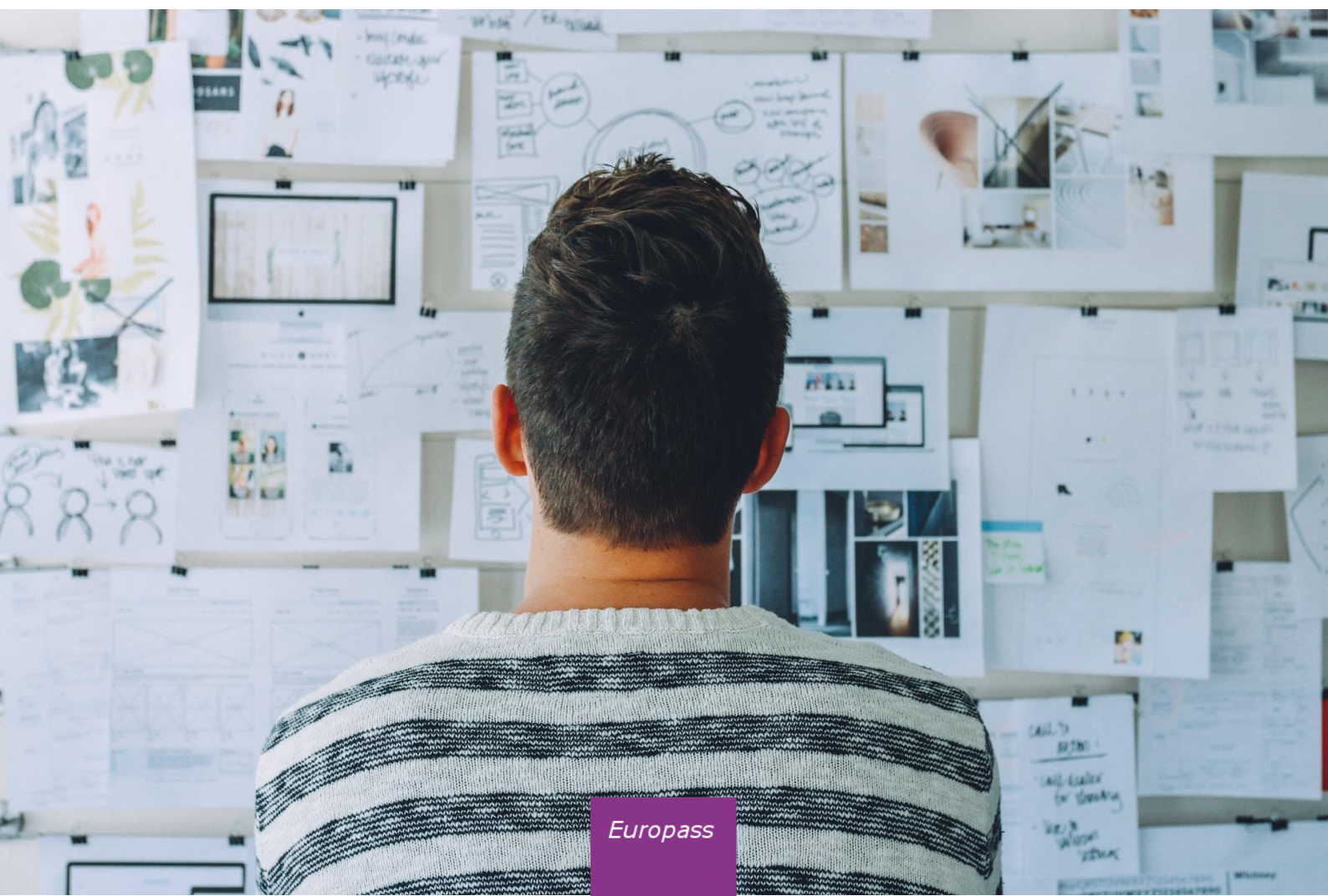# Europass Information Provision

Content Strategy

Document for the Joint Europass Advisory Group and EQF Advisory Group Meeting
12 December 2018

1   Purpose of the document

The Europass Content Strategy sets out the approach to planning, development and management of content on the new Europass platform.

The strategy is a living document that will be updated on an ongoing basis.

The EQF Advisory Group and Europass Advisory Group are invited to give feedback on the document at the joint AG meeting on 12 December 2018.

The Europass Advisory Group is invited to give **written feedback** on the strategy by **Friday, 18 January 2019** to EMPL-EUROPASS@ec.europa.eu with the subject line 'Written Feedback on Europass Content Strategy'

2   Introduction

This Europass content strategy outlines:

- approach to all content related to Europass. Content refers to all information provided on the Europass platform. This includes: 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.
- state-of-play of content on skills and qualifications to be included in the new Europass;
- establishes goals for the provision of this information; and,
- proposes how the information should be governed (created, collected, presented as relevant).

The strategy will inform the user scenarios for accessing and using the information, and will influence the design of the Europass portal, and the *Europass Communication Strategy* (to be presented in March 2019).

3   Brand

The question of the Europass 'brand' is a key consideration in the context of the content strategy. The brand captures understanding, values and associations held by Europass users and the content strategy must consider continuity, goals and quality in order to meet user needs and maintain and develop the Europass brand.

User feedback[1] has found that Europass is highly regarded in terms of usefulness and trust, as well as likelihood of using it again. Users did not consider Europass particularly unique in its current service offering or user-friendliness. Recognition of the Europass name and brand are associated primarily with the Europass CV.

User feedback has welcomed the modernisation of tools (calling in particular for an update of the CV) and information provision. Users highlighted that tools must be easy to use, and that the tools must

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[1] Study on Impact of Branding for EU services for Skills and Qualifications, EU Commission, March 2017

be integrated with information provided (e.g. the e-Portfolio should connect with information on job and learning opportunities).

To maintain and build the Europass brand, this strategy focuses on a user approach to content. Europass content will be managed to ensure continuity of existing positive values of the Europass brand and communications will be designed to ensure full awareness of what Europass offers and outreach to relevant users and stakeholders.

4   Delivery

The Europass platform will be operated solely online by the Commission (it will not have a physical location).

As part of its tasks to ensure awareness and outreach, the Commission will consider necessary offsite communications (publications, social media and activities) to create awareness of the platform.

Implementation and communication of Europass at national level is managed in a diversity of ways (including in physical locations/public offices/face-to-face support) in line with national circumstances. The Commission will consult with the National Europass Centres, in particular the Communications Working Group, on content and necessary communications to support their promotion activities.

5   Content Plan

Navigation and use of the Europass Platform

All content relating to navigation and use of the Europass online platform, tools and *accessing* information (e.g. running a search for a learning opportunity) will be developed by the Commission as part of its tasks to manage the online platform (Art. 6 (1)).

Content will be developed, structured and tested based on user scenarios (*see EPASS 2-2*).

User-experience experts and career guidance experts will draft the content. Content from the existing Europass portal will be re-used where relevant.

Data protection experts will draft all content on storage, sharing and management of personal data.

Information on Skills and Qualifications

Article 3 (2) of the new Europass Decision outlines that the Europass online platform shall provide available information or links to available information on the following topics:

a) learning opportunities;
b) qualifications and qualifications frameworks or systems;
c) opportunities for validation of non-formal and informal learning;
d) recognition practices and relevant legislation in different countries, including third countries;
e) services offering guidance for transnational learning mobility and career management;
f) skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence;

g) 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.

See attached individual content plans, which provide an overview and proposed next steps for managing each type of information to be included in the new Europass. The overview includes a review and gap analysis of current available content. Appropriate references are included to the Europass Decision (to give definitions and context to the particular type of information and how to ensure 'added-value' to information provision). References to other sources are included where relevant. .

EUROPASS CONTENT PLANS

A. Learning Opportunities

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will have access to information on relevant learning opportunities to meet their learning needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to information on learning opportunities to support Europass individual users and for understanding and awareness of available learning opportunities	Art. 1 (3) (b)
Relevant Definition(s)	'learning opportunities': *to be developed based during Phase 1 planning*		
Current content	**Source:** Learning Opportunities and Qualifications in Europe Portal (LOQ)[2] **Content:** Descriptions of learning opportunities including programme information, career opportunities, access requirements and web links to providers		
Content audit and analysis	126, 521 records of learning opportunities from 20 countries		
EU added-value	To support a 'shared understanding and improved transparency of skills and qualifications'		Recital 2
	To complement the Europass tools with 'relevant information' for 'making decisions on employment and learning opportunities'		Recital 23

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[2] https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A96#

	'Formal, non-formal and informal learning currently also takes place in new forms and settings, and is offered by a variety of providers, particularly through the use of digital technologies and platforms, distance learning, e-learning, peer-to-peer learning, massive open online courses and open educational resources.'	Recital 20
	Support Europass users 'when making decisions on learning, studying or working'	Recital 1 Recital 23
Stakeholders	Euroguidance Network	
Governance	Current: 1. Euroguidance centres receive document template from COM and instructions on information provision with work plan 2. Euroguidance centres send datasets (e.g. in Word Documents/Excel Sheets) with information on learning opportunities included 3. COM uploads the information provided to the LOQ	

Next steps:

• Discussion of review of existing Member State content on learning opportunities on LOQ (*see p. 7 below*) • Discussion of proposed definition, quality criteria and approach to learning opportunities in the new Europass	Q1 2019 (first discussion expected for Europass AG meeting in March 2019)

Approach to existing Member State content on learning opportunities in the LOQ

The Commission proposes the following approach to existing learning opportunities content in the LOQ:

- The COM will develop a report of content uploaded in 2017 and 2018 by each relevant country.

- The report will include an overview of the content for each country and invite feedback on the national approach to-date to:

    o defining learning opportunities,

    o collecting information and technical solutions for uploading learning opportunities information;

    o applying quality criteria for accuracy, completeness, consistency and timeliness

- Country reports will be sent to the country Europass AG representative and Euroguidance contact(s). Each report will be sent to these representatives only.

- This sample analysis of recent uploads and collection of national practices will be used to identify lessons and explore possible solutions for managing learning opportunities in the new Europass.

- It is expected that the report will be circulated in March 2019 and feedback from each country will be requested by May 2019.

- Countries that have not uploaded content since 2017 will also be invited to give feedback and suggestions based on national practices.

B. Qualifications and qualifications frameworks or systems

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will be able to present the results of their learning through qualifications, which include information on the content (learning outcomes) and level of their learning. This will allow them to address their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to information on the EQF, on National Frameworks and to qualifications in NQFs. This will help them to better understand qualifications and their learning outcomes.	Art. 1 (3) (b)
Relevant Definition(s)/text	'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent authority or body determines that an individual has achieved learning outcomes to given standards		Art. 2 (f)
	Europass shall consist of web-based tools and relevant available information, […] provided through an online platform and supported by national services intended to help users to better communicate and present skills and qualifications and to compare qualifications.		Art. 1 (2)
	Europass shall provide, through an online platform, web-based tools for documenting the learning outcomes of qualifications, including the Europass supplement templates, as referred to in Article 5.		Article 3 (1) (d)
	The Europass online platform shall provide available information or links to available information on the following topics: qualifications and qualifications frameworks or systems		Article 3 (2) (b)

	Europass web-based tools shall refer to the EQF in information on qualifications, descriptions of national education and training systems and other relevant topics, as appropriate and in line with national circumstances.	Article 4 (4)
Current content	*Source:* Learning Opportunities and Qualifications in Europe Portal (LOQ)[3] *Content:* Information and description of the EQF; comparison of national qualifications frameworks referenced to the EQF; national qualifications frameworks and EQF referencing reports; other documentation (Legal documents, Studies, Documents agreed by the EQF Advisory Group and European Qualifications Framework Series); catalogue of national qualifications with their levels and learning outcomes, that can be filtered by Subject Field, EQF level and Location, with links to national databases. **Source:** Information on EQF and NQFs on the Cedefop Portal[4]	
Content audit	All questions of content and criteria (*Accuracy*: *Completeness*: *Consistency: Timeliness*) are handled within the *implementation and governance of the EQF Recommendation.*	
Gap analysis	*See above*	
EU added-value	'To support individuals on ways to present information about their skills and qualifications and to compare qualifications'	Article 1 (2)
	To support 'a shared understanding and improved transparency of skills and qualifications'.	Recital 2
Stakeholders	EQF Advisory Group EQF - National Co-ordination Points	
Governance	Current: EQF-NCPs receive information and instructions on information provision with work plan. NCPs request access to the	

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[3] https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97#
[4] http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf

| | Qualifications Data Register (QDR), create a profile and upload a dataset of qualifications. NCPs specify if they want their qualifications to be published on ESCO (voluntary) in addition to being published on LOQ.

If the dataset is compliant with annex VI of the EQF Recommendation it is uploaded on the QDR platform and appears on the LOQ.

Phase 1:

No change to process and to the information. All documentation and all searchable qualifications will appear on the new Europass platform following closure of the LOQ.

Links from Europass to Cedefop Portal as relevant. | |

Next steps:

COM will develop user scenarios for accessing information on qualifications for consultation with EQF AG, Europass AG, and national services. As examples the user scenarios will include individuals looking for information on qualifications, or policy stakeholders looking for information on the development of the EQF.	Q1 2019
COM will present an overview of how information on qualifications is presented in the new Europass platform.	Q3 2019

C. Services offering guidance for transnational learning mobility and career management

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will have access to information on guidance services to support their use of Europass and their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to information on guidance services to support Europass individual users and for co-operation and queries with other countries	Art. 1 (3) (b)
Relevant Definition(s)	'guidance': a continuous process that enables individuals to identify their capacities, skills and interests, through a range of individual and collective activities to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and skills are learned or used		Art.2 (d)
	'guidance services': the range of services offered by a particular guidance provider. These might be services designed for different client groups or the different ways that guidance might be delivered (e.g. face-to-face, online, telephone, etc.).		ELGPN *Glossary*[5]
Current content	Source: Learning Opportunities and Qualifications in Europe Portal[6] Content: Lists of contact details for guidance services at national level		

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[5] http://www.elgpn.eu/glossary
[6] https://ec.europa.eu/ploteus/guidance-services#

Content audit and Analysis	• 182 links from 36 countries • As of 13/11, there are inactive or out-of-date links for all countries • Absence of information on role of guidance and guidance services • Absence of user-friendly language • Absence of narrative and tailoring to user needs *Accuracy*: accurate links need to be ensured *Completeness*: minimum criteria should be established to ensure a complete set of information is provided *Consistency:* services should be described in consistent, concise, clear language *Timeliness:* timely updating of links is necessary	
EU added-value	'To help users to better communicate and present skills and qualifications'	Art 1 (2)
	Support and give visibility to the European dimension of guidance	Art. 1 (2) Art. 2 (e)
	Support Europass users 'when looking for a job, or making decisions on learning, studying or working'	Recital 1 Recital 23
	Support Europass stakeholders including 'guidance practitioners'	Art. 1 (3) (b)
	To ensure reach to 'relevant users and stakeholders, including persons with disabilities'	Art 6 (2) (e)
Stakeholders	• Euroguidance Network • Cedefop/Careersnet • Eurydice • Employment Services	
Governance	Current: Euroguidance centres receive document template and instructions on information provision with work plan Euroguidance centres send datasets (e.g. Word Documents, Excel Sheets) with links to guidance services included COM uploads the information provided to the LOQ	

Next steps:

Euroguidance centres will be invited to review and send up-to-date links for the current guidance services on the LOQ	December 2018
COM will develop a proposed list of types of guidance services relevant to Europass user scenarios for consultation with Europass AG and national services. COM will also compile a list of any relevant Union level guidance services for consideration.	Q1 2019
An updated 'checklist' of information on guidance services at national level for uploading by Member States will be circulated, with an agreed begin date for use for Phase 1 launch.	Q3 2019

D. Recognition practices and relevant legislation in different countries, including third countries

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will have access to information on recognition to support their use of Europass and their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to information on guidance services to support Europass individual users and for co-operation and queries with other countries	Art. 1 (3) (b)
Relevant Definition(s)/ text	'formal recognition of learning outcomes' means the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit or waivers		Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning
	The use of Europass tools for the assessment of skills and self-assessment of skills as referred to in point (c) shall not lead directly to formal recognition or the issuance of qualifications.		Article 3 (1)
	Europass supplements shall not replace original diplomas or certificates and shall not amount to formal recognition of the original diploma or certificate by competent authorities or bodies of other countries.		Article 5 (4)
Current content	**Source:** Learning Opportunities and Qualifications in Europe Portal (LOQ)[7] **Content:** • Link to contact points on Free movement of Professionals		

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[7] https://ec.europa.eu/ploteus/recognition-qualifications#

	• Link to contact points on Directive 2006/123/EC on services in the internal market • Contact details for ENIC-NARICS per country	
Content audit and analysis	67 links from 37 countries As of 13/11, there are inactive or out-of-date links for all countries Absence of information on role of recognition practices and legislation Absence of user-friendly language Absence of narrative and tailoring to user needs • *Accuracy*: accurate links need to be ensured • *Completeness*: minimum criteria should be established to ensure a complete set of information is provided • *Consistency:* recognition practices and legislation should be described in consistent, concise, clear language • *Timeliness:* timely updating of links is necessary	
EU added-value	'To support individuals on ways to present information about their skills and qualifications and to compare qualifications'	Art 1 (2)
	To support 'clear and widely disseminated information, a shared understanding and improved transparency of skills and qualifications'	Recital 2
	To support provision of information on skills and qualifications acquired in formal, non-formal and informal settings	Recital 20
	'Information on skills and qualifications provided through the Europass framework should come from a wider range of countries and education systems than those of participating countries and reflect migration movements from and to other parts of the world'	Recital 31

Stakeholders	Euroguidance Network Cedefop EQF AG ENIC-NARIC DG GROW	
Governance	Current: - Euroguidance centres receive a document template 'checklist' and instructions on information provision with work plan - Euroguidance centres send datasets (Word Documents, Excel sheets etc) with links to recognition services included - COM uploads the information provided to the LOQ	

Next steps:

COM will begin developing a proposed list of recognition practices and types of relevant legislation for Europass user scenarios for consultation with Europass AG and national services. COM will also compile a list of any relevant Union level information on recognition, including through consultation with DG GROW (professional recognition, services) and DG EAC (ENIC-NARIC).	Q1 2019
An updated 'checklist' of information on recognition practices and relevant legislation at national level for uploading by Member States will be circulated, with an agreed begin date for use for Phase 1 launch.	Q3 2019

E. Skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will have access to skills intelligence to support their use of Europass and their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to skills intelligence to support Europass individual users and for co-operation and queries with other countries	Art. 1 (3) (b)
Relevant Definition(s)	'skills intelligence' means available quantitative or qualitative analysis of aggregated data on skills from existing sources in relation to the labour market and of corresponding learning opportunities in the education and training system which can contribute to guidance and counselling, recruitment processes, the choice of education, training and career paths;		Art 2 (i)
Current content	Currently, there are no direct links between the current *Europass* (or the *LOQ*) with the EU Skills Panorama.		
Content audit and analysis	The Commission and Cedefop will plan for links and development of content from the EU Skills Panorama in the new Europass (see *Next Steps* below). Content audit and identification of quality criteria based on accuracy, completeness, consistency and timeliness will be developed.		
EU added-value	To contribute to 'guidance and counselling, recruitment processes, the choice of education, training and career paths'		Article 2 (i)
	To support individuals, 'when looking for a job, or making decisions on learning, studying or working'		Recital 1
	To provide access to relevant information, for making decisions on employment and learning opportunities		Recital 23
Stakeholders	Cedefop		
Governance	**Current:** The EU Skills Panorama is managed and operated by the European Commission (DG EMPL) and Cedefop.		

Next steps:

COM will begin consultation with Cedefop on appropriate links between the EU Skills Panorama and Europass by Phase 1 launch. These links will focus on *facilitator* user types *(*e.g. creating awareness among guidance practitioners of skills intelligence issues*)* and *recipient* user types (e.g. creating awareness among education and training institutions of EU activities on skills intelligence).	Q1 2019
COM will also begin working with Cedefop on an approach to delivery of more tailored skills intelligence as part of Phase 2.	Q2 2019
COM will consult Europass AG on the approach to skills intelligence content in the new Europass for Phase 1 launch.	Q3 2019

F. 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

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal*: third country nationals will have access to information on the use of Europass and their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholder users will have access to information to support third country nationals using Europass and to support their learning and career management	Art. 1 (3) (b)
Relevant Definition(s)	Third Country Nationals: Any person who is not a citizen of the European Union.		Regulation (EU) 2016/399 on the rules governing the movement of persons across borders
Current content	• Currently, there are no direct links between the current *Europass* (or the *LOQ*) and specific information for Third Country Nationals such as the EU Immigration Portal. • The *Skills Profile Tool for Third Country Nationals* does include fields for suggestions of organisations that may support Third Country Nationals on recognition, validation, training, work and guidance.		
Content audit and analysis	Quality criteria for *accuracy, completeness, consistency*, and *timeliness* will be developed for all links and content for Third Country Nationals.		
EU added-value	Europass should meet the meet the needs and expectations of all individual end-users including the needs or third country nationals arriving or residing in the Union to support their integration		Article 3 (g) Recital 26
Stakeholders	DG HOME		
Governance	**Current:** N/A		

Next steps:

COM will begin consultation with DG HOME and other stakeholders, including Europass AG members, on appropriate links between Europass and information sources for third country nationals by Phase 1 launch.	Q1 2019
COM will invite suggestions from Europass AG and national services on links or information to include for third country nationals.	Q1 2019
COM will present an overview of links to information sources for third country nationals on the Europass platform prior to Phase 1 launch.	Q4 2019

G. Opportunities for validation of non-formal and informal learning

Users and Goals	*Individuals*: learners, job seekers, workers and volunteers	*Goal:* individuals will have access to information on guidance services to offer support with use of Europass and their learning and career management needs	Art. 1 (3) (a)
	Stakeholders: education and training providers, guidance practitioners, employers, public employment services, social partners, youth work providers, youth organisations and policy makers	*Goal:* stakeholders users will have access to information on guidance services to support Europass individual users and for co-operation and queries with other countries	Art. 1 (3) (b)
Relevant Definition(s)	'validation' means the process by which a competent authority or body confirms that an individual has acquired learning outcomes, including those acquired in non-formal and informal learning settings, measured against a relevant standard, and which consists of four distinct phases, namely identification, documentation, assessment and certification of the results of the assessment in the form of a full qualification, credits or a partial qualification, as appropriate and in line with national circumstances		Art. 2 (l)
	Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1. IDENTIFICATION through dialogue of particular experiences of an individual; 2. DOCUMENTATION to make visible the individual's experiences; 3. a formal ASSESSMENT of these experiences; and 4. CERTIFICATION of the results of the assessment which may lead to a partial or full qualification		Council Recommendation 20 December 2012 on the validation of non-formal and informal learning
Current content	**Source:** Learning Opportunities and Qualifications in Europe Portal (LOQ) **Content:** Dedicated webpage with narrative on goals, political context and reports on validation of non-formal and informal learning.		

Content audit and analysis	• Links and content are active and up-to-date • Absence of user-friendly language • Absence of narrative and tailoring to user needs *Accuracy*: links and content are accurate at the time of writing *Completeness*: minimum criteria should be established to ensure a complete set of information is provided for all users. Currently, the text is aimed at a general stakeholder audience and not in user-friendly language for individual users. *Consistency:* the current page is relatively static and does not contain a variety of information or uploads. *Timeliness:* the current page is relatively static so requires minimal updating. Timely updating of information will be necessary in the new Europass.	
EU added-value	To support Europass to reflect that 'formal, non-formal and informal learning increasingly takes place in new forms and settings, and is offered by a variety of providers, particularly through the use of digital technologies and platforms, distance learning, e-learning, peer-to-peer learning, massive open online courses and open educational resources. Furthermore, skills, experiences and learning achievements are acknowledged in different forms, for example digital open badges. Digital technologies are also used for skills obtained through non-formal learning such as youth work and volunteering.'	Recital 20 Recital 27
	To support the objective of Europass as a framework to support the transparency and understanding of skills and qualifications acquired in formal, non-formal and informal settings	Article 1 (1)
Stakeholders	Cedefop EQF AG	
Governance	**Current:** The web-page on validation is maintained by the Commission	

Next steps:

• COM will develop content (e.g. text for prompt messages in the e-Portfolio) and information pages on validation for each of the three Europass user-types (*individual end-users, facilitators, recipients*). • COM will also review relevant country reports on validation and the Cedefop Inventory on Validation on non-formal and informal learning for relevant information to include in the Europass platform, including contact details for national information points. • The COM will consult with the Europass AG, validation representatives in the EQF AG, and Cedefop on this content.	Q1 2019
• COM will finalise the approach to validation content in the new Europass for use for Phase 1 launch.	Q3 2019