



Second Evaluation of Europass Final Report

1 March 2013

© European Union, 2013

This document has been prepared for the European Commission. However, it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The evaluation team:

Rimantas Dumčius (Project Director), Greta Mackonytė, Gintarė Mažeikaitė, Laura Peciukonytė, Donatas Pocius and Karolis Šaduikis from Public Policy and Management Institute, Dr. Patricia Davies (senior evaluation advisor to the Public Policy and Management Institute), Sebastian Hemmer and Dr. Jochen Reuter from MKW GmbH

Acknowledgements:

The team responsible for this report would like to thank all the interviewees, experts and the officials in the European Commission, Cedefop, EACEA, employees of the National Europass Centres, other organisations and stakeholders who contributed their time, expertise and assistance to us during the research and writing of this report.

Written by:



PUBLIC POLICY AND MANAGEMENT INSTITUTE

Address: Gedimino av. 50,
LT-01110 Vilnius, Lithuania
Tel. +370 5 262 0338
Fax. +370 5 262 5410
<http://www.ppmi.lt>
Director: Haroldas Brožaitis

Table of Contents

Table of Contents	3
Tables and Figures	4
Acronyms.....	6
Summary statement	7
Executive summary	8
Introduction	16
1 Methodology	18
1.1 The intervention logic of Europass	18
1.2 Sources of data and research tools	20
2 Relevance	27
2.1 Relevance to EU policy	27
2.2 Relevance to the needs of actual and potential users	29
2.3 Relevance to the stakeholders.....	31
3 Complementarity and coherence	33
3.1 Youth Pass and Professional Card	33
3.2 Related EU initiatives for transparency and mobility	35
4 Effectiveness	38
4.1 Use and usefulness of Europass documents	39
4.2 Europass CV	41
4.3 Europass Language Passport.....	43
4.4 Europass Certificate Supplement	45
4.5 Europass Diploma Supplement	46
4.6 Europass Mobility Document	47
4.7 Increased awareness	48
4.8 Developed Europass stakeholders' network.....	51
4.9 Areas for further development of Europass initiative	52
5 Impact	56
5.1 The contribution to facilitating mobility for lifelong learning and occupational purposes	56
5.2 Other contributions of Europass	60
5.3 European added value	61
6 Efficiency	62
7 Governance.....	65
7.1 Management and co-ordination	66
7.2 Contracting and grant management.....	67
7.3 Provision of expertise to Europass development and implementation	69
7.4 Implementation through the Network of the National Europass Centres	70
8 Sustainability	72
9 Conclusions and Recommendations.....	75
Annexes	81
Annex 1: Terms of Reference	81
Annex 2: Survey questionnaire for the NECs	93
Annex 3: Survey questionnaire for the EU-level stakeholders	104

Annex 4: Survey questionnaire for the actual and potential end-users of Europass	113
Annex 5: Survey questionnaire for the national stakeholders.....	126
Annex 6: All survey findings.....	142
Annex 7: Interview guidelines for the key national stakeholders	142
Annex 8: Interview guidelines for the NECs.....	144
Annex 9: List of interviewees	147
Annex 10: Quantitative NEC performance indicators.....	150
Annex 11: Dissemination Plan Europass evaluation 2012	150

Tables and Figures

Tables:

Table 1: Interview programme	21
Table 2: Summary of survey samples, numbers of respondents and response rates ..	21
Table 3: The respondents of the Europass stakeholders' surveys by type of actor (national and international)	22
Table 4: The respondents of the National Europass stakeholders' survey by EU membership status	22
Table 5: The respondents of the International Europass stakeholders' survey by type of actor	22
Table 6: The respondents of the Europass end-users' survey by nationality	23
Table 7: The respondents of the Europass end-users' survey by EU membership status	24
Table 8: The respondents of the Europass end-users' survey by gender	24
Table 9: The respondents of the Europass end-users' survey by age	24
Table 10: The respondents of the Europass end-users' survey by educational achievement	24
Table 11: The respondents of the Europass end-users' survey by educational/occupational status.....	24
Table 12: The respondents of the Europass end-users' survey by usage of Europass documents.....	25
Table 13: Validity of the methodology	26
Table 14: Relevance of Europass documents to the stakeholders. To what extent Europass documents meet the needs of your organisation?.....	32
Table 15: Total visits to the Europass website and % change compared to total visits in the previous year and in 2011 compared to 2006.....	39
Table 16: Usefulness of the Europass documents to the stakeholders.....	39
Table 17: Usefulness of Europass documents to end-users in making individual competences more comparable	40
Table 18: Usefulness of the Europass CV for presenting qualifications and competences of its end-users in a clearer way	42
Table 19: Usefulness of the Europass CV to its end users for different purposes	43
Table 20: Usefulness of the Europass Language Passport for using it for concrete purposes, seen by its end-users	45
Table 21: The most popular dissemination mechanisms for different Europass documents.....	48
Table 22: Comparisons of mobility experience among the respondents.....	57
Table 23: International mobility levels among the surveyed mobile and non-mobile users of the Europass documents according to the purpose of use	58
Table 24: Users of the Europass documents according to their age	58

Table 25: Users of the Europass documents according to their educational attainment	59
Table 26: Users of the Europass documents according to their educational/ occupational status	60
Table 27: Countries according to the number of Europass Mobility documents issued in 2011 per 100 000 working age population	64

Figures:

Figure 1: The intervention logic of Europass.....	19
Figure 2: The EU initiatives contributing to transparency of qualifications and skills ..	20
Figure 3: Relevance of Europass documents to the unemployed during the first and the second evaluation of Europass	30
Figure 4: The number of the issued Europass Mobility documents.....	47
Figure 5: Cooperation between the NECs and NCPs of other European initiatives	50
Figure 6: Centrality of Europass in the transnational stakeholders' network	51
Figure 7: Europass in 2013	53
Figure 8: The NECs' cooperation experience with DG EAC	67
Figure 9: The NECs' cooperation experience with EACEA.....	68
Figure 10: Network of the NECs with reciprocal connections.....	71
Figure 11: Share of disbursed contracted funding in the Europass countries.....	73

Acronyms

ANSJ	EU flagship initiative 'An Agenda for new skills and jobs'
Cedefop	European Centre for the Development of Vocational Training
DG EAC	Directorate General for Education and Culture
EACEA	Education, Audiovisual and Culture Executive Agency
EAV	European added value
EC	European Commission
ECS	Europass Certificate Supplement
ECTS	European Credit Transfer System
ECV	Europass CV
ECVET	The European Credit system for Vocational Education and Training
EDS	Europass Diploma Supplement
EM	Europass Mobility
EQF	European Qualifications Framework
ESCO	European Skills, Competences and Occupations classification
ESP	European Skills Passport
ETF	European Training Foundation
ET 2020	Education and Training 2020
EU	European Union
EURES	European Job Mobility Portal
Euroguidance	European network of national resource and information centres for Guidance
GDP	Gross Domestic Product
HEIs	Higher Education Institutions
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education
LLL	Lifelong Learning
LLP	Lifelong Learning Programme
MoE	Ministry of Education
MS	Member State
NA	National Agency
NARIC	National Academic Recognition Information Centres
NCP	National Contact Point
NEC	National Europass Centre
NQF	National Qualifications Framework
ToR	Terms of Reference
VET	Vocational Education and Training
WG	Working Group

Summary statement

The Europass initiative is highly successful overall. It is strongly embedded within the EU strategic policy framework for education and training and over the evaluated period became ever more relevant to its intended users and stakeholders. All the related European transparency and mobility tools and initiatives are complementary and coherent with Europass, although full synergies with EQF, ECVET and ESCO are still to be achieved.

The Europass implementation structure has proved itself, evidenced by a sharp rise in the awareness, usage and appreciation of Europass documents (particularly of Europass CV) for their professional look, international recognition and convenience. This strong increase in usage was possible due to stable levels of funding. Overall Europass documents increased the transparency of skills and qualifications and exerted a positive influence on international and domestic mobility alike.

Despite great advances in using all Europass documents, the Europass Diploma Supplement and Certificate Supplement were still unknown by a large proportion of their intended users. Their target group is very large and comprehensive coverage will take years of sustained progress. New developments in Europass including the introduction of the European Skills Passport as a portfolio for all documents, Europass Experience and a new ICT module in the Europass CV are welcomed by National Europass Centres, stakeholders and users.

Europass has been a generally well-run initiative apart from some gaps in the monitoring arrangements. Monitoring is not properly resourced and more systematic use of quantified targets should be pursued.

The national planning of promotion activities and their harmonisation through the network of the national Europass Centres should be reinforced to facilitate the development of advanced common approaches to delivering Europass documents to different types of target groups. Particularly the ways of accessing, developing and using Europass documents for disadvantaged groups (predominantly those with low levels of computer literacy, lower qualified, unemployed and immigrants) should be strengthened.

The Europass initiative is highly dependent on EU funding and the availability of matching national co-financing. Given its significant European added value, Europass should be maintained as a European policy initiative and efficiently resourced.

Executive summary

Purpose of the evaluation

In March 2012 the European Commission contracted the Public Policy and Management Institute to carry out the second evaluation of Europass in the context of the Decision 2241/2004/EC of the European Parliament and the Council of 15 December 2004, which stated that independent evaluations of the Europass initiative should be carried out every four years starting in 2008. The purpose of the present evaluation is to analyse the current role and tasks of Europass and its different documents within the current European policy framework and to suggest future Europass developments in synergy with related European initiatives and policies. The findings of this evaluation may contribute to a possible revision of the Europass legal basis in the near future.

The Europass initiative

The single European framework for the transparency of qualifications, Europass, was established by the Decision 2241/2004/EC of the European Parliament and the Council of 15 December 2004. The framework currently comprises five documents:

- the *Europass Curriculum Vitae* (completed by any individual to report on his/her qualifications, professional experience, skills and competences);
- the *Europass Language Passport* (completed by any individual to report on her/his language skills);
- the *Europass Certificate Supplement* (issued by the authorities that award vocational educational and training certificates, to add further information on these certificates to make them more easily understandable especially by employers or institutions outside the issuing country);
- the *Europass Diploma Supplement* (issued by higher education institutions to their graduates along with their degree or diploma to make these educational qualifications more easily understandable, especially outside the country where they were awarded); and
- the *Europass Mobility Document* (for recording any organised period of time that a person spends in another European country for the purpose of learning or training –completed by the home and host organisation).

The overall objective of the initiative is to increase the mobility of people in Europe for education and employment purposes. This is being achieved chiefly by increasing awareness of and access to transparency instruments amongst learners, teachers and trainers, employees and employers, volunteering organisations and admission staff of educational institutions. The initiative is implemented across Europe by the network of National Europass Centres, Cedefop, with the support from Education, Audiovisual and Culture Executive Agency under the overall management of the European Commission.

Methodology of the evaluation

The evaluation used a number of established data collection and analysis methods and techniques to provide its conclusions and recommendations. These included desk research, interviews, surveys, descriptive and inferential statistics, and social network analysis. Desk research included EU policy documents, previous studies and evaluations related to the Europass initiative, reports and procedural documents,

documents from the Europass e-Community as well as working documents from the National Europass Centres (NECs). 48 interviews were conducted at European and national level with the representatives of organisations implementing Europass and all types of Europass stakeholders. Four separate but complementary surveys – of NECs' representatives, national Europass stakeholders, international Europass stakeholders, and actual and potential individual end-users of Europass documents were carried out. The latter survey reached over 17000 respondents. Data from the stakeholder surveys were used to analyse the characteristics of the Europass stakeholder network and the network of the National Europass Centres.

The conclusions and recommendations of the evaluation are divided according to the key evaluation topics – relevance, complementarity and coherence, effectiveness, impact and European added value, efficiency, governance, and sustainability. All the data collection tools and distribution lists, and the survey findings in full, are included in the main report as annexes.

Relevance

Both the general aim of Europass to facilitate and increase mobility throughout Europe for lifelong learning and occupational purposes and its more specific objectives (to increase awareness of and access to transparency instruments amongst learners, teachers, trainers, employers and admission staff of educational institutions; to improve the communication impact of existing transparency instruments; to improve information on issues related to transparency and mobility; to inspire the development of additional transparency instruments) fit the strategic priorities of the Europe 2020 strategy and Education and Training 2020.

In particular Europass addressed the need to make work experiences and learning outcomes more transparent and comparable, helping employers and education providers to select the best candidates. Greater transparency and comparability contributes to greater mobility of learners and workers, and this in turn helps to improve the match between supply and demand in the European education and training area and labour market. Mobility is also linked to competitive pressures on education and training providers, which then stimulate improvement in the quality and efficiency of their services - the key goals of Education and Training 2020. Mobility is also related to greater flexibility in the labour market, leading to shorter unemployment periods and supporting faster job creation, as sought by the Agenda for New Skills and Jobs – a flagship initiative under the Europe 2020 strategy.

The Europass documents were relevant to all the groups of stakeholders (including employers and trade unions) and met the needs of the vast majority of the users regardless of their age and educational achievements (around 80% throughout all age and educational attainment groups). The end-user survey also revealed a significant increase (on average by 51 percentage points) in the relevance of Europass documents to the unemployed compared to the first evaluation of Europass in 2008. This remarkable achievement is explained by improved networking in many countries between the NECs and public employment services making Europass information and guidance more accessible to the unemployed. Evidence showed that this group had both the greater need for Europass documents to support job search but were also less able to use them due to lower computer literacy skills and lower ability to describe their competences in the way required, along with lower access to the internet.

Coherence and complementarity

The Europass and Youth Pass (a self-assessment certification tool for youth work) were complementary, but an overlap between Youth Pass and Europass Mobility and (in the future) Europass Experience documents exists, as the documents essentially recorded similar types of experiences (although Youth Pass does so only in relation to the experiences under Youth in Action programme).

The future Professional card, easing the recognition of professional qualifications for internationally mobile specialists, will not overlap with Europass due to its completely different nature: it has a legal status and is connected to the Internal Market Information System (IMI).

Other European initiatives were complementary to Europass, including the European Qualifications Framework – EQF, the European Credit system for Vocational Education and Training – ECVET and European Credit Transfer System – ECTS (integrated into the Europass Diploma Supplement). The same applied to the European Skills, Competences, qualifications and Occupations taxonomy (ESCO), although this was still in the early stages of development and NECs were not well informed about it.

The integration of EQF, ECVET and ESCO into Europass documents was expected as implementation of these instruments progressed. Some countries had already begun to issue the relevant Europass documents (the Diploma and Certificate Supplement) with an indication of EQF levels. Stakeholders and national EURES representatives suggested that for the current users of EURES, the Diploma and Certificate Supplements, as well as the CV were the most useful Europass documents.

Almost all the European transparency and mobility tools had their own portal. The review of the existing portals revealed that while they had some points of convergence (such as the CV-Online tool helping EURES users to create their Europass CV on EURES website), they were not sufficiently well connected when there was overlap between target groups, which made it more difficult for potential users to access relevant information, documents and services. In addition to these portals related to specific tools, the Portal on learning opportunities PLOTEUS also has a potential to be better connected to Europass portal.

Effectiveness

Overall, the Europass initiative was very effective over the period between 2008 and 2012. A growing number of visits to the Europass website is a good indicator of increasing knowledge and usage of the Europass documents, and analysis of Europass website activity reports showed that by 2012, in comparison with the year 2006, the number of website visits had increased 4.2 times or by 419.4%. The Europass website was also positively evaluated by stakeholders: 64% of them deemed it user-friendly, clear and successful in providing useful and sufficient information.

Europass documents were useful for presenting individual knowledge, skills and competences in a clear way, making the individual competences more comparable across countries and across sectors as well as in easing the candidate selection processes for employers and educational institutions. This view was largely shared: on average 68% of surveyed stakeholders and NECs agreed with these statements to a moderate, large or very large extent.

Promotion and dissemination activities, the network of NECs and the Europass website were successful in raising awareness about the Europass initiative and contributed to its success over the evaluated period. Stakeholder data showed that NECs performed well and were the main actors in raising awareness about Europass and providing necessary information to all interested parties (roughly 74% of surveyed stakeholders expressed this view). NECs employed diverse mechanisms for Europass promotion and dissemination, but the most popular were not always the most effective. Printed materials were used most, but less well used dissemination mechanisms reached and met the needs of some potential users better, for example, direct face-to-face consultation or guidance services provided in NECs were the most effective mechanisms for reaching low-skilled and older people. Social media, video tutorials, games and even organising flash mobs are good practice examples of engaging potential younger and better educated users. End-users survey data revealed that almost 86% of those aged 21-49 first heard about the Europass through the internet, i.e. through Europass website or other websites.

NECs co-operated successfully with almost all types of relevant stakeholders in promoting Europass. They developed close co-operation with ministries of education and labour, national contact points for Euroguidance and EURES, the national agencies for the Lifelong Learning Programme, national public employment services, the Eurodesk centres, which helped to embed, promote and enhance the usage of Europass documents. Co-operation took many forms including joint working groups, cross-referencing of information on organisational websites, exchange of information, joint events and publications. Also, many NECs were well connected to some business associations, some of which became active promoters of Europass documents. The main cooperation factors that influenced the success of implementation of the Europass initiative were: the placement of similar European initiatives in the same organisation as the NECs (e.g. 92% of NECs placed in the same institution as Euroguidance said their collaboration was steady or close, compared to 67% of other NECs), the representation of NECs in the coordination bodies of other relevant initiatives, and the pooling of resources in dissemination of information on Europass.

Despite remarkable achievements over the evaluated period, the lack of knowledge about the existence of Europass documents and their purposes was the main reason why non-users of Europass documents did not use them. Almost 61% of surveyed non-users reported that they had never heard of Europass documents. This problem was also often mentioned by national stakeholders. The obstacle to higher awareness was mainly low intensity or poor targeting of promotion and networking activities due to limited resources and/or lack of promotion and networking know-how in the NECs. Collaboration potential between NECs and private job placement agencies, employer and trade union associations was generally less well exploited in most countries.

The announced new developments in the Europass initiative (introduction of the Europass Experience, a new ICT module in the Europass CV and the European Skills Passport as a joint folder for all documents) were all viewed positively. On average 77% of all types of respondents (NECs, stakeholders and end-users) supported the Europass Experience and 78% supported the introduction of an ICT module in the Europass CV.

However, the idea of extending the Europass Diploma Supplement to all doctorates did not receive comprehensive support and should not top the priority list of Europass implementation structure. While most respondents from NECs and doctoral degree holders strongly supported the idea, the majority of interviewed stakeholders viewed it with scepticism. The highly individualised doctoral qualifications were considered difficult to record on a unified template.

Impact

The Europass initiative played an important role in helping people to gain various learning opportunities across Europe. End-users revealed that Europass had contributed to helping people change their job or location (CV, Language Passport and Certificate Supplement were all reported to be instrumental in this by more than 60% of their surveyed users) and gain learning opportunities such as admission to educational institutions (46.3% of Certificate Supplement users, 49.9% of Language Passport users, and smaller proportions of surveyed users of other documents). Moreover, Europass played an important role in mobility within the same country (40% of surveyed users were domestically mobile).

Although younger people were proportionally the age group that used the Europass documents most (82.7% of surveyed end-users were younger than 36), the extent of the Europass impact on occupational / educational experience was mixed within all age groups. Unemployed (12.8%) and volunteers (1.1%) were the group of users who used it least and also experienced the lowest impact of the documents aggregated for all purposes of use (with the exception of Certificate Supplement).

Aside from mobility impacts, Europass had a “pedagogic impact” as it motivated individuals to reflect on their own skills and competences in a new way, and to communicate them in a clearer way. Moreover, the Diploma Supplement and Certificate Supplement were important tools helping educational institutions to orient and structure their educational programmes better.

The most important European added value of Europass was the creation of international, recognised and uniform tools for transparency of qualifications and skills and for mobility at European level. International recognition of the documents and their strong brand image was also the key reason why end-users chose Europass documents and not alternatives. Moreover, the possibility to use the documents as a portfolio and their focus on learning outcomes were particularly important unique features of Europass documents.

Governance and Efficiency

A strong growth in efficiency was observed in terms of the promotional activities undertaken by the NECs and the usage of Europass documents. Whilst the funding provided by the EU and national sources stayed rather stable over the period of 2008-2011, the numbers of Europass CVs created online, templates downloaded, visits to the Cedefop website as well as the number of Europass Mobility documents issued steadily increased.

National differences in the use of each Europass document might indicate somewhat differing efficiency levels of NECs, but some are most plausibly explained by a variation in demand for Europass documents due to differing contexts and differing priorities of key stakeholders in different countries. Some NECs experienced a shortage of human resources, staff changes, and lack of support for Europass from relevant national authorities.

Overall Europass had an effective implementation structure. Its constituent organisations demonstrated improved cooperation over the evaluated period and engaged stakeholder organisations in the implementation of Europass, which facilitated the increase in the effectiveness and efficiency of Europass referred to above.

The ultimate responsibility for the management and co-ordination of Europass rested with the European Commission, in its Directorate General for Education and Culture (DG EAC). The management of the operating subsidies granted to the national Europass Centres and the monitoring of the NEC network was delegated to the Education, Audiovisual and Culture Executive Agency (EACEA). The Agency did well in the management of the operating subsidies granted to the NECs, although the Europass Activity Reports for 2009, 2010 and 2011 falling under its monitoring responsibility were not delivered by the time this report was written. Europass also lacked quantified targets as the basis for monitoring and evaluation, which could now be developed on the basis of existing monitoring data and repeated survey measurements carried out in successive external evaluations. Cedefop performed well its functions of managing the Europass website and of providing support to NECs in developing their national websites. Upon request from the European Commission, Cedefop also successfully contributed its expertise to the conceptual development of Europass, its individual documents and implementation tools and provided guidance on their implementation.

The EU co-financed network of National Europass Centres was a relevant and effective model for the implementation of Europass at national level, as evidenced by a spectacular overall growth in the usage and appreciation of Europass documents. All the data evidenced the effectiveness of the NECs in promoting Europass directly and by engaging relevant stakeholders, whose contribution to promotion and management of Europass documents was a critical success factor. The promotion and networking activities at national level were planned separately in each country. The advantage of this was that it enabled local circumstances to be taken into account. However, the levels of understanding on what types of promotion tools were generally more suitable for the different types of target groups varied significantly as shown by a widespread reliance on passive communication and printed materials that were generally ineffective. Therefore communication guidelines could usefully be developed.

Sustainability

The Europass implementing structure is highly dependent on EU funding and vulnerable to changes in its levels and in the ability of Member States to match the EU allocations with similar national contributions. For example, the Romanian NEC could not utilise the full amount of grant allocated because it could not be matched by national funding. With a continuing grim economic outlook and austerity measures throughout Europe, more countries might face this problem. 32 of 35 NECs indicated that they would not be able to continue their functioning if the EU funding stopped and for most it would inevitably lead to cutting staff. Private actors lacked incentives to finance Europass, since it was seen as a public good. In the absence of viable financing alternatives it is clear that the Europass structure would be unlikely to deliver similar results in the future if EU funding were discontinued.

Main recommendations

The main recommendations of the evaluation are as follows:

1. **Further development of Europass documents to meet the newly emerging needs of users:** The layout, design and content of Europass documents should be reviewed and refreshed on a regular basis so that the documents remain contemporary and attractive to current and future users. Europass CV template should have a more pronounced and explicit modular layout (including ICT module), a template for a motivation letter, more tips on how to include only relevant information.

2. **Improving accessibility of Europass to disadvantaged groups:** NECs in co-operation with relevant national stakeholders should develop and/or strengthen alternative ways of reaching disadvantaged individuals who lack computer skills, internet connection and/or experience in documenting and presenting their skills and competencies. This group of individuals is overrepresented among long-term unemployed and the lower qualified young people, older people and immigrants. Public Employment Services and the EURES centres should always promote the Europass documents to the job seekers.
3. **Convergence with other European initiatives:** The Europass Mobility document and the Youth Pass could be subsumed within the newly developed Europass Experience document. The implementation of the EQF, ECVET, ECTS, ESCO, and the activities of Euroguidance could be very closely followed by Europass centres serving the citizens. Better convergence could be sought between Europass, EURES, EQF, ESCO and other relevant portals such as the Portal on learning opportunities PLOTEUS. Ideally users should be able to access everything they need through a one stop shop, which would help them describe their qualifications, competencies and skills, and to find vacancies and learning mobility opportunities. The EURES portal would benefit from a possibility to upload other Europass documents, particularly the Diploma Supplement and Certificate Supplement to the personal online EURES account.
4. **Strengthening communication and promotion activities of Europass:** Europass promotion and dissemination activities should be more differentiated focussing on specific target groups and their needs. Europass promotion and dissemination activities should be more differentiated focussing on specific target groups and their needs. Common guidelines and promotion approaches could be developed for the different Europass documents and their target groups to facilitate the exchange of good practices among NECs. NECs should work further to strengthen their co-operation with all key stakeholders, but particularly associations of employers and trade unions. The Commission and the NECs should explore new ways to promote various Europass documents through established European networks (e.g. EURES, Euroguidance and NARIC).
5. **Improving the governance of Europass:** Wherever windows of opportunity open national governments should place National Europass Centres (if they are not already placed) within the national organisations running other (ideally several) European programmes, initiatives and centres that are related to transparency and comparability of qualifications and skills in Europe and/or providing information on the mobility opportunities offered by the European Union (e.g. Lifelong Learning Programme, Euroguidance, NARIC, national reference points for vocational qualifications, and Eurodesk). The European Commission should strengthen the monitoring function of Europass so that Annual Activity Reports are delivered on time. It should also set realistic quantified targets against which the progress of the initiative could be monitored and evaluated in the future.
6. **Maintaining Europass as European initiative and ensuring sufficient resources for achieving its aims:** Europass has to be maintained as a European initiative and adequate funding is necessary to guarantee the sustainability of the initiative. The level of funds earmarked for promotional activities should be increased, and the efficiency of their use should be enhanced. The ability of national budgets to match the grant allocated by the EU should be followed very

closely by the European Commission through EACEA and receive due attention in case of failure.

Introduction

Europass was established through a specific EU legislative act, Decision 2241/2004/EC (the "Europass Decision"), which was adopted on 14 December 2004 and came into force on 1 January 2005. The initiative aimed to increase the transparency of skills and competences to make their transfer easier and thus support higher mobility levels in the European labour market and education systems. The main tools of Europass were five documents that helped describe skills and competences: Europass CV, Europass Language Passport, Europass Certificate Supplement, Europass Diploma Supplement and Europass Mobility Document.

The purpose of the current (second) evaluation of Europass was to measure the progress and performance of Europass initiative since the start of the implementation of the Europass initiative in 2005, with a particular focus on the period 2009-2012 (see Annex 1 for the Terms of Reference). The current evaluation addressed a number of evaluation questions which are answered under different thematic chapters in the report (see the table and description below).

Chapters in the report / evaluation issues	Evaluation questions
Relevance	<ul style="list-style-type: none"> To what extent are the Europass objectives and achievements pertinent for the current goals of the European strategy for education and training (as stated in the European Education and Training 2020 framework) and of the Europe 2020 strategy, in particular to its flagship initiatives 'An Agenda for new skills and jobs' and 'Youth on the Move'?
Complementarity and coherence	<ul style="list-style-type: none"> To what extent is the current Europass framework and design relevant and complementary to other European tools that aim to increase the transparency and comparability of skills and competences? How can cooperation and coordination with national contact points for the implementation of other European tools, such as EQF National Coordination Points, Euroguidance and others be enhanced?
Effectiveness	<ul style="list-style-type: none"> How did the Europass initiative achieve its outputs planned for the evaluated period? Should the Europass Diploma document incorporate in the future specific aspects related to doctoral education, including research components and PhD defence? If so what adjustments would be needed to the current document? What would be the added value of such approach? What would be the best future format for the Europass Mobility document and the new document to be developed by the end of 2012, taking into account that both will identify and register at European level skills and knowledge acquired in very similar learning experiences? What would be the added value of such approach? The option of merging of the two documents into a single one should be explored. To what extent have the five Europass documents been accomplishing their mission of improving transparency of qualifications and competences? What is the knowledge and appreciation of the different Europass documents among its end-users and intended recipients (employers, recruitment professionals, guidance services, educational staff, trade unions)? Which factors influence the use or non-use of the Europass documents by these end-users and recipients? How can Europass' potential be further exploited? How can the cooperation with employment services and other Europass stakeholders at both national and European level be further developed? What factors limit or may limit in the future the success/efficient implementation of Europass? How to attract to Europass new or weakly represented stakeholders such as the volunteering sector? How can Europass better serve the needs of specific target groups such as unemployed, migrants etc.?
Impact and European added value	<ul style="list-style-type: none"> To what extent have the five Europass documents been accomplishing their mission to facilitate mobility for lifelong learning and occupational purposes? What is the European added value of the Europass initiative in the current

Chapters in the report / evaluation issues	Evaluation questions
	context?
Efficiency	<ul style="list-style-type: none"> Is the management by the beneficiaries cost-effective? To what extent is the level of funding considered appropriate, from the Commission's as well as the beneficiaries' points of view?
Governance	<ul style="list-style-type: none"> Is a network of co-financed national centres the most appropriate model to run Europass? Are the current monitoring arrangements, and in particular the administration of the Europass grants by the EACEA, sufficient to support a sound and effective management of the action? Are the implementation mechanisms – including the network of NECs and the European Internet portal – fulfilling satisfactory their mission, including the dissemination and promotion of the Europass?
Sustainability	<ul style="list-style-type: none"> To what extent are the positive effects that have been achieved likely to last if the EU support would be withdrawn? What other funding sources could be used to support/sustain the Europass?

The section on *Relevance* in this evaluation report explores the extent to which Europass objectives were pertinent to EU policy priorities set in the Education and Training 2020 framework and the Europe 2020 strategy (in particular the flagship initiatives 'An Agenda for new skills and jobs' and 'Youth on the Move'). The report also analyses how the initiative addressed the needs of its target population.

The *Complementarity and coherence* section of the report looks into complementary of Europass to other European initiatives and tools that also contribute to increased transparency, comparability of skills, competences and to mobility in Europe. The examined initiatives included European Qualifications Framework (EQF), European Credit system for Vocational Education and Training (ECVET), European Credit Transfer system (ECTS), Professional Card, Youth Card, European Skills, Competences and Occupations taxonomy (ESCO), European Employment Services (EURES) and Euroguidance. The analysis focuses on finding ways to improve synergies between all the main European efforts in the area.

The *Effectiveness* section analyses the extent to which Europass is delivering planned outputs and reaching its operational objectives. The *Impact and European added value* section looks further to assess if reaching operational objectives also led to achieving the strategic objectives of Europass. The analysis also attempts to define the net contribution of Europass to achieving broader EU policy goals.

The *Efficiency* section analyses inputs and outputs of Europass and the relationship between them. It reveals trends in efficiency over the evaluated period and limiting administrative factors. The section on *Governance* takes this analysis further by assessing the management functions of Europass and performance of key actors in Europass implementation structure. The analysis covers the management and co-ordination, contracting, grant management and monitoring functions, the provision of policy expertise and the implementation of the initiative through the network of the national Europass centres (NECs).

The *Sustainability* section analyses the extent to which Europass would be sustainable without EU support and assesses the role and potential of alternative sources of funding to develop and implement Europass documents.

The evaluation covers the period from the start of the implementation of the Europass initiative (2005) until the signature of the contract referring to this evaluation assignment in the beginning of 2012, but particular focus was given to the period of

2009-2012 i.e. since the first evaluation was completed in 2008. Furthermore, it encompassed all the tasks and countries foreseen by the Decision 2241/2004/EC.

1 Methodology

1.1 The intervention logic of Europass

This section presents the intervention logic of Europass, which was used as the basis for its evaluation and particularly for analysing its effectiveness in delivering outputs, results and impact. The intervention logic encompasses and reflects all the core activities and expected effects of the initiative in a systematic way (see

Figure 1). The logic was constructed based on the aims and objectives outlined in the Europass Decision, as well as interviews with and feedback from the representatives of organisations implementing Europass.

As stated in the Europass decision, the aim of the Europass framework is to facilitate and increase people's mobility for lifelong learning and occupational purposes between the countries of Europe as well as across sectors, by clearly documenting skills, competences and knowledge. Thus international as well as domestic mobility is the core goal of Europass. It is expected that high transparency of skills and competences will make their transfer easier and, as a result, will contribute to the higher mobility levels in the European learning and working environments.

The specific objectives of Europass are¹:

- To help to increase awareness of and access to transparency instruments amongst learners, teachers, trainers, employers and admission staff of educational institutions;
- To improve the communication impact of existing transparency instruments;
- To improve information on issues related to transparency and mobility;
- To inspire the development of additional transparency instruments.

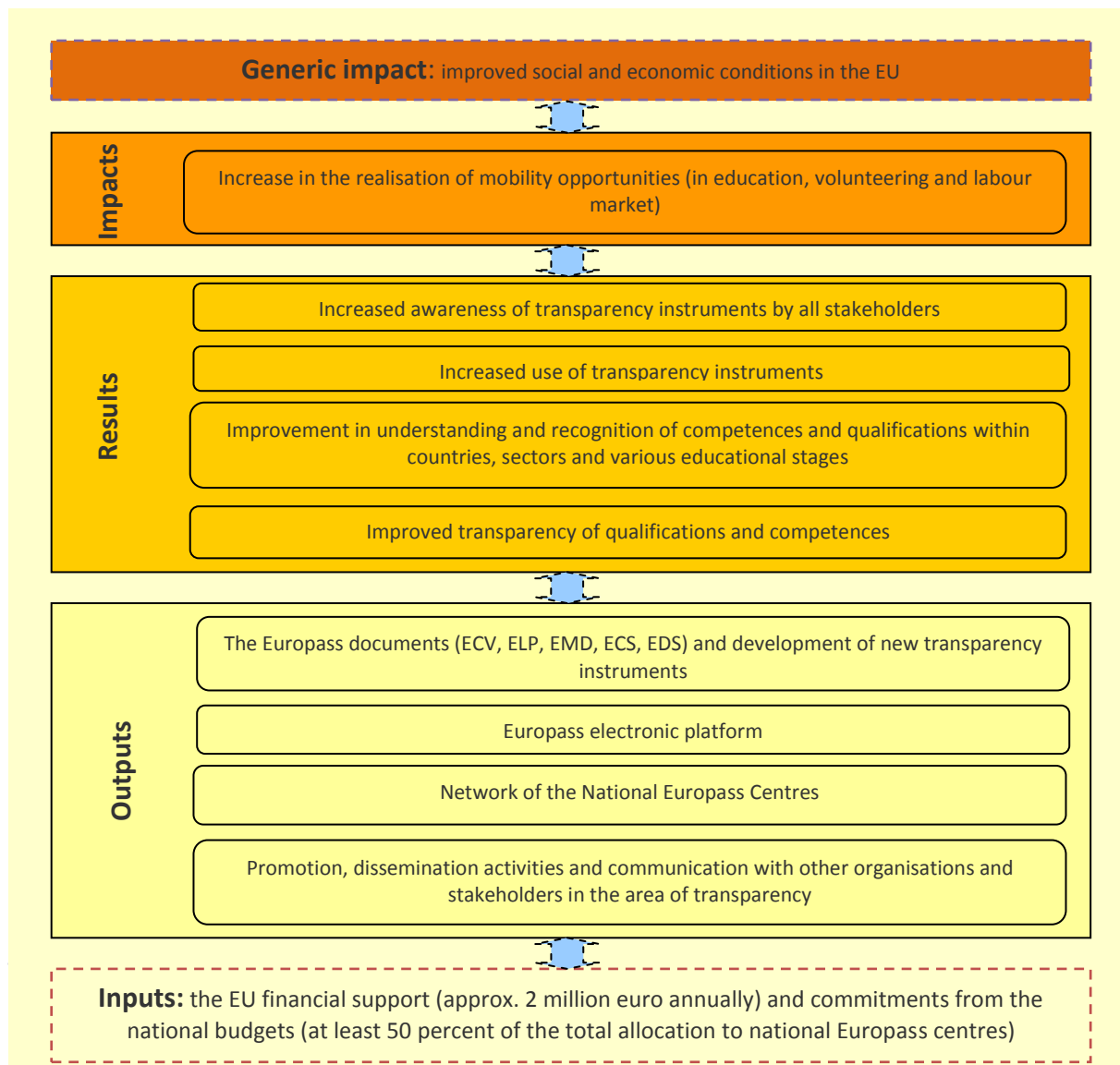
The operational objectives of Europass are²:

- To bring together five documents that have been developed at European level;
- To provide a comprehensive tool for users based on an accessible electronic format;
- To support European policy developments related to the transparency of competences and qualifications.

¹ Although the specific objectives are not explicitly pointed out in the Decision 2241/2004/EC, they were reconstructed by ECOTEC during the first evaluation of the Europass (2008) and validated by the EC, Cedefop and the Council of Europe.

² Although the operational objectives are not explicitly pointed out in the Decision 2241/2004/EC, they were reconstructed by ECOTEC during the first evaluation of the Europass (2008) and validated by the EC, Cedefop and the Council of Europe.

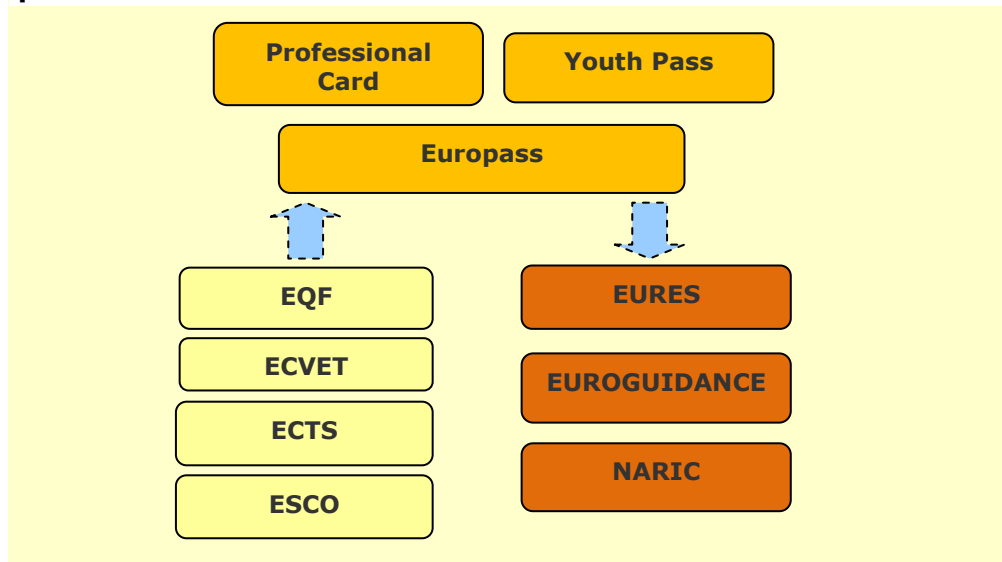
Figure 1: The intervention logic of Europass



The Europass initiative is closely intertwined with other EU-level policy initiatives (see the Figure 2 below). Firstly, it is meant to be complementary with Youth Pass (the initiative helping to document non-formal and informal experiences of young people and helping to increase their consciousness in preparation for their career in the framework of EU programme Youth in Action) and Professional Card (a future legal recognition instrument for the regulated professions in the EU internal market). Secondly, Europass is related to other European instruments that aim at the transparency of qualifications and skills. For example, Europass documents may record the European Qualifications Framework (EQF) level of acquired qualifications and/or may indicate acquired skills and competences using the European Credit system for Vocational Education and Training (ECVET) or the European Credit Transfer and Accumulation System (ECTS). As of 2017 the European Commission plans to produce the European Skills, Competences and Occupations classification (ESCO) as a shared interface between the worlds of employment, education and training opening new opportunities also for the easier development of Europass documents. Finally, Europass may be used by European services that support citizens to better present or use their skills and competences. These include the European job mobility network

and portal (EURES), the Euroguidance network, the National academic recognition information centres (NARICs) and potentially other relevant actors. The synergies between different EU initiatives and tools are examined in detail in the sections of this report on *Complementarity and coherence* and *Effectiveness* of Europass.

Figure 2: The EU initiatives contributing to transparency of qualifications and skills



Source: compiled by the authors.

1.2 Sources of data and research tools

The evaluation used a number of established data collection and analysis methods and techniques to provide its conclusions and recommendations. These included desk research, interviews, surveys, descriptive and inferential statistics, and network analysis (all the data collection tools – the various survey questionnaires and interview guidelines – and distribution lists are included as annexes to this report). Desk research included EU policy documents, previous studies and evaluations related to the Europass initiative, reports and procedural documents, documents from the Europass implementation e-Community as well as working documents from the National Europass Centres. The evaluator conducted a number of interviews at European and national level with the representatives of organisations implementing Europass and all types of Europass stakeholders. Four separate but complementary surveys – of NECs’ representatives, national Europass stakeholders, international Europass stakeholders, and actual and potential individual end-users of Europass documents were carried out. In the latter survey particular attention was given to 6 countries – Germany, Ireland, Lithuania, Norway, Romania and Spain – that broadly represent the diversity of countries implementing Europass. In these countries the survey questionnaires were distributed not only through Europass websites, but also through a broad network of Europass stakeholders and social media.

1.2.1. Interviews

Interviews were the key tool for developing an in-depth understanding of the performance of the Europass initiative and the functioning of its implementation

network. The data collected during interviews included information on the experiences and perceptions of the EC officials responsible for Europass, the NECs and other relevant stakeholders involved in the implementation of the Europass initiative. All completed interviews were semi-structured and adapted to different target groups. The evaluator conducted 37 interviews at national level and 11 interviews with EU-level organisations (see Table 1 below and the list of interviewees in Annex 10).

Table 1: Interview programme

EU level stakeholders	National stakeholders by country						Total
	LT	DE	NO	IE	ES	RO	
11	7	8	4	4	7	7	48

Source: compiled by the authors.

1.2.2. Surveys, statistical and network analysis

Four separate but complementary surveys were carried out:

- The survey of the representatives of the National Europass Centres (conducted May 15 2012 - June 30 2012);
- The survey of national Europass stakeholders (May 23 2012 - June 30 2012);
- The survey of international Europass stakeholders (30 May 2012 - 30 June 2012);
- The survey of the actual and potential individual end-users of Europass documents (June 7 2012 - July 28 2012).

The full results of these surveys are included as Annex 6 to this report. The summary of survey samples, numbers of respondents and response rates are provided in the Table 2 below.

Table 2: Summary of survey samples, numbers of respondents and response rates

Organisations and respondents surveyed		Sample / Population	No. of respondents	Response rate
National Europass Centres		35	35	100%
Europass stakeholders ³	National	~1946	268	~13.4%
	International	~125	19	~15.2%
Potential end-users of Europass		unknown	17239	unknown

Source: compiled by the authors.

The response rate of the representatives of the *National Europass Centres* (NECs) was 100% reflecting their particularly close professional involvement with Europass and the importance attached to this evaluation. The surveys of *stakeholders* were less successful in terms of response rates, but could still be considered sufficient for the purpose of this evaluation. They mostly reflect the fact that general populations drawn from various documentary sources and the national contact lists provided by the NECs were rather imprecise and many potential respondents declined to take part in the survey because they did not have a sufficient knowledge of the subject. Nevertheless, the responses reflected rather well the diversity of the population by the type of respondent and by nationality (see tables 3-5 below).

³ Based on stakeholder feedback and efforts put in managing the survey, the evaluators believe they were able reach between 25% and 30% of all relevant stakeholders.

Table 3: The respondents of the Europass stakeholders' surveys by type of actor (national and international)

Type of actor	Respondents of the survey	
	No. of respondents	% of the total respondents
Ministry of Education or a related institution	56	19,50%
National contact points for European initiatives	36	12,50%
Employers' associations/ confederations	24	8,40%
Other non-governmental organisations	21	7,30%
National public employment services	21	7,30%
Associations of professionals	18	6,30%
EURES	16	5,60%
Trade union associations/ confederations	15	5,20%
National student unions	12	4,20%
Associations of educational institutions	10	3,50%
Ministry of Labour or a related institution	9	3,10%
National vocational guidance institution	8	2,80%
Volunteer organisations/associations	7	2,40%
International private employment services	3	1,00%
Bologna promoters	2	0,70%
National private employment services	1	0,30%
National validation centres	1	0,30%
Other	25	8,70%
No answer	2	0,70%
Total	287	100%

Source: compiled by the authors.

Table 4: The respondents of the National Europass stakeholders' survey by EU membership status

EU Membership Status	Respondents of the survey	
	No. of respondents	% of the total respondents
Older EU members ⁴	129	48.1%
Newer EU members ⁵	115	42.9%
EU candidates ⁶	15	5.6%
Others	9	3.4%
Total	268	100,0%

Source: compiled by the authors.

Table 5: The respondents of the International Europass stakeholders' survey by type of actor

Type of actor	Respondents of the survey	
	No. of respondents	% of the total respondents
DG EAC, EACEA or Cedefop	6	31,6%
Other public EU institution/ body	3	15,8%
Association of educational institutions, education professionals or students	6	31,6%
Other non-governmental organisation	4	21,1%
Total	19	100,0%

Source: compiled by the authors.

While the above surveys were conducted only in English, the survey of the actual and potential end-users of Europass was carried out in 6 languages: English, German, Spanish, Lithuanian, Norwegian and Romanian. It covered all the countries

⁴ Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom

⁵ Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia.

⁶ The survey included stakeholders from three candidate countries: Croatia, Iceland, and Turkey.

participating in the Europass initiative, but special focus was placed on 6 selected countries (Germany, Ireland, Lithuania, Norway, Romania, and Spain) where greater efforts were taken to reach greater numbers of respondents through stakeholder networks. The respondents from other countries could take part in the survey by visiting Europass websites. As anticipated, accessing the potential and actual end-users of the Europass documents was an enormous challenge as the target group potentially included most of Europe's adult population. The distribution of respondents overall is rather well balanced: diversity in terms of economic development, education systems and labour markets were well reflected; the respondents were rather well distributed by gender (with a slight tilt towards females), age (as expected younger age groups were relatively more active), level of educational achievement as well as educational and occupational status. Thus the level of usage of different Europass document presented in the last table of this chapter reflects the actual situation fairly well apart from the use of Europass Mobility Document, which is not nearly as widespread as indicated.

Table 6: The respondents of the Europass end-users' survey by nationality

Country	Respondents of the survey	
	No. of respondents	% of the total respondents
Germany	5515	32,2%
Spain	4717	27,5%
Romania	2501	14,6%
Lithuania	923	5,4%
Austria	627	3,7%
Italy	274	1,6%
Portugal	274	1,6%
Poland	253	1,5%
Latvia	240	1,4%
Ireland	173	1,0%
Turkey	152	0,9%
Greece	137	0,8%
Norway	122	0,7%
Hungary	120	0,7%
Bulgaria	100	0,6%
United Kingdom	83	0,5%
Croatia	77	0,4%
France	71	0,4%
Cyprus	68	0,4%
Belgium	55	0,3%
Malta	53	0,3%
Slovenia	45	0,3%
Finland	38	0,2%
The Netherlands	38	0,2%
Estonia	36	0,2%
Czech Republic	30	0,2%
Sweden	26	0,2%
Slovakia	22	0,1%
Iceland	21	0,1%
FYROM	11	0,1%
Switzerland	10	0,1%
Denmark	9	0,1%
Luxembourg	5	0,0%
Liechtenstein	1	0,0%
Other	326	1,9%
Total	17153	100,0%

Source: compiled by the authors.

Table 7: The respondents of the Europass end-users' survey by EU membership status

EU Membership Status	Respondents of the survey	
	No. of respondents	% of the total respondents
Older EU-members	12042	70.2%
Newer EU-members	4391	25.6%
EU candidates	250	1.5%
Others	470	12.4%
Total	17153	100,0%

Source: compiled by the authors.

Table 8: The respondents of the Europass end-users' survey by gender

Gender	Respondents of the survey	
	No. of respondents	% of the total respondents
Female	10146	59.4%
Male	6924	40.6%
Total	17070	100.0%

Source: compiled by the authors.

Table 9: The respondents of the Europass end-users' survey by age

Age	Respondents of the survey	
	No. of respondents	% of the total respondents
up to 20	1836	10,8%
21-25	7469	43,8%
26-35	4792	28,1%
36-49	2120	12,4%
50+	827	4,9%
Total	17044	100,0%

Source: compiled by the authors.

Table 10: The respondents of the Europass end-users' survey by educational achievement

Educational achievement	Respondents of the survey	
	No. of respondents	% of the total respondents
Primary education	277	1,6%
Secondary (academic route)	3316	19,3%
Secondary (vocational route)	1776	10,3%
Post-secondary non-university education	1990	11,6%
Undergraduate degree	3977	23,2%
Post-graduate degree	5493	32,0%
Doctorate	336	2,0%
Total	17165	100,0%

Source: compiled by the authors.

Table 11: The respondents of the Europass end-users' survey by educational/occupational status

Educational occupational status	Respondents of the survey	
	No. of respondents	% of the total respondents
In education or training	6412	37,3%
In a voluntary arrangement	182	1,1%
In employment (less than five years)	3348	19,5%
In employment (more than five years)	3579	20,8%
Unemployed/ job-seeking	2195	12,8%
Other	1476	8,6%
Total	17192	100,0%

Source: compiled by the authors.

Table 12: The respondents of the Europass end-users' survey by usage of Europass documents

Europass documents	Respondents of the survey	
	No. of users	% of the total respondents
Europass CV	6886	40.0%
Europass Language Passport	4430	25.8%
Europass Certificate Supplement	1062	14.4%
Europass Diploma Supplement	1625	18.8%
Europass Mobility Document	3779	36.0%

Source: compiled by the authors.

Included in the NEC and stakeholder surveys were questions asking respondents to identify their most important contacts in relation to Europass. Using this data, the evaluators constructed two networks of Europass for the purpose of evaluation: the network of NECs, and the Europass network that included Europass implementing organisations as one actor and all the stakeholders. Measurements ascertained how tightly bound the network was (density of connections), how influential actors were to the process (centrality of actors) and other aspects. Network analysis⁷ was used to strengthen and validate other findings in the evaluation.

1.2.3. Analysis of monitoring and other secondary data

Desk research formed a core component of background research for the evaluation and was also used at later stages in the analysis as a source of data, context and evidence of Europass activities. The sources included EU policy documents, previous studies and evaluations related to the Europass initiative, reports and procedural documents, documents from the Europass implementation e-Community as well as working documents from the NECs, such as the results from surveys on the Europass tools, reports from working groups' and annual NECs meetings with EC, and other relevant documents. The evaluation also made use of Europass monitoring data collected by Cedefop, EACEA, the NECs and other available sources. Additional statistical data was used for contextual analysis to support findings obtained from other sources.

1.2.4. Validity of the methodology

The methodological design of this evaluation is both internally and externally valid. Internally, the evaluation was tailored to the specificities of the Europass and designed to incorporate data from a wide variety of qualitative and quantitative sources in order to provide sufficient breadth and depth to the evaluation, as well as to triangulate all findings.

The individual methods used were valid to varying degrees. The questionnaires of the NEC and stakeholder surveys were sent to the entire populations in question, but in the end the population of stakeholders appeared lower than initially expected. The precise size of it could not be established, but based on stakeholder feedback and efforts put into the management of the survey the evaluators estimate that they reached between 25 and 30% of all relevant stakeholders. The reach of the end-user survey is considered satisfactory with over 17 000 returned questionnaires and a fairly balanced distribution of responses corresponding to what was anticipated based on

⁷ Network analysis is a technique that focuses on the relationships and ties between members of organisations in a certain field. It is based on an assumption that through time organisations develop formal and informal connections with other organisations, which play an important role in the success of businesses and overall work performance.

interviews and desk research. Network analysis mapped the connections between 35 NECs in their internal network and between 351 actors in the Europass stakeholder network where the Europass implementation structure was presented as one actor (as were other networks such as EURES). The analysis of governance functions in Europass that relied on documentary analysis and interviews with all the key actors in Europass implementation structure was complemented with stakeholder feedback on the performance of Europass in other parts of the analysis to produce a reasonably accurate picture.

Identifying stakeholders and actual and potential users of Europass proved to be the biggest challenge to the development of a comprehensively valid methodology. The lists of stakeholders were based on the contact lists of the NECs and DG EAC used for the purpose of engaging or informing stakeholders about Europass. As can be seen from low survey response rates and feedback from potential respondents, the fact that national stakeholders were contacted by NECs did not necessarily mean they were actually a part of Europass network in terms of their interests. While this indicated a smaller stakeholder network for Europass, it also meant the response rate among the actual stakeholders of Europass was significantly higher. The number of actual and especially potential users of Europass is vast and there was no credible way to estimate it and the survey was the first ever attempt to define the population of Europass users in quantitative terms. Although the distribution of respondents by various characteristics broadly corresponded to what could be expected from qualitative analysis, this survey might have a significant margin of error (as shown by the overrepresentation of users of Europass Mobility Document in the survey).

While the nature of the Europass initiative precludes absolute external validity (as direct causation with impact cannot be established), steps were taken to ensure that effects of Europass could not be attributable to other related initiatives or factors. Triangulation of findings helped to ensure that the effects were evident from numerous angles and therefore attributable to Europass.

Table 13: Validity of the methodology

Evaluation Area	Types of evidence used	Assessment of validity of conclusions
Relevance	<ul style="list-style-type: none"> Documentary analysis; Surveys; Interviews. 	Very strong validity
Coherence	<ul style="list-style-type: none"> Documentary analysis; Interviews; Survey (of NECs). 	Very strong validity
Effectiveness	<ul style="list-style-type: none"> Surveys; Documentary analysis Network analysis; Interviews. 	Very strong validity
Impact and European added value	<ul style="list-style-type: none"> Surveys; Interviews; Documentary analysis. 	Strong validity
Efficiency	<ul style="list-style-type: none"> Documentary analysis; Interviews; Survey (of NECs). 	Strong validity
Governance	<ul style="list-style-type: none"> Documentary analysis; Interviews; Network analysis; Surveys. 	Strong validity
Sustainability	<ul style="list-style-type: none"> Documentary analysis; Surveys; Interviews. 	Strong validity

Source: compiled by the authors.

2 Relevance

Main conclusions

- The Europass transparency instruments contributed to addressing the major areas of concern outlined in the relevant EU policy documents. These areas include educational and occupational mobility, quality of education and training, and meeting the needs of disadvantaged groups, particularly the unemployed.
- The Europass documents responded to the growing need to make competences and qualifications more transparent and comparable, contributing to a more efficient allocation of resources within educational and labour markets.
- The Europass tools were relevant to all the groups of stakeholders (including employers and trade unions, who were more sceptical during the first evaluation) and met the needs of vast majority of the users regardless of their age and educational achievements.
- The relevance of Europass initiative to unemployed people increased significantly since the first evaluation of Europass, but the needs of this group were still met just below the average satisfaction level of all the surveyed groups of Europass users.
- Unemployed persons often lacked information about Europass tools or found them too complex or confusing. They also had lower computer literacy and lower ability to describe their competences in the way required.
- The main shortcoming of the current Europass CV format was its impersonal look and the limited ability to choose modules or styles in the template.

When assessing the relevance of Europass the evaluator studied the initiative's relevance to European Union's policy in the area of education and employment, as well as the relevance to the intended target groups, namely users, stakeholders and specific groups like the unemployed and volunteers.

2.1 Relevance to EU policy

The Europass initiative was set up in the context of the adoption and implementation of the Lisbon Strategy. A strategic goal for the EU to become the most competitive and dynamic knowledge-based economy in the world, set in 2000 by the Lisbon European Council, has prompted an orientation of all the relevant EU policies towards the achievement of this goal. Three strategic tasks on how to improve the quality and effectiveness as well as to facilitate access and assure the openness to the education and training systems were set by the Stockholm European Council in 2001⁸. Later, the 'Education and Training 2010' work programme was endorsed which for the first time established a policy framework for European cooperation in the field of education and training. This action was echoed by the Copenhagen Declaration⁹ and the Council Resolution of 19 December 2002¹⁰ on the promotion of the enhanced European cooperation in vocational education and training, which expressly requested the Commission to assure the transparency in vocational education and training by setting the Europass initiative.

⁸ Stockholm European Council in March 2001.

⁹ The Copenhagen Declaration in 2002, available at:
http://ec.europa.eu/education/pdf/doc125_en.pdf

¹⁰ Council Resolution of 19 December 2002 on the promotion of enhanced cooperation in vocational education and training, available at:
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2003:013:0002:0004:EN:PDF>

The evaluators found that the Europass initiative was still highly relevant to the current EU policy framework and its strategic documents in the area of education, training, and employment. The latter was concluded based on the level of coherence in the intervention logic of Europass, the European strategy for education and training (ET 2020) and the Europe 2020 strategy (EU 2020).¹¹

In addition to the general aim of Europass to facilitate and increase mobility throughout Europe for both lifelong learning and occupational purposes, the relevance of the specific objectives of Europass was examined:

- To help to increase awareness of and access to transparency instruments amongst learners, teachers, trainers, employers and admission staff of educational institutions;
- To improve the communication impact of existing transparency instruments;
- To improve information on issues related to transparency and mobility;
- To inspire the development of additional transparency instruments.

Europass directly contributed to the ends of the ET 2020 framework and to the EU 2020 strategy in a number of ways. By providing the tools to certify skills and competences gained in both formal and non-formal learning, Europass contributes to the first objective of ET 2020 to make lifelong learning and mobility a reality. In particular, transition between educational levels or changing job or location requires certified information about an individual which saves resources and brings more transparency to the candidate selection process. Moreover, Europass supports the validation of non-formal and informal learning by helping users to present the learning outcomes obtained outside the formal education system (e.g. in the employment or in the voluntary sector). In this respect, Europass initiative is identified as highly complementary to the EU educational mobility programmes and the call for recognition of non-formal and informal learning, which appear as the priorities of 'Youth on the move'. Fostering mobility also brings economic benefits, in particular by helping to match the demand and supply of certain skills and competences in the labour market. Within the EU 2020 flagship initiative 'An Agenda for new skills and jobs' the Commission committed to promote labour migration policy responding to the market needs and in this respect, Europass is an important tool which helps users to present their skills and competences in a clear, standardised and well-structured way through a set of unified and user-friendly templates.

The ET 2020 call to improve the quality and efficiency of education and training was answered by providing common templates that allow comparison between the learning outcomes of individuals and the educational outcomes provided by different education and training providers. The need to modernise higher education was also envisaged within the framework of 'Youth on the move'. In particular, benchmarking performance and educational outcomes in the specific area, where the Europass Diploma Supplement can be seen as a key medium for recording learning outcomes and presenting the curricula followed.

Also, Europass is unique in the way it aims to be a set of user-friendly instruments catering for a great diversity of needs and purposes and overcoming the personal, social or economic disadvantages while acquiring necessary skills and competences – one of the key objectives of ET 2020. In particular, Europass CV and Europass Experience are highly relevant to the needs of disadvantaged groups, who often lack formal education and qualifications (as shown in the following section 2.2).

¹¹ In particular to Europe 2020 strategy flagship initiatives 'An Agenda for new skills and jobs' and 'Youth on the Move'.

Accessibility of these documents by these groups is analysed separately in the *Effectiveness* section.

2.2 Relevance to the needs of actual and potential users

The evaluators found that end-users were highly satisfied with how the Europass documents served their needs. However, the groups of different educational and occupational status expressed different specific requirements how the documents could better meet their needs.

The Europass CV remained the most relevant Europass document for end-users: the majority of the surveyed respondents either used the Europass CV or compiled their own template based on it. In addition it was highly relevant to the personal needs of 80% of surveyed users regardless of their age and educational achievements. This indicates that the relevance of Europass remained highly relevant to the needs of end-users since the first evaluation. The main shortcoming of the current Europass CV format was its impersonal look and the limited ability to choose modules or styles in the template.

Fewer doctoral students thought that Europass CV fully met their personal needs, but this is probably explained by the specificity of the labour market for researchers and academic scholars, which puts great emphasis on the content of the work and the record academic publications rather than skills or work experience. It should also be noted that these represented a very small proportion of users and respondents. The Europass Mobility document was the second most popular (21.9%) among the survey respondents. However, this figure should be treated with caution because the Europass Mobility document was often issued to the participants of the EU-funded mobility programmes, who were overrepresented among the survey respondents. The Europass Mobility document was seen as beneficial by 65.8% of those who had received it. In regard to different age groups, no significant disparity was observed; and it was well perceived by the users at different levels of education.

The Europass Certificate Supplement was held by 6.2% and the Europass Diploma Supplement by 18.8% of the survey respondents. It should be noted that a considerable proportion of Europass Diploma Supplement holders did not know it was a Europass document. The user numbers depended on the numbers of individuals, who graduated at different levels of education and the level of implementation of Europass documents nationally. Approximately 80% of the responses to both supplements said that the documents fully met their needs but younger holders of the documents were somewhat less satisfied with the supplements. This is probably explained by the fact that the younger respondents had obtained the document more recently and therefore had had less time to put it to good use or could not anticipate all the situations where it might be useful in the future.

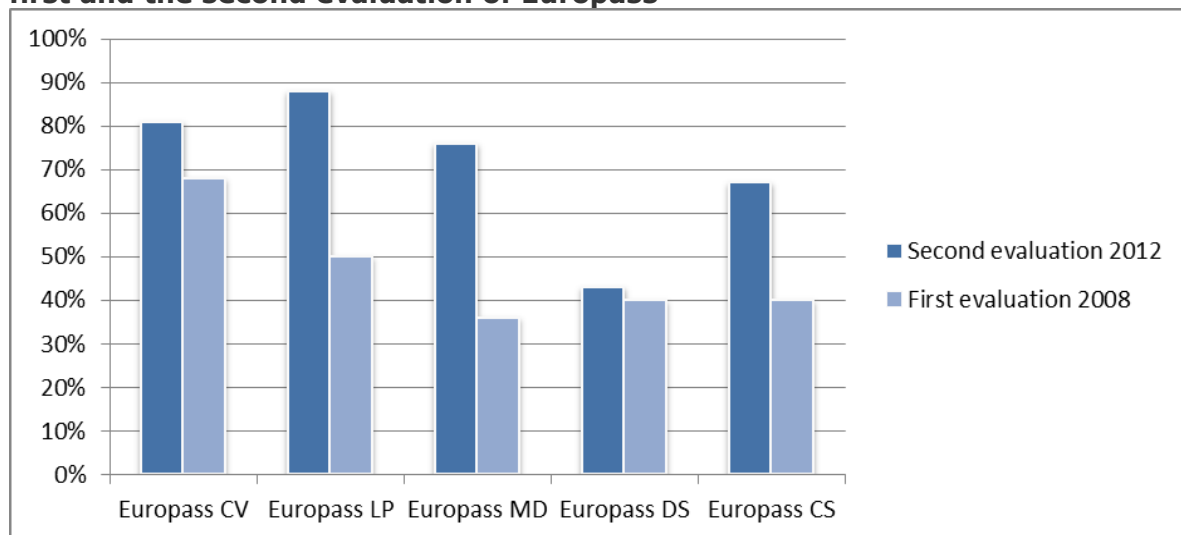
The Europass Language Passport was used by 25.7% of the respondents.¹² 90% of Europass Language Passport users said it fully met their personal needs and all the age groups responded to that statement in similar proportions.

Low skilled unemployed individuals as well as those who lack computer literacy skills were the main disadvantaged groups mentioned both in the interviews and surveys. These groups were hardest to reach in terms of dissemination of all the Europass documents. However, the added value of Europass for this target group is significant

¹² Including those who used only the self-assessment grid.

as finding a job is a big step in these circumstances and looking for one is often prolonged and unsystematic. The evaluation data did not include the ability of migrants to access Europass documents but linguistic and cultural integration problems could be tackled by translating the Europass documents most likely to be useful into the most common languages of the minorities.

Figure 3: Relevance of Europass documents to the unemployed during the first and the second evaluation of Europass



Source: compiled by the authors based on the survey data collected by ECOTEC and PPMI.

Compared to the first evaluation in 2008, the Europass documents had also become more relevant to the unemployed by 2012. A significant rise in the attributed relevance was reported, not primarily for the Europass CV (which was considered relevant before), but mainly for the Europass Language Passport, the Europass Mobility document and the Europass Certificate Supplement suggesting that Europass were better serving the specific needs of job-seekers. For Europass Diploma Supplement holders the initiative remained relevant at more or less the same level as the evaluation 4 years earlier.

The survey also revealed that 65% of the unemployed respondents (the largest share among all groups of respondents) either used Europass CV or created their own using Europass CV as an example, which is probably natural as a CV is often the first step in a job search. While only 25% of surveyed unemployed persons used the Europass Language Passport or only the self-assessment grid, this was similar to the average usage level among other occupational status groups.¹³ The usage levels of the other three Europass documents were not examined here since they can be obtained only after participating in specific education and training initiatives.

The most common reasons for not using Europass CV and the Europass Language Passport among the unemployed were the lack of awareness, preference given to other formats, and/or lack of information and guidance. In addition, several EURES representatives noted that unemployed people very often lacked skills for filling in the CV, which corresponds with the stated reasons for non-usage.

¹³ Groups of occupational status used in the survey: (1) In education or training; (2) in employment (less than five years); (3) in employment (more than five years); (4) unemployed/job-seeking.

In their comments, unemployed respondents constantly proposed the introduction of new features of the Europass CV or the improvement of existing features. This suggests both that the unemployed lacked information/guidance on how to create their Europass CV and that the document was not sufficiently understandable or user-friendly for these potential users.

Among volunteers, less than half of respondents used the Europass CV, but they were the most active users of the Europass Language Passport. Survey data also revealed that all Europass documents were highly relevant to their needs. The Europass CV, the Europass Diploma Supplement and the Europass Certificate Supplement better met the needs of the volunteers than of other groups of respondents.

However, volunteers identified the same weaknesses related to the limited use of Europass documents as other groups. Volunteers who had never used the CV or the Language Passport said they were simply unaware such tools existed. This notion was supported by the European volunteers' organisation which pointed out that volunteers were not in any disadvantaged position and that all Europass documents could be obtained if desired. The same organisation expressed the need to have the Europass Experience document, because the existing Europass Mobility document could not reach the high number of volunteers that serve in their home countries (accounting for 100 million across Europe). The same organisation claimed they would withdraw the Volunteer Passport to record voluntary experiences and would use the Europass Experience document instead when it is launched.

2.3 Relevance to the stakeholders

The majority of stakeholders surveyed¹⁴ perceived the Europass initiative to be quite relevant, despite some drawbacks. The first evaluation of Europass in 2008 discovered that stakeholders of different types attached different levels of relevance to different Europass documents. A similar trend was observed during this evaluation; however, it was found that Europass documents were relatively more relevant to the employers compared to other types of the stakeholders (associations of professionals, national public employment services, trade unions, national student unions, etc.) which was not the case in the earlier evaluation..

Overall, the proportion of stakeholders to whom each Europass document was relevant at least to some extent ranged from more than 75% for the Europass CV to 49.2% for the Diploma Supplement and 48.4% for the Certificate Supplement (see Table 14). This pattern may be partly explained by the fact that only limited numbers of stakeholders were dealing with either of the Supplements directly, whereas the Europass CV and the Europass Language Passport were quite commonly used among all types of stakeholders.

¹⁴ Employers' associations/confederations, trade union associations/confederations, associations of educational institutions, associations of professionals, volunteer organisations' associations, national public employment services, EURES, national private employment services, international private employment services, ministries of education or related institutions, ministries of Labour or related institutions, national student unions, Bologna promoters, national validation centres, national vocational guidance institutions, national contact points for European initiatives.

Table 14: Relevance of Europass documents to the stakeholders. To what extent Europass documents meet the needs of your organisation?

	Europass CV	Europass Language Passport	Europass Mobility	Europass Diploma Supplement	Europass Certificate Supplement
To a very large extent	32%	11.6%	16.4%	18.8%	16.8%
To a large extent	24.4%	25.2%	17.2%	16.4%	17.2%
To a moderate extent	18.4%	23.2%	20.4%	14.0%	14.4%
To a small extent	5.6%	8.8%	10.8%	12.0%	10%
To a very small extent	2.8%	3.6%	5.6%	4.4%	5.6%
Not at all	3.2%	5.2%	4.4%	7.2%	6.8%
Don't know/ no answer	13.6%	22.4%	25.2%	27.2%	29.2%

Source: compiled by the authors based on the survey data.

The most relevant document for stakeholders was the Europass CV and it was more or less equally relevant across all types of stakeholders. The most common weaknesses of the Europass CV seen by the stakeholders were the large number of pages and the limited options to change its template according to personal needs.

The Europass Certificate Supplement was assessed more positively by the employer associations, associations of professionals and ministries of education. The interviews revealed that most of the weaknesses of the Europass Certificate Supplement were related to the weak strategy of implementation as the document was not issued automatically with a Certificate.

The Europass Diploma Supplement was seen as most relevant by the associations of professionals, ministries of education, ENIC-NARIC, and EU students' association. Some stakeholders expressed the need to describe the content of separate university courses in the Europass Diploma Supplement.

The Europass Mobility document was well appreciated by the associations of trade unions and employers, as well as by national LLP agencies. The document's relevance varied among the stakeholders from different countries. For instance, in Germany it was generally regarded as very useful and needed as non-formal education in Germany is highly appreciated by the employers although they also expressed the opinion that it was not being disseminated to all the potential beneficiaries. The most frequently mentioned weakness of the Europass Mobility document was the excessive administrative burden of the issuing process on host institutions and individual beneficiaries.

The Europass Language Passport was the second most relevant Europass tool to the stakeholders. Most of the interviewees did not see any significant drawbacks of the tool, however some of them doubted its credibility as it was based only on self-assessment.

3 Complementarity and coherence

Main conclusions

- Europass and Youth Pass initiatives were seen as complementary. Youth Pass is limited to non-formal and informal experiences in the context of Youth in Action programme which are easier for young people to access and is not an overarching set of competence documents, but a tool increasing consciousness of young persons in preparation for their career. Still some overlap between Youth Pass and Europass Mobility and Experience documents is inevitable, as the documents essentially record similar types of experiences.
- The complementarity of Europass and the future Professional Card is ensured by the legal status and function of the latter, while the relevant stakeholders are not yet well aware about these aspects.
- A side effect of introducing different initiatives with similar purposes, names or target groups is the growing “initiative fatigue”, or loss of credibility, growing averseness and potential for confusion among stakeholders and end-users.
- The implementation of EQF, ECVET and ECTS is ongoing in a complementary manner with Europass. The principles of ESCO are also in line with those of Europass, but it is still under development and, thus, surveyed stakeholders were not well acquainted with it. The results of ECTS had been very well integrated into the relevant Europass documents, in particular the Diploma Supplement, in most countries; meanwhile, the integration of the results of ECVET and ESCO had not been done yet, as the stage of development of these initiatives was not sufficiently advanced. In the case of EQF, some countries (notably, France) had already integrated the results, while the others had prepared for the future integration by reserving space in the relevant Europass documents for adding EQF levels.
- The European internet portals for transparency and mobility had potential for stronger interplay between the various tools and initiatives, in addition to current good practice convergence points (e.g. the possibility to create a Europass CV through the CV-Online application in the EURES portal). The portals had separate taxonomies and did not include sufficient easily noticeable links to and information about other relevant online resources which shared the same target groups (e.g. there was insufficient mutual promotion between EURES, EQF and Europass portals). As both Europass and ESCO are foreseen to assist the Match & Map services to be used by EURES in the future and this assistance is planned to be automated, the interplay among online services will have to be strengthened. The Portal on learning opportunities PLOTEUS also has a potential to be better connected to Europass portal.

This section discusses the complementarity and coherence of Europass with other EU policy initiatives and transparency tools, such as Youth Pass, Professional Card, ECTS, ECVET, EQF, ESCO and EURES. The complementarity of Europass with Euroguidance, Eurodesk and other initiatives managed at the national level by national agencies is described in the section 4.7 on the national stakeholder network.

3.1 Youth Pass and Professional Card

The Youth Pass was launched in 2007 as a tool for providing certificates to the participants of the Youth in Action programme. As two Europass documents (Language Passport and Mobility), the Youth Pass certificate is mainly a self-assessment document. The key goals of this document are to enhance employability, lifelong learning and active citizenship in the young population.

The 2008 evaluation of Europass assessed the complementarity and coherence of Europass with the Language Portfolio and particularly with Youth Pass (the

Professional Card was not in discussions at that point). A certain overlap with Europass documents was noted – Youth Pass focused on the context in which skills were acquired, and could concern mobility experiences which could also be recorded by Europass Mobility document. It was also noted that the Commission had started specifying the relationship between Youth Pass and Europass to avoid confusion by the users.

The current evaluation identified that in the period evaluated Europass and Youth Pass were largely complementary to each other, but certain risks of duplication remained prominent. The key factor contributing to better complementarity was the fact that while the Europass documents recorded formal, non-formal and informal experiences, the Youth Pass was much more limited, as it focused only on non-formal and to some extent informal ones obtained through Youth in Action programme, those which are easier to access for the young persons. This was mentioned as an important difference by The NECs and stakeholders, and the 8th meeting of the Member States Expert Group on the development of non-formal learning elements of Europass also noted that Europass was a more comprehensive and fuller portfolio of competences, while the Youth Pass could be treated more as a “consciousness tool” for young persons. The representatives from DG EAC responsible for the supervision of Youth in Action programme mentioned that in their opinion the key added value of the Youth Pass certificate compared to Europass documents was its ability to increase the visibility of youth sector and youth work and providing young persons in particular with a possibility to reflect on their gained competences. Such reflection was seen to be of exceptional importance at the period of personal transition between the worlds of education and employment. This opinion was supported by the Youth Pass Guide, a document targeted towards (potential) users of Youth Pass.¹⁵ The representatives agreed that elements of Youth Pass could be integrated into Europass and European Skills Passport to achieve more convergence between these initiatives. However, they argued against abandoning Youth Pass since this would be harmful to the stakeholders who reported high satisfaction with the document and to the possibility of young people to understand well their non-formal and informal competences.

The reason for risks of duplication was that Youth Pass recorded mobility experiences which can also be covered by Europass documents. With the current Europass Mobility document, the potential for overlap is smaller, but the planned Europass Experience document could have potential to cover essentially the same types of experiences covered by the Youth Pass). Some of the stakeholders also noted that the documents of Youth Pass and Europass lacked integration and should make better use of each other. Quite often the stakeholders and NECs also mentioned the confusion brought by similar naming of the initiatives, which was particularly difficult to understand for their end-users.

The Professional Card at the time of this evaluation remained a proposal from the Commission, launched at the end of 2011. The Professional Card was designed to ease the recognition process of professional qualifications of individuals who want to move to another European country to exercise their profession. It should also shift the workload from host to home country, which are better situated to provide significant information for recognition. It is a legal document provided through the Internal Market Information system (IMI) allowing for speedy recognition of professional competences.¹⁶

¹⁵ The Guide is presented at <https://www.youthpass.eu/en/youthpass/guide/>

¹⁶ See Green Paper on Modernising the Professional Qualifications Directive (Green Paper - COM(2011)367)

The evaluators see that these features (legal status, function, and method of exchange) are the key distinguishing factors of the Professional Card, making it complementary to the Europass documents, which were more complex and complete, comprising not only professional, but also academic and personal fields. This was supported also by some of the stakeholders who expressed their awareness that the Professional Card was more of a legal recognition document issued by a competent authority including all the relevant qualifications of a professional, but not containing a detailed description of competences and skills. In their view, there were no Europass documents which could provide a suitable alternative, as the CVs were filled by users themselves and did not have any legal power. However, none of the NECs or stakeholders mentioned the relation of the Professional Card to the IMI as the advantage of Professional Card compared to Europass documents.

While there were no identifiable duplication issues between Europass and Professional Card, the perception of these initiatives among NECs and stakeholders was not always in line with this. This happened particularly due to the lack of awareness about Professional Card due to its novelty, the fact to which the interviewees themselves agreed. For example, according to the Commission officials developing it, the Professional Card was planned to be a simple electronic recognition certificate not containing a detailed description of competences and skills and with much narrower scope than Europass. However, the stakeholders in particular mentioned that introducing the Professional Card could be competing with the existing Europass documents. For example, it was noted by the Norwegian stakeholders that some of the sectors actually preferred a combination of the Europass documents to the future Professional Card (e.g. the combination of Certificate Supplement and Language Passport was used in medical sector).

The common negative point noted about the complementarity of both the Professional Card and Youth Pass to Europass was the abundance of different instruments and documents, leading to diminishing trust towards all of them among the stakeholders and the end-users. One of the German stakeholders noted the “intransparency of European transparency documents” – the fact that the growing number of similar documents made the lay persons among the end-users and stakeholders unsure which one could be the most suitable in a certain situation.

3.2 Related EU initiatives for transparency and mobility

During the few years preceding the present evaluation, Europass has been recognised as a useful tool not only for promoting mobility in Europe, but also to present skills and competences in national contexts. This is in line with the fact that Europass falls logically into the system of European initiatives on transparency of skills, competences, qualifications and occupations which also includes ECVET, ECTS, EQF, and ESCO. In addition to the benefits it creates as a standalone set of tools, Europass will also continue to be useful to EURES, the European network of public employment services, charged with fostering mobility in EU labour market. To assist the international job-placement, EURES has its portal, which assists internal communication, and helps exchange vacancy information. In this portal, the possibility to create the Europass CV is provided through CV-Online application. Europass CV, Language Passport and other documents also are often recommended by EURES advisers to the job seekers. When the ESCO initiative is in full service, the link between Europass and EURES should become even stronger. Both Europass and ESCO will provide better standardisation of information relating to skills, competences and occupations for future Match & Map services, to be used by EURES to improve its

activities. The convergence of Europass with the mentioned tools and initiatives should allow it to have a more pronounced European impact.

The 2008 evaluation analysed only the complementarity and coherence of Europass with the European Qualifications Framework (EQF). It noted that the Europass CV in particular was in line with EQF in trying to make the competences of individuals more visible. The complementarity and coherence of Europass with ECVET, ECTS and ESCO are assessed for the first time in this evaluation since most of these initiatives did not exist at the time of the previous evaluation.

The NECs most often saw EQF and ECVET as instruments to a large extent complementary with Europass (mentioned respectively by 37% and 31% of NECs). The ECTS was somewhat more often seen to be only moderately complementary to Europass (37% of respondents). Meanwhile, the level of complementarity between Europass and ESCO was still mostly unknown to the representatives of NECs (46% said they could not provide an answer) or the initiatives were seen as not yet complementary (17% of respondents). The low current knowledge of the NECs (as well as stakeholders) about ESCO was also confirmed by the fact that none of the interviewees at the national level could tell anything about the integration of ESCO into the Europass documents.

The results of ECTS, according to the interviews with the NECs, have been well presented in the Europass documents, particularly in the Europass Diploma Supplement. Some difficulties were however experienced by the issuing institutions in shifting the focus to learning outcomes for integration of ECTS while developing the Diploma Supplement. The usage of achievements of EQF and ECVET was less widespread. ECVET has not been implemented at all in some of the countries and to a low extent in many others – the timeline of ECVET implementation set in the ECVET Recommendation¹⁷ foresees that until 2012 the initiative will be in preparatory phase, and will be gradually applied until 2014. Even discussions on integration of ECVET results into Europass documents had therefore rarely taken place according to the interviewees in the six selected countries.

In the case of EQF, the process of referencing national qualifications levels (and the NQF) to the EQF has been finalised in many countries recently. By October 2012, 15 countries had related their national qualifications levels to the EQF, and 18 other countries were planning to finalise the referencing process by the end of 2013. According to information from the Commission, the implementation is delayed¹⁸ because most countries have been involved in significant policy developments related to the establishment of their national qualifications frameworks, which takes time, before having started the process of referencing to the EQF. The implementation of the second milestone of EQF – that is, when countries indicate relevant EQF levels in all new certificates, diplomas and Europass certificate – is at an early stage. A few countries have started to indicate in the Certificate and Diploma Supplements the relevant EQF level since the end of 2011 (e.g. France). Nevertheless, most countries plan to make the EQF level visible in both the Diploma Supplement and the Certificate

¹⁷ Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02).

¹⁸ The EQF Recommendation (Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)) foresaw two stages of implementation of EQF. The first stage was the referencing of NQFs of participating countries and the EQF, to be completed by 2010, while the second stage explicitly meant that by 2012 all new qualification certificates, diplomas and Europass documents issued by the competent authorities at national level had to contain a clear reference to EQF.

Supplement. Stakeholders dealing with Europass documents (such as representatives of ENIC-NARIC centres and education and training providers) in certain countries (e.g. Spain) reported that there was an agreement on the place of EQF and NQF levels in the Europass documents, particularly the Diploma and Certificate Supplements even if it was not yet implemented. In countries such as Denmark, where the second stage was being implemented, ENIC-NARIC centres expressed the usefulness of this for diploma recognition. However, the feedback on whether or not the introduction of EQF levels in Europass documents had been useful to learners, employees and employers remains to be collected.

An interesting point noted by the developers of EQF in the Commission was that the Europass Diploma and Certificate Supplements were used mainly to describe qualifications awarded in vocational education and training (Certificate Supplement) and in higher education (Diploma Supplement). Discussion has not yet taken place about whether these two supplements are used or could serve to provide a common template to describe qualifications awarded in schools/general education, adult education and other qualifications that are linked to national qualifications frameworks, or whether there is a need for further specific supplements.

ESCO is a taxonomy of skills / competences, qualifications and occupations, which should in the future assist mostly the policy makers, developers of European IT tools and applications fostering transparency and mobility, EURES advisers and other providers of labour market services. ESCO should provide semantic language-independent interoperability of labour market documents and should feed into online applications, such as matching tools of skills, competences and qualifications held by the job-seeker and the vacancies available. The European Commission staff involved in the development of ESCO noted that it was still at a very early stage of development – the first trial version of ESCO would be available in 2013, while the timeline of its full functionality is set in 2017.

This means that the relation between Europass and ESCO is still largely only in future plans and not yet very close to full implementation. However, Commission officials thought that making use of ESCO in Europass documents (particularly the CV) as much as possible would significantly improve the transparency value of these documents – the job-seekers would be able to find a common language with the job-givers. Another important point of possible convergence is that the use of ESCO terminology in Europass documents and implementing the automatic matching might make Europass more useful for jobseekers.

The Commission officials responsible for the development of EURES reported that the Europass documents which were the most useful for job-seekers for their mobility purposes were the Diploma and Certificate Supplements, as well as the CV. The CV was reported to be of use particularly for the low-skilled job-seekers who had not previously prepared any format of CV whatsoever.

Regarding EURES, an important issue also is its CV-Online service. The job-seeker is able to add information into her/his online account and can download a Europass CV created from the data entered. The CV-Online is completely compatible with the Europass CV format and its developers are keeping in touch with persons responsible for Europass. However, the officials responsible for CV-Online feel that the integration of other Europass documents, in particular the Diploma and Certificate Supplements into the online account and giving an opportunity to attach them to the CV would be very beneficial.

In addition to the Europass portal, almost each of the aforementioned related initiatives had developed their own portal offering electronic services to beneficiaries. The EQF portal in the future will seek to interconnect the national qualifications databases with a common European interface where the qualifications matching different EQF levels could be searched. ESCO when it is functional will facilitate the transparency of skills, competences, qualifications and occupations. The function of EURES portal was and will be to assist the job-seekers to find vacancies in different countries. Another European portal related to the functions of Europass was PLOTEUS – Portal on Learning Opportunities throughout the European Space aiming to help students, job seekers, workers, parents, guidance counsellors and teachers to find out information about studying in Europe. The officials agreed that these services, despite certain convergence points, were still very separate portals, having their own taxonomies and used for different purposes, and that there was a potential for a stronger interplay among them. The hyperlinks and other means for promoting European transparency and mobility portals with partially overlapping target groups were scarce. For instance, the EURES portal does include a link to Europass, but it is hard to find and there is no explanation about what the user can find after clicking it. The officials were however sceptical about the possibility of completely integrating the portals, as most of them had not only overlapping, but also separate target groups not interested in the functionalities of the other portals.

4 Effectiveness

Main conclusions

- Overall, the Europass initiative was very effective over the period between 2008 and 2012, which saw a very rapid increase in the use and appreciation of the Europass documents. All of the documents were useful for presenting individual knowledge, skills and competences in a clear way, making the individual competences more comparable across countries and across sectors as well as in easing the candidate selection processes for employers and educational institutions.
- The users' main reasons for choosing Europass documents were: a more professional look, greater international recognition and convenience of usage compared to other alternative documents.
- Promotion and dissemination activities, the network of NECS and Europass website helped in raising awareness about Europass and contributed to its success over the evaluated period. The revamped Europass website was user-friendly, clear and provided useful and sufficient information to its visitors. The network of NECs performed well in raising awareness about Europass and providing necessary information to all interested parties in many ways, including cross-referencing of information on organisational websites, exchange of information, joint events and publications.
- NECs co-operated successfully with almost all types of relevant stakeholders in promoting Europass. The main reasons for success were the placement of other initiatives in the same organisation/location as that hosting the NEC, the representation of NECs in the coordination bodies of other relevant initiatives (e.g. Euroguidance), the pooling of promotion resources and the joint efforts in keeping Europass documents up to date with the needs of various stakeholders.
- Despite remarkable achievements over the evaluated period, it was observed that the lack of knowledge about the existence of Europass documents and their purposes was still the main reason why the non-users of Europass documents did not use them. This relates to the fact that the non-users of Europass is a huge and heterogeneous group of people and that only a long time continued effort by all relevant actors in various directions can exploit the full potential of the initiative.
- The other main obstacles for even higher success of Europass initiative were: the most popular mechanisms for the Europass promotion and dissemination were not the most effective ones; NECs communication with the employer and trade union

associations as well as other non-governmental organisations had low intensity due to limited promotion resources and/or lack of promotion and networking know-how in the NECs; and some NECs were poorly connected to others.

- Some changes foreseen in the Europass initiative (i.e. introduction of the Europass Experience, a new ICT module in the Europass CV, a new structure of the documents in a form of European Skills Passport) were viewed positively by the stakeholders, NECs, as well as actual and potential end-users. Meanwhile, the idea of a Diploma Supplement for doctorates was received diversely. For example, PhD holders and representatives of NECs were not unanimous in supporting the idea of a Diploma Supplement for doctorates and the majority of stakeholders received the idea with a great deal of scepticism. The highly individualised structures of doctoral studies were considered hardly conducive to a standardised record.

4.1 Use and usefulness of Europass documents

In general, the level of awareness and usage of Europass documents steadily increased in the period of evaluation. The number of visits to the Europass website is used in the evaluation as an indicator of increasing knowledge and usage of the Europass documents. Table below shows the growing popularity of Europass website: by 2012, in comparison with the 2006 year, the number of website visits had increased 4.2 times or by 419.4%.

Table 15: Total visits to the Europass website and % change compared to total visits in the previous year and in 2011 compared to 2006

Year	Total visits	% change
2006	3098532	-
2007	4713154	48.6%
2008	6047691	31.3%
2009	7487763	23.8%
2010	10091597	34.8%
2011	12993978	28.8%
2006-2011	-	419.4%

Source: compiled by authors by using CEDEFOP Europass website activity reports.

The survey of end-users also revealed that all Europass documents were used most often for job applications and traineeships / internships - 43.6% and 40.5% of end-users of all Europass documents respectively. While analysing the factors encouraging the use of Europass documents, it was observed that convenience, recognition and reliability of those documents were the key. In addition, other factors, such as official requirement to use Europass documents or a sense that by using these documents it is easier to present skills and competences also influenced end-users choice. However, the level of familiarity and usage of varied across the different documents: Europass CV was the most well-known document, while Europass Language Passport and Europass Diploma Supplement were the least known documents.

All Europass documents also proved to be useful (albeit to a varying extent) to a significant proportion of stakeholders. Europass CV was significantly more popular than the other documents (see table below).

Table 16: Usefulness of the Europass documents to the stakeholders

Level of usefulness	Europass CV	Europass Language Passport	Europass Mobility	Europass Diploma Supplement	Europass Certificate Supplement
To a very large extent	60.8%	18.4%	21.6%	26.0%	22.0%
To a large	14.0%	36.0%	22.4%	20.8%	18.8%

Level of usefulness	Europass CV	Europass Language Passport	Europass Mobility	Europass Diploma Supplement	Europass Certificate Supplement
extent					
To a moderate extent	9.6%	15.6%	21.2%	14%	16.4%
To a small extent	3.2%	6.4%	8.4%	6.0%	5.2%
To a very small extent	2.4%	6.2%	5.6%	4.8%	8.4%
Not at all	4.4%	11.0%	15.6%	21.2%	22.4%
Don't know/ no answer	5.6%	6.4%	5.2%	7.2%	6.8%
Total	100%	100%	100%	100%	100%

Source: compiled by the authors based on the survey data.

Stakeholders and NECs pointed out that all Europass documents were successful and useful in the following ways:

- To present individual knowledge, skills and competences in a clear way. All were seen as useful or very useful in this respect, but the level of assessment of success varied among the documents. The Europass CV and Europass Language Passport were evaluated as the most useful. In comparison with the results obtained during the research in 2008, the share of respondents that evaluated the Europass CV positively in this aspect remained the same.
- To make the individual competences more comparable across countries and to a smaller extent across sectors.
- To make the candidate selection processes for employers and educational institutions easier. According to respondents, employers benefited more from the Europass CV and the Europass Language Passport documents than educational institutions. Also, Europass Diploma Supplement, Europass Certificate Supplement and Europass Mobility document were treated as more useful for educational institutions. The table below shows these differences and similarities in detail.

Table 17: Usefulness of Europass documents to end-users in making individual competences more comparable

Survey questions		Europass document	% of stakeholders that agree to a moderate, large or very large extent	% of NECs that agree to a moderate, large or very large extent
To what extent, in your view, has Europass document made the competences of individuals more comparable across:	Countries	ECV	78.8%	91%
		ELP	70%	80%
		ECS	58.8%	91%
		EDS	62.8%	97%
		EMD	57.6%	80%
	Sectors	ECV	70.8%	80%
		ELP	58.8%	51%
		ECS	52.8%	69%
		EDS	52.8%	71%

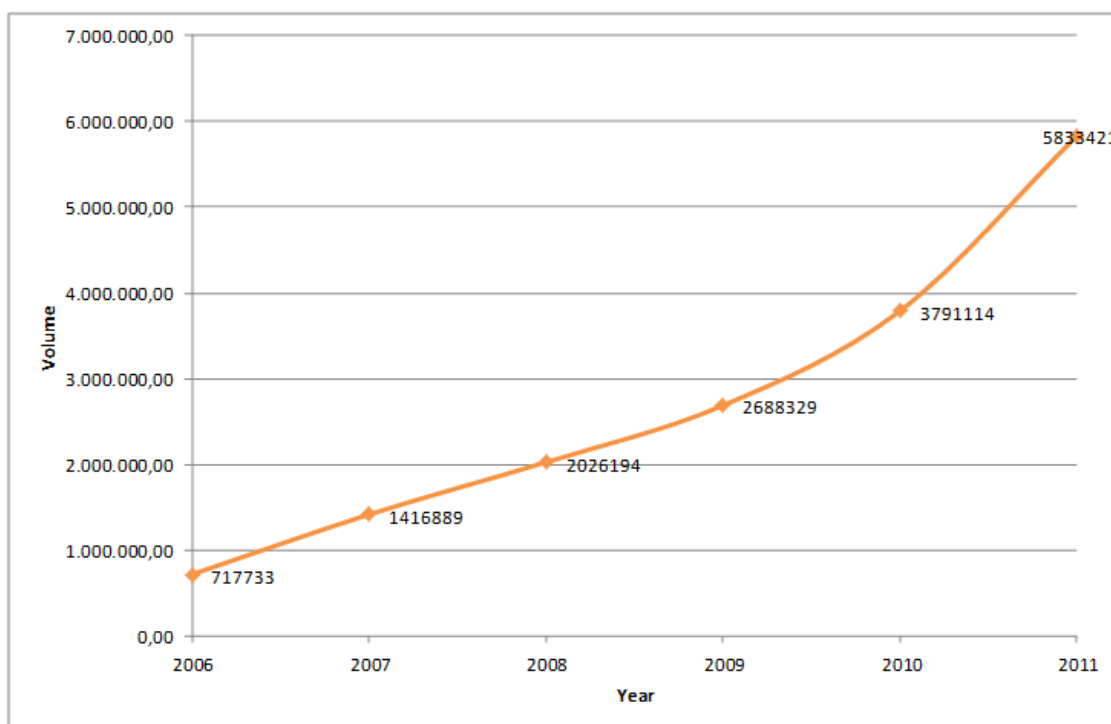
Survey questions		Europass document	% of stakeholders that agree to a moderate, large or very large extent	% of NECs that agree to a moderate, large or very large extent
To what extent, in your view, has the following Europass document made the candidate selection process easier for:	Employers	EMD	53.6%	66%
		ECV	75.6%	91%
		ELP	66.4%	77%
		ECS	54%	74%
		EDS	56.4%	80%
		EMD	52.8%	66%
	Educational institutions	ECV	60.4%	74%
		ELP	55.6%	63%
		ECS	49.2%	77%
		EDS	56.8%	94%
		EMD	47.2%	60%

Source: compiled by the authors according to the stakeholder and NEC survey data.

4.2 Europass CV

The Europass CV was known and used among all end-user survey respondents widely. According to the Europass statistical reports on Europass website of CEDEFOP, the use of the Europass CV had increased dramatically since its introduction in 2006; more precisely, the number of Europass CVs created online had increased by more than 8 times (see figure below).

Figure 4 Creation of Europass CV online



Source: compiled by authors by using CEDEFOP Europass website activity reports.

The level of familiarity with Europass CV was 88.4% among stakeholders and 67.5% among end-users of all Europass documents. It was also positively associated with the level of educational attainment of the end-user survey respondents: the higher the attainment level, the better the Europass CV was known and used.

The Europass CV was highly useful at least in two aspects. First, it was a valuable tool for presenting qualifications and competences of end-users in a clearer way to a large or very large extent; this was confirmed by the majority of all surveyed respondents who used the Europass CV (see table below). Second, the Europass CV was highly useful because of its standardised format.

Similar trends to the above mentioned ones were also observed during the first evaluation of the Europass in 2008. Thus, it can be stated that the current format of the Europass CV satisfied the needs of end-users well.

Table 18: Usefulness of the Europass CV for presenting qualifications and competences of its end-users in a clearer way

	Potential and actual end-users of CV	Stakeholders	NECs
To a very large extent	18.2%	29.6%	26.0%
To a large extent	33.0%	30.0%	60.0%
To a moderate extent	22.9%	20.0%	11.0%
To a small extent	4.2%	2.8%	3.0%
To a very small extent	1.6%	2.8%	
Not at all	0.4%	1.6%	
Don't know/ no answer	19.7%	13.2%	
Total	100%	100%	100%

Source: compiled by the authors based on the survey data.

The Europass CV mostly helped in the job applications (see Table 19). For end users of the CV, the main reason for using it for all concrete purposes was its internationally recognised CV format.

Table 19: Usefulness of the Europass CV to its end users for different purposes

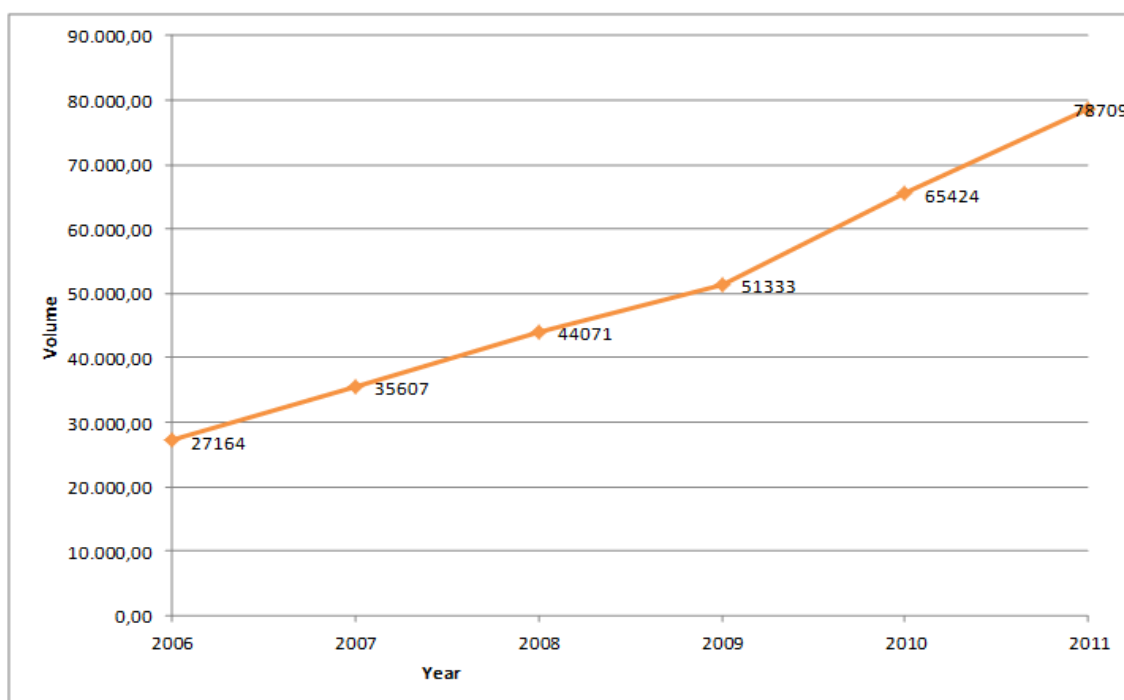
	To apply for a job	To apply for a traineeship/ internship	To apply for admission to an educational or training programme	To apply for volunteering
It is easier to use the Europass CV than to create my own/ other format of the CV	32.6%	17.0%	17.0%	5.6%
The Europass CV format was required in some of my educational/ employment/ volunteering applications	28.8%	24.0%	24.0%	6.4%
It is an internationally recognised CV format (e.g. I feel more confident to use this format than other formats)	46.7%	27.1%	27.0%	8.2%
It is a popular tool among my circle of colleagues/ friends	5.8%	2.9%	2.8%	1.2%
The Europass CV looks more professional than other types of CVs	32.2%	16.9%	16.8%	5.5%

Source: compiled by the authors based on the survey data. Note: As respondents in the survey could select up to 3 most important reasons, the percentage cannot be counted up to 100 %.

4.3 Europass Language Passport

The analysis of Europass statistical reports on Europass website indicated very strong and continuous growth in usage: the number of Europass Language Passports completed online had increased about three times (see figure below).

Figure 5: Creation of Europass Language Passport online



Source: compiled by authors by using CEDEFOP Europass website activity reports.

The level of awareness of Europass Language Passport varied among different target groups. Among stakeholders, 76.4% were familiar with this document, while the proportion of all respondents of end-users survey in comparison with stakeholders that knew Europass Language Passport was clearly lower (37.4%, about two times less).

Meanwhile, the level of usage of Europass Language Passport was lower: 25.8% of all surveyed current and potential end-users of Europass documents claimed they used it. Respondents that were in a voluntary arrangement or in employment for more than five years were more likely to have used it in comparison with respondents with other occupational statuses. Convenience and recognition were the main aspects influencing the usage of this document.

The evaluation of usefulness of the Europass Language Passport in accomplishing its mission of providing more transparency was very high. 94.9% of all respondents in the end-user survey agreed¹⁹ that the Europass Language Passport was useful for presenting their linguistic skills and cultural expertise in a clear way. The same opinion was expressed by stakeholders and NECs and in addition, more than half of the stakeholders noted that this document was useful for their organisation to a large or very large extent. Positive results were also obtained in this regard during the first evaluation of Europass in 2008.²⁰ The Europass Language Passport was the best evaluated for being an easy way to present individual language skills and was the most useful for job applications (see table below).

¹⁹ 43.9% end-users strongly agreed, 36.7 agreed and 14.3% rather agreed.

²⁰ 61.6% of respondents stated that this document was useful or very useful in presenting their qualifications and skills in a clearer way

Table 20: Usefulness of the Europass Language Passport for using it for concrete purposes, seen by its end-users

	To apply for a job	To apply for a traineeship/ internship	To apply for admission to an educational or training programme	To apply for volunteering
It is easier to use the Europass Language Passport than to create my own or fill in other language evaluation formats	27.8%	27.0%	22.3%	4.7%
It is an easy way to present my language skills	32.9%	32.9%	24.8%	5.4%
The Europass Language Passport format was required in some of my applications	15.5%	26.4%	20.8%	3.5%
It is an internationally recognised Language Passport format with agreed standards on language levels	27.7%	30.4%	22.5%	4.9%
It is a popular tool among my circle of colleagues/ friends	2.5%	2.1%	1.9%	0.8%
I believe that I have higher chance to find a job/ to be admitted to an academic institution/ volunteer organisation if I use the Europass Language Passport	11.0%	7.7%	6.3%	1.7%

Source: compiled by the authors based on the survey data. Note: As respondents in the survey could select up to 3 most important reasons, the percentage cannot be counted up to 100 %.

4.4 Europass Certificate Supplement

The level of usage and familiarity of the Europass Certificate Supplement was lower because it was relevant only to those who received vocational education and training qualifications. Moreover, it differed between stakeholders and end-users. 58% of stakeholders²¹ confirmed that they were highly or somewhat familiar with the Europass Certificate Supplement document, while 37.3% of all respondents of end-users survey claimed the same. The top three types of stakeholders that were the most familiar with it were Ministries of Education or related institutions, national vocational guidance institutions and national contact points for European initiatives (around 70% of them were highly or somewhat familiar with this document). The employer associations / confederations, associations of educational institutions and associations of volunteer organisations were the least familiar with it (only about 20% said they were familiar).

The level of usage was quite low: only 14.4% of those holding a certificate / degree in VET claimed that they obtained Europass Certificate Supplement along with their certificate / degree in vocational education. Among those who had received it, one third stated that they did not encounter any difficulties in obtaining it and for nearly two thirds (63.8%) it was issued automatically. However, only 10% of its end-users pointed out that there was a lack of information / guidance / support provided on how to receive this document. It could be assumed that the low usage and lack of complaints about information is explained by the fact that the document had low use by employers when recruiting. The results of survey conducted by Europass Certificate Supplement Working Group showed that only 9.8% of the employers have asked for it

²¹ Those results are supported by Certificate Supplement Working Group survey results: there 57.9% surveyed stakeholders claimed they knew Europass Certificate Supplement.

during the recruitment process, but also that more than two thirds of them agreed that it increases the chances of finding a job and 22% claimed that they will ask the Europass Certificate Supplement in the future. These tendencies show a potential of the expansion of the usage of the Europass Certificate Supplement document in the future.

The level of usefulness of the Europass Certificate Supplement was also lower in comparison with the Europass CV and the Europass Language Passport. However, respondents of all surveys agreed about the positive effect of this document in some ways. First, it was useful for presenting individual's knowledge, skills and competences in a clear way. Second, it was a beneficial tool to be invited to interviews and be pre-selected to job, training or volunteering positions. Third, 40.8% of surveyed stakeholders ranked it as very useful or useful for their organisation. To add, Certificate Supplement Working Group survey also revealed that 45.3% of surveyed stakeholders highly valued the Europass Certificate Supplement for helping to understand the qualification of a foreign candidate/employee.

4.5 Europass Diploma Supplement

The level of usage and awareness of the Europass Diploma Supplement was similar to the Europass Certificate Supplement. 59.6% of surveyed stakeholders were highly or somewhat familiar with Europass Diploma Supplement.

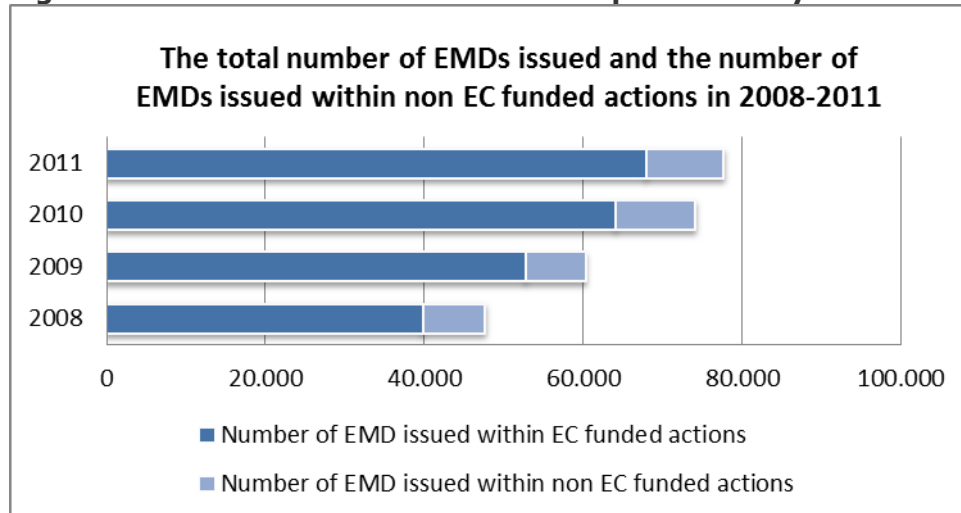
Among all surveyed actual and potential end-users who had a higher education diploma, 73.1% received it in 2006 or later, when Diploma Supplement was already a part of the Europass portfolio, but only a small share of such respondents indicated they had a Europass Diploma Supplement. Interviews revealed that many higher education institutions in Europass countries do not issue Europass Diploma Supplements. Furthermore, the comparison of survey, interview findings and secondary data revealed that holders of higher education diploma supplement were often unaware that they had a Europass document. One reason for this was that the document was issued as an integral part of the diploma. Also in almost half of the Europass countries the NECs reported that Diploma Supplement was issued without Europass logo or other indication that it is a part of Europass. The NECs claimed that they were putting major efforts in convincing the higher education institutions to put a Europass logo on the Diploma Supplement, but some institutions were reluctant due to additional costs or other reasons.

The appreciation and usefulness of Europass Diploma Supplement was evaluated positively by its end-users. It was valued for saving time and effort when applying for study/ work since it is a widely accepted format in the European countries (59.5%), and for saving money (i.e. there was no need to translate the document from the native language) (56.8%). Almost 2/3 of respondents who have used this document also believed that they had better chances to find a job/ be admitted to an academic institution if they used it, and stated that the Diploma Supplement fully met their personal needs. Moreover, all groups of respondents (NECs, stakeholders, and end-users of this document) evaluated it as useful for presenting individual knowledge, skills and competences in a clearer way. Across all target groups only around 10% of the respondents assessed this document as not useful. In comparison with the research conducted in 2008 (then 39% of respondents identified Europass Diploma as useful or very useful), a significant increase in positive perception is clear.

4.6 Europass Mobility Document

Overall, the level of familiarity and usage of Europass Mobility document has increased since 2008. The findings of survey made in 2008 evaluation suggested that the usage of Europass Mobility document was rather low: 67% of respondents stated that they have never used this document; but the current results of end-users survey showed that the percentage of all respondents that both did not know and had never used Europass Mobility document was only 42.1%. Moreover, the figures of the NECs annual reports of 2008-2011 showed that the numbers of issued Europass Mobility documents increased during the given period. Mostly it was used for mobility under EU funding, but the quantity of documents issued within non EU funded actions also increased in absolute terms, however, the relative share of Europass Mobility Documents under non EU funded actions slightly decreased in 2009 compared to 2008 (see figure below).

Figure 4: The number of the issued Europass Mobility documents



Source: compiled by the authors according to the data provided in NEC annual reports.

The Europass Mobility document most often was used as a formal account (25.4%) i.e. as a proof of holders' achievements abroad for the sending institutions. Moreover, respondents that were on a traineeship/ apprenticeship obtained this document most often (58.6%) followed by cultural exchange (35.3%) and work (33%) purposes. As the top three purposes why respondents stayed abroad consisted of traineeship/ apprenticeship, academic/ vocational studies and cultural exchange, it can be concluded that Europass Mobility document reached main groups rather well.

A moderate increase was also observed in regarding this document as useful or very useful for presenting individual competences in a clearer way. Results of the first Europass evaluation in 2008 showed that at that time 49% of users of this document had such an opinion, while in 2012, 53.4% of them thought so.

Overall, these observations show an upward trend in the level of awareness and the usage of the Europass Mobility document. In addition, the end-users survey results showed the further potential for the growth of interest and use of Europass Mobility document: 80% of all respondents claimed that they would like to receive the Europass Mobility document or a similar document when they go abroad for learning / working / volunteering purposes.

4.7 Increased awareness

The promotion and dissemination activities, the network of NECs and the Europass website all helped in raising awareness about Europass initiative and contributed to its success.

The various promotion and dissemination activities were mostly organised at the national level by the NECs and focused on promoting Europass among multipliers rather than directly among citizens. Statistics from Europass synthesis reports (2010) showed that during the period of 2008-2010, the NECs organised 338 various events by themselves and 404 joint events, which attracted more than 302 000 participants in total. The NECs were also active visitors of events organised by other bodies.

The Europass was mostly disseminated through organisation of and visits to public events, messages in the media, advertisements and production of promotional material. More precisely, the most popular types of public events were info-days, conferences, seminars and lectures, workshops, job fairs, training days / courses. The most usual types of media coverage and advertising were printed and electronic newsletters, articles disseminated in the press and via mailing lists, information provided in the national Europass websites, banners / info-notes in the websites of other organisations / institutions and in the networks (e.g. ReferNet), interviews and broadcast reports (TV, radio). New forms of advertising also became more popular, e.g. info-clips on YouTube, Europass games (for example, in Lithuania a game "Code EUROPASS" was created), information in social media (e.g. Twitter, LinkedIn). Lastly, the most popular types of promotional material were electronic PowerPoint presentations, flyers and leaflets, calendars, CDs, handbooks, user manuals, pens, USB sticks, bags. Overall, NECs had disseminated 8.68 million items of various promotional materials about Europass during the period of 2008-2010. Dissemination and promotion mechanisms varied slightly depending on which Europass document was being promoted. Table below presents the most frequently used mechanism used to promote each Europass document.

Table 21: The most popular dissemination mechanisms for different Europass documents

	Dissemination mechanisms
Europass CV	Integrating Europass CV online tool into EURES portal, promotion via Eurodesk and Euroguidance networks, sharing http://www.europassplus2.eu , jobs fairs and workshops, face-to-face meetings with pupils, students and teaching staff, events organised with guidance practitioners
Europass Language Passport	The Europass website, meetings with the Lifelong Learning Programme project beneficiaries, cooperation with language schools, connections with bodies regulating the English language teaching sector and the recognition of schools, informing teachers during trainings
Europass Mobility	Promotion among institutional and individual Lifelong Learning Programme beneficiaries ²²
Europass Certificate Supplement	Cooperation with the VET institutions, meetings with the Lifelong Learning programme project beneficiaries, sharing information about this document together with other VET documents (e.g. professional certificates)
Europass Diploma Supplement	Joint promotional activities with the NARIC network, promotion of the document among representatives of the universities (e.g. Conference of the Rectors)

The effectiveness of each promotional and dissemination activity varied. The most common ways the end-users first heard about Europass were from their educational

²² In some cases issuing this document was obligatory (e.g. Leonardo da Vinci programme in Germany) which automatically boosted the dissemination processes

institutions (34.2%), through other websites (e.g. using Google) (11.2%), and from their colleagues or friends (10.3%). Given that NECs promoted Europass among multipliers rather than directly among citizens, the fact that more than one third of respondents heard about Europass through educational institutions suggests that NECs targeted those institutions well.

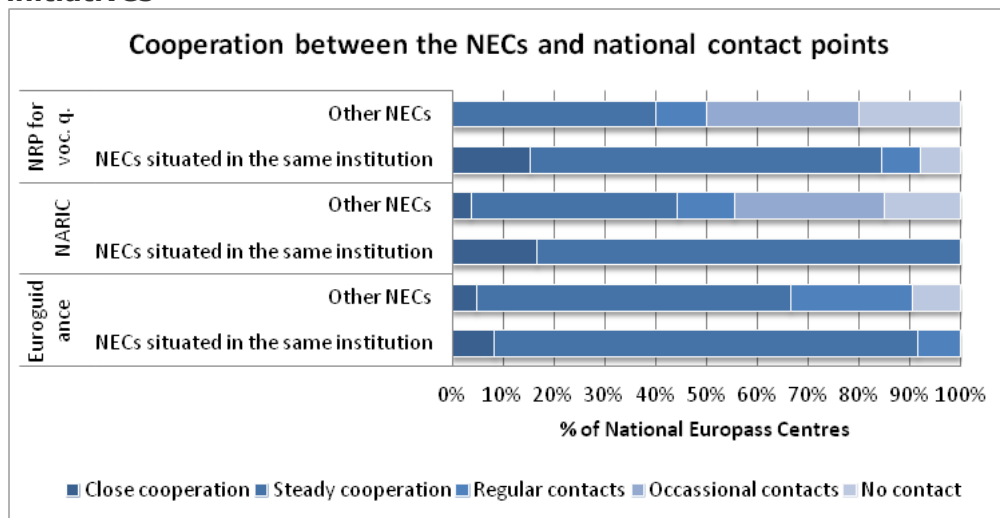
The level of effectiveness of promotion and dissemination mechanisms varied among different target groups of end-users. Direct face-to-face communication and promotion, including concrete assistance in filling-in the Europass CV were the most effective mechanisms for reaching low-skilled and older people. Among the surveyed end-users, more than 13% of those over 50 first heard about Europass from the NECs and 11% from their employer, while these sources served only 1.5% and 5% respectively for respondents under 25. For reaching younger and better educated generations, the most effective ways were the internet and other media channels (for example, 71.7 % of end-users aged 21-35 stated they first heard about Europass through other websites). These insights were supported by stakeholder's interview data. Thus there was strong evidence from a number of sources that printed materials (leaflets, flyers and brochures) were considered to be the least effective, as they were able to reach only a limited number of people, they had an informative rather than a practical role, and they were an expensive means of information dissemination compared to electronic means. Concerning the Europass newsletter, evaluators could not analyse its effectiveness because of its novelty: the first Europass newsletter was published only in June 2012.

Moreover, another effective way for Europass promotion was the exploitation of synergies between different EU programmes, for example, requiring the Europass CV in the Lifelong Learning Programme's selection processes, and informing selected beneficiaries about the possibility and added value of the Europass Mobility document. Another example of synergy was an interactive information exchange between different initiatives (e.g. Europass, Eurodesk, Euroguidance, and EURES).

When targeting institutions as potential users and promoters of Europass, one of the most effective and reliable ways of reaching them was ReferNet: many relevant organisations were members of this network. The information about Europass shared within ReferNet was further distributed through the networks of these organisations (e.g. information on their websites, newsletters etc.). Also, the organisation of various training sessions for representatives from the ministries of education and other public authorities, teachers, counsellors and other relevant stakeholders was another effective way for involving them more actively.

NECs performance in promoting the Europass initiative was evaluated positively. Among the national stakeholders 73.5% reported that they had contacted or had been contacted by the NEC or its parent organisation in their country; almost half of them (44.2%) pointed out that they communicated very often or often. Communication had been exceptionally good with the ministries of education and labour, national public employment services and national contact points for other European initiatives. Moreover, it was revealed that the success of the Europass initiative implementation was mostly created by such cooperation factors as the placement of initiatives in the same body with NECs, the representation of NECs in the coordination bodies of other relevant initiatives (e.g. Euroguidance), the pooling of promotion resources and joint efforts in keeping Europass documents up to date with the needs of various stakeholders. For instance, as it can be seen in figure below, NECs that did not share the same parent institution with NARIC or national reference point for vocational qualifications were less than half as likely to describe their cooperation as "steady" or "close".

Figure 5: Cooperation between the NECs and NCPs of other European initiatives



Source: NEC annual reports (2011).

Among stakeholders, the ministries of education, employer associations, EURES and NCPs for other European initiatives were the most satisfied with the NECs awareness activities. The least satisfied were national student unions, Bologna promoters and Trade Union Associations/ confederations. When compared to the survey results of the previous evaluation (2008), the stakeholders' satisfaction level remained similar.²³ Moreover, 50.8% of stakeholders that were in touch with NECs claimed that the NECs were successful both in raising awareness about the Europass documents among the potential users (individuals and organisations) in their represented countries and in providing necessary support to individuals / organisations on the use of the Europass documents to a very large or large extent.

In addition to this, both national stakeholders and the NECs pointed out that sharing of information online played a crucial role in distributing information on mobility opportunities and the usefulness of the Europass documents. The results showed that the NECs were doing well in this respect, as the large majority of their websites contained information on other European initiatives, whereas the majority of the national stakeholders provided information on Europass on their institutional websites as well. According to the final reports of NECs, most of the national Europass websites contained links to other main national contact points, such as Euroguidance (94%), EURES (92%) and websites with the information on guidance resources and national employment services (88% each).

The information provided on the websites of National Europass Centres was highly appreciated by stakeholders. Among stakeholders, the majority believed that the information provided in the national Europass websites was useful (64%) and sufficient (58.4%) to a very large or large extent. The Europass CV was evaluated as the best-presented document on the national Europass websites, while the Europass Certificate Supplement received the lowest mark for presentation.

Meanwhile end-users of all Europass documents highly appreciated the Europass website: the survey showed that 88.5% of them evaluated it as user-friendly. They

²³ Satisfied or very satisfied: EURES (52.2%), Bologna promoters (40%), other stakeholders (80%).

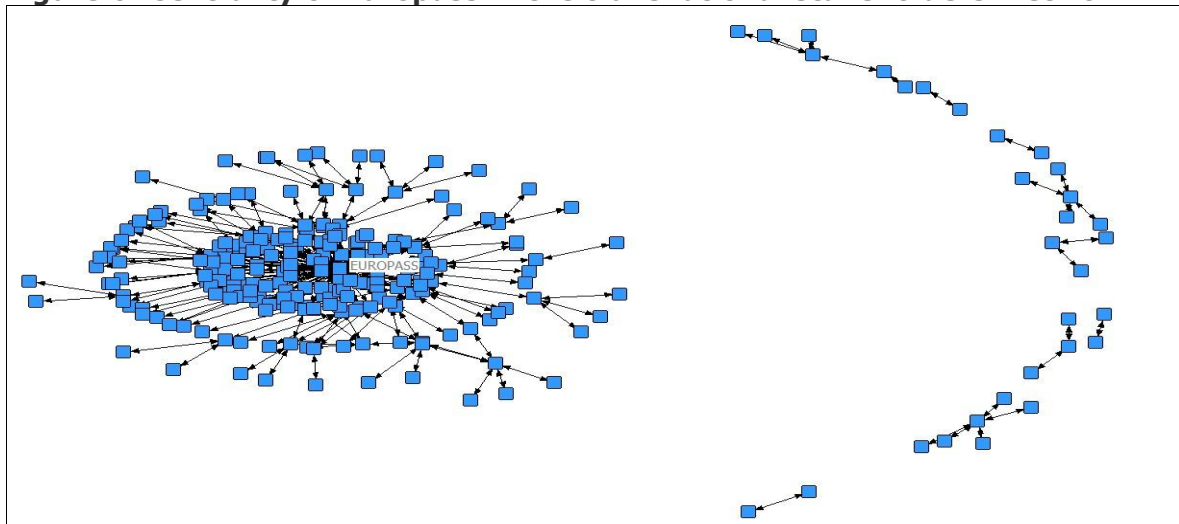
also claimed that the additional information it provided was useful. These results fit well with the tendencies observed in the previous Europass evaluation. Finally, almost 86% of all surveyed end-users believed that both the guidelines and examples provided on the Europass website were very or quite useful. The success of European Europass website can be seen from its growing popularity (see Table 15: Visits to the Europass website). However, it was very difficult to evaluate whether and to what extent this increased popularity could be attributed to the activities of the Europass implementation structure and/or to the current economic climate and problems in the labour market. The analysis of Europass website visits in different Member States revealed that the popularity of the Europass website had been growing not only in States which were severely affected by crisis, but also in less affected ones such as Denmark, Germany and Finland where the number of visits increased by 75%, 78%, and 21% respectively. Thus the direct causes of Europass website popularity were not clear.

The evaluation results also confirmed the importance of raising awareness about and the use of the Europass documents. The vast majority of the NECs (approx. 90%) acknowledged the high importance of this task. However, they also almost unanimously agreed that dissemination through the NECs was insufficient to achieve the best results – the network with relevant stakeholders was deemed to be crucial.

4.8 Developed Europass stakeholders' network

Development of Europass stakeholders' network within countries was one of the outputs pursued by the Europass implementation structure. Social network analysis revealed that the implementation structure²⁴ was the most central actor in the overall Europass stakeholders' network (see figure below). This means that Europass implementation structure was the most active in the whole transnational stakeholders' network in comparison with other actors (i.e. Euroguidance, EURES networks, etc.).

Figure 6: Centrality of Europass in the transnational stakeholders' network



Source: compiled by the authors using UCINET software. This network indicates all binary connections (it takes into account one-sided contacting as well).

²⁴ For this purpose all actors of Europass implementation structure (NECs, DG EAC, EACEA and Cedefop) were collapsed into one actor named "Europass".

It was also revealed that Europass was relatively efficient in both contacting and being contacted by the other stakeholders. The success in the latter aspect was higher: it acted as a 'bridge' between disparate groups of other actors, being 15 times more likely to act as an intermediary than any other actor. This insight was confirmed by the national stakeholder survey results. They showed that the Europass had created or reinforced the European partnerships of the surveyed national stakeholders to a very large and large extent for educational institutions (46.28%), national agencies for other European initiatives (40.5%), and the EURES network (35.4%). Meanwhile, Europass had played the smallest role in connecting the stakeholders with NARIC network and the national qualifications authorities. Quite a moderate role of Europass could be partly explained by the fact that some organisations already had well-established relations before the advent of Europass. Moreover, the stakeholders interacted on other issues as well; therefore, there could be "spill-over effects" among various programmes, initiatives and tools that meant Europass did not have an exceptional role in this regard. Nonetheless, given the fact that Europass is only one of the initiatives in the larger pool of the European and national actions in the area of transparency and comparability of skills, these results revealed that Europass was able to connect well to its key stakeholders.

4.9 Areas for further development of Europass initiative

Although the above described results showed that Europass initiative was effective, further analysis revealed some tendencies limiting the Europass initiative's success in improving its usage, usefulness and awareness aspects.

First, the analysis of actual and potential end-user survey data showed that the main factor limiting the use of Europass documents was the lack of awareness. Almost 61% of surveyed non-users reported that they had never heard about Europass documents and the same problem was also often mentioned in the interviews with national stakeholders. The key issue here is that the potential users of Europass form a very large and heterogeneous group, which means that with the limited promotion capacities held by NECs and other stakeholders it might take a very long time before the full potential of Europass can be exploited.

Second, besides the awareness factor, the layout, content and design of Europass documents received some criticism. For example, in relation to the Europass Language Passport, aspects such as the absence of objective criteria for self-evaluation, insufficient flexibility of the document format, inability to include the results of other language tests (i.e. IELTS, TOEFL) were mentioned and could be treated as barriers for wider use. Also, some respondents could not see a clear distinction between the Europass CV and the other CV formats in its nature and function. Thus a more structured, integrated and comprehensive presentation (CV plus other Europass documents) of the individual's full qualifications would be an added value.

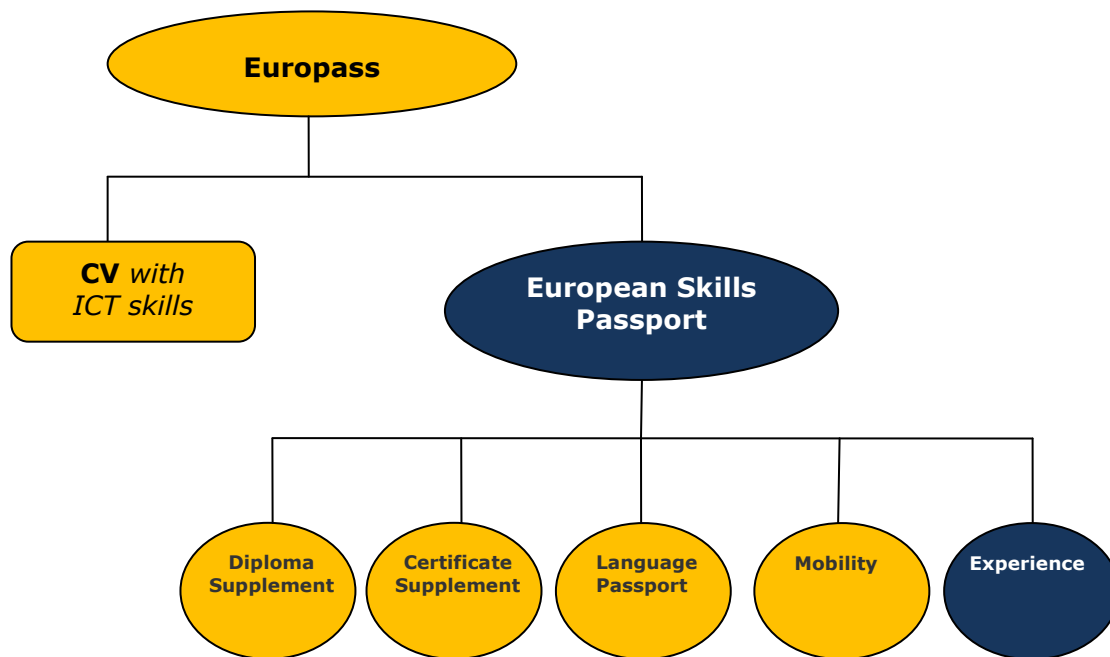
Finally, the current Europass framework lacks a document to describe and record learning achievements and skills acquired in non-formal and informal settings, such as the workplace, internships or volunteering experiences, which are not linked to transnational mobility. To fill this gap, the Commission is planning to introduce the Europass Experience document. The majority (on average 77%) of NECs, national

stakeholders and end-users agreed that the implementation of such new document would be very or quite useful.²⁵

Europass currently also lacks a document describing the functional and advanced ICT skills in a standardised way. DG EAC has already taken the initiative to develop a new ICT module in the Europass CV and this was supported to a large extent by all types of survey respondents (82.7% of surveyed actual and potential end-users, 79.2% of stakeholders, and 71% of NECs agreed that it would be useful or very useful to have a Europass document describing ICT skills).

All these new developments are expected to be introduced in 2013. The clear benefit of these planned changes should improve addressing the needs of low-skilled and/or unemployed people, youth with a moderate working experience, and people with experiences as a volunteer. Figure below depicts the planned content and format of Europass.

Figure 7: Europass in 2013



Source: European Commission

The evaluator also analysed the potential of further developments of the Europass Diploma Supplement and the Europass Mobility.

Concerning the further development of the Europass Diploma Supplement, there was no firm agreement among the target groups. The majority of doctoral degree holders said a supplement could be useful for them. Naturally, PhD holders did not object to receive additional document as it would not harm their status in any way. NECs were also quite positive about the benefit of such document: 70% said it would be beneficial

²⁵ More comprehensive information is provided in the section 4.6 about the development of Europass Mobility document.

for doctoral candidates, educational institutions, and employers. However, other stakeholders were more sceptical about this idea and saw no added value in the issue of Europass Diploma Supplement for doctorates. In addition, the diploma supplement for undergraduate and graduate studies was originally introduced to facilitate the transition to higher levels of education, particularly to education in other countries. Since a PhD is the highest diploma in most countries the Diploma Supplement does not have any obvious use in this regard.

The evaluator also found that the technical issues involved in developing a standard format would be difficult and lengthy and would depend largely on the willingness of higher education institutions to engage in such a process. In addition, the adaptation process would have to take into account the modules or units studied in the doctoral level but these tend to be less explicit than in undergraduate or graduate studies. Therefore, the first challenge would be to provide PhD studies with a relevant structure and/or to adjust the structure of the Europass Diploma Supplement according to a specific research area. Second, in some countries a doctoral thesis is not awarded a grade, meaning that the dissertation defence may only pass or fail.

To sum up, the extension of Europass Diploma Supplement for PhD holders requires a more detailed analysis of feasibility and limitations. At this stage it can be concluded that there was no consolidated attitude among the Europass stakeholders. A large degree of flexibility is necessary in order to make sure that the research of PhD candidate to be represented properly on a standardised template of diploma supplement.

On the further development of the Europass Mobility document, the concerned beneficiaries (both end-users and stakeholders) were in favour of a more flexible document to describe different types of mobility without introducing any additional documents. The survey data suggested that recording skills and competences acquired through domestic experience in the Europass Mobility document was seen as useful by 76.8% of end-users. The same proportion of stakeholders and NECs were also positive about the proposed instrument. In the stakeholder interviews, most respondents were in favour of a document which would record a self-organised mobility experience without needing a sending institution to produce it. The main reasons for having such document were freedom of choice, less bureaucratic procedures, and increased use of the document. The credibility of the document was considered extremely important, but almost all of the interviewed NECs believed that the new document would not be less credible as it would be signed and sealed by the host institution. Also, several NECs said that more flexibility in documentation would contribute to improved experiences among its users. The analysis of interviews with NECs and stakeholders also lends support to documenting domestic as well as international mobility experience. However, development of new Europass documents to record it would be received negatively by NECs and stakeholders due to additional time and resources needed to process the extra documentation. Increasing number of documents recording similar types of experiences was also seen as an obstacle to effective marketing of Europass. Such opinion was expressed by interviewed stakeholders emphasising that all types of experiences – be they acquired internationally or domestically – should be reflected in one Europass document.

Some barriers for Europass initiative's success in raising awareness were found during the analysis of Europass website and NECs communication activities. Users noted that Europass website should provide access to information and advice on transnational mobility, recognition of qualifications, job search and so on. There was also a demand for information and advice about the use of the Europass documents, further

guidelines and examples in relation to the Europass documents, and links to other related initiatives.

Concerning the NECs communication with stakeholders, it appeared that the cooperation between NECs and some types of stakeholders (i.e. the employer and trade union associations and other non-governmental organisations) was less frequent or happened only one way on the initiative of NECs. Also, the promotion of Europass among companies was difficult. The NECs unanimously claimed that communication with private employment services had proved almost fruitless. The main problem was that the private employment services were profit-seeking companies which had very few incentives to promote the use of the Europass documents if they were not rewarded financially. Structural drawbacks were also often mentioned as a barrier for the wider spread of these documents among the companies. Also, social network analysis results revealed that stakeholders did not always mention NECs among their most important contacts in this area. This indicates room for strengthening networking at national level, but is also inevitably dependent on the status and influence of the organisations hosting NECs.

5 Impact

Main conclusions

- Europass has played an important role in helping people to gain learning opportunities in another European country.
- Europass has helped individuals to be accepted to the Lifelong Learning Programme and to be admitted to educational institutions.
- Europass has also helped individuals to change their job or location and compared to the last evaluation in 2008 the contribution of Europass had significantly increased.
- Although younger people had experienced the highest access to the Europass documents, the impact of Europass on occupational / educational experience was felt within all age groups.
- Unemployed and volunteers had experienced the lowest usage levels of the Europass documents. Moreover, Europass documents had the lowest impact on unemployed, except for the Europass Certificate Supplement which almost equally well helped all who used it.
- The Europass documents also had a “pedagogic impact” as they encouraged individuals and institutional stakeholders to reflect on their learning or to provide guidance on learning outcomes, and to communicate them in a clearer way.
- The most important European added value of Europass initiative was the creation of international, recognised and uniform documents to record qualifications, skills and experiences. An effective support system and a well developed brand image led to international recognition of the documents, which was the key reason why end-users chose them and not their alternatives.
- The possibility to use the documents as a portfolio and the focus on learning outcomes were particularly important unique features of Europass documents.

5.1 The contribution to facilitating mobility for lifelong learning and occupational purposes

According to the intervention logic of Europass, the expected impact of Europass is directly associated with facilitated mobility opportunities for lifelong learning and occupational purposes. However, there are many other interacting factors that affect mobility. They range from “hard factors” like work and income expectations, quality of education, better infrastructure or security, improved access to public services, family commitments or to “softer factors” like mindsets open to cultural enrichment, improved pan-European learning opportunities, exchange programmes or the comparability of qualifications. Therefore, Europass should be approached as one of the factors which can additionally facilitate mobility rather than a specific push or pull factor. Thus evaluation team analysed Europass in terms of “contribution to” rather than the “impact on” mobility processes.

Overall, the Europass documents were helpful in accessing various learning opportunities across Europe. However, the level of usefulness varied. A considerable proportion of end-users believed that the Europass documents had especially helped them to be accepted to the Lifelong Learning Programme (LLP) the largest contribution in this respect was made by Europass CV and Language Passport: 67.8%, and 72.4% respectively. Moreover, almost half of them thought that these documents had helped them to be admitted to educational institutions. Concerning the Diploma Supplement, it was somewhat more helpful for admission to educational institutions (51.8%) than for acceptance in the LLP (42.7%). The Certificate Supplement was also reported as having been helpful: for admission to educational institutions - 46.3%, for acceptance in the Lifelong Learning Programme - 54.4%. Compared to the other documents, the

role of Europass Mobility document was the most limited: it had helped 32.4% of end-users to be admitted to educational institutions and 44.4% of them to be accepted to the Lifelong Learning Programme.

A direct comparison with the first Europass evaluation (2008) results could not be made as the effect of the documents on learning and employment opportunities was not separated in 2008 and the relevant question was based on a different measurement scale. In 2008, there were 49.6% respondents in total acknowledging the help of Europass for gaining access to opportunities for learning and employment (however, 21.8% agreed with this only to a moderate extent). Taking into account the limitations of this comparison, it can be estimated that overall the current level of contribution is very similar to that in 2008.

The analysis revealed that Europass documents were also beneficial for individuals to change their job or location. This insight was confirmed by the end-users survey data where the Europass CV (66.1%) and the Language Passport (68.1%) were seen as the most helpful. The remaining Europass documents contributed to the success of changing a job or location slightly less – the Certificate Supplement, Diploma Supplement and Europass Mobility document were reported as helpful by 64.4%, 49.9% and 53.3% of end-users, respectively. When compared to the results from the first Europass evaluation (2008), it can be concluded that contribution of Europass has increased significantly during the evaluated period: in 2008, there were 14.8% of respondents claiming that Europass has helped them to change a job or location meanwhile in 2012 the proportion of respondents with such opinion encompassed 60.4%. Such success of the Europass documents on the impact level showed a growing value of these documents in helping for individuals to change their job and location.

Although the analysis of the end-users survey data showed that those who have used the Europass documents were slightly more internationally mobile than those who have never used these documents; however, these differences fall within margin of error. The somewhat more mobile²⁶ than others (although again by very small margin) were the surveyed users of Europass Language Passport, while the users of Diploma Supplement were slightly less mobile than others (see table below). that the small differences indicate that other factors such as changes in life style, economic crisis, higher portability of grants and loans etc. possibly contributed more to the increased mobility. A more detailed analysis of factors influencing mobility would be needed to provide definitive conclusions.

Table 22: Comparisons of mobility experience among the respondents

Used documents	Europass CV		Europass Language Passport		Europass Diploma Supplement		Europass Certificate Supplement	
Type of respondents	Users	Non-users	Users	Non-users	Users	Non-users	Users	Non-users
The means of mobility experience*	0.62	0.60	0.66	0.60	0.58	0.53	0.60	0.58

Source: compiled by the authors based on the survey data. * 0 – have never stayed in other EU country, 1 – have stayed in other EU country. Note: Europass Mobility document is not analysed as it is issued only after mobility experience.

²⁶ Users of Europass Mobility are excluded as they all are mobile by definition.

The analysis also revealed that the Europass documents were also used by a considerable proportion of non-mobile persons (see table below). The Europass documents were successfully applied in the domestic environment for such purposes as applying for a job, traineeship/internship, educational programme, and volunteering. For example, among all users who employed Europass CV in applications for job, admission to educational institutions and volunteering positions, more than 40% were domestically mobile. Originally, the Europass initiative was developed to promote international mobility, but expansion to national mobility is clearly visible from the survey data, which might suggest a need to expand the main objective of Europass and revise its intervention logic.

Nevertheless, it was also clear that the Europass Language Passport was used by a higher percentage of respondents for international mobility in all categories of purposes than other documents, except the Europass CV for applying for a trainee/internship.

Table 23: International mobility levels among the surveyed mobile and non-mobile users of the Europass documents according to the purpose of use

Users of:		Europass CV		Europass Language Passport		Europass Diploma Supplement		Europass Certificate Supplement	
		Mobile	Non-mobile	Mobile	Non-mobile	Mobile	Non-mobile	Mobile	Non-mobile
Purposes of using	To apply for a job	57.4%	42.6%	63.3%	36.7%	52.4%	47.6%	58.9%	41.1%
	To apply for a traineeship/internship	65.4%	34.6%	68.2%	31.8%	62.6%	37.4%	60.4%	39.6%
	To apply for admission to an educational or training programme	59.1%	40.9%	66.3%	33.7%	56.9%	43.1%	50.2%	49.8%
	To apply for volunteering	55.3%	44.7%	61.5%	38.5%	59.4%	40.6%	57.4%	42.6%
	To keep a track on their own language skills	--	--	61.8%	38.2%	--	--	--	--

Source: compiled by the authors based on the survey data. Note: Europass Mobility document is not analysed as it is issued only after mobility experience.

The evaluator also analysed which target groups (in terms of age, highest educational attainment and current educational/ occupational status) used the Europass documents the most. According to the age groups, younger respondents used the Europass documents more (see table below).

Table 24: Users of the Europass documents according to their age

Age groups:	All the Europass documents	Europass CV	Europass Language Passport	Europass Diploma Supplement	Europass Certificate Supplement	Europass Mobility
Under 20	9.4%	9.2%	9.6%	2.5%	10.5%	10.3%
21-25	41%	39.9%	35.3%	35.4%	41.6%	48.9%
26-35	30.3%	31.6%	31.4%	40.1%	26.9%	31.1%
36-49	14.4%	14.7%	17.9%	18.3%	16.5%	6.8%
50+	4.9%	4.6%	5.8%	3.7%	4.5%	2.9%
Total	100%	100%	100%	100%	100%	100%

Source: compiled by the authors based on the survey data.

However, this did not automatically mean that the same age groups witnessed the largest impact of the documents on their occupational / educational experience. The older generation (over 36) claimed to have experienced higher impact of Europass CV, Europass Language Passport and/ or Europass Certificate Supplement documents on changing job/ location and/ or on acceptance to the Lifelong Learning Programme than

younger generations. The analysis of Europass Mobility document impact on respondents occupational/ educational experience did not show differences between age groups. Meanwhile similar analysis of Europass Diploma Supplement showed that impact among age groups differed only on the aspect of changing job/ location. It was higher for older generation.

These results could be partially related to the fact that older generations employed the Europass instruments more purposefully. This interpretation coincides with the particularly high impact on changing jobs/locations or being accepted to Lifelong Learning Programme – naturally more relevant to more experienced persons. Moreover, there were fewer respondents from older age groups, therefore, the sample cannot be considered fully representative. It is also possible that mobility is in some ways 'easier' for younger age groups (they have fewer responsibilities and so on) and it is more difficult for older groups for similar reasons therefore they both need and appreciate support tools rather more than the younger groups.

According to the highest level of educational attainment, it is clear that respondents with undergraduate or post-graduate degree used the Europass documents the most (see table below).

Table 25: Users of the Europass documents according to their educational attainment²⁷

Educational attainment	All the Europass documents*	Europass CV	Europass Language Passport	Europass Certificate Supplement	Europass Mobility
Primary education	1.1%	1.4%	1.2%	1.0%	0.7%
Secondary (academic route)	16.4%	12.4%	13.6%	15.3%	24.1%
Secondary (vocational route)	14.4%	8.7%	8.7%	23.3%	17.0%
Post-secondary non-university education	14.2%	10.0%	10.0%	20.5%	16.1%
Undergraduate degree	21.2%	28.0%	24.6%	16.8%	15.3%
Post-graduate degree	30.8%	37.1%	39.0%	21.5%	25.6%
Doctorate	1.9%	2.4%	2.9%	1.6%	1.2%
Total	100%	100%	100%	100%	100%

Source: compiled by the authors based on the survey data. *Note: Except Europass Diploma Supplement

However, the impact level of each document on each target group was different. The largest proportion of people claiming that Europass CV, Europass Language Passport and/ or Europass Mobility Document helped them to be admitted to educational institutions was among the respondents with doctoral degree (approximately 55%; these results should however be taken with extra caution due to small sample size of respondents holding doctoral degree). Acceptance to the Lifelong Learning Programme was almost equally appreciated by all groups of respondents that used at least one of these three documents. The analysis of the Europass Certificate Supplement document impact on respondents' occupational/ educational experience revealed that impact on acceptance to the Lifelong Learning Programme was more appreciated by the more educated respondents; no other differences were observed. Similar analysis of the Europass Diploma Supplement revealed no differences.

According to the current educational / occupational status, employed people and those in education or training used the Europass documents the most in comparison with other educational/ occupational status groups (see table below).

²⁷ As Europass Diploma Supplement is issued just to persons with higher educational degree, it was not included into the table

Table 26: Users of the Europass documents according to their educational/occupational status

Educational/ occupational status	All the Europass documents	Europass CV	Europass Language Passport	Europass Certificate Supplement	Europass Diploma Supplement	Europass Mobility
In education or training	37.3%	30.2%	26.3%	20.1%	19.5%	30.5%
In a voluntary arrangement	1.1%	1.5%	1.5%	1.1%	1.1%	1.0%
In employment (less than five years)	19.5%	20.2%	21.1%	31.4%	25.8%	32.4%
In employment (more than five years)	20.8%	26.4%	32.0%	29.1%	35.2%	12.3%
Unemployed/ job-seeking	12.8%	15.9%	12.5%	9.9%	14.4%	12.6%
Other	8.5%	5.8%	6.6%	8.4%	4.0%	11.2%
Total	100%	100%	100%	100%	100%	100%

Source: compiled by the authors based on the survey data.

Overall, the Europass documents were the least used by the unemployed. The impact analysis of each document revealed that these groups had experienced the lowest impact (aggregated for all purposes of use) of various Europass documents. Meanwhile, the largest impact was observed for the employed (especially for those over 5 years in employment). The exception is Europass Certificate Supplement: the impact of this document was almost equally appreciated by all target groups.

The above insights were also confirmed by the data gathered during the interviews with NECs and stakeholders. There were several reasons why older generation and individuals with lower educational achievements could not take the full advantage of the Europass initiative. First, some documents appeared only recently (e.g. Europass Certificate Supplement, Diploma Supplement) and people who graduated earlier could have received such a document. Second, an adequate level of computer literacy was needed in order to fill out the Europass CV and Language Passport, which was not always the case among the population with a lower educational attainment. Moreover, the adults were less mobile in general due to such objective circumstances and reasons such as family or household commitments. The employment agencies and the NECs were putting in additional efforts to address these issues e.g. by organising various workshops.

5.2 Other contributions of Europass

Besides contributing to the facilitation of mobility for learning and occupational purposes, the Europass documents were bringing value to the process of making individual knowledge, skills and competences more transparent and comparable across countries:

- The Europass documents were perceived as helpful to be invited to job, training or volunteering interviews or be pre-selected for relevant positions.
- Europass alleviated the work of human resources management for the recipients of the Europass documents.
- The Europass documents had a “pedagogic impact” and contributed to changing users’ mentality by helping them to describe and communicate their own skills and competences in a clearer way.
- Europass CV acted as a “source of inspiration” for creating own CV templates. Although this aspect cannot be fully treated as a positive effect because it encouraged usage of different CV formats, it might nevertheless

be expected that at least some proportion of people “inspired” by Europass CV, would start using it in the future. It is also a positive indirect effect.

- Europass CV helped users to enrich or better structure their personal profile and to reconsider their own skills and competences; it also raised motivation for self-development
- Europass Language Passport was beneficial to keep a track on users’ language skills
- Europass Diploma Supplement and Certificate Supplement saved users’ time and efforts when applying for study / work since it was the widely accepted format in European countries
- Europass Diploma Supplement and Certificate Supplement saved users’ money as there was no need for translations
- Europass Diploma Supplement and Certificate Supplement were regarded by national stakeholders as important tools helping educational institutions to orient and structure their educational programmes better;
- Europass Diploma Supplement helped to write various descriptions of users’ studies because it made easier to define all achievements and studied subjects.

Concerning the negative effects, only a possible overlap with other documents was pointed out (e.g. Youth Pass) by the interviewed national stakeholders.

5.3 European added value

The 2008 evaluation of Europass concluded that the European added value of the Europass initiative consisted of the partnerships formed through NEC network, the formality enjoyed by users because of the European nature of the initiative, and the uniformity of the transparency documents.

To some extent these unique features of the Europass documents which created their European added value were also noted in the present evaluation. The NECs and stakeholders almost unanimously mentioned the European nature, recognition and uniformity at the international level and ability to facilitate the international mobility as the key features of the Europass documents which other similar documents do not have and which makes them particularly attractive and strong. The strong brand of Europass and the very wide spread of the documents across countries have also been mentioned as highly instrumental in the recognition of the documents across Europe. The other mentioned unique features of the Europass documents include:

- The possibility of the individual to use the full package of the documents as a portfolio, which includes most of the issues which need to be covered while looking for employment or learning opportunities;
- The emphasis of the documents on the competences and learning outcomes rather than formal curriculum input or hours spent;
- The potential of the documents to become more general information and guidance tools as well as the transparency and mobility tools which they are now.

However, the design features of the documents were not identified as unique by any of the NECs and stakeholders.

These features of the Europass documents showed that the Europass initiative had been able to successfully foster the transparency of qualifications and skills/competences as well as mobility at the European level, while offering its users internationally recognised tools to achieve that. In fact, the international recognition of

the Europass documents was the most usually mentioned reason why their end-users chose them in the first place, particularly in the case of the CV and Language Passport.

6 Efficiency

Main conclusions

- NECs used the allocated funding efficiently across different activities, although the proportion of grant spent on different activities varied across countries.
- The priorities of the NECs were found to be in line with maximising the cost-effectiveness of Europass.
- A lack of human resources, changes of staff, and related administrative procedures as well as insufficient national support were identified by NECs as limiting factors to achieve even greater efficiency gains.
- Growing efficiency was observed both in terms of the promotional activities undertaken by the NECs and the usage of different Europass tools.
- Whilst the funding provided by the EU and national sources had not increased significantly over the period of 2008-2011, the numbers of Europass CVs created online, Europass Mobility documents issued and the number of visits to the Cedefop website had been steadily increasing.
- The success of each Europass tool given similar amount of funding varied significantly across countries. Although this might indicate differing efficiency levels of NECs, the main differences are most plausibly explained by a variation in demand for Europass documents in different countries (e.g. less demand for Europass CV in UK) and levels of political priority.

The evaluators found an increase in the efficiency levels in all the aspects analysed. NECs used the allocated funding effectively across different activities, although the proportion of grant spent on different activities varied across countries. The priorities of the NECs were found to be in line with maximising the cost-effectiveness of the Europass initiative as the promotional activities have been regarded of highest importance. In addition, there was an indication of a lack of human resources, which was not observed during the previous 2008 evaluation. Finally, the changes of staff and related administrative procedures as well as insufficient national support impeded the achievement of maximum efficiency.

The analysis suggests a growing efficiency due to an increase in promotional activities undertaken by the NECs and the usage of different Europass tools. Whilst the funding provided by the EU and national sources had not increased significantly over the period of 2008-2011, the numbers of Europass CVs created online, of Europass Mobility documents issued and of the number of visits to the Cedefop website had been steadily increasing and no sign of a decline in the popularity of Europass tools was observed. However, the success of each Europass tool was found to vary significantly across countries. Although this might indicate somewhat differing efficiency levels of NECs, the main differences are most plausibly explained by a variation in demand for Europass documents in different countries and varying levels of political priority. The evaluator had foreseen some contextual and country-specific factors (different popularity of Europass documents among countries, diverse levels of development of national education and training systems, etc.) that can explain the differences of the efficiency levels across the NECs.

Overall, around half of the NECs found the existing funding sufficient. While some of the NECs desired additional funding, the NECs on average used 88% of the allocated EU grants in 2010 (compared to 81% in 2008). Romania indicated that the

requirement of the 50% national co-funding could not be ensured, but for other countries administrative changes that disrupted the course of work and planned activities were often cited as reasons.

Nevertheless NECs stated that the level of funding needed to be sustained as the current level of activities could not be undertaken with a lower level of funding: 42.9% did not agree that the current results could be carried out at the same level with lower budgets. In addition, only 2 out of 8 stakeholders agreed that the same results could be achieved with lower budgets.

NECs also indicated that the management of grants was sound, as the Europass objectives had been regarded of the highest importance. The main reasons for organising various activities were increased awareness and use as well as the acknowledgement of the Europass documents by educational and professional organisations.

The total share of EC grants disbursed to cover the costs of different items seemed to be in line with maximising the cost-effectiveness of Europass. The largest share of funding covered staff costs (55.7%), information and communication activities (25.4%), and operational activities (14.8%) (see Annex 11, sheet "Grants_expenses 2010"). Such distribution of funding among different types of costs may depend significantly on their classification according to administrative rules. However, the countries with higher wages had the larger share of their grant attributed to staff. In the interviews the NECs also mentioned that more human resources would help to achieve better results. These findings suggest staff shortages, which meant the need to rely on the support from other national contact points in disseminating information on Europass. This however did help to achieve better results with the same level of resources.

The findings presented above are approximately in line with the results of the 2008 evaluation. However, the 2008 evaluation findings suggested that more resources were desirable for promotional activities. As the need for investing in more staff for promotion was mentioned separately as a secondary conclusion, it could be assumed that the resources mentioned related mostly to promotion tools and materials. This time the results much more strongly support a need for hiring more staff. This shift can be explained by the increased awareness and use of the documents, meaning that more people are needed to keep the tools (including national Europass websites) frequently updated and easily accessible.

The evaluation of efficiency is subject to several limitations. First, the result achieved in terms of document downloads depended also on the external and contextual factors, such as the economic situation. For example, the unemployment rate in EU-27 increased from 7.1% in 2008 to 9.7% in 2011, whereas the figures for the youth unemployment rate in 2011 were more than twice as high as the unemployment rate for the total population.²⁸ As a result, the negative shift in employment prospects encouraged individuals to look for job opportunities at home and abroad, which had in turn contributed to the increase in the use of Europass documents. Second, the results of the NECs can be compared among countries only to a limited extent due to the lack of consistent data on the quantitative indicators (e.g. the number of downloads of Europass CV and Europass Language Passport from the national Europass websites) and due to the low comparability of the main outputs of NECs (e.g. promotional

²⁸ Eurostat.

activities that differed both in scope and quality). Due to this, the evaluator relied here mainly on the data from the Statistical Reports on the Europass website.

The success of each document in different countries was subject to country-specific factors. For example, the Europass CV format is not typical in the UK labour market, which makes it harder for the NEC to promote it among the potential users.²⁹ In Germany, on the other hand, the presence of strong VET institutions contributed to the high numbers of Europass Mobility documents delivered to the participants of mobility programmes.³⁰ In addition, NECs in the countries with a better developed network of national contact points were found to have had more opportunities to organise joint events and publications, which was viewed as a good way to reduce costs.

In general, the growth in the awareness and use of the Europass tools suggests that the efficiency levels of the NECs increased during the analysed period. This conclusion stems from two main factors: first, the number of documents issued and created as well as visits to the Cedefop website showed a steady (in some cases dramatic) growth; second, the grants allocated by EC and national sources had been rather stable, so the results per unit of cost had increased.

When looking at the efficiency of the NECs by country, there seem to be considerable differences in the results achieved by different Europass tools. In regard to Europass Mobility documents issued, it could be observed that France and Germany were the absolute leaders with 13 843 and 21 820 documents issued in 2011, respectively, but the three Baltic countries and Iceland were leading by the number of Mobility documents issued per 100 000 persons of working age (see table below). Meanwhile, Ireland, Sweden, UK, Spain and Greece had delivered Europass Mobility documents for less than a tenth of the Leonardo da Vinci participants 2011, which suggests that a great deal of potential had not been realised in these countries.

Table 27: Countries according to the number of Europass Mobility documents issued in 2011 per 100 000 working age population

Number of EM documents / 100 000 working age population	Country
Up to 10	Greece, United Kingdom, Ireland, Spain, Sweden
11-20	Bulgaria, Norway, Hungary, Poland
21-30	Italy, Belgium, Portugal, Romania, Denmark
31-40	Luxembourg, Czech Republic, France, Slovak Republic, The Netherlands, Austria, Finland, Germany, Cyprus, Slovenia
41 and more	Latvia, Estonia, Lithuania, Iceland

Source: Compiled by authors using Annual NEC reports 2011 and data from http://ec.europa.eu/education/leonardo-da-vinci/doc/stat/mobility11_en.pdf

In addition, data on the promotional activities of each NEC also suggests that there had been an increase in the efficiency levels of the NECs. For example, the NECs reported there had been 13.6% more participants in the events organised by the NECs in 2010 compared to 2008.³¹ Most importantly, the same source suggested that the number of events organised by the NECs together with other bodies had more than doubled in the same period. It can be regarded as a sign of rationalisation of Europass since joint events had been viewed as both more effective and less costly.

²⁹ Evidence gathered includes UK annual NEC report (2011), surveys of the NECs and national Europass stakeholders

³⁰ Findings supported by the NECs and national stakeholders' interview data

³¹ 2008-2010 statistics for Europass synthesis report

Finally, a sharp decline of the unit costs of each Europass CV produced can be noticed. Adding the costs of the Europass initiative encountered in 2005-2007 (€11.5 million) to around €4 million each year spent by the national and EC sources in 2008-2011, the resulting total cost could be around €28 million. Since there were 36 million Europass CVs issued in 2005-2011 (both online and offline), the average cost of one CV produced would be in the region of €0.77, almost three times less than the cost of one CV issued in 2005-2007 (€2.1).

Taking into account the fact that the number of the Europass CVs and other documents issued has been steadily increasing and provided that NECs take further actions to expand their networks and focus on the most effective promotion activities by learning from the best practices, it can be expected that the efficiency of the Europass initiative will continue growing in the upcoming years.

7 Governance

Main conclusions

- Overall, Europass had an effective implementation structure. Moreover its constituent organisations demonstrated improving cooperation over the evaluated period and were able to engage stakeholder organisations in the implementation of Europass, which made an increase in the effectiveness and efficiency of Europass possible.
- The ultimate responsibility for the management and co-ordination of Europass rested with the European Commission, its Directorate General for Education and Culture, which performed well.
- Education, Audiovisual and Culture Executive Agency was delegated the management of the operating subsidies granted to the National Europass Centres and the monitoring of their network. The Agency did well in the management of the operating subsidies. However, Europass Activity Reports for 2009, 2010 and 2011 were not delivered by the time this report was written.
- Europass lacked quantified targets as the basis for monitoring and evaluation which could now be developed on the basis of existing monitoring data and repeated survey measurements carried out in successive external evaluations could be made comparable.
- Cedefop performed well its functions of managing the Europass website, portal and providing support to National Europass Centres in developing their national websites. Upon request from European Commission, Cedefop successfully contributed its expertise to the conceptual development of Europass, its individual documents and implementation tools and provided guidance on their implementation.
- The EU co-financed network of National Europass Centres was a relevant and effective model for the implementation of Europass at national level, as evidenced by a spectacular overall growth in the usage and appreciation of Europass documents.
- The promotion and networking activities at national level were planned separately in each country. This allowed them to take into account the local circumstances, but a lack of common understanding on what types of promotion tools are more suitable for different types of target groups resulted in over reliance on passive communication and printed materials. National Europass Centres should receive better guidance on effective communication strategies

The evaluator clustered the evaluation questions related to the implementation structures and processes of Europass initiative into a separate section on evaluation of Europass governance. The analysis covers the immediate Europass implementation structure, which includes DG EAC with the overall responsibility for the development and management of Europass, EACEA that is delegated the management of the

operating subsidies granted to the NECs and the monitoring of their network³², Cedefop providing expertise to Europass development and implementation, and finally the network of the NECs that promote Europass and manage some Europass documents. The progress in building a wider network of the national stakeholder organisations that manage Europass documents and/or promote their use is analysed in the output-level analysis on section 4.8.

All organisations in Europass implementation structure depended on one another for the successful implementation of their individual functions, while the successful implementation of Europass depended on all of them acting together as an effective team. A clear division of work and an effective flow of information are vital to functioning of such a sizeable institutional network. The evaluators found that overall Europass had a relevant and effective implementation structure. Moreover its constituent organisations demonstrated improving cooperation over evaluation period and were able to engage stakeholder organisations in the implementation of Europass, which made an increase in the effectiveness of Europass possible.

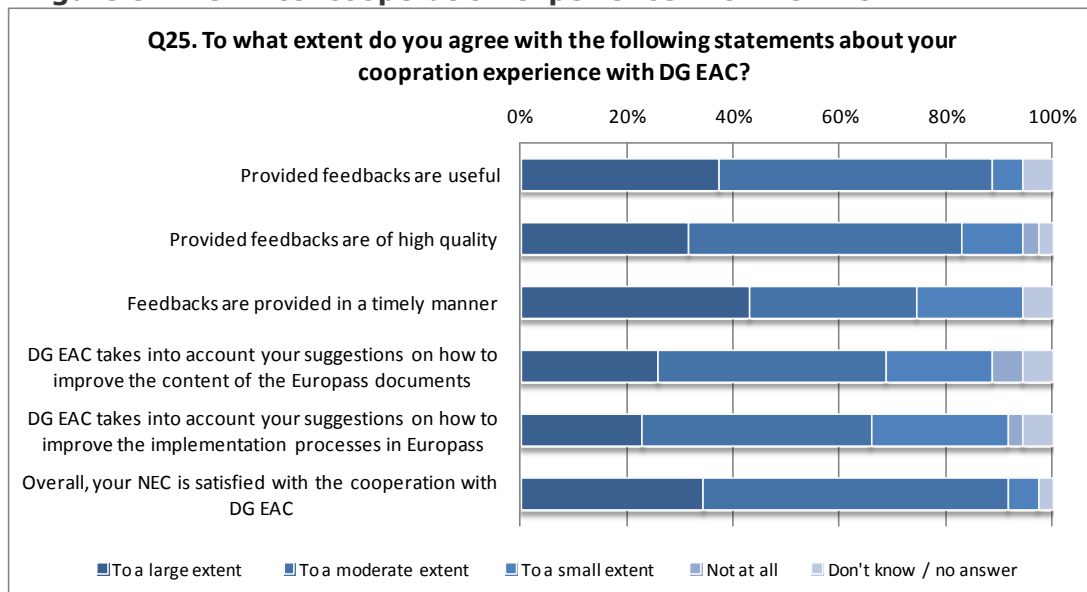
7.1 Management and co-ordination

The European Commission, its Directorate General for Education and Culture (DG EAC) was responsible for the management and co-ordination of the Europass initiative. It supervised the implementation functions that were delegated to EACEA (management of the operating subsidies granted to the NECs and the monitoring of their network) and to Cedefop (provision of expertise to Europass development and implementation). All the data showed that DG EAC performed its function well. The only area of concern was the monitoring functions delegated to EACEA, which apparently lacked resources to carry them out (see the section 7.2).

Almost all (91%) of the NEC survey respondents were satisfied with the leadership of DG EAC (34% to a *very large* extent). The NECs were mostly satisfied with the timeliness, usefulness and quality of feedbacks from DG EAC (see figure below). The NECs were only somewhat less satisfied with how DG EAC takes into account their suggestions on improvements of the content and implementation processes of Europass documents. Further improvements in this area were expected as DG EAC was recently making more active efforts through bi-annual Plenary NEC meetings to provide policy guidance, feedbacks and to utilise NECs' potential to generate insights on how the Europass could be taken forward taking into account the diversity of national circumstances. Furthermore, 57% of NECs also noted improvements in their cooperation with DG EAC in recent years, while none of the respondents indicated their cooperation with DG EAC got any worse.

³² COMMISSION DECISION C(2009) 3355 OF 6 MAY 2009 delegating powers to the Education, Audiovisual and Culture Executive Agency with a view to the performance of tasks linked to implementation of the Community programmes in the fields of education, audiovisual and culture, comprising in particular implementation of appropriations entered in the Community budget.

Figure 8: The NECs' cooperation experience with DG EAC



Source: survey of the National Europass Centres (2012).

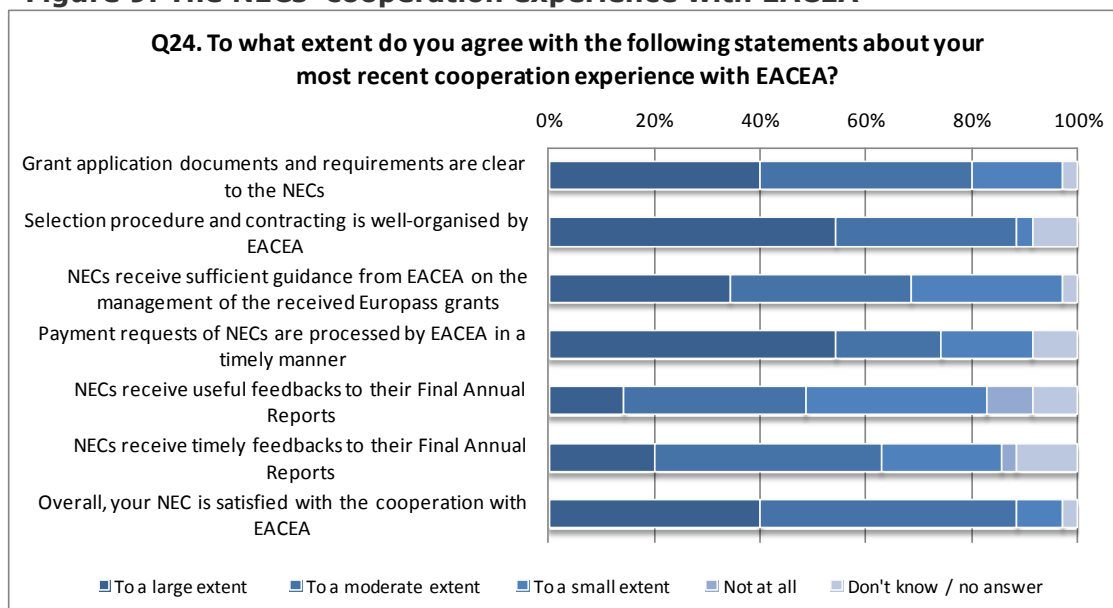
The interviews revealed that there was a smooth coordination between DG EAC, EACEA, Cedefop and the NECs. The co-ordination with external actors was also working well and recently improved further by inviting relevant stakeholders to the Plenary NEC meetings so they could share their points of view and express their opinions on the development and implementation of the Europass documents, which was also reflected in positive networking outputs (see output-level analysis in section 4.8) and the satisfaction of stakeholders with Europass (Result-level analysis in section 4.7).

7.2 Contracting and grant management

The management of the operating subsidies granted to the national Europass centres and the monitoring of their network was delegated by the Commission to the EACEA. The analysis found that EACEA performs well in the management of the operating subsidies granted to NECs, but revealed weakness in supporting the Europass monitoring function.

In managing the operating subsidies the EACEA provided operational guidance and leadership to the network of NECs. 40% of the surveyed NECs were satisfied with their cooperation with EACEA to a large extent and 49% to a moderate extent (see figure below). The NECs were the most positive about the timely payments, the organisation of selection and the contracting procedures for Europass grants. 31% of NECs reported that their co-operation with EACEA had improved over recent years against 11%, who reported that it had deteriorated. The areas where EACEA had slightly more room for improvement were the guidance on the management of Europass grants and more particularly on the feedback on the annual reports of the NECs. This was also supported by interviews with the representatives of the NECs. Several of them expressed the need for more and more timely guidance or feedback on reporting arrangements and also pointed out to the lack of continuity in the work of EACEA due to changes in its structure and in the staff responsible for Europass.

Figure 9: The NECs' cooperation experience with EACEA



Source: survey of the National Europass Centres (2012).

In implementing its monitoring function EACEA prepared annual Europass Activity Reports. These were based on the information provided by NEC in their annual reports on the implementation of Europass at national level. The first evaluation of Europass concluded that the reports of NECs were very succinct and lacked information about the actual implementation of the initiative. The guidance on how to complete activity reports was found to be insufficient. Moreover, the evaluators could not identify a system of objective indicators to monitor performance and quantity outputs and results³². In the present evaluation period the European Commission and EACEA took action to improve the monitoring system. The terms of reference for the NECs required them to include quantitative information and they were urged to provide more analytical and better structured information.³³ This evaluation found the monthly statistical reports produced by Cedefop (e.g. on visits to the Europass website, generated CVs and Europass Mobility documents) very clear and useful. Their information should be integrated into the annual Europass Activity Reports.

Europass lacked quantified targets against which its progress could be monitored and evaluated. A wealth of historical monitoring data and the repeated measurements of performance of Europass as part of regular external evaluations provides the basis for setting such targets. Examples of potential targets based on monitoring data include the number of visits to Europass website, the number of the Europass CVs and Europass Language Passport created online and templates downloaded. Examples of potential targets based on survey data are the proportion of Europass users in the surveyed population of potential and actual users and the proportion of Europass users that consider Europass documents meet their needs in the surveyed population of actual users. Therefore it is important that such measurements remain comparable from one external evaluation to another.

At the time of the interim evaluation report in August 2012, the only EACEA report available was Europass Activity Report for 2008, which meant that the reports for

³³ Action Plan for the follow-up of the first evaluation of Europass, 2011, p. 14-15.

2009, 2010 and 2011 were significantly delayed. The interviewees in EACEA and DG EAC explained this delay by the lack of resources within EACEA. The Europass Activity Reports are clearly important in terms of ensuring accountability to EU institutions and citizens, but also in terms of aggregating and analysing the performance information and provision of analysis relevant to efficient and effective management of the Europass implementation structure, particularly for DG EAC.

7.3 Provision of expertise to Europass development and implementation

The interviews with stakeholders, the survey of the National Europass Centres and documentary analysis showed that Cedefop performed well in managing the Europass website, portal and providing support to NECs in developing their national websites. More broadly Cedefop was a very useful element of the Europass implementation structure by contributing its expertise to the conceptual development of Europass, its individual documents and implementation tools, provision of support to NECs that went beyond development of their national websites and provision of support to end-users of the CV.

The role of Cedefop as the centre of expertise for Europass initiative was established in the Europass Decision in 2004, which required the Commission to “secure the expertise of the European Centre for the Development of Vocational Training (Cedefop) in implementing this Decision”. The survey of the NECs and the interviews with key actors in Europass implementation structure showed that Cedefop performed this function very well. The activities of Cedefop in Europass were planned in the annual work programmes and approved by its Governing Board. However, none of the more strategic documents guiding the work of Cedefop (including the founding Regulation of Cedefop, the Europass Decision or the Medium-term priorities of Cedefop) spelled out in full what Cedefop had to do or achieve as the centre of expertise in Europass³⁴. Although co-operation between DG EAC and Cedefop is very good and this helps to ensure timely operational planning and delivery of Cedefop’s expertise, the long-term and substantive nature of Cedefop’s involvement in Europass requires that its functions in Europass should be spelt out more clearly in its medium term priorities. This would make the role of Cedefop more readily understandable to broader groups of stakeholders and policy makers in Europass.

The survey of NECs showed strong co-operation between them and Cedefop: 86% of the surveyed NECs consulted Cedefop about the establishment / development of the Europass documents, 63% participated in the joint conferences and meetings, 49% consulted Cedefop about the establishment / development of the national Europass website, 43% participated in the same working groups with Cedefop, and only 3% claimed that they have never been in a direct contact with Cedefop. 57% of NECs also reported that their co-operation with Cedefop had improved over recent years against only 3% who reported deterioration. The interviews provided a number of specific examples of how NECs benefited from cooperation with Cedefop. However, the e-Community tool for Europass operated by Cedefop and intended for the internal networking within Europass implementation structure was not popular among its intended users, who preferred other networking tools, such as LinkedIn or Facebook.

³⁴ For example, the Medium-term priorities of Cedefop for 2012-2014 mentioned only the management/co-ordination of the Europass portal/websites and contribution to development of European Skills Passport as the functions of Cedefop.

7.4 Implementation through the Network of the National Europass Centres

The terms of reference for NECs assigned them two core tasks: coordination of Europass document management, and promotion of Europass at national level. Development and maintenance of national internet site and information system, co-operation with information and guidance networks and networking at European level were identified as support tasks helping to improve Europass and deliver the core tasks in their respective countries. In their activities NECs were bound by their grant contracts managed by EACEA.

The first evaluation of Europass concluded that the network of NECs was a satisfactory model to run the Europass initiative. A strong structure at national level was regarded as necessary to promote Europass effectively and be able to link and communicate effectively with the relevant stakeholders. National bodies were deemed to have a comparative advantage because they had in-depth knowledge about national education and labour systems.³⁵ This present evaluation also concluded that the EU co-financed network of NECs is a relevant and effective model for the implementation of Europass at national level. Over the evaluated period the network proved effective in promoting Europass directly and by engaging relevant stakeholders, whose contribution to promotion and management of Europass documents was a critical success factor.

Overall the NECs were successful in coordination of Europass document management and promotion, which is evidenced by the significant achievements of Europass in terms of outputs and results (see the relevant sections above for more details). The success depended chiefly on effective networking with other managers of Europass documents, stakeholder organisation and the influence of the parent organisation of the NEC within the national context.

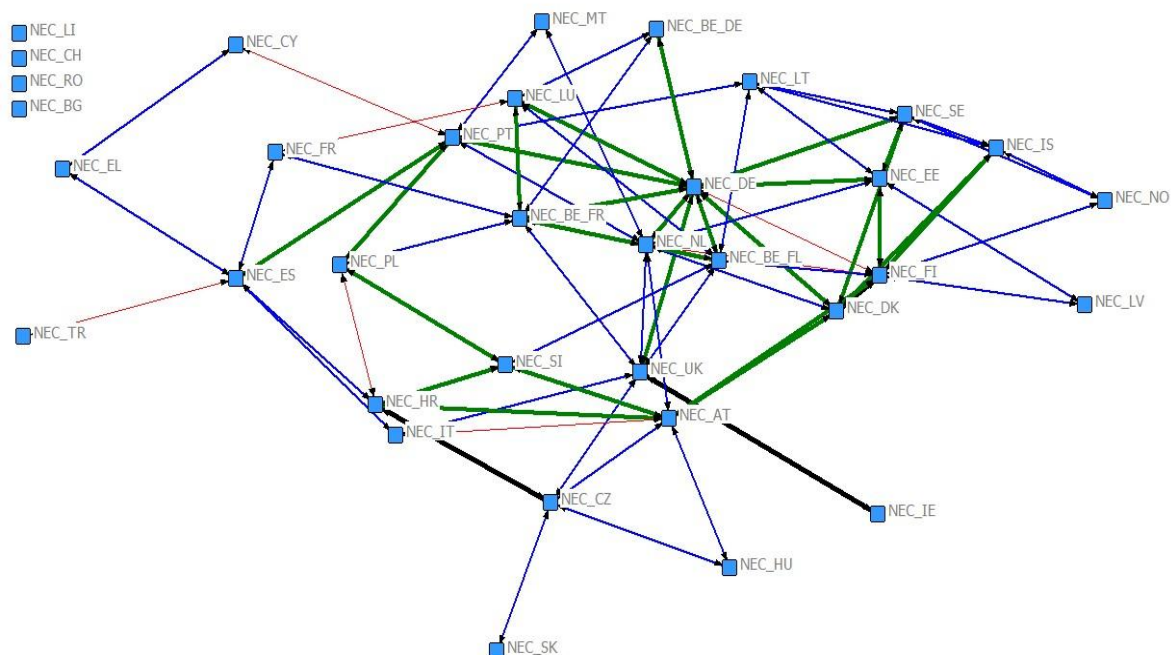
The promotion and networking activities at national level were planned individually by each NEC based on a basic list of promotional activities in the terms of reference. This provided an opportunity to take into account the national circumstances when planning promotion activities and many NECs used it for good purpose. However, the analysis of surveys, interviews and monitoring data revealed a large variation in the national promotion approaches and a lack of common understanding on what types of promotion tools are generally more suitable for different types of target groups. The analysis in previous chapters showed that many NECs were relying heavily on passive communication and printed materials, which were found ineffective (see section 4 on effectiveness and section 6 on efficiency for more details). A NECs' Working Group on Promotional Activities was recently created to develop common approaches towards promotional activities, which could help to detail the overall promotion logic of Europass linking different Europass target groups to potentially effective promotion tools and to share good practices among NECs. The latter should receive better guidance in developing specific promotion approaches for different Europass documents and target groups.

The results of social network analysis show that the network of NECs was relatively dense (22% of all possible ties existed), so there was a significant level of interchange between the NECs which facilitated the exchange of experiences and mutual learning. Most of the NECs could reach other NECs directly or through one intermediary NEC. On average, the NECs were connected with 7.6 other NECs, the greatest distance

³⁵ The first evaluation of Europass, p. 26.

between any two NECs being five steps.³⁶ The location of the NECs in the network and their partners corresponded well to the membership of Europass Working Groups. For instance, one can identify Mediterranean, Nordic Baltic, Western or Regional Group HU clusters. In a network with reciprocal connections (see figure below) four NECs, in Bulgaria (NEC_BG), Liechtenstein (NEC_LI), Romania (NEC_RO) and Switzerland (NEC_CH) fell outside the overall network.³⁷ This is significant since excluded or weakly connected had fewer opportunities for meaningful exchange with their peers in other countries.

Figure 10: Network of the NECs with reciprocal connections



Source: compiled by the authors using UCINET software. This network indicates all reciprocal connections (it takes into account only two-sided contacting). Different colours of the ties stand for different strength of the NEC contacting. Red ties – NECs are rarely in contact; blue ties – NECs are occasionally in contact; green ties – NECs are often in contact; black ties – NECs are very often in contact.

The proportion of ties that were reciprocated varied greatly between NECs, which reveals that they did not necessarily engage with each other in equivalent ways as the connections had different levels of importance to different actors. In terms of direct ties with other NECs, the German NEC (NEC_DE) performed strongest, with reciprocated ties with 11 other NECs. Over half (18) of the NECs had less than five direct reciprocated connections with other NECs.

³⁶ Even when only taking into account reciprocal ties, the network remained relatively dense (13%), with a relatively low average distance (2.4) and high number of average reciprocal ties (4.3).

³⁷ However, these findings should not be over-estimated as during the survey, the NECs were restrained by the condition that they could name up to ten NECs, and not to list all the NECs from the most to least important contacts.

8 Sustainability

Main conclusions

- The Europass implementation structure and the results achieved were still highly dependent on EU funding and vulnerable to changes in its levels. This had been caused in part by widespread uncertainty about the economy in Europe and resulting austerity measures in EU countries.
- Most of the NECs would not be able to continue their functioning if EU funding ceased, mostly because this would inevitably lead to cutting staff.
- The current results of Europass could not have been achieved with lower funding, so it is unlikely that similar results could be produced in the future if the EU funding was significantly reduced. The updating of current Europass documents was also highly dependent on the EU support and could not be continued without it.
- The Romanian NEC did not use the full amount of grant allocated as they were not able to match it in full from national sources. With continuing austerity measures throughout Europe, this is a potential problem in more countries implementing Europass.
- No viable alternative financing sources of Europass could be identified by NECs and stakeholders: additional public funding is unlikely due to the growing pressure on spending, and private actors lacked concrete incentives of immediate financial benefits, and there were no mechanisms promoting such investment.
- The funding was mostly reported to be sufficient to ensure the sustainability of NEC functioning, but the budgets for promotional activities in particular were rather low compared to the still remaining task of increasing awareness of potential users about Europass documents.

The 2008 evaluation of Europass found that the sustainability of the initiative without EU funding would be low and its implementation structures would not be able to exist or would have limited operations. It was also noted by the NECs that the positive effects of Europass would continue only to a limited extent if this happened. The NECs and stakeholders particularly justified both of these findings by the young age of the initiative and its early stage of implementation. It was assumed that as the users and stakeholders become more familiar with the initiative and its results are more widely used in the worlds of education and employment over time, the overall sustainability of the initiative would increase. However, despite the success of the initiative over the last 4 years, the forecasts for sustainability have not changed.

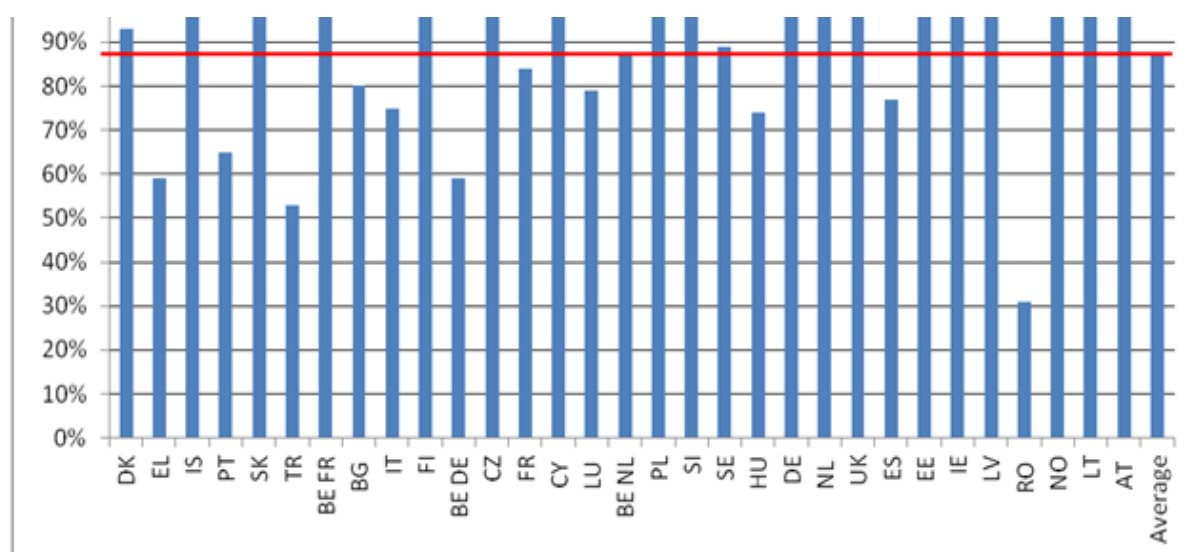
The implementation structure of Europass remained highly vulnerable to changes in EU funding. Of 35 NECs surveyed, 32 considered that they would not be able to continue operation if the funding from the EU sources ceased. This could be the case particularly due to the fact that more than half of the funds were spent by most NECs on their staff – diminished financing would necessarily mean not only cutting some expenses, but cutting down on employees as well. Only two NECs explicitly mentioned their ability to function independently from the EU funding, and one of those was the Liechtenstein NEC, which was already independent from any financial support from EU. The crucial importance of the EU financial support was particularly noted by the NECs in the less wealthy countries (in terms of GDP per capita) of the Europass framework.

It was seen that the sustainability of the initiative overall in the case of discontinued EU support would also be quite weak. Only one NEC mentioned that the Europass initiative would be able to fully continue without the EU financial support. 34% thought that the Europass would be able to carry on with some of its elements, while the majority of NECs (60%) said that the initiative would not be able to continue at all.

The same could be said about the achieved results of Europass. As mentioned in the Section 6 on the efficiency of the initiative, the majority of NECs indicated that the results could be achieved only to a small extent or not at all with lower budgets. This does not necessarily mean that the already existing results would diminish in the case of lower funding – the NECs often agreed in the interviews that the CV format would continue to be used by the population out of habit or convenience, or that the learning providers which already issue the diploma or certificate supplements could continue to do so. However, this implies that in such situation the current success of certain Europass documents could hardly be replicated with other documents, including the possible new ones such as the Europass Experience. It should also be noted that some of the Europass documents depend on EU funding also indirectly – e.g. the Mobility document is mostly used to describe mobility experiences gained through EU-funded programmes. The survey results of the NECs also showed the EU institutional support as vital to the updating of the Europass documents internationally. 80% of NECs thought that Europass documents would be updated only to a small extent, or not at all without the EU support. Only 6% of the respondents expressed an opinion that the updating could be kept to a large extent without the EU support.

The financial statistics available from EACEA showed that on average 88% of the contracted funds were successfully disbursed by the NECs in 2010, ranging from just over 30% in Romania, over 50% in Turkey and around 60% in Greece, Portugal and German-speaking community in Belgium to full or almost full usage by 17 of the NECs. Among those countries which did not use the entire allocated grant the main reason given by NECs was that planned activities could not be implemented due to objective reasons or administrative changes disrupting the work, and in Romania, where the rate of disbursement was the overall lowest, one of the reported reasons for this was the inability of the state budget to fulfil the 50% co-financing requirement. This meant that the initially planned financial support from the EU sources had to be reduced accordingly and the NECs in such countries suffered from the shortage of funding. While during the period of evaluation there was only one such situation reported and this was not a major problem, it may become much more significant given the context of uncertainty about the future economy in some EU countries and austerity measures being introduced throughout Europe. It certainly needs to be taken into account by policy makers related to funding of Europass at both European and national level.

Figure 11: Share of disbursed contracted funding in the Europass countries



Source: Europass finance statistics, EACEA.

The importance of EU funding for the Europass initiative in general and its implementation structure and achievement of results in particular is all the more noticeable taking into account that the NECs and stakeholders could not identify any viable financing sources which could provide an alternative to the EU funding. The two obvious funding sources would be the national public funds and the private funds. Many of the respondents felt that as Europass was widely understood as an EU initiative, the national authorities would not be willing to provide further financial support if the financing from the EU was withdrawn, again particularly having in mind the unwillingness of the authorities to increase public spending. The idea that Europass could be funded in part by companies interested in the development of Europass was supported by some of the stakeholders interviewed. However, the NECs identified that any attempts to collaborate with private employment services even on promotion of Europass documents have proved fruitless as profit-seeking companies do not have any financial incentive to do this – this was confirmed also by short telephone talks with a number of private employment service representatives in Europe. The evaluator thus sees that finding alternative funding sources in the private sector would be very difficult.

The interviewed NECs mostly mentioned that the levels of funding received were sufficient to ensure their sustainability. However, some of the interviewees noted that staff expenses, including salaries, constituted a large part of the grant contracted. Money was most often reported to be insufficient particularly for promotional activities, such as organising events, publication of promotional material, advertising and related costs.

While in 2008 it was possible to assume that the sustainability issues of Europass were due to the novelty of the initiative, now it is possible to say that although much more advanced, its functioning was still highly dependent on EU funding. Europass was understood as essentially a European initiative, and a public good where any private investment would immediately benefit also those, who did not contribute directly to its financing. While certain results of Europass were self-sustaining and would continue to provide benefits to transparency and mobility in Europe, the overall initiative and its implementation structure would not be likely to survive the discontinuation of EU funding.

As Europass becomes an indispensable tool used by increasing numbers of employees and employers, education and training providers, as well as national institutions implementing other European initiatives (e.g. EURES centres, ENIC-NARIC, EQF national coordination points) and as its benefits are better understood by these actors, the political costs of abandoning the initiative are becoming greater. The proof of the initiative being successful and the support towards it from different stakeholders creates a very strong rationale to continue the support of the initiative by the EU.

9 Conclusions and Recommendations

General area	Relevant conclusions	Specific recommendations
1. Further development of Europass documents to meet the newly emerging needs of users	<p>Overall, the Europass initiative was very effective over the period between 2008 and 2012. This was proven by increased usage and awareness of Europass documents. Each of those documents also proved to be successful at least in three ways (albeit to a varying extent). First, they were useful for presenting individual knowledge, skills and competences in a clear way. Second, all Europass documents were successful in making the individual competences more comparable across countries and across sectors. Finally, they were helpful in making the candidate selection processes for employers and educational institutions easier. The analysis also revealed that further development of layout, design and content of Europass documents is necessary to increase the success by better meeting the newly emerging needs of users. Several foreseen changes in Europass such as the introduction of 'Europass Experience', a new ICT module in the Europass CV, and a new structure of the documents in a form of European Skills Passport were viewed positively while others, such as the suggestion to extend the Diploma Supplement for doctorates, lacked comprehensive support. EQF and NQF are not fully functioning in most countries although some have begun to adapt Europass documents to include this information about qualifications. However, it will be some years before all diplomas and certificates are issued with a level definition built in so arrangements are, and will increasingly be needed to help Europass users assign a</p>	<p>1.1. The layout, design and content of Europass documents should be reviewed and refreshed on a regular basis so that the documents remain contemporary and attractive to current and future users.</p> <p><u>Europass CV:</u></p> <p>1.2. The template available in Word format should have a more pronounced and explicit modular layout. It should be made easier to edit and allow users more flexibility in adding or deleting certain parts of the CV.</p> <p>1.3. Would benefit from the addition of a template for a motivation letter with explanations and examples on how to write it.</p> <p>1.4. More tips on how to select and include only relevant information in CV would be helpful, e.g. by adding information boxes in the document that can be opened by a click.</p> <p>1.5. Translation of the CV template and instructions into major national minority languages should be considered, which would help reach groups that are often disadvantaged on the labour market. This would also help promote a global application of Europass documents and facilitate mobility between Europass countries and other countries.</p> <p>1.6. Users that have taken IELTS, TOEFL and/or other standardised language tests and/or certified language classes should be given advice on where and how to record their test scores in addition to self-assessment in the Europass Language Passport.</p> <p>1.7. The new ICT module should be added to the Europass CV as soon as possible, considering wide support towards a Europass document allowing non-professionals to describe their ICT skills specifically from actual and potential end-users of Europass.</p> <p><u>Europass Certificate Supplement and Europass Diploma Supplement:</u></p> <p>1.8. Before EQF levels can be attached to acquired qualifications both existing and new users of these Europass</p>

General area	Relevant conclusions	Specific recommendations
	<p>level to qualifications they acquired before that. Diploma and Certificate Supplements were used mainly to describe qualifications awarded in VET and higher education, respectively. Meanwhile, qualifications awarded in schools/general education, adult education and other qualifications linked to national qualifications frameworks do not have such assigned documents.</p>	<p>documents need to receive an immediate access to explanation of how different qualifications compare between countries. This could be integrated into the FAQs section of Europass portal with links to more information sites (e.g. Bologna process). Europass documents will need to be revised to include information about the level of qualifications based on the NQF and related to the EQF. In addition, guidance and advice will need to be developed for users who hold diplomas and certificates issued earlier so that they can themselves suggest the level of the qualifications they hold.</p> <p>1.9. The Europass initiative should not prioritise the extension of Europass Diploma Supplement to cover doctoral studies, but rather focus on presentation of learning outcomes where this document is already being issued.</p> <p>1.10. The Europass Certificate Supplement should also cover EQF level 4 qualifications gained in non-vocational education route, as well as at lower EQF levels, to ensure that people with lower levels of educational attainment have access to this document.</p>
<p>2. Improving accessibility of Europass to disadvantaged groups</p>	<p>The relevance of Europass initiative to the unemployed increased considerably since the first evaluation in 2008. However, unemployed persons and volunteers often lacked information about Europass tools and/or found them too complex and/or lacked the computer skills or an internet connection to access them effectively. Moreover, unemployed also experienced the lowest impact of the Europass documents compared to other groups which indicates a great need for more accessible guidance services (in addition to some of the revisions to the documents that are discussed above). The disadvantaged groups were more easily reached through other institutions / organisations that often served as a "front desk" when</p>	<p>2.1. NECs in co-operation with relevant national stakeholders should develop and/or strengthen alternative ways of reaching disadvantaged individuals who lack computer skills, internet connection and/or experience in documenting and presenting their skills and competencies. This group of individuals is overrepresented among long-term unemployed, the lower qualified young people, older people and immigrants. This includes reviewing the documentation as suggested above but also considering new strategies for reaching these groups.</p> <p>2.2. NECs should develop and/or strengthen partnerships with competent stakeholders, organisations and associations working with disadvantaged groups and with people in the voluntary sector, while themselves focussing on networking, training and provision of guidance to such organisations.</p> <p>2.3. The close relation of Europass and the</p>

General area	Relevant conclusions	Specific recommendations
	<p>assisting these people. Most NECs developed close co-operation with EURES / national employment services and national contact points for Euroguidance, which were helpful in this respect. They also tried to promote the Europass tools among the companies, including private employment service providers, but the interest from them was quite limited.</p>	<p>other European initiatives should be further mobilised to attract disadvantaged groups to Europass documents. For example, Public Employment Services and the EURES centres should always promote the Europass documents to the job seekers.</p>
<p>3. Convergence with other European initiatives</p>	<p>Europass and Youth Pass were complementary, but although Youth Pass focused only on young persons participating in Youth in Action programme, some overlap was created by similar types of experiences recorded. The complementarity of Europass and the future Professional Card is ensured by the legal status and function of the latter, while the relevant stakeholders are not yet sufficiently informed about these aspects. A side effect of introducing different initiatives with similar purposes, names or target groups was the growing “initiative fatigue”, or loss of credibility, growing averseness and potential for confusion among stakeholders and end-users. The implementation of EQF, ECVET, ECTS and ESCO has been coherent with Europass to the extent allowed by the timing of these initiatives – ECTS results were already integrated into the Europass Diploma Supplement, EQF results were integrated in some countries, while ECVET and ESCO were in too early stages. While the different European online tools for transparency and mobility (Europass, EURES, EQF portals) were user friendly to labour market services, researchers, IT developers and other beneficiaries using one of the tools at a time, the potential for stronger interplay between them (and also additionally the ESCO portal to be developed in the near future, as well as the</p>	<p>3.1. Europass Mobility document and the Youth Pass could be subsumed within the newly developed Europass Experience document, which will allow the inclusion of all the competences and skills acquired in Youth in Action Programme as well as other youth work.</p> <p>3.2. The information on the Professional Card, its concrete function, legal status and relation to IMI should be better disseminated among the relevant stakeholders in the Europass implementation structure.</p> <p>3.3. The implementation of EQF, ECVET, ECTS, ESCO and the activities of Euroguidance could be very closely followed by Europass centres serving the citizens, so that Europass can capitalise on parallel EU initiatives and related national efforts. Implementation plans should be aligned wherever possible and the Europass implementation structure should collect good practice examples from the front-runner countries/stakeholders and circulate them to the NECs and relevant stakeholders.</p> <p>3.4. The complementarity of European online tools related to transparency of qualifications and skills and to fostering mobility could be strengthened further. Better convergence could be sought between Europass, EURES, EQF, ESCO and other relevant portals such as the Portal on learning opportunities PLOTEUS. Ideally users should be able to access everything they need through a one stop shop, which would help them describe their qualifications, competencies and skills, as well as find vacancies and mobility opportunities. Before this becomes possible, relevant portals</p>

General area	Relevant conclusions	Specific recommendations
	<p>Portal on learning opportunities (PLOTEUS) was identified particularly in targeting the groups which could potentially use more than one tool.</p>	<p>and websites should contain easily found links to each other. The portals should however remain to be user-friendly for those beneficiaries who only need to access one function and not the others, or those who are using them in their work as providers of labour market services, researchers, IT developers.</p> <p>3.5. The EURES portal would benefit from a possibility to upload other Europass documents, particularly the Diploma Supplement and Certificate Supplement to the personal online EURES account. Tools similar to CV-Online could be added for easy online creation of other self-assessment documents within the EURES account.</p>
<p>4. Strengthening communication and promotion activities of Europass</p>	<p>The Europass website, the network of NECs and promotion and dissemination activities achieved considerable success in raising awareness about Europass and contributed to increased usage of Europass documents over the evaluated period. However, Europass still has a long way to go in reaching broader groups of European population. Similar rates of growth in the usage of Europass documents over the next four years will require either more resources to strengthen promotion or further efficiency gains, which means better targeting of promotion activities and mainstreaming of the best practices from the previous four years across the network of NECs.</p> <p>NECs were main organisers of various promotion and dissemination activities at national level and their performance in promoting the Europass initiative was evaluated positively. However, it was observed that the level of effectiveness of promotion and dissemination mechanisms varied among different target groups of end-users and that some popular promotion and dissemination mechanisms - printed materials and passive communication - were ineffective.</p>	<p>4.1. Europass promotion and dissemination activities should be more differentiated focussing on specific target groups and their needs. While development of specific promotion strategies should remain in the remit of National Europass Centres, the Centres should receive guidance and support. Common guidelines and promotion approaches could be developed for the different Europass documents and their target groups to facilitate the exchange of good practices among NECs.</p> <p>4.2. NECs should work further to strengthen their co-operation with all key stakeholders, but particularly associations of employers and trade unions. This could be achieved by offering key stakeholders personal guidance so as to enable and support their roles in implementing and promoting Europass documents. In communication NECs should seek their response and feedback where possible.</p> <p>4.3. The Commission and the NECs should explore new ways to promote various Europass documents through the established European networks (e.g. EURES, Euroguidance and NARIC), but also perhaps through others such as the European Association for the Education of Adults whose members are national associations and providers of adult education.</p> <p>4.4. If additional resources could be made available from EU budget, the Europass internet portal would benefit from a forum section moderated by Cedefop, which would help engage</p>

General area	Relevant conclusions	Specific recommendations
	NECs also co-operated successfully with almost all types of relevant stakeholders in promoting Europass, but low intensity of promotion and networking activities due to limited promotion resources and/or lack of promotion and networking know-how in the NECs remained a problem in reaching employer and trade union associations, and other non-governmental organisations.	users in consulting each other, sharing their experiences and success stories making the promotion case more compelling.
5. Improving the governance of Europass	National Europass Centres were able to achieve better results in promotion of Europass when they were placed in the organisations that are also responsible nationally for the Lifelong Learning Programme, Euroguidance, NARIC, national reference points for vocational qualifications, and Eurodesk. This allowed a better pooling of resources in organising joint information events and other joint actions leading to greater interaction with stakeholders and the reach of broader groups of potential users. A wealth of Europass monitoring information was collected by National Europass Centres, Cedefop and Education, Audiovisual and Culture Executive Agency, but not analysed on an annual basis to support the management of Europass. The Activity Reports for 2009, 2010 and 2011 were not delivered by the time this report was written. Europass also lacked quantified targets as the basis for monitoring and evaluation.	<p>5.1. Wherever windows of opportunity open national governments should place National Europass Centres within the national organisations running other (ideally several) European programmes, initiatives and centres that are related to transparency and comparability of qualifications and skills in Europe and/or providing information on the mobility opportunities offered by the European Union (e.g. Lifelong Learning Programme, Euroguidance, NARIC, national reference points for vocational qualifications, and Eurodesk).</p> <p>5.2. The European Commission should strengthen the monitoring function of Europass with relevant resources so that Annual Activity Reports are delivered on time. The Europass Activity Reports are clearly important in terms of ensuring accountability to EU institutions and citizens, but also in terms of aggregating and analysing the performance information and provision of analysis to the management of the Europass initiative.</p> <p>5.3. The European Commission should set realistic quantified targets against which the progress of the initiative could be monitored and evaluated in the future. These targets could now be developed on the basis of existing monitoring data and repeated comparable survey measurements carried out in successive external evaluations of Europass.</p>
6. Maintaining Europass as European initiative and ensuring sufficient	The results achieved by Europass were highly dependent on EU funding, as the initiative is highly unlikely to be able to continue and the Europass documents are	<p>6.1. Europass has to be maintained as a European initiative and adequate funding is necessary to guarantee the sustainability of the initiative.</p> <p>6.2. Additional staff inputs should either be secured at the expense of less</p>

General area	Relevant conclusions	Specific recommendations
resources for achieving its aims	unlikely to be updated without it. The funding for promotional activities of NECs (in particular expenditure on staff attributed to Europass networking function, which helps to involve other stakeholder organisations in promoting Europass) was insufficient. There were no easily identifiable alternative financing sources for Europass, and the incentives for private actors to invest were lacking.	<p>effective activities (e.g. passive communication and printed materials) or the current grant provision for staffing should be increased.</p> <p>6.3. The level of funds earmarked for promotional activities organised by NECs and in particular for staff involved in networking activities should be increased, at the same time enhancing the efficiency of their use (see general area 4 of the recommendations).</p> <p>6.4. Europass implementation structure should further encourage private co-financing and joint efforts to embed Europass documents and support the promotion of Europass. Beneficiary groups like employers, employer associations, private job placement offices and others need to be addressed more directly. Their commitment or financial support should be secured also by appealing to their commercial interest (e.g. promotion of vacancies, advertising and linkage).</p>

Annexes

Annex 1: Terms of Reference

1 Context of the assignment

1.1 Background

Knowledge, skills and competences determine an individual's chances to succeed in the labour market and to play an active role in society. Rapid economic and technological development means that people are more likely to change jobs several times during their working life. The more often people change jobs the more important it is that they can demonstrate their knowledge, skills and competences, in particular when an individual applies for a job or for admission to a learning opportunity. The potential employers considering job applications or the educational staff responsible for admissions should be able to understand those knowledge, skills and competences correctly. Tools improving the transparency of skills and competences are helpful to people on both sides of applications, either in their own countries or abroad.

The Europass initiative is designed to address the above needs, providing citizens with a service to support mobility for learning and working purposes by clearly documenting their skills, competences and knowledge.

The Europass initiative follows up to the Copenhagen Declaration of 30 November 2002³⁸ and the Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training³⁹, 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". To this purpose, Europass brings together into a single framework five transparency tools, as further specified below.

More and better transparency of skills and competences make their transfer easier, and promote lifelong and life wide learning, as well as facilitate mobility in the labour market throughout Europe.

With reference to the Treaty of Lisbon, Europass contributes to achieving the general objectives indicated in Articles 165 and 166, 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;
- the mobility of trainees and by facilitating vocational integration and reintegration into the labour market, through better communication of learning achievements.

³⁸ 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.

³⁹ OJ C 013 of 18/01/2003, p. 2.

1.2 Specific objectives of the action

To establish a single Community framework ("Europass") for achieving the transparency of qualifications and competences by means of the creation of a personal, coordinated portfolio of documents, which citizens can use on a voluntary basis to better communicate and present their skills, knowledge and competences throughout Europe.

1.3 Legal basis, budget and duration of the action

The Programme was established by Decision 2241/2004/EC of the European Parliament and the Council of 15 December 2004 on a single framework for the transparency of qualifications and competences, in force since 1 January 2005.

Europass is an instrument without a set duration and therefore the Decision does not define any budgetary envelope: budget appropriations are decided on a yearly basis by the budgetary authority. An annual amount of approximately € 2 million is being assigned to the Europass initiative since its launching. Since 2007 Europass' budget is allocated from the European Lifelong Learning programme, with its 2012 budget being of € 2.250.000.

1.4 Description of the action.

1.4.1 The nature of the initiative

Europass is a direct service to citizens, as well as to learning institutions and companies, provided through a European portal and a network of National Europass Centres (NECs).

Its purpose is to help citizens making their competences and qualifications better understood throughout Europe, using a coordinated portfolio of instruments made available through the portal, the NECs and specific authorities.

By helping citizens to better communicate and present their qualifications and skills throughout Europe, Europass promotes both occupational mobility, between countries as well as across sectors, and mobility for learning purposes. This is Europass' contribution to Europe's 2020 strategy of a smart, sustainable and inclusive growth as well as to the European Education and Training 2020 framework of making lifelong learning and learners' mobility a reality in our continent by 2020. The Europass initiative is closely coordinated with other European reference tools and initiatives such as European Qualifications Framework, the portal on learning opportunities throughout the European Space (PLOTEUS), the European job mobility Portal (EURES), the European network of national resource and information centres for guidance (EUROGUIDANCE) and national academic recognition information centres (NARIC), as well as future European instruments in education, training and employment policies such as the European Union Skills Panorama⁴⁰ and the European Skills, Competences and Occupations classification (ESCO)⁴¹.

⁴⁰ As of 2012, the Commission will produce an EU Skills Panorama available online and containing updated forecasting of skills supply and labour market needs up to 2020.

⁴¹ As of 2012 the Commission will produce the European Skills, Competences and Occupations classification (ESCO) as a shared interface between the worlds of employment, education and training.

1.4.2 The Europass framework

As mentioned above, Europass brings together into a single framework five documents, available in all official EU languages.

Two of these documents are completed by the citizens themselves:

1-Europass CV: The CV is the backbone of the Europass portfolio. One of its main features is a section where citizens can indicate their competences, no matter whether they have acquired them within formal, non-formal or informal learning, working experience or youth activities. This section is particularly helpful for young people without work experience. The Europass CV can be completed online through the Europass portal, with the help of an online tutorial, comprehensive guideline and some examples of completed CVs. Users can also chose to download the blank template and complete it offline through an ordinary word processing system. Since the launch of Europass on February 2005 more than 14 million CVs have been generated online and more than 9 million templates have been downloaded. The CV lay-out was recently revamped.

2-Europass Language Portfolio: The language portfolio is a document in which citizens can record their linguistic skills and cultural expertise. It was developed by the Council of Europe and is based on the Common European Framework of Reference for Languages that is becoming the European standard to identify the level of language skills. A part of the Language Portfolio, the Europass Language Passport, can be completed online through the Europass portal using a tool similar to the Europass CV tool and with a similar set of aids. It is a rather specialised document, completed on line so far by almost 300 000 users.

The three other documents are not self-declarations by citizens, but are issued to citizens by authorised bodies on the achievement of a specific learning experience:

3-Europass Mobility: The purpose of Europass Mobility document is to record, in a common format, experiences of transnational mobility for learning purposes, so that the achievements of such experiences are easier to communicate. It is not a self-declaration by its holder: the sending and host organisations involved are responsible for its content. This Europass document will probably be merged in a near future with the new document mentioned in the last paragraph of this point 1.4.2.

4-Europass Diploma Supplement: The diploma supplement is a personal document developed jointly with the Council of Europe and UNESCO, which presents the holder's educational record in higher education. It is provided by the same establishment that issues the diploma and should in principle be provided to all new higher education graduates from 2005.

5-Europass Certificate Supplement: This is a supplement to a vocational education and training certificate, explaining the content of the professional qualifications of all individuals holding such qualifications. Its format was decided through a voluntary agreement between Member States in 2002. In each country, competent authorities should prepare as many supplements as are the vocational qualifications recognised in that country. It is not a personal document, as it is the same for all holders of the same qualification in a given country. Updated information on the state of implementation of the Europass Certificate Supplement can be found in the 2011 study (see point 3.1 below).

From the end of 2012 the Europass framework will incorporate a new document. This new document will identify and register at European level a wide range of skills,

knowledge and competences acquired in a broad variety of (mainly) non-formal learning sets, such as training at the workplace, volunteering activities and traineeships, either at home or abroad. These learning experiences are currently only partially covered by the present Europass documents. In particular the Europass Mobility records similar experiences but only in transnational mobility schemes. After the probable revision of the Europass legal basis envisaged for 2013 (see point 1.4.4 below) and the subsequently expected overhauling of the Europass framework then, this new document will probably be merge with the current Europass Mobility document. The current evaluation should look into this perspective.

1.4.3 The implementation of Europass

Implementing the Europass Decision is a responsibility of the Directorate General for Education (DG EAC) and Culture of the European Commission. This is achieved by means of an internet portal and a network, formed by the NECs, correspondents from the candidate countries, social partners' representatives and colleagues from the European Centre for the Development of Vocational training (Cedefop) and the European Training Foundation (ETF). As requested by the Decision (Article 11), NECs are designated by national authorities. The NECs are co-financed up till 50% from the EU budget through operating grants, and the matching funding is provided by the relevant national authorities. The network is coordinated by the Commission through meetings, e-mail and a virtual community set up by Cedefop.

All NECs reported more or less intense contacts or cooperation with Euroguidance, NARIC and EURES. Often the body acting as NEC is also acting as Euroguidance centre or NARIC or both. There are currently 34 NECs (EUR 27 +3 EFTA/EEA+Croatia+Turkey), one per country, however with three for Belgium, i.e. one for each of its different linguistic communities.

Since 2007 the Education, Audiovisual and Culture Executive Agency (EACEA) manages the operating agreements with the NECs. DG EAC retains the responsibility for all the Europass content-related aspects: network coordination, development, promotion and evaluation. Hosting and development of the Europass portal is assured by Cedefop, under DG EAC's monitoring.

Every year a Europass activity report is produced that is based, among other things, on the final reports submitted by NEC in the framework of their operating agreement. These activity reports will be made available to the contractor of this evaluation. Detailed statistics on the use of the Europass portal will also be made available to the contractor by Cedefop.

1.4.4 Development

New developments of the Europass framework are taking place at different levels. The Europe 2020 flagship initiative "An agenda for new skills and jobs"⁴² calls for the development of a European Skills Passport (ESP) integrated in the Europass framework. To follow up on this call, the Commission and Cedefop have started the development of a new Europass component that would record skills acquired by citizens through such experiences as training at the workplace, volunteering work or traineeships. This tool, to be operational by the end of 2012, will complete the

⁴² Communication from the Commission: "An Agenda for new skills and jobs": A European contribution towards full employment". COM (2010) 682 final

Europass portfolio of documents to be attached to the Europass CV and presenting and describing a person's complete set of skills and qualifications. This portfolio would constitute a citizen's Skills Passport, attached to his or her CV.

Moreover, in the flagship initiative "Youth on the Move"⁴³ the Commission recommends that Member States ensure the implementation, use and promotion of existing and future EU instruments, including the ESP (and thus Europass), which facilitate the transfer and validation of learning outcomes of mobility experiences between Member States. A third flagship initiative of the Europe 2020 "A Digital Agenda for Europe"⁴⁴ calls for development of tools to identify and recognise the competences of ICT practitioners and users, linked to the European Qualifications Framework and to Europass, by 2012.

Other adaptations of the existing Europass documents may be required to take into account further developments in European policies related to the transparency of qualifications and skills. Such developments include the 2012 Commission Communication on "Re-thinking skills", the announced proposal for a Council Recommendation on validation of non-formal and informal learning, the launching of the new European education and training programme in 2014, the European Qualifications Framework (EQF), the European credit system for vocational education and training (ECVET), the European Credit Transfer and Accumulation System (ECTS) and other European references tools in education, training and employment policies such as the EU Skills Panorama and ESCO which are currently being developed. Furthermore, the European Commission currently envisages a revision of the Europass legal basis in 2013 which may include an overhauling of the Europass framework and its documents.

1.5 Previous evaluations and similar exercises

An ex-ante evaluation of the Europass proposal was carried out in 2003. Furthermore, Europass Training, which was the main forerunner of the current Europass initiative, was evaluated in 2002-2003. In 2008 the first evaluation of Europass was carried out. In 2011 a study was done on the implementation of the Europass Certificate Supplement and the development of the future European Skills Passport in the framework of Europass. These documents will be made available to the contractor.

2 Description of the assignment

2.1 Purpose and expected results of the evaluation

Art. 15 of the Decision states that *By 1 January 2008 and then every four years, the Commission shall submit to the European Parliament and the Council an evaluation report on the implementation of this Decision, based on an evaluation carried out by an independent body.*

Every Europass evaluation should thus provide an independent report on the implementation of the initiative. The current evaluation should address the relevance, effectiveness, efficiency and sustainability of the present Europass framework.

⁴³ Communication from the Commission: "Youth on the Move" An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. COM (2010) 477 final

⁴⁴ Communication from the Commission: "A digital agenda for Europe" COM (2010) 245 final/2

One of the main objectives of the current evaluation will be to analyse the current role and tasks of Europass and its different documents within the current policy framework and to suggest future Europass developments in synergy with related European initiatives and policies. Moreover, as indicated in point 1.4.4 above, the European Commission is currently envisaging a revision of the Europass legal basis in 2013 which most probably will include an overhauling of the Europass framework and its documents. The findings of the current evaluation will be a fundamental tool to this process.

Expected results will be concrete responses from the evaluator to the questions below (point 2.3) concerning the relevance of the current Europass framework, its documents and its implementation structures, as well as of the level of achievement of the initiative's objectives. Furthermore, as appropriate and in connection to the evaluation questions, new developments and/or adjustments to the Europass framework should be suggested, including the merging, adaption, new design or other changes to the existing documents, based on the evaluators' findings and taking into account the relevant policy developments and the planned revision of the legal basis.

In its work the contractor should take into account the 2008 Europass evaluation, and compare and assess the current situation of Europass taking into account the findings and recommendations of the 2008 evaluation.

The findings of the study on the implementation of the Europass Certificate Supplement and the development of the European Skills Passport should also be taken into account for the current evaluation.

2.2 Scope of the evaluation

The evaluation should cover the period from the start of the implementation of the Europass initiative (2005) until the signature of the contract referring to this evaluation assignment. It should particularly focus on the period 2009-2012, i.e., the period not covered by the previous (and first) Europass evaluation of 2008. Furthermore, it should encompass the entire scope of the Decision in terms of tasks and geographical coverage.

2.3 Evaluation questions

Europass focuses on documentation of skills and mobility. It aims at supporting the mobility of citizens, providing them with some targeted tools.

Considering the nature of the Europass initiative (see section 1.4.1 etc.) the evaluation should put an important focus on the relevance and overall consistency of the Europass framework and the Europass implementation structure to pertinent Community policies and strategies such as the European Education and Training 2020 framework⁴⁵ and the Europe 2020 Strategy on smart, sustainable and exclusive growth⁴⁶.

The questions under this section are to be further elaborated together by contractor, and tenderers are invited to suggest additional questions within the general scope of this evaluation. The final set and phrasing of questions will be agreed with in the inception phase of the evaluation.

⁴⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc/com865_en.pdf

⁴⁶ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

2.3.1 The Europass framework

Europass brings together into a single framework five documents available in all official EU languages (described under section 1.4.2).

A-Relevance

Question A1 – The Europass initiative was launched in 2004 in a different economic and policy context. To what extent are the Europass objectives and achievements pertinent for the current goals of the European strategy for education and training (as stated in the European Education and Training 2020 framework) and of the Europe 2020 strategy, in particular to its flagship initiatives "An Agenda for new skills and jobs" and "Youth on the Move"?

Question A2 -To what extent is the current Europass framework and design relevant and complementary to other European tools that aim to increase the transparency and comparability of skills and competences (such as EQF, ECVET, ECTS -see point 1.4.4 above)?

Question A3 – What is the European added value of the Europass initiative in the current context?

B-Effectiveness

Question B1 – To what extent have the five Europass documents been accomplishing their mission of improving transparency of qualifications and competences and facilitate mobility for lifelong learning and occupational purposes? The situation of each document should be examined in this perspective.

Question B2 – What is the knowledge and appreciation of the different Europass documents among its end-users and intended recipients (employers, recruitment professionals, guidance services, educational staff, trade unions)? Which factors influence the use or non-use of the Europass documents by these end-users and recipients? The situation of each document should be examined separately.

Question B3 –How can Europass' potential be further exploited? This question should address issues such as how can the cooperation with employment services and other Europass stakeholders (such as indicated in question B 2 above), at both national and European level be further developed, what factors limit or may limit in the future the success/efficient implementation of Europass and how to attract to Europass new or weakly represented stakeholders such as the volunteering sector, how can Europass better serve the needs of specific target groups such as unemployed, migrants etc. Again, the situation of each document should be examined separately. The new document to be included in the Europass framework from the end of 2012 (point 1.4.2, last paragraph) should also be taken into account as much as possible when replying to these questions.

Question B4 –Concerning the Europass Diploma document: should this document incorporate in the future specific aspects related to doctoral education, including research components and PhD defence? If so what adjustments would be needed to the current document? What would be the added value of such approach?

Question B5 –Concerning the Europass Mobility document: with the development in the end of 2012 of the new document indicated in the last paragraph of point 1.4.2 above what will be the best future format for both documents (Europass Mobility and the new tool) taking into account that both will identify and register at European level skills and knowledge acquired, in very similar learning experiences? What would be

the added value of such approach? The option of merging of the two documents into a single one should be explored.

2.3.2 The Europass implementation structure

The implementation of Europass at national level is carried out by the National Europass Centres (NECs), co-financed by the EU budget and participating in a network coordinated by the Commission. The Education, Audiovisual and Culture Executive Agency (EACEA) manages the operating agreements with the NECs (described under section 1.4.3).

C-Relevance

Question C1 – Is a network of co-financed national centres the most appropriate model to run Europass?

D-Effectiveness

Question D1 – Are the implementation mechanisms – including the network of NECs and the European Internet portal – fulfilling satisfactory their mission, including the dissemination and promotion of Europass? How can cooperation and coordination with national contact points for the implementation of other European tools, such as EQF National Coordination Points, Euroguidance and others be enhanced?

E-Efficiency

Question E1 – Is the management by the beneficiaries cost-effective? To what extent is the level of funding considered appropriate, from the Commission's as well as the beneficiaries' points of view?

Question E2 – Are the current monitoring arrangements, and in particular the administration of Europass grants by the EACEA, sufficient to support a sound and effective management of the action?

F-Sustainability

Question F1 – To what extent are the positive effects that have been achieved likely to last if the EU support would be withdrawn? What other funding sources could be used to support/sustain Europass?

2.3.3 Evaluation follow-up

The Contractor should:

- Provide a one-page statement about the validity of the evaluation results, i.e. to what extent it has been possible to provide reliable statements on all essential aspects of the Community intervention examined. Issues to be referred to may include scoping of the evaluation exercise, availability of data, unexpected problems encountered in the evaluation process, proportionality between budget and objectives of the assignment, etc.
- Make a proposal for the dissemination of the evaluation results, on the basis of the draft Dissemination Plan annexed to these Terms of Reference.

2.4 Reporting and deliverables

General reporting requirements

Each report (except the final version of the Final Report) should have an **introductory page** providing an overview and orientation of the report. It should describe what parts of the document, on the one hand, have been carried over from previous reports or been recycled from other documents, and on the other hand, represent progress of the evaluation work with reference to the work plan.

All reports must be drafted in English and submitted according to the timetable below to the responsible body. Electronic files must be provided in Microsoft ® Word for Windows format. Additionally, besides Word, the Final Report must be delivered in Adobe ® Acrobat pdf format and in 6 hard copies.

Inception Report

The inception report must describe in detail how the methodology proposed by the Contractor is going to be implemented in the light of an examination of the quality and appropriateness of existing data. It should include the Contractor's understanding of the intervention logic, as well as the quantitative and qualitative indicators that he/she will use in addressing each of the evaluation questions. A detailed work plan including the allocation of experts per task per number of working-days should also be provided.

It shall not exceed 30 pages, annexes excluded.

Interim Report

The report is to be produced after the desk and field research has been completed, and should, to the extent possible, include some preliminary conclusions. The report must as a minimum provide:

- An overview of the status of the evaluation project;
- A description of problems encountered and solutions found;
- A summary of initial findings and results of the data gathering;
- An assessment of the data, whether it meets expectations and will provide a sound basis for responding to the evaluation questions;
- A conclusion whether any changes are required to the work plan, or any other solutions should be sought in order to ensure that the required results of the evaluation are achieved. If any such issues are to be identified, they must be discussed in the meeting with the Steering Group dedicated to this report;
- A proposal for the final structure of the Final Report, as well as a structure of the Executive Summary.

It shall not exceed 30 pages, annexes excluded.

Draft Final Report

This document should deliver the results of all tasks covered by these Terms of Reference, and must be clear enough for any potential reader to understand.

It should contain:

- **Main report:** The main report must be limited to 75 pages and present, in full, the results of the analyses, conclusions and recommendations arising from the

evaluation. It must also contain a description of the subject evaluated, the context of the evaluation, and the methodology used (including an analysis of its strengths and weaknesses).

- **Annexes:** These must collate the technical details of the evaluation, and must include the Terms of Reference, questionnaire templates, interview guides, any additional tables or graphics, and references and sources.

Final Report

The Final Report follows in principle the same format as the draft Final Report. In addition to the contents described above (main report and annexes), it should contain:

- **Executive summary:** It sets out, in no more than 7 pages, a summary of the evaluation's main conclusions, the main evidence supporting them and the recommendations arising from them. Furthermore, the Executive Summary should be translated into French and German by a professional translation agency, once it has been approved by the responsible body.
- **Summary statement:** A ½ page summary of the main evaluation conclusions and recommendations.

The Final Report must take into account the results of the quality assessment of the draft Final Report, and the relevant discussions with the Steering Group insofar as these do not interfere with the independence of the Contractor in respect of the conclusions they have reached and the recommendations made.

The contracting authority will publish the Final Report, the Executive Summary and the annexes on the World-Wide Web⁴⁷.

2.5 Organisation and timetable

2.5.1 Organisation

The contract will be managed by Unit A2, "Skills and Qualifications" of the European Commission Directorate-General for Education and Culture.

A Steering Group will be involved in the management of the evaluation. The responsibilities of the Steering Group will include:

- providing the external evaluator with access to information;
- supporting and monitoring the work of the external evaluator;
- assessing the quality of the reports submitted by the external evaluator,

while ensuring that the Contractor's independence is not compromised.

⁴⁷ On the site http://ec.europa.eu/comm/dgs/education_culture/evalreports/index_en.htm

2.5.2 Meetings

It is expected that the contractor participate in four meetings in Brussels with the evaluation Steering Group. The evaluation team leader and other relevant experts must participate in these meetings. For these meetings, **minutes should be drafted by the contractor** within 5 working days, to be agreed among the participants and approved and signed by the chair person, who will be appointed from DG EAC Unit R2, "Programming and Budget".

2.5.3 Timetable

The period of execution of the contract is 6 months. The indicative starting date is 1 February 2012.

Deadline (from starting date)	Task
<i>Initial phase</i> 15 calendar days	Contractor prepares inception report and presents to the Steering Group
<i>Data and information collection</i> End of month 3	Desk and field research completed. Contractor presents interim report to the Steering Group
<i>Analysis and final reporting</i> At the end of month 5	Contractor presents a draft final report to the Steering Group
<i>Finalisation</i> At the end of month 6	Taking account of the Commission's comments contractor sends final report and summary to Steering Group in Brussels

2.6 Budget

The maximum budget for this evaluation is 100.000€.

2.7 Award criteria for the contract

Quality criteria

N°	Qualitative Award criteria	Weighting (max. points)
1.	Knowledge and understanding of the subject and its context, and of the purpose and requirements of the tasks to be performed	25
	Relevance, feasibility and credibility of the approach proposed for the management	25

2.	of the work, including work plan and timetable, resource allocation, composition of the team of experts and quality assurance	
3.	Quality and relevance of the methodologies and tools proposed	50
Total points		100

Offers for which the technical quality assessment score of one (or more) of the quality criteria is less than 50% of the maximum points assigned to that specific criterion will not be considered for the price assessment and for the award of the contract.

Offers for which the overall technical quality assessment score is less than 65 points will not be considered for the price assessment and for the award of the contract.

Financial criteria

Each offer will be assessed in terms of the total price on the basis of the unit prices set in the Framework Contract, broken down by categories of experts, and the reimbursable items.

The lowest bid with technical sufficient score (i.e. at least 65 points) receives 100 points. The others are awarded points by means of the following formula:

Points = (price of the lowest bid / price of the bid in question) X 100.

Contract award

The contract will be awarded to the bid offering the best value for money, taking into account the quality of services by weighing technical quality against price on a 70/30 basis. This is done by multiplying:

- The scores awarded for the technical quality by 0.70;
- The scores awarded for the financial bid by 0.30.

The technical and financial scores multiplied by the weighting factors are then added together, and the contract is awarded to the tender achieving the highest score.

3 References

3.1 Annexes to the Terms of Reference

- The Europass Decision n° 2241/2004/EC (see <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2004:390:0006:0020:EN:PDF>)
- The 2008 Evaluation report (plus EAC's Action Plan to follow up ECOTEC's recommendations)
- The 2008 Europass Activity Report. *Annexes to this report will be sent on request.*

- DTI study on the implementation of the Europass Certificate Supplement and the development of the European Skills Passport
- Draft Dissemination Plan for the evaluation results

3.2 Other existing documentation/data and how to access it

- Comprehensive documentation on Europass is available in the Europass portal: <http://europass.cedefop.europa.eu/>
- Comprehensive documentation on policy development and action programmes in education and training is available at http://ec.europa.eu/education/index_en.html
- Comprehensive documentation on the European Employment Strategy is available at http://ec.europa.eu/employment_social/employment_strategy/index_en.htm
- Documentation related with the implementation of Europass will be provided on request once the contract has been signed, by EAC/A2 (pedro.chaves@ec.europa.eu).

3.3 Useful web-links

- The Europass portal (<http://europass.cedefop.europa.eu/>) provides links to the national Europass sites and to a number of related web resources.

Annex 2: Survey questionnaire for the NECs

Dear national Europass co-ordinators,

Thank you for your collaboration in the **second evaluation of Europass-2012** commissioned by the Directorate General for Education and Culture of the European Commission. This evaluation will take stock of the developments of Europass since 2008 and its findings will inform the future decision making concerning the Europass initiative.

As the evaluation gains momentum, we would be most grateful if you complete this web questionnaire on behalf of your National Europass Centre (NEC). It aims to collect your opinions about the relevance, effectiveness, efficiency and sustainability of the Europass framework and its implementation structure, as well as cooperation experiences with other NECs and stakeholders of Europass. The results of this survey will feed into the final report to be finished by October 2012. Your expert knowledge is extremely valuable for the evaluation process.

The questionnaire is available only in English and should take you about 20 minutes to complete. You may finish a survey at once or choose to complete it later. The information you provide will be kept confidential and will be provided to the European Commission only in aggregate form as part of the evaluation findings (no individual opinions will be disclosed). **We kindly ask you to complete the questionnaire by June 1 2012.** If you can provide your opinion only at later date, please contact us.

If you have any other questions about this survey please contact us at europass@ppmi.lt or by phone: +370 (5) 249 7538 (contact person Gintare). Thank you in advance for your co-operation!

Kind regards,

Europass evaluation team

Background information

Q1. Which country does your NEC represent? *

Q2. Are any of the employees of your NEC coordinating other European initiatives (e.g. Youth in Action, Euroguidance, LLP, EURES etc.)?

- ☐ Yes, some of the employees of our **NEC** are coordinating other European initiatives
- ☐ No, but some of the employees of our **parent** organisation are coordinating other European initiatives
- ☐ No, our employees at the **NEC** and **parent** organisation are coordinating only the Europass initiative

Q3. Please write down the names of the other European initiatives that are coordinated by the employees of your NEC or the PARENT organisation of your NEC.

Q4. Currently, how many FULL-TIME employees are working in your NEC?

Please insert a number.

Relevance

Q5. To your knowledge, to what extent is the Europass framework complementary to the following European tools in your country?

	To a large extent	To a moderate extent	To a small extent	Not at all	Don't know / no answer
EQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECVET	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESCO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Please motivate your answers to the previous question relating to each tool separately, if possible.

Q7. To what extent do you think that the following Europass documents meet the needs of their recipients / educational institutions / employers etc.?

To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
------------------------	-------------------	----------------------	-------------------	------------------------	------------	------------------------

Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. How could the Europass documents be improved to better serve the needs of their recipients / educational institutions / employers etc.?

Please refer to **each document separately** if possible.

Effectiveness

Q9. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across COUNTRIES?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across SECTORS?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. To what extent, in your view, have the following Europass documents made the individual competences clearer?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. To what extent, in your view, have the following Europass documents made the candidate selection processes for EMPLOYERS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. To what extent, in your view, have the following Europass documents made the candidate selection processes for EDUCATIONAL INSTITUTIONS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. Is the Europass Diploma Supplement being issued in your country along with the doctoral degree?*

☐ Yes

☐ No

☐ In some circumstances only (please describe briefly in what circumstances)

Q15. In your view, is having additional aspects related to doctoral education (such as research components and PhD defence) included in the Europass Diploma Supplement beneficial for any of the following parties?

	Yes	No	Don't know / no answer
Doctoral candidates / People with doctoral education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Please describe briefly the main benefits and / or challenges (if any) that have occurred due to the integration of doctoral education aspects into the Europass Diploma Supplement.

Q15. In your view, would having additional aspects related to doctoral education (such as research components and PhD defence) included in the Europass Diploma Supplement be beneficial for any of the following parties?

	Yes	No	Don't know / no answer
Doctoral candidates / People with doctoral education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Please describe briefly the main benefits and / or challenges (if any) that could occur due to the integration of doctoral education aspects into the Europass Diploma Supplement.

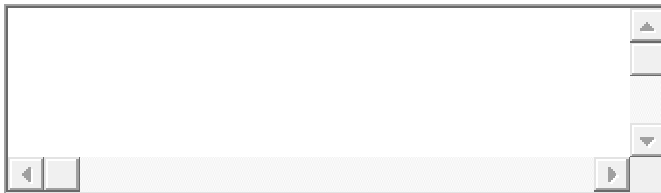


Q17. Currently, the Europass Mobility Document records individual knowledge, skills and competences gained during organised TRANSNATIONAL MOBILITY experience (study exchange, internship, apprenticeship etc.). In your view, to what extent would it be useful to have a similar European document (Europass Experience) that would record knowledge, skills and competences gained through DOMESTIC organised experience?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Q18. In your view, should the new document to record knowledge, skills and competences acquired through DOMESTIC organised experience (Europass Experience) be kept separate or merged with the Europass Mobility Document?

Please discuss what would be the **benefits and / or challenges** of your chosen approach.

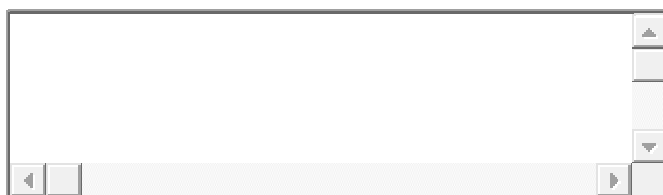


Q19. To what extent do you agree that the introduction of the European Skills Passport is likely to have positive effects on the achievement of Europass objectives?

Europass Skills Passport will assemble together all the Europass documents (except the CV) under a common "umbrella", which will allow citizens to present their skills and qualifications acquired either in formal or non-formal settings in a comprehensive way. The Passport can be attached to the individual's CV to provide documentary proof for the qualifications and skills declared by the individual in the CV.

- ☐ Strongly agree
- ☐ Rather agree
- ☐ Rather disagree
- ☐ Strongly disagree
- ☐ I don't know

Q20. Please provide specific examples of expected positive effects of the European Skills Passport on the Europass initiative:



Q21. In your opinion, would it be useful to have a Europass document helping people to describe their ICT skills in a standardised way?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Efficiency

Q22. To what extent, in your view, could the results currently achieved by the Europass framework be accomplished with lower budgets?

- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a small extent
- ☐ The results currently achieved by the Europass framework could not be accomplished with lower budgets
- ☐ I don't know

Q23. To what extent do you find the following aspects important when implementing Europass?

	To a large extent	To a moderate extent	To a small extent	Not at all	Don't know / no answer
To increase awareness of the Europass documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase the use of the Europass documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase acknowledgement of the Europass documents by educational and professional organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To strengthen relations between NEC and other key stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fully implement the activities foreseen in the annual plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fully disburse the received grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other important aspects (<i>please specify</i>):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

Q24. To what extent do you agree with the following statements about your most recent cooperation experience with EACEA?

	To a large extent	To a moderate extent	To a small extent	Not at all	Don't know / no answer
Grant application documents and requirements are clear to the NECs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection procedure and contracting is well-organised by EACEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NECs receive sufficient guidance from EACEA on the management of the received Europass grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Payment requests of NECs are processed by EACEA in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NECs receive useful feedbacks to their Final Annual Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NECs receive timely feedbacks to their Final Annual Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, your NEC is satisfied with the cooperation with EACEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other aspects of cooperation with EACEA are of high quality (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25. To what extent do you agree with the following statements about your cooperation experience with DG EAC?

	To a large extent	To a moderate extent	To a small extent	Not at all	Don't know / no answer
Provided feedbacks are useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedbacks are of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedbacks are provided in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DG EAC takes into account your suggestions on how to improve the content of the Europass documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DG EAC takes into account your suggestions on how to improve the implementation processes in Europass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, your NEC is satisfied with the cooperation with DG EAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other aspects of cooperation with DG EAC are of high quality (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26. Has your NEC ever been in a direct contact with Cedefop in relation to the Europass issues? You can select several options.

- ☐ Yes, our NEC has consulted with Cedefop about the establishment / development of the national Europass website
- ☐ Yes, our NEC has consulted with Cedefop about the establishment / development of the Europass documents
- ☐ Yes, our NEC has participated in the joint conferences, meetings etc. with Cedefop
- ☐ Yes, our NEC has participated in the same working groups with Cedefop
- ☐ Other (please specify):
- ☐ No, our NEC has never been in a direct contact with Cedefop
- ☐ I don't know

Q27. To what extent has your cooperation experience with EACEA, DG EAC and Cedefop changed in recent years?

	The situation has improved	The situation has become worse	The situation has not changed	Don't know / no answer
Cooperation experience with EACEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation experience with DG EAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation experience with Cedefop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28. To what extent would the following types of assistance be useful for your NEC in the future cooperation with EACEA, DG EAC and Cedefop?

	To a large extent	To a moderate extent	To a small extent	Not at all	Don't know / no answer
An annual publication on examples of good practices in other NECs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultations on how to write better annual reports of the NECs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultations on how to improve the national website of Europass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More invitations to participate in various working groups etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More active information dissemination on the administrative changes (e.g. changed contact person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other types of assistance would be useful (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sustainability

Q29. In your view, could your NEC operate WITHOUT the EU funding (e.g. relying entirely on national sources)?

- ☐ Yes
- ☐ No
- ☐ I don't know / cannot answer

Q30. In your view, could the Europass initiative be continued overall if the EU financial support was withdrawn (not necessarily through the network of NECs)?

- ☐ The Europass initiative could continue successfully without the financial support from EU (other alternative sources of funding could be found)
- ☐ Some elements of the Europass initiative could be continued without EU financial support, but to a smaller extent than with EU funding
- ☐ No, the Europass initiative could not continue at all if the EU support was withdrawn
- ☐ I don't know / cannot answer

Q31. What ALTERNATIVE sources of funding could be used to continue the Europass initiative?

Q32. To what extent, in your view, would the Europass documents be kept up to date and harmonised if the process was not coordinated and supported by the EU institutions?

- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a small extent
- ☐ Not at all
- ☐ I don't know

Links and communication on Europass

Q33. Please name UP TO TEN NECs that your organisation is mostly in contact with in regard to the Europass initiative (country name is sufficient).

Please write down the **countries** of NECs and indicate **how often** you communicate with each NEC.

	Very often	Often	Occasionally	Rarely
1. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34. What are the main purposes of your communication with these NECs?
You can select several options.

- ☐ Organising joint events
- ☐ Implementing joint initiatives (*surveys, publications etc.*)
- ☐ Exchanging experience
- ☐ Sharing mutual concerns about the implementation of Europass
- ☐ Study visits to other NECs
- ☐ Other reasons (*please specify*)

Q35. In your opinion, who are your NEC's most important institutional contacts in regard to Europass?
Please provide the names of UP TO 5 NATIONAL and/or INTERNATIONAL organisations OTHER THAN NECS OR THEIR PARENT ORGANISATIONS and specify the UNITS where possible: e.g. specific ministries of partner countries, departments of international bodies, NGOs, service providers, etc.
Please write down the **name in ENGLISH of the organisation and UNIT** and indicate **how often** you communicate with each organisation.

		Very often	Often	Occasionally	Rarely
1.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36. What are the main purposes of your communication with these organisations in regard to Europass?

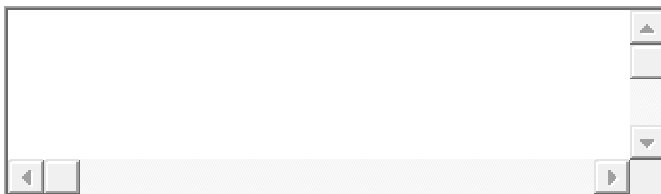
Q37. Have you encountered any cooperation issues between your organisation and any of the aforementioned organisations in regard to Europass?

Please briefly describe the encountered **issues** and your **suggestions** how the cooperation could be improved.



Closing remarks

If you have any comments or suggestions related to the Europass initiative, please provide them here:



Annex 3: Survey questionnaire for the EU-level stakeholders

Dear Europass stakeholders,

Thank you for your collaboration in the **second evaluation of Europass-2012** commissioned by the Directorate General for Education and Culture of the European Commission. This evaluation will take stock of the developments of Europass since 2008 and its findings will inform the future decision making concerning the Europass initiative.

As the evaluation gains momentum, we would be most grateful if you complete this web questionnaire on behalf of your organisation. It aims to collect your opinions about the relevance, effectiveness, efficiency and sustainability of the Europass framework and its implementation structure, as well as cooperation experiences with National Europass Centres and other stakeholders of Europass. The results of this survey will feed into the final report to be finished by October 2012. Please note that the questionnaire is designed for a wide range of stakeholders and not all questions may be equally relevant to your organisation. Therefore, we kindly ask you to fill in the questionnaire according to your best knowledge as your opinion is extremely valuable for the evaluation process.

The questionnaire is available only in English and should take you about 20 minutes to complete. You may finish the survey at once or choose to complete it later. The information you provide will be kept confidential and will be provided to the European Commission only in aggregate form as part of the evaluation findings (no individual opinions will be disclosed). **We kindly ask you to complete the questionnaire by June 30 2012.** If you can provide your opinion only at later date, please contact us.

If you have any other questions about this survey please contact us at europass@ppmi.lt. Thank you in advance for your co-operation!

Yours sincerely,

Rimantas Dumčius

Project leader for the external evaluation of Europass 2012

Public Policy and Management Institute

Background information and knowledge of Europass

1

Q1. Please select which organisation you represent. *

- ☐ DG EAC, EACEA or Cedefop
- ☐ Other public EU institution / body
- ☐ Other international governmental organisation
- ☐ Association of educational institutions, education professionals or students
- ☐ Employers' association or trade union
- ☐ Volunteer organisation
- ☐ Other non-governmental organisation
- ☐ Other (please specify)

1

Q4. Has your organisation contacted or been contacted by the DG EAC, EACEA or Cedefop in regard to the Europass initiative?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q5. Does your organisation represent any of the following groups of individuals?
You can select several options.

- ☐ Pupils or students
- ☐ Teachers
- ☐ Volunteers
- ☐ Migrants
- ☐ Professionals
- ☐ Unemployed
- ☐ Employers
- ☐ Other groups (please specify)

Q6. Has your organisation dealt with any of the Europass documents (Europass CV, Europass Language Passport, Europass Mobility Document, Diploma Supplement or Certificate Supplement) directly or on behalf of its represented groups (professionals, students etc.) in any of the following ways? *

Please select the most appropriate answer.

- ☐ My organisation has been involved in the creation and / or development of the Europass documents
- ☐ My organisation has taken part in issuing / filling in some of the Europass documents on behalf of its members / represented groups
- ☐ My organisation has received some of the Europass documents from potential employees
- ☐ My organisation has been promoting the use of some Europass documents (*has links to some document on its institutional website, has required potential candidates or members of its organisation to use certain Europass documents etc.*)
- ☐ My organisation has used some of the documents in other circumstances (*please specify*)
- ☐ My organisation has never dealt with Europass documents
-

Q7. What is the main reason your organisation has never dealt with any of the Europass documents?

- ☐ This is not the role of my represented organisation
- ☐ The documents do not meet the needs of my organisation or its members
- ☐ The documents do not meet the needs of my organisation's represented groups (*professionals, students, etc.*)
- ☐ My organisation lacks the knowledge how the documents could be useful for my organisation or its represented groups
- ☐ Other reasons (*please specify*)

Q8. Does your organisation use any other similar documents or portfolios of documents? *

- ☐ Yes (*please specify which documents / portfolios of documents*)
- ☐ No
- ☐ I don't know

Relevance

Q9. To what extent are the members of your organisation familiar with each Europass document?

	Highly familiar	Somewhat familiar	Not familiar
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text" value="1"/>			

Q10. Please RANK the Europass documents from the most useful to the least:

	1 (Most useful)	2	3	4	5 (Least useful)	Members of my organisation do not know this document
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Please indicate to what extent, in your view, the following Europass documents meet the needs of your organisation's represented groups.

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. How could the Europass documents be improved to better serve the needs of your organisation's represented groups?

Please relate to **each document separately** if possible.

Effectiveness

1

Q13. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across COUNTRIES?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Europass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across SECTORS?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. To what extent, in your view, have the following Europass documents made the individual competences clearer?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. To what extent, in your view, have the following Europass documents made the candidate selection processes for EMPLOYERS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Europass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. To what extent, in your view, have the following Europass documents made the candidate selection processes for EDUCATIONAL INSTITUTIONS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

Q18. Currently, the Europass Mobility Document records individual knowledge, skills and competences gained during organised TRANSNATIONAL MOBILITY experience (study exchange, internship, apprenticeship etc.). In your view, to what extent would it be useful to have a similar European document that would record knowledge, skills and competences gained through DOMESTIC organised experience?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Q19. In your opinion, would it be useful to have a Europass document helping people to describe their ICT skills in a standardised way?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Efficiency

1

Q21. To what extent, in your view, could the results currently achieved by the Europass framework be accomplished with lower budgets?

- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a small extent
- ☐ The results currently achieved by the Europass framework could not be accomplished with lower budgets
- ☐ I don't know / cannot answer

Sustainability

1

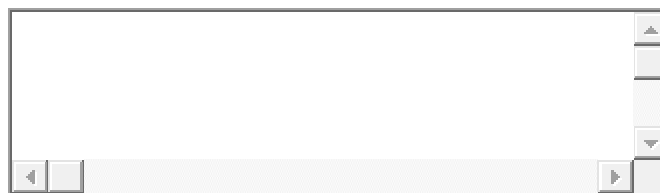
Q22. In your view, would it be possible to maintain the current Europass IMPLEMENTATION STRUCTURE without the EU funding?

- ☐ Yes
- ☐ No
- ☐ I don't know / cannot answer

Q23. In your view, could the Europass initiative be continued if the EU financial support was withdrawn (not necessarily through the network of NECs)?

- ☐ The Europass initiative could continue successfully without the financial support from EU (*other sources of funding could be found*)
- ☐ Some elements of the Europass initiative could be continued without EU financial support, but to a smaller extent than with EU funding
- ☐ No, the Europass initiative could not continue if the EU support was withdrawn
- ☐ I don't know / cannot answer

Q24. What alternative sources of funding could be used to continue the Europass initiative?



Q25. To what extent, in your view, would the Europass documents be kept up to date and harmonised if the process was not coordinated and supported by the EU institutions?

- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a small extent
- ☐ The documents could not be kept up to date and harmonised without the EU coordination

and support

- ☐ I don't know / cannot answer

Links and communication on Europass

1

Q26. Has your organisation contacted or been contacted by other organisations in regard to the Europass initiative (promotional events, documents, etc.)?*

This question and the following few questions are related to the institutional structure of Europass at both NATIONAL and INTERNATIONAL levels.

- ☐ Yes
- ☐ No
- ☐ I don't know

1

Q27. What are the main reasons that your organisation has not been in contact with other organisations in regard to Europass?

Q28. In your opinion, who are your organisation's most important institutional contacts in regard to Europass? Please specify how often you communicate with each organisation.

Please provide the names of up to 5 NATIONAL and/or INTERNATIONAL organisations and specify UNITS where possible: e.g. specific ministries of partner countries, departments of international bodies, NGOs, service providers, etc. Please write down the **FULL names in ENGLISH** of these organisations.

Very often Often Occasionally Rarely

- | | | | | | |
|----|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q29. What are the main purposes of your communication with these organisations in regard to Europass?

Q30. Have you encountered any cooperation problems between your organisation and any of the aforementioned organisations in regard to Europass?
Please briefly describe the encountered **issues** and your **suggestions** how the cooperation could be improved.

Q31. Has the Europass initiative helped your organisation to establish or strengthen links with other organisations?*

- ☐ Yes
- ☐ No
- ☐ I don't know

1

Q32. To what extent, in your view, has Europass helped to establish / strengthen the links between your organisation and the following organisations?


	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
EURES Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NARIC Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National agencies for other European initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Qualifications authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other organisations (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>							

Q33. Does the institutional website of your organisation contain any information on Europass (the overall initiative, its documents, links to Europass website etc.)?

- ☐ Yes
- ☐ No
- ☐ I don't know

Closing remarks

Q34. If you have any comments or suggestions related to the Europass initiative, please provide them here:



Annex 4: Survey questionnaire for the actual and potential end-users of Europass

The European Union has put a special emphasis on stimulating mobility of workers, learners and volunteers by making their qualifications and experiences more comparable to employers and educational institutions throughout Europe. A set of European tools have been created that aim to aid individuals in presenting their knowledge, skills and competences in a clear way. The Europass initiative is one of them.

The European Commission has commissioned the Public Policy and Management Institute to prepare the report that aims to evaluate the progress of Europass, which includes studying opinions of people who use and who do not use Europass documents. **If you are an adult worker or job-seeker, adult learner and/or adult volunteer in one of the EU countries or Norway, Iceland, Switzerland, Liechtenstein, Turkey, Croatia and FYROM**, we kindly ask for your active participation in this survey. Participation of as many different respondents as possible is vital for the quality of findings of our report, which will inform the future European policies on the subject.

We would highly appreciate if you take around 10-20 minutes of your precious time to complete the following questionnaire. You may finish the survey at once or resume it later. Please complete your questionnaire by **July 28 2012**.

We have prepared a **prize** for one of the participants of our survey. At the end we will randomly draw one survey participant who will receive an **iPad 3 Wi-Fi 16GB** as a gift. If you would like to participate in the draw, please make sure you have carefully completed the survey questionnaire according to your best knowledge and have **filled in your email address** at the end of the questionnaire. Only the winning survey participant will be contacted by our authorised representative.

We will ensure your anonymity and your provided e-mail address will be used only for drawing and contacting the winner of the prize.

If you have any suggestions or concerns, please do not hesitate to e-mail them to: europass@ppmi.lt.

Thank you for your kind cooperation!

The Europass evaluation team

Background information

Q1. What is your country of nationality?

Please select **one** answer.

Q2. Your gender:

Q3. How old are you?

Q4. What is your highest level of educational achievement?

- ☐ Primary education
- ☐ Secondary (*academic route*)
- ☐ Secondary (*vocational route*)
- ☐ Post-secondary non-university education
- ☐ Undergraduate degree
- ☐ Post-graduate degree
- ☐ Doctorate

Q5. What is your current educational or occupational status?

- ☐ In education or training
- ☐ In a voluntary arrangement
- ☐ In employment (*less than five years*)
- ☐ In employment (*more than five years*)
- ☐ Unemployed / job-seeking
- ☐ Other

Questions about the Europass CV

Q6. Have you ever used the Europass CV? *

Definition: the Europass Curriculum Vitae is a European template of CV available online that allows you to present your skills and qualifications effectively and clearly throughout Europe thanks to its standardised format.

- ☐ Yes, I have used the Europass CV
- ☐ I use my **personal** CV template but I have used the Europass CV as an example (*to prepare my personal CV template*)
- ☐ No, I have never used the Europass CV

Q7. Why have you NOT used the Europass CV?
You can select **up to 3** most important reasons.

- ☐ I have never heard about the Europass CV
- ☐ I do not know how this document could be useful for me
- ☐ I do not like the design of the Europass CV (e.g. layout)

- ☐ I do not like using standard formats
- ☐ I am used to other CV formats
- ☐ Certain important elements / sections are missing in the Europass CV. **Please specify which elements / sections are missing**
- ☐ I cannot change the order of the sections in the Europass CV
- ☐ I have no information / guidance / access to create the Europass CV
- ☐ Other reasons (please specify)

Q8. To what extent do you agree that the CV format of your choice (so not the Europass CV) is useful for presenting your qualifications and skills in a clear way? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Rather agree
- ☐ Rather disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ I don't know / cannot answer

Q9. Which were the main reasons for choosing the Europass CV?

You can select **up to 3** most important reasons.

- ☐ It is easier to use the Europass CV than to create my own / other format of the CV
- ☐ The Europass CV format was required in some of my educational / employment / volunteering applications
- ☐ It is an internationally recognised CV format (e.g. I feel more confident to use this format than other formats)
- ☐ It is a popular tool among my circle of colleagues / friends
- ☐ The Europass CV looks more professional than other types of CVs
- ☐ Other reasons (please specify)

Q10. How often do you choose to use the Europass CV instead of other CV formats?

- ☐ Every time
- ☐ Very often
- ☐ Often
- ☐ Rarely
- ☐ Only in exceptional cases

Q11. What have you used the Europass CV for?

You can select several purposes.

- ☐ To apply for a job
- ☐ To apply for a traineeship / internship
- ☐ To apply for admission to an educational or training programme
- ☐ To apply for volunteering
- ☐ For other purposes (*please specify*)

Q12. In your opinion, has the Europass CV helped you in any of the following ways?

	Yes	No	I don't know	I have not attempted this
To be invited to job, training or volunteering interviews / be pre-selected to job, training or volunteering positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be admitted to educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be accepted to lifelong learning programmes (<i>e.g. Erasmus</i>), language course etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To change my job / location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass CV has helped me in other ways (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. To what extent do you agree with the following statements?

	Strongly agree	Agree	Rather agree	Rather disagree	Disagree	Strongly disagree	Don't know / not applicable
The Europass CV template is easy to fill-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual information that can be presented in the Europass CV (<i>the desired field of employment, work experience, skills and competences etc.</i>) is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass CV allows enough flexibility to alter the CV according to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass CV is useful for presenting my knowledge, skills and competences in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass CV helps me to enrich or better structure my personal profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass CV fully meets my personal needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about the Europass Language Passport

1

Q14. Have you ever used the Europass Language Passport? *

Definition: the Europass Language Passport is a freely-downloadable document in which individuals can record their linguistic skills and cultural expertise.

- ☐ Yes, I have used the Europass Language Passport
- ☐ I have used only the self assessment grid to evaluate my knowledge level of certain languages
- ☐ No, I have never used the Europass Language Passport

Q15. Why have you NOT used the Europass Language Passport? *

You can select **up to 3** most important reasons.

- ☐ I have never heard about the Europass Language Passport
- ☐ I do not know how this document could be useful for me
- ☐ I do not like the design of the Europass Language Passport
- ☐ I do not like using standard formats
- ☐ I am used to other language evaluation formats
- ☐ Certain important elements / sections are missing in the Europass Language Passport. **Please specify**

which elements / sections are missing

- ☐ I have no information / guidance / access to create the Europass Language Passport
- ☐ Other reasons (please specify)

1

Q16. Which were the main reasons for choosing the Europass Language Passport?

You can select **up to 3** most important reasons.

- ☐ It is easier to use the Europass Language Passport than to create my own or fill in other language evaluation formats
- ☐ It is an easy way to present my language skills
- ☐ The Europass Language Passport format was required in some of my applications
- ☐ It is an internationally recognised Language Passport format with agreed standards on language levels
- ☐ It is a popular tool among my circle of colleagues / friends
- ☐ I believe that I have higher chance to find a job / be admitted to an academic institution / volunteer organisation if I use the Europass Language Passport
- ☐ Other reasons (please specify)

Q17. What have you used the Europass Language Passport for?

You can select **up to 3** most important purposes.

- ☐ To apply for a job
- ☐ To apply for a traineeship / internship
- ☐ To apply for admission to an educational programme

- ☐ To apply for volunteering
- ☐ I used it to keep a track of my own language skills, not specifically for application purposes
- ☐ For other purposes (*please specify*)

Q18. In your opinion, has the Europass Language Passport helped you in any of the following ways?

	Yes	No	I don't know	I have not attempted this
To be invited to job, training or volunteering interviews / be pre-selected to job, training or volunteering positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be admitted to educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be accepted to lifelong learning programmes (e.g. Erasmus), language course etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To change my job / location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass Language Passport has helped me in other ways (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. To what extent do you agree with the following statements?

	Strongly agree	Agree	Rather agree	Rather disagree	Disagree	Strongly disagree	Don't know / not applicable
The Europass Language Passport template is easy to fill-in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual information that can be presented in the Europass Language Passport is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass Language Passport allows enough flexibility to alter it according to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The self assessment grid provided in the template is helpful when filling in the Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass Language Passport is useful for presenting my linguistic skills and cultural expertise in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Europass Language Passport fully meets my personal needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about the Europass Diploma Supplement

1

Q20. Do you have a diploma / degree of HIGHER EDUCATION?*

- ☐ Yes
- ☐ No

Q21. Which year did you receive your latest diploma / degree of higher education?

Q22. In which country did you receive your latest diploma / degree of higher education?

Please select **one** answer.

Q23. Did you receive a DIPLOMA SUPPLEMENT along with your latest higher education diploma / degree?*

Definition: *Diploma Supplement is a personal document issued by educational institutions along with higher education diploma, which presents the holder's educational record in higher education.*

- ☐ Yes, I received a diploma supplement
- ☐ No, I did not receive a diploma supplement
- ☐ I do not know / I do not remember whether I received a diploma supplement

Q24. Is the diploma supplement you possess the EUROPASS Diploma Supplement?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q25. What have you used your Diploma Supplement for?

You can select **up to 3** most important purposes.

- ☐ To apply for a job
- ☐ To apply for a traineeship / internship
- ☐ To apply for admission to an educational or training programme
- ☐ To apply for volunteering
- ☐ I have not used my Diploma Supplement yet
- ☐ For other purposes (*please specify*)

Q26. In your opinion, has the Diploma Supplement helped you in any of the following ways?

	Yes	No	I don't know	I have not attempted this
To be invited to job, training or volunteering interviews / be pre-selected to job, training or volunteering positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be admitted to educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be accepted to lifelong learning programmes (<i>e.g. Erasmus</i>), language course etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To change my job / location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Diploma Supplement has helped me in other ways (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27. To what extent do you agree with the following statements about your Diploma Supplement?

	Strongly agree	Agree	Rather agree	Rather disagree	Disagree	Strongly disagree	Don't know / not applicable
It saved me time and effort when applying for study / work since it is a widely accepted format in the European countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It saved me money (e.g. there was no need to translate the document from the native language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have better chances to find a job / be admitted to an academic institution if I use it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is useful for presenting my knowledge, skills and competences in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Diploma Supplement fully meets my personal needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28. Currently, the Diploma Supplement is mostly issued at Bachelor's and Master's levels. In your opinion, should the Diploma Supplement be issued at doctorate (PhD) level, including research components and PhD thesis defence?

- ☐ Yes, the Diploma Supplement should be issued at all education stages, including Doctorate level
- ☐ No, I do not see a point to extend the Diploma Supplement to Doctorate level
- ☐ I do not know
- ☐ Other (please specify)

Questions about the Europass Certificate Supplement

Q29. Do you have a certificate / degree in VOCATIONAL education and training?*

- ☐ Yes
- ☐ No

Q30. In which year did you receive your latest certificate / degree in vocational education and training?

Q31. Did you obtain at least one EUROPASS CERTIFICATE SUPPLEMENT along with your certificate / degree in vocational education and training? *

Definition: the Europass Certificate Supplement is a supplement to a vocational education and training certificate which explains the content of the professional qualifications of the certificate holder. In most of the countries it is not a personal document – it is the same for all holders of the same qualification in a given

country. The information in the Europass Certificate Supplement is provided by the relevant certifying authorities. The Europass Certificate Supplement has a "Europass" label on it.

- ☐ Yes, I obtained at least one Europass Certificate Supplement
- ☐ No, I did not obtain the Europass Certificate Supplement
- ☐ I am not sure / I do not know whether my Certificate Supplement it is the **Europass** Certificate Supplement

1

Q32. What are the main reasons that you do not have the Europass Certificate Supplement? *
You can select several options.

- ☐ I have never heard about the Europass Certificate Supplement
- ☐ I do not know the purpose of the Europass Certificate Supplement
- ☐ The current Europass Certificate Supplement does not cover my qualification of vocational education and training (*please specify what is your qualification*)
- ☐ The Europass Certificate Supplement is still not available (*not established*) in my country
- ☐ I have no information / guidance how to obtain the Europass Certificate Supplement
- ☐ I believe that the Europass Certificate Supplement has no additional value (*e.g. all relevant information is provided in the main Certificate etc.*)
- ☐ Certain important elements / sections are missing in the Europass Certificate Supplement (*please specify which elements / sections are missing*)
- ☐ Other reasons (*please specify*)

Q33. Did you encounter any difficulties in obtaining the Europass Certificate Supplement?
You can select several options.

- ☐ The Europass Certificate Supplement was issued automatically (*so I did not have to worry about it at all*)
- ☐ There was a lack of information / guidance / support provided on how to receive this document
- ☐ The application procedure was difficult
- ☐ The procedure of obtaining it took a lot of time
- ☐ I had to pay for it (*e.g. because my qualification was not covered in the prepared list of available supplements, and responsible institution issued me a personal Certificate Supplement for me etc.*)
- ☐ I did not encounter any difficulties in obtaining it (*but it was **not** issued automatically*)
- ☐ Other (*please specify*)

Q34. What have you used the Europass Certificate Supplement for?
You can select UP TO 3 most important purposes.

- ☐ To apply for a job
- ☐ To apply for a traineeship / traineeship
- ☐ To apply for admission to an educational or training programme

- ☐ To apply for volunteering
- ☐ I have not used my Europass Certificate Supplement yet
- ☐ For other purposes (*please specify*)

Q35. In your opinion, has the Certificate Supplement helped you in any of the following ways?

	Yes	No	I don't know	I have not attempted this
To be invited to job, training or volunteering interviews / be pre-selected to job, training or volunteering positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be admitted to educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be accepted to lifelong learning programmes (<i>e.g. Erasmus</i>), language course etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To change my job or location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Certificate Supplement has helped me in other ways (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36. To what extent do you agree with the following statements about your Certificate Supplement?

	Strongly agree	Agree	Rather agree	Rather disagree	Disagree	Strongly disagree	Don't know / not applicable
It saved me time and effort when applying for study / work since it is a widely accepted format in the European countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It saved me money (<i>e.g. there is no need to translate the document from the native language</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have better chances to find a job / be admitted to an academic institution if I use it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is useful for presenting my knowledge, skills and competences in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Certificate Supplement fully meets my personal needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about the Europass Mobility document

1

Q37. Have you ever stayed in another European country for learning / working / volunteering purposes? *

- ☐ Yes
- ☐ No

1

Q38. What were the purposes of your stay in another European country?

If you have stayed several times due to different purposes, please mark **all** the purposes applicable to your case.

- ☐ Work
- ☐ Volunteering
- ☐ Academic / vocational studies
- ☐ Intensive language course
- ☐ Cultural exchange
- ☐ Traineeship / apprenticeship
- ☐ Other (please specify)

Q39. Did you receive the EUROPASS MOBILITY document after your stay in another European country?*

Definition: the Europass Mobility Document is a document that records experiences of transnational mobility for learning purposes (e.g. in Leonardo da Vinci, Erasmus, Comenius and other programmes), work placement in a company, voluntary placement in the NGO etc. This document is filled in by the sending and host organisations. The Europass Mobility Document has a "Europass" label on it.

- ☐ Yes, I received the Europass Mobility document
- ☐ No, I did not receive the Europass Mobility document and I do not know that such a document exists
- ☐ No, I did not receive the Europass Mobility document but I know that such a document exists
- ☐ I am not sure / I don't know

1

Q40. Would you like to receive the Europass Mobility Document or a similar document when you go abroad for learning / working / volunteering purposes? *

- ☐ Yes, I think such a document might be useful
- ☐ No, I do not think that such a document can be useful
- ☐ I don't know

1

Q41. Did you encounter any difficulties in obtaining the Europass Mobility document?

You can select several options.

- ☐ There was a lack of information / guidance / support provided on how to receive this document
- ☐ The application procedure was difficult
- ☐ The procedure of obtaining it took a lot of time
- ☐ I did not encounter any difficulties in obtaining it
- ☐ Other (please specify)

Q42. What have you used the Europass Mobility document for?

You can select up to 3 most important purposes.

- ☐ To apply for a job
- ☐ To apply for a traineeship / internship
- ☐ To apply for admission to an educational or training programme
- ☐ To apply for volunteering
- ☐ I used it only as a proof of my achievements abroad for the sending institution (*a "formal account"*)
- ☐ I have not used my Europass Mobility document yet
- ☐ For other purposes (*please specify*)

Q43. In your opinion, has the Europass Mobility Document helped you in any of the following ways?

	Yes	No	I don't know	I have not attempted this
To be invited to job, training or volunteering interviews / be pre-selected to job, training or volunteering positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be admitted to educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be accepted to lifelong learning programmes (<i>e.g. Erasmus</i>), language course etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To change my job / location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Mobility Document has helped me in other ways (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44. To what extent do you agree with the following statements about the Europass Mobility Document?

	Strongly agree	Agree	Rather agree	Rather disagree	Disagree	Strongly disagree	Don't know / not applicable
The Europass Mobility document is useful for presenting my qualifications and skills in a clear way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have better chances to find a job / be admitted to an academic institution if I use it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not see any benefits of having the Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (<i>please specify</i>): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45. To what extent do you think it would be useful to record learning, working or volunteering experiences that take place in the HOME country with the Europass Mobility Document or a similar document?

- ☐ Yes, I think such a document might be useful
- ☐ No, I do not think that such a document can be useful
- ☐ I don't know

Other questions related to Europass

1

Q46. In your opinion, would it be useful to have a Europass document helping people to describe their ICT (Information and Communication Technology) skills in a standardised way?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Q47. How did you first hear about the Europass or any of its documents?

- ☐ From my educational institution
- ☐ From my employer
- ☐ From my colleagues or friends
- ☐ From the website of the European Commission or related institutions (*e.g. Cedefop*)
- ☐ From my National Europass Centre (*website / information booklet / event*)
- ☐ Through other websites (*e.g. using Google*)
- ☐ From other sources (*please specify*)
- ☐ I haven't heard about Europass before filling in this survey
- ☐ I don't remember

Q48. Have you ever visited the national Europass website?*

- ☐ Yes
- ☐ No
- ☐ I don't remember

1

Q49. To what extent do you agree that the Europass Website is user-friendly and clear?

- ☐ Strongly agree
- ☐ Rather agree
- ☐ Rather disagree
- ☐ Strongly disagree
- ☐ I don't know

Q50. To what extent did you find the guidance provided together with the Europass documents useful?

	Very useful	Quite useful	Not so useful	Useless	Don't know / not applicable
Guidelines provided in the Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examples provided in the Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other information provided in the Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51. What other features (if any) would you like to see added to the Europass website?
You can select several options.

- ☐ Further guidelines and examples in relation to the Europass documents
- ☐ More information and advice about the use of the Europass documents
- ☐ More information and advice on transnational mobility, recognition of qualifications, job search etc.
- ☐ Links to other related initiatives
- ☐ Other (please specify)
- ☐ None
- ☐ I don't know

Closing remarks

If you would like to participate in the draw, please make sure you have carefully completed the survey questionnaire according to your best knowledge and have filled in your E-MAIL ADDRESS at the end of the questionnaire:

If you have any other comments / suggestions related to the Europass initiative, please provide them here:

Annex 5: Survey questionnaire for the national stakeholders

Dear national Europass stakeholders,

Thank you for your collaboration in the **second evaluation of Europass-2012** commissioned by the Directorate General for Education and Culture of the European Commission. This evaluation will take stock of the developments of Europass since 2008 and its findings will inform the future decision making concerning the Europass initiative.

As the evaluation gains momentum, we would be most grateful if you complete this web questionnaire on behalf of your organisation. It aims to collect your opinions about the relevance, effectiveness, efficiency and sustainability of the Europass framework and its implementation structure, as well as cooperation experiences with the National Europass Centre and other stakeholders of Europass. The results of this survey will feed into the final report to be finished by October 2012. Your knowledge is extremely valuable for the evaluation process.

The questionnaire is available only in English and should take you about 20 minutes to complete. You may finish the survey at once or choose to complete it later. The information you provide will be kept confidential and will be provided to the European Commission only in aggregate form as part of the evaluation findings (no individual opinions will be disclosed). **We kindly ask you to complete the questionnaire by June 30 2012.** If you can provide your opinion only at later date, please contact us.

If you have any other questions about this survey please contact us at europass@ppmi.lt. Thank you in advance for your co-operation!

Yours sincerely,

Rimantas Dumčius

Project leader for the external evaluation of Europass 2012

Public Policy and Management Institute

Background information and knowledge of Europass

Q1. Please select the type of your organisation.

- ☐ Employers' association / confederation
- ☐ Trade union association / confederation
- ☐ Association of educational institutions
- ☐ Association of professionals
- ☐ Volunteer organisations' association
- ☐ Other non-governmental organisation
- ☐ National public employment service
- ☐ EURES
- ☐ National private employment service
- ☐ International private employment service
- ☐ Ministry of Education or a related institution
- ☐ Ministry of Labour or a related institution
- ☐ National student union
- ☐ Bologna promoter

- ☐ National validation centre
- ☐ National vocational guidance institution
- ☐ Other (please specify)

Q2. Which of the following activities does your organisation actively take part in?
You can select **up to 3** main activities

- ☐ Academic education
- ☐ Vocational education and training
- ☐ Voluntary activities
- ☐ Recognition of knowledge, skills and competences
- ☐ Development of qualifications
- ☐ Mobility for learning purposes
- ☐ Employment services
- ☐ Policy making / lobbying
- ☐ Promotion of education
- ☐ Representation of certain target groups (e.g. students, workers etc.)
- ☐ Other (please specify)

Q3. In what country is your organisation based? *

- ☐ Austria
- ☐ Belgium
- ☐ Bulgaria
- ☐ Croatia
- ☐ Cyprus
- ☐ Czech Republic
- ☐ Denmark
- ☐ Estonia
- ☐ Finland
- ☐ France
- ☐ FYROM
- ☐ Germany
- ☐ Greece
- ☐ Hungary
- ☐ Iceland

- ☐ Ireland
- ☐ Italy
- ☐ Latvia
- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Malta
- ☐ The Netherlands
- ☐ Norway
- ☐ Poland
- ☐ Portugal
- ☐ Romania
- ☐ Slovakia
- ☐ Slovenia
- ☐ Spain
- ☐ Sweden
- ☐ Switzerland
- ☐ Turkey
- ☐ United Kingdom
- ☐ Other (please specify)

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (OeAD - Österreichische Austauschdienst) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by any of the National Europass Centres or their parent institutions (in brackets) in regard to the Europass initiative? *

If your organisation has been in contact with several institutions, please select the **most frequently contacted** institution.

- ☐ National Europass Centre Belgium-Flanders (EPOS vzw)
- ☐ Centre Europass Belgique francophone (Agence francophone pour l'education et la formation tout au long de la vie)
- ☐ Nationale Europass Zentralstelle der Deutschsprachigen Gemeinschaft Belgiens (Agentur für Europäische Bildungsprogramme VoG)

☐ No, our organisation has not contacted or been contacted by the Belgian National Europass Centres or their parent institutions

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Център за развитие на човешките ресурси) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Cyprus Productivity Centre) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Agencija za mobilnost i programe Europske unije) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (NÚOV Národní ústav odborného vzdělávání) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (STYRELSEN FOR UNIVERSITETER OG INTERNATIONALISERING) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (SIHTASUTUS KUTSEKODA) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Finnish National Board of Education) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Groupement d'Intérêt Public Agence Europe Education Formation France) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (НАЦИОНАЛНА АГЕНЦИЈА ЗА ЕВРОПСКИ ОБРАЗОВНИ ПРОГРАМИ И МОБИЛНОСТ) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (NATIONALE AGENTUR - BILDUNG FÜR EUROPA BEIM BUNDESINSTITUT FÜR BERUFSBILDUNG) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (ETHNIKOS ORGANISMOS PISTOPIISIS PROSONTON & EPAGGELMATIKOU PROSANATOLISMOU E.O.P.P.E.P.) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (EDUCATIO Társadalmi Szolgáltató Nonprofit Kft.) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Rannsóknabjónusta Háskóla Íslands) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (National Qualifications Authority of Ireland) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (ISFOL) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Akadēmiskās informācijas centrs) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Agentur für Internationale Bildungsangelegenheiten) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Švietimo Mainų Paramos Fondas) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (ACIPRO ASBL) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Malta Qualifications Council) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Dienst Uitvoering Onderwijs) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Senter for internasjonisering av utdanning) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Fundacja Rozwoju Systemu Edukacji) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Agência Nacional para a Gestão do Programa de Aprendizagem ao Longo da Vida) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (AGENTIA NATIONALA PENTRU PROGRAME COMUNITARE IN DOMENIUL EDUCATIEI SI FORMARII PROFESIONALE) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Ministerstvo školstva, vedy, výskumu a športu SR) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Center RS za poklicno izobraževanje) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (OAPÉE - Organismo Autónomo de Programas Educativos Europeos) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Internationella programkontoret för utbildningsområdet) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (CH STIFTUNG FÜR EIDGENÖSSISCHE ZUSAMMENARBEIT) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (Mesleki Yeterlilik Kurumu) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q4. Has your organisation contacted or been contacted by the National Europass Centre or its parent institution (ECTIS Ltd) in regard to the Europass initiative? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Q5. How often do you communicate with the National Europass Centre or its parent institution in regard to the Europass initiative?

- ☐ Very often
☐ Often
☐ Occasionally
☐ Rarely
☐ Other (please comment)

Q6. Has your organisation dealt with any of the Europass documents (Europass CV, Europass Language Passport, Europass Mobility Document, Diploma Supplement or Certificate Supplement) directly or on behalf of its represented groups (professionals, students etc.) in any of the following ways? *
Please select the most appropriate answer.

- ☐ My organisation has been involved in the creation and / or development of the Europass documents
☐ My organisation has taken part in issuing / filling in some of the Europass documents on behalf of its members / represented groups
☐ My organisation has received some of the Europass documents from potential employees
☐ My organisation has been promoting the use of some Europass documents (*has links to some document on its institutional website, has required potential candidates or members of its organisation to use certain Europass documents etc.*)
☐ My organisation has used some of the documents in other circumstances (please specify)
☐ My organisation has never dealt with Europass documents

Q7. What is the main reason your organisation has never dealt with any of the Europass documents?
You can select several options

- ☐ This is not the role of my represented organisation
☐ The documents do not meet the needs of my organisation or its members
☐ The documents do not meet the needs of my organisation's represented groups (*professionals, students, etc.*)
☐ My organisation lacks the knowledge how the documents could be useful for my organisation or its represented groups
☐ Other reasons (please specify)

Q8. Does your organisation use any other similar documents or portfolios of documents? *

- ☐ Yes (please specify which documents / portfolios of documents)
☐ No
☐ I don't know

Relevance

Q9. To what extent are the members of your organisation familiar with each Europass document?

	Highly familiar	Somewhat familiar	Not familiar
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

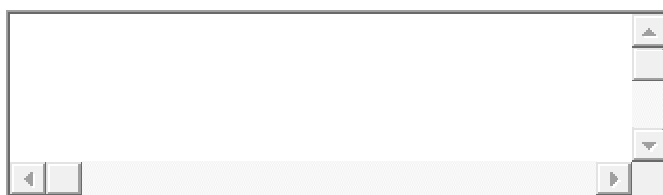
Q10. Please RANK the Europass documents from the most useful to the least:

	1 (Most useful)	2	3	4	5 (Least useful)	Members of my organisation do not know this document
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Please indicate to what extent the following Europass documents meet the needs of YOUR ORGANISATION.

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. How could the Europass documents be improved to better serve the needs of YOUR ORGANISATION? Please relate to **each document separately** if possible.



Effectiveness

Q13. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across COUNTRIES?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. To what extent, in your view, have the following Europass documents made the competences of individuals more comparable across SECTORS?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. To what extent, in your view, have the following Europass documents made the individual competences clearer?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Europass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. To what extent, in your view, have the following Europass documents made the candidate selection processes for EMPLOYERS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. To what extent, in your view, have the following Europass documents made the candidate selection processes for EDUCATIONAL INSTITUTIONS easier?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
Europass CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Language Passport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass Mobility Document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effectiveness

Q18. Currently, the Europass Mobility Document records individual knowledge, skills and competences gained during organised TRANSNATIONAL MOBILITY experience (study exchange, internship, apprenticeship etc.). In your view, to what extent would it be useful to have a similar European document that would record knowledge, skills and competences gained through DOMESTIC organised experience?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Q19. In your opinion, would it be useful to have a Europass document helping people to describe their ICT skills in a standardised way?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not so useful
- ☐ Useless
- ☐ I don't know

Q20. To what extent do you agree with the following statements about the work of the Europass representatives in your country?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
National Europass centre in your country is successful in raising awareness about Europass documents among the potential users <i>(individuals, organisations)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Europass centre in your country is providing necessary support to individuals / organisations on the use of Europass documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided in the national Europass website is useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided in the national Europass website is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CV is well presented in the national Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Language Passport is well-presented in the national Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Mobility Document is well-presented in the national Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Diploma Supplement is well-presented in the national Europass website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Certificate Supplement is well-presented in the national Europass website

☐ ☐ ☐ ☐ ☐ ☐ ☐

Links and communication on Europass

Q26. Has your organisation contacted or been contacted by other organisations in regard to the Europass initiative (promotional events, documents, etc.)?*

This question and the following few questions are related to the institutional structure of Europass at both NATIONAL and INTERNATIONAL levels.

- ☐ Yes
- ☐ No
- ☐ I don't know

Q27. What are the main reasons that your organisation has not been in contact with other organisations in regard to Europass?

Q28. In your opinion, who are your organisation's most important institutional contacts in regard to Europass? Please specify how often you communicate with each organisation.

Please provide the names of up to 5 NATIONAL and/or INTERNATIONAL organisations and specify UNITS where possible: e.g. specific ministries of partner countries, departments of international bodies, NGOs, service providers, etc. Please write down the **FULL names in ENGLISH** of these organisations.

	Very often	Often	Occasionally	Rarely
1. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29. What are the main purposes of your communication with these organisations in regard to Europass?

Q30. Have you encountered any cooperation problems between your organisation and any of the aforementioned organisations in regard to Europass?
Please briefly describe the encountered **problems** and your **suggestions** how the cooperation could be improved.

Q31. Has the Europass initiative helped your organisation to establish or strengthen links with other organisations?*

- ☐ Yes
- ☐ No
- ☐ I don't know

Q32. To what extent, in your view, has Europass helped to establish / strengthen the links between your organisation and the following organisations?

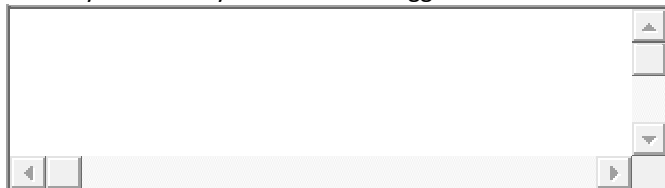
	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent	Not at all	Don't know / no answer
EURES Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NARIC Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National agencies for other European initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Qualifications authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other organisations (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>							

Q33. Does the institutional website of your organisation contain any information on Europass (the overall initiative, its documents, links to Europass website etc.)?

- ☐ Yes
- ☐ No
- ☐ I don't know

Closing remarks

Q34. If you have any comments or suggestions related to the Europass initiative, please provide them here:



Annex 6: All survey findings

Provided as a separate document.

Annex 7: Interview guidelines for the key national stakeholders

Interview guidelines for the key national stakeholders of Europass

BACKGROUND INFORMATION

Name _____

Job title _____

Organisation _____

Country _____

Date and type of the interview (face-to-face / online) _____

Note: Please relate to each Europass document separately where possible.

RELEVANCE

Q1. Please describe how well / deeply your organisation is involved in Europass. Which of the Europass documents are you familiar with?

Q2. Do the five Europass documents meet the needs of your organisation? Do you have any suggestions how they could be improved to better meet the needs of your organisation or your organisation's represented groups?

Q3. Does your organisation communicate with other organisations in regard to Europass? If yes, for what purposes and in what ways? In your view, how well is developed a Europass network in your country overall?

- Q4. Is your organisation actively promoting the use of the Europass documents or other transparency tools? If yes – please explain in what ways.**
- Q5. Do you think that the Europass documents have any unique features that alternative documents do not have?**
- Q6. Are you aware of other European tools, such as Professional Card and Youth Pass? To what extent do you find the Europass documents compatible with these tools? Do you see any synergies or duplications between them?**
- Q7. Are you aware of other European transparency tools (ECTS, ESCO, ECVET, EQF)?**

If yes: are you aware of the links between Europass and these tools? To what extent, in your view, is the Europass framework design in line with these tools?

- Q7.1.** To what extent has the integration of **ECTS** into the Europass Diploma Supplement been successful in your country?
- Q7.2.** To what extent has the possibility to adjust the Europass Certificate Supplement to take the full advantage of **EQF and ECVET** been explored in your country?
- Q7.3.** To what extent has the possibility to adjust the Europass Mobility Document to take the full advantage of **EQF and ECVET** been explored in your country?
- Q7.4.** To what extent has the Europass CV and Europass Certificate Supplement been harmonised with **ESCO** in your country? Are there any clear benefits of this approach?
- Q7.5.** To what extent has the goal to fully connect **ECTS** and **ECVET** been reached to date in your country?

EFFECTIVENESS

- Q8. Do the Europass documents are helpful for your organisation? If yes, in what ways (*e.g. make candidate selection processes easier etc.*)? If not, why? Do you have any suggestions how the documents could be improved?**
- Q9. Are there any groups of individuals that lack access to or cannot take the full advantage of the Europass documents? If yes, which groups? (*e.g. migrants, volunteers, unemployed*) How can this situation be improved (*is there a need for changes in the documents*)?**
- Q10. Do you know if the Diploma Supplement is being issued for individuals attaining doctoral degree (PhD) in your country? Do you see any (potential) added value of including doctoral aspects into EDS? What were (could be) the biggest challenges of including doctoral aspects into EDS?**
- Q11. In your view, are there any weaknesses that limit the use of the Europass Mobility Document?**

Q12. The current Europass Mobility Document records knowledge, skills and competences acquired through formal training, working or learning experience in a foreign country. Do you think there is a need to have a Europass document that would record similar experiences taking place in the same country? Do you find it important that the new document would not require a sending institution (that is, will have an option to be arranged between a host institution and an individual)?

Q13. Are you satisfied with the work of the National Europass Centre in your country? Which Europass dissemination mechanisms do you consider to be the most effective? Do you have any suggestions how the communication between your institution and the NEC(s) can be improved?

Q14. Are there any positive / negative effects of Europass other than facilitating mobility for learning / occupational purposes? (e.g. negative effect could be reduced chances for non-users as a result of Europass documents)

Q15. Are there any factors that may limit the successful implementation of Europass in the future? Do you have any additional suggestions or comments that should be addressed in this evaluation?

Annex 8: Interview guidelines for the NECs

BACKGROUND INFORMATION

Name _____

Job title _____

Country _____

Date and type of the interview (face-to-face / online) _____

Note: Please relate to each Europass document separately where possible.

EUROPASS AND OTHER EUROPEAN TOOLS

Q1. Are you aware of the links between Europass and other European transparency tools (ECTS, ESCO, ECVET, EQF)? To what extent, in your view, is the Europass framework design in line with these tools?

Q1.1. To what extent has the integration of **ECTS** into the Europass Diploma Supplement been successful in your country?

Q1.2. To what extent has the possibility to adjust the Europass Certificate Supplement to take the full advantage of **EQF and ECVET** been explored in your country?

Q1.3. To what extent has the possibility to adjust the Europass Mobility Document to take the full advantage of **EQF and ECVET** been explored in your country?

Q1.4. To what extent has the Europass CV and Europass Certificate Supplement been harmonised with **ESCO** in your country? Are there any clear benefits of this approach?

Q1.5. To what extent has the goal to fully connect **ECTS** and **ECVET** been reached to date in your country?

Q2. To what extent do you find the Europass documents compatible with other European tools, such as Professional Card and Youth Pass? Do any synergies or duplications exist? How can the coordination between these tools be enhanced? [The question suggests the two tools but other tools can be proposed and discussed as well]

Q3. To what extent have other European initiatives, such as EURES and Euroguidance, made use of the Europass documents? Are the Europass documents being promoted as a standard in recording skills and competences by other European initiatives?

Q4. Do the Europass documents have any unique features that alternative documents do not have?

COOPERATION WITH OTHER STAKEHOLDERS / PROMOTION OF EUROPASS

Q5. How important and how successful is cooperation between your NEC and other organisations in raising awareness about the Europass documents?

Q5.1. How can the cooperation with employment services and other organisations be further developed?

Q5.2. Are there any factors that prevent your NEC from improving cooperation with other Europass organisations? How can these factors be eliminated?

Q6. What are the most popular and most effective dissemination mechanisms of each Europass document? What further improvements could be made in this area?

- *Europass CV?*
- *Europass Language Passport?*
- *Europass Mobility?*
- *Europass Diploma Supplement?*
- *Europass Certificate Supplement?*

Q7. Have you received any positive or negative feedbacks on the Europass documents from other organisations (stakeholders)? Please provide examples. How do you deal with such feedbacks?

USE OF THE EUROPASS DOCUMENTS AND FURTHER DEVELOPMENTS

Q8. Is the Diploma Supplement being issued for individuals attaining doctoral degree (PhD) in your country? Do you see any (potential) added value of including doctoral aspects into EDS? What were (could be) the biggest challenges of including doctoral aspects into EDS?

Q9. Are there any weaknesses that limit the use of the Europass Mobility Document? If yes, which ones?

Q10. Do you think that a new foreseen document (Europass Experience) that will record skills and competences gained through domestic experience will be useful for its end-users and organisations? Do you find it important that the document will not require a sending institution (that is, will have an option to be arranged between a host institution and an individual)?

Q11. Are there any groups of individuals that lack access to or cannot take the full advantage of the Europass documents? If yes, which groups? (e.g. migrants, volunteers, unemployed) How can this situation be improved (is there a need for changes in the documents)?

Q12. Are there any positive / negative effects of Europass other than facilitating mobility for learning / occupational purposes? (e.g. negative effect could be reduced chances for non-users as a result of the Europass documents)

EUROPASS IMPLEMENTATION STRUCTURE

Q13. To what extent has the Europass implementation structure (NECs, Cedefop, EACEA and DG EAC) achieved its planned outputs in relation to implementation of Europass? For example, how successful was it at:

- Q13.1. Keeping existing Europass documents up-to-date and harmonised?
- Q13.2. Developing new transparency tools?
- Q13.3. Making use of the Europass electronic platform?
- Q13.4. Establishing and maintaining the network of the NECs?
- Q13.5. Promotion, dissemination activities and communication with other stakeholders?

Q14. Is the financial support received from the EU sufficient to successfully run the Europass initiative?

Q15. Do you consider overall Europass implementation structures and procedures adequate for the achievement of the Europass objectives? Please also consider and comment on the adequacy of the following:

- Q15.1. Division of labour and co-ordination between DG EAC, Cedefop, EACEA, and NECs;
- Q15.2. Monitoring, reporting and feedback mechanisms;
- Q15.3. Exchange of information, best practices and mutual learning;
- Q15.4. Involvement of stakeholders in the implementation of Europass;

Q15.5. Application, contracting, grant management and payment procedures.

Q16. Are there any specific institutional or procedural weaknesses that undermine the achievement of Europass objectives? What are the major strengths that facilitate the achievement of the Europass objectives?

Q17. Does the Europass initiative have sufficient overall human resources and capacity to achieve its specific objectives? Are there any specific areas where capacity needs to be further strengthened?

Q18. Do you see any particular Europass implementation practices as unnecessary and possibly wasteful (*administrative burden, reasonable requirements etc.*)?

CLOSING REMARKS

Q19. Are there any factors that may limit the successful implementation of Europass in the future?

Q20. Do you have any additional suggestions or comments that should be addressed in this evaluation?

Annex 9: List of interviewees

No.	Name, surname, institution	Position	Date and type
1.	Dovilė Rudzenskė, Education Exchanges Support Foundation	Coordinator	12 June 2012, Face-to-face
2.	Romualdas Pusvaškis, Ministry of Education, Vocational and Lifelong Learning department	Former Director	26 June 2012, Face-to-face
3.	Neringa Miniutienė, European Social Fund Agency	International Cooperation Specialist	22 June 2012, Face-to-face
4.	Aurelija Valeikienė, Centre for Qualify Assessment in Higher Education	Deputy Director	15 June 2012, Face-to-face
5.	Tatjana Babrauskienė, Lithuanian Trade Union of Education	International Secretary	19 June 2012, Face-to-face
6.	Agnė Kunigonytė, EURES Lithuania	EURES manager	25 June 2012, Face-to-face
7.	Giedrė Beleckienė, Qualifications and Training Foundation	Former Director	02 July 2012, Face-to-face
8.	Uta-Maria Behnisch, National Agency Education for Europe at the Federal Institute for Vocational Training	Head of the NEC	05 June 2012, Online

No.	Name, surname, institution	Position	Date and type
	(NA at BIBB)		
9.	Sabine Lioy, Educational Exchange Service, National Agency for the LLP programme in school sector [Comenius programme]	Secretary to the PAD Bonn, Comenius programme administrator	19 June 2012, Online
10.	Wolfgang Schwarzenberger, Institute for school-quality and educational research (ISB), Department for principle affairs/Educational cooperation, Field Leonardo da Vinci	Director of studies and counsellor for LdV	19 June 2012, Online
11.	Dr Knut Diekmann, Umbrella Association of the German Chambers of Industry and Commerce Ge	Director Principal of Further Vocational Education Policy	27 June 2012, Online
12.	Karin Küßner, National Coordination Unit ECVET at the National Agency at Federal Institute for Vocational Education and Training	Head of the NCP for ECVET	02 July 2012, Online
13.	Christian Tauch, German Rectors' Conference / Bologna Centre	Head of sector "Education" of the German Rectors' Conference	03 July 2012, Online
14.	Berthold Langerbein, Federal Employment Agency, Central Placement Office (ZAV)	EURES adviser	17 July 2012, Online
15.	Wolfgang Kreher, Ministry of Culture in Hessen, Section III.1 - Vocational Schools	Undersecretary (Leitender Ministerialrat)	12 July 2012, Online
16.	Kjersti Skjervheim, Norwegian Centre for International Cooperation in Education (SIU)	Coordinator	11 June 2012, Online
17.	Lena Dammen, Association of Norwegian Students Abroad	Head of Information Centre	8 June 2012, Online
18.	Birgit Leirvik, Euroguidance Norway (Norwegian Directorate for Education and Training)	Adviser	27 June 2012, Online
19.	Unni Teien, Norwegian Directorate for Education and Training (Department for VET)	Adviser	27 June 2012 Online
20.	William O'Keeffe, National	Coordinator	13 June 2012,

No.	Name, surname, institution	Position	Date and type
	Qualifications Authority of Ireland		Online
21.	Gerry O'Sullivan, Higher Education Authority (Irish National Agency LLP: Erasmus)	Head of European Programmes	2 July 2012, Online
22.	Colin Donnery, National Recruitment Federation	President	3 July 2012, Online
23.	Susan Selfridge, Early Childhood Ireland	Head of Finance & Funding	4 July 2012 Phone
24.	Fatima-Sadia Khokhar Díaz, Autonomous Organisation for European Educational Programmes (OAPEE)	Europass Responsible	6 and 14 June 2012, online
25.	Gloria de Luis Acevedo, Public Employment Service (SEPE)	EURES adviser	14 June 2012, online
26.	Juan Carlos Parodi Román, Spanish NARIC Centre, Ministry of Education, Culture and Sports	Adviser	8 June 2012, online
27.	Gabriela Uriarte Taberna, CEPYME (Spanish Confederation of SMEs); spoke also on behalf of CEOE (Spanish Confederation of Employers' Organisations)	Director of International Relations	15 June 2012, online
28.	José M. González, OAPEE (Spanish national LLP agency)	Head of the Erasmus Unit	26 July 2012, online
29.	María Ángeles Heras Lázaro, OAPEE (Spanish national LLP agency)	Leonardo da Vinci programme coordinator	24 July 2012, online
30.	Rosalía Mera Goyenechea, Galician foundation "Paideia"	President	7 August 2012, online
31.	Angelica Radu, National Agency for European programmes in education and VET	Europass Responsible	6 June 2012, online
32.	Speranta Tibu, Euroguidance Romania	Adviser	13 June 2012, online
33.	Camelia Mihalcea, National Agency for Employment	Head of International Relations, EURES and Mediation Directorate; EURES Manager	11 June 2012, online
34.	Daniela Preda, Lucian Blaga University of	Director of the Department for International Relations	15 June 2012, online

No.	Name, surname, institution	Position	Date and type
	Sibiu		
35.	Margareta Ivan, National Qualifications Authority	Director General	15 June 2012, online
36.	Alexandra Cornea, Romanian Free Trade Union Federation in Education	Director of International Relations and European Projects Department	24 July 2012, online
37.	Adrian Iordache, National Centre for Recognition and Evaluation of Diplomas (NARIC)	Counselor	30 July 2012, online
38.	Pedro Chaves, DG EAC	Principal Administrator, Skills and Qualifications Unit	30 August 2012, via telephone several times, by e-mail
39.	Vytautė Ežerskienė, EACEA	Unit P3 – Lifelong Learning	30 March 2012 via telephone and in subsequent e-mails
40.	Philippe Tissot, Cedefop	Senior Expert, Area Enhanced Cooperation in VET and LLL	05 April 2012, online; 30 August 2012 via e-mail
41.	Koen Nomden, DG EAC	Policy Officer Skills and Qualifications – Validation of non-formal and informal learning and lifelong guidance	18 September 2012, online
42.	Anita Kremono, DG EAC	Policy Officer Skills and Qualifications – EQF and learning outcomes	21 September 2012, face-to-face
43.	Artur Payer, DG EAC	Programme Manager – EU policies - Jeunesse en Action - Actions 3 et 4 et Autres	24 September 2012, online
44.	Henric Stjernquist, Martin Le Vrang, Pascale Woodruff, Kristof Danckaert, DG EMPL	Mr Stjernquist – Policy Officer – Employment Services, EURES; Mr Le Vrang - Policy Officer - Labour Market and Employment; Ms Woodruff - Project Coordinator, EURES; Mr Danckaert - Project Coordinator, EURES.	1 October 2012, online
45.	Peter Mihok, Inge Welbergen	Mr Mihok – Free Movement of Professionals – Legal Officer - Legal desk officer, policy; Ms Welbergen - Free Movement of Professionals – Legal Officer - Legal desk officer, policy.	3 October 2012, online

Annex 10: Quantitative NEC performance indicators

Provided as a separate document.

Annex 11: Dissemination Plan Europass evaluation 2012

According to procedures, the evaluation report will be submitted by DG EAC to the European Parliament and the Council. The evaluators recommend that the results of this evaluation also be disseminated in several different ways to a variety of stakeholders. At the EU the results should be sent to all relevant

Commission officials, as well as members of the LLP Committee. National Europass Centres provide a strong conduit for dissemination, and national representatives should be encouraged to share the results widely. DG EAC itself has a large database of contacts within all relevant stakeholders, and copies of the report should be sent to all DG EAC contacts at the European level, as well as relevant international stakeholders. It is recommended that some time be devoted to discussion of the evaluation at the meeting of Europass national centres in October 2012. This study found that national stakeholders were not always aware of the value of Europass documents, and the NECs should be assertive in pointing out their successes accomplishments to the stakeholders' network as well as potential users. In addition to this proactive dissemination, the report should be made available on the Europass website (Cedefop), along with other online sources.

Dissemination plan for evaluation results

Document / Contents	Target group	Legal requirement	Dissemination channel	Language / Translations	Dissemination tasks of the evaluator	Deadline
Evaluation report	The European Parliament; the Council.	Article 15 , Europass Decision No. 2241/2004/EC	According to procedures	In all languages	The evaluation report will be submitted by EAC to the European Parliament and the Council	January 2013 (tbc)
Final report Executive summary	Commission (EAC A2)	N/A	E-mail, mail	EN; the Executive summary in FR, DE, EN.	Delivery of the Final report; translations and delivery of the Executive summary – within the contracted deadline	September 2012
Final report Executive summary	Members of the LLP Committee	N/A	e-mail, CIRCA	In all languages	N/A	1Q 2013 (tbc)
Final report	National Europass Centres	N/A	e-mail; Europass network	In all languages	N/A	1Q 2013
Final report	Commission intern		EAC Intranet	EN	N/A	1Q 2013
Press release - Final Report	Public	N/A	Press release	Final report: EN	N/A	1Q 2013
Final report Executive summary	Public	Commission evaluation policy	Internet	In all languages	N/A	1Q 2013
Action Plan	Management of EAC	Commission evaluation policy	According to procedures	N/A	N/A	1Q 2013