

# Europass Information Provision

## Consultation on Structure and Content for Europass online platform

*May 2019*



## 1 Purpose of the document

This document provides an overview of the structure of the new Europass online platform and the approach to developing content for the new platform, including some sample draft content for the Phase 1 launch of the new Europass.

Europass stakeholders (including members of the Europass Advisory Group, EQF Advisory Group, National Europass Centres, Euroguidance Centres, EQF-NCPs) are invited to give feedback and comments on the document.

**Written feedback is welcomed by Friday, 7 June 2019 to ‘EMPL-EUROPASS@ec.europa.eu’ with the subject line ‘Written Feedback on Europass Content’.**

There are specific feedback questions included and general comments are welcome. (See summary of Feedback below).

The outcomes of this consultation will be presented at the meeting of the Europass Advisory Group on 12 and 13 June, 2019.

## 2 Introduction

This document is produced as part of ongoing work on the Europass Content Strategy. The content strategy outlines the approach to all content related to Europass. Content refers to all information provided on the Europass platform including information on skills and qualifications as set out in Article 3 (2) of the new Decision; instructions, narrative or other text directed at users on the Europass platform; and, offsite content such as brochures, social media and images

The purpose of this consultation is to invite feedback on:

- (1) the proposed structure of the new Europass platform
- (2) the proposed targeted content, including country-specific information, for Europass users
- (3) the proposed approach to managing content on the new Europass platform

## Summary of Feedback Requested

The Commission invites feedback and suggestions on:

- Feedback #1: the proposed structure of the Europass platform for individual end-users ([see p. 3](#))
- Feedback #2: the proposed topics to be included in the Work in Europe and Learn in Europe sections of the Europass platform ([see p. 4](#))
- Feedback #3: the proposed structure of the Europass platform for stakeholders ([see p. 5](#))
- Feedback #4: the proposed information topics for stakeholders ([see p. 6](#))
- Feedback #5: the information and links to be included in Country-Specific Information ([see p. 7](#))
- Feedback #6: information on services offering guidance for transnational learning mobility and career management ([see p. 7](#))
- Feedback #7: the Commission approach to managing content on the Europass platform ([see p. 9 – 10](#))

### 3 New Europass Platform: Structure and Content

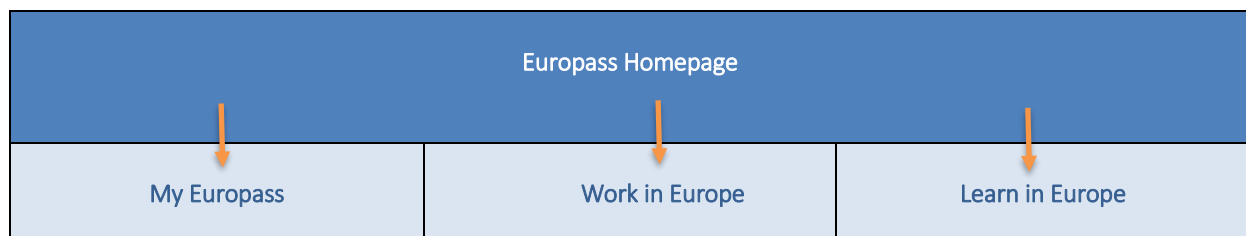
The overall structure of the new Europass platform will be in line with the target audiences indicated in Article 1 (3) the Europass Decision, namely *individual end-users* and *relevant stakeholders*.

The homepage of the new Europass platform will be targeted primarily at individual end-users, as they are expected to make up by far the highest number of users. Information for stakeholders will be included in the footer of the homepage.

#### 3.1 Europass Individual End-User

##### 3.1.1 Individual End-User: Structure

There will be 3 key sections for individual end-users on the Europass platform: (1) *My Europass*; (2) *Work in Europe*, and (3) *Learn in Europe* with relevant information on how Europass can support lifelong learning



*Your Europass* will offer individual end-users access to their Europass e-Portfolio as well as the Europass CV editor.

The *Work in Europe* and *Learn in Europe* sections will offer information to users to support their use of the Europass and their education, training and employment decisions. The goal of this information is to offer a good quality minimum of information that can support effective use of Europass as well as direct users to other tools and services should they require further support or information.

**Feedback #1: Your feedback and suggestions are invited on the above proposed structure of the Europass platform for individual end-users.**

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##### 3.1.2 Individual End-User: Content

The *Work in Europe* and *Learn in Europe* sections will include the following information:

- explanation and instruction on how Europass can assist with work or learning-related activities;
- search for opportunities (learning, work, volunteer)
- a selection of articles to offer further information or guidance on particular topics (e.g. *How to write a Motivational Letter* or *How to plan your learning*);
- Frequently Asked Questions (FAQs);
- Country-Specific Information (e.g. links to guidance services or links to National Europass Centres)
- Further information on EU tools and services.

The Work in Europe section will include information on the following topics:

- How Europass can support job-seeking and career development
- Searching and Applying for a Job

- Preparing to work abroad
- Career Management
- Communicating your Skills for Work Purposes (to include information on how the the **Certificate Supplement; Diploma Supplement; Europass Mobility;** and **Qualifications Frameworks and Systems** can assist users to communicate their skills and qualifications)

The **Learn in Europe** section will include information on the following topics:

- How Europass can support learning
- Planning your learning
- Searching and Applying for Learning Opportunities
- Volunteering
- Preparing to Learn Abroad
- Communicating your Skills for Learning Purposes (to include information on how the **Certificate Supplement; Diploma Supplement; Europass Mobility;** and **Qualifications Frameworks and Systems** can assist users to communicate their skills and qualifications)

Europass Homepage		
My Europass	Work in Europe	Learn in Europe
<ul style="list-style-type: none"> <li>➔ Europass e-Portfolio</li> <li>➔ Create/Update Europass CV</li> </ul>	<ul style="list-style-type: none"> <li>➔ How Europass can support job-seeking and career development</li> <li>➔ Searching and Applying for a Job</li> <li>➔ Preparing to work abroad</li> <li>➔ Communicating your Skills for Work Purposes</li> <li>➔ Career Management</li> </ul>	<ul style="list-style-type: none"> <li>➔ How Europass can support learning</li> <li>➔ Planning your learning</li> <li>➔ Searching and Applying for Learning Opportunities</li> <li>➔ Volunteering</li> <li>➔ Preparing to Learn Abroad</li> <li>➔ Communicating your Skills for Learning Purposes</li> </ul>

All the above content will be drafted by a guidance expert. These titles indicate the topics to be included – they do not represent the final titles or text to be used. All content for individual end-users will be written in active, user-friendly language that addresses the user directly.

The guidance and information will be targeted at a general audience and will link to further articles, FAQs and other tools and services for specific user-groups (e.g. young people, volunteers, Third Country Nationals) as necessary.

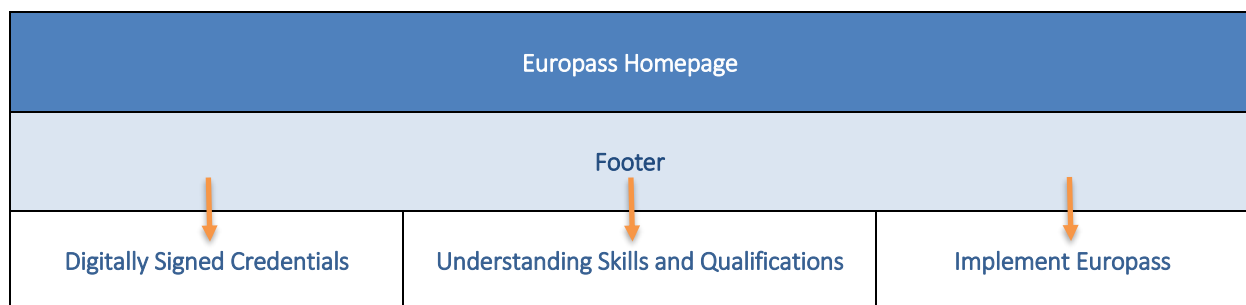
**Feedback #2: Your feedback and suggestions are invited on the proposed topics to be included in the Work in Europe and Learn in Europe sections of the Europass platform.**

## 3.2 Europass Stakeholders

### 3.2.1 Stakeholder: Structure

Content for stakeholders will be structured in 3 key sections:

- *Digitally-signed credentials* offering information on the benefits of the Europass framework for digitally signed credentials and how to use the framework.
- *Understanding skills and qualifications* with targeted content on how Europass tools and information can support stakeholder organisations to understand skills and qualifications in Europe, including information on the EQF.
- *Implement Europass* with information and technical documentation on use of Europass tools (including how to implement the **Diploma Supplement**, **Certificate Supplement**, and **Europass Mobility**), Europass interoperability for stakeholders that wish to implement Europass or understand how Europass can support their work.



All content targeted at stakeholders will be accessible via the footer of the Europass homepage.

**Feedback #3: Your feedback and suggestions are invited on the proposed structure of the Europass platform for stakeholders.**

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### 3.2.2 Stakeholder: Content

The Europass platform will include the following content for stakeholders:

The [Digitally-signed credentials](#) section will include information to introduce the Europass Digital Credential Infrastructure, explain the purpose and benefits of the infrastructure and provide technical documentation and support for implementers.

The [Understanding skills and qualifications](#) section will include information on:

- *The European Qualifications Framework*, including content currently on the Learning Opportunities and Qualifications in Europe Portal (LOQ)
- *Europass for Education and Training*, including information on how Europass tools and information can support the work of education and training actors
- *Europass for Employment and Recruitment*, including information on how Europass tools and information can support labour market processes
- *Europass for Career Guidance*, including information on how Europass tools and information can be used to support education, training and employment choices

The [Implement Europass](#) section will include:

- *Interoperability with Europass*, including information on open standards and how to become interoperable with Europass
- *Europass Digitally-Signed Credentials*, which will link to the section on digital credentials described above
- *Europass Tools*, within information on how to use and implement Europass tools such as the e-Portfolio including technical documentation for reuse and implementation of Eurpass tools.

Europass Homepage		
Footer		
↓	↓	↓
Digitally Signed Credentials	Understanding Skills and Qualifications	Implement Europass
<ul style="list-style-type: none"> <li>→ What is the Europass Digital Credentials Infrastructure (EDCI)?</li> <li>→ How to implement the EDCI?</li> </ul>	<ul style="list-style-type: none"> <li>→ The European Qualifications Framework (EQF)</li> <li>→ Europass for Education and Training</li> <li>→ Europass for Employment and Recruitment</li> <li>→ Europass for Career Guidance</li> </ul>	<ul style="list-style-type: none"> <li>→ Digitally Signed Credentials</li> <li>→ Interoperability with Europass</li> <li>→ Europass Tools</li> </ul>

**Feedback #4:** Your feedback and suggestions are invited on the proposed information topics for stakeholders listed above.

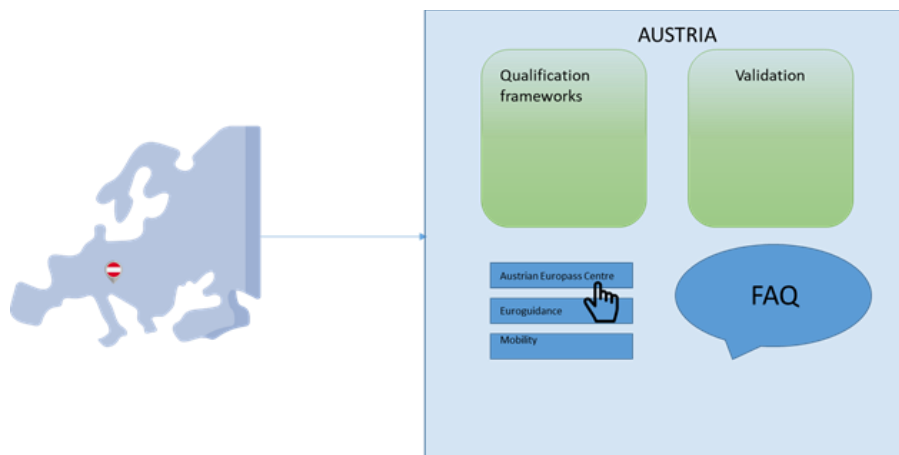
The Europass platform will also include a full set of **Frequently Asked Questions (FAQs)** with content for both individual end-users and stakeholder organisations; a **Contact Europass** section with a centralised query management system and contact details for National Europass Centres, and an **About Europass** section with an overview of information on the mission and history of Europass.

### 3.3 Country Specific Information

A key part of the approach to Europass information provision is to direct Europass users to other tools and services should they require further support or information.

The Commission suggests that this will be presented as Country-Specific Information on the [Work in Europe](#) and [Learn in Europe](#) web-pages with separate Country-Specific Information provided for stakeholders.

The Commission is exploring the development of an interactive map that would allow users to select a country they are interested in and by selecting the country the user will receive a snapshot of relevant information and links on that country. See below an example illustration of this function:



This country-specific information should include information on ‘services offering guidance for transnational learning mobility and career management, including, where appropriate, individual guidance services’ thereby addressing the task in Article 7 (1) (c) of the Europass Decision.

The Commission proposes that the following information is included for each country:

- ✓ Link to the Qualifications and Learning Opportunities search functions on the Europass platform
- ✓ Link to the Job Opportunity search function on the Europass platform
- ✓ Contact details for the relevant National Europass Centre and/or national Europass website
- ✓ Link to relevant Public Employment Service
- ✓ Link to any relevant national guidance service(s)

Relevant links will be included for the different user-groups to e.g. links to Euroguidance centres (who primarily deal with guidance practitioners) will be included in the stakeholder links but not in those directed at end-users.

**Feedback #5: Your feedback and suggestions are invited on the information and links that should be included in each Country-Specific Information ‘map’.**

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**Feedback #6: Your feedback and suggestions are invited in particular on information on services offering guidance for transnational learning mobility and career management. What types of services should be included and which users should be targeted with this information?**

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## 4 Overview of Europass Platform

Europass Homepage		
<b>My Europass</b>	<b>Work in Europe</b>	<b>Learn in Europe</b>
<ul style="list-style-type: none"> <li>➔ Europass e-Portfolio</li> <li>➔ Create/Update Europass CV</li> </ul>	<ul style="list-style-type: none"> <li>➔ How Europass can support job-seeking and career development</li> <li>➔ Searching and Applying for a Job</li> <li>➔ Preparing to work abroad</li> <li>➔ Communicating your Skills for Work Purposes</li> <li>➔ Career Management</li> </ul>	<ul style="list-style-type: none"> <li>➔ How Europass can support learning</li> <li>➔ Searching and Applying for Learning Opportunities</li> <li>➔ Volunteering</li> <li>➔ Preparing to Learn Abroad</li> <li>➔ Communicating your Skills for Learning Purposes</li> <li>➔ Planning your learning</li> </ul>

<b>Digitally Signed Credentials</b>	<b>Understanding Skills and Qualifications</b>	<b>Implement Europass</b>
<ul style="list-style-type: none"> <li>➔ What is the Europass Digital Credentials Infrastructure (EDCI)?</li> <li>➔ How to implement the EDCI?</li> </ul>	<ul style="list-style-type: none"> <li>➔ The European Qualifications Framework (EQF)</li> <li>➔ Europass for Education and Training</li> <li>➔ Europass for Employment and Recruitment</li> <li>➔ Europass for Career Guidance</li> </ul>	<ul style="list-style-type: none"> <li>➔ Digitally Signed Credentials</li> <li>➔ Interoperability with Europass</li> <li>➔ Europass Tools</li> </ul>

About Europass	FAQs	Contact Europass
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## 5 Approach to managing content for the new Europass platform

The Commission has developed an approach for the content to be included in the new Europass platform.

Regarding the the information topics listed in Article 3 (2) of the Europass Decision, the Commission has progressed as follows:

- **qualifications and qualifications frameworks or systems:**
  - development of targeted information (articles and FAQs) for individual end-users (see sample draft text in Annex 1)
  - transfer and update content from Learning Opportunities and Qualifications in Europe portal for stakeholders (see sample draft text in Annex 1)
- **learning opportunities:** Information on learning opportunities will be addressed separately based on the outcomes of the work of the temporary subgroup of the Europass AG.
- **opportunities for validation of non-formal and informal learning:**
  - development of targeted information (articles and FAQs) for individual end-users (see sample draft text in Annex 1)
  - transfer and update existing content from Learning Opportunities and Qualifications in Europe portal for stakeholders
- **recognition practices and relevant legislation in different countries, including third countries:**
  - development of targeted information (articles and FAQs) for individual end-users (see sample draft text in Annex 1)
  - transfer and update content from Learning Opportunities and Qualifications in Europe portal for stakeholders
- **services offering guidance for transnational learning mobility and career management:**
  - see Country-Specific Information above on p. 7
- **skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence:**
  - development of targeted information (articles and links) for stakeholders (see sample draft text in Annex 1)
- **information on skills and qualifications that could be relevant to the particular needs of third country nationals arriving or residing in the Union to support their integration:**
  - The suggested approach for information relevant to the needs of Third Country Nationals is **to embed targeted information** (e.g. FAQs, texts and 'sign-posts' to other relevant tools and information) relevant to the needs of Third Country Nationals within the sections of the platform. This will avoid creating separate sections and signal that Europass is open to all potential end-users. Targeted information and FAQs will address topics including: learning in Europe for Third Country Nationals; working in Europe for Third Country Nationals; support for intergration of Third Country Nationals.
  - **Relevant information for stakeholders** dealing with Third Country Nationals, such as employment services and guidance practitioners, will be included in the sections targeted at stakeholders. This will include information on the on the EU Skills Profile Tool for Third Country Nationals (<https://ec.europa.eu/social/main.jsp?langId=en&catId=1412>) and link to the European Migration portal ([https://ec.europa.eu/immigration/node\\_en](https://ec.europa.eu/immigration/node_en)).

## 5.1 Style-Guide

All content is drafted [using a common style guide for writing for the web](#) which emphasises:

- **Scannability:** highlight important words or phrases for readers to enable them understand the content with a quick scan
- Use of **hyperlinks** with [anchor text](#) rather than long texts or explanation, directing them to webpages with further information
- **Providing key information and messages in the first paragraph** and then following with more detail and information
- Use of **headings and sub-headings** to divide long text and provide meaningful headings
- **Use of short sentences** and **simple active language** avoiding jargon and unnecessary technical terms
- Use of **keywords** based on what an average user (or a majority of users) may be searching for, to enhance findability of content instead of using official terms
- **Use of lists** (bullets or numbering) rather than long sentences or texts with many points

## 5.2 Development and updating of content

All content will be subject to:

- **linguistic check and proof reading:** a check of texts by a native speaker in the relevant language to ensure the quality of grammar, spelling and style.
- **content expert check:** text will be developed and/or reviewed by content experts within the Commission team, or consulted with stakeholders. As advised previously, all content for individual end-users will be developed by a guidance expert.
- **accessibility:** a review of layout, interactive elements and images and images to ensure that content is accessible to users regardless of physical or other impairments
- **ensuring all links are working:** a check to ensure all links to external sources (national and EU) are active and up-to-date
- **search engine optimisation (SEO) checks:** processes to maximise the number of visitors by ensuring that the Europass platform appears high on the list of results returned by a search engine.

Following the Phase 1 launch, the Commission will undertake [a monthly review of content and analysis of web analytics](#) to:

- Ensure all links to external tools and services are up-to-date
- Identify new articles, FAQs or other content based on user feedback
- Identify potential enhancements to the platform based on user trends and feedback

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[Feedback #7: Feedback is invited on the approach to managing content on the Europass platform.](#)

## ANNEX 1

### SAMPLE DRAFT CONTENT

This annex includes a number of sample draft texts for the Europass platform. Such draft texts will be used within the sections outlined above for individual end-users and stakeholders. The text will be used primarily in web-pages as well as articles, FAQs and tool-tips (to guide users of the Europass e-Portfolio). Features such as interactive maps or search functions and titles of suggested FAQs for different audiences are also included where relevant.

All draft content is presented in simple text format and does not represent the eventual design or layout of the webpages on the new Europass platform. Work in on-going on drafting as well as design and layout, always bearing in mind accessibility requirements.

#### 1) Qualifications and qualifications frameworks or systems

##### Information on EQF: Individual end-users

##### Sample text

###### **Understanding the European Qualifications Framework (EQF)**

Thanks to the European qualifications framework (EQF), for any kind and type of qualification with a European (EQF) level you can see what national level your qualification corresponds to in other countries and how your qualification relates to other qualifications.

In this way, you and others are more aware of the value of your qualification on the labour market, in your country and abroad, and you can better decide what other learning opportunities you can take. An EQF level on your qualification can also help make the recognition of your qualification across countries easier.

The European (EQF) levels range from 1 to 8, with level 1 representing the lowest level of proficiency and 8 the highest. In most countries national levels also range from 1 to 8, but some countries have a different number of levels; this is not a problem because each national level is linked to the 8 European levels (when a link with the EQF is established - LINK)

Thanks to the national qualifications databases connected at European level, the EQF can provide a map of all types and levels of qualifications in Europe.

##### **Features to be included:**

- Video and infographics on the EQF
- Frequently asked questions
- Search for Qualifications in Qualifications Database

##### **Frequently asked questions (FAQs):**

- *Are you looking for new job or learning opportunities and you want to know how the EQF can help you?*

## Information on EQF: stakeholders

### Sample text

#### Understanding the European Qualifications Framework

##### What is the European Qualifications Framework (EQF)

- An 8 levels framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks to improve transparency, comparability and portability of people's qualifications.

##### European Qualifications Framework:

Thanks to its 8 learning outcomes-based levels, the European qualifications framework for lifelong learning (EQF) makes it possible to better understand and compare people's qualifications across countries.

The framework is open to cover all types of qualifications. The use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.

The EQF works as a translation grid that make it possible to compare qualifications from different countries and institutions. Being closely linked to national qualifications frameworks, the EQF can provide a comprehensive map of all types and levels of qualifications in Europe, increasingly accessible through qualification databases.

##### Why the EQF?

The free movement of people in Europe is one of the most important goals of the EU and a good understanding and valuing of skills and qualifications is fundamental when people move between jobs, types of work, and further learning across Europe.

However, the understanding and the recognition of diplomas and certificates issued in the different national education and training systems of the 28 Member States of the EU is a challenge.

For this reason, the EU developed the EQF as a translation tool to make national qualifications easier to understand and more comparable to support cross-border mobility of learners and workers, promote lifelong learning and professional development across Europe.

##### When, who and how?

The EQF was set up in 2008 and revised in 2017 [\[link\]](#). Its revision has kept the core objectives to create transparency and mutual trust in the landscape of qualifications in Europe.

Under the new Recommendation Member States committed themselves to further develop the EQF and make it more effective in facilitating the understanding of national, international and third-country qualifications by employers, workers and learners.

In addition to the 28 EU Member States another 11 countries work towards implementing the EQF, namely Iceland, Liechtenstein and Norway (European Economic Area countries), Albania, North

Macedonia, Montenegro, Serbia and Turkey (candidate countries), Bosnia & Herzegovina, Kosovo \*\* (potential candidates) and Switzerland.

The central forum for discussion between the Commission, countries and stakeholder from the world of education and training, employment and civil society is the EQF Advisory Group. It was set up in 2008 and its role to ensure overall coherence and promote transparency and trust in the process of referencing is confirmed in the 2017 recommendation.

European Centre for the Development of Vocational Training (Cedefop) and the European Training Foundation (ETF), as European Agencies, play an important role in supporting the implementation of the EQF.

Minutes and documents of the EQF Advisory Group meetings are published on the [Register of Commission Expert Groups](#) {link}.

### **The referencing process:**

The EQF Recommendation invites Member States to reference their national qualifications frameworks or systems to the EQF, in order to establish a clear and transparent relationship between their national qualification levels and the eight EQF levels.

Each country wanting to relate its national qualifications levels to the EQF has to prepare a detailed referencing report that follows the 10 EQF referencing criteria agreed in Annex III to the revised EQF Recommendation. National referencing reports are presented to the EQF Advisory Group which endorses them if they satisfy the referencing criteria. Referencing reports are published on the EU portal.

Once national frameworks are referenced to the EQF all newly issued qualifications (e.g. certificates, diplomas, certificate supplements, diploma supplements), and/or qualifications databases should in principle contain a clear reference to the appropriate EQF level.

Member States are recommended to review and update, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF.

### **Recognition of qualifications**

The EQF facilitates recognition of qualifications by promoting the use of learning outcomes, allowing holders and receivers of qualifications to directly assess the content, level and profile of the qualification in question.

The EQF works together with other European and international instruments supporting the recognition of qualifications.

- Directive 2005/36/EC addresses the recognition of professional qualifications in the EU, enabling professionals to move across borders and practise their occupation or provide services abroad {link}
- The Lisbon recognition convention is an international agreement administered by UNESCO and the Council of Europe that allows for the recognition of academic qualifications in Europe and beyond; {link}
- The EQF is compatible with the Qualifications Framework for the European Higher Education Area and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental Bologna Process in 2005. {link}
- The ENIC/NARIC network is a network of national centres set up to directly support institutions and citizens with the recognition of academic qualifications. {link}

### The EQF and links with other EU tools:

The European Commission, in close cooperation with Member States, has launched a number of tools supporting the modernisation of European education and training systems over the last decade. Focusing on the need for increased transparency and comparability of skills and qualifications, these tools support the geographical and lifelong learning of citizens.

### Features to be included:

#### ➤ Country Specific Information

Map with drop-down lists to choose:

- “Countries referenced to the EQF” “Countries participating in the EQF”
- Links to national NQF websites
- Links to national NQF database/register
- Links to EQF-NCP contacts
- Inventory on NQF (hosted by Cedefop) or ETF Qualifications Platform,
- Referencing report(s) (initial and updated)

#### ➤ “Compare national qualifications frameworks” tool

#### ➤ “Search for qualifications”

#### ➤ Documentation:

- EQF level descriptors
- Referencing criteria
- Quality assurance principles
- 2017 recommendation (2008 in archive)
- Notes
- Comparative studies
- Brochure
- Infographic
- Link to EQF Advisory Group minutes and documents

### Frequently asked questions

- *Are you an employer or an education and training provider and you want to know how you can use the EQF?*
- *How do qualifications get an EQF level?*
- *Does the EQF guarantee automatic recognition?*
- *Are you an international organisation, sector or company that awards qualifications across countries?*
- *Do you have a non-EU qualification and you want to know if the EQF help you?*

## 2) Opportunities for validation of non-formal and informal learning

### Information on of non-formal and informal learning: individual end-users

#### Sample text

##### **Skills developed in different activities is a real asset for you**

Do you ever wonder, if all the skills that you developed through work, volunteering, online learning, hobbies or extra-curricular activities, are worth anything? Yes, they are! Does learning without diplomas and qualifications really count? Yes, it does!

Learning that takes place outside of formal education is called **non-formal** (e.g. scouting, team-based sports), and **informal learning** (e.g. learning by doing at work).

##### **Get your skills validated!**

You can get skills and knowledge that you obtained in non-formal or informal settings validated. This means that you first will have to describe (identify) and document your skills. Then they will be assessed and certified by a validation expert.

##### **Advantages of validation of skills**

Through this validation process you can gain study credits or receive a partial or even a full qualification with a certificate. The benefit of having is that your employment prospects in the labour market will improve and your access to further studies will be easier when your skills are properly assessed and validated.

The validation process is different in each country in Europe. If you are interested to get your non-formal or informal skills and knowledge validated, you should contact a validation expert or institution in your country.

Create or Update your Europass profile to present your non-formal and informal learning experiences.

#### **Features to be included:**

- Country Specific Information:
  - Map with drop-down list to elect links to national contact points on validation (where relevant)

#### **Frequently asked questions:**

- *Somebody told me that I could improve my job and career opportunities in the labour market, if I had my prior learning documented and validated? What does this **validation** of non-formally and informally acquired skills actually mean?*

### 3) Recognition practices and relevant legislation in different countries, including third countries

#### Information on Recognition: Individual end-users

##### Sample text

If you wish to move to another EU country to work or study you may need to go through a national procedure to get your diploma or qualification recognised.

There are two different types of recognition:

- Recognition of academic diplomas
- Recognition of professional qualifications

#### **Recognition of academic diplomas**

Did you obtain a degree or diploma from a university or other tertiary educational institution in your home country and would like to move to another EU country to work or study?

Did you move abroad for your university studies and would like to return to your home country or move to another EU country to take up a job or further studies?

Do you want to know how your degree or diploma compares to the degrees and diplomas issued in the EU country you are moving to?

Contact the ENIC-NARIC centre in the country you are planning to move to <hyperlink ENIC-NARIC centre: <https://www.enic-naric.net/>> to get your degree or diploma compared.

#### **Do you want to have your academic qualification from one country assessed and recognised by another country?**

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (also known as Lisbon Recognition Convention) by the Council of Europe and UNESCO <link to: [https://www.coe.int/t/dg4/highereducation/recognition/lrc\\_EN.asp](https://www.coe.int/t/dg4/highereducation/recognition/lrc_EN.asp)> is the key legal instrument for recognising qualifications in Europe and North America. It gives you access to an assessment of your tertiary qualification in all signatory countries.

Contact the ENIC-NARIC centre in your host country for more information on national recognition procedures. <hyperlink ENIC-NARIC centre: <https://www.enic-naric.net/>>

#### **Recognition of professional qualifications**

If you move to another EU country the profession you want to practise may be regulated. If the profession is regulated this means that you need to hold a specific degree to access the profession, sit special exams (for example state exams) and/or register with a professional body before you can practise it.

One profession might be regulated in one EU country but not in another. Check in the database on regulated professions to find out if your profession is regulated in the EU country you are planning on moving to. <regulated professions database: <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=homepage>>

Are you

- a nurse responsible for general care,
- a pharmacist, a physiotherapist,
- a mountain guide or



- a real estate agent?

Then you can use the online procedure established through the European Professional Card to apply for the recognition of your professional qualification. <go here: [https://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index\\_en.htm](https://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index_en.htm)>

For all other professions, contact the national assistance centre for more information about the procedure for recognition in each EU country. <Link to section on nat contact points for professional recognition: [https://ec.europa.eu/growth/single-market/services/free-movement-professionals\\_en#contacts](https://ec.europa.eu/growth/single-market/services/free-movement-professionals_en#contacts)>

#### Exceptions for specific professions:

Are you

- a nurse,
- a midwife,
- a doctor (general practitioner or specialist),
- a dentist,
- a pharmacist,
- an architect or
- a veterinary surgeon?

Then you can apply to the authority that oversees the profession in the country you would like to move to and request automatic recognition.

There are also professions that are governed by specific legislation. Click here to see if this applies to you <[https://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition/specific-legislation\\_en](https://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition/specific-legislation_en)>

Contact the national assistance centre for more information on how and where to request automatic recognition of your professional qualification. <Link to section on nat contact points for professional recognition: [https://ec.europa.eu/growth/single-market/services/free-movement-professionals\\_en#contacts](https://ec.europa.eu/growth/single-market/services/free-movement-professionals_en#contacts)>

For more information about recognition of your professional qualification click here: <link to [https://europa.eu/youreurope/citizens/work/professional-qualifications/index\\_en.htm](https://europa.eu/youreurope/citizens/work/professional-qualifications/index_en.htm)>

#### **Features to be included:**

- Country Specific Information
  - Map with drop-down list to select links to national contact points on recognition referenced in the text above

#### **Frequently Asked Questions**

- I am a nurse/medical doctor by education and I would like to work in another European country. I have heard that medical professions are among the so-called regulated professions. What does this mean in practical terms?
- I wonder where I could get assistance in understanding how my diploma from abroad could be recognised in my country as I would need that for academic/professional purposes.

## 4) Skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence

### Information on Skills Intelligence: Stakeholders

#### Sample text

##### Skills intelligence and Europass

###### What is skills intelligence?

Labour market and skills intelligence (LMSI) provides information on current and future labour market trends and skills needs. LMSI provides information about skills supply and needs by country, sector and occupation, how countries perform relatively on skills; mismatches between supply and demand, and the skills of the future.

Information on key trends and demands in the labour market can support guidance and counselling, recruitment processes, provision of education and training, and career paths.

Policy makers at Union, national and regional level, the research community, employment services, guidance practitioners, education and training providers, employers and even individuals (i.e. young people, job seekers, and other people looking to make life decisions) can all benefit from skills intelligence.

###### Why include skills intelligence in Europass?

The Europass Decision states that the Europass online platform shall provide information or links to information *on skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence*.

The modernisation of Europass was prompted by the need to ensure the relevance of Europass to user needs in light of digitalisation and changing practices in recruitment, work and learning. The Europass Decision states that the Commission shall develop Europass in line with user needs and technological advancements as well as changes in labour markets and in the provision of education and training.

Therefore, the development of Europass will need to be managed in line with emerging trends and needs to ensure that Europass tools and information are relevant and up-to-date to help individuals when looking for a job, or making decisions on learning, studying or working.

As part of the ongoing development of the new Europass Framework, the Commission will work with Member States, stakeholders and experts, including in particular Cedefop, to explore how skills intelligence can be used to enhance the information offered to Europass users. This work is expected to commence in 2020.

###### Other EU activities on skills intelligence

###### Skills Panorama

Currently, the Skills Panorama acts as a unique online platform offering European skills intelligence, i.e. a single entry point to information on skills needs and labour markets in the EU. It aims to help its users make informed decisions or choices on education, training and employment issues.

Quantitative and qualitative information included in the Skills Panorama is selected to allow users make useful comparisons or identify anticipated changes in skills and jobs demand. In that way, offering accurate and timely labour market skills intelligence lies at the core of the platform. Skills intelligence is available by EU country, occupation, sector and policy theme. The Skills Panorama also features an extensive set of analytical highlights, also by occupation, sector, country (skills anticipation future needs and mismatches) and other policy themes; as well as a wealth of indicators, resources, and blog articles.

The platform offers access to unique skills intelligence developed by Cedefop (e.g. Cedefop Skills Forecast, European Skills Index, Skills in online job vacancies) but also draws from a great number of other sources, such as Eurostat and the OECD.

The Skills Panorama is an initiative of the European Commission. The Directorate-General for Employment, Social Affairs and Inclusion ensures the strategic steering to the Skills Panorama, in line with EU policy objectives. Since 2014, Cedefop (the European Centre for the Development of Vocational Training) manages the technical development of the site and ensures the provision of data and skills intelligence.

For more information see here: <https://skillspanorama.cedefop.europa.eu/en>

### **Cedefop Skills Forecast**

The main European skills intelligence comes from the pan-European forecast of skills needs produced by Cedefop since 2008. The results offer an outlook of future labour market trends that is comparable across countries, sectors and occupations in the EU. The forecast is now published every two years. The forecast benefits from a stable and consistent methodology.

For more information see here: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

### **Skills-OVATE: Skills Online Vacancy Analysis Tool for Europe**

Cedefop's Skills-OVATE offers detailed information on jobs and employer skill demands as requested in online job vacancies. In that way, it allows users to better understand the skills requested and jobs offered by employers. Thousands of sources are covered including private job portals, public employment service portals, recruitment agencies, online newspapers and employer websites.

For more information see here: <http://www.cedefop.europa.eu/en/data-visualisations/skills-online-vacancies>.