



**EU opportunities**

**Trainers' Pack for Youth Workers  
in Europe**

## INTRODUCTION

The unemployment of young people in Europe has reached alarming rates and fight against it has become one of the most important priorities not only for national government but also for the politicians on the EU level. It is only necessary as the labor markets in the EU countries become more and more connected.

However, not only the strategies and tools used for tackling the unemployment have to be accessed from the European point of view, but also **the young people and recently graduates have to look at their situation with a wide perspective and so do their trainers.**

The aim of the THEY.EA project was **to raise awareness about the European programmes and tools that can help young people to find a suitable job and to integrate to the labor market.**

During the project, the THEY.EA partners from the Czech Republic, Poland, Bulgaria, Italy and Spain exchanged know how and in the end created the THEY.EA educational programme in a form of a **Guide for the European Jobseeker** and a **Trainers' Pack** which are both published in the THEY.EA website (youth.euda.eu).

The target group of the project and its outputs was **young people at risk of unemployment** on one hand and **youthworkers and trainers** on the other hand.

We hope you can make use of these newly created tools and you will enjoy working with them.

Visit our website [youth.euda.eu](http://youth.euda.eu).

Like our Page on Facebook.



... and let us know your feedback.

**Your THEY.EA team**



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The content of this publication does not reflect the official opinion of the European Union. Responsibility for the information and views expressed therein lies entirely with the authors.

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## HOW TO USE THIS TRAINERS' PACK

This publication was created for youth workers and for people working in the field of youth and with youth, especially trainers, teachers, career consultants or counselors and others. The aim of this publication is to provide information which is important to be shared with young Europeans.

This Trainers' Pack is best to be used **in combination with the Guide for the European Jobseeker** and with the website of the project ([youth.euda.eu](http://youth.euda.eu)).

The tools cover the following topics:

- **Legal basis for the European Labour Market**
- **Available funding programmes** (Erasmus+, Erasmus for Young Entrepreneurs, European Voluntary Service and others): how to use the funding effectively?
- **European tools for recognition of skills and qualification** (ECTS, ECVET, EuroPass, European Qualifications Framework and others): how can these be effectively used?
- **Open Educational Resources** (the ones created through past EU funded projects and accessible through the EST database, but not exclusively): where can they be found and used?
- **The work mobility in the EU** (the EURES network, the rights connected to European citizenship and other aspects): how can the opportunities of the common labor market be used?

Every chapter contains a short introduction, the contents important for the youngsters or for the trainers, one example of a worksheet which can be used during the youth work and links to other important open educational resources in the relevant area. We have also included some useful tips and tricks.

The pack contains information which was available in the end of the year 2016. News and updates will be published at [youth.euda.eu](http://youth.euda.eu) regularly. Don't forget to check the information at the official EU websites as changes can occur any time.

# 1 LEGAL BASIS FOR THE EUROPEAN LABOUR MARKET

## 1.1 Introduction

The first chapter of this Trainers' Pack is not as practical as the following chapters, however we believe that especially after 2016's Brexit and as a reaction to the wave of euroscepticism it is important to raise the awareness about the achievements of the European Union and about the positive influence it has on the day-to-day lives of European citizens.

We believe the single market is the biggest achievement of the EU and it brings many opportunities to the European youth. European Union is an area without internal borders in which the free movement of goods, persons, services and capital is, in principle, guaranteed and can be used by youngsters given they have the knowledge about it.

In this chapter we summarize the information about the rights and responsibilities of an European citizen and then the more specific information about the social security and health insurance in the EU.

At the end of the chapter you can find examples of worksheets and open educational resources linked to this chapter.

## 1.2 The contents

The fundamental rights of the citizens of the European Union are the following:

- to move and reside freely within the territory of the EU
- to seek employment opportunities and work in all of the Member countries
- to receive the same treatment as employees of any country of the European Union (the prohibition of discrimination in employment)
- to provide services throughout the whole EU as a self-employed person
- to study, learn, prepare for a future profession and carry out research on the territory of the EU
- to vote and be elected to the European Parliament
- to submit petitions to the European Parliament
- to vote and stand as a candidate at municipal elections in a place of their permanent residence
- to use the Consulate or Embassy of another Member State in a country where their own diplomatic representation is missing
- to recourse to the European Ombudsman or file a complaint to the European Commission
- to access all documents of the Union and the Member States of the European Union.

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Discuss the above mentioned rights and situations. Have the youngsters you work with ever made use of one of these rights? Which one do they consider to be the most important? Which one do they consider to be dispensable?

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### 1.2.1 The rights and the responsibilities of the employees in the EU

The right to live, work and learn in Member States of the European Union other than the country of their origin belongs to all citizens of the Union (see above).

EU citizens are guaranteed free movement across all EU Member States. The mobility of workers within the Union is able to improve their living and working conditions and has positive impacts on the economies of the Member States. Therefore, every worker has the possibility to work in any member country without any restrictions and the imposed conditions must be the same as for domestic workers.

Important rights of EU citizens working in another EU Member country are:

- non-discrimination in working conditions
- the free movement of not only workers but also their families
- equality in all matters relating to work itself (including equal status of men and women)
- the right to receive the same assistance in search of employment that is provided by the employment services of the host State to its own nationals
- the possibility of using the same social and tax advantages as national workers
- the possibility of using the same training in vocational schools and retraining centres as national workers
- equality of treatment regarding membership in trade unions and the exercise of the rights associated with trade union activities
- the possibility to enjoy all the rights and benefits granted to local workers in the area of housing, including ownership of the housing they need.

Every EU citizen who is unemployed has the right to search and apply for a job in another Member State of the EU. Unemployment benefits which belong to them are transferred from the home State to the country in which the applicant is unemployed and seeking employment (of course, when the necessary formalities are met).

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Together with the youngsters, choose combinations of one State of origin and one host State and look out the conditions for unemployment benefits when moving from one State to the other. (Hint: use the "[Moving & working in Europe](#)" website of the EC.)

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### **1.2.2 Social security**

One of the fundamental principles is that an EU citizen is insured in the country where they work. This applies to both employees and self-employed people (even in the case when living in the territory of another country or if their companies or employers have their head office in another Member State). At one time you are subjected to social security laws of only a single State. However, the EU has common rules on the protection of the rights of citizens to social security when moving through the EU and also in Iceland, Liechtenstein, Norway and Switzerland.

The social security legislation of the country in which the insured is a citizen, as a rule, guarantees the same rights and obligations as to the nationals of that country. This means that the entitlement to benefits may not be rejected solely on the grounds that the applicant is not a national of that State. Recipients of benefits have a guarantee that benefits will be paid to them, that they receive health care, and that they will receive family benefits even when they move to another EU country.

If you're moving within the EU, you must contribute to the social security scheme of only one country, in case that you are working in several EU countries. As a rule, you will receive the social security benefits only from this country.

The basic principles of receiving social benefits:

- The beneficiaries fall within the scope of the legislation in one country, in which they are paying insurance.
- The beneficiaries have the same rights and obligations as nationals of the country whose laws apply to them.
- The beneficiaries have the guarantee that the previous insurance periods and times when they worked or lived in other countries, will be taken into account in the calculation of their benefits.
- The beneficiaries can receive these benefits if they were awarded these benefits in a country where they do not currently live.

The EU provisions on social security apply to all national legislations of the Member States which are concerned with:

- sickness benefits
- maternity and equivalent paternity benefits
- invalidity benefits
- old-age benefits
- survivor's benefits
- benefits in respect of accidents at work and occupational diseases
- death grants
- unemployment benefits
- pre-retirement benefits

The aforementioned provisions of the EU concerning social security protect persons who are nationals of a member state or their family members (or their heirs).

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[Discuss the above mentioned benefits and the rules in your country.](#)

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### **1.2.3 Health insurance**

You are fully insured with all related rights only in the country where you are economically active. This policy applies to employed and self-employed persons and even in cases where the person resides in the territory of another country. In the land of insurance, you are then entitled to full medical care according to the legislation of that State.

European health insurance card (EHIC) is a free card which allows people who are staying in an EU country other than where they reside, including vacation and holiday stays, access to medical care under the same conditions and for the same price which applies to persons insured in that country. The cost are then paid or reimbursed by the social security system in their country of origin. European health insurance card is issued by health insurance companies in the country of the insured person.

### 1.3 Example of a worksheet

This crossword (WORKSHEET 1) is based on the first chapter. Give it to your students after your presentation of the first chapter, give them some time to fill it in, and then talk about the right answers. Discuss again, what you have learnt.

							1.	B	E	N	E	F	I	T	S			
							2.	E	M	B	A	S	S	Y				
						3.	E	U	R	O	P	A	S	S				
					4.	N	A	T	I	O	N	A	L	I	T	Y		
							5.	V	O	T	E							
							6.	N	O	R	W	A	Y					
							7.	P	A	R	L	I	A	M	E	N	T	
							8.	C	I	T	I	Z	E	N	S	H	I	P
							9.	O	M	B	U	D	S	M	A	N		
10.	D	I	S	C	R	I	M	I	N	A	T	I	O	N				

1. The financial support a citizen of an EU Member States receives under certain conditions after losing his/her job is called unemployment \_\_\_\_\_.
2. An institution present in another state to represent the sending state officially in the receiving state and also providing services to the citizens of the sending state in this foreign country.
3. Something that can help you to present your skills and qualifications effectively, when you looking for a job or training.
4. The status of belonging to a particular nation, whether by birth or naturalization.
5. Every EU citizen has the right to \_\_\_\_\_ and stand as a candidate at municipal elections in a place of their stay.
6. The benefits connected to EU citizenship play an important role when you are moving through the EU and also in Iceland, Liechtenstein, Switzerland and \_\_\_\_\_.
7. The only directly elected EU institution.
8. The state of being vested with the rights, privileges, and duties of a citizen.
9. The person charged with representing the interests of the public by investigating and addressing complaints of EU citizens.
10. Treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing is perceived to belong to.

## 2 THE AVAILABLE FUNDING

### 2.1 Introduction

In this section we have tried to compile useful and practical information about the different funding possibilities that, at EU level, are available for young people looking for a job and for the supporting organizations in the field of fighting against the youth unemployment.

The different European programs and funds can provide a wide range of opportunities, accessible for youngsters and for the institutions supporting them, which probably are not currently very well known or exploited by these target groups. Through these programs and funds, youngsters can increase their qualification levels, live a work experience abroad, find a job or even get support for running a new business by their own, among other measures or instruments for reaching their inclusion into the labor market.

In this way, the chapter will be dedicated to the Multiannual Financial Framework (MFF) due to the fact that MFF establishes the general framework for financial programming and budgetary discipline of the EU. Furthermore we will present and review the main programs and funds financed by the EU which are focused on fighting against youth unemployment.

In the last part of this chapter, we will talk about the practical aspects for participating in European projects, showing useful information for those who have not applied for EU funding before, although it is also useful for those who have had prior experience in EU programs for increasing their capabilities.

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It is not necessary to teach the youngsters about all the programs – choose the ones you consider relevant. Some of the programs are more suitable to supporting organizations. Youngsters should understand the functioning of the European budget and they should know about the different opportunities the EU provides to them.

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### 2.2 The contents

#### 2.2.1 Multiannual financial framework: budget and main financial instruments

The Multiannual Financial Framework (MFF) sets the maximum annual amounts (ceilings) which the EU can spend on various policy areas (headings) for a period in time of not less than five years. The upcoming MFF covers seven years, from 2014 to 2020.

The MFF is an expression of the political priorities and a budgetary planning tool, since it is precisely how and in which sectors the EU will invest over seven years. It provides a framework for the adoption of the annual budget usually stays below the expenditure ceilings established therein in order to preserve some margin to cover unforeseen needs.

Therefore, the new MFF establishes European programs and instruments that will finance projects of all types during the period 2014-2020 in order to achieve the objectives of smart, sustainable and inclusive growth in Europe 2020.

#### 2.2.2 MFF structure and content

The MFF 2014-2020 is divided into six headings corresponding to different areas of EU activities:

##### 1. Smart and Inclusive Growth

- a) Competitiveness for growth and jobs includes research and innovation; education and training; trans-European networks in energy, transport and telecommunications; social policy; development of enterprises, etc.
  - b) Economic, social and territorial cohesion covers regional policy which aims at helping the least developed EU countries and regions to catch up with the rest, strengthening all regions' competitiveness and developing inter-regional cooperation.
2. **Sustainable Growth:** Natural Resources include the common agricultural policy, common fisheries policy, rural development and environmental measures.
  3. **Security and citizenship** includes justice and home affairs, border protection, immigration and asylum policy, public health, consumer protection, culture, youth, information and dialogue with citizens.
  4. **Global Europe** covers all external action (foreign policy) by the EU such as development assistance or humanitarian aid with the exception of the European Development Fund (EDF) which provides aid for development cooperation with African, Caribbean and Pacific countries, as well as overseas countries and territories. As it is not funded from the EU budget but from direct contributions from EU Member States, the EDF does not fall under the MFF.
  5. **Administration** covers the administrative expenditure of all the European institutions, pensions and European Schools.
  6. **Compensations** include temporary payments agreed with different Member States.

### 2.2.3 Programmes and funds finances by the EU

EU policies are implemented through a wide range of programs and funds that provide financial support to hundreds of thousands of beneficiaries (students, scientists, NGOs, businesses, cities, regions, farmers and many others). In this sense, the overall objective of the current program has a close relationship with the Europe 2020 Strategy.

The MFF 2014-2020 introduced, as a novelty, greater administrative and financial simplification of such program, with the aim of facilitating access to European funding to all types of entities. There has been a significant reduction in the number of program, so that in the period 2014-2020 we only have 22 programs over 80 existing in the previous period. This concentration is motivated in seeking greater consistency of approach and intervention programs, and fostering synergies between them.

In this way, maybe main programs and funds that the EU budget includes specifically for young people, which are focused on supporting them for gaining work experience, studying abroad, or directly targeted in fighting against youth unemployment, are the following:

1. Erasmus+
2. COSME (especially the Erasmus for Young Entrepreneurs part)
3. Employment and Social Innovation Program
4. The Youth Guarantee
5. The Youth Employment Initiative
6. The European Alliance for Apprenticeships

## **ERASMUS+**

The new Erasmus+ programme aims to support actions in the fields of Education, Training, Youth and Sport for the period 2014-2020. Among other objectives, it aims to boost young people's skills and employability and to modernize education, training and youth work.

### **What does it support?**

Erasmus + provides grants for a wide range of actions and activities, among others:

- Opportunities to study, train, gain work experience or volunteer abroad.
- Opportunities for the education, training and youth sector staff to teach or learn abroad.
- Support for development of digital education and the use of ICTs.
- Support of language learning.
- Support for the recognition of skills, including those learned outside the formal education system.
- Strategic Partnerships among educational institutions and youth organizations with peers in other countries in both their own sector and other sectors, in order to foster quality improvements and innovation.
- Knowledge Alliances and Sector Skills Alliances to address skills gaps and foster entrepreneurship by improving curricula and qualifications through cooperation between the worlds of work and education.
- A loan guarantee facility for master's degree students to finance their studies in another country.
- Teaching and research on European integration.
- Exchanges, cooperation and capacity building in higher education and the youth sector worldwide.
- Initiatives to foster innovation in pedagogy, and progressive policy reform at national level through Prospective Initiatives.

More than 4 million young people, students and adults will gain experience and skills by studying, training or volunteering abroad through Erasmus+. The program will also support over 125,000 institutions and organizations to work with peers in other countries to innovate and modernize teaching practice and youth work. Together they will help ensure that young people and adults get the skills they need to succeed in today's world.

**Funding for youth activities** under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level.

Concretely in the field of youth, the Erasmus+ program offers three main opportunities:

- Key Action 1: mobility opportunities for young people and youth workers. Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.
- Key Action 2: opportunities for cooperation for innovation and exchange of good practices. Organizations can apply for funding to work in partnership with

organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

- Key Action 3: opportunities to support policy reform. The Erasmus+ program will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

### **Who can apply and how?**

Erasmus+ projects are submitted and managed by participating organizations representing the participants. Thus, in the frame of Key Action 1, for example, **applications under this action cannot be made by individual students, staff or volunteers**. People wishing to participate in an activity will need to contact one of the organizations receiving support from the Erasmus + program.

Therefore, applicants are organizations active in the fields of education, training and youth from the participating countries. Some actions of the program are also open to informal groups of young people.

The actions of the Erasmus + program are divided into decentralized actions and centralized actions. The decentralized actions are managed in each program country by National Agencies that are appointed by their national authorities.

The centralized actions are managed at a European level by the Education, Audio-visual and Culture Executive Agency (EACEA) located in Brussels. EACEA is in charge of the complete life-cycle management of projects, from the promotion of the program, the analysis of the grant requests, the on-the-spot monitoring of projects, up to the dissemination of the projects' and program's results.

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Learn more at [https://eacea.ec.europa.eu/erasmus-plus\\_en](https://eacea.ec.europa.eu/erasmus-plus_en)

Visit a page of any Erasmus+ project online or search it in social networks together with the youngsters. Would they like to attend a project like this? Why? What are the most important benefits of Erasmus+ according to the youngsters?

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### ***COSME - Erasmus for Young Entrepreneurs***

Small and Medium-sized Enterprises (SMEs) are the backbone of Europe's economy, providing 85% of all new jobs. The European Commission aims to promote entrepreneurship and improve the business environment for SMEs, to allow them to realize their full potential in today's global economy

In this frame, the COSME program supports the competitiveness, growth and sustainability of EU's enterprises, in particular SMEs, and promoting entrepreneurship. To reach these goals, the program eases SME's access to finance by providing loan guarantees and risk-capital. It facilitates access to new markets inside and outside the EU and reduces the administrative burden on SMEs.

In particular, for promoting entrepreneurship, COSME includes the Erasmus for Young Entrepreneurs (EYE) program. EYE is a cross-border exchange scheme which aims to help new and aspiring entrepreneurs acquire relevant skills to run and grow a business by working

with an experienced entrepreneur in another country for 1 to 6 months. It increases their know-how and fosters cross-border transfer of knowledge and experience between entrepreneurs.

COSME program is managed by the Executive Agency for Small and Medium-sized Enterprises (EASME).

### **What does it support?**

EYE helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months. The stay is partly financed by the European Commission.

As a new entrepreneur, you will benefit from on-the-job training in a SME elsewhere in the Participating Countries. This will ease the successful start of your business or strengthen your new enterprise. You can also benefit from access to new markets, international cooperation and potential possibilities for collaboration with business partners abroad.

As a host entrepreneur, you can benefit from fresh ideas from a motivated new entrepreneur on your business. He may have specialized skills or knowledge in an area you do not master, which could also complement yours. Most host entrepreneurs enjoyed the experience so much that they decide to host other new entrepreneurs afterwards.

It is really a win-win collaboration whereby both of you can also discover new European markets or business partners, different ways of doing business.

On the longer-term, you will benefit from wide networking opportunities, and, possibly, decide to continue your collaboration, possibly as long-term business partners (e.g. joint ventures, sub-contracting activities, contractor-supplier relationships, etc.).

### **Who can apply and how?**

New entrepreneurs, firmly planning to set up their own business or have already started one within the last three years. Experienced entrepreneurs (host entrepreneurs) who own or manage a SME in one of the Participating Countries.

New and experienced entrepreneurs who are willing to take part in the entrepreneurs' exchange program should apply via the tool available for it from the EYE program website and choose their preferred local contact point.

The local contact point should be active in the country of residence of the entrepreneur since it will act as a guide and contact point throughout the process. Entrepreneurs living in one of the few countries where no local contact point is available may register with a contact point located in another European country of their choice.

The program website includes the list of the local contact points participating in the EYE program.

Once you have been accepted, you will be able to find all other valid applications in the online catalogue, which enables you and your local contact point to search for suitable matches.

EYE is financed by the European Commission and operates across the Participating Countries with the help of the local contact points, competent in business support (e.g. Chambers of Commerce, start-up centres, incubators etc.). Their activities are coordinated at European level by the Support Office of the Program. This role is performed by the European Association of Chambers of Commerce and Industry (Eurochambres).

Annual calls for proposals are focused on those organizations who are interested in joining the program in order to manage this mobility scheme at local level. They are selected to establish contacts between new entrepreneurs and host entrepreneurs. To this end they promote the program, offer information, validate the applications, arrange contacts, issue commitments and provide support for the stay

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Learn more about the EYE programme at: <http://www.erasmus-entrepreneurs.eu>

Learn more about COSME at: <https://ec.europa.eu/easme/en/cosme-eu-programme-competitiveness-enterprises-and-small-and-medium-sized-enterprises-smes>

Would the youngsters like to attend an Erasmus for Young Entrepreneurs programme?  
What would be their favorite destination? How would they choose their host enterprise?

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### ***EMPLOYMENT AND SOCIAL INNOVATION PROGRAM***

The program for Employment and Social Innovation (EaSI) supports Member States efforts in the design and implementation of employment and social reforms at European, national as well as regional and local levels by means of policy coordination, the identification, analysis and sharing of best practices. In other words, EaSI funding is used to test ideas for reform out on the ground, evaluate them and then upscale the best ones across Member States.

#### **What does it support?**

EaSI objectives are:

- Strengthen ownership of EU objectives and coordination of action at EU and national levels in the areas of employment, social affairs and inclusion.
- Support the development of adequate social protection systems and labour market policies by promoting good governance, mutual learning and social innovation.
- Modernize EU legislation and ensure effective application of EU legislation.
- Promote geographical mobility and boost employment opportunities by developing an open labour market.
- Increase the availability and accessibility of microfinance for vulnerable groups and micro-enterprises, and increase access to finance for social enterprises.

EaSI integrates the following programmes:

- Progress (Program for Employment and Social Solidarity).
- EURES (European Employment Services).
- Microfinance facility and Social Entrepreneurship.

Together with the European Social Fund, the Fund for the European Aid for the most Deprived and the European Globalization Adjustment Fund, EaSI forms the fourth pillar of the EU Initiative for Employment and Social Inclusion 2014-2020.

- 1) Progress supports and disseminates comparable analytical information in the field of employment, facilitates information-sharing and dialogue and provides policy-makers and implementers with financial support to test social and labour-market policy reforms. It also supports the implementation of EU legislation in the field of employment, social policy and working conditions.
- 2) EURES provides information and advice to job-seekers and to any citizen wishing to take advantage of freedom of movement for workers. (You can find more about EURES in chapter 3.)
- 3) Microfinance facility and Social Entrepreneurship helps people facing difficulty in securing a traditional bank loan, to gain better access to microcredit and become self-employed or set up their own businesses. It finances loans of less than 25.000€ for unemployed people, people at a risk of losing their jobs and people from disadvantaged groups, such as young people, older people and migrants. The Microfinance Facility does not provide direct financing for micro-entrepreneurs or individuals, but works through microcredit providers at national, regional and local level.

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Learn more about EaSI at: <http://ec.europa.eu/social/easi>

Learn more about Progress at: <http://ec.europa.eu/progress>

Learn more about EURES at: <http://eures.europa.eu>

Learn more about Microfinance facility and Social Entrepreneurship at: <http://ec.europa.eu/epmf>

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### ***YOUTH GUARANTEE***

The Youth Guarantee (YG) is a new approach to tackling youth unemployment which ensures that all young people under 25 (whether registered with employment services or not) get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed.

The good-quality offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation.

Developing and delivering an YG scheme requires strong cooperation between all the key stakeholders: public authorities, employment services, career guidance providers, education & training institutions, youth support services, business, employers, trade unions, etc.

### **What does it support?**

Early intervention and activation are key and, in many cases, reforms are needed, such as improving vocational education and training systems.

The European Commission has helped each EU country to develop its own national YG Implementation Plan and start implementation. The Commission also supports awareness raising activities on the setting up of the YG, with a pilot running in four Member States (Latvia, Finland, Portugal and Romania). The concept, products and visuals from this pilot have been put at the disposal of national, regional and local authorities who wish to use it further as an electronic toolkit.

Further, the Commission also facilitates the sharing of best practices between governments, in particular through the European Employment Strategy Mutual Learning Program.

### **How is the Youth Guarantee Funded?**

Significant EU financial instruments support the setting up of the YG in Member States, most notably from the ESF and in the context of the so called Youth Employment Initiative. But to make the YG a reality, Member States also need to prioritize youth employment measures in their national budgets.

However, not all measures are expensive in terms of public expenditure. Building up partnership-based approaches amongst education and employment authorities for example does not require large budgets, but would significantly contribute towards the success of the YG.

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Learn more about Youth Employment at: <http://ec.europa.eu/social/youthemployment>

Learn more about Youth Guarantee at: <http://ec.europa.eu/social/youthguarantee>

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### ***YOUTH EMPLOYMENT INITIATIVE***

The Youth Employment Initiative (YEI) has been launched to provide extra support to young people aged below 25 and living in regions where youth unemployment was higher than 25% in 2012.

It will particularly support young people who are not in education, employment or training (NEETs), including long-term unemployed youngsters or those not registered as job-seekers.

This will ensure that in parts of Europe where the challenges are most acute, young persons can receive targeted support. The YEI is one of the main EU financial resources to support the implementation of Youth Guarantee schemes.

The purpose of the YEI is to provide financial support for the implementation of the Youth Employment Package, and in particular the Youth Guarantee, in those regions that will have to make the biggest effort in order to implement the package due to very high numbers of young unemployed.

### **What does it support?**

All measures (implemented by Member States) will target individual persons, rather than systems or structures for which other ESF support can be used. The precise measures to be supported through the YEI will be agreed between the Commission and the Member States in the context of the ESF programming process.

As the needs in the different regions may be quite different, it is considered that it is not useful to have a mandatory list of measures. However, the Member State or Region will have the obligation to clearly demonstrate in their operational programs that it has selected the appropriate actions to address the existing needs and ensure the implementation of the Youth Guarantee.

Examples of measures targeted to the individual young person:

- Direct support for high-quality traineeships and apprenticeships.
- Provision of first job experience (placements for at least 6 months).

- Reduction of non-wage labour costs.
- Targeted and well-designed wage and recruitment subsidies (these could for example be delivered through voucher schemes).
- Mobility measures to bring skills and jobs together.
- Start-up support for young entrepreneurs (mentoring and access to finance).
- Quality vocational education and training.
- Second chance programs.

### **How is the YEI funded?**

The YEI funding comprises EUR 3.2 billion from a specific EU budget line dedicated to youth employment and another at least EUR 3.2 billion from the EU Structural and Investment funds national allocations. This will amplify the support already provided by these funds for similar types of activities.

Furthermore, Member States will have to complement this assistance with additional investments in structural reforms to modernize employment, social and education services for young persons, and by strengthening the capacity of relevant structures and improving education access, quality and links to labour market demand.

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Learn more about Young Employment Initiative at:  
<http://ec.europa.eu/social/main.jsp?catId=1176&langId=en>

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### ***EUROPEAN ALLIANCE FOR APPRENTICESHIPS***

The European Alliance for Apprenticeships (EAfA) is not a program itself, but a unique platform which brings together governments with other key stakeholders, like businesses, social partners, chambers, vocational education and training (VET) providers, regions, youth representatives or think tanks. The common goal is to strengthen the quality, supply and image of apprenticeships in Europe.

Although managed by the Commission, the success of EAfA lies with the implementation of national commitments and the commitment of partners, notably through pledges by stakeholders.

Apprenticeships as one successful form of work-based learning ease the transition from education and training to work, and evidence suggests that countries with a strong VET and apprenticeship system have lower levels of youth unemployment.

Apprenticeships formally combine and alternate company-based training with school-based education and lead to a nationally recognized qualification upon successful completion. Most often there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.

The EAfA promotes youth employment and supports the aims of the Youth Guarantee, while reducing the disparity between skills supply and demand on the labour market.

#### 2.2.4 Practical aspects for participating in European projects

A European project could be defined as a joint action (although sometimes it is an individual initiative) promoted by several organizations from different European countries in order to achieve a specific objective, based on experiences and common needs, through a planning and previously agreed allocation of responsibilities and an overall budget, funded in whole or, more usually, in part by the EU.

The financing of the project supposes that the EU considers that its success will bring European added value, thus contributing to the objectives of the Union itself.

European projects have to be framed in the so-called "calls for proposals", launched by the EU in the field of the different available programs. Applicants must respond with a project proposal to the topics, requirements and conditions stated in that call.

Ten key recommendations to succeed with a European project proposal submitted in response to the call of a program could be:

- 1) Plan and devote enough time to the design and preparation of the proposal.
- 2) Strictly adapt the proposal to the call and the topic of the work program.
- 3) Innovation: Advancing the status of contemporary art. Offer something new.
- 4) Have a well-balanced and consistent consortium for the intended work.
- 5) Provide added value for the EU.
- 6) Specify coherence between the planned activities and their cost.
- 7) Design a management structure to ensure the implementation of the project.
- 8) Assure the exploitation of project results.
- 9) Write down the proposal in a concise way to be easily read for evaluators.
- 10) Submit all the documentation within the stated period.

Each European program and each call establish the criteria and aspects to be rated during the evaluation procedure of submitted project proposals, and therefore for the award of grants. However, we can do a synthesis exercise of some of the main criteria used in the various programs to assess the quality of the proposals submitted:

- 1) **Relevance:** capacity of the project to achieve the priorities and criteria established by the program and the specific call.
- 2) **Pertinence:** the extent to which project objectives are consistent with the needs of the beneficiaries, the needs of the area of intervention, global priorities and partner strategies, initiatives and policies.
- 3) **Effectiveness:** the extent to which it is expected that the objectives are achieved, taking into account their relative importance.
- 4) **Efficiency:** capacity of the project to get the desired results and/or effects with the minimum possible consumption of resources (human, material, time, etc.).
- 5) **Sustainability:** the extent to which the benefits of the intervention would last once the project is completed; that is, the project's ability to continue generating profits once the EU funding ends.
- 6) **Impact:** direct or indirect effects produced by the intervention at local and European level in the short, medium and long term, whether positive or negative, and intentionally or not.

- 7) **Innovation:** capacity of the project to offer something new (new solutions to known problems, including unusual actors, application of new methodologies, etc.), as long as innovation would be logical and consistent with the objectives of the proposal.
- 8) **European added value:** the extent to which the project generates benefits at European level, beyond what you hope to achieve at the local level, and capacity of the foreseen results to be exploitable or replicable in other countries or contexts.
- 9) **Quality of the partnership:** capacity of the set of partners that support the project to its adequate execution and for complementing each other (number of participating countries and partners, coherence of the countries with the prosecuted objectives, added value and experience that each partner brings, division of responsibilities and internal organization, etc.).
- 10) **Communication and dissemination:** ability to communicate project results and achieve a multiplier effect.
- 11) **Other transversal criteria:** in addition to the above criteria, the EU requires to integrate in all projects the pursued issues in all its policies, such as the promotion of non-discrimination, gender equality and respect for the environment.

In the vast majority of European projects, an organization may choose to participate with the role of coordinator (applicant or main beneficiary), partner (co-beneficiary) or even associate partner in some programs. The coordinator and the all the partners form the so-called "partnership" or "consortium".

- **Partner:** contribute to the design of the proposal and, if the project is approved, it performs part of the work program and receives from the coordinator its own budgetary assignment.
- **Coordinator:** it is the organization in charge of preparing the application package, in collaboration with the partners and submitting it on behalf of the consortium. In addition, it is the interlocutor with the funding institution or agency. If the proposal is approved, besides the fulfilment of the same obligations as any partner, it is responsible for the management of project implementation, coordinating the work in progress, gathering all the information and documentation of each partner, and reporting about the project.
- **Associate partner:** it is an organization involves in the action, playing a real role, but not receiving funding from the grant for the costs it incurs during the implementation of the project. Associate partners are generally organizations which either do not comply with the criteria for being a coordinator or a partner, or do not wish or need to receive co-funding from the UE for their participation in the project.

In any case, it is highly recommended, in case of no having previous experience in European programs, that the organization starts participating in this kind of projects with the role of "partner", thus avoiding the complexity of coordination and gaining experience in the operation of the EU programs in order to acquire the knowledge and the ability of leading a project in the future.

## 2.3 Example of a worksheet

The easiest way to get involved in an international project is to join an Erasmus+ youth exchange. Visit the website of your national agency to learn more about the Erasmus+ activities for youngsters.

There are two ways to join the Youth Exchange. Either you can write the application yourselves or you just join an experienced partner.

Learn more at <https://prezi.com/srcxwn4ke6cn/take-part-in-a-youth-exchange>

Find a project that you would like to join on social networks or on Otlas Salto Youth Database. Try finding Facebook groups or pages dedicated to Erasmus+ partner finding. Try out linked in. Put up a partner search request in Salto.

### **Questions to discuss:**

What projects have you found? What are they about? Who is the project coordinator and the author of the project idea?

Do you like the topics? Do you think the EU will like the topics? Why? (Are they connected to Europe 2020?) What would be the next step if you want to join the project? (Contact the lead partner...)

### **Next step:**

Writing a project proposal. Download the project application form and try filling it out. You can work in teams or alone.

## 3 THE WORK MOBILITY IN THE EU

### 3.1 Introduction

The work mobility is one of the pillars of the European single market. Apart from creating the legal background, the European Union also creates important tools for its citizens to really make use of this opportunity. The most important tool for people searching job abroad is the EURES network which exists on local levels in the Member States, but also as an international online database which can be used regardless of borders.

In this chapter we will present EURES and its most important functionalities.

### 3.2 The contents

#### 3.2.1 EURES

EURES (European Employment Services) is a cooperation network formed by public employment services. Trade unions and employers' organizations also participate as partners. The objective of the EURES network is to facilitate the free movement of workers within the European Economic Area (the 28 members of the European Union, plus Norway, Liechtenstein and Iceland) and Switzerland.

EURES targets both job-seekers interested in moving to another country to work or to study, and employers wishing to recruit from abroad.

EURES offers a network of advisers that can give information, help and assistance to jobseekers and employers through personal contacts. EURES advisers are trained specialists who provide the three basic EURES services of information, guidance and placement, to both jobseekers and employers interested in the European job market.

There are more than 850 EURES advisers across Europe and the number is growing. Their contact details and addresses can be found on the page "Search for EURES advisers" in the section "EURES" of the portal or by clicking on the button "Contact a EURES Adviser" available on many of the portal's pages.

EURES is a free service to both jobseekers and employers, subject to the conditions set out by individual EURES members.

## How can I find a job in EURES?

The vacancies available in "EURES Search for a job" cover a wide range of occupations and

### **Projects Manager /Business Planner - 1 post** United Kingdom, LONDON. **New**

Job Purpose: Builds market position by locating, developing, defining, negotiating, and closing business relationships. Duties: \* Identifies trendsetter ideas by researching industry and related events, publications, and announcements; tracking individual contributors and their accomplishments. \* Locates or proposes potential business deals by contacting potential partners; discovering and exploring opportunities. \* Screens potential...

Category: Valuers and loss assessors

[Page view](#) [Expand](#)

include permanent and seasonal opportunities. Each vacancy has information on how to apply and whom to contact. The contact may be either a EURES adviser, who will process the application or, in other cases, contact can be made directly with the employer.

The jobs advertised on the EURES Portal come from EURES members and partners, in particular the European Public Employment Services. They use EURES to advertise jobs for which employers are particularly interested in recruiting workers from other European countries. These "EURES jobs" have a blue flag, which indicates that an employer is particularly interested in recruiting workers from other European countries.

In order to increase the transparency of the labour market in Europe, all jobs that are advertised by European Public Employment Services are, with a few exceptions, made visible on our site. These jobs do not have a blue flag and are not "EURES jobs".

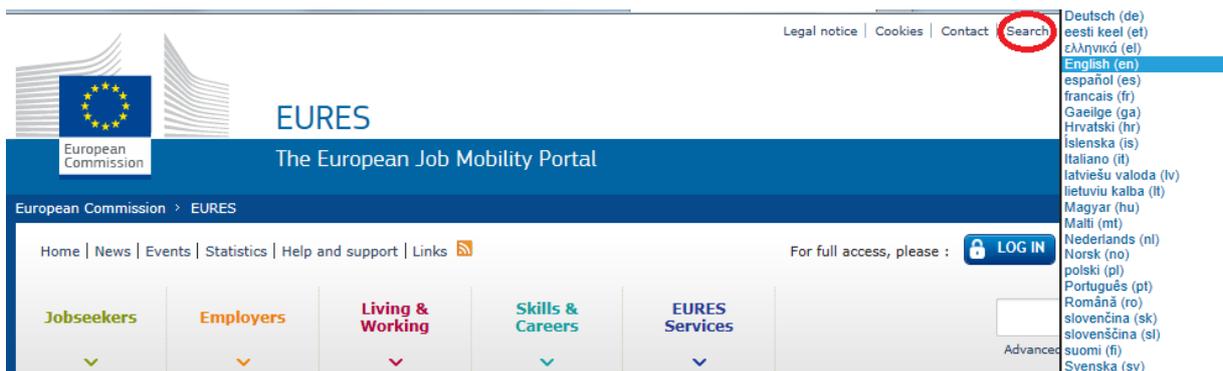
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Visit the website [eures.eu](http://eures.eu) and try out the different possibilities together with the young job seekers. Make it a competition – who will be the first to find a job in the building sector? Who will be the first to find a part time job in France?

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While most details about jobs, such as type of contract, required experience and level of education etc. are translated into all EU languages, this is not the case for the title and the text of the job notice. The predefined categories under "profession", "experience required", "location" etc. do, however, cover all available language versions.

Each vacancy has information on how to apply and whom to contact. The contact may either be a EURES adviser who will process the application or, in some cases, contact can be made directly with the employer.



### **How can I present myself in EURES?**

If you want to present yourself as a job seeker in the website, you first have to create an account. After registering, follow the instructions displayed in the step-by-step procedure and fill in all the mandatory fields. The service is free of charge.

Job-seekers must regularly visit their homepage in order for their profile to remain accessible to employers

For an employer to be allowed access to "EURES CV-Online", the employer's undertaking must be based in one of the 30 member countries of the European Economic Area (EEA) or in Switzerland, and have a valid VAT number or a National Registration number. Once your registration has been approved, you have access to the services that EURES offers to employers free of charge.

Once you have registered in "My EURES" you will have access to the CVs of jobseekers in EURES database; moreover, you can store search criteria corresponding to your requirements, you can receive e-mail alerts as soon as there are registered jobseekers that fit with your criteria and you can contact them with personalized messages directly through EURES.

The screenshot shows the EURES website interface. At the top, there is a navigation bar with links for Home, News, Events, Statistics, Help and support, and Links. A 'LOG IN' button is visible. Below the navigation bar, there are several menu items: Jobseekers, Employers, Living & Working, Skills & Careers, and EURES Services. A search bar is also present. The main content area is titled 'Create jobseeker account' and includes a sub-header 'Did you know?' with a small image of a woman holding a red folder. Below this, there is a text box explaining that users can upload their CV online. The main form area is titled 'Personal information' and contains three input fields: 'Username\*', 'Password\*', and 'Confirm password\*'. Each field has a help icon (question mark) to its right.

Employers who wish to advertise a vacancy on EURES should follow the instructions in the page "Advertise a job" in the "Employers" section.

The screenshot shows the 'Create CV' page on the EURES website. On the left, there is a sidebar menu with the following items: Find a job, My CV (highlighted with a red circle), Create CV, My Skills Passports, My jobs, Hints and Tips, and Your first EURES Job. The main content area is titled 'Create CV' and contains two options: 'Option 1: Create a new CV from scratch' and 'Option 2: Import a CV from EUROPASS'. Option 1 includes a text box explaining that users should select the language they want to present their information in, and a dropdown menu for 'CV language' with a 'CREATE' button. Option 2 includes a text box explaining that users should choose a EUROPASS CV to import, and a 'Browse...' button with an 'IMPORT' button.

### 3.2.2 Work permits

Once you have found a job (possibly with the use of EURES) you need to know the rules you have to follow when you want to work in another Member State.

As an EU national you generally don't need a work permit to work anywhere in the EU. However, as always, there are some exceptions:

You still need a work permit to become an employee as a **Croatian** citizen in some EU countries and as an EU citizens (only from some Member States) in **Croatia**.

**Liechtenstein** imposes quotas that limit the number of people who can work and live there. This quota system applies to nationals of all EU countries, Norway and Iceland.

Also, you may still (until 2020) need a work permit to work in these countries:

- **Austria**
- **Malta**
- **the Netherlands**
- **Slovenia**
- **United Kingdom**

Most EU citizens don't need a permit to work in **Switzerland**. Restrictions only apply to nationals of Bulgaria, Croatia and Romania - who need a work permit.

Under the EU-Switzerland agreement on the free movement of persons, Swiss nationals are free to live and work in the EU, with some restrictions for working in Croatia.

### 3.3 Example of a worksheet

Make a practical exercise with your group at portal EURES.

#### Questions to discuss:

- Do you have some experiences with portals like EURES? What about your national portals intended for job seekers?
- Advantages and disadvantages of these portals? In which field is EURES better/worse than others?
- Which ways can we use when we try to search some job instead of EURES?

#### Exercise - How to write the perfect letter of motivation?

- Which skills we have to be mentioned?
- Students will be divided into two groups. Group A will try to bring together positive/right skills and group B will try to bring together negative/bad skills, which can be mentioned in letter of motivation, CV or at job interview. One representative of each group will present the outcomes and after that you will make together the evaluation.

## 4 THE RECOGNITION OF ACQUIRED SKILLS AND QUALIFICATIONS THROUGHOUT EUROPE

### 4.1 Introduction

When moving to a new job or to further learning, whether within or across borders, learners and workers should see their skills and qualifications quickly and easily recognised. This is essential to raise skill levels and increase employability.

Due to rapid economic and technological changes, the traditional school-work-retirement pattern is no longer the norm. Today's reality sees individuals go through several transitions within their lifetime, in their country of origin or abroad, including periods of going from work back to education, being in work and education simultaneously or volunteering.

The European Union has developed several instruments to support the transparency and recognition of knowledge, skills, and competences to make it easier to study and work anywhere in Europe – in this chapter we will present the most important tools and how to use them.

### 4.2 The contents

When moving to a new job or to further learning, whether within or across borders, learners and workers should see their skills and qualifications quickly and easily recognized. This is essential to raise skill levels and increase employability.

The European Union has developed several instruments to support the transparency and recognition of knowledge, skills, and competences to make it easier to study and work anywhere in Europe.

To date, a variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across Europe. These include:

- The European Qualifications Framework (EQF) helps in comparing national qualifications systems, frameworks and their levels to make qualifications more readable and understandable across different countries and systems in Europe.
- Europass, a set of five standardised documents and a skills passport available for free in 26 languages, designed to enable users to present their skills, qualifications and experience across Europe.
- Credit systems, ECTS for higher education and ECVET for vocational education and training.
- Quality assurance arrangements in higher education and vocational education and training.

There are several Directives dealing with the recognition of professional qualifications – for example the Directive 2005/36/EC enables the free movement of professionals such as doctors or architects; other professions such as sailors or aircraft controllers are governed by specific legislation. Special laws also exist for lawyers and commercial agents.

#### 4.2.1 ECTS - The European Credit Transfer and Accumulation System

ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a

student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training.

ECTS helps to make learning more student-centred. It is a central tool in the Bologna Process, which aims to make national systems more compatible. ECTS also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent.

ECTS was instituted in 1989, within the Erasmus Programme, as a way of transferring credits that students earned during their studies abroad into credits that counted towards their degree, on their return to studying in their home institution. In the following years, it came to be used not only for transferring credits, on the basis of workload and achieved learning outcomes, but also for accumulating them in institutions' degree programmes.

### **Why is it needed?**

The differences between national systems can lead to problems with the recognition of educational qualifications from other countries and of periods of study taken abroad. Greater transparency of learning achievements simplifies the recognition of studies done in other countries.

ECTS also makes it possible to merge different types of learning, such as university and work-based learning, within the same programme of study or in a lifelong learning perspective.

ECTS helps the design, description and delivery of programmes, makes it possible to integrate different types of learning perspective and facilitates the mobility of students by easing the process of recognising qualifications and periods of study. ECTS can be applied to all programmes, whatever the mode of delivery (classroom – based, work-based, distance learning) or the status of students (full-time, part-time) and to all kind of learning contexts (formal, non-formal and informal).

### **ECTS for mobility and credit recognition**

Successful learning mobility requires academic recognition and transfer of credits. Recognition of credits is the process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy the requirements of one of the programmes they offer.

Given the diversity of programmes and HEIs, it is unlikely that the credits and learning outcomes of a single educational component in two different programmes will be identical. This is even more the case in recognising learning from other learning contexts (for example vocational education and training). An open and flexible approach to the recognition of credits obtained in another context, including learning mobility, is therefore recommended, based on compatibility of learning outcomes rather than equivalence of course contents. In practice, recognition means that the number of credits gained for compatible learning outcomes achieved in another context will replace the number of credits that are allocated for compatible learning outcomes at the awarding institution.

ECTS was designed to facilitate learning mobility between institutions for short-term study periods ('credit mobility'). ECTS has developed and been adopted for purposes of credit accumulation but it still plays a vital role in student mobility – facilitating the transfer and recognition of the achievements of the mobile student.

In ECTS, the following supporting documents help facilitate credit recognition for the purpose of mobility:

- *Course Catalogue* - it includes detailed, user-friendly and up-to-date information on the institution's learning environment that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently
- *Learning Agreement*- it provides an official, binding commitment between the student, the sending institution, and the receiving institution/organisation/company on all the learning activities to be carried out. The approval of the Learning Agreement and its amendments is possible through digital signatures or copies of scanned signatures, sent electronically, according to institutional regulations or practice
- *Transcript of Records* - it provides an up to-date record of students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded
- *Traineeship Certificate*

In the ECTS User Guide further information and specific documents on the topic can be found.

### **ECTS and lifelong learning**

The higher education learning landscape is changing with the rapid development of more diversified and flexible learning opportunities – including blended learning, new forms of open online learning, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), work-based learning, self-directed learning, individual learning pathways, continuing professional development (see chapter 3).

The strength of ECTS is that it can be used in all these lifelong learning contexts, applying the same principles for credit allocation, award, accumulation and transfer. In the same way as credits are allocated to component parts of programmes, credits allocated for open learning and other modes of lifelong learning are based on the workload typically needed to achieve the defined learning outcomes.

### **ECTS and supporting documents**

Use of ECTS is supported by documents based on the principles outlined in this Guide. This section suggests the elements to be included in these documents, as they represent a widely used and accepted way of communicating information which is useful for all students (including mobile and non-mobile students), academic and administrative staff, employers and other stakeholders. To serve the needs of students, institutions should record their achievements in a transparent way which may be easily understood. Therefore, this Guide provides the information items that should be included in the main mobility documents, in order to foster better understanding between different institutions and countries, internal and external stakeholders.

***Work Placement Certificate***: it aims to provide transparency and bring out the value of the experience of the student's work placement. This document is issued by the receiving organisation/enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation.

#### **4.2.2 ECVET - The European Credit System for Vocational Education & Training**

The European Credit System for Vocational Education and Training (ECVET) was established in 2009. It is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning.

It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for EU citizens to gain recognition of their training, skills and knowledge in another EU country than their own.

The aim of ECVET is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications;
- make it more attractive to move between different countries and learning environments;
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer;
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

The visibility and recognition of learning achieved abroad is equally crucial for enhancing VET mobility.

ECVET was designed as one of a series of European instruments (others include Europass and the European Qualifications Framework) each targeting improvement in learning recognition and transparency.

- ECVET provides a framework for the assessment, validation and recognition of learning outcomes, alongside a series of common tools and instruments able to support quality in mobility.
- ECVET promotes the integration of mobility into existing learning pathways.
- ECVET supports the valorisation of key competences (such as foreign language skills or intercultural competence) alongside those that are more technically - or vocationally - oriented.
- ECVET contributes to the development of a common language for use by different VET stakeholders and promotes mutual trust within the wider VET community.

ECVET supports a range of learning, and individual learner, scenarios including:

- Learners wishing to upgrade or extend their qualifications through part-time study.
- Learners wishing to study for additional qualifications that complement or build on those already held.
- Learners seeking qualifications for career progression.
- Learners returning to education or training.

How does ECVET work?

- ECVET relies on a series of common goals, principles and technical components that centre on the recognition of learning outcomes and achievements for European citizens undertaking vocational education and training, irrespective of the learning context, location or delivery method.
- ECVET works hand in hand with the European Qualifications Framework (EQF) to provide greater transparency in European qualifications, promoting the mobility of workers and learners, and facilitating lifelong learning.
- ECVET brings together a wide range of actors, at local, national and European levels, with a view to encouraging its wider implementation and use, particularly in learning mobility.

### **How does it work?**

There are units similar to credits in the ECVET. A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

### **Learning agreement and personal transcript**

For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of the MoU. It should: — distinguish between competent ‘home’ and ‘hosting’ institutions, — specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points.

### **ECVET points**

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

### 4.2.3 EUROPASS & YOUTHPASS tools

Europass is actually not one tool, but a set of five documents to make your skills and qualifications clearly and easily understood in Europe:

Two documents freely accessible, completed by European citizens:

- The **Curriculum Vitae** helps you present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions.
- The **Language Passport** is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

Three documents issued by education and training authorities:

- the **Europass Mobility** records the knowledge and skills acquired in another European country;
- the **Certificate Supplement** describes the knowledge and skills acquired by holders of vocational education and training certificates;
- the **Diploma Supplement** describes the knowledge and skills acquired by holders of higher education degrees.

A network of **National EuropassCentres** - the first point of contact, if you want to learn more about Europass.

Its objective

- to help citizens communicate their skills and qualifications effectively when looking for a job or training;
- to help employers understand the skills and qualifications of the workforce;
- to help education and training authorities define and communicate the content of curricula.

#### **Curriculum Vitae**

Users can create their CV-s (+cover letters) online and then update them, download the CV template and instructions and download many examples.

#### **European Skills Passport**

The European Skills Passport is an electronic portfolio which gives a comprehensive picture of your skills and qualifications and which helps you document your skills and qualifications to find a job or training and also to validate your skills.

On the europass website users can create and update an European Skills Passport online.

The available Europass online editor enables you:

- to create your ESP to gather documents such as Language passport, Certificate supplement, copies of degrees or certificates, attestations of employment, etc.;
- attach your ESP to a Europass CV.

#### **Europass Mobility**

This document records knowledge and skills acquired in another European country, for example a work placement in a company, an academic term as part of an exchange programme or a voluntary placement in an NGO abroad.

Any person moving to a European country to learn or acquire a work experience, whatever their age or level of education can record their newly acquired skills together with the two partner organizations involved in the mobility project (being the first in the country of origin and the second in the host country). The partners may be universities, schools, training centres, companies, NGOs, etc.

### **Certificate Supplement**

It is a document describing the knowledge and skills acquired by holders of vocational training certificates. It provides additional information to that already included in the official certificate and/or transcript, making it more easily understood, especially by employers or institutions abroad.

### **Diploma Supplement**

A document describing the knowledge and skills acquired by holders of higher education degrees. It provides additional information to that included in the official degrees / diplomas and/or transcript, making it more easily understood, especially by employers or institutions outside the issuing country.

The Europass Diploma Supplement is issued to graduates of higher education institutions along with their degree or diploma.

### **Youthpass**

Youthpass is a European recognition tool for non – formal and informal learning in youth work. Youthpass is for projects funded by Erasmus+ Youth in Action and Youth in Action programmes. With Youthpass the participants of these projects can describe what they have done and show what they have learnt.

Youthpass is a part of the European Commission's strategy to foster the recognition of non-formal learning. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes. As a tool to document and recognize learning outcomes, it puts policy into practice and practice into policy:

- While creating their Youthpass Certificate together with a support person, the participants of the projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the **reflection upon the personal non-formal learning process and outcomes**.
- Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the **social recognition of youth work**.
- Describing the added value of the project, Youthpass supports **active European citizenship** of young people and of youth workers.
- Youthpass also aims at supporting the **employability** of young people and of youth workers by documenting the acquisition of key competences on a certificate.

Youthpass is a new way for participants in the Youth in Action Programme to describe what they have done and to show what they have learnt. (Up until now the only people to have standardized proof of this through a certificate were participants in European Voluntary

Service). Starting with Youth Exchanges, EVS and Training Courses, every participant will have the opportunity to get their Youthpass and other Actions will be added as time goes on

Youthpass is:

- a confirmation of participation by the organizers of a specific activity;
- a description of the activity (at the moment this includes participation in Exchanges, Voluntary Service, or Training Course – other Actions will be introduced later)
- an individualized description of - activities undertaken - learning outcomes
- a certificate for people participating in Youth in Action Programme activities
- a tool which puts the Key competences for Lifelong Learning into practice
- firmly based on principles of non-formal education and learning
- supported by the Youth in Action Programme of the European Commission
- a way of improving visibility of learning in the Youth in Action Programme
- an explanation of Youth in Action Programme activities which can be understood by people outside the youth field.

Youthpass is not:

- something which gives any rights to the holder;
- a formal accreditation of competences;
- a replacement for any formal qualifications;
- available to demonstrate learning outcomes from activities undertaken in the YOUTH programme (which came to an end in 2006).

### **Youthpass Certificates**

Participants of approved projects of Erasmus+ Youth in Action and of the Youth in Action programmes have the right to receive recognition for their participation and learning in the projects. The Youthpass Certificate is the instrument which has been developed for this purpose.

The certificates are issued by the organization or a youth worker/leader involved in the project. Depending on the type of the project this role can be taken by a group leader, coach, mentor, trainer, etc.

#### **4.2.4 THE EUROPEAN QUALIFICATIONS FRAMEWORK**

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications

The free movement of people in Europe is one of the most important goals of the EU. However, the understanding and the recognition of diplomas and certificates issued in the different national education and training systems of the 28 Member States of the EU is a challenge. For this reason, the EU developed a translation device to make national

qualifications more readable in order to promote workers' and learners' mobility and facilitating their lifelong learning across Europe. This is the European Qualifications Framework for lifelong learning.

The EQF helps to compare national qualifications systems and enable communication among them. The core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills and competences. This makes it more understandable what a learner with a qualification related to the EQF knows, understands and is able to do. This approach also make it possible to compare qualifications awarded in all types of education, training and qualifications, from school education to academic, professional and vocational at each of its levels.

When implementing ET 2020 countries identify how the national qualifications levels relate to the eight European reference levels of the EQF. This is done through a national referencing process, which is based on a set of criteria agreed at European level. Following extensive national consultations with stakeholders, countries present the results of this referencing process to the EQF Advisory Group and publish their referencing report on this portal.

Once national qualifications levels are related/referenced to the EQF, it will be much easier compare and assess national qualifications in the process of recognition of foreign qualifications when people move to another country. The goal is that all new qualifications, diplomas, certificates and Europass supplements will carry a reference to an appropriate EQF level.

An EQF National Coordination Point is set up in each country that participates in the EQF which coordinates implementation at national level and provides information on how the national qualifications levels relate to the EQF and how the EQF is implemented.

At European level, the EQF Advisory Group ensures that the EQF is implemented in a transparent, trustworthy and coherent way across Europe. It brings together representatives from national authorities in ET 2020 countries and European representatives of social partners and other European stakeholders.

The most important principle of the EQF is the learning outcomes approach. The learning outcomes approach shifts focus to what knowledge, skills and competences the learner has acquired by the end of the learning process.

Implementing the EQF requires that all qualifications that are related to the EQF, via national qualifications frameworks, are described in terms of learning outcomes. All participating countries - Member States, candidate counties and Liechtenstein and Norway - are voluntarily developing or implementing their own National Qualifications Frameworks (NQFs) based on learning outcomes.

### **4.3 Example of a worksheet**

We present you with three sample activities you can do with your students.

#### 1) Creating the perfect CV

Ask your students to create their own CV using the Europass website. After that, students will work in couples and review each other's CVs. Show your students examples of good and bad CVs. Talk about the CV they would like to have in the future (for example in 5 years' time).

#### 2) Create your own Youthpass

Ask you students to make their own Youthpass. They can create one that is based on a real experience or one which is based on a dream experience which they want to make in the future.

3) My first job interview.

Split your students into couples - one student will be the employer and the second will be the applicant. Try to use different situations and different jobs such asa CEO of a big and successful corporation; a dustman; a teacher; a journalist; a cook; an officer; a hairdresser; a model).

## 5 Other useful Open Educational Resources

**AuPairCare** became one of the first agencies designated by the United States Department of State to legally sponsor au pairs to come to the United States. In the past, AuPairCare has successfully recruited more than 30,000 au pairs from over 40 countries ([www.aupaircare.eu/uk](http://www.aupaircare.eu/uk))

**EURES** (<http://ec.europa.eu/eures/home.jsp?lang=en>) the European Job Mobility Portal is a network that links public employment services in Europe. Its role is to help people move freely and take up work in other member states of the European Economic Area (EEA). The website includes details of job opportunities throughout Europe.

**International Job Online** ([www.careers.lon.ac.uk/ijo](http://www.careers.lon.ac.uk/ijo)) - London University Careers Services online -includes job opportunities and other employment information e.g. work permits, hours of work etc.

**Eurograduate Live** ([www.eurograduate.com](http://www.eurograduate.com)) has lots of information including vacancy listings, for those wishing either to work or to study in Europe.

**Careers Europe** ([www.careerseurope.co.uk](http://www.careerseurope.co.uk)) is useful for those wishing either to work or to study in Europe and has a helpful FAQ section.

**Hobsons Global** website ([www.hobsons.com](http://www.hobsons.com)) has a searchable database of graduate employers, jobs and work placements in various countries.

**TARGETjobs** website (<http://targetjobs.co.uk>) has a searchable database of European employers, see also:

**EUROPA** (<http://europa.eu>) is the European Union's website and provides information about the different institutions of the EU.

**Cross Cultural Solutions** [www.crossculturalsolutions.org](http://www.crossculturalsolutions.org)

**The European Personnel Selection Office** (<http://europa.eu/epso>) section of the website provides information on: a career in the institutions of the EU; details of competitions and online applications; details of work experience opportunities for graduates (traineeships or 'stages')

**The EU Staffing Unit** ([www.ukrep.be/working.html](http://www.ukrep.be/working.html)) "aims to facilitate the entry of UK nationals to EU Institutions"

**The College of Europe** ([www.coleurop.be](http://www.coleurop.be)), located in Bruges and Warsaw, offers postgraduate courses, which may be particularly useful preparation for a career in the EU institutions.

The website **Careers Abroad** [www.careersabroad.co.uk](http://www.careersabroad.co.uk) details jobs in the field, field work placements and career opportunities ideal for graduates, students and professionals looking for practical fieldwork experience to enhance their career while at the same time benefiting local non-governmental or aid reliant organizations.

Make a difference in some of the world's most critical conservation and community volunteering projects with **Global Vision International** (GVI) ([www.gvi.co.uk](http://www.gvi.co.uk))

**Graduate Job Search On-line** directs job-seekers to evaluated job websites according to discipline or the country where they wish to work. It is particularly useful for international students or UK students who wish to work abroad.

Jobaroo ([www.jobaroo.com](http://www.jobaroo.com)) has information about working in Australia.

### **Foreign and Commonwealth Office**

The Foreign and Commonwealth Office ([www.fco.gov.uk/en](http://www.fco.gov.uk/en)) website has useful information you should refer to before you travel and includes:

- the political situation in countries that you should refer to before arranging to travel;
- country profiles;
- a list of foreign embassies in the UK;
- a list of UK embassies overseas.

### **International press**

- The Kidon Media-Link ([www.kidon.com/media-link](http://www.kidon.com/media-link)) website is a comprehensive worldwide directory of newspapers and other news sources searchable by country.

### **Teaching opportunities**

Below are a couple of examples of specific programs that provide opportunities for people interested in teaching.

- a. The Japan Exchange and Teaching (JET) Program ([www.jet-uk.org](http://www.jet-uk.org)) is an official Japanese Government scheme that enables graduates to work as either an Assistant Language Teacher (ALT) or a coordinator for International Relations (CIR) in Japan for a minimum of one year.
- b. The British Council English Language Assistants program ([www.britishcouncil.org/languageassistants-ela.htm](http://www.britishcouncil.org/languageassistants-ela.htm)) has opportunities in 20 countries around the world including various countries in Europe, China, Tunisia and Latin America.
- c. The site [www.eslbase.com](http://www.eslbase.com) provides a directory of TEFL training courses in the UK and worldwide, as well as constantly updated TEFL job listings, and information and advice for prospective teachers.

## 6 Sources

EUR-lex – Acces to European Union Law: <http://eur-lex.europa.eu/homepage.html>

European employment Strategy: <http://ec.europa.eu/social/main.jsp?catId=101&langId=en>

Europe 2020: Europe's growth strategy

[http://ec.europa.eu/europe2020/pdf/europe\\_2020\\_explained.pdf](http://ec.europa.eu/europe2020/pdf/europe_2020_explained.pdf)

Europe 2020 initiatives: <http://ec.europa.eu/social/main.jsp?langId=en&catId=956>

Erasmus+: <http://ec.europa.eu/programmes/erasmus-plus/>

EACEA: [http://eacea.ec.europa.eu/erasmus-plus\\_en](http://eacea.ec.europa.eu/erasmus-plus_en)

National agencies for Erasmus+: [http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.htm)

COSME: [http://ec.europa.eu/growth/smes/index\\_en.htm](http://ec.europa.eu/growth/smes/index_en.htm)

EYE: <http://www.erasmus-entrepreneurs.eu/index.php>

EASME: <https://ec.europa.eu/easme/en/cosme>

EaSI: <http://ec.europa.eu/social/easi>

Progress: <http://ec.europa.eu/progress>

EURES: <http://eures.europa.eu>

Microfinance facility and Social Entrepreneurship: <http://ec.europa.eu/epmf>

Youth Employment: <http://ec.europa.eu/social/youthemployment>

Youth Guarantee: <http://ec.europa.eu/social/youthguarantee>

YEI: <http://ec.europa.eu/social/main.jsp?catId=1176&langId=en>

EaFA: <http://ec.europa.eu/social/main.jsp?catId=1147&langId=en>

The Single Market: [http://ec.europa.eu/internal\\_market/imi-net/](http://ec.europa.eu/internal_market/imi-net/)

Single Market and Standards: <http://ec.europa.eu/growth/single-market/services/free-movement-professionals/policy/legislation/>

Single Market and Standards - Code of conduct:

[http://ec.europa.eu/internal\\_market/qualifications/docs/directive-in-practice/useful-documents/cocon\\_en.pdf](http://ec.europa.eu/internal_market/qualifications/docs/directive-in-practice/useful-documents/cocon_en.pdf)

Single Market and Standards – Enforcement: [http://ec.europa.eu/growth/single-market/services/free-movement-professionals/policy/enforcement/index\\_en.htm](http://ec.europa.eu/growth/single-market/services/free-movement-professionals/policy/enforcement/index_en.htm)

European Professional Card: [http://ec.europa.eu/growth/single-market/services/free-movement-professionals/policy/european-professional-card/index\\_en.htm](http://ec.europa.eu/growth/single-market/services/free-movement-professionals/policy/european-professional-card/index_en.htm)

European Commission: <http://ec.europa.eu/>