with you. Enjoy your hard-earned break!



Please note that the ELGPN Co-ordination Unit will be closed 22 December 2014 – 6 January 2015 for a Christmas break.

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