



COMMISSION OF THE EUROPEAN COMMUNITIES

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Proposal for a

**DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL**

**on a single framework for the transparency of qualifications and competences  
(Europass)**

(presented by the Commission)

## EXPLANATORY MEMORANDUM

### 1. BACKGROUND AND AIM

#### 1.1. Policy context

1. Over the last decade growing attention has been paid at both national and European level to the transparency of qualifications and competences, for both academic and occupational purposes. Lack of transparency has often been regarded as an obstacle to mobility, for either educational or occupational purposes, and a constraint on developing the flexibility of labour markets in Europe; making qualifications and competences more transparent is essential to increase and improve mobility – between countries and regions, sectors and companies, as well as from learning to working in the perspective of lifelong learning.

The emphasis placed on these issues has become particularly strong and explicit since the Lisbon European Council of March 2000. The Presidency conclusions identified **increased transparency of qualifications** as one of three main components in an approach aiming at a better match between the provisions of education and training systems and the emerging needs of the knowledge society in terms of level and quality of employment and lifelong learning<sup>1</sup>. In particular, the conclusions expressly recommended the development of a common European format for curriculum vitae and of a Europe-wide information system on learning opportunities, which have since been established<sup>2</sup>.

Two years later, the Barcelona European Council endorsed the work programme on the follow-up of the objectives report and set the objective for European education and training to become a world quality reference by 2010. To this purpose, it specifically called for **further action to ensure the transparency of diplomas and qualifications through appropriate instruments**, mentioning ECTS, the diploma and certificate supplements and the European CV<sup>3</sup>.

2. The Commission Communication on “Making a European Area of Lifelong Learning a Reality” of 21 November 2001 dealt with these issues under the heading of “Valuing learning”, stressing how transparency tools help people in having their skills acknowledged, no matter whether they were acquired within or outside the formal learning systems<sup>4</sup>.

Promoting and generalising the use of transparency documents, with a view of creating a European area of qualifications, was advocated by Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers<sup>5</sup>, and a number of measures in this sense

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<sup>1</sup> Presidency Conclusions of the Lisbon European Council, 23-24 March 2003, point 25.

<sup>2</sup> Ibid. points 26 and 29. The Ploteus portal is mentioned in § 1.2 below, and the European CV is one of the documents that shall be brought in the framework here proposed.

<sup>3</sup> Conclusions of the Barcelona European Council, 15-16 March 2002, point 44.

<sup>4</sup> COM(2001) 678 final.

<sup>5</sup> OJ L 215, 9.8.2001, p. 30.

had been included in the action plan on mobility endorsed by the Nice European Council in December 2000<sup>6</sup>.

The Communication from the Commission on an Action Plan for skills and mobility<sup>7</sup> called for the implementation and development of instruments supporting the transparency and transferability of qualifications to facilitate mobility within and between sectors by 2003, as well as for the establishment of a One-stop European Mobility Information Site as part of a wider European network to provide comprehensive and easily accessible information to citizens on key aspects of jobs, mobility, learning opportunities and the transparency of qualifications in Europe. The Council Resolution on skills and mobility of 3 June 2002<sup>8</sup> and the Council Resolution on lifelong learning of 27 June 2002<sup>9</sup> called for increased cooperation, among others towards a framework for transparency and recognition based on the existing instruments.

3. In the last two years, a process aiming at increased cooperation in vocational education and training has been started. Inspired by the “Bologna process” in higher education, this process is based on two policy documents, the Copenhagen Declaration of 30 November 2002<sup>10</sup> and the Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training<sup>11</sup>. The Copenhagen Declaration expressly called for action to increase **“transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European Framework of reference for languages and the Europass into one single framework”**.
4. This proposal for a Decision establishes the single framework for the transparency of qualifications and competences advocated by the above mentioned Council Resolution and provides for the adequate implementation and support measures. Rationalisation and coordination are the key principles, applied to the transparency documents, their implementation bodies and the related networks.

This proposal for a Decision provides for Community financial support only for the development phase (2005-2006). It is the Commission’s intention to provide support for the subsequent years in the framework of the proposed future generation of programmes in the field of education and training which are in the process of being prepared.

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<sup>6</sup> Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council of 14 December 2000 concerning an action plan for mobility (2000/C 371/03), OJ C 371, 23.12.2000, p. 4.

<sup>7</sup> COM(2002) 72 final of 13.2.2002.

<sup>8</sup> OJ C 162, 6.7.2002, p. 1.

<sup>9</sup> OJ C 163, 9.7.2002, p. 1.

<sup>10</sup> Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training.

Cf. [http://europa.eu.int/comm/education/copenhagen/index\\_en.html](http://europa.eu.int/comm/education/copenhagen/index_en.html)

<sup>11</sup> OJ C 13, 18.1.2003 p. 2.

## 1.2. The transparency of qualifications and competences

1. Transparency of qualifications and competences is a different issue than the formal recognition of qualifications. Increased transparency is pursued for the sake of recognition in a wider, social sense: to improve understanding and appreciation of both qualifications and competences on the labour market. Transparency never implies legal recognition, even if legal recognition requires a satisfactory degree of transparency.
2. The transparency of both qualifications and competences is the specific aim of a number of European initiatives in the last years.
  - Higher education proved to be a privileged field for initiatives aimed at improving the transparency and comparability of qualifications. The European Credit Transfer System (ECTS) was initiated 15 years ago at Community level as a pilot scheme under the first Erasmus programme; it is now used by more than one thousand higher education institutions, including non-university ones, within and beyond the European Union<sup>12</sup>. In 1999, European Ministers of Education started the “Bologna process”, with a view to achieve overall convergence of the structures of the different higher education systems through voluntary reforms based on common principles and agreed objectives<sup>13</sup>. In the 31 countries concerned, National Academic Recognition Information Centres (NARIC) have been set up<sup>14</sup>.
  - In close connection with the ECTS, a document has been jointly created by the European Commission, the Council of Europe and UNESCO to improve the transparency of higher education qualifications: the Diploma Supplement. Its promotion is an obligation for all state parties to the Convention on the Recognition of Qualifications concerning Higher Education in the European Region<sup>15</sup>. Its use, recommended among others by the 1999 Bologna declaration and by the 2001 Council and European Parliament Recommendation on mobility<sup>16</sup>, is gaining ground in higher education institutions throughout Europe and beyond<sup>17</sup>, and in several countries is supported by legislative measures. The Conference of European Ministers on “Realising the European Higher Education Area”, held in Berlin in September 2003, set the objective that every student graduating as from 2005 should receive the Diploma Supplement automatically and free of charge<sup>18</sup>, issued in a widely spoken European language. The

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<sup>12</sup> Cf. [http://europa.eu.int/comm/education/programmes/socrates/ects\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/ects_en.html) and <http://www.enic-naric.net>

<sup>13</sup> Cf. [http://europa.eu.int/comm/education/policies/educ/bologna/bologna\\_en.html](http://europa.eu.int/comm/education/policies/educ/bologna/bologna_en.html)

<sup>14</sup> Cf. <http://www.enic-naric.net>

<sup>15</sup> Adopted at Lisbon, 11 April 1997 (UNESCO, European Treaty Series No. 165). The establishment of such a document at Community level had been called for by the 1996 Council Conclusions on the synergies between academic recognition and professional recognition of qualifications in the Community, OJ C 195 of 6.7.1996, p. 6.

<sup>16</sup> Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers, OJ L 215 of 9.8.2001, p. 30.

<sup>17</sup> Cf. [http://europa.eu.int/comm/education/policies/rec\\_qual/recognition/diploma\\_en.html](http://europa.eu.int/comm/education/policies/rec_qual/recognition/diploma_en.html)

<sup>18</sup> Communiqué of the Conference.

Cf. [http://www.bologna-berlin2003.de/en/communique\\_minister/index.htm](http://www.bologna-berlin2003.de/en/communique_minister/index.htm)

Commission has introduced a “Diploma Supplement label” for higher education institutions who fulfil these requirements.

- Since 2000 the Europass-Training document is available to record in a common format mobility experiences satisfying a number of common criteria, namely the fact that part of the learning takes place in a working environment. It was established by a specific Council Decision and is of application in the EEA countries<sup>19</sup>. About 50 000 Europass-Training document were delivered to citizens in the 18 countries in the first three years of operation.
- Efforts to improve mutual understanding of the qualifications systems of the various Member States and of the qualifications themselves were advocated by Council Resolution of 3 December 1992<sup>20</sup>, while Council Resolution of 15 July 1996<sup>21</sup> specifically tackled the issue of making vocational training certificates clearer to read. Concrete steps in this sense were taken within the European Forum for the transparency of vocational qualifications, set up in 1998 as a joint initiative of Commission and Cedefop. Including members appointed by Member States, social partners and the Commission, the Forum granted more consistency and visibility to the debate on transparency. This work resulted in a number of practical recommendations, integrated into wider legal acts. In particular, the Forum originally proposed the certificate supplements, the European CV and the national reference points for qualifications described in the following paragraphs.
- Certificate Supplements, which explain what a certain qualification means in terms of competences and with reference to the training system to which it belongs, are now being developed in all Member States following an agreed common template<sup>22</sup>. Issuing supplements to vocational training certificates is recommended by the 2001 Council and European Parliament Recommendation on mobility.
- The European common format for Curriculum vitae is available since March 2002 on the Internet as well as on paper<sup>23</sup>. As its name declares, it is a personal document, to be completed by its holder. Specifically called for by the Conclusions of the 2000 Lisbon Council<sup>24</sup>, it was defined in a Commission Recommendation<sup>25</sup>. From the website of Cedefop more than 500 000 CVs were downloaded from March 2002 to September 2003.
- National Reference Points for Vocational Qualifications (NRP) were or are being set up in all Member States, aiming to be the first and main contact for all issues

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<sup>19</sup> Council Decision 1999/51/EC of 21 December 1998 on the promotion of European pathways in work-linked training, including apprenticeship, OJ L 17, 22.1.1999, p. 45.

Further information at [http://europa.eu.int/comm/education/programmes/europass/index\\_en.html](http://europa.eu.int/comm/education/programmes/europass/index_en.html)

<sup>20</sup> OJ C 49, 19.2.1993, p. 1.

<sup>21</sup> OJ C 224, 1.8.1996, p. 7.

<sup>22</sup> Cf. <http://www.cedefop.eu.int/transparency/certsupp.asp>

<sup>23</sup> Cf. <http://www.cedefop.eu.int/transparency/cv.asp> or <http://europa.eu.int/eures>

<sup>24</sup> Conclusion 26. Cf. <http://ue.eu.int/en/Info/eurocouncil/index.htm>

<sup>25</sup> Commission Recommendation of 11 March 2002 on a common European format for curricula vitae (CVs), C(2002) 516, OJ L 79 of 22.3.2002, p. 66.

concerning qualifications<sup>26</sup>. Setting up NRPs is recommended by the 2001 Council and European Parliament Recommendation on mobility.

- A significant contribution to transparency in the field of education and training is offered by information and guidance services, namely as concerns guiding citizens and operators to understanding and dealing with learning and qualification systems in other countries. In particular, the Euroguidance network operates in this sense throughout Europe. Started under the Petra programme, it is now co-funded by the Leonardo da Vinci programme<sup>27</sup>. The Euroguidance network is among others responsible with providing the content of the Ploteus portal, which since March 2003 allows citizens to look for information on learning opportunities in Europe and guides them through the education and training systems of other countries<sup>28</sup>. Ploteus, which also provides the information on learning opportunities for the European Job Mobility Portal<sup>29</sup>, is the first step towards the European information service on learning opportunities called for by the Conclusions of the 2000 Lisbon Council, that is being developed by making national service inter-operable throughout Europe.
3. As concerns in particular language skills, the Council of Europe has developed the Common European Framework of References for Languages and the European Language Portfolio. The former is a tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. The European Language Portfolio is a document where citizens can record their language skills and experiences, based on the Common Framework. Specialised Portfolios are being developed in Council of Europe Member States, depending on the age of learners and national contexts and respecting the agreed set of common principles and guidelines<sup>30</sup>.
  4. Within the social dialogue framework, social partners at European level agreed in February 2002 on a framework of actions for the lifelong development of competencies and qualifications<sup>31</sup>, which indicate the recognition and validation of competencies and qualifications as one of four priority areas for action based on a principle of shared responsibility. Under this area, social partners stressed the necessity to improve transparency and transferability, as a means to facilitate geographical and occupational mobility and to increase the efficiency of labour markets, and committed themselves to a deeper dialogue and to participation to the debate on these issues.
  5. In addition to the above-mentioned European tools and initiatives, that were developed and agreed at European level, although their implementation depends on

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<sup>26</sup> Cf. <http://www.cedefop.gr/transparency/refpoint.asp>

<sup>27</sup> Cf. <http://www.euroguidance.org.uk>

<sup>28</sup> Cf. <http://www.ploteus.net>

<sup>29</sup> Cf. <http://europa.eu.int/eures>

<sup>30</sup> Cf. <http://www.culture2.coe.int/portfolio>

<sup>31</sup> ETUC, UNICE/UEAPME, CEEP, "Framework of actions for the lifelong development of competencies and qualifications", 14 March 2002. Text available in the Internet sites of the organisations, <http://www.etuc.org>, <http://www.unice.org>, <http://www.ueapme.org>, <http://www.ceep.org>

voluntary action by Member States, a large number of transparency related instruments have been developed at national, local and industry level. They include skill passports – like the EMU-Pass, developed by the European Metal Union to facilitate the mobility of skilled workers in the metal industry<sup>32</sup>, assessment tools, as well as a multitude of occupational profiles, qualifications frameworks and web-based information services.

A number of such tools were also developed within pilot projects under the Leonardo da Vinci programme. One of these projects was the origin of the European Computer Driving Licence (ECDL), a well-known European-wide qualification which enables people to demonstrate their competence in computer skills<sup>33</sup>. Another project resulted in the Estia website, which gave information on the learning and qualification systems of many European countries and was used as a basis for the relevant section of the Ploteus portal<sup>34</sup>. A project co-financed within the first phase of Leonardo da Vinci partially anticipated the concept of the existing Europass-Training document, while two projects within the second phase aimed at the targeted promotion of this instrument<sup>35</sup>.

### **1.3. Aim**

#### *1.3.1. The added value of a single transparency framework for all education and training*

1. As mentioned above, a number of tools are already available to citizens for both education and training, namely the common European CV format, the Diploma Supplement, the current Europass-Training. Certificate Supplements and European Language Portfolios are being produced by national authorities according to the models agreed at European level. Citizens can also be helped by guidance and information services. However, added value can be achieved by rationalisation and simplification underpinned by legislative action at Community level, aimed at coordinating and streamlining the different tools.
2. The documents listed above satisfy specific needs and were established through different arrangements, so it is not surprising that they are usually managed and promoted separately. People who know about the Europass-Training may not know about the European CV or the certificate supplement. This applies to both applicants, who may not be able to fully exploit tools which are indeed available, and those who examine applications – for instance employers, who may not correctly appreciate the supporting and clarifying role of these tools.

While these documents are separate, and while each of them has critical features of its own, they all share one and the same purpose: helping people in communicating their qualifications and competences. Coordinating them could therefore improve

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<sup>32</sup> Cf. <http://www.emu-pass.com>.

<sup>33</sup> Cf. <http://leonardo.cec.eu.int/pdb>, no. 1480 (1995-1999). Cf. <http://www.ecdl.com>

<sup>34</sup> Cf. <http://leonardo.cec.eu.int/pdb>, Nos. 3651, 36041, 76330 (1995-1999). Cf. <http://www.estia.educ.goteborg.se>

<sup>35</sup> Cf. <http://leonardo.cec.eu.int/pdb>: No. 65627 (1995-1999) (cf. <http://www.europass-formation.org>); “Europathway and Europass”, No. 115700 and “Pro-Europass”, No. 126609 (2000-2006) (cf. <http://www.amiedu.net/europass>).

access, visibility and effectiveness of each of them. Efforts towards a coordinated promotion have been made in some countries<sup>36</sup>.

Integrating the existing tools in a coordinated framework, promoted and followed-up in each country by a single body and supported by suitable information systems at national and European level, would make these documents easier to access, more coherent and better known. As they are communication tools, this means they would become more effective and more useful: **a coordinated portfolio of documents has a stronger communication impact than a loose collection of separate documents.**

3. Similar considerations apply to the existing networks intended to help citizens with issues related to transparency. First of all, for each of the documents mentioned above a different body or network operates at national level. The National Reference Points and Euroguidance are two further networks offering information to citizens and operators. The NARIC and ENIC networks also have a close remit. In very few countries some of these activities are carried out by the same organisation, but the norm is fragmentation rather than coordination<sup>37</sup>. **The result is that citizens can find it difficult to get all the benefit they could from the valuable information made available by the various networks and services.**
4. There is **a need for coordination and rationalisation of the existing tools and networks**, and this requires action at Community level. In fact, the documents concerned are already produced, coordinated or agreed upon at Community level (and beyond in the case of the Diploma Supplement and the European Language Portfolio) and the networks and services concerned operate throughout Europe. The European dimension is an unquestioned, intrinsic feature of both the documents and the networks. The single framework can therefore only be established at Community level.
5. Rationalising tools and networks and coordinating their activity, in particular through an act adopted at Community level, will also benefit the development of further tools. In fact, parties interested in creating any such tools – national authorities, international organisations, organisations representing the social partners or the civil society – will find an existing, coherent reference framework. This will help them in assessing their own needs and devising appropriate proposals in the wider context, thus promoting the development of consistent instruments.
6. Summing up, bringing the different documents together into a single framework, and streamlining the related implementation and support networks, will **provide citizens with a more effective communication tool – more coherent, easier to access, more visible and more widely acknowledged – and will offer a sound reference framework for the development of further tools.**

### 1.3.2. *General, specific and operational objectives*

The general, long-term objectives are indicated by Articles 149 and 150 of the Treaty. An improved transparency of qualifications and competences will in fact facilitate:

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<sup>36</sup> Cf. in particular the Austrian initiative “Chance Europa”: <http://www.chance-europa.at>

<sup>37</sup> For instance, only in Italy, Finland and Luxembourg the same organisation acts as National Contact Point for Europass-Training and as National Reference Point.

- the mobility of students, including by being instrumental to the academic recognition of diplomas and periods of study. This is indicated as one of the aims of Community action in order to contribute to the development of quality education (Article 149),
- the mobility of trainees, as well as vocational integration and reintegration into the labour market. These are indicated among the aims of Community action to implement a vocational training policy (Article 150).

In order to achieve these long-term objectives, the proposed action is expected to produce the following specific objectives:

- better awareness of and access to the existing transparency instruments among citizens – namely learners, teachers and trainers, employers and admission staff of learning bodies – by bringing them together into a single, coordinated framework and rationalising the related networks,
- stronger communication impact of the existing transparency instruments, through the use of a common, well promoted logo,
- opportunity for development of further transparency instruments,
- better information on issues related to transparency and mobility – opportunities, conditions, recognition – by closely associating guidance services with the coordinated operation of the transparency framework.

On a more operational level, the following objectives should be pursued:

- an adequate implementation mechanism must be set up, so that the Europass portfolio and its documents are available and promoted,
- learning providers and mobility promoters should complete and award Europass documents as appropriate and link them into the Europass framework,
- the Europass framework and its documents should be used by citizens when applying for a job or for admission to an education or training opportunity.

How far these objectives are achieved can be assessed analysing quantitative and qualitative information that can be available from management or obtained through specific surveys. A table matching objectives and indicators, as well as summarising the basic activities to carry out, is provided in the financial statement attached to this proposal for a Decision.

#### **1.4. Consultation and *ex ante* evaluation**

A preliminary outline of the single framework was presented to and endorsed by the Directors General of Vocational Training at their meeting of 10-11 march 2003 in Thessaloniki. The draft text was met with a favourable opinion at the meeting of 20 October in Benevento.

A more structured outline of this proposal for a Decision was welcomed by the Advisory Committee on Vocational Training (ACVT) on 5 June 2003<sup>38</sup>. ACVT members were also consulted, through written procedure, on the draft text in October 2003. Comments were favourable and constructive.

Comments from the Directors General of Vocational Training and the ACVT have been taken into account, namely by stressing the coordinating role of the Europass National Agencies.

The preparation of this draft proposal also took into account contributions and comments from a working group established to follow up the Copenhagen Declaration in the field of Transparency of qualifications and competences<sup>39</sup> and from the representatives of the existing Europass-Training National contact points.

Positive and constructive comments were also expressed by the relevant services of the Council of Europe.

An internal *ex ante* evaluation exercise was carried out in Summer 2003. It involved services within the Directorate General for Education and Culture, which is responsible at Community level for all the documents and networks concerned by this proposal for a Decision. The exercise defined the global, specific and operational objectives indicated in the paragraph above; they are also reproduced, in a table which also indicated the related indicators, in the financial statement attached to this proposal. The *ex ante* evaluation exercise was also valuable in producing a bottom up estimation of the costs on which the amount of reference for financial support is based.

## **1.5. Legal basis and legal form of the instrument**

1. Articles 149 and 150 of the Treaty are the legal basis of this proposal for a Decision.
2. The appropriate legal form is a Decision of the European Parliament and the Council, repealing Council Decision 1999/51/EC which established the existing Europass-Training.

## **2. CONTENT**

### **2.1. Purpose and scope of this proposal for a Decision**

To achieve the aims indicated above, this proposal for a Decision establishes a single framework for the transparency of qualifications and competences, known as “Europass”, provides for the adequate implementation and support measures and indicates the costs envisaged for the first two years of implementation.

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<sup>38</sup> The ACVT is a tripartite consultative body composed by representatives of workers’ organisations, employers’ organisations and governments. Cf. Council Decision of 2 April 1963 laying down general principles for implementing a common vocational training policy (1963/266/EEC), OJ No. 63, 20.4.1963, p. 1338 and Rules of the Advisory Committee on Vocational Training, 63/688/EEC, OJ L 190, 30.12.1963, p. 3090.

<sup>39</sup> The working group includes representatives of Member States and candidate countries, as well as representatives of the European social partners.

Coordination and rationalisation are the key concepts: the Europass is a coordinated portfolio of documents; all related activities – implementation, promotion, support – are streamlined and coordinated.

## **2.2. The Europass framework for the transparency of qualifications and competences**

The main concept is to link separate documents aimed at the transparency of qualifications and competences into a single framework, in the form of a structured portfolio of documents, known as “Europass”.

The brand name “Europass” is taken over from the existing Europass-Training, which is reformed by this proposal for a Decision and renamed as “MobiliPass”.

The name “Europass” does not have any country related connotation and the reference to a “pass” immediately calls to mind the main feature of the framework and all its documents: they are meant to help citizens that move from one situation to another, even when this does not involve any geographical mobility.

The core of the Europass portfolio is the European CV, to which the other “Europass documents” will be linked. This proposal for a Decision directly brings together into the Europass portfolio some existing documents, but makes clear that this is not the exhaustive list of Europass documents: in future, further documents could be considered parts of the Europass, provided that they share the purpose to improve the transparency of qualifications and competences and that they satisfy the operational conditions required to be integrated. It will be a responsibility for the Commission and the relevant national authorities to verify that these conditions are met.

For citizens, using any single Europass document or the whole Europass portfolio is a voluntary act: they are an opportunity offered to citizens and not an obligation made to them.

## **2.3. The existing documents included in the Europass framework**

This proposal for a Decision defines the first five documents included in the Europass portfolio. These documents already exist, with the partial exception of the MobiliPass, which is established to replace the current Europass-Training (keeping in fact many of its features). For the other documents no real change is necessary, besides for them to carry the Europass logo and be available in electronic form.

Ensuring that a common Europass logo and coherent graphic options are used for all Europass documents will be a shared responsibility of the Commission and the relevant national authorities or international organisations. For each document, a description is given in a specific annex, including a generic model of structure for the European CV, the MobiliPass and the certificate supplement. However, no detailed specification is given in this proposal for a Decision as concerns the accurate layout and the related graphic solutions, in order to allow for adaptations and improvements as appropriate.

The existing documents brought together into the Europass framework by this proposal for a Decision are all documents established at European level, either by Community institutions, or by international organisations like the Council of Europe and Unesco, or agreed by Member States in the context of a policy process at

Community level. As explained in the sections below, they cover qualifications and competences in a lifelong learning perspective, focusing on all personal competences (CV), language learning (European Language Portfolio), mobility experiences (MobiliPass) and qualifications in vocational education and training (Certificate Supplement) or in higher education (Diploma Supplement). Further documents may be added in future, to allow in particular for a closer focus on specific sectors or skills.

### 2.3.1. *The European CV: the backbone of the portfolio*

The European CV is a slightly improved version of the common European format for CV established through a Commission Recommendation in March 2002. Improvements only concern the terminology; all other features remain unchanged.

Like all CVs, it is a personal document completed by the concerned person.

### 2.3.2. *The MobiliPass: making mobility visible*

After five years of operation (Council Decision 1999/51/EC entered into force on 1 January 2000), the Europass-Training will be replaced by the MobiliPass, meant to record European learning pathways, that is periods of learning in another country that satisfy certain quality criteria. These criteria do not include the requirement – characteristic of the existing Europass-Training – that the learning should be “work-linked training”.

Like for the current Europass-Training, no limitation is envisaged as concerns the age and the occupational status of the person that follows the pathway or the level of education or training.

The MobiliPass is therefore meant to record all experiences of transnational mobility for learning purposes throughout Europe which satisfy some quality criteria. In particular, this will include all citizens participating in mobility projects within Community programmes in the field of education and learning, who should automatically receive a MobiliPass. However, it should be clear that the scope of the MobiliPass goes beyond the Community programmes.

The structure of this document is based on that of the current Europass-Training, with some improvements. In particular, it allows for a more detailed description of the mobility experience, using the same competence-based approach of the European CV.

Like the existing Europass-Training, this is an individual document, which describes in a common format the particular experience of each holder. It is not completed by its holder, but by the sending and host organisations involved.

This reform of the Europass-Training concept, which widens it into a more general record of European mobility experiences for all learning purposes, takes into account the conclusions of the mid-term evaluation and is consistent with opinions often expressed by stakeholders, and confirmed by an external evaluation finalised in August 2003. Europass-Training was a pilot initiative, which after some years of operation with a limited scope is now being developed into a more comprehensive instrument.

### 2.3.3. *The Diploma Supplement: transparency in higher education*

The diploma supplement concerns higher education: it is the document jointly developed with the Council of Europe and UNESCO, to make higher education degrees more transparent. It is a personal document, containing, among others, information related to the specific educational pathway of each individual holder. It is completed by the institution which delivers it to its holder along with the degree which it supplements. Bringing it into the Europass framework does not need any real change, besides adding the Europass logo. Awarding procedures are also unchanged.

### 2.3.4. *The Certificate Supplement: transparency in vocational education and training*

The certificate supplement concerns vocational education and training. This proposal does not make any change to common format recently agreed informally by Member States and now used by national authorities to prepare the actual supplements for each certificate.

This document has a different nature from the others, as it does not refer to its specific holder: a certificate supplements clarifies the vocational qualification to which it refers, and is the same for all those who hold that qualification.

### 2.3.5. *The European Language Portfolio: recording language skills*

The European Language Portfolio adapts the model agreed within the Council of Europe and based on the Common Framework for Languages. It is a document where citizens can record the linguistic and cultural skills they have acquired. It contains in particular a Language Passport, where holders can give details on their proficiency in languages. Countries can adapt the common model, for instance to better gear it to the needs of specific target groups.

## 2.4. **The implementation measures**

The key feature as concerns the implementation measures is that in each country a single body, known as the Europass National Agency (ENA), should be appointed to coordinate all the related activities.

It should be clear that the Commission is not proposing the creation of a further body to be added to the existing ones. This proposal for a Decision aims at improved effectiveness through rationalisation: the transparency documents are brought into a single framework, to be coordinated by a single body. Each Member State shall decide whether its ENA should be established by expanding one of relevant existing bodies, by merging several such bodies or by replacing them. All activities related to the implementation at national level of this proposal for a Decision shall receive Community financial support exclusively through one yearly grant awarded to the ENA, which would act as implementation body at national level in accordance with Article 54(2)(c) of the Financial Regulation<sup>40</sup>.

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<sup>40</sup> Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities, OJ L 248, 16.9.2002, p. 1.

The activities for which the ENA shall be responsible shall include in fact the tasks currently carried out at national level by a number of bodies, such as the Europass-Training National Contact Points and the National Reference Points for Vocational Qualifications. They can be grouped under the following categories:

- *Managing the transparency documents.* The existing transparency documents directly concerned by this proposal for a Decision are now run by a number of structures in each country, according to procedures which may be more or less adapted to the national context. This depends on the nature of the documents and on how they were introduced. Some activities cannot, by their very nature, be the responsibility of the Europass National Agencies. For instance, it is an essential feature of the diploma supplement to be managed by higher education institutions. For other documents, it will largely be a national choice whether the Europass National Agency should directly manage them rather than coordinate other bodies.

It is important to note that the Europass is an open framework, which in future will probably include other transparency documents than those listed in this proposal for a Decision. It is quite unlikely that Europass National Agencies should directly manage all of them, but all documents acknowledged as Europass documents should be managed in coordination with the Europass National Agencies.

Europass National Agencies should also ensure that all Europass documents are also available in paper version – not only as printouts of the electronic documents, but as separately produced paper documents for a number of reasons. First, not all citizens have access to or are acquainted with the Internet or information technology in general. Second, paper documents can be used for promotional purposes. Finally, as is often reported by the Europass-Training contact points the delivery of material documents, possibly in the context of an awarding ceremony, can be a factor of motivation.

- *Setting up and managing the information system.* In order to ensure that Europass documents as electronic files can be linked to each other, this activity should be under the direct responsibility of the Europass National Agency. It will have to ensure that the information system supporting the Europass framework at national level is fully inter-operable with those in other countries, that all Europass documents can be completed in electronic form and that all their holders have access to them in this form, including through the European Job Mobility Portal. (Cf. section 2.5 below on the information system.)
- *Promoting the portfolio and its documents.* The Europass portfolio and its documents are communication tools, and they can only be effective if they are well known. Coordinated promotional efforts at all levels are vital. Coordinating them at national level, and coordinating them with action at European level, will be a major task of the Europass National Agencies.
- *Providing information and guidance.* Citizens will need information, advice and support to access the different documents and the Europass portfolio and put them to good use. Most of such support will not be provided directly by the Europass National Agency: citizens will address the local guidance centres or Internet based service. Therefore, it seems appropriate that the Europass

National Agency works in close coordination with the Euroguidance network, which has long experience providing information and guidance in the field of education, training and qualifications in a European dimension. In the medium term, after the development phase (2005-2006) the ENA should take on the responsibility for these activities, as well as for the operation of the Internet based Ploteus portal, which in particular guides citizens to finding information on learning opportunities throughout Europe and to understanding the education and training systems of other countries. Access to Europass information will also be provided through the European Job Mobility Portal, and cooperation established with such relevant services as the NARIC networks and “Dialogue with citizens” is also essential.

- *Networking at European level.* Europass National Agencies will have to form a network coordinated by the Commission. The Europass portfolio is intrinsically transnational as a concept and as practical tool, and coordination will be as vital at European as at national level. Each country’s Europass National Agency should be the natural contact for the Commission and for the Europass National Agencies in other countries as concerns the Europass portfolio in particular, as well as transparency of qualifications and competences in general.

One specific task of the network of Europass National Agencies will be to provide the Commission with opinions on the inclusion of further documents in the Europass portfolio.

## **2.5. The information system for the Europass framework**

The Europass framework and the related support services should rely upon a suitable information system, allowing to link in a coordinated way the completed documents and to make them available to their holders through the Internet.

Reflecting the usual composition of an application portfolio in paper form, the European CV file is the backbone of the electronic Europass: a portfolio for a given citizen is created by establishing links from sections of his/her CV file with his/her further Europass documents as appropriate.

The Europass information system should be managed partially at European level and partially at national level. In particular, there should be a Europass Internet portal, appropriately interrelated to the European Job Mobility Portal, giving access to information services which will be mostly managed at national level (as the Europass documents are issued at national level). However, no detail is given in this proposal for a Decision on which part of the system should be managed at which level, because this might vary in time; organisational arrangements between the Commission and the Member States should adapt to choose the most effective solution allowed by the relevant technologies.

This proposal provides therefore for the basic features of the information system, without giving any indication on the technological solutions, in order not to commit the Commission and Member States to options that might soon become obsolete.

The basic operational principle is that all parts managed at national level should be fully interoperable. This not only concerns consultation: a citizen can in principle be

awarded Europass documents in different countries and it should be possible to link them with his/her CV from any concerned country.

All Europass documents, either completed by citizens like the European CV or released by authorities, should be available in the relevant part of the information system. However, citizens should be entitled to retrieve from the information system only their personal Europass documents. It is clear that all relevant Community and national provisions concerning the processing of personal data and the protection of privacy should be fully respected.

It is important that the Europass information system should be open to future developments. This not only refers to the fact that further transparency documents can be included in the Europass framework:, it will be necessary, in particular, to take account of evolving European labour market information systems, such as the European Job Mobility Portal<sup>41</sup>.

## **2.6. Financial implications: period and financial reference amount**

Given that Europass is intended to be a permanent instrument for citizens, this legal basis has an unlimited duration. Therefore no reference amount is indicated and the annual appropriations shall simply be authorised by the budget authority within the limits of the financial perspective.

The financial statement indicates the costs envisaged for the first two years of operation (2005 and 2006).

In 2007 a new generation of programmes in the field of education and training should enter into force under the new financial perspectives. In the context of rationalisation that will characterise the new programmes as much as this proposal for a Decision, it is the Commission's intention that after 2006 the proposed Europass framework should, like other actions at Community level in these fields, take place within the framework of the new programmes, in the form of a horizontal policy action. Financial support after 2006 would therefore be provided for within the global budget envelope of the new generation of programmes. Costs should not be significantly higher than those envisaged for the first two years.

## **3. CONCLUSION**

In the light of the above, the Commission proposes to the European Parliament and the Council the adoption of this proposal for a Decision, which establishes a single framework for the transparency of qualifications and competences, known as "Europass", and provides for the adequate implementation and support measures, envisaging Community financial support for the period 2005-2006.

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<sup>41</sup> Cf. <http://europa.eu.int/eures>

Proposal for a

**DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL**  
**on a single framework for the transparency of qualifications and competences**  
**(Europass)**

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Articles 149 and 150 thereof,

Having regard to the proposal from the Commission<sup>1</sup>,

Having regard to the opinion of the European Economic and Social Committee<sup>2</sup>,

Having regard to the opinion of the Committee of the Regions<sup>3</sup>,

Acting in accordance with the procedure laid down in Article 251 of the Treaty<sup>4</sup>,

Whereas:

- (1) An improved transparency of qualifications and competences will facilitate mobility throughout Europe for lifelong learning purposes, therefore contributing to the development of quality education and training, and will facilitate mobility for occupational purposes, between countries as well as across sectors.
- (2) The action plan on mobility endorsed by the European Council held in Nice on 7 and 8 December 2000 and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, young volunteers, teachers and trainers<sup>5</sup>, recommended the generalisation of the use of documents for the transparency of qualifications and competences, with a view to creating a European area of qualifications. The Commission's Action Plan for skills and mobility<sup>6</sup> called for instruments supporting the transparency and transferability of qualifications to be developed and strengthened to facilitate mobility within and between sectors. Further action to introduce instruments improving the transparency of diplomas and qualifications was also demanded by the European Council held in Barcelona on 15 and 16 March 2002. Council Resolution of 3 June 2002 on skills and mobility<sup>7</sup> and Council Resolution of

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<sup>1</sup> OJ C

<sup>2</sup> OJ C

<sup>3</sup> OJ C

<sup>4</sup> OJ C

<sup>5</sup> OJ L 215, 9.8.2001, p. 30.

<sup>6</sup> COM(2002) 72 final.

<sup>7</sup> OJ C 162, 6.7.2002, p. 1.

27 June 2002 on lifelong learning<sup>8</sup> call for increased cooperation, with a view *inter alia* to creating a framework for transparency and recognition based on the existing instruments.

- (3) Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training<sup>9</sup> called for action to increase transparency in vocational education and training, through the implementation and rationalisation of information tools and networks, including the integration of existing instruments into one single framework. This framework should consist in a portfolio of documents with a common brand name and a common logo, open to the future inclusion of other documents consistent with its purpose, supported by adequate information systems and promoted through sustained promotional action at European and national level.
- (4) A number of instruments have been developed in recent years, both at Community and at international level, to help European citizens to better communicate their qualifications and competences when looking for a job or for admission to a learning scheme. These include the common European format for curricula vitae (CVs) proposed by Commission Recommendation 2002/236/EC of 11 March 2002<sup>10</sup>, the Diploma Supplement recommended by the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, adopted at Lisbon on 11 April 1997, the Europass Training established by Council Decision 1999/51/EC of 21 December 1998 on the promotion of European pathways in work-linked training, including apprenticeship<sup>11</sup>, the Certificate Supplement and the European Language Portfolio developed by the Council of Europe.
- (5) Provision of good quality information and guidance is an important factor in achieving improved transparency of qualifications and competences. The existing services and networks already play a valuable role that could be enhanced through closer cooperation in order to reinforce the added value of Community action.
- (6) It is therefore necessary to ensure coherence and complementarity between the actions implemented in pursuance of this Decision and other relevant policies, instruments and actions. The latter include, at Community level, the European Centre for the Development of Vocational Training (Cedefop) established by Regulation (EEC) No 337/75 of the Council<sup>12</sup> the European Training Foundation established by Council Regulation (EEC) No 1360/90<sup>13</sup>, the European Employment Service (EURES) established by Commission Decision 2003/8/EC<sup>14</sup>. Likewise, at the international level, there is the European Network of National Information Centres on Academic Recognition (ENIC), established by the Council of Europe and Unesco.

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<sup>8</sup> OJ C 163, 9.7.2002, p. 1.

<sup>9</sup> OJ C 13, 18.1.2003, p. 2.

<sup>10</sup> OJ L 79, 22.3.2002, p. 66.

<sup>11</sup> OJ L 17, 22.1.1999, p. 45.

<sup>12</sup> OJ L 39, 13.2.1975, p. 1. Regulation as last amended by Regulation (EC) No 1655/2003 (OJ L L 245, 29.9.2003 p. 41).

<sup>13</sup> OJ L 131, 23.5.1990, p.1. Regulation as last amended by Regulation (EC) No. 1648/2003 (OJ L 245, 29.9.2003, p. 22).

<sup>14</sup> OJ L 5, 10.1.2003, p. 16.

- (7) The Europass training document established by Decision 1999/51/EC should therefore be replaced by a similar document with a wider scope, serving to record all periods of transnational mobility for learning purposes, at whatever level and for whatever target, achieved throughout Europe, which satisfy appropriate quality criteria.
- (8) The Europass scheme should be implemented through national bodies in compliance with Article 54(2)(c) and (3) of Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities<sup>15</sup>.
- (9) Participation should be open to acceding States, to non-Community countries of the European Economic Area and to the candidate countries for accession to the European Union, in accordance with the relevant provisions in the instruments governing relations between the European Community and those countries.
- (10) Social partners play an important role in relation to this Decision, and should be involved in its implementation. The Advisory Committee for Vocational Training, composed of representatives of the social partners and of the national authorities of Member States, should be regularly informed on the implementation of this Decision.
- (11) Since the objectives of the action to be taken cannot be sufficiently achieved by the Member States and can therefore, by reason of its scale and broad scope, be better achieved at Community level, the Community may adopt measures, in accordance with the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve those objectives.
- (12) Council Decision 1999/51/EC should be repealed,

HAVE ADOPTED THIS DECISION:

### *Article 1*

#### *Subject-matter and scope*

This Decision establishes a Community framework for achieving the transparency of qualifications and competences by means of the creation of a personal, coordinated portfolio of documents, to be known as “Europass”, which citizens can use on a voluntary basis to better communicate and present their qualifications and competences throughout Europe.

The use of Europass or of any of the Europass documents does not impose any obligations or confer any rights other than those defined in this Decision.

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<sup>15</sup> OJ L 248, 16.9.2002, p. 1.

## *Article 2*

### *Europass documents*

The Europass documents shall be:

- (a) the European curriculum vitae (hereafter the European CV) referred to in Article 3;
- (b) the documents referred to in Articles 4 to 7;
- (c) any further documents approved as Europass documents by the Commission, after consulting the Europass National Agencies referred to in Article 9.

The Europass documents shall carry the Europass logo.

## *Article 3*

### *European Curriculum Vitae*

The European CV shall provide citizens with the opportunity to present in a clear and comprehensive way information on all their qualifications and competences.

The European CV shall be as set out in Annex I.

## *Article 4*

### *MobiliPass*

The “MobiliPass” shall record periods of learning attended by holders in countries other than their own.

The “MobiliPass” shall be as set out in Annex II.

## *Article 5*

### *Diploma Supplement*

The Diploma Supplement shall provide information on its holder's educational achievements at higher education level in his own country.

The Diploma Supplement shall be as set out in Annex III.

## *Article 6*

### *European Language Portfolio*

The European Language Portfolio shall record its holder's language competences

The European Language Portfolio shall be as set out in Annex IV.

## *Article 7*

### *Certificate Supplement*

The Certificate Supplement shall describe the competences and qualifications corresponding to a vocational training certificate.

The Certificate Supplement shall be as set out in Annex V.

## *Article 8*

### *Europass in the Internet*

In order to implement this Decision, the Commission and the relevant national authorities shall cooperate in setting up and managing a Europass Internet-based information system, which shall include elements managed at European level and elements managed at national level.

The information system supporting the Europass framework shall be as set out in Annex VI.

## *Article 9*

### *Europass National Agency (ENA)*

1. Each Member State shall designate a Europass National Agency (ENA), which shall be responsible at national level for the coordination of all activities referred to in this Decision and which shall replace, where appropriate, existing bodies currently carrying out similar activities.

A European network of ENAs is hereby established. Its activities shall be coordinated by the Commission.

2. The ENAs shall:
  - (a) coordinate, in cooperation with the relevant national bodies, the activities related to making available or issuing the Europass documents, or where appropriate carry out these activities;

- (b) set up and manage the national information system, in accordance with Article 8;
  - (c) promote the use of Europass, including through Internet based services;
  - (d) ensure, in cooperation with the relevant bodies, that adequate information and guidance on the Europass and its documents is made available to individual citizens;
  - (e) provide citizens with information and guidance on learning opportunities throughout Europe, on the structure of education and training systems, and other issues related to mobility for learning purposes, in particular through close coordination with relevant Community services;
  - (f) manage at national level the Community financial support for all activities related to this Decision;
  - (g) participate in the European network, coordinated by the Commission.
3. The Europass National Agency (ENA) shall act as an implementation body at national level in accordance with Article 54(2)(c) and (3) of Regulation (EC, Euratom) No 1605/2002.

#### *Article 10*

##### *Commission's and Member States' tasks*

The Commission and the Member States shall:

- (a) ensure that adequate promotion and information activities are carried out at European and national level, supporting and integrating as necessary the action of the ENAs;
- (b) ensure the adequate cooperation, at the appropriate level, with relevant services, in particular the EURES service and other relevant Community services;
- (c) take steps to facilitate equal opportunities, in particular by raising awareness among all relevant actors;
- (d) ensure that social partners are involved in the implementation of this Decision;
- (e) ensure that in all activities related to the implementation of the present Decision the relevant Community and national provisions concerning the processing of personal data and the protection of privacy are fully respected.

#### *Article 11*

##### *Commission tasks*

1. The Commission shall, in cooperation with the Member States, ensure the overall consistency of the actions implemented in pursuance of this Decision with other

relevant Community policies, instruments and actions, in particular in the fields of education, vocational training, youth, employment, research and technological development.

2. The Commission shall secure the expertise of the European Centre for the Development of Vocational Training (Cedefop) in implementing this programme, in accordance with Regulation (EEC) No 337/75.

Subject to the same conditions and in the relevant areas, coordination shall be established under the auspices of the Commission with the European Training Foundation as set out by Regulation (EEC) No 1360/90

3. The Commission shall regularly inform the Advisory Committee on Vocational Training on the implementation of this Decision.

## *Article 12*

### *Participating countries*

Participation in the activities referred to in this Decision shall be open to acceding States and to the countries, other than Member States, which are members of the European Economic Area in accordance with the conditions laid down in the EEA Agreement.

Participation shall also be open to the candidate countries for accession to the European Union in accordance with their respective European Agreements.

## *Article 13*

### *Evaluation*

Every four years after the entry into force of this Decision, the Commission shall submit to the European Parliament and the Council an evaluation report on its implementation, based on an evaluation carried out by an independent body.

## *Article 14*

### *Financial provisions*

The annual appropriations shall be authorised by the budget authority within the limits of the financial perspective.

The expenditure resulting from this Decision shall be as set out in Annex VII.

*Article 15*

*Repeal*

Decision 1999/51/EC is repealed.

*Article 16*

*Entry into force*

This Decision shall enter into force on 1 January 2005.

*Article 17*

*Addressees*

This Decision is addressed to the Member States.

Done at Brussels,

*For the European Parliament*  
*The President*

*For the Council*  
*The President*

## ANNEX I

### The European Curriculum Vitae (CV)

#### **1. Description**

- 1.1. The European CV builds upon the common European format for curricula vitae (CVs) established by the Commission Recommendation 2002/236 of 11 March 2002 (C(2002) 516).

It provides individual citizens with a model for the systematic, chronological and flexible presentation of their qualifications and competences. Specific directions on the different fields are provided and a set of guidelines and examples has also been produced to help citizens to complete the CV.

- 1.2. The European CV includes categories for the presentation of:

- information on personal matters, language proficiency, work experience and educational and training attainments,
- additional competences held by the individual, emphasising technical, organisational, artistic and social skills,
- additional information which might be added to the CV in the form of one or more annexes.

- 1.3. The European CV is a personal document which contains self declarations written by individual citizens.

- 1.4. The template is quite detailed, but it will be up to the individual citizens to choose which fields to fill. Citizens that complete the electronic form – either downloaded or on line – should be allowed to remove any field which they choose not to complete. For instance, a person that does not indicate his or her gender or that has no specific technical skill to report, should be allowed to remove these fields, so that they don't appear as blank fields on the screen or in the printed version.

- 1.5. The European CV is the backbone of the framework: a Europass portfolio for a given citizen will include the European CV completed by the citizen himself or herself, and one or more other Europass documents, according to the specific learning and working history of that citizen. The electronic form of the European CV should allow to establish links from its sections to the relevant Europass documents, for instance from the education and training sector to a Diploma Supplement or a Certificate Supplement.

- 1.6. In conformity with Article 11(e) of the Decision to which this Annex is attached, in managing the European CV, particularly in its electronic form, appropriate measures should be taken by the competent authorities to ensure that the relevant Community and national provisions concerning the processing of personal data and the protection of privacy are fully respected.

## 2. Common structure of the European CV

In the box, the model for the structure and text of the European CV is indicated. The layout of both the paper and the electronic version, as well as modifications of the structure and text, shall be agreed between the Commission and the competent national authorities.

Text in italics is meant as an aid to completing the document.

(Europass logo)

EUROPEAN CURRICULUM VITAE

PERSONAL INFORMATION

*Individual citizens can choose which field to complete*

Name *SURNAME, other name(s)*

Address *House number, street name, postcode, city, country*

Telephone

Fax

E-mail

Nationality

Date of birth *Day, month, year*

Gender

OCCUPATIONAL PROFILE

WORK EXPERIENCE

- Dates (*from – to*) *Add separate entries for each relevant post occupied, starting with the most recent.*
- Name and address of employer
- Type of business or sector
- Occupation or position held
- Main activities and responsibilities

EDUCATION AND TRAINING

- Dates (*from – to*) *Add separate entries for each relevant course you have completed, starting with the most recent.*
- Name and type of organisation providing education and training
- Principal subjects/occupational skills covered
- Title of qualification awarded
- Level in national classification (if appropriate)

PERSONAL SKILLS AND COMPETENCES

*Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.*

Mother tongue *Specify mother tongue*

Other languages Specify language

• Understanding

Reading *Indicate level: cf. instructions.*

Listening *Indicate level: cf. instructions.*

• Speaking

Conversation *Indicate level: cf. instructions.*

Presentation *Indicate level: cf. instructions.*

• Writing *Indicate level: cf. instructions.*

Social skills and competences

*Living and working with other people, in positions where communication is important and situations where teamwork is essential (for example culture and sports), in multicultural environments, etc.*

*Describe these competences and indicate where they were acquired.*

Organisational skills and competences

*Coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.*

*Describe these competences and indicate where they were acquired.*

Computer skills and competences

*Word processing and other applications, database searching, acquaintance with Internet, advanced skills (programming etc.).*

*Describe these competences and indicate where they were acquired.*

Technical skills and competences

*With specific kinds of equipment, machinery, etc. other than computers.*

*Describe these competences and indicate where they were acquired.*

Artistic skills and competences

*Music, writing, design, etc.*

*Describe these competences and indicate where they were acquired.*

Other skills and competences

*Competences not mentioned above.*

*Describe these competences and indicate where they were acquired.*

Driving licence(s)

*State here whether you hold a driving license and if so for which category of vehicle.*

Additional information

*Include here any other information that may be relevant, for example contact persons, references, etc.*

Annexes

*List any attached annexes.*

## ANNEX II

### The MobiliPass

#### **1. Description**

- 1.1. The “MobiliPass” is meant to record, using a common European format, a European learning pathway as defined in section 1.2.

It is a personal document, recording the specific European learning pathway achieved by its holder.

It will help the holder to better communicate what he/she gained through this experience, particularly in terms of competences.

- 1.2. A European learning pathway is a period that a person – of whatever age, educational level and occupational status – spends in another country for learning purposes and that:

- either takes place within the framework of a Community programme in the field of education and training,
- or satisfies all the following quality criteria:
  - the period in another country takes place within the framework of a learning initiative based in the country of provenance of the person that follows it,
  - the organisation responsible for the learning initiative in the country of provenance (sending organisation) stipulate with the host organisation and submit to the Europass National Agency (or a body delegated to manage the MobiliPass) in the country of provenance, a written agreement on the content, objectives and duration of the European learning pathway, ensuring that appropriate linguistic preparation is provided to the concerned person, and identifying a mentor in the host country, charged with assisting, informing, guiding and monitoring the concerned person,
  - each of the countries involved must be a Member State of the European Union or an EFTA/EEA country.

- 1.3. The MobiliPass is completed by the sending and host organisations involved in the mobility project, in a language agreed between them and the concerned person.

Citizens who are awarded a MobiliPass are entitled to ask for a translation in a second language, chosen by them between the languages of the sending and host organisations or a third, widely spoken language. In the case of a third language, the responsibility for translation rests with the sending organisation.

- 1.4. The MobiliPass includes personal information (cf. paragraph 2 below). The name of the person who is awarded the MobiliPass is the only compulsory piece of personal information. The organisations completing the MobiliPass can only complete the other fields concerning personal information if the concerned person agrees to it.

The field “Qualification” is also not compulsory, in recognition of the fact that not all education or training initiative lead to a formal qualification.

Any arrangement for completing the MobiliPass in electronic form – either downloaded or on line – should allow any field which has not been completed to be removed, so that no blank field appears on the screen or in the printed version.

1.5. The Europass National Agency is responsible for ensuring that:

- MobiliPass documents are only released to record European learning pathways,
- all MobiliPass documents are completed in electronic form,
- all MobiliPass are also awarded to their holders in paper form, using a folder specifically produced in cooperation with the Commission.

1.6. In conformity with Article 11(e) of the Decision to which this Annex is attached, in managing the MobiliPass, particularly in its electronic form, appropriate measures should be taken by the competent authorities to ensure that the relevant Community and national provisions concerning the processing of personal data and the protection of privacy are fully respected.

## 2. Common format of the MobiliPass

In the box below, the structure and the text of the MobiliPass are indicated. The layout of both the paper and the electronic version, as well as modifications of the structure and text, shall be agreed between the Commission and the competent national authorities.

Each item of text is numbered, to facilitate its retrieval in a multilingual glossary. Text in italics is meant as an aid to completing the document. Fields marked with a star (\*) are not compulsory.

(Europass logo)

MOBILIPASS

(1) This MobiliPass is awarded to

(2) *first name and surname of the holder*

(3) by

(4) *organisation responsible for organising the learning initiative in the country of provenance*

(5) on date *dd/mm/yyyy*

(6) Signature/stamp (signature and stamp of the organisation awarding the document)

(7) PERSONAL INFORMATION ON THE HOLDER

(8) Surname

- (9) First name / Other names
- (10) Signature
- (11) \* Address House number, street name, postcode, city, country
- (12) \* Contact e.g. e-mail, telephone
- (13) \* Date of birth *dd/mm/yyyy*
- (14) \* Nationality
- (15) \* *Space for photograph*
- (16) EUROPEAN LEARNING PATHWAY
- (17) Education or training initiative followed in the course of which the European pathway was completed
- (18) \* Qualification *diploma, title or other certificate to which the learning initiative leads, if any*
- (19) Duration of the European pathway;
- (20) From *dd/mm/yyyy* To *dd/mm/yyyy*
- (21) Details of the host partner
- (22) Name and function of the mentor
- (23) Content of the European pathway.
- (24) *This section should provide relevant details, as appropriate, of the education or training followed or the work experience acquired during the pathway and, where appropriate, the skills and competences acquired and the method of assessment.*
- (25) *The description should highlight how the European pathway improved:*
- (26) *the acquaintance of the holder with the technical skills and competences specifically related to the particular subject field of his/her education or training initiative;*
- (27) *the holder's language skills;*
- (28) *the holder's social skills and competences;*
- (29) *the holder's organisational skills and competences;*
- (30) *any other skills and competences of the holder.*
- (31) Signatures of the host partner and the holder.

## **ANNEX III**

### **The Diploma Supplement**

#### **1. Description**

- 1.1. The Diploma Supplement (DS) is a document attached to a higher education diploma, in order to make it easier for third persons – particularly persons in another country – to understand what the diploma means in terms of knowledge and competences acquired by its holder.

To this purpose, the DS describes the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual who holds the original diploma to which the DS is attached. It is therefore a personal document, referring to its specific holder.

- 1.2. The DS does not replace the original diploma and does not give any entitlement to formal recognition of the original diploma by academic authorities of other countries. On the other hand, it facilitates a sound appreciation of the original diploma, so that it can be helpful to obtain recognition by the competent authorities or by or admission staff.
- 1.3. The DS is produced by the competent national authorities according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it. The DS template is available in the 11 official languages of the European Union. It is a flexible, non-prescriptive tool which is conceived for practical purposes, and can be adapted to local needs.
- 1.4. The DS includes eight sections, that identify the holder of the qualification (1) and the qualification itself (2), give information on the level of the qualification (3), the contents and results gained (4), the function of the qualification (5), allow for further information (6), certify the Supplement (7), and finally give information on the national higher education system (8). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. Institutions have to apply to the DS the same authentication procedures as for the diploma itself.
- 1.5. In conformity with Article 11(e) of the Decision to which this Annex is attached, in managing the Diploma Supplement, particularly in its electronic form, appropriate measures should be taken by the competent authorities to ensure that the relevant Community and national provisions concerning the processing of personal data and the protection of privacy are fully respected.

## 2. Common structure of the Diploma Supplements

In the box below, the common, non-binding model of structure and text of the Diploma Supplement is indicated. The layout of both the paper and the electronic version shall be agreed with the competent national authorities.

(Europass logo)

### DIPLOMA SUPPLEMENT

#### 1. Information identifying the holder of the qualification

1.1/1.2 Family Name / First Name:

1.3 Date, Place, Country of Birth:

1.4 Student Number or Code:

#### 2. Information identifying the qualification

2.1 Name of Qualification (Full, Abbreviated):

Name of Title (Full, Abbreviated):

2.2 Main Field(s) of Study for the Qualification:

2.3 Name of Institution Awarding Qualification:

2.4 Name of Institution Administering Studies:

2.5 Language(s) of Instruction/Examination:

#### 3. Information on the level of the qualification

3.1 Level of Qualification:

3.2 Official Length of Programme:

3.3 Access Requirement(s):

#### 4. Information on the contents and results gained

4.1 Mode of Study:

4.2 Program Requirements:

4.3 Program Details:

4.4 Grading Scheme, grade distribution guidance

4.5 Overall Classification:

#### 5. Information on the function of the qualification

5.1 Access to Further Study:

5.2 Professional Status:

6. Additional information

6.1 Additional Information:

6.2 Additional Information Sources:

7. Certification of the supplement

This Diploma Supplement refers to the following original Documents:

Official

Stamp/Seal

Information on the national higher education system:

8.1 Types of Institutions and Institutional Control

8.2 Types of programs and degrees awarded

8.3 Approval/Accreditation of Programs and Degrees

8.4 Organisation Studies

8.4.1 Integrated "Long" (one-Tier-) Programs: (Diploma degrees, Magister Artium, Staatsprüfung)

8.4.2 First/Second Degree Programs (Two-tier): (Bakkalauereus/Bachelor - Magister /Master degrees)

8.5 Specialised Graduate Studies

8.6 Doctorate

8.8 Grading Scheme

8.9 Access to Higher Education

8.10 National Sources of Information

## ANNEX IV

### The European Language Portfolio

#### **1. Description**

1.1. The European Language Portfolio (ELP), developed by the Council of Europe, is a document in which language learners can record their language learning and cultural experiences and competencies.

1.2. The ELP has two functions: pedagogic and reporting.

As regards the former, it is designed to enhance the motivation of language learners to improve their ability to communicate in different languages and to pursue new learning and intercultural experiences. It seeks to help learners to reflect on their learning objectives, plan their learning and learn autonomously.

As regards its reporting function, the ELP aims to document its holder's language proficiency in a comprehensive, informative, transparent and reliable way. It helps learners take stock of the levels of competence they have reached in one or several foreign languages and enables them to inform others in a detailed and internationally comparable manner. All competence is valued, regardless whether gained inside or outside of formal education.

1.3. The ELP contains:

- a language passport which its owner regularly updates. The owner describes his/her language skills, according to common criteria accepted throughout Europe,
- a detailed language biography describes the owner's experiences in each language,
- a dossier enables examples of personal work to be kept to illustrate language competencies.

The European Language Portfolio is the property of the learner.

1.4. A set of common principles and guidelines has been agreed for all Portfolios. Different models are being developed in Council of Europe member States depending on the age of learners and national contexts. All models must conform to agreed principles and be approved by the European Validation Committee in order to use the Council of Europe logo. Below a model is given for the language passport, which is the section of the Portfolio which has to be completed according to a defined structure.

1.5. In conformity with Article 11(e) of the Decision to which this Annex is attached, in managing the European Language Portfolio, particularly in its electronic form, appropriate measures should be taken by the competent authorities to ensure that the relevant Community and national provisions concerning the processing of personal data and the protection of privacy are fully respected.

## 2. Common structure of the Language Passport section of the European Language Portfolio

In the box below, the common, non-binding model of structure and text of the Language Passport section of the European Language Portfolio is indicated. The layout of both the paper and the electronic version shall be agreed with the competent national authorities.

(Europass logo)

LANGUAGE PASSPORT

### Profile of Language Skills

Mother tongue(s): *[indicate]*

Language:	Writing	Spoken interaction	Spoken production	Reading	Listening
Self-assessment					

(To be repeated as many times as necessary.)

### Summary of language learning and intercultural experiences

*Language learning and use in country/region where the language is not spoken*

Language:	Up to 1 year	Up to 3 years	Up to 5 years	Over 5 years
Primary/ secondary/ vocational education				
Higher education				
Adult education				
Other courses				
Regular use in the workplace				
Regular contact with speakers of the language				
Other				
Further information on language and intercultural experiences				

(To be repeated as many times as necessary.)

*Stays in a region where the language is spoken*

Language:	Up to 1 month	Up to 3 months	Up to 5 months	Over 5 months
Using the language for study or training				
Using the language at work				
Other				
Further information on language and intercultural experiences				

Certificates and diplomas

Language:Level: Title: Awarded by: Year:
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(To be repeated as many times as necessary.)

## ANNEX V

### The Certificate Supplement

#### **1. Description**

- 1.1. The Certificate Supplement (CS) is a document attached to a vocational certificate, in order to make it easier for third persons – particularly persons in another country – to understand what the certificate means in terms of competences acquired by its holder.

To this purpose, the CS provides information on:

- the skills and competences acquired,
- the range of occupations accessible,
- the awarding and accreditation bodies,
- the level of the certificate,
- the different ways of acquiring the certificate,
- the entry requirements and access opportunities to next level education.

It is not a personal document: all holders of the same certificate in a given country will hold the same CS, attached to their certificate.

- 1.2. The CS doesn't replace the original certificate and doesn't give any entitlement to formal recognition of the original certificate by authorities of other countries. On the other hand, it facilitates a sound appreciation of the original certificate, so that it can be helpful to obtain recognition by the competent authorities.
- 1.3. Certificate Supplements are produced by the competent authorities at national level and issued to citizens who hold the corresponding certificate according to procedures agreed at national level.

Section 2 below provides the common structure of Certificate Supplements.

#### **2. Common structure of the Certificate Supplements**

In the box below, the common model of structure and text of the Certificate Supplement is indicated. The layout of both the paper and the electronic version shall be agreed, as well as modifications of the structure and text, between the Commission and the competent national authorities.

(Europass logo)

CERTIFICATE SUPPLEMENT

1. Title of the certificate (In the original language).

2. Translated title of the certificate (This translation has no legal status).

3. Profile of skills and competences

4. Range of occupations accessible to the holder of the certificate (If applicable)

5. Official basis of the certificate

- Name and status of the body awarding the certificate
- Name and status of the national/regional/sectoral authority providing accreditation/recognition of the certificate
- Level of the certificate (national or international)
- Grading scale / Pass requirements
- Access to next level of education/training
- International agreements
- Legal basis of the certificate

6. Officially recognised ways of acquiring the certificate

- Description of vocational education and training received
  - School-/training centre-based
  - Workplace-based
  - Accredited prior learning
- Percentage of total programme (%)
- Duration (hours/weeks/months/years)
- Total duration of the education/ training leading to the certificate
- Entry / access requirements
- Additional information

More information (including a description of the national qualifications system) available at: [www.](#)

## ANNEX VI

### Information systems

The Commission and the Member States shall cooperate to ensure that the individual citizens are allowed to complete, and later to retrieve and edit or remove, through the Internet, their European CV and any other Europass document which does not need to be issued by authorised bodies.

All Europass documents issued by authorised bodies are completed in electronic form and made available for retrieval – by their holders only – throughout Europe. While choices concerning the appropriate technological instrument should be made in cooperation by the Commission and the relevant national authorities taking into account the state of the art and the existing national systems, the features listed below should be ensured.

#### 1. Design principles

*Open system.* The Europass information system should be developed taking into account the opportunity for future developments, with particular reference to the inclusion of further documents in the Europass framework and to integration with information services on job and learning opportunities.

*Interoperability.* The parts of the Europass information system managed at national level in the different countries should be fully interoperable with each other and with the parts managed at European level.

#### 2. Document management and access

2.1. All Europass documents issued by authorised bodies should be completed in electronic form, according to the procedures agreed between the issuing bodies and the Europass National Agency and in conformity with the procedures agreed at European level.

2.2. The European CV and any other Europass document which does not need to be issued by authorised bodies should also be available in electronic form.

#### 2.3. Citizens shall be entitled:

- to complete, and later to retrieve and edit, through the Internet their European CV and any other Europass document which does not need to be issued by authorised bodies,
- to establish, update and remove links between their European CV and their other Europass documents,
- to remove or have removed from the Europass information system any of their Europass document,
- to attach any other supporting documents to their Europass documents,
- to print totally or partially their Europass and its annexes, if any.

2.4. Access to documents including personal information shall only be allowed to the concerned person.

## **ANNEX VII**

### **Financial Annex**

1. The expenditure is intended to co-finance implementation at national level and to cover some costs incurred at Community level in relation to coordination, promotion and production of documents.
2. Community financial support to national implementation activities will be provided through yearly operating grants to the Europass National Agencies.

Europass National Agencies need to be established as legal persons and will not receive any other operating grant from the Community budget.

- 2.1. The grants will be awarded after approval of a work programme related to the activities listed in Article 9 of this Decision and based on specific terms of reference.
- 2.2. The co-financing rate shall not exceed 50% of the total costs of the operation.
- 2.3. In carrying out the Decision, the Commission may have recourse to experts and to technical assistance organisations, the financing of which may be provided for within the overall financial framework for the Decision. The Commission may organise seminars, colloquia or other meetings of experts as are likely to facilitate the implementation of the Decision, and undertake appropriate information, publication and dissemination actions.

## LEGISLATIVE FINANCIAL STATEMENT

**Policy area(s): Education and culture.**

**Activit(y/ies): Vocational Training.**

**TITLE OF ACTION: A SINGLE FRAMEWORK FOR THE TRANSPARENCY OF QUALIFICATIONS AND COMPETENCES (EUROPASS)**

**1. BUDGET LINE(S) + HEADING(S)**

15030101 et 15010405 - Europass.

**2. OVERALL FIGURES**

**2.1. Total allocation for action (Part B): EUR 2 million for commitment per year.**

**2.2. Period of application:**

Given that Europass is intended to be a permanent instrument for citizens, this legal basis has an unlimited duration. Therefore no reference amount is indicated and the annual appropriations shall simply be authorised by the budget authority within the limits of the financial perspective.

This proposal for a Decision establishes a framework for the transparency of qualifications and competences which will enter into force on 1 January 2005. The financing of the costs incurred by this Decision will be assured:

- for the years 2005 and 2006, corresponding to the development phase of the framework, through the Decision itself,
- for the following years, through the decisions establishing the future generation of programmes in the field of education and training, which are in the process of being prepared.

For this reason, the present financial statement only covers the costs incurred during the years 2005 and 2006. The costs for the years after 2006 will not be substantially higher than those indicated for 2005 and 2006 and will be included in the financial statements annexed to the proposals for the future programmes in education and training.

### 2.3. Overall multiannual estimate of expenditure:

- (a) Schedule of commitment appropriations/payment appropriations (financial intervention) (see point 6.1.1)

EUR million (to three decimal places)

	2005	2006	2007				Total
Commitments	1.875	1.875					3.750
Payments	1.250	1.875	0.625				3.750

- (b) Technical and administrative assistance and support expenditure (see point 6.1.2)

	2005	2006	2007				Total
Commitments	0.125	0.125					0.250
Payments	0.80	0.125	0.045				0.250

Subtotal a+b	2005	2006	2007				Total
Commitments	2.000	2.000					4.000
Payments	1.330	2.000	0.670				4.000

- (c) Overall financial impact of human resources and other administrative expenditure (see points 7.2 and 7.3)

	2005	2006	2007				Total
Commitments/ payments	0.459	0.459					0.918

TOTAL a+b+c	2005	2006	2007				Total
Commitments	2.459	2.459					4.918
Payments	1.789	2.459	0.670				4.918

### 2.4. Compatibility with financial programming and financial perspective

X Proposal is compatible with existing financial programming.

[...] Proposal will entail reprogramming of the relevant heading in the financial perspective.

[...] Proposal may require application of the provisions of the Interinstitutional Agreement.

## 2.5. Financial impact on revenue<sup>1</sup>:

X Proposal has no financial implications (involves technical aspects regarding implementation of a measure)

OR

[...] Proposal has financial impact – the effect on revenue is as follows:

## 3. BUDGET CHARACTERISTICS

Type of expenditure		New	EFTA contribution	Contributions from applicant countries	Heading in financial perspective
Non-comp	Diff	NO	YES	YES	No 3

## 4. LEGAL BASIS

The legal basis is provided by Articles 149 and 150 of the Treaty.

## 5. DESCRIPTION AND GROUNDS

### 5.1. Need for Community intervention<sup>2</sup>

#### 5.1.1. Objectives pursued

- **The proposed action rationalises the existing tools and networks aimed at transparency in the field of education and training, in order to improve their effectiveness.**

Good communication about qualifications and competences is crucial when a person applies for a job or for admission to a learning opportunity. A number of tools have been developed in the recent years at various levels to improve the transparency of qualifications and competences, so that citizens can better communicate them. They are particularly helpful when applicant and employer don't come from the same country, but in this age of fast-paced change interaction between can be difficult even when no transnational mobility is involved.

The tools include documents, that integrate qualifications (e.g. Diploma or Certificate Supplement) or record specific experiences (e.g. Europass-Training) or competencies (e.g. European Language Portfolio), as well as networks meant to inform and guide citizens (e.g. Euroguidance and the National Reference Points).

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<sup>1</sup> For further information, see separate explanatory note.

<sup>2</sup> For further information, see separate explanatory note.

The existing documents and network are usually separate and uncoordinated. This can be confusing for both applicants and those who examine applications. Bringing these tools together in a framework, coordinated in each country by a single body and supported by suitable information systems at national and European level, will make them more effective.

As the various tools concerned are already European tools – and this is an unquestioned inherent feature – the single framework bringing them together can only be a European framework.

The main specific objective is therefore to improve awareness of, access to and effectiveness of the existing instruments for the transparency of qualifications and competences by bringing them together into a single, coordinated framework with a well promoted logo and rationalising the related networks.

- This will contribute to the global objective of improving the quality of education and training, through increased mobility of learners, as well as facilitating their integration or reintegration in the labour market.

The objectives of the proposed actions and the related indicators can be summarised as follows:

<b>General objectives</b>	<b>Indicators</b>
<p>To contribute to the development of quality education, in particular by encouraging the mobility of students, including by being instrumental – through increased transparency – to the academic recognition of diplomas and periods of study.</p> <p>To contribute to implementing a vocational training policy, in particular by encouraging the mobility of trainees and by facilitating vocational integration and reintegration into the labour market, through better communication of learning achievements.</p>	<p>Quantitative/qualitative data (through specific surveys) on the perceptions – by citizens, promoters, employers – of the role of the Europass framework in relation to geographical or cross-industry mobility and to the transition from learning to work.</p>
<b>Specific objectives</b>	<b>Indicators</b>
<p>Better awareness of and access to the existing transparency instruments among citizens – namely learners, teachers and trainers, employers and admission staff – by bringing them together into a single, coordinated framework. and rationalising the related networks.</p> <p>Stronger communication impact of the existing transparency instruments, through the use of a common, well promoted logo.</p> <p>Opportunity for development of further transparency instruments.</p>	<p>Quantitative/qualitative data (through specific surveys) on awareness among the population groups concerned.</p> <p>Data available from management: number of transparency documents released; number of frameworks in the information system;</p> <p>Quantitative/qualitative data (through specific surveys) on the perceptions – by citizens, promoters, employers – of the role of the Europass framework and the Europass documents in successful applications.</p> <p>Quantitative/qualitative data (through specific surveys) on the role of the Europass framework in the development of new tools.</p>

Adequate information on issues related to mobility – opportunities, conditions, recognition – by closely associating guidance services with the coordinated operation of the transparency framework.	Quantitative/qualitative data (through specific surveys) on the use of guidance and information services.
<b>Operational objectives</b>	<b>Indicators</b>
Implementation mechanism up and running. The Europass framework and its documents are available and promoted.	- number of documents distributed / completed / downloaded (management data, surveys).
Use of the Europass framework by learning providers and mobility promoters, which complete and award Europass documents as appropriate and link them into the framework.	- rate of use, e.g. number of mobility records against number of mobility experiences (management data, surveys);
The Europass framework and its documents are used by citizens when applying.	- rate of awareness among promoters and institutions (surveys).
Awareness of the Europass framework and its documents among employers and admission staff.	- rate of use by applicants (surveys); - rate of awareness among citizens (surveys).
	- awareness, visibility and appreciation among employers (surveys).

### 5.1.2. Measures taken in connection with ex ante evaluation

The present proposal for a Decision follows on the Copenhagen Declaration of 30 November 2002<sup>3</sup> and the Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training (VET)<sup>4</sup>, that expressly called for action to increase “transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European Framework of reference for languages and the Europass into one single framework”.

These acts, that generated the policy process towards enhanced cooperation in VET known as the “Copenhagen process”, were themselves the result of a long process of debate and consultation which had been formalised under the Belgian Presidency, namely in the meeting of Directors General of Vocational Training held on 2 October 2001, building upon a discussion that had taken place in a similar occasion in Vaxjö earlier that year (21-24 April) under the Swedish Presidency.

The debate focused in particular on issues related to vocational qualifications but was characterised by a comprehensive approach in a lifelong learning perspective. The process involved since the beginning representatives of the social partners, who later co-signed the Copenhagen Declaration.

<sup>3</sup> Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training.

Cf. [http://europa.eu.int/comm/education/copenhagen/index\\_en.html](http://europa.eu.int/comm/education/copenhagen/index_en.html)

<sup>4</sup> OJ C 13 , 18.1.2003, p. 2.

A first stock-taking occasion had been offered by the conference on enhanced cooperation in VET organised by the Commission on 10-11 June 2002, where opinions favourable to integration or coordination of networks, tools and documents aimed at the transparency of qualification were expressed by a number of speakers.

In the context of the “Copenhagen process” that puts in practice the above mentioned declaration and resolution, a technical working group on transparency was set up, including representatives of Member States, candidate countries and social partners. In June 2003 it presented a report to the Commission, arguing for the creation of a single framework organising the different existing tools around the European CV, but conceived in order to allow other tools to be added. The report stressed the need to establish an adequate Internet based information system and examined options for the implementation of a framework along these lines.

In the first half of 2003 a mid-term evaluation of the Europass-Training initiative was carried out by external consultants. The final report, delivered in August 2003, stated that the Europass Training was a potentially good instrument, but could not fully be exploited, mainly because of shortfalls in its format (namely the lack of an electronic format) and its deliberately limited scope (work-linked training), but also because of a general lack of coordination with other transparency tools and initiatives. In particular, its cumbersome format and its isolation from other initiatives made it very difficult for the Europass Training to become well known and easily recognisable, which are key success factors for a transparency tool.

The evaluation concluded that, while the Europass Training document itself could benefit from improvements in its format and its organisational framework, a real leap forward could only be achieved by reforming the whole system of transparency related documents, integrating or at least better coordinating them. Promoters, users and particularly employers may have heard about the several existing tools, but their lack of coordination may make them more confusing than helpful. Therefore the policy options recommended included improving both the Europass-Training document taken as a single tool and the situation of all Community transparency documents, for which an improved coordination was recommended.

A number of lessons can be learned from past initiatives, namely the management of the Europass-Training initiative, the Euroguidance network and the NARIC network, as well as experience gained with the European CV, the diploma and certificate supplement. Some general conclusions can be drawn:

- there is widespread agreement among stakeholders that better coordination of the various instruments would make them more useful;
- transparency tools and services cannot be established and left to themselves; they reach citizens if they are actively supported. This support can take several forms: coordinated and co-financed implementation, including promotional action (the case of the Europass Training); national legislative action (e.g. the diploma supplement); strong networking (Ploteus and the Euroguidance network).

As concerns in particular the efficiency of management:

- when Community financial support is provided to national activities, attention should be paid to the administrative workload that may be required by possibly small grants. Rationalisation should also concern the administrative framework.

### 5.1.3. *Measures taken following ex post evaluation*

No relevant case. Interim evaluation available for initiatives related to the proposed action were taken into account in the ex-ante evaluation (cf. previous section).

## 5.2. **Action envisaged and budget intervention arrangements**

1. **Description of the proposed action.** This proposal for a Decision establishes a single transparency framework and provides for the related implementation measures, streamlining the existing tools and networks. The content can be outlined as follows:

- a **single transparency framework** is established, under the name “Europass”, as a portfolio of documents carrying a common logo. For the time being it includes the European CV – which is the core of the portfolio –, the Diploma Supplement, the MobiliPass (an expanded Europass-Training), the European Language Portfolio, the Certificate Supplement. The framework is open to the future inclusion of new documents,
- a coordinated Europass information system is envisaged,
- provisions are made for the implementation:
  - in each country **one single body** will be responsible for the activities related to the implementation of the Decision at national level,
  - the need for promotion, information and guidance is stressed.

Real changes will concern in particular the Europass-Training. Taking into account the conclusions of the evaluation study and opinions expressed by a number of stakeholders, it is proposed to remove the condition that the European pathway should be work-linked. This amounts to widen its scope to include all periods of learning in another country – therefore the proposed name is therefore “MobiliPass”. The structure will also be changed to allow for a more detailed description of the mobility experience.

For the other existing documents, like the Diploma or Certificate Supplements, the only real change would be to add the Europass logo on the documents and some exchange of information will be required with the body coordinating the Europass framework. They would be delivered by the same issuing bodies as now, according to the established procedures.

2. **Calculation of the envisaged costs.** This financial statement only refers to Community financial support to be provided for the development phase (2005-2006), as support for the subsequent years should be provided within the framework of the new **programmes** in the fields of education and training which are now in the process of being prepared. The yearly costs should not be significantly different in the subsequent years: on the one hand there may be increased costs due to increased volume of activity, on the other hand in the first two years launch and development will require stronger efforts, which will not be necessary after 2006.

The proposed action should be managed following an **indirect centralised approach**, supporting the operation of national agencies in the terms of Article 54 of the Financial Regulation. The national agencies will be responsible for all activities, including in particular:

- **promotion and launch activities.** These costs will be proportionally higher in these first two years. The Europass transparency framework and the documents brought into it are communication tools, and it is vital to provide adequate support to effective promotion activities. At least one major launch conference and one sustained information campaign should take place in each country in this initial two year period. In large countries it is likely that more events will take place. one major launch conference should be held in each country in this phase. The average cost of the launch conference can be estimated at EUR 60 000. Other activities will include minor events, production and dissemination of booklets, posters, cards, videos and other advertising actions on the various media. In the national agency of an average sized country this activity will probably require at least one full time person in this initial period. The average cost of promotional activities (including the launch conference) can be estimated at around EUR 120 000 for two years, of which about half for personnel costs;
- development and management of the information systems and portals at national level. In particular, the ENAs will have to ensure that all institutions releasing Europass documents are in a position to complete them in electronic form. On average, costs related to the information system for the two year period can be estimated at EUR 100 000, of which about two-thirds for personnel costs and the rest for technical costs, including Internet costs;
- dissemination of Europass documents, support to users and general coordination and network activities. The national agency will directly manage the MobiliPass (which replaces the current Europass-Training), make available and provide support to users for the European CV and the certificate supplement, and should coordinate all activities related to the other Europass documents, which are awarded by higher education institutions (diploma supplement) or made available in different forms (European Language Portfolio). The costs of these activities will vary significantly according to the size of the country, but on average it could be estimated at around EUR 40 000 (personnel costs) on a yearly basis, that is EUR 80 000 for the two year period.

The cost per annum of the operation of a Europass national agency can be estimated on average at EUR 150 000, or EUR 300 000 for two years. At a 50% rate of co-financing, this means that supporting the operation of the national agencies should cost on average **EUR 75 000 per country per year**. For two years and 25 countries this means that **the total of the support to the implementation of the proposed action at national level is EUR 3.750 million**.

As mentioned, one of the activities to be carried out by the national agencies is the management of the MobiliPass, which is a wider version of the current Europass-Training initiative. It is possible to estimate how much it would cost to manage this activity alone, leaving apart all the other tasks related to the Europass framework. For the existing Europass-Training initiative, support to national implementation in 15 Member States involves costs slightly above EUR 1.2 million. This means that, for 25 Member States and for two years, **supporting the existing Europass-Training alone would cost about EUR 4 million**.

However, **the scope of the MobiliPass is very much wider** than that of the existing Europass-Training and its target population is several times larger. As an indication, the yearly number of Erasmus students (more than 100 000), is four times as big as the yearly number of European pathways recorded by the existing Europass-Training. The total number of users of the MobiliPass can be estimated as close to 150 000 per year, compared to the 25 000 yearly recipients of the Europass-Training. The activities demanded to the Europass National Agency in terms of coordination, counselling and advice to sending organisations will increase accordingly, as they will cater not only for a limited share of training institutions, but also for all higher education institutions involved in Erasmus or in any other mobility scheme.

**The comparison makes it clear that the proposed rationalisation will result in increased efficiency: supporting the whole Europass framework will cost as much as supporting the current Europass Training initiative.**

**The costs at European level** are related to the operation of the network (six meetings in two years), to the production of documents in paper form (an estimated 300 000 copies) and the production of a video (costs based on the experience within the Europass-Training initiative: the production of a video concerning both mobility and the Europass-Training cost about EUR 75 000).

### **5.3. Methods of implementation**

The proposed action will be implemented through some activity at European level (network coordination, European information system and Internet site, promotional events and actions) and particularly at national level, through national agencies appointed by national authorities.

Implementation at national level will be supported through operating grants to the national agencies.

## 6. FINANCIAL IMPACT

### 6.1. Total financial impact on Part B - (over the entire programming period)

#### 6.1.1. Financial intervention

Commitments (in EUR million to three decimal places)

Breakdown	2005	2006	2007				Total
Community support to implementation at national level	1.875	1.875					3.750
<b>15 03 01 01 TOTAL</b>	1.875	1.875					3.750

#### 6.1.2. Technical and administrative assistance, support expenditure and IT expenditure (commitment appropriations)

	2005	2006	2007				Total
2) Support expenditure							
a) Studies							
b) Meetings of experts	0.049*	0.049**					0.098
c) Information and publications	0.076	0.076					0.152
Subtotal 2	0.125	0.125					0.250
<b>15 01 04 05 TOTAL</b>	0.125	0.125					0.250

\* 3 network meetings x 1 representative x 25 Member States x 650 = 48 750.

**6.2. Calculation of costs by measure envisaged in Part B (over the entire programming period)<sup>5</sup>**

Commitments (in EUR million to three decimal places)

Breakdown	Type of outputs (projects, files )	Number of outputs (total for years 1...n)	Average unit cost	Total cost (total for years 1...n)
	1	2	3	4=(2X3)
Support to implementation at national level. The activities that the national agencies will carry out include promotional activities (videos, booklets, events), the development and management of the national information system, the dissemination of Europass documents and general network activities. Cf. § 5.2 above. Budget line 15030101 (ex B3 1020)	Operation of the national agency	50	0.075	3.750
Implementation at European level. Budget line 15010405 (ex B3 1020A)	Meetings of NA	6	0.01625*	0.098
	Production of documents**	1	0.090	0.090
	Promotional events and activities (video)	1	0.062	0.062
<b>TOTAL COST</b>		=	=	4.000

\* Cost of one meeting: 25 X 650 = EUR 16 250.

\*\* Production of documents: 300 000 items X EUR 0.300 (average unit cost, taking into account the development cost – graphic, prototypes etc.).

<sup>5</sup> For further information, see separate explanatory note.

## 7. IMPACT ON STAFF AND ADMINISTRATIVE EXPENDITURE

### 7.1. Impact on human resources

Types of post		Staff to be assigned to management of the action using existing and/or additional resources		Total	Description of tasks deriving from the action
		Number of permanent posts	Number of temporary posts		
Officials or temporary staff	A	2		2	Policy development, coordination and management; financial and administrative management; secretarial support.
	B	1		1	
	C	1		1	
Other human resources					
Total		4		4	

### 7.2. Overall financial impact of human resources

Type of human resources	Amount (EUR)	Method of calculation *
Officials	432 000	4 x 108 000
Temporary staff		
Other human resources (specify budget line)		
Total	<b>432 000</b>	

The amounts are total expenditure for twelve months.

### 7.3. Other administrative expenditure deriving from the action

Budget line (number and heading)	Amount EUR	Method of calculation
<b>Overall allocation (Title A7)</b>		
A0701 – Missions	3 300	5 missions x 650* within EU and participating countries
A07030 – Meetings	23 400	3 working groups meetings x 12 participant x 650 = 23 400
<b>Information systems (A-5001/A-4300)</b>		
<b>Other expenditure - Part A</b> (state which)		
Total	<b>26 700</b>	

\* Cost per unit

The amounts are total expenditure for twelve months.

<sup>1</sup> Specify the type of committee and the group to which it belongs.

I.	Annual total (7.2 + 7.3)	EUR 458 700
II.	Duration of action	2 years
III.	Total cost of action (I x II)	EUR 917 400

The needs for human and administrative resources shall be covered within the allocation granted to the managing DG in the framework of the annual allocation procedure.

## **8. FOLLOW-UP AND EVALUATION**

### **8.1. Follow-up arrangements**

Follow-up information will be collected from management data and through surveys carried out at national level. The table of objectives in 5.1.1 indicates, for each objective, the kind of information the will be collected to assess the achievements.

### **8.2. Arrangements and schedule for the planned evaluation**

It is envisaged that every four years after the entry into force of the Decision an evaluation report will be prepared by the Commission, based on an external evaluation.

As it is planned that after 2006 the implementation of the proposed action is continued within the framework of the new generation of programmes that should enter into force in 2007, the first evaluation report should be prepared and financially supported within that framework.

## **9. ANTI-FRAUD MEASURES**

Funding decisions and contracts between the Commission and the beneficiaries provide for *in situ* checks to be carried out on the premises of beneficiaries of a Community grant by the Commission and the Court of Auditors, and bestow the power to require evidence of any expenditure made under such contracts, agreements and legal undertakings within five years following the end of the contractual period.

Beneficiaries are subject to reporting and financial accounting obligations, and these are analysed from the point of view of content and eligibility of expenditure, bearing in mind the purpose of the Community funding, and taking account of contractual obligations and of the principles of economy and sound financial management.

Appended to the financial agreements is information of an administrative and financial nature, designed to specify the kind of expenditure which is eligible under such agreements. Where appropriate, Community coverage of certain cost elements will be limited to items which are real, identifiable and verifiable in the beneficiary's book-keeping arrangements, so as to facilitate checking and auditing (and evaluation for selection purposes) of projects in receipt of funding.