

Final Report on the online European Peer Review

September 20th – 21st 2023

Organised by the Italian Europass, EQF, Euroguidance Italian National Contact Points

PEERS INVOLVED IN THE REVIEW:

EQF: Teresa Duarte (Portugal), Karl Andrew Muellner (Austria).

EUROPASS: Spela Pogancnik Nose (Slovenia), Pedro Pires (Portugal), Andrea Cozon (France), Clarisse Boudard (France).

EUROGUIDANCE: Yvan Couallier (France), Ilze Jansone (Latvia), Ralfs Spade (Latvia).

NCPs Italian staff involved:

Valentina Curzi (Coordinator)
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Quality Area: Communication and dissemination – Joint multi-channel communication and dissemination strategy

September 20th, 2023

Review of Italian NCPs (EQF, Euroguidance, Europass) transversal joint activities and processes. Specifically, the **joint multi-channel communication and dissemination strategy**.

Questions and discussion session: Plenary session

Participants:

Grant coordinator, IT NCPs Responsible and staff, Partners and Peers.

The first day of activities of the European Peer Review 2023 was held on September 20th 2023. The meeting covered the activities and transversal processes of the Italian National Contact Points, specifically, the joint multi-channel communication and dissemination strategy. The peer reviewers involved were able to listen to the Italian experience, suggesting insights and reflections and were invited to communicate something about their communication strategy. The peer reviewers were asked some evaluating questions covering different aspects of online and offline communication: use of website, social networks, newsletter, joint webinars with regard to online communication tools and participation in job and career fairs and events with regard to offline communication ones.

Below are the questions asked to the peer reviewers:

1. Do you think is it useful to have a national dedicated website, and eventually brand, for NCPs or for each tool? How do you manage it? Which kind of information do you provide through it? Do you have any dedicated communication staff?

France (Euroguidance and Europass):

On the use of the website:

There is a national website belonging to Erasmus+ France Agency <https://agence.erasmusplus.fr/> with a webpage to present each network (Europass, Euroguidance, EQF): Besides, Euroguidance and the French EQF (CEC) have also their own national websites : <https://www.euroguidance-france.org/> ; <https://www.francecompetences.fr/>.

It is better to keep websites separate as the objectives, targets and stakeholders are different and because each NCP is subject to modifications every three years. -

On the Europass website:

- The current Europass website still faces some bugs quite frequently, even if it has been deeply improved and modernized since 2020. It is necessary to update it more often and to correct the bugs to provide quality and up-to date information. -

On the communication staff:

- The Euroguidance website is managed collectively by the Euroguidance staff, while communication and promotion activities on the Europass website are managed by the Europass team for daily news, with the help and support of the Communication Department of the Erasmus+ NA to promote larger events.

The French NCP has a national informative website that presents all the opportunities offered by the Erasmus+ programme, depending on the profile of the end-user or on the education sector for which the information is needed. The Communication Department is also in charge of publishing the news, the agenda of the E+ Agency, etc. -

Latvia (Euroguidance)

On the use of the website:

- Euroguidance is presented as part of the Agency's website, however it has a Moodle platform (library and training platform) separate from the host agency website. Both Europass and EQF NCP's (both managed by the Academic Information Centre in Latvia) have their own websites. -

On the communication staff:

- The Euroguidance Latvia host agency has a communications unit which is responsible for the agency's website. One of the communication unit staff members is responsible for the communications activities of the ESICD. Euroguidance staff is responsible for the Moodle platform. Euroguidance provides information on events and publications for the agency's website on an ad hoc basis. -

Portugal (Europass)

On the use of the website:

Since the NCPs' operations fall under different authorities, each NCP has its own communication strategy and resources. Thus, each of the NCPs has its own website, even though they can be fed with information about the consortium's activities and/or the tools each one coordinates.

The Europass website was recently revamped in line with a communication strategy that broadly involved rebranding the National Europass Center and its main communication tools, i.e., the website and social media channels. The aim behind this approach was to create more modern, appealing, and user-friendly tools with an institutional communication useful to reach younger audiences.

The Europass website contains information on all its tools, which are supplemented with user manuals and practical examples on the European platform and how to access, register and use its multiple functionalities, on the advantages for users, news, events, fun facts, and a comprehensive list of stakeholders, among other topics. -

On the communication staff:

- Given the difficulty in hiring staff, due to national restrictions, the image and communication of the NEC is being carried out under the guidance of a specialized company. -

Austria (EQF)

General considerations on the networks:

- Since EQF has a more complex product life cycle to understand compared to other networks, it is difficult to communicate through the web. The 90% of EQF's work does not have to do with end users, but it works on the decisional and political level. -

The difficulty in reaching the target is also because students are not aware of the potential benefit to have EQF level on their qualifications. However, since the adoption of the new Europass Portal, this

kind of joint communication could go better in the future, because a set of minimum information is fixed at EU level and not only at a national level.

Slovenia (Europass)

On the use of the website:

In Slovenia, we have dedicated website at national level for EUROPASS and for NQF though we are in the same institution. Euroguidance does not have separated website at national level.

The Europass website was created in 2005 and it was the first website for the NCPs.

The EQF website contains information on EQF reports and registers of qualifications

We find that it is important to have national websites while information can be different and adapted compared to the website EU level (we do not have much word on how the EU website should be), so we can complement it. It seems important to keep separate websites for each tool as the objectives, targets and stakeholders are different.

On website of Europass Slovenia there is also a video, done together : with Euroguidance Slovenia (we have adapted to Slovene video produced by Europass and Euroguidance Croatia).

LOGO AND BRAND IDENTITY of the Italian NCPs: very good job! Nice visuals!

COMMENTS ON VIDEO on Italian website: Maybe one video could more focus on the user, now the focus is on the presentation of networks. Maybe also preview parts for each network and their services and propose also as separated units in relation to target audiences.

The other video that focuses on networks: very good presentation of coordinators! Very good also: presentation of numbers. Will you adapt the video in following years when the numbers will change? Question: you speak of Europass as if started recently (with new Europass), but Europass is there since 2005.

2. How do you use social media to engage target groups? According to your experience, which social media works best and why for different groups? How effective have social networks proven for you in your communication strategy?

France (Euroguidance, Europass)

On the use of social networks:

The French E+ Agency launched an Instagram account a few years ago and there is a Facebook account for Euroguidance. Only staff's LinkedIn personal accounts are used to share news.

LinkedIn is a widely used tool. It emerged that LinkedIn represents useful social media as it allows a great variety of formats (long posts, pictures, articles, polls...) and it represents a good way to increase visibility, develop networks and engage the community at the same time. Mainly it is used to target education and training professionals. -

Latvia (Euroguidance)

On the use of social networks:

- The host agency has a main Facebook page as well as a separate page called "Tavai karjerai" ("For your career"). Euroguidance Latvia also cooperates with the Latvian guidance association that have a Facebook profile. -

On the weight of social strategy within communication:

- Since Euroguidance Latvia main focus is on the competence development of guidance practitioners, communication is mainly done through direct emails sent to the national experts for guidance in the education and employment sectors. -

Portugal (Europass)

On the use of social networks:

- The NEC promotes its initiatives mainly through its website and social networks. It occasionally uses email, especially in events dedicated to institutions. -

On the target differentiation strategy:

- The NEC maintains constant communication through Instagram and Facebook, with weekly posts, news, stories and reels, providing guidance and advice on the use of its tools, aimed at a wide audience, but particularly aimed at those looking for a job. -

On the most used social media channel:

- The means of communication that works best is the webpage. It is the most visited and the most sought when requiring additional information. -

Slovenia (Europass)

On the use of social networks:

Only Europass has a Facebook page (basically for Europass, but other participate sometimes once per month). NQF has You Tube channel. The plans and post are divided between Europass coordinator and external support, since it mostly works with external resources and paid promotions. The intention is to proceed with Instagram since it is easier to combine it with Facebook.

Austria (EQF)

General considerations on social networks:

- The importance of using social networks, especially to reach young people, is highlighted, but the tools must be used in a professional manner to be sure of providing correct information.

3. Do you have any dedicated Newsletter for NCPs (or single tool)? If yes, which information do you provide through it? In which way is it distributed?

France (Euroguidance and Europass)

On the Newsletter:

- The French E+ Agency has its monthly Newsletter, launched a few years ago, in which sometimes news on Europass, Euroguidance and EQF are also published to highlight special events.

The French E+ Agency also contributes to the newsletter of the Erasmus+ developers (a network of experts whose mission is to disseminate information about the E+ programme opportunities).

The Euroguidance network also developed a newsletter. -

Latvia (Euroguidance)

On the Newsletter:

- Twice a year Euroguidance publishes the "Karjeras ziņas" ("Career News") on its Moodle platform. The "magazine" contains information about the practitioner's career development and support activities organized by Euroguidance and the host agency, with input also from the national guidance association. -

Portugal (Europass)

On the Newsletter:

- A joint newsletter was planned in the application, but halfway through the contractual period it was decided not to carry it out as it was not considered to be an effective mean of communication. -

Slovenia (Europass)

On the use of a Newsletter:

We have common eNewsletter since many years, we send it two times per year to approx. 1600 recipients (the biggest number are career counsellors) Each Network propose one or more news. We do also one interview per number. We struggle a bit with the content, would find it difficult to produce more than two times per year.

Austria (EQF)

General considerations on Newsletter:

- The Newsletter is a useful tool to set up a community and is a good way for practitioners to stay informed. -

4. Do you propose any dissemination event like Joint webinar? If yes, for which kind of target group and which format? Do you still propose onsite events?

France (Euroguidance and Europass)

On the dissemination events:

- Frequently the French E+ Agency organizes dissemination events, like common web conferences, which are highly appreciated and enable real discussions on common issues. -

Latvia (Euroguidance)

On the dissemination events:

- Since the EU policy network contact points in Latvia have separate activity plans and budgets, Euroguidance activities with the Europass and EQF staff are not regularly coordinated. A joint webinar to present the self-learning material developed during the work plan period with the input of Europass Latvia and the Euroguidance network's MTG1 is scheduled.

Euroguidance has one annual national conference and other information activities that take place online, while Europass has more on-site events. -

Portugal (Europass)

On the dissemination events:

No joint events have yet been organized in the current Grant Agreement, besides the coordination meetings that had been foreseen. Due to the pandemic, the number of tasks pushed to the second half period of the agreement prevented us from organizing such initiatives. Nevertheless, it might be considered a great practice.

Slovenia (Europass)

On the organization of joint events:

In 2021-2023 we had organized together 3 online plus one onsite common event. Together with Euroguidance we had much more webinars together (7), plus common material for career guidance counsellors based on a common survey. We have also produced common booklet of guidance for them. The target public were in both cases career counsellors.

Efforts are made not to be repetitive in contents, trying to differentiate topics and to involve different stakeholders.

Involving participants is perceived as a difficulty. -

In the Italian experience, contents are stemmed before meetings for the participants to be much more aware of the basics. It is useful to redesign the format following participants' suggestions and to understand participants' needs.

5. Do you cover Job/career fairs? If yes, is it through small, dedicated events inside the fairs venue or fixed stands? What kind of information material do you propose to end-users?

France (Euroguidance and Europass)

On the participation to job/career fairs:

- The French E+ Agency covered different job fairs with its partner Pôle emploi (French national employment service), sometimes with fixed stands, sometimes with small conferences inside the event. The information material is usually composed of flyers (Europass mobility, Certificate Supplement and Diploma Supplement deliverables) and of powerpoint presentations with key information. -

Due to the heterogeneity of the target, the difficulty in attracting companies emerged.

Latvia (Euroguidance)

On the participation to job/career fairs:

- Since Euroguidance does not work with end-users it doesn't attend any education or job fairs. -

Portugal (Europass)

On the participation to job/career fairs:

- Often the National Europass Center is invited to promote the Europass Initiative or talk about employment and employability in workshops or conferences.

Dedicated stands or desks are used most of the time and, at dedicated fairs, various merchandising items and leaflets with specialized information are provided. -

Austria (EQF)

On the participation to job/career fairs:

- EQF participates in fairs. The importance of these events to give visibility to the networks' tools and to interact with different stakeholders is highlighted. –

Slovenia (Europass)

On the participation to job/career fairs:

We go on fairs together with NQF/EQF that are in the same institution. All three networks so far did not plan common fairs, but we have done different common info materials (leaflet and gadgets) of 3 networks that we have distributed.

September 21st , 2023

Quality Area EQF: The NQF Register implementation process in the contest of the interoperability of the databases within the Europass Portal.

Participants:

EQF - Teresa Duarte (Portugal), Karl Andrew Muellner (Austria).

NCP EQF Italian staff - Davide Premutico, Michela Bastianelli, Alessandra Biancolini, Annarita Racioppo, Vanessa Lombardi.

Peer Learning Activity – Feedback from AT und PT

1. Using the correct wording – mapping vs referencing. These have different meanings, so it is essential to use the correct wording, not only for us European NCPs and experts.
2. **Specific technical feedback: To make your evaluation process easier in the database, we** strongly suggest, to number the individual learning outcomes. These would facilitate the evaluation, always knowing which specific learning outcome is meant. Also it would be advisable to add comments fields in the various fields of the database and not only use a open field for this purpose.
3. More general feedback on the database: Focus on the usability, making sure that it is not too complicated. Keep it as simple as possible. Also try to focus on the future use of the database, making sure that there are features that assist you in keeping the data updated and correct (e.g. tools checking if there are broken links, keeping track, when the data was updated last, etc.)
4. Assistance in writing learning outcomes and short descriptions is necessary for the person entering the data in the database. When writing the descriptions, focus on experts and what do end users need and understand. Writing it in form of questions and answers can help to make it more understandable.
5. The idea of a pilot testing is very good and helps in identifying and anticipating problems.
6. Supporting the users that have to collect and enter the data. Providing them with an easy reachable help-desk, especially at the beginning – otherwise it creates resistance and frustration. Maybe concentrate on one region after another, to make sure you have the capacity to assist.
7. Also to provide assistance in writing learning outcomes with experts, guidelines as well as work shops and discussion possibilities. This is a real challenge.
8. Limited resources: This is a big issue – but we have not real solution.
9. Compare with other national databases – e.g. databases used by the employment services. To learn, but also to link and use to generate interested in your database.
10. To really know your target groups and what they are looking for.
11. Involve social partners and other stakeholders in your work. This is not only important in collecting your data, but also to generate an ownership and support for disseminating and using the collected data.

Quality Area EUROGUIDANCE: Competence development of guidance practitioners

Participants:

EUROGUIDANCE - Yvan Couallier (France), Ilze Jansone (Latvia), Ralfs Spade (Latvia).

NCP Euroguidance Italian staff - Monica Lippolis, Joanna Busalacchi, Giovanna de Mottoni.

Evaluation questions for the Peers

1. What topics do you focus on when offering training to guidance practitioners and what are the most popular topics among career guidance practitioners in your country?

LV : Euroguidance Latvia focuses on the topics that our national guidance expert suggests, based on needs surveys. The most popular topics are related to the use of different guidance tools and methods. Within the framework of the Academia network, we offer topics that are related to EU guidance policy.

Fr : Euroguidance France focuses on the following themes during our training courses:

- the benefits of international mobility during study or training
- international mobility as a way of developing skills
- the different forms of mobility
- defining international mobility: "part of the study programme" or "on your own"?
- recognition of foreign qualifications in France
- the mobility orientation interview
- European networks and tools for studying, training and working in Europe
- mobility: obstacles and levers
- international in secondary education
- study mobility: why, for whom and how?
- inclusive mobility

The most popular themes depend on the type of participants we have: guidance psychologists, teachers, youth information providers or employment officers...

Some prefer practical information about EU programmes when others would like to focus more on psychologic aspects when experiencing a mobility.

How do you deliver your training activities – online vs. on-site training or blended model?

Lv :We provide almost exclusively online workshops. Our annual national conference is organized live on site and has included a day of lectures and presentation of the National Guidance Award and a half-day of workshops.

Academia has been provided both online (just during the covid lockdown) and onsite.

Fr : We have different ways of delivering training:

- on site for specific targets : teachers, psychologist guidance advisors
- online for a wider community with independent registration and self paced learning. One platform specific for National Education community and another one with free access.
- We also have the possibility to propose blended training if needed (sanitary situation, geographical distance, etc...)
- through regular webinars on specific topics (“how to improve your language skills”, “going abroad during secondary school”, “international mobility in career planning” , “mobility, ecological transition and solidarity”, “recognition of foreign qualifications”, “international mobility, disability and health problems”...).

They are in the evening and are free access.

How do you identify the target groups? Do you use a training need analysis? If yes, is it based on the results of this survey that you identify the real training needs and conceive the course?

Lv: Target groups for Euroguidance Latvia are guidance practitioners employed by municipal boards of education and VET schools, the Latvian PES, universities. We reach NGOs and private practitioners through the national guidance association.

Our host agency's national guidance expert organizes practitioner surveys to analyse training needs. We organize courses (hire lecturers) based on the themes identified in the needs analysis. We also offer colleagues from the Latvian PES the opportunity to join our seminars if they find the themes relevant.

Fr: Euroguidance France hasn't done any survey relating to trainings needs in the last contract period.

The contents of the different trainings are based both on European and National directives (EYS, Green deal, inclusivity...) and on specific or local needs.

In the field of National Education Ministry, Euroguidance France provides training every year for Psychologist Guidance Advisors in the 7 programmes at university across the country.

Eg France also provides in site training in guidance centres (CIO) on request.

Teachers in secondary school, VET schools and at university are also a main target group and we try to reach them in the communication around Euroguidance for them to participate at our online trainings, our webinars or ask for an in site training.

Are the course contents strictly related to the EU mobility opportunity (EG mission) or do you also cover other topics more closely related to the guidance profession? Did you foresee courses for practitioners dealing specifically with fragile target groups? Have you ever foreseen courses providing information on green guidance?

Lv: Our course contents are mainly about professional guidance related topics. We have tried to organize activities around EU mobility, but they are not very popular, because guidance practitioners do not have a large role to play in student mobility. We haven't focussed on fragile target groups yet for training national practitioners, since this has not been expressed as a general need. However, we did organize an Academia visit around guidance for special needs. We think we may be focussing on green guidance more in the next work programme.

Fr: We provide courses for practitioners dealing specifically with fragile target groups but the topic is also related to international mobility.

We do it both in a webinar and in our online training platform.

Green guidance is a topic of the Euroguidance French Speaking group. We have written a brochure on this topic and we will organise a webinar during the next Erasmus Days to present this work and with some experts presentations.

The brochure will be translated into English for presentation in Madrid as part of MTG1.

What kind of certification do you issue if any?

Lv: Our agency is not a training provider, so we only issue certificates of attendance. For the Nordic-Baltic e-course on mobility guidance delivered via the Moodle platform we have issued a badge in addition to the attendance certificate. This badge is not regulated.

Fr: Participants of the online trainings can get a digital badge if they answer correctly some quizzes with a minimum mark.

Conclusions:

France and Latvia

The evaluators from Latvia and France would like to thank the Italian team for organizing this peer review exercise, which is very useful for the audited organization, but also for the evaluators, as it leads them to reflect on their own activities and organization.

The Italian Euroguidance team started the peer review exercise by presenting the Italian context in the field of guidance. There is no national level organization, but each region organizes its services itself. As a result, there might be major disparities in the services provided in different regions.

As the aim of the Euroguidance network is to develop competences of practitioners, this evaluation will focus on an online course offered by Euroguidance Italy. It is the third version after the 2019 and 2020 sessions. One of the recommendations of the last peer review in 2021 was to broaden the audience, which has been achieved. To expand its target audience, the Italian team set about establishing a network of Euroguidance contact points throughout the country. These contacts were invited to take part in the online training course.

Euroguidance Italy has already taken on board a number of recommendations from the latest peer review, as well as feedback from participants in recent training sessions, concerning, among other things:

- course content and the different themes covered
- the course format, with more interactivity
- widening the audience

Euroguidance Italy identified the course themes that were most appreciated and areas where reinforcement seemed necessary. As a result, they have added two new themes to the course. We also suggest offering a module on mobility for guidance professionals, along the lines of the Nordic Baltic course.

Interactivity has been improved with, among other things, the possibility of participating in an introductory webinar and two follow up webinars on an optional basis, while the final webinar was compulsory. We suggest keeping the option of participating in webinars, as this also keeps participants engaged in the training.

Regarding the target audience, our recommendation might be to drive forward a policy on guidance at national level, to ensure quality of service throughout the country. Similarly, setting up a network of Euroguidance contact points in Italy would seem to be a good thing, but the quality of the services provided on behalf of the Euroguidance network needs to be monitored.

We also appreciated the heterogeneity of the team of course designers, made up of 10 in-house professionals and external experts, which made it possible to take a broad look at the topics covered. This collaborative approach deserves to be maintained.

The learning outcomes are clearly defined from the outset, which is a positive point. Participants know what activities they have to complete if they want to earn the digital badge.

The best participants were awarded a scholarship to take part in an Academia study visit. This award could be maintained for future sessions.

Euroguidance Italy could also use the laureates to organize an Academia study visit from 2025 onwards, since these participants already have experience of such a study visit and are thus open-minded about European exchanges.

The final point of attention concerns the sustainability of these online courses, since we know that they require a great deal of time to prepare and update. As the satisfaction rate among participants is high, and the feedback from the Euroguidance Italy team is positive, we recommend that you continue to update and improve it with each new version.

Quality Area EUROPASS: EUP communication and dissemination activities by a targeted approach (end-users, practitioners, upper secondary students, Italian enterprises).

Participants:

EUROPASS - Špela Pogacnik Nose (Slovenia), Pedro Pires (Portugal), Andrea Cozon (France).
NCP Europass Italian staff - Valeria Scalmato, Francesca Ranieri.

Hereafter the deliverables to review:

DELIVERABLE 1: Europass online module addressed to the upper secondary students:

Europass Italy, in collaboration with Eurodesk, developed an online module to be disseminated among Italian upper secondary schools within the mandatory schoolwork based experiences (the so-called "PCTO", or "Paths for Transversal Skills and Orientation"). The module consists of the following three learning units: 1) Europass general structure description; 2) E-Portfolio services and tools description; 3) mobility programmes in Europe for young students. Aim is to include of Europass tools (E-Portfolio section) in the educational pathway to train young people for their future "practical" use.

DELIVERABLE 2: Videotutorials for disadvantaged end-users supported by PES (i.e. low digitally skilled adults, long-term unemployed people, refugees, asylum seekers, etc.): Europass Italy, in collaboration with Eurodesk, realised a video and three videotutorials for supporting the above mentioned target in the Europass tools use. These videos have been uploaded both on SkillON website and on Youtube channel. Videos have been coinceived to address different end-users based on their features. The four videos content:

- a brief presentation on the new Europass portal (<https://youtu.be/YEgcrUO1h3E>);
- how to create a CV and a cover letter from a smartphone and without registering (https://youtu.be/_hD1di1W-ul);
- how to set up the 2 factor-authentication (<https://youtu.be/JZQetgATUgM>);
- how to access and to use the tools of E- Portfolio (<https://youtu.be/w4MB7tzVqkY>).

DELIVERABLE 3: Promotional video for Companies, focused on the new EUP E-Portfolio and intended to spread better knowledge among Italian companies about the potential of Europass tools:

<https://youtu.be/mpDalCLmHHk> (full version);

<https://youtu.be/nko8Qm8LjH4> (short version).

DELIVERABLE 4: EUP webpages on Chambers of Commerce website

<https://europass.unioncamere.it/> done with aim of increasing end-users' and companies' links to the use of Europass tools.

Coordinated input of PT NEC, SI NEC and FR NEC

DELIVERABLE NR 1: Europass online module addressed to the upper secondary students.

Strengths:

The communications codes used (graphics, voice tone, message) is appropriate to the target group. The tool is great in terms of warning the students on the importance of the tools for their employability.

It's a very effective way of disseminating the Europass Initiative, as it is very wide-ranging.

Weaknesses:

Aims at spreading the knowledge of the Europass set of tools among students enrolled in upper secondary programs, by including or turning the online module mandatory to their educational pathway.

Explanation: The deliverable is great in many different perspectives, the magnitude of the goal associated to the deliverable would benefit from an evaluation system that could help tracking its accomplishment. It's not perceptible if such system is undergoing or not, but in the latter, the goal would become more convincing with some sort of follow-up in terms of scope and timeframe (duly supported by metrics, indicators, and reliable sources of data, such as the feedback from students or end-users in general). For instance: Pointing out the expected outcome in a given period of time, let's say, making the online module compulsory in 100 schools across the country after one year of implementation. At the end of the year, it would be possible to see whether the objective had been accomplished or not, through the feedback from the schools. The way it seems to be planned, making the module compulsory in every school of the country during the agreement period, is very unlikely to happen. So, breaking it into smaller goals would be helpful, in terms of providing useful information on its progression.

No training foreseen yet to those who will oversee its implementation, like teachers, trainers, advisors and so on.

Recommendations:

To implement an evaluation system that could help track down the accomplishment of the goal.

To deliver training on the use of the module to teachers, trainers, advisors and so on.

Further development: the feedback from the schools would also give information on strong and weak points of the application that would allow to improve and adapt the application for further use.

DELIVERABLE 2: Videotutorials for disadvantaged end-users

Strengths:

Great storytelling.

Useful for all and specifically for those who have lower digital skills. They can guide users through the Europass platform, which is not always easy, especially considering all its functionalities.

Great visuals.

Weaknesses:

Matching the graphics of the videos with the graphics of the Europass platform, so it can be immediately relatable.

Sometimes the subtitles hide the picture that is already very dynamic. Some parts may go too fast for disadvantaged people.

On the level of content: might be missing some info on what are the advantages of accessing the platform from the guest user POV and the registered user POV.

Recommendations:

Update the graphics at some points.

From the point of view of disadvantaged people sometimes the explanations provided should go slower (maybe testing a video with disadvantaged people).

Regarding the content: maybe add some information about the EQF in the CV to work on synergies between both PCNs.

Regarding digital skills: show where results of selfevaluation test appear in the profile. Show other possibilities of writing digital skills (not only by using propositions).

DELIVERABLE 3: Promotional video for Companies

Strengths:

Nice study case of jobseeker (Roberta Rossi): also in the longer version she is very persuasive, her role is very effective. Thanks to this, the video could also be used for promotion of Europass among wider audiences.

Good idea to make the communication between different people: employer, HR and jobseeker.

Well thought to include a video (about scouts) and showcase Europass as a modern tool that includes different means of communication.

Weaknesses:

The aim here is to make companies more familiar with the Europass initiative, in particular the Europass CV, so that they can receive these documents instead of any other existing templates. In this sense, it would be interesting to see more about what companies gain from Europass CVs (its advantages), i.e., their point of view: comparability of different applicants, standardization etc, rather than the benefits to end-users, which the video seems to be focused on. Though it is a difficult task, more focus should be given on the point of view of employers.

How is it going to be spread, especially among companies, is other point of concern, considering how hard it is to reach them.

On the longer video it could be added who Roberta is (her role, user or job seeker).

Recommendations:

The video on its own may not be sufficient to target companies, but it could be used to introduce the Europass tools to them on the occasion of an event for example.

When communication with employers, put more content on the benefits to companies (for instance: allows for a greater comparability among candidates' skills, it's more synthetic in its structure, allows for an easier and more intuitive analysis, etc.). Maybe next time or in a new version you might include some real companies that use Europass, at least their names or logos (if not possible HR).

DELIVERABLE 4: EUP webpages on Chambers of Commerce website

Strengths:

The fact that participants can access the website and send their CVs directly and that the companies can search for it, is really an added value, it is some kind of "job market". It's a measure that softens the barrier between people and companies, by improving their communication. This is key to facilitate young people access and transition to the labor market.

Short and sweet: everything essential is there.

Very impressed that you arrived to have strategic cooperation with Union camere: real added value.

Weaknesses:

Logos take too much space at the homepage as well as information on institutions involved: the essential information, directed to users, should be more visible and the texts shorter.

Visibility improvements possible: the examples of CVs are too small; it would be good to do something regarding the visibility of those.

The search engine that is the core of the page should be higher in the page (not below the description of the institutions). For users it's difficult to see how this part works. Make it function well is probably not an easy task (we can guess from the Eures experience; on EURES site Europass CV's are in, but impossible to filter them/search by components).

Recommendations:

Add testimonials from job providers and jobseekers on the use of the Europass tools.

Add figures on its use.

Rethink the order of importance and place the most relevant higher on the page.