

Měnící se role vzdělavatelů v odborném a celoživotním vzdělávání

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views for presentations and sharing materials. Users can also utilize functions of this module to monitor their professional progress and plan their future goals.

The E-learning courses module

This module is focused on further education of teachers. The main benefit of these e-learning courses realized within the National educational portal is the fact that these take advantage of different modules educational content. Fifteen attested blended e-learning courses will be realized until the end of the *Methodology II* project in 2011.

Conclusion

How stated above, the National educational portal is a tool and virtual space for teachers who can share

their experience, ideas and concerns there. In the near future, the project team *Methodology II* would like to keep the quality of published materials and activities passing off in the community modules of the portal. Another goal is to build a large self-organized community of cooperating teachers.

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Five (and a Half) Years of Europass: achievements in quality and quantity 2005–2010

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Abstrakt: Tento příspěvek se zaměřuje na to, čeho bylo dosaženo v průběhu pěti let fungování iniciativy Europass. Každý z dokumentů portfolia Europassu je v něm představen jednotlivě spolu se základními kvantitativními ukazateli a stručnou poznámkou o rozhodujících koncepčních charakteristikách každého dokumentu.

Klíčová slova: Europass, mobilita, trh práce, trh vzdělávání.

Abstract: The focus of this paper is on what has been achieved in the course of the five years of the Europass initiative. It addresses each of the documents of the Europass portfolio individually, bringing about elementary quantitative indicators along with brief notes on the decisive conceptual features of each document.

Keywords: Europass, mobility, labour market, education market.

Some key facts

Europass, based on the Decision of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences¹, is a multinational project coordinated jointly by the DG Education and Culture of the European Commission and the European Centre for the Development of Vocational Training (Cedefop). Europass is the first European set of documents on education, personal competences, language knowledge, qualifications and work experience. The formation of the set of documents drew on separate enterprises that had preceded Europass and were brought together to build up a single portfolio of five documents²:

- Europass Curriculum Vitae
- Europass Language Passport
- Europass Mobility
- Europass Certificate Supplement
- Europass Diploma Supplement.

The concept came to be actively implemented in April 2005 with the establishment of National Europass Centres (NEC) throughout Europe³. Presently there are 31 NECs across Europe (27 in the countries of the European Union plus two EFTA countries, Liechtenstein and Norway, and two candidate countries, Croatia and Turkey). The NECs coordinate all activities related to the Europass documents. They are the first points of contact for any person or organisation interested in using or learning more about Europass. Among the functions that NECs are expected to perform at national level are documents management, promotion, information and guidance, and networking with related structures and bodies. On European level the NECs contribute to the formulation of common strategies and further development of the tool.

Between the half of 2005 and the late 2010 over 30 million single usages of Europass have been registered⁴. The Europass CV alone has been used more than 10 million times between those years⁵. The author of the

paper has been a witness to a well ranking European official making the following off-the-record statement: „*Europass, it is an astonishingly successful project on an astonishingly low budget*“. With this rather anecdotal characteristic in mind, we shall set out to analyse just what makes Europass worth attention, what are the structural attributes that reflect the lifelong learning potential of the tool, and what data we have to prove the point by evidence. This shall be illustrated separately for each document of the Europass portfolio, starting with the flagship.

Europass Curriculum Vitae

As mentioned above, the Europass framework was established on the grounds of several pre-developed European instruments. The predecessor to Europass CV had been the common European format for curricula vitae (CVs) proposed by Commission Recommendation 2002/236/EC of 11 March 2002⁶ and defined as *a resource for the systematic, chronological and flexible presentation of individuals' qualifications and competences*⁷. However, even at that stage of development it was clear that the CV format had been just *one element in a broader strategy with a view to improving the transparency of qualifications and competences*⁸.

Presently the Europass Curriculum Vitae is to a considerable extent the symbol of Europass portfolio as such. The uptake of the document by European citizens between 2005 and 2010 surprised even the most optimistic. In principle, there are two ways for citizens to get and fill a Europass CV: either through the online completion guide on Cedefop website, or by downloading a blank template in .doc format. The data representing the amounts of online completed CVs and downloaded templates are in Table 1.

Table 1: Europass Curriculum Vitae uptake in Europe 2005–2010⁹

Year	CVs completed online	CV templates downloaded
2005	116 259	220 675
2006	717 733	1 144 629
2007	1 416 889	1 841 354
2008	2 026 194	2 906 228
2009	2 691 193	3 549 628
2010	3 794 429	4 475 910
Total	10 762 697	14 138 424

Source: Cedefop.

Drawing on the above evidence, some 25 million instances of Europass CV usage have taken place across Europe in the given period. Although the development of the tool is in principle a process of permanent nature, and despite the proposed reform of some features of the template, it could be stated that the story of

Europass CV has been one of rather great success. What makes it that, then?

The well-defined set of categories of information included, together with the two column structure of the layout separating clearly the data from the headings, have set a standard for a structured curriculum vitae. The CV is divided into 5 principal sections. The *Personal information* section makes sure that the user brings in all necessary personal and contact details, while it also allows for leaving out data that the user might not want to share, such as age or nationality. The *Desired employment* field is meant to individualize the document for a particular application and can be skipped as well. The *Work experience* section contains information not only on the positions held and the periods of time they were held in but also allows for a more detailed description of the main activities and responsibilities carried out, or competences acquired through various work tasks. Subsequent to work experience is the *Education and training* field that gives space to mention both formal qualifications (diplomas, degrees) and non-formal, or lifelong learning (courses, work-based training activities). The following *Personal skills and competences* section is designed to specify in more depth the soft skills and transversal/key competences like language abilities, social, technical, or computer skills and competences. Precisely at this point the Europass CV allows for the user to add value and declare what is the specific amalgamation of knowledge, skills and competences that they possess as individuals, as well as to identify important aspects of their profiles that could otherwise remain unattended.

Europass Language Passport

The Europass Language Passport is, along with the CV, second in the pair of clearly self-declarative documents within the Europass portfolio. Like with the CV, the notion of a Language Passport had preceded establishing Europass itself. The document has been a part of the European Language Portfolio developed by the Council of Europe together with the Language CV and the Dossier¹⁰.

It draws on the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format¹¹. Based on the concept of self-assessment, the tool has two principal functions: first, *it is designed to enhance the motivation of language learners to improve their ability to communicate in different languages and to pursue new learning and intercultural experiences. It seeks to help learners to reflect on their learning objectives, plan their learning and learn autonomously*¹². Hence the Language Passport fulfils a

pedagogical function by helping users seek improvement of their language abilities by identifying the position of their current achievement within a clear structure, and outlining the prospects for further development. The second function of the tool is reporting: *The LP aims to document its holder's language proficiency in a comprehensive, informative, transparent and reliable way. It helps learners take stock of the levels of competence they have reached in one or several foreign languages and enables them to inform others in a detailed and internationally comparable manner. All competence is valued, regardless of whether it is gained inside or outside the ambit of formal education*¹³. Although there are signs in certain contexts of lack of trust towards such kind of self-assessed information, the idea is clear: to give citizens a transparent, internationally understandable means of reporting their language abilities. The added value here, however, is to be found in the notion of recognising different sources of learning a language, informal experience being seen just as potentially beneficial (and considerable) as formal routes to language education.

Table 2: Europass Language Passport uptake in Europe 2005 – 2010¹⁴

Year	LPs completed online	LP templates downloaded
2005	7 003	31 413
2006	27 164	124 352
2007	35 607	127 514
2008	44 071	140 876
2009	51 405	147 017
2010	65 657	155 028
Total	230 907	726 200

Source: Cedefop

The reasons why the uptake of the Language Passport (see Table 2) has been continuously proving highly disproportionate to that of the CV remains subject to debate. It could very well be the presence of a concise language self-assessment grid based on the principles of CEF in the CV itself that causes users give up on repeating the information in a separate document. The possibility of a complete merger of the two documents is being taken into consideration within the proposed reform of the Europass portfolio.

Europass Mobility

Unlike for the two self-declarative documents above, the element of a third party (perhaps even a fourth) is fundamental for the process of issuing the Europass Mobility. Along with the engagement of external entities comes a comparatively higher level of standardisation in terms of conditions for issuing the document.

Table 3: Europass Mobility documents issued in 2008¹⁵

Country	Total EMs issued in 2008	Leonardo da Vinci Programme
Germany	14 346	9 523
France	7 673	4 665
Italy	6 211	4 917
Poland	3 877	3 787
Czech Republic	2 079	1 711
Austria	1 706	1 491
United Kingdom	1 688	1 577
Romania	1 547	1 383
Lithuania	1 108	971
Slovakia	1 020	747
Hungary	877	853
Sweden	785	635
Portugal	725	575
Netherlands	678	516
Norway	621	557
Finland	577	403
Belgium (FL)	545	404
Denmark	535	447
Latvia	447	384
Bulgaria	400	180
Estonia	392	376
Greece	251	250
Slovenia	235	182
Cyprus	215	210
Ireland	147	147
Luxembourg	38	22
Belgium (DE)	36	28
Iceland	33	32

Data for Belgium (French speaking part) and Spain is not available.

Source: EACEA

The structure of the document follows its purpose, which is to *record, using a common European format, a European learning pathway*¹⁶. Under the term learning pathway the Decision understands a period of time spent in a European country different from one's own, providing this is for learning purposes. Furthermore, the learning mobility must be either organised within a Community programme in the field of education and training, or covered by an agreement between the sending and the host organisation assuring that required quality criteria are met. The existence of a sending and a host organisation is *conditio sine qua non* for a Europass Mobility to be completed and issued to an end holder. National Europass Centre provides the sending organisation with electronic templates, their specific numbers, and methodology. The sending organisation completes its part and advances the electronic version to the host organisation, who is responsible for providing the actual training and, accordingly, recording the outcomes of the training in the Europass

Mobility document. After the period spent in the host organisation has been finished, the sending partner crosschecks the record and, if appropriate, issues the document to the beneficiary.

The evidence on the issued Europass Mobility documents is more difficult to capture that is the case for CV and LP as the issuing processes and related statistical monitoring have been a matter of national-specific configurations. A common European database (Europass Mobility Management System – EMMS) developed by Cedefop is currently undergoing the final phases of testing, and will enter production status soon, but not just yet. Therefore, for the purposes of this paper we bring in Table 3 the rather partial yet most relevant data available, namely that provided for the year 2008 by the Education, Audiovisual and Culture Executive Agency of the European Commission (EACEA)¹⁷.

Concerning the actual content of the tool, the Europass Mobility is designed to enhance the shift from conceptualising learning in terms of learning input to that of learning outcomes¹⁸. In other words, what the tool essentially builds on is the competence based approach to learning. In Section 5 of the document the outcomes of the training in terms of knowledge, skills and competences are listed. This specific quality of the tool predisposes it for possible evolving into a tool that will allow for citizens to record their competences regardless of where and how they were gained, thus extending the concept of recording learning outcomes to all types and environments of learning, and resulting in a desired European Skills Passport eventually.

Europass Certificate Supplement, Diploma Supplement

The Europass Certificate Supplement (CS) is a document attached to a vocational certificate, in order to make it easier for third persons – particularly persons in another country – to understand what the certificate means in terms of competences acquired by its holder¹⁹. The document is not meant to replace the original certificate, or give entitlement to formal recognition of the certificate in other countries. It rather supports the holder of the certificate by identifying a set of competences he or she acquired within a given qualification. Thus, the certificate, usually lacking any detailed description of the outcomes of the educational programme, is accompanied by a supplement that facilitates the information on the holder’s competences and abilities to perform specific tasks. The purpose of the document is to support labour (and possibly educational) mobility of European citizens as it should be given out in the holder’s as well as other European language.

There are various systems of creating and issuing Certificate Supplements in Europe, with varying degree of engagement of National Europass Centres and other stakeholders, as the Decision leaves room for national-specific arrangements in this regard. In some countries the CS is created by NECs consulting qualifications authorities and stored in a national depository, in others the VET providers create the content for their particular programmes themselves. Generally, the document should be available in electronic form for all citizens, although in some countries this is the case only upon request.

Table 4: Europass Certificate Supplement uptake in the Czech Republic 2008–2010²⁰

Year	Total CSs issued in Czech	Second version in English	Second version in German	Second version in French
2008	17 795	16 117	1 492	186
2009	36 089	33 469	2 511	109
2010	38 239	34 321	3 804	114
Total in 3 years	92 123	83 907	7 807	409

Source: National Europass Centre Czech Republic

It follows that there is virtually no way of having a sound, reliable Europe-wide evidence on the overall numbers of issued CSs. In Table 4 the data on issued CSs in the Czech Republic from 2008 to 2010 are shown²¹.

Presently, in the Czech Republic there are Certificate Supplements created for all standard VET qualifications (all VET programmes taught at schools). CSs for partial qualifications, as well as for certificates awarded on the basis of recognition of non-formal

learning pathways, are in preparation. Also under construction, is an interesting, and potentially very influential, attempt to standardise the competence model within the CS by the eCOTOOL project²².

As far as the Diploma Supplement is concerned, the national-specific factors affect matters here more than they do for any other of the documents. The Diploma Supplement is meant to carry out same functions in the tertiary education sector as CS does in VET. However, due to differences between the two educational

spheres, and due to different interrelationships of the spheres in various educational systems, it very seldom appears to be the case. In many countries the Diploma Supplement has been incorporated in legislation so that every graduate from a tertiary education programme automatically gets an overview of his or her qualification in other language (predominantly English). Nevertheless, quite often the document ceases to bear signs of its belonging to the Europass portfolio. Furthermore, in many countries the DSs issued by universities and colleges have not come to acknowledge the competence based approach and remain within the concept of learning inputs (course names, hours spent on particular courses).

Future prospects

There is an amusing paradox one cannot flee when contemplating the possibilities for a future development of Europass. Shall it remain what it is – namely the single European framework for the transparency of qualifications and competences – it has no other choice but to transform rather essentially. Even more sportful is perhaps the fact that the challenges for Europass are being brought about by its own siblings. Will Europass be able to reflect the European Qualifications Framework²³ (EQF) once particular National Qualifications Frameworks are operational and cross-referenced? Will the European Credit System for VET²⁴ (ECVET) find a medium within Europass to transfer learning units and credits? Will it be possible for Europass to accommodate its very newborn sister, the European Skills, Competences and Occupations Taxonomy²⁵ (ESCO)?

In accordance with the Bruges Communiqué on enhanced European cooperation in VET for 2011–2020²⁶ the Europass portfolio will undergo a significant reconceptualisation in terms of both structure and general philosophy of the tool. The proposed changes, starting to be implemented as we speak, shall not only make sure that Europass meets the demands of the above European initiatives but also that it continues building on what has proved to be excellent practice in the course of the five (and a half) years of its existence.

³ <http://europass.cedefop.europa.eu/europass/home/vernav/Information+and+Support/National+Europas+Centres.csp?jessionid=A173537EB0E2163247BD2838B0418AB3.wpc1>

⁴ http://europass.cedefop.europa.eu/Statistics/1._Activity_since_launch/Europass_Statistic_Reports_SinceLaunch.PDF

⁵ Cf. Cedefop (2010): *Briefing note – 10 million Europass CVs generated online*. http://www.cedefop.europa.eu/EN/Files/9031_en.pdf This is all the more significant an indicator of the project's success if we consider that in 2005 Commissioner Ján Figel set the number of 3 million CVs as an optimistic benchmark for 2010.

⁶ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2002:079:0066:0072:EN:PDF>

⁷ L79/67 of the Recommendation

⁸ *Ibid.*

⁹ Source: Cedefop: *Europass website activity report since February 2005*. Available in Internet:

http://europass.cedefop.europa.eu/Statistics/1._Activity_since_launch/Europass_Statistic_Reports_SinceLaunch.PDF

¹⁰ See <http://www.coe.int/portfolio>

¹¹ Cf. http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

¹² Decision No 2241/2004/ES, cited above – see note 2.

¹³ *Ibid.*

¹⁴ Source: Cedefop: *Europass website activity report since February 2005*. Available in Internet:

http://europass.cedefop.europa.eu/Statistics/1._Activity_since_launch/Europass_Statistic_Reports_SinceLaunch.PDF

¹⁵ Source: EACEA: *Europass – Administrative Issues 2009–2011*. Unpublished presentation given at the Europass meeting in June 2010, Bordeaux, France.

¹⁶ Decision No 2241/2004/ES, cited above – see note 1.

¹⁷ http://eacea.ec.europa.eu/index_en.php

¹⁸ Cf. Cedefop (2009): *The Shift to Learning Outcomes. Policies and Practices in Europe*. Luxembourg: Office for Official Publications of the European Communities. Available in Internet:

http://cedefop.europa.eu/EN/Files/3054_en.pdf

¹⁹ Decision No 2241/2004/ES, cited above – see note 1.

²⁰ Source: National Europass Centre Czech Republic. Note that the figures for „Total CSs issued in Czech“ represent total numbers of unique holders of the document. Every holder gets one copy in Czech and one in chosen second language (EN, GER, FR).

²¹ In 2008 an electronic database was set up by NEC Czech Republic to manage issuing the Certificate Supplement and monitoring the uptake.

²² See <http://www.ecompetence.eu>

²³ http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

²⁴ <http://www.ecvet.net/c.php/ecvet/index.rsys>

²⁵ Cf. European Commission (2009): *New Skills for New Jobs. Anticipating and Matching Labour Market and Skills Needs*. Luxembourg: Office for Official Publications of the European Communities. Available in Internet:

<http://ec.europa.eu/social/main.jsp?catId=822&langId=en&pubId=98&type=2&furtherPubs=yes>

²⁶ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

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