



Education and Culture DG

Lifelong Learning Programme



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Europass+ 2

Summing Up
Open questions

Transnational Meeting
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Achievements

Good news / Strong points



- 1. We are (more or less) on time!** New interface / lay out (built up on an existing effective architecture), examples, first testing / rich feed-backs...
- 2. Focus on adult workers** / unemployed or employees (holistic approach to life and working skills)
- 3. Active involvement of companies** and entrepreneurial associations

Opportunities → constraints:

1. Approval of EU tools for mobility and transparency (EQF, ECVET, Guidelines for validating...)
2. Growing sensitivity, due to the crisis and related structural transformations
3. A wide range of examples & check lists (improved, created, tested, discussed....)

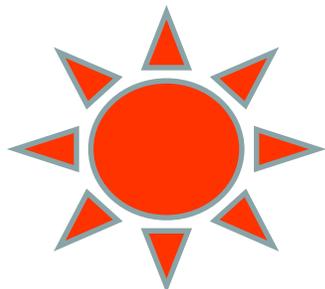


Question Marks

Weaknesses, threats, improvement needs



1. Does our tool really fit “matching” requirements (could we say that it is “**job market / companies proofed**”)?
2. Do we actually help people in drawing “**marketable**” **competences** from their biographical experiences (work- or life-based?)
3. Do we really provide users with **readable examples, relevant in different national contexts**?
4. Does our approach fit “**EU framework tools**” requirements, in terms of:
 1. Philosophy
 2. Glossary and descriptors (complexity of tasks, responsibility, autonomy...)
 3. “leveling” of competences (criteria, indicators)



Some remarks and suggestions



1. Competence can be achieved in different ways, normally it implies experiential learning, finally it remains “**holistic**” in its development (*we actually integrate lessons learned in different learning settings...*)
 - Therefore we should avoid an artificial fragmentation of biographical settings in the way we collect and present our examples to the users
2. Competence can be valued and measured (leveled) only looking to the “**final result**” (*how we actually act in a specific field of activity, how we are able to produce coherent and effective evidences...*)
 - Therefore we should provide users with meta-reflective inputs, encouraging them elaborate their final comprehensive profile, using effective examples as evidences, eventually asking for professional guidance, counseling, coaching...
3. Competence and evidences should be **contextualized**
 - Therefore a mere “translation” of examples and check lists could be not enough in order to let knowledge, skills and competences effectively be valued in national contexts



In details, let's discuss:

1. About examples and check lists
2. About the tool
3. About the web site (and lay out)
4. About how finalising the work that have to be done



ABOUT EXAMPLES CHECKLISTS AND FINAL LAY-OUT



1. What about the **coherence between examples & check-lists and EQF “language”, criteria and indicators?**
2. Do check lists really fit conditions encountered in **different learning settings**, should we **differentiate** them looking at contexts (workplace-education/training-family and leisure time)?
3. What about **criteria to write/rewrite examples** (length of texts, level of description...How many examples for each competence/skill)?
4. What about section **“other competences”** (decisions about the four categories proposed by Eurolavoro)?
5. What about the final **output of Europass+**, with no personal/ educational information already filled in, nor work experiences, looking more a “puzzle” of abstract key skills than a sharp / brilliant personal image?



ABOUT EXAMPLES CHECKLISTS AND FINAL OUTPUT



Even more in details:

1. We need readable examples, easy to be used to produce our personal examples / evidences
2. We need examples embedded in local contexts: job market, target audience, learning cultures, value accorded to experiential learning vs. formal certifications...
3. We need examples showing how to provide evidence of skills and competences in action: learn to speak about competences in a “tangible” way, with reference to actual (verifiable) contexts
4. We should foster an effective integration of learning achievements in a comprehensive and effective CV, providing evidence of the level of qualification (valuing also personal and social competences)



ABOUT THE TOOL



1. User-friendliness / privacy: what about the opportunity for the user of changing their username and password?
2. Should we review the sections, enabling users to better appreciate and integrate achievements deriving from different learning settings (workplace-education/training-family/leisure time)?
3. What about lay out, images and icons of the tool (does they fit adults representations)?
4. What about the opportunity of filling in and print the whole Europass cv at the end (leveling competences on the basis of a global approach, including formal, non formal, informal learning)?
5. What about statistics (visits, filled in cv, personal data...) ?



ABOUT THE WEB SITE AND LAY OUT



1. Which information should be clearly and easily found in the web site (portal)?
2. What kind of structure for our web site? (project info, guided tour, methodological suggestions, help on line, ...)
3. Which sub-sections?
4. Should we include some guidance / coaching tools, guidelines in order to help people filling in an effective Cv?
5. Should we value web 2.0 approaches, in terms of lay-out, attractiveness, interaction possibilities?



FROM NOW ON Provocative regard?



1. Producing attractive and useful examples: let users decide (and provide their examples)!
2. Both companies, service providers and workers has to be involved in defining examples fitting to “matching” scope
3. Implementing the “European” data base: create appropriate / adapted examples, instead of merely translate Italian ones (EQF criteria / indicators assuring a common / transparent approach)
4. Show how to produce an effective CV at the end of the process: from a puzzle of experiences and potential skills to a brilliant and marketable profile! → valuing a blended approach