



The future of skills and qualifications in Europe

A European Area of Skills and Qualifications:
results of the public consultation and beyond

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Kurz gesagt

Das Europass-Magazin begleitet Sie seit mehr als zwei Jahren. Nun erscheint die achte Ausgabe, in einem neuen Grafikdesign, das Ihnen hoffentlich gefallen wird.

Das primäre Thema ist diesmal die Zukunft der Kompetenzen und Qualifikationen in Europa. Auf Seite 3 finden Sie die Ergebnisse der öffentlichen Konsultation zum „Europäischen Raum der Kompetenzen und Qualifikationen“. Ergänzend bieten wir auf den Seiten 4 und 5 einen Überblick zur Einstellung europäischer BürgerInnen zu Bildung und Kompetenzerwerb, inklusive interessanter Daten zur Bekanntheit der Europass-Dokumente. Ungefähr 28.000 Personen wurden dazu in einer Eurobarometer-Untersuchung befragt.

Auf den Seiten 6 – 9 beschreiben wir, wie nationale Europass-Zentren die Maßnahmen und Instrumente zum Matchen von Kompetenzen und Qualifikationen in die Praxis umsetzen, mit Berichten aus Frankreich, Lettland, Österreich, Slowenien und der Türkei.

Ganz besonders freut es uns, Sie auf den Europass Viral Video-Wettbewerb und auf die neuesten Entwicklungen des Europass-Portals hinweisen zu dürfen (Seite 10). Eine schlaue Hilfestellung zum Europass-Portfolio, von den ungarischen KollegInnen entwickelt, findet sich auf Seite 11.

Europass wünscht Ihnen einen bunten Herbst!

En bref

Deux ans se sont écoulés depuis la parution du premier Magazine Europass. Ce huitième numéro bénéficie d'une nouvelle identité graphique; nous espérons qu'elle vous plaira.

Le thème principal de ce numéro est l'avenir des compétences et des qualifications en Europe. En page 3, découvrez les résultats de la consultation publique sur l'espace européen des compétences et des certifications. En pages 4 et 5, lisez l'avis des citoyens européens sur l'éducation et le développement des compétences, notamment une étude sur la popularité des documents Europass, réalisée auprès d'un échantillon de 28 000 personnes.

Les pages 6, 7, 8 et 9 présentent plusieurs rapports sur la manière dont plusieurs Centres nationaux (Europass Autriche, Lettonie, Turquie, Slovénie et France) mettent en œuvre les politiques et instruments en matière d'adéquation entre les compétences et les qualifications.

Découvrez le concours de vidéo virale Europass, et les récents changements intervenus sur le portail Europass (page 10). Et pour refermer ce numéro en beauté: nos collègues hongrois nous ont concocté un excellent guide sur le Portfolio Europass (page 11).

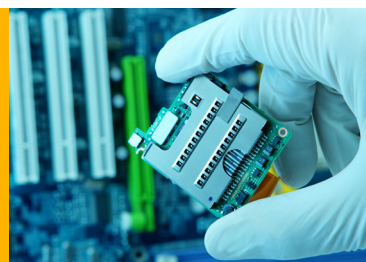
L'équipe de coordination Europass vous souhaite une excellente rentrée.

The future of skills and qualifications in Europe

Results of the public consultation on a European Area of Skills and Qualifications

In the **previous edition** of the Europass Magazine we informed you that the European Commission had been organising a public consultation on a European Area of Skills and Qualifications. With the consultation now closed and processed, we bring you the results.

A total of 85 position papers and 289 replies to the online questionnaire were received. 44% of respondents replied in their personal capacity and 56% on behalf of an organisation, based in the EU and in Norway, Switzerland, Turkey, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia and Australia. 63% of respondents have indicated education and training as their main area of activity, 8% employment and 29% other sectors (e.g. culture, research, public relations and communication, international relations). Position papers have been submitted by Member States bodies (17), trade unions and employers' representatives (10), student and youth representatives (5), EU networks and bodies (20), education and professional sectoral organisations at national level (23), individuals (2) and others (8).



Overall, the consultation respondents confirm that a EASQ should support mobility for both work and education, employability and quality education and modernisation of the education systems. More specifically, it should:

- Pursue coherence, simplification, ease of use, transparency and understanding of the current tools, including by ensuring that the same terminology is used. The relationship and synergies between the tools should be clear and where necessary the governance of the single tools should be reviewed, ensuring representation of all stakeholders.
- Focus on the individual and on the end-users of the tools (e.g. employers, teachers, assessors, practitioners, education providers, etc.). This means also effective communication, availability of information, guidance and training.
- Promote permeability within different sectors of education and training and forms of learning, while respecting sector specificities, thus support flexible learning pathways tailored on the individual.
- Support the development of relevant skills.
- Pursue full implementation of the learning outcomes approach across all tools and policies.
- Firmly anchor the EASQ within the Europe 2020 strategy, the European Semester and the Education and Training 2020 strategy.

Respondents stress nonetheless the importance to give time for implementation of the current tools and support full and consistent implementation in Member States. Particular attention is expected in avoiding creating additional structures, tools, reporting burden and respecting national competencies. Many respondents have also emphasised the need to ensure proper coordination between the different Commission services representing different activities (ex: employment policies, single market fields and sectors in education). Finally several claim the need to ensure full involvement of all relevant stakeholders, in particular for the design/revision, implementation and monitoring of the tools. This would in turn ensure shared ownership of the initiative.

Source:

European Commission, 2014: Towards a European Area of Skills and Qualifications. Results of the Public Consultation.

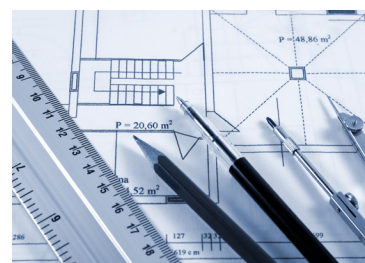
Survey on the European citizens' attitudes towards skills and qualifications

Closely related to the public consultation on a European Area of Skills and Qualification is the **Special Eurobarometer issue no. 417** that highlights EU citizens' attitudes towards the education that they have received and the priorities for education and training in their country, as well as their views on the most important aspects of education, and the main skills that education can provide. It also reveals experiences of working in other countries (both inside and outside of the EU), and perceptions of the extent to which qualifications are recognised in different Member States. The survey also probes Europeans' awareness of the European Qualifications Framework and of ways of documenting skills and qualifications; their use of career guidance services; and their experience of looking for information on education, training and career guidance.

The survey was carried out by TNS Opinion & Social network on behalf of the European Commission in the 28 Member States of the European Union between 26 April and 11 May 2014. Some 28.000 respondents from different social and demographic groups were interviewed face-to-face at home in their mother tongue.

The main findings of the Eurobarometer survey on skills and qualifications are:

- The most important aspects of education relate to individual teachers, in particular the teachers' ability to engage and motivate students. This is also the area seen as needing the most improvement.
- Almost the totality of EU citizens (95%) consider that skills can be gained outside of formal education, particularly foreign language skills and skills that can be used in different jobs.
- Attitudes to respondents' own education are generally positive, particularly their experience of school education (86% say this was good).
- Around a quarter (23%) of EU citizens feel that their education or training has not provided them with the skills to find a job in line with their qualifications, with significant differences across Member States (with higher percentages in Italy, Spain and Greece [35%, 38% and 43%]).
- Just over half of respondents (56%) think that their qualifications would be recognised in other EU Member States. Similar proportions also think experiences of working or studying in another Member State would be recognised in their own country.
- 6% of EU citizens say that they have tried to work or study in another EU Member State, including remote working or distance learning, but were not able to do so. The main reason for this, in relation to their qualifications, was that they were not recognised by either their prospective employer (12%) or by the educational institution (7%), or that they did not have enough information on whether their qualifications would be recognised in another EU Member State (17%).
- Only 9% say they know the level of the European Qualifications Framework to which their qualifications correspond, and just 12% more have heard (in general) about the European Qualifications Framework.
- A third of EU citizens (34%) say that they have heard of at least one of the various tools for documenting skills and qualifications, most commonly the Europass CV (15%).
- More than two-thirds (69%) assume that a combination of skills or competences acquired in different ways can be used to obtain a qualification.
- A quarter of respondents (24%) have used a career guidance service. This varies considerably by Member State; in some countries, only 3% of respondents say they have used a career guidance service.



- The main reason for never having used a career guidance service is the lack of access (45%).
- A majority of EU citizens have positive views about the availability and usefulness of career guidance services; for example, 71% agree that they are useful for making the right choice for further studies.
- In total, 44% of EU citizens say that they have looked for information of some kind on education, training or career guidance. Just over half of respondents (56%) say they found it at least quite easy to find the information they needed.
- Only 18% of EU citizens say they are aware of at least one of the European information points (e.g. Europass contact centres).

Europass tools awareness among European citizens

Of particular relevance for the Europass network is the following part of the survey outcomes that show the extent to which different groups of European citizens are aware of the various Europass documents (total base: 27 998 respondents; multiple answers possible):

QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of? (MULTIPLE ANSWERS POSSIBLE)

	Europass CV	Europass mobility	Language passport	Diploma supplements (for Higher Education)	Certificate supplements (for Vocational Education)	Youthpass	None (spontaneous)	Don't know
EU28	15%	4%	10%	13%	11%	3%	59%	7%
AGE								
15-24	25%	5%	15%	21%	15%	7%	44%	6%
25-39	21%	5%	11%	18%	13%	4%	52%	6%
40-54	16%	4%	10%	13%	12%	2%	59%	7%
55+	8%	2%	6%	8%	7%	1%	70%	9%
Level of education								
Lower secondary level	11%	2%	6%	6%	8%	1%	68%	8%
Upper second. level, general ed.	19%	4%	10%	16%	11%	4%	55%	7%
Upper second. level, vocational ed. & training	14%	3%	8%	8%	12%	2%	62%	8%
Post second, non-higher	17%	5%	10%	16%	13%	5%	54%	8%
Higher education	20%	6%	15%	21%	12%	4%	49%	5%
None of these	7%	1%	3%	3%	3%	2%	81%	7%

Source of the text and data:

European Commission, 2014: Special Eurobarometer 417: European Area of Skills and Qualifications - Report.

Towards a European Area of Skills and Qualifications

Multiplying the impact of the European transparency tools by strengthening the cooperation between the networks in Austria

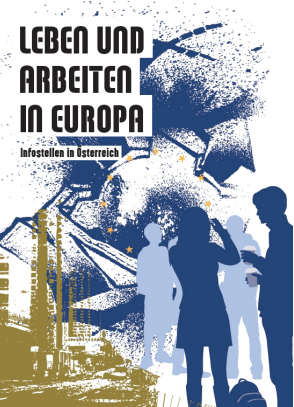
Alexandra Enzi, NEC Austria

In the framework of the Copenhagen Process, a multitude of measures and actions have been developed, which all share common objectives laid down by EU strategy papers including EU2020, ET2020 and Rethinking Education. While each of the introduced transparency tools has its own purpose and contributes to the strategic targets - such as the improvement of the quality of (vocational) education and the promotion of mobility - their full potential can only be realised by a **closer interaction between the tools**.

The need for cooperation between the initiatives has gained further importance by the intended development of the European Area of Skills and Qualifications (EASQ) and its objectives, including: "ensuring the overall coherence of tools and policies and further implementing the learning outcomes and ensuring clarity of rules and procedures for the recognition of skills and qualifications for further learning".

Full potential of the European transparency tools can only be realised by a closer cooperation between them.

In Austria, Europass has been working closely with the other relevant networks for several years. Building on these successful collaborations, the Austrian NEC has continuously developed and expanded strong partnerships and common initiatives with Euroguidance, the National Qualifications Framework, ECVET, EURES and Euraxess.



Whenever possible, Europass Austria is present and gives input at important conferences organised by the other networks, such as the ECVET launching conference in autumn 2013 or the Euroguidance expert conferences, and the Fit for NQF seminars. Furthermore, lectures and workshops for common interest groups are often organised in collaboration with at least one of the other networks. Examples during the last year were **a workshop for employees in the field of human resource development with NQF and workshops for students training to be guidance counsellors with Euroguidance**.

Another objective of the EASQ - "providing learners and workers with a single access point to obtain information and services supporting a European Area of Skills and Qualifications" - has been identified by the networks in Austria as **one of the most important gaps that needs to be overcome** to increase the visibility and user-friendliness of the transparency tools.

To reach this goal, Europass Austria met with representatives of Euroguidance, Euraxess, Solvit, EuropeDirect, ENIC/NARIC, EURES and Eurodesk in early 2013 to find measures to help the public with finding the information and networks relevant to their needs. The networks decided to publish a common information brochure entitled "**Living and Working in Europe - Information Points in Austria**".

The leaflet containing concise information and its benefits for the public on each network was printed in autumn 2013 and disseminated to stakeholders all over Austria. Due to heavy demand by both stakeholders and the public, a re-print was ordered at the end of the year. The brochure is also available as a download on the Europass website www.europass.at.

Europass Austria continues and increases its successful collaborations with the other networks in 2014. One particularly interesting aspect is the projected **integration of ESCO - the multilingual classification of European skills/competences, qualifications and occupations - into the Europass documents**. Europass Austria plans to make this development one of the focal points of the year and will present the benefits of the integration to stakeholders in autumn 2014.

Experts meet in Riga for a discussion on a European Area of Skills and Qualifications

Marta Valdmane, NEC Latvia

On August 28, in Riga, Latvia, experts from education and employment field gathered for a roundtable discussion “**Processes of a European Area of Skills and Qualifications in Latvia: Benefits and Challenges for Educational Institutions and Employers**”. The discussion was organized by the National Europass Centre Latvia in collaboration with the National Coordination Point for referencing the Latvian Qualifications Framework to the European Qualifications Framework.

The purpose of the discussion was to assess the developments of a European Area of Skills and Qualifications (EASQ) in Latvia in a **dialogue of experts representing the interests of higher education institutions and public and private sector employers**.

The event was opened by Mārtiņš Zemītis, Economic Adviser of the European Commission Representation in Latvia, who stressed the importance of the dialogue regarding EASQ when searching for ways to **reduce unemployment, especially that of young people**.

The opening speech was followed by presentations from representatives of the Academic Information Centre, Vidzeme University of Applied Sciences and the Latvian Association of Personnel Management. In the second part of the event representatives from higher education institutions, the Employers' Confederation of Latvia, the State Employment Agency and the Procurement Monitoring Bureau took part in a roundtable discussion.

The participants discussed particular **problems regarding transparency and recognition of qualifications and skills** of individuals and organizations. According to them, some of the tools currently do not support the specific needs of users; therefore, it is important to continue the development, revision, coordination and implementation of the tools and policies in close collaboration with all stakeholders.

The current picture of the recognition and transparency tools is **too complex for both employers/education institutions and individual citizens**. The experts agree that the tools should become less fragmented and less complicated to be more convenient for use. Europass CV was acknowledged by some of the experts as a great tool for individuals to structure their experience and skills and for employers to compare the experience and skills of applicants. However, **to use the Europass CV form to its full potential, still a better guidance for completing the Europass CV is needed**, especially for younger and less experienced job seekers.

The experience of a higher education institution represented at the discussion shows that a **close cooperation with employers reduces the supply-demand mismatch between education and employment**. Simplifying and aligning the different tools would make them clearer and more understandable to all users, but in order to succeed, involvement of stakeholders could be crucial.



Europass & Eurodesk cooperation in Turkey

NEC, Turkey

The Vocational Qualifications Authority of Turkey has been assigned as the National Europass Centre to coordinate and promote the roll-out of the Europass documents in Turkey. Since then, **NEC Turkey has been working to increase the recognition and usage of the Europass portfolio.** NEC Turkey participates in employment fairs and career days held by national bodies and institutions, organises info-meetings at universities with the purpose of introducing Europass to Turkish citizens. From the beginning of 2014, National Europass Center participated in two employment fairs and two university meetings. **In the course of these events, Europass documents were introduced to more than 1200 people.** NEC Turkey also holds meetings with the participation of public agencies, private companies and non-governmental organisations to work jointly with Europass. One of these institutions is the Turkish National Agency.

Young people in Turkey are highly involved in the Erasmus+ Programme. Turkey has the third biggest budget in Europe to facilitate the programme. **Since 2004, more than 17.000 projects and 500.000 people have benefited from the “Life-Long Learning and Youth Programme”** (the duration of which was between 2007 - 2013). We believe that it is of high importance for the past as well as future beneficiaries to recognize and use the Europass documents. To this end, **NEC Turkey gathered with the Youth Programme experts of the National Agency to cooperate for the recognition and usage of the Europass portfolio.** This has brought about the idea that Eurodesk Contact Points (ECPs) would act as multipliers for the recognition of Europass documents. ECPs are the main providers of information on European policies and opportunities for young people and for those who work with them. Thus, it is essential that ECPs know and promote Europass documents as well. **There are 155 ECPs in 72 provinces of Turkey which have a range of opportunities to reach people from all around the country.**

In June 2014, NEC Turkey participated in the “Evaluation Seminar of Eurodesk Contact Points” and presented the National Europass Centre as well as the structure and function of the Europass documents. **The representatives of the ECPs as well as participants from general public were very interested** in the Europass CV, Language Passport and especially the Europass Mobility document which was found relevant for international activities supported by Erasmus+.

The Eurodesk Contact Points have already started promoting the Europass documents in their activities such as seminars and info-days. NEC Turkey has been supporting them with presentations and promotion materials including posters, brochures and flyers. ECPs will also support us in the Europass Viral Video Contest.

This year, the National Europass Centre Turkey has taken part in four info-day activities of the Turkish National Agency, and has brought the message on Europass directly to 350 people. As the cooperation has proven mutually beneficial, plans are being made to cooperate with other related institutions in the upcoming period.



Synergies for the transparency of qualifications in Slovenia

Špela Pogačnik Nose, NEC Slovenia

Citizens often contact the National Europass Centre Slovenia with questions that need answers from various relevant services. The problems seem to be simple at first glance but reveal to cover many different aspects such as the validation of knowledge and skills, job-seeking, or relations to different national and European regulations.

To help the citizens in a complex way, and to help them pursue the transparency of their qualifications, we set to prepare a publication that would give an overview of all the related topics. The National Europass Centre Slovenia realized a common brochure with the national ENIC-NARIC Center and the Contact Point for the Mutual Recognition of Professional Qualifications.

With the encouraging title „POKAŽI, KAJ ZNAŠ“ („SHOW WHAT YOU CAN!“) on the cover of the publication, and a bunch of typical questions that users frequently ask, we present a concise and focused source of information on the services of each of the three contact points.

Supporting a synergy between different but inter-related instruments is our way of building bridges that we all want to share - when passing by as European citizens.

Personalise your Diploma at the University of Franche-Comté (UFC) with the Europass Diploma Supplement

Laurent Lascrou, NEC France

The University of Franche-Comté (UFC) is one of the few higher education establishments to have received the European label for their Diploma Supplement.

To highlight the student's individual training path, UFC has implemented an innovative process allowing students to fill in Section 6 (concerning the individual study path) of the Diploma Supplement themselves.

The University has developed a computer application that allows students and the different university departments to add information to the document concerning their university experiences. This information can be important on a CV since it highlights the student's involvement in associations, community or civic projects, language courses, stays abroad, the organisation of cultural events, sports activities, participation in competitions, business start-up initiatives, work as an elected representative in a university organisation, employment contracts within the University, etc.

The Diploma Supplement is laid out in a standardised format and describes all the knowledge and skills acquired by the student at the University and through personal initiatives. It provides clear information for recruiters and/or foreign academic institutions. This original initiative thus promotes domestic as well as international mobility and employability.

Europass 2014 Viral Video Competition



Would you like to challenge yourself and win great prizes? Do you fancy a break in your dream city in Europe? If so, then why not participate in the 2014 Europass Viral Video Competition?

What is a viral video?

A viral video is one that becomes popular through the process of Internet sharing, typically through websites and email. Humour is often a characteristic of viral videos, but not a defining one. A viral video is any video that's passed electronically, from person to person, regardless of its content.

How to participate?

1. Download the [Guidelines to participants](#), and the [Terms and conditions of participation](#) and read them carefully.
2. Produce a short video (up to 180 seconds) promoting the benefits of the Europass initiative.
3. Fill in the competition's [application form](#) until 30.11.2014, 24:00 GMT.

What can you win?

- 1st prize: a trip to your dream city in Europe (European Union, EEA or EU candidate countries)
- 2nd prize: a 1000 € shopping voucher
- 3rd prize: a 500 € shopping voucher



Deadline

All videos should be submitted by: 30.11.2014, 24:00 GMT.

More info?

Read carefully the [Guidelines to participants](#), the [Terms and conditions of participation](#) or contact your [National Europass Centre](#). Good luck!

The Europass Communication Team

News from Cedefop

What's new on Europass website?

Users of the [Europass online editor](#) can now import their LinkedIn profile to create a Europass CV. Data such as personal information, work experience and education are uploaded automatically in the Europass editor.



New glossary - Terminology of European education and training policy

What is the difference between skill gap, skill needs or skill shortage? Is underqualification a synonym for undereducation or underskilling? What is the meaning of green skills?

This multilingual [glossary](#) (available in 7 languages) defines 130 key terms used in European education and training policy. It is an extended and updated version of Terminology of European education and training policy (2008).

What's next?

A revamped version of the Europass editors is in the making, to be launched later this year. Improvements include:

- support for tablets
- multiple import/export options (computer, e-mail, LinkedIn, cloud storage)
- improved usability.

New to Europass?

Not sure which of the Europass documents you should use?

The National Europass Centre Hungary has prepared a smart graphical overview of the portfolio.

Find out what you can do with Europass!

European Skills Passport

- Europass Curriculum Vitae
- Europass Cover Letter
- Language Passport
- Diploma Supplement
- Certificate Supplement
- Europass Mobility

FOR EVERYONE

HIGHER EDUCATION

VOCATIONAL EDUCATION

INTERNATIONAL MOBILITY

www.europass.hu

As an electronic portfolio, the EUROPEAN SKILLS PASSPORT allows you to present your skills and qualifications in one single document.

The EUROPASS CV, available in 27 languages, helps to easily create a clear and structured resume.

The EUROPASS COVER LETTER offers support to structure your motivation letter and allows you to introduce yourself in details.

The EUROPASS LANGUAGE PASSPORT is a self-assessment tool for language skills and qualifications, focusing on the person's actual level of knowledge.

The EUROPASS DIPLOMA SUPPLEMENT provides additional information compared to the official degree and describes the knowledge and skills acquired by holders of higher education degrees.

The EUROPASS CERTIFICATE SUPPLEMENT provides additional information compared to the official degree and describes the knowledge and skills acquired by holders of vocational training certificates.

The EUROPASS MOBILITY is a document to record knowledge and skills acquired during an international mobility programme (e.g. Erasmus+).

Europass Hungary

Erasmus+

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



Education and Culture

