

Towards a European Area of Skills and Qualifications

Fields marked with * are mandatory.

The questions presented below are related to the issues discussed in the background document ([link](#)) to the Stakeholder consultation on the European Area of Skills and Qualifications.

The European Commission wishes to collect the views of stakeholders on the problems faced by Europeans with regard to the transparency and recognition of their skills and qualifications when moving within and between EU Member States, on the adequacy of the related European policies and instruments and on the potential benefits of developing a "European Area of Skills and Qualifications".

Fields marked with * are mandatory. All questions in sections 1-7 are optional and respondents are free to choose to reply only to some of the proposed questions and focus on particular issues, according to their interests.

Stakeholders are also invited to submit a position paper with their views on the European Area of Skills and Qualifications at the end of the questionnaire.

Views

Normal [Enhanced Contrast](#)

Languages

English

Contact

EAC-EASQ-CONSULTATION-A3@ec.europa.eu

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Identification of the respondent

You are replying:*

- In your personal capacity
- On behalf of an organisation

What is the name of your organisation?*

Dutch Ministry of Education, Culture and Science on behalf of other Dutch departments

Has

your organisation been registered in the European Transparency Register?

All

organisations and self employed individuals, irrespective of their legal status, engaged in activities falling within the scope of the register are in principle expected to register. Your contribution will not be valid if your organisation is not registered while it should.*

- Yes
- No

Which is your main area of activity:*

- Education and Training
- Employment
- Other (please specify)

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If your main area of activity is Education and

Training, in which specific sector do you work?*

- Higher Education
- Vocational and Educational Training
- Secondary Education
- Primary Education
- Adult Learning
- Youth
- Non-Formal and Informal Education
- Cross-sectoral

If you are responding in your personal capacity, please specify your profession:*

- University Professor
- Teacher
- Guidance counselor
- Consultant
- Student
- Other (please specify)

Who do you work for or who do you represent?*

- Public authority or government
- Employers
- Trade unions
- Lifelong guidance services
- Voluntary sector organisations
- Education and training institutions
- Federations of employers
- Public and private employment services
- Youth and youth work organisations
- Experts

Please specify level:*

- European level
- National level
- Regional level
- Local level

Indicate the country where you

legally reside or where your organisation is principally based:*

- | | | | |
|---|--------------------------------------|---|--|
| <input type="radio"/> Austria | <input type="radio"/> Belgium | <input checked="" type="radio"/> Bulgaria | <input type="radio"/> Croatia |
| <input type="radio"/> Cyprus | <input type="radio"/> Czech Republic | <input type="radio"/> Denmark | <input type="radio"/> Estonia |
| <input type="radio"/> Finland | <input type="radio"/> France | <input type="radio"/> Germany | <input type="radio"/> Greece |
| <input type="radio"/> Hungary | <input type="radio"/> Ireland | <input type="radio"/> Italy | <input type="radio"/> Latvia |
| <input type="radio"/> Lithuania | <input type="radio"/> Luxembourg | <input type="radio"/> Malta | <input checked="" type="radio"/> Netherlands |
| <input type="radio"/> Poland | <input type="radio"/> Portugal | <input type="radio"/> Romania | <input type="radio"/> Slovakia |
| <input type="radio"/> Slovenia | <input type="radio"/> Spain | <input type="radio"/> Sweden | <input type="radio"/> UK |
| <input type="radio"/> Former Yugoslav Republic of Macedonia | <input type="radio"/> Iceland | <input type="radio"/> Liechtenstein | <input type="radio"/> Norway |
| <input type="radio"/> Switzerland | <input type="radio"/> Turkey | <input type="radio"/> Albania | <input type="radio"/> Bosnia and Herzegovina |
| <input type="radio"/> Kosovo | <input type="radio"/> Montenegro | <input type="radio"/> Serbia | <input type="radio"/> Other (please specify) |

Received

contributions, together with the identity of the contributor, may be published on Directorate General Education and Culture website, unless the contributor objects to publication of the personal data on the grounds that such publication would harm his or her legitimate interests.

In this case the contribution

may be published in anonymous form. Otherwise the contribution will not be published nor will, in principle, its content be taken into account.

Do not publish my data

1. How to place a stronger focus on higher and more relevant skills

1.

Should curricula and assessment practices be more focused on boosting transversal skills such as digital, language and entrepreneurial competences?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

2. Would it be useful to develop

reference frameworks describing learning outcomes per level and competence, following the example of the language competence framework?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

3.

Would it be useful to have more hands-on experts from the employers' side involved in the design of the curricula?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

4. What has been the effectiveness

and value of the European Key Competences Framework so far in promoting the competences that it refers to?

In our qualification dossiers and curricula most key competences were already used when the recommendation was published. The eight key competences have not functioned as an important incentive. __

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5. Could any European initiatives, other than the European Key Competences Framework, be more effective? If yes, which one(s)?

The EQF (European Qualifications Framework) can be more effective.

2. Further strengthening links between education/training, mobility and the labour market

6.

To help individuals take advantage of available opportunities in a wider and more open context, career guidance policies and practices are crucial. Are you aware of the European policies on career guidance?

- Totally aware
- Partially aware
- Partially unaware
- Totally unaware
- No opinion

7. Is it useful to be able to use a common multilingual European terminology (such as ESCO) to support describing learning outcomes of education and training programmes in terms of knowledge, skills competences relevant to the labour market?

- Very useful
- Somewhat useful
- Not very useful
- Not useful
- No opinion

8. Should forecasts on skills supply and needs be better integrated into education and training strategies in order to reduce skills mismatches?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

9.

Several sectoral skills and qualification passports have been developed that promote the recognition of skills, experiences and qualifications, facilitating transnational mobility within the same sector. They can play a role in the phase of identification and documentation of skills. Do sectoral skills and qualifications passports or cards have added value compared to more general European documentation tools such as Europass, e.g. for cross border mobility of learners and workers?

On a scale from 3 to 0, meaning 3= high added value; 0= no added value

- 3
- 2
- 1
- 0
- No opinion

10. Is better integration between these passports and the Europass framework needed?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

11. How can guidance services be organised to best support learners and workers in their educational, training and occupational choices and facilitate their participation in the labour market?

First and foremost on a national level. To a limited extent, European initiatives such as Euroguidance can be of additional value.

12. What new features should initiatives such as EQF, ESCO, European Skills Panorama and the sector skills alliances include in order to raise the understanding of skills needs and on the communication between education and the labour market?

We do not need more / new features but further implementation of the existing instruments is required.

13. If you

think that better integration between sectoral passports and the Europass framework is needed, please give your suggestions on how it could be achieved.

F.i. (work)experience as a volunteer could be integrated in Europass.

3. Adapting to internationalisation trends

14.

A number of qualifications awarded at international level (e.g. by international sectoral organisations and multinational companies) are often valued in the labour market. Is European level coordination needed to facilitate the recognition of such qualifications throughout Europe?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

15. Should criteria and procedures be developed for the inclusion of international qualifications in National Qualification Frameworks (NQFs) and the European Qualification Framework (EQF)?

- Support inclusion through the NQFs
- Support inclusion through the EQF
- Don't include neither NQFs nor EQF
- No opinion

16.

An increasing number of study programmes, such as Masters or PhDs are being jointly developed by two or more higher education institutions in different countries offering joint degrees. Are existing recognition arrangements suitable for the recognition of these degrees?

- Fully suitable
- Somewhat suitable
- Not very suitable
- Not suitable
- No opinion

17. What further steps could be taken at EU level to promote mutual recognition of qualifications, credits or learning outcomes between the EU and third countries? Could the EQF be useful in this context? If yes, how?

Right now the EQF is not yet implemented fully enough to be effective. Most countries have referenced their system to the EQF, but the challenge for the near future is to get the levels on diplomas, certificates and supplements and to make this transparent using ICT (one website linking to all national frameworks).

18. What further steps could be taken at EU level to promote the recognition of joint degrees offered by European higher education institutions in cooperation with institutions from other parts of the world?

4. Ensuring overall coherence of tools and policies and further implementing the learning outcomes approach

19. In your opinion, are the current tools seen altogether clear and understandable?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

20. The learning outcomes approach (what a learner knows, understands and is able to do on completion of a learning process) is a key common principle in European transparency and recognition tools. Its transparent use and full implementation can significantly improve the understanding of and trust in qualifications within and across borders, eventually making the recognition of qualifications smoother.

20.a. Should qualifications and study programmes be systematically described in terms of learning outcomes (knowledge skills and competences to be acquired)?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

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20.b. Would a common definition of

"unit of learning outcomes" and "credit" between higher education and vocational education and training be desirable?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

20.c.

Could the use of the learning outcomes approach support the validation of non-formal and informal learning?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

20.d.

Do you consider the current European tools for the documentation of learning experiences satisfactory or unsatisfactory?

- Totally satisfactory
- Somewhat satisfactory
- Somewhat unsatisfactory
- Totally unsatisfactory
- No opinion

21.

Do you consider the possible integration of Europass tools and self-assessment tools to document non-formal and informal learning outcomes (such as the Youthpass) in a common framework useful?

- Very useful
- Somewhat useful
- Not very useful
- Not useful
- No opinion

22.

Would you support a development towards a single supplement documenting learning outcomes acquired in formal education bringing closer together the Diploma Supplement (for higher education) and the Certificate Supplement (for Vocational Education and Training)?

- Yes
- No
- No opinion

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23. What are, in your opinion, the obstacles of basing both curricula design and assessment practices on a learning outcomes approach?

If the learning outcomes approach is not the basis of each instrument, an integrated approach will be difficult. As long as the ECTS (higher education) is not based on learning outcomes, integration with ECVET will be a problem.

24. What actions are needed at EU level to enhance the synergies between the European Qualification Framework and the Qualification Framework for the European Higher Education Area and to build a common reference

for all qualifications levels for all participating countries? Should the adoption by all countries of a single referencing process combining EQF referencing and QF-EHEA self-certification be promoted?

The EQF already includes higher education. In principle all EU Member States referenced or will be referencing their entire educational system to the EQF.

25. Do you have any further suggestions for simplifying and for improving the coherence of the European transparency and recognition tools?

First of all we have to realise that implementation takes time. Further more we already are implementing the tools in coherence. Additionally, we feel it would be advantageous to integrate ECTS and ECVET.

And important is that the people who work in practice should be involved, right now the focus is to much on civil servants meetings and high levels meetings.

5. Ensuring clarity of rules and procedures for the recognition of skills and qualifications for further learning

26. In order to enable individuals to move more freely between the different sub-systems of education and training, within and across countries, the recognition of skills and competences needs to be improved.

26.a.

While respecting national competences, should European criteria and procedures for the recognition of qualifications for further learning be developed in the areas of adult learning and general education?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

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26.b. For the purposes of further learning (and in the context of the autonomy of higher education institutions), are the criteria used by higher education institutions for recognising qualifications acquired in another Member State sufficiently clear, transparent and accommodating of learners' needs?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

26.c. Should European criteria and procedures for the recognition of vocational qualifications for further learning within and across Member States be developed?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

26.d. Would a European system of recognition of skills, competences and qualifications in school education help improving mobility and employability of young people?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

27. To which extent are validation systems and credit systems suitable to recognise the outcomes of new forms of learning such as digital learning (e.g. Massive Open Online Courses, MOOCs)?

- Fully suitable
- Somewhat suitable
- Not very suitable
- Not suitable
- No opinion

28. Would it be desirable to develop common criteria and procedures for recognition that could apply to all education and training sub-systems (for vocational education and training, schools, adult education), and all qualifications related to European qualifications frameworks (including those obtained through validation of non-formal and informal learning, open on-line courses, private qualifications, etc.)?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

29.

Which measures, if any, should be taken at the EU level to improve the recognition of learning outcomes related to new forms of learning such as learning through Massive Open Online Courses (MOOCs)?

If learning outcomes are at the basis of recognition systems, no additional measures are needed.

30.

In case you agree with question 28, please provide your suggestions here on how such criteria could be developed.

We strongly disagreed in our answers under question 26 (!) and 28 because the EQF is already based on learning outcomes.

6. Increasing the focus on quality assurance

31. In order to enable learners to assemble their tailor-made learning pathways by selecting learning opportunities from different sub-systems and forms of delivery, it is necessary to develop a common understanding of quality across countries and different education sub-systems.

31.a. Is it possible to identify some common basic principles and guidelines of quality assurance valid across sectors and applicable to all qualifications?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

31.b. Should there be a core of common European quality assurance principles for the provision of learning opportunities in all sectors of education and training?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

32.

In your opinion, to which extent are existing quality assurance principles and credit systems suitable to support new forms of learning, such as digital learning (e.g. Massive Open Online Courses, MOOCs)?

- Fully suitable
- Somewhat suitable
- Not very suitable
- Not suitable
- No opinion

33.

If you agree with question 31.b, please provide here your suggestions on what could be the common basic principles and guidelines for quality assurance applicable to all qualifications.

We feel that (the awareness of the importance of) quality assurance can be fostered on a European level. But essentially, it is a national responsibility. Common basic principles and guidelines can be interesting for countries that want to develop their quality culture, but should not interfere with existing national practices that are working well already.

7. Providing learners and workers with a single access point to obtain information and services supporting a European area of skills and qualifications

34. Could learners and workers benefit from a one-stop shop providing integrated services - including their supporting platforms - covering the full range of European services on learning opportunities, career guidance and recognition of qualifications for employment purposes or further learning?

- Strongly agree
- Partially agree
- Partially disagree
- Strongly disagree
- No opinion

35.

In your opinion, to which extent is it desirable to create integrated service-points for learners and workers covering the full range of European services currently spread over the networks of ENIC/NARIC, Europass, Euroguidance, NQF-NCP?

- Highly desirable
- Somewhat desirable
- Not very desirable
- Not desirable
- No opinion

36. Do you consider the current landscape of webtools in the area of skills and qualifications (Europass Portal, Your Europe, Study In Europe, We mean Business, Ploteus, EQF Portal, European Skills Panorama, ESCO) to be effective/ineffective?

	Highly effective	Somewhat effective	Somewhat ineffective	Totally ineffective	No opinion
ESCO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Europass Portal	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Study in Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
We mean Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Ploteus	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EQF Portal	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Skills Panorama	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Do you consider it useful/not useful to provide individuals with self-assessment tools for measurement of knowledge skills and competences?

- Very useful
- Somewhat useful
- Not very useful
- Not useful
- No opinion

38. If you are working in the ENIC/NARIC, Europass, Euroguidance, NQF-NCP networks, please answer the following:

38.a. How frequently do you work with the following networks?

	Very often	Somewhat often	Sometimes	Almost never	Never	This is my network
National Agency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENIC/NARIC	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Euroguidance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NQF-NCP	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eurodesk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eures Advisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europe Direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38.b. How would you rate your contacts with other European services in your country in terms of cooperation?

On a scale from 3 to 0, meaning 3= high cooperation; 0= no cooperation

	3	2	1	0	No opinion	This is my network
National Agency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENIC/NARIC	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Euroguidance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NQF-NCP	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eurodesk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Eures Advisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europe Direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. If you agree with question 34, please provide here your suggestions on what could be the features of this one-stop shop.

The ESCO-website should include the possibility for citizens to raise questions and receive answers on the existing European tools.

Thank you for completing the questionnaire. If you wish to submit a position paper, please upload your file here or send it to EAC-EASQ-CONSULTATION-A3@ec.europa.eu.

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