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To:	Permanent Representatives Committee
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Subject:	Proposal for a Decision of the European Parliament and of the Council on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC - <i>Analysis of the final compromise text with a view to agreement</i>

1. On 4 October 2016, the Commission submitted to the European Parliament and to the Council a proposal for a Decision of the European Parliament and of the Council on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC<sup>1</sup>. The aim of the proposal is to update and modernise the current Europass framework to make it better fit to the digital age, which is characterised by rapid technological developments and changing demands and trends in the labour market and education and training sectors.

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<sup>1</sup> Doc. 12947/16.

2. On 5 July 2017, the European Parliament endorsed a negotiating mandate based on the joint report by the Committee on Culture and Education (CULT) and the Committee on Employment and Social Affairs, prepared by the Rapporteurs, Mr Thomas Mann (DE-EPP) (EMPL) and Mr Hristov Malinov (BG-EPP) (CULT).
3. On 27 September 2017, the Permanent Representatives Committee agreed upon a mandate to start negotiations with the European Parliament on the Europass Decision.<sup>2</sup> On the basis of the mandate, the Presidency entered into interinstitutional negotiations and the first informal trilogue took place on 10 October.
4. On 8 November, the Permanent Representatives Committee agreed upon a revised mandate<sup>3</sup> for the 2nd informal trilogue that was held on 9 November. On 6 December a revised mandate was confirmed for the 3rd informal trilogue on 7 December<sup>4</sup>.
5. An agreement on the file was reached, in principle, at the fourth trilogue on 13 December and the Permanent Representatives Committee was debriefed on 15 December. The compromise solutions are presented in the 4th column of the table in the Annex. The changes in comparison with the Council original mandate are indicated in **bold underlined**. Those changes that have been introduced at the last two trilogues are additionally **highlighted**.
6. As a result of a number of changes to the text, including the introduction of new recitals, it has been noted that the order of the recitals should be reviewed for coherence. The co-legislators therefore agreed to mandate the legal linguists to examine the structure of the recitals.

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<sup>2</sup> 12615/17.

<sup>3</sup> 13564/17.

<sup>4</sup> 14921/17.

7. The Permanent Representatives Committee is therefore invited

- to confirm the approval of the final compromise text set out in the Annex to this document.
  - to authorise the Presidency to send a letter to the Chair of the European Parliament's Committee on Culture and Education (CULT) and the Chair of the Committee on Employment and Social Affairs confirming that, should the European Parliament adopt its position at first reading, in accordance with Article 294 paragraph 3 of the Treaty on the Functioning of the EU, in the form set out in the final compromise text contained in the Annex to that letter (subject to revision by the legal linguists of both institutions), the Council would, in accordance with Article 294 paragraph 4 of that Treaty, approve the European Parliament's position and the act shall be adopted in the wording which corresponds to the European Parliament's position.
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**Proposal for a Decision**  
**OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL**  
**on a common framework for the provision of better services for skills and qualifications (Europass)**  
**and repealing Decision No 2241/2004/EC**

<b>COMMISSION PROPOSAL (Doc. 12947/16)</b>	<b>EUROPEAN PARLIAMENT AMENDMENTS</b>	<b>COUNCIL (Doc 12615/17 )</b>	<b>COMPROMISE PROPOSAL</b>	<b>LINE</b>
THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	1
Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof, Having regard to the proposal from the European Commission, After transmission of the draft legislative act to the national parliaments, Having regard to the opinion of the European Economic and Social Committee <sup>5</sup> ,	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	2

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<sup>5</sup> OJ C , , p. .

Having regard to the opinion of the Committee of the Regions <sup>6</sup> , Acting in accordance with the ordinary legislative procedure, Whereas:				
(1) Individuals, when looking for a job, or making decisions on what and where to learn, study or work need access to information on opportunities available, means of assessing their skills, and means of presenting information about their skills and qualifications.	<b>AM 1</b> (1) Individuals, when looking for a job, or making decisions on what and where to learn, study or work need access to information on opportunities available, means of assessing their skills, and means of presenting information about their skills, qualifications <b>and knowledge, as well as career guidance.</b>	(1) Individuals, when looking for a job, or making decisions <b>on learning, studying or working</b> , need access to information <b>and guidance on what</b> opportunities are available, <b>on how to assess</b> their skills, and <b>on ways to present</b> information about their skills and qualifications.	(1) Individuals, when looking for a job, or making decisions <b>on learning, studying or working</b> , need access to information <b>and guidance on what</b> opportunities are available, <b>on how to assess</b> their skills, and <b>on ways to present</b> information about their skills and qualifications.	3
	<b>AM 2</b> <i>(1a) Evidence shows that Europass is used by social groups with high digital literacy while less advantaged groups, such as people with lower levels of education, senior citizens or long-term unemployed persons are often not aware of the existence of, and therefore cannot benefit from Europass and its existing tools.</i>		<u><i>[included in line 6.3]</i></u>	3.1

<sup>6</sup> OJ C , , p. .

<p>(2) Differences in language, definitions, document formats, as well as assessment and qualification validation methods, all pose considerable challenges for individuals, employers and competent authorities. These challenges arise especially where individuals move between countries, including third countries, but also when looking for a new job or engaging in learning. Clear information and shared understanding is necessary to address these challenges.</p>	<p style="text-align: center;"><b>AM 3</b></p> <p>(2) Differences in language, definitions, document formats, as well as assessment and qualification validation methods, all pose considerable challenges for individuals, employers and competent authorities. These challenges arise especially where individuals move between countries, including third countries, but also when looking for a new job or engaging in learning. Clear information, <i>simplification of the Europass framework, wider dissemination of information</i>, shared understanding <i>and improved transparency are</i> necessary to address these challenges <i>and facilitate mobility while ensuring sufficient flexibility with regard to the established practices of the Member States, and respecting diversity, subsidiarity and proportionality.</i></p>	<p>(2) Differences in <b>languages</b>, definitions, document formats, as well as assessment and qualification validation methods, all pose considerable challenges for individuals, employers and competent authorities. <b>Those</b> challenges arise <b>mainly when</b> individuals move between countries, including third countries, but also when <b>they are</b> looking for a new job or engaging in learning <b>and career management</b>. Clear information and shared understanding <b>are important</b> to address these challenges.</p>	<p>(2) Differences in <b>languages</b>, definitions, document formats, as well as assessment and qualification validation methods, all pose considerable challenges for individuals, employers and competent authorities. <b>Those</b> challenges arise <b>mainly when</b> individuals move between countries, including third countries, but also when <b>they are</b> looking for a new job or engaging in learning <b>and career management</b>. Clear <u>and widely disseminated</u> information, <u>and</u> shared understanding <u>and improved transparency of qualifications and competences</u> <b>are important</b> to address these challenges.</p>	<p style="text-align: center;">4</p>
		<p>(3) The New Skills Agenda for Europe, adopted by the Commission in June 2016, invites Member States, social partners, industry and other</p>	<p>(3) The New Skills Agenda for Europe, adopted by the Commission in June 2016, invites Member States, social partners, industry and other</p>	<p style="text-align: center;">4.1</p>

		stakeholders to work together on ten actions to improve the quality and relevance of skills formation, to make skills more visible and comparable and to improve skills intelligence and information for better career choices. A revision of the Europass framework was proposed as one of the ten actions that offered a key route to achieving and supporting those objectives.	stakeholders to work together on ten actions to improve the quality and relevance of skills formation, to make skills more visible and comparable and to improve skills intelligence and <b>especially</b> information for better career choices. A revision of the Europass framework was proposed as one of the ten actions that offered a key route to achieving and supporting those objectives.	
(3) Decision No 2241/2004/EC of the European Parliament and of the Council <sup>7</sup> established a framework to address these challenges. It aimed to achieve better transparency of qualifications and competences through a portfolio of documents known as ‘Europass’, which individuals can use on a voluntary basis. Decision No 2241/2004/EC also established	<b>AM 4</b> (3) Decision No 2241/2004/EC of the European Parliament and of the Council <sup>24</sup> established a framework to address these challenges. It <i>achieved</i> better transparency <i>and comparability</i> of qualifications and competences through a portfolio of documents known as ‘Europass’, which individuals can use on a voluntary basis, <i>a feature that should be retained</i> .	(4) Decision No 2241/2004/EC of the European Parliament and of the Council <sup>8</sup> established a framework to address <b>the challenges</b> . It aimed to achieve better transparency of qualifications and competences through a portfolio of documents known as ‘ <b>Europass</b> ’, <b>that</b> individuals can use on a voluntary basis. <b>That</b> Decision also established national bodies,	(4) Decision No 2241/2004/EC of the European Parliament and of the Council <sup>9</sup> established a framework to address <b>the challenges</b> . It aimed to achieve better transparency of qualifications and competences through a portfolio of documents known as ‘ <b>Europass</b> ’, <b>that</b> individuals can use on a voluntary basis. <b>That</b> Decision also established national bodies,	5

<sup>7</sup> OJ L 390, 31.12.2004, p. 6.

<sup>8</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).

<sup>9</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).

national bodies, known as National Europass Centres, to implement the Europass framework.	Decision No 2241/2004/EC, also established national bodies, known as National Europass Centres ( <i>NECs</i> ), to implement the Europass framework.	known as National Europass Centres, to implement the Europass framework. ( <b>'National Europass Centres'</b> ).	known as National Europass Centres, to implement the Europass framework. ( <b>'National Europass Centres'</b> ).	
	<b>AM 5</b> <i>(3a) Europass documents should evolve in order to allow for the description of different types of learning and skills and, in particular, those acquired through non-formal and informal learning.</i>		<u><i>[included in line 21.1]</i></u>	5.1
	<b>AM 6</b> <i>(3b) The new Europass framework provided for in this Regulation adapts the existing Europass services to the needs and expectations of users and providers, namely, learners, job-seekers, workers, employers (in particular small and medium-sized enterprises), public employment services, guidance practitioners, education and training providers, the social partners, volunteers, youth organisations, youth work providers, NECs and the responsible national authorities. Simplification, effectiveness and efficiency, with respect for</i>	(see also line 21)	<i>AM withdrawn</i>	5.2



	<i>national structures and administrative arrangements, are the main objectives of this Decision. All instruments and tools should be appropriately designed and aligned in such a way that their specific goals do not overlap and should not overstretch Europass.</i>			
	AM 7 <i>(3c) As a general principle, the obligations and administrative and financial burdens on the Member States should be clearly predictable and balanced with regard to costs and benefits.</i>		<u><i>included in line 30.11</i></u>	5.3
(4) To achieve its main objective, the Europass framework focused on tools for the documentation of skills and qualifications. These tools have achieved wide use. Activities by National Europass Centres offer support and promote the documentation of skills and qualifications <sup>10</sup> .	AM 8 (4) To achieve its main objective, the Europass framework focused on tools for the documentation of skills and qualifications. These tools have achieved wide use <i>but have had an unequal reach in terms of geography and age group, and their take-up rate has varied widely between the various sectors of the labour market.</i> Activities by NECs offer <i>integral</i> support and promote the	(5) To achieve its main objective, the Europass framework <b>focuses</b> on tools for the documentation of skills and qualifications. <b>Those</b> tools have <b>become widely used through the Europass internet portal.</b>  <i>(see also line 6.2)</i>	(5) To achieve its main objective, the Europass framework <b>focuses</b> on tools for the documentation of skills and qualifications. <b>Those</b> tools have <b>become widely used through the Europass internet portal.</b>	6

<sup>10</sup> Second evaluation of the Decision of the European Parliament and the Council on a single Community framework for the transparency of qualifications and competences (Europass), COM(2013) 899 final.

	documentation of skills and qualifications <sup>25</sup> .			
	<p style="text-align: center;"><b>AM 9</b></p> <p><i>(4a) The activities offered by NECs provide support to users and promote the documentation of skills and qualifications. The Euroguidance Network has also contributed to the development of information provision regarding Union tools for skills and qualifications. Support for and greater coordination of those national services should be ensured in order to enhance their impact while respecting the diversity of national systems.</i></p>	<p><b>(6) The activities offered by National Europass Centres provide support to users and promote the documentation of skills and qualifications . The Euroguidance Network, which promotes the European dimension in guidance and provides quality information on lifelong guidance and transnational mobility for learning purposes, has also contributed to the development of information provision regarding EU tools for skills and qualifications. The European Qualifications Framework - National Coordination Points (EQF – NCP) support national authorities in referencing national qualifications frameworks and systems to the EQF and focus on bringing the EQF closer to individuals and organisations. Support for and greater coordination of those national services should be ensured to enhance their</b></p>	<p><b>(6) The activities offered by National Europass Centres provide support to users and promote the documentation of skills and qualifications . The Euroguidance Network, which promotes the European dimension in guidance and provides quality information on lifelong guidance and transnational mobility for learning purposes, has also contributed to the development of information provision regarding EU tools for skills and qualifications. The European Qualifications Framework - National Coordination Points (EQF – NCP) support national authorities in referencing national qualifications frameworks and systems to the EQF and focus on bringing the EQF closer to individuals and organisations. Support for and greater coordination of those national services should be ensured to enhance their</b></p>	6.1

		impact while respecting the diversity of national systems.	impact while respecting the diversity of national systems.	
		(7) In its report to the European Parliament and the Council of 19 December 2013 on the evaluation of the Europass, the Commission concluded that the National Europass Centres' mission of raising awareness of Europass and providing the necessary information to all interested parties was a satisfactory model for the implementation of Europass. The Commission further concluded that most Europass tools still did not reach all potential users and that better coordination and integration of services supporting guidance and mobility within the Europass framework would enable wider groups to be targeted.	(7) In its report to the European Parliament and the Council of 19 December 2013 on the evaluation of the Europass, the Commission concluded that the National Europass Centres' mission of raising awareness of Europass and providing the necessary information to <b>all</b> interested parties was a satisfactory model for the implementation of Europass. The Commission further concluded, <b>however,</b> that most Europass tools still did not reach all potential users <u>and have had an unequal reach in terms of geography and age group,</u> and that better coordination and integration of services supporting guidance and mobility within the Europass framework would enable wider groups to be targeted.	6.2
			<u>(7a) Evidence<sup>11</sup> also shows that Europass is used by social</u>	6.3

<sup>11</sup> [http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs\\_417\\_en.pdf](http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_417_en.pdf)  
[https://ec.europa.eu/education/sites/education/files/europass-evaluation-2013\\_en.pdf](https://ec.europa.eu/education/sites/education/files/europass-evaluation-2013_en.pdf)

			<u>groups with high digital literacy while less advantaged groups, such as people with lower levels of education, older people persons or long-term unemployed persons are often not aware of the existence of, and therefore cannot benefit from Europass and its existing tools.</u>	
(5) The Europass portfolio comprised five document templates. The Europass Curriculum Vitae (CV) template allows individuals to complete their CV in a standardised format. Over ten years there have been more than 60 million Europass CVs created online. Two qualification supplement templates, namely the Europass Diploma Supplement <sup>12</sup> and the Europass Certificate Supplement, offer information on the content and learning outcomes associated with a qualification and on the education system of the country issuing the qualification. The Europass Language Passport is used to describe language skills.	<i>[no change]</i>	(8) The Europass portfolio <b>comprises</b> five document templates. The Europass Curriculum Vitae (CV) template allows individuals to complete their CVs in a standardised format. Over ten years [...] more than 60 million Europass CVs <b>have been</b> created online. Two qualification supplement templates, namely the Europass Diploma Supplement and the Europass Certificate Supplement, offer information on the content and learning outcomes associated with a qualification and on the education system of the country issuing the qualification. The Europass Language Passport is used to describe language skills.	(8) The Europass portfolio <b>comprises</b> five document templates. The Europass Curriculum Vitae (CV) template allows individuals to complete their CVs in a standardised format. Over <del>ten</del> <b>twelve</b> years [...] more than <del>60</del> <b>100</b> million Europass CVs <b>have been</b> created online. Two qualification supplement templates, namely the Europass Diploma Supplement and the Europass Certificate Supplement, offer information on the content and learning outcomes associated with a qualification and on the education system of the country issuing the qualification. The Europass Language Passport is used to	7

<sup>12</sup> The Diploma supplement is issued by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO.

The Europass Mobility describes the skills acquired abroad on mobility experiences for learning or work.		The Europass Mobility <b>template</b> describes the skills acquired abroad on mobility experiences for learning or work.	describe language skills. The Europass Mobility <b>template</b> describes the skills acquired abroad on mobility experiences for learning or work.	
(6) The Europass portfolio is however only one of a number of tools and instruments put in place at Union level to improve transparency and understanding of skills and qualifications.	<i>[no change]</i>	(9) The Europass portfolio is [...] one of a number of tools and instruments <b>that has been</b> put in place at Union level to improve transparency and understanding of skills and qualifications.	(9) The Europass portfolio is [...] one of a number of tools and instruments <b>that has been</b> put in place at Union level to improve transparency and understanding of skills and qualifications.	8
(7) The Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning <sup>13</sup> - hereafter "the EQF" - created a common reference framework to help individuals and organisations in comparing different qualifications systems and the levels of qualifications from these systems.	<i>[no change]</i>	(10) <b>Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning repealing the</b> Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning <sup>14</sup> <b>provides</b> a common reference framework to help individuals and organisations <b>compare</b> different qualifications systems and the levels of qualifications from these systems.	(10) <b>Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning repealing the</b> Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning <sup>15</sup> <b>provides</b> a common reference framework to help individuals and organisations <b>compare</b> different qualifications systems and the levels of qualifications from these systems.	9
	<b>AM 10</b>			9.1

<sup>13</sup> OJ C 111, 6.5.2008, p. 1.

<sup>14</sup> OJ C 189, 15.6.2017, p. 15.

<sup>15</sup> OJ C 189, 15.6.2017, p. 15.

	<b><i>(7a) The Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning invited Member States to have in place, no later than 2018, in accordance with national circumstances and specificities, and as they deem appropriate, arrangements for the validation of non-formal and informal learning which enable individuals to have knowledge, skills and competences, which have been acquired through non-formal and informal learning validated and to obtain a full qualification, or, where applicable, part qualification.</i></b>	<b>(11) Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning<sup>16</sup> invited Member States to have in place, no later than 2018, in accordance with national circumstances and specificities, and as they deem appropriate, arrangements for the validation of non-formal and informal learning which enable individuals to have knowledge, skills and competences which have been acquired through non-formal and informal learning validated and to obtain a full qualification, or, where applicable, part qualification.</b>	<b>(11) Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning<sup>17</sup> invited Member States to have in place, no later than 2018, in accordance with national circumstances and specificities, and as they deem appropriate, arrangements for the validation of non-formal and informal learning which enable individuals to have knowledge, skills and competences which have been acquired through non-formal and informal learning validated and to obtain a full qualification, or, where applicable, part qualification.</b>	
		<b>(12) Council Resolution of 28 May 2004 on strengthening policies, systems and practices in the field of guidance throughout life sets out the key objectives of a lifelong guidance policy for all European Union citizens. Council Resolution of 21 November 2008 on better integrating lifelong guidance</b>	<b>(12) Council Resolution of 28 May 2004 on strengthening policies, systems and practices in the field of guidance throughout life sets out the key objectives of a lifelong guidance policy for all European Union citizens. Council Resolution of 21 November 2008 on better integrating lifelong guidance</b>	9.2

<sup>16</sup> OJ C 398, 22.12.2012, p.1.

<sup>17</sup> OJ C 398, 22.12.2012, p.1.

		<b>into lifelong learning strategies highlights the importance of guidance for lifelong learning.</b>	<b>into lifelong learning strategies highlights the importance of guidance for lifelong learning.</b>	
(8) The Learning Opportunities and Qualifications in Europe portal <sup>18</sup> gives access to information on learning opportunities and qualifications offered in different education systems in Europe and on the comparison of national qualifications frameworks using the EQF.	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	10
(9) The EU Skills Panorama <sup>19</sup> provides information on skills for different occupations and specific industries, including demand and supply at national level.	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	11
			<b>(21) The analysis of vacancies, and other labour market trends, is an established way of developing skills intelligence to understand the issues of skills gaps and shortages as well as qualifications mismatches.[...]</b>  <b><i>[moved from line 18]</i></b>	<b>11.1</b>
(10) A European Skills,	<b>AM 11</b> (10) A classification of European	<b>(15) A multilingual</b> European	<b>(15) A <u>The</u> multilingual</b>	12

<sup>18</sup> <https://ec.europa.eu/ploteus/>

<sup>19</sup> <http://skillspanorama.cedefop.europa.eu/en>

Competences, Qualifications and Occupations framework (ESCO) has been piloted by the Commission as a common language and operational tool for education/training and work <sup>20</sup> . ESCO structures concepts that are relevant for the EU labour market and education and training in three interlinked pillars: i) occupations, ii) knowledge, skills and competences and iii) qualifications. The ESCO pillars can be complemented by auxiliary vocabularies covering related domains, such as work context, fields of education and training or economic sectors.	Skills, Competences, Qualifications and Occupations framework (ESCO) <i>is being developed and tested</i> by the Commission as a common terminology and operational tool for education/training and work <sup>30</sup> . ESCO <i>aims to structure</i> concepts that are relevant for the EU labour market and education and training in three interlinked pillars: i) occupations, ii) knowledge, skills and competences and iii) qualifications, <i>which can, on a voluntary basis, clarify related domains of skills and qualifications. Once the ESCO has been fully developed and tested in the Member States, it could be used as a basis for Europass referencing terminology. Moreover, ESCO classification could</i> be complemented by auxiliary vocabulary covering related domains, such as work context, the field of education and training or the economic sector.	Skills, Competences, Qualifications and Occupations <b>classification</b> (ESCO) <b>is being developed</b> by the Commission <b>in close cooperation with Member States and stakeholders. The use of ESCO by Member States is on a voluntary basis, following testing with and evaluation by the Member States. ESCO could promote the transparency of skills and qualifications for education and training and work-related purposes.</b>	European Skills, Competences, Qualifications and Occupations <b>classification</b> (ESCO) <b>is being developed and continuously updated</b> by the Commission <b>in close cooperation with Member States and stakeholders, aims to promote the transparency of skills and qualifications for education and training as well as work-related purposes. Following appropriate testing and taking due regard of the position of Member States, ESCO could be used by the Commission, within the Europass framework; the use of ESCO by Member States is on a voluntary basis, following testing with and evaluation by the Member States. ESCO could promote the transparency of skills and qualifications for education and training and work-related purposes.</b>	
	<b>AM 12</b>			12.1

<sup>20</sup> The Europe 2020 Strategy announced that the Commission would work on such framework, Communication from the Commission on "Europe 2020 - A strategy for smart, sustainable and inclusive growth", COM(2010) 2020 final.



	<p><i>(10a) ESCO cannot be considered to be a basis for a Europass reference terminology. Due to the fact that it is still an ongoing project, ESCO is an instrument that has not been fully developed or tested and that has not been approved by the Member States. The use of ESCO as reference terminology is, therefore, conditional on an effort by the Commission to assess its acceptance by and usefulness to users and other stakeholders, as well as on an effort to show the positioning of ESCO within the space of Union instruments, in order to show the added value of its use to labour markets, employers, employees and job-seekers, and the synergies created by the use of ESCO in a way that is consistent with the EQF in Europass. Once ESCO has been recognised as an acceptable reference terminology for Europass, it should be regularly updated, in close cooperation with Member States and with stakeholders, such as the social partners, professional</i></p>		<i>AM withdrawn</i>	
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	<i>associations, education and training institutes, research institutes, statistics institutes and employment services.</i>			
(11) Regulation (EU) 2016/589 of the European Parliament and of the Council <sup>21</sup> establishes European Employment Services (EURES), a network of employment services and a mechanism for an automated matching of people to jobs through the EURES common IT platform. To enable the exchange and the matching of job vacancies with candidates, this mechanism needs a common and multilingual list of skills, competences and occupations. By developing ESCO the Commission is providing a multilingual classification system of occupations, skills and competences and qualifications	<b>AM 13</b> (11) Regulation (EU) 2016/589 of the European Parliament and of the Council <sup>31</sup> establishes European Employment Services (EURES), a network of employment services and a mechanism for an automated matching of people to jobs through the EURES common IT platform. To enable the exchange and the matching of job vacancies with candidates, this mechanism <i>could benefit from</i> a common and multilingual list of skills, competences and occupations. By developing ESCO the Commission <i>aims to provide</i> a multilingual classification system <i>for</i> occupations, skills and	<b>(16) The European network of employment services (EURES) established under</b> Regulation (EU) 2016/589 of the European Parliament and of the Council <sup>22</sup> , <b>is a cooperative</b> network <b>responsible for exchanging information and facilitating interaction among jobseekers and employers. It provides free assistance to jobseekers who wish to move to another country and assists employers who wish to recruit workers from other countries. Synergies and co-operation between the Europass and EURES portals could reinforce the impact of both services.</b> <i>(ex-recital 22)</i>	<b>(16) The European network of employment services (EURES) established under</b> Regulation (EU) 2016/589 of the European Parliament and of the Council <sup>23</sup> , <b>is a cooperative</b> network <b>responsible for exchanging information and facilitating interaction among jobseekers and employers. It provides free assistance to jobseekers who wish to move to another country and assists employers who wish to recruit workers from other countries. Synergies and co-operation between the Europass and EURES portals could reinforce the impact of both services.</b>	13

<sup>21</sup> OJ L 107, 22.4.2016, p. 1.

<sup>22</sup> Regulation (EU) 2016/589 of the European Parliament and of the Council of 13 April 2016 on a European network of employment services (EURES), workers' access to mobility services and the further integration of labour markets, and amending Regulations (EU) No 492/2011 and (EU) No 1296/2013 (OJ L 107, 22.4.2016, p.1).

<sup>23</sup> Regulation (EU) 2016/589 of the European Parliament and of the Council of 13 April 2016 on a European network of employment services (EURES), workers' access to mobility services and the further integration of labour markets, and amending Regulations (EU) No 492/2011 and (EU) No 1296/2013 (OJ L 107, 22.4.2016, p.1).

that is suited to this purpose.	competences and qualifications <i>which could contribute to the achievement of this purpose after sufficient time is taken for a thorough review. Within the EURES network, assistance is provided to jobseekers wishing to relocate to another country, as well as to employers seeking employees in another country. Interconnection and cooperation between Europass and EURES portals could lead to a more efficient use of both services.</i>			
(12) Labour market processes such as publication of jobs, job applications, skills assessments and recruitment are increasingly managed online through tools that use social media, big data and other technologies. Candidate selection is managed through tools and processes that seek information on skills and qualifications acquired in formal, informal and non-formal settings.	[no change]	(17) Labour market processes such as <b>the</b> publication of <b>job vacancies</b> , job applications, skills assessments and recruitment are increasingly managed online <b>using</b> tools that use social media, big data and other technologies. Candidate selection is managed through tools and processes that seek information on skills and qualifications acquired in formal, informal and non-formal settings.	(17) Labour market processes such as <b>the</b> publication of <b>job vacancies</b> , job applications, skills assessments and recruitment are increasingly managed online <b>using</b> tools that use social media, big data and other technologies. Candidate selection is managed through tools and processes that seek information on skills and qualifications acquired in formal, informal and non-formal settings.	14
(13) Education and training is increasingly offered in new forms and settings by a variety of providers, particularly through use of digital technologies and	<b>AM 14</b> (13) <b>Formal, non-formal and informal</b> education and training is increasingly offered in new forms and settings <b>such as Open Educational Resources (OER)</b>	(18) Education and training is <b>also</b> offered in new forms and settings by a variety of providers, particularly through <b>the</b> use of digital technologies and	(18) <del>Education and training is</del> <b>Formal, non-formal and informal learning now also take place</b> <del>offered</del> in new forms and settings, <b>and is offered</b> by a	15

platforms. Equally, skills, experiences and learning achievements are acknowledged in different forms for example digital open badges. They are also known and used for skills gained through non-formal learning such as youth work	by a variety of providers <b><i>including non-formal education providers and civil society organisations</i></b> , particularly through use of digital technologies and platforms, <b><i>distance learning, e-learning, peer-to-peer learning and massive open online courses (MOOCs)</i></b> . Equally, skills, experiences and learning achievements are acknowledged in different forms for example digital open badges <b><i>and other recognised assessment, including self-assessment tools</i></b> . They are also known and used for <b><i>cross-cutting and soft</i></b> skills gained through non-formal <b><i>and informal</i></b> learning such as youth work <b><i>and volunteering sports and art activities</i></b> .	platforms. Equally, skills, experiences and learning achievements are acknowledged in different forms, for example digital open badges. <b>Digital technologies</b> are also <b>used</b> for skills gained through non-formal learning such as youth work.	variety of providers, particularly through <b>the</b> use of digital technologies and platforms, <b><u>distance learning, e-learning, peer-to-peer learning, massive open online courses (MOOCs) and Open Educational Resources (OER)</u></b> . Equally, skills, experiences and learning achievements are acknowledged in different forms, for example digital open badges. <b>Digital technologies</b> are also <b>used</b> for skills gained through non-formal learning such as youth work <b><u>and volunteering</u></b> .	
(14) There is an acknowledged growing importance of transversal or 'soft' skills that can be applied in different fields. Individuals require tools and guidance on self-assessing and describing these and other skills, for example digital or language.	<b>AM 15</b> (14) <b><i>In addition to the acknowledged importance of hard skills</i></b> , there is <b><i>a</i></b> growing <b><i>recognition</i></b> of transversal <b><i>and</i></b> soft 'skills <b><i>such as critical thinking, team-working, problem-solving, and creativity, and a variety of life skills</i></b> that <b><i>are essential prerequisites for</i></b>	(19) There is an <b>acknowledgment</b> that transversal or 'soft' skills that can be applied in different fields <b>are increasingly important</b> . Individuals require tools and guidance on [...] assessing and describing these and other skills, for example digital or language	(19) <b><u>Skills are understood in a broad sense covering what a person knows, understands and can do. Skills refer to different types of learning outcomes, including knowledge and competences as well as ability to apply knowledge and to use know-how to complete tasks</u></b>	16

	<p><i>personal and professional fulfilment and can, therefore, be applied in different fields of work, education and vocational training. Individuals require and could benefit from tools and guidance on self-assessing and describing these and other skills, for example digital or language skills, as defined by the European Framework of Key Competences.</i></p>	skills.	<p><b>and solve problems. In addition to the acknowledged importance of professional skills,</b> there is an <b>acknowledgment</b> that transversal or 'soft' skills, <b>such as critical thinking, team work, problem solving and creativity, digital or language skills are increasingly important and are essential prerequisites for personal and professional fulfilment, and</b> that can be applied in different fields, <b>are increasingly important.</b> Individuals <del>require</del> <b>and could benefit from</b> tools and guidance on [...] assessing and describing these and other skills, <b>including professional skills,</b> for example <del>digital or language skills.</del></p>	
<p>(15) Traditionally information on acquired skills and qualifications is presented in a CV and supporting documents such as certificates or diplomas. Individuals currently present information on their skills and qualifications also through new tools. Such tools facilitate presentation of skills and qualifications in varied online and digital formats and also</p>	[no change]	<p>(20) Traditionally information on acquired skills and qualifications <b>has been</b> presented in a CV and <b>in</b> supporting documents such as certificates or diplomas. <b>Now,</b> individuals <b>also</b> present information on their skills and qualifications through new tools. Such tools <b>can</b> facilitate <b>the</b> presentation of skills and qualifications <b>by using</b> varied online and digital formats and</p>	<p>(20) Traditionally information on acquired skills and qualifications <b>has been</b> presented in a CV and <b>in</b> supporting documents such as certificates or diplomas. <b>Now,</b> individuals <b>also</b> present information on their skills and qualifications through new tools. Such tools <b>can</b> facilitate <b>the</b> presentation of skills and qualifications <b>by using</b> varied online and digital formats and</p>	17

support self-assessment by individuals of skills acquired in different settings.		<b>can</b> also support self-assessment by individuals of skills acquired in different settings.	<b>can</b> also support self-assessment by individuals of skills	
(16) Analysis of vacancies, and other labour market trends, is an established way of developing skills intelligence to understand issues of skills gaps and shortages as well as qualifications mismatch. The use of information technology, such as web crawling and big data, helps to improve skills intelligence and therefore tackle skills mismatches.	<b>AM 16</b> (16) Analyses of vacancies, and other labour market trends, <i>are</i> established <i>ways for Member States to develop</i> skills intelligence <i>in order</i> to understand issues of skills gaps and shortages as well as <i>qualification mismatches</i> . The use of information technology, <i>and data exchanges could help to identify and</i> to improve skills intelligence and therefore tackle skills mismatches.	<b>(21) The</b> analysis of vacancies, and other labour market trends, is an established way of developing skills intelligence to understand <b>the</b> issues of skills gaps and shortages as well as qualifications <b>mismatches</b> . [...]		18
(17) The current focus of the Europass framework on documentation is too limited to respond to current and future needs. To communicate skills and qualifications and make decisions on employment and learning opportunities users need access to relevant information and tools for understanding skills and qualifications as well as tools for documenting their own skills and qualifications	<b>AM 17</b> (17) The current focus of the Europass framework <i>requires the development of a common terminology in the</i> documentation, <i>which</i> is <i>currently</i> too limited to respond to current and future needs. To communicate skills and qualifications and make decisions on employment and learning <i>and validation</i> opportunities users need access to relevant, <i>up-to-date</i> information and tools for understanding skills and	<b>(22) The</b> [...] Europass framework [...] <b>should</b> respond to current and future needs. <b>Users need tools to document their</b> skills and qualifications. <b>In addition, tools for self-assessment of skills, as well as access to relevant information and guidance can be beneficial for making</b> decisions on employment and learning opportunities. [...]	<b>(22) The</b> [...] Europass framework [...] <b>should</b> respond to current and future needs. <b>Users need tools to document their</b> skills and qualifications. <b>In addition, tools for <u>assessment</u> and self-assessment of skills, as well as access to relevant information, <u>including information on validation opportunities</u> and guidance can be beneficial for making</b> decisions on employment and learning opportunities. [...]	19

	qualifications as well as tools for documenting their own skills and qualifications <i>in accordance with the EQF</i> .			
(18) Union tools and services for skills and qualifications should adapt to changing practices and advances in technology to ensure they remain relevant and of value to users. This should be achieved by, among other things, creating more synergy between related tools and services, including those developed by third parties, to offer a more comprehensive and effective service.	<p style="text-align: center;"><b>AM 18</b></p> <p>(18) Union tools and services for skills and qualifications should adapt to changing practices and advances in technology to ensure they remain relevant and of value to users. This should be achieved by, among other things, creating more <i>synergies</i> between related <i>Union and national</i> tools and services, including those developed by third parties, to offer a more comprehensive and effective service, <i>taking into account the specific needs of people with disabilities, and by enhancing the exchange of best practices among the Member States. In addition, authentication measures could be used to support the verification of digital documents on skills and qualifications.</i></p>	(23) Union tools and services for skills and qualifications should adapt to changing practices and advances in technology to ensure they remain relevant and of value to users. This should be achieved, among other things, <b>by</b> creating more <b>technical interoperability and synergies</b> between related tools [...], including those developed by third parties, to offer a more comprehensive and effective service. <b>In addition, authentication measures could be used to support the verification of digital documents on skills and qualifications.</b>	(23) Union tools <del>and services</del> for skills and qualifications should adapt to changing practices and advances in technology to ensure, they remain relevant and of value to users. This should be achieved <b>by</b> , among other things, <b>by</b> creating <b><u>innovative features (e.g. interactive tools, editing and design of documents), by seeking to ensure more comprehensive, effective and efficient tools and simplification as well as</u></b> more technical interoperability and synergies between related tools [...], including those developed by third parties, <del>to offer a more comprehensive and effective and efficient service</del> <b><u>taking into account the specific needs of people with disabilities, and by enhancing the exchange of best practices among the Member States.</u></b> In addition, authentication measures could be used to support the	20

			verification of digital documents on skills and qualifications.	
		(24) The Europass framework established by Decision No 2241/2004/EC should therefore be replaced by a new framework to address evolving needs.	(24) The Europass framework established by Decision No 2241/2004/EC should therefore be replaced by a new framework to address evolving needs.	20.1
(19) The revised Europass framework approach should consider the needs of all potential users, including learners, job seekers, workers, employers, guidance practitioners, public employment services, social partners, education and training providers, youth work organisations and policy makers.	AM 19 (19) The revised Europass framework approach should <b><i>respect the voluntary nature of Europass and should</i></b> consider the needs of all potential users, including learners, job seekers, <b><i>people with disabilities</i></b> , workers, employers, <b><i>in particular small and medium-sized enterprises</i></b> , guidance practitioners, public employment services, social partners, education and training providers, <b><i>volunteers, youth organisations and other youth work providers as well as</i></b> policy makers. <b><i>The proven relevance of the Europass framework for end-users should be the guiding principle and stakeholders should be closely involved.</i></b>	(25) The Europass framework [...] should <b>meet</b> the needs of all <b>individual end-users, such as</b> learners, job seekers, <b>including the unemployed and</b> workers, <b>as well as of other relevant stakeholders, such as</b> employers, guidance practitioners, public employment services, social partners, education and training providers, youth work organisations and policy makers. <b>It should also consider the needs of migrants arriving or residing in the Union to support their integration.</b>  (see also line 5.2)	(25) The Europass framework [...] should <b>meet</b> the needs <b><u>and expectations</u></b> of all <b>individual end-users, such as</b> learners, job seekers, <b>including the unemployed and</b> workers, <b>as well as of other relevant stakeholders, such as</b> employers, <b><u>(in particular small and medium-sized enterprises), chambers of commerce, civil society organisations,</u></b> <b><u>volunteers,</u></b> guidance practitioners, public employment services, social partners, education and training providers, youth <del>work</del> organisations, <b><u>youth work providers, responsible national authorities</u></b> and policy makers. <b>It should also consider the needs of migrants <u>third</u></b>	21



			<u>country nationals arriving or residing in the Union to support their integration.</u>	
			<u>(25a) The Europass framework should evolve in order to allow for the description of different types of learning and skills and, in particular, those acquired through non-formal and informal learning.</u>	21.1
			<u>(25b) The Europass framework should be developed through a user-centric approach based on feedback, requirements gathering (including through surveys and testing) with attention paid to the particular current and future needs of Europass target groups. Europass' features should in particular reflect the Member States' and the Union's commitment to ensure that persons with disabilities have equal access to the labour market and to information and communication technologies and systems. Europass tools should be perceptible, operable, understandable and robust thereby enabling them to be more accessible to users, in</u>	21.2

			<b><u>particular to persons with disabilities.</u></b>	
			<b><u>(25c) Updates and changes to the Europass framework should be made in cooperation with relevant stakeholders, such as employment services, guidance practitioners, education and training providers, the social partners such as trade unions and employers' associations, and in full respect of ongoing political co-operation, such as the Bologna Process in the European Higher Education Area (EHEA). Constructive collaboration between the Commission, Member States and stakeholders is paramount to the successful development and implementation of the Europass framework.</u></b>	21.3
	<b>AM 20</b> <i>(19a) Union data protection law should apply to the processing of personal data. Users should be able to choose from a number of options to restrict access to their data or to certain attributes thereof.</i>		<i>AM withdrawn</i>	21.4

(20) Services should be provided online at Union level. Services should also include the development and use of open standards, metadata schemata and semantic assets to facilitate the effective exchange of information, appropriate authentication measures to ensure trust of digital documents, and skills intelligence and information. In addition, support services at national level should promote and ensure access to a wide range of users, including third country nationals.	<b>AM 21</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	22
(21) The Europass framework established by Decision No 2241/2004/EC should therefore be replaced by a new framework to address evolving needs.	<b>AM 22</b> (21) <i>With a view to developing objectives on a common terminology for the recognition of qualifications and systems of non-formal education and to addressing evolving needs and technological advances, without impinging upon the framework for coordination between national authorities, the Europass framework established by Decision No 2241/2004/EC should be replaced by a new and</i>	<i>deleted (+ moved, see line 31.2.)</i>	<i>deleted</i>	23

	<i>updated voluntary</i> framework.			
(22) EURES is a cooperative network responsible for exchanging information and facilitating interaction among job seekers and employers. It provides free assistance to jobseekers wishing to move to another country and assists employers wishing to recruit workers from other countries. Synergies and co-operation between Europass and EURES should be ensured to reinforce the impact of both services.	<b>AM 23</b> <i>deleted</i>	<i>deleted (+moved, see line 13)</i>	<i>deleted</i>	24
(23) CV template(s), including the established Europass CV, and Qualification Supplement template(s) should form part of the Framework. Templates should be made available online.	<b>AM 24</b> (23) CV template(s), including the established Europass CV, and Qualification Supplement template(s) should form part of the Framework. Templates should be <i>interactive, changeable, accessible by everyone</i> , made available online and adapted to the needs of end-users.	<i>deleted</i>	<i>deleted</i>	25
	<b>AM 25</b> (23a) CVs in Europass should be processed in an anonymised way in order to contribute to the prevention of discrimination on		<i>AM withdrawn</i>	25.1

	<i>the basis of racial or ethnic origin, gender, or age and to support the development of inclusive labour markets.</i>			
(24) The designation of National Skills Coordination Points as the main interface and beneficiary of Union funding will support simplified administration and reporting and can support a greater cooperation and coordination between national services, including the existing National Europass Centres, EQF National Coordination Points and the Euroguidance network without prejudice to national arrangements in terms of implementation and organisation.	<b>AM 26</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	26
(25) Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and	<i>[no change]</i>	<b>(26)</b> Directive 95/46/EC of the European Parliament and of the Council <sup>24</sup> , as well as the national implementing measures related thereto, and Regulation (EC) No 45/2001 of the European Parliament and of the Council <sup>25</sup>	<del><b>(26)</b> Directive 95/46/EC of the European Parliament and of the Council<sup>26</sup>, as well as the national implementing measures related thereto, and Regulation (EC) No 45/2001 of the European Parliament and of the Council<sup>27</sup></del>	27

<sup>24</sup> Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (OJ L 281, 23.11.1995, p. 31).

<sup>25</sup> Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data (OJ L 8, 12.1.2001, p. 1).

Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data, as well as the national implementing measures thereto, apply to the processing of personal data pursuant to this Decision.		apply to the processing of personal data pursuant to this Decision.	<del>apply to the processing of personal data pursuant to this Decision.</del>  <b><u>Relevant Union law on personal data protection and national implementing measures should apply to the processing of personal data that are stored and processed pursuant to this Decision. Users should have the possibility to restrict access to their personal data.</u></b>	
(26) Participation in the new framework should be open to acceding States, countries of the European Economic Area, potential candidate countries and candidate countries for accession to the Union, given their long-standing interest and cooperation with the Union in this field. Participation should be in accordance with the relevant provisions in the instruments governing relations between the Union and those countries.	<i>[no change]</i>	<b>(27)</b> Participation in the [...] framework should be open to <b>non-EU countries of the European Economic Area, the acceding States, the candidate States and potential candidate States</b> for accession to the Union, given their long-standing interest and cooperation with the Union in this field. Participation should be in accordance with the relevant provisions in the instruments governing relations between the Union and those	<b>(27)</b> Participation in the [...] framework should be open to <b>non-EU countries of the European Economic Area, the acceding States, the candidate States and potential candidate States</b> for accession to the Union, given their long-standing interest and cooperation with the Union in this field. Participation should be in accordance with the relevant provisions in the instruments governing relations between the Union and those	28

<sup>26</sup> — Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (OJ L 281, 23.11.1995, p. 31).

<sup>27</sup> — Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data (OJ L 8, 12.1.2001, p. 1).

Information on skills and qualifications provided through the Europass framework will come from a wider range of countries and education systems than those of participating countries and reflect migration movements from and to other parts of the world.		countries. Information on skills and qualifications provided through the Europass framework <b>should</b> come from a wider range of countries and education systems than those of participating countries and reflect migration movements from and to other parts of the world.	countries. Information on skills and qualifications provided through the Europass framework <b>should</b> come from a wider range of countries and education systems than those of participating countries and reflect migration movements from and to other parts of the world.	
	<b>AM 27</b> <i>(26a) The constructive collaboration between the Commission, Member States, employment services, guidance practitioners, education and training providers, the social partners such as trade unions and employers' associations, is paramount to the successful development and implementation of the Europass framework.</i>		<i>AM withdrawn</i>	28.1
(27) The Commission will guarantee a platform of cooperation with Member States and relevant stakeholders to ensure the overall coherence of implementation and monitoring of this Decision.	<b>AM 28</b> (27) The Commission <b>should ensure the coherent implementation</b> and monitoring of this Decision <b>through a Europass expert group composed of representatives of</b> Member States and relevant stakeholders. <b>The expert group should, in particular, advise on</b>	<b>(28) The Commission should ensure the coherent</b> implementation and monitoring of this Decision <b>through a Europass advisory group composed of representatives of the Member States and relevant stakeholders. The advisory group should, in</b>	<b>(28) The Commission should ensure the coherent</b> implementation and monitoring of this Decision <b>through a Europass advisory group composed of representatives of the Member States and relevant stakeholders. The advisory group should, in</b>	29

	<i>the development of web-based tools for documenting information on skills and qualifications and on information provided through the Europass online platform.</i>	particular, develop a strategic approach to the implementation and future development of Europass, and advise on the development of web-based tools, including through testing, and on information provided through the Europass online platform, in cooperation with other groups, where relevant.	particular, develop a strategic approach to the implementation and future development of Europass, and advise on the development of web-based tools, including through testing, and on information provided through the Europass online platform, in cooperation with other groups, where relevant.	
		(28a) Cofunding for the implementation of this Decision is provided, inter alia, by the EU programme for cooperation in education and training, as established by Regulation (EU) No 1288/2013 of the European Parliament and of the Council . The Commission should involve the programme committee in strategic discussion of progress on Europass implementation and on future developments.	(28a) Cofunding for the implementation of this Decision is provided, inter alia, by the EU programme for cooperation in education and training, as established by Regulation (EU) No 1288/2013 of the European Parliament and of the Council. <del>The Commission should involve the programme committee</del> <u>The committee created under that Regulation is involved in</u> strategic discussion of progress on Europass implementation and on future developments.	29.1
(28) Since the objective of this Decision, namely the establishment of a comprehensive and interoperable framework of	<b>AM 29</b> (28) Since the objective of this Decision, namely the establishment of a comprehensive, <i>effective</i> ,	(29) Since the objective of this Decision, namely the establishment of a comprehensive and interoperable framework of	(29) Since the objective of this Decision, namely the establishment of a comprehensive and interoperable framework of	30



tools, services and information for employment and learning purposes, cannot be sufficiently achieved by the Member States alone but can rather, by reason of the effects of the action, be better achieved at Union level, the Union may adopt implementing measures, while respecting the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve that objective.	interoperable and <i>user-friendly</i> framework of tools, <i>simplified and accessible</i> services and <i>clear</i> information for employment and learning purposes, cannot be sufficiently achieved by the Member States alone but can rather, by reason of the effects of the action, be better achieved at Union level, the Union may adopt implementing measures, while respecting the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve that objective.	tools [...] and information, <b>in particular</b> for <b>transnational</b> employment and learning <b>mobility</b> purposes, cannot be sufficiently achieved by the Member States [...] but can rather, by reason of the effects of the action, be better achieved at Union level, the Union may adopt [...] measures, <b>in accordance with</b> the principle of subsidiarity as set out in Article 5 of the Treaty <b>on European Union</b> . In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve that objective.	tools [...] and information, <b>in particular</b> for <b>transnational</b> employment and learning <b>mobility</b> purposes, cannot be sufficiently achieved by the Member States [...] but can rather, by reason of the effects of the action, be better achieved at Union level, the Union may adopt [...] measures, <b>in accordance with</b> the principle of subsidiarity as set out in Article 5 of the Treaty <b>on European Union</b> . In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve that objective.	
			<b><u>(29a) As a general principle, the obligations and administrative and financial burdens on the Member States should be balanced with regard to costs and benefits.</u></b>	30.1
(29) The activities carried out in the context of this Decision will be supported by the expertise of the Union agencies, in particular by the European Centre for the	<b>AM 30</b> (29) The activities carried out in the context of this Decision will be supported by the expertise of the Union agencies, <i>in their domain of competence</i> , in	<b>(30)</b> The activities carried out in the context of this Decision <b>should</b> be supported by the expertise of the Union agencies, in particular by the European	<b>(30)</b> The activities carried out in the context of this Decision <b>should</b> be supported by the expertise of the Union agencies, in particular by the European Centre for the Development of	31

Development of Vocational Training (Cedefop), in their domain of competence,	particular by the European Centre for the Development of Vocational Training (Cedefop), <b><i>in accordance with Council Regulation (EEC) No 337/75.</i></b>	Centre for the Development of Vocational Training (Cedefop), <b><i>within</i></b> their domains of competence.	Vocational Training (Cedefop), <b><i>within</i></b> their domains of competence <del><b><i>and in accordance with Regulation (EEC) No 337/75 of the Council</i></b></del> <sup>28</sup> .	
	<b>AM 31</b> <b><i>(29a) The Member States and the Union have committed to taking appropriate measures to ensure that persons with disabilities have equal access to the labour market and to information and communication technologies and systems.</i></b>		<b><i>AM withdrawn</i></b>	31.1
		<b>(31) Decision No 2241/2004/EC should therefore be repealed. Repeal should be without prejudice to the validity or status of previously issued Europass documents. In order to ensure a smooth transition to the Europass online platform, the Europass Internet-based information system established by Decision No 2241/2004/EC should continue to be operated until the Europass online platform is set up and becomes</b>	<b>Decision No 2241/2004/EC should therefore be repealed. Repeal should be without prejudice to the validity or status of previously issued Europass documents. <u>All established Europass document templates should be maintained within the new framework until such time as necessary changes or updates are made in accordance with this Decision.</u> In order to ensure a smooth transition to the Europass online platform, the Europass</b>	31.2

<sup>28</sup> **Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training (OJ L 039, 13.02.1975, p.1)**

		operational. (see line 23)	Internet-based information system established by Decision No 2241/2004/EC should continue to be operated until the Europass online platform is set up and becomes operational.	
HAVE ADOPTED THIS DECISION:	[no change]	[no change]	[no change]	32
<b>Article 1</b> <b>Subject matter and scope</b>	[no change]	[no change]	[no change]	33
1. This Decision establishes a European framework, comprising web-based tools, information and the development of open standards to support the transparency and understanding of skills and qualifications. The framework shall be known as 'Europass'.	<b>AM 32</b> 1. This Decision establishes a European framework, <b><i>known as 'Europass', which is founded on a voluntary personal portfolio of documents with the aim of making qualifications and competences transparent and interoperable within and between the Member States, Europass comprises accessible</i></b> web-based tools, information and the development of open standards to <b><i>better</i></b> support the transparency and understanding of skills and qualifications <b><i>between Member States acquired through formal, non-formal and informal learning and through practical</i></b>	1. This Decision establishes a European framework ('Europass') [...] to support the transparency and understanding of skills and qualifications <b>acquired in formal, non-formal and informal settings and through practical experiences, including mobility.</b>  (see line 66)	1. This Decision establishes a European framework ('Europass') [...] to support the transparency and understanding of skills and qualifications <b>acquired in formal, non-formal and informal settings, <u>including through practical experiences, mobility and volunteering.</u></b>	34

	<i>experiences, including mobility. Those web-based tools and that information are intended to help users better communicate and present their skills and qualifications.</i>			
2. Europass shall be managed by the Commission and supported by the National Skills Coordination Points.	<b>AM 33</b> 2. Europass shall be managed by the Commission and supported by the National <i><b>Europass Centres, in a way that respects the structures and administrative arrangements of Member States.</b></i>	<i>deleted</i>	<i>deleted</i>	35
		<b>2. Europass consists of web-based tools and relevant available information, including information to support the European dimension of guidance, provided through an online platform and supported by national services intended to help users to better communicate and present skills and qualifications.</b>	<b>2. Europass consists of web-based tools and relevant available information, including information to support the European dimension of guidance, provided through an online platform and supported by national services intended to help users to better communicate and present skills and qualifications <u>and to compare qualifications.</u></b>	35.1
		<b>3. Europass is targeted at: (i) individual end-users, such as learners, job seekers including the unemployed and workers,</b>	<b>3. Europass is targeted at: (i) individual end-users, such as learners, job seekers, <del>including the unemployed and workers</del></b>	35.2

		and (ii) relevant stakeholders, such as education and training providers, guidance practitioners, employers, public employment services, social partners, youth work organisations and policy makers.	<u>and volunteers, and</u> (ii) relevant stakeholders, such as education and training providers, guidance practitioners, employers, public employment services, social partners, youth work <del>organisations-providers, youth</del> <u>organisations</u> and policy makers.	
3. The use of Europass shall not impose any obligations or confer any rights other than those defined in this Decision.	<b>AM 34</b> 3. The use of Europass <i>is voluntary and</i> shall not impose any obligations or confer any rights other than those defined in this Decision.	4. The use of Europass <b>is voluntary and</b> shall not impose any obligations or confer any rights other than those defined in this Decision.	<b>Identical text.</b>	36
<b>Article 2</b> <b>Definitions</b>	[no change]	[no change]	[no change]	37
For the purposes of this Decision, the following definitions apply:	[no change]	[no change]	[no change]	38
(a) 'certificate supplement' means a document attached to a vocational certificate, in order to make it easier for third parties to understand the learning outcomes acquired by the holder of the qualification as well as the nature, level, context, content and status of the studies completed;	<b>AM 35</b> (a) 'certificate supplement' means a document attached to a vocational <b>education and training (VET) or professional</b> certificate, in order to make it easier for third parties to understand the learning outcomes acquired by the holder of the qualification as well as the	(a) 'certificate supplement' means a document attached to a vocational <b>education and training</b> certificate <b>issued by the competent authorities</b> , in order to make it easier for third <b>persons - particularly in another country</b> - to understand the learning outcomes acquired	(a) 'certificate supplement' means a document attached to a vocational <b>education and training (VET) or professional</b> certificate <b>issued by the competent authorities or bodies</b> , in order to make it easier for third <b>persons - particularly in another country</b> - to	39

	nature, level, context, content and status of the studies completed <b><i>and skills acquired</i></b> ;	by the holder of the qualification as well as the nature, level, context, content and status of the <b>education and training</b> completed;	understand the learning outcomes acquired by the holder of the qualification as well as the nature, level, context, content and status of the <b>education and training</b> completed <b><u>and skills acquired</u></b> ;	
(b) 'diploma supplement' means a document attached to a higher education diploma, in order to make it easier for third parties to understand the learning outcomes acquired by the holder of the qualification as well as the nature, level, context, content and status of the studies completed;	<i>[no change]</i>	(b) 'diploma supplement' means a document attached to a higher education diploma <b>issued by the competent authorities</b> , in order to make it easier for third <b>persons - particularly in another country</b> - to understand the learning outcomes acquired by the holder of the qualification as well as the nature, level, context, content and status of the <b>education and training</b> completed;	(b) 'diploma supplement' means a document attached to a higher education diploma <b>issued by the competent authorities or bodies</b> , in order to make it easier for third <b>persons - particularly in another country</b> - to understand the learning outcomes acquired by the holder of the qualification as well as the nature, level, context, content and status of the <b>education and training</b> completed <b><u>and skills acquired</u></b> ;	40
(c) 'Europass qualification supplement documents' means a set of documents, including the diploma supplement and certificate supplement, issued by the competent authorities referred to in Article 5;	<i>[no change]</i>	(c) 'Europass <b>supplements</b> ' means a set of documents, <b>such as</b> diploma supplements and certificate supplements, issued by the competent authorities [...];	(c) 'Europass <b>supplements</b> ' means a set of documents, <b>such as</b> diploma supplements and certificate supplements, issued by the competent authorities <b><u>or bodies</u></b> [...];	41
	<b>AM 36</b> <i>(ca) 'guidance' means a continuous process that enables individuals to identify their</i>	<b>(d) 'guidance' means a continuous process that enables individuals to identify their</b>	<b>(d) 'guidance' means a continuous process that enables individuals to identify their</b>	41.1

	<i>capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned or used;</i>	capacities, competences and interests, through a range of individual and collective activities to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used; the European dimension of guidance means co-operation and support at Union level to strengthen policies, systems and practices for guidance within the EU;	capacities, competences and interests, through a range of individual and collective activities to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used; the European dimension of guidance means co-operation and support at Union level to strengthen policies, systems and practices for guidance within the EU;	
(d) 'metadata' means data providing information about other data that is used in Europass documents;	<b>AM 37</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	42
(e) 'metadata schemata' means a description of metadata elements, their possible values, the obligation level of the values and the relationships between these metadata elements;	<b>AM 38</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	43
(f) 'occupation' means a grouping of jobs involving similar tasks and which require a similar skill set;	<b>AM 39</b> (f) 'occupation' means <i>a set</i> of jobs <i>with regard to which the main</i> tasks and <i>duties are</i>	<i>deleted</i>	<i>deleted</i>	44

	<i>characterised by a high degree of similarity;</i>			
(g) 'organisations' means employers, recruiters, education and training institutions, and other stakeholders with an interest in education, training and employment issues;	<b>AM 40</b> (g) 'organisations' means <i>the social partners</i> , recruiters, education and training institutions, and other stakeholders <i>such as chambers of commerce, non-formal education providers and civil society organisations</i> , with an interest in education, training and employment issues;	<i>deleted</i>	<i>deleted</i>	45
(h) 'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;	<b>AM 41</b> (h) 'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent authority <i>such as a national body designated by law as being responsible</i> , determines that an individual has achieved learning outcomes to given standards;	<i>[no change]</i>	(h) 'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent authority <b>or body</b> determines that an individual has achieved learning outcomes to given standards;	46
(i) 'semantic asset' means a collection of highly reusable metadata or reference data such as code lists, taxonomies, dictionaries or vocabularies which are used for system development;	<b>AM 42</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	47
		(f) 'skills' means broadly what a person knows, understands	(f) 'skills' means broadly what a person knows, understands	47.1



		<b>and can do;</b>	<b>and can do;</b>	
(j) 'skills assessment' means the process or method used to evaluate, measure and eventually describe the skills of individuals. This may include self-assessment or assessment certified by a third party;	<b>AM 43</b> (j) 'skills assessment' means the process or method used to evaluate, measure and eventually describe the skills of individuals <b><i>acquired through formal or non-formal settings</i></b> . This may include self-assessment or assessment certified by a third party;	<b>(g) 'assessment of skills'</b> means the process or method used to evaluate, measure and eventually describe the skills of individuals. This may include self-assessment or assessment certified by a third party <b>or both. Self-assessment means the process of systematic reflection by individuals on their skills through reference to an established description of skills. Use of Europass tools for assessment and self-assessment does not lead directly to formal recognition or issuance of qualifications;</b>	<b>(g) 'assessment of skills'</b> means the process or method used to evaluate, measure and eventually describe the skills of individuals <b><u>acquired through formal or non-formal settings</u></b> . This may include self-assessment or assessment certified by a third party <b>or both. Self-assessment means the process of systematic reflection by individuals on their skills through reference to an established description of skills. Use of Europass tools for assessment and self-assessment does not lead directly to formal recognition or issuance of qualifications;</b> <i>[moved to line 53]</i>	48
(k) 'standards' means recognized agreements on criteria or specifications of a product, service, process or method, including metadata schemata and semantic assets.	<b>AM 44</b> (k) 'standards' means recognized agreements on criteria or specifications of a product, service, process or method.	<i>deleted</i>	<i>deleted</i>	49
		<b>(h) 'skills intelligence' means any quantitative or qualitative analysis of supply and demand</b>	<b>(h) "skills intelligence" means any <u>available</u> quantitative or qualitative analysis of <u>supply</u></b>	49.1

		of skills in the labour market and of corresponding learning opportunities in the education and training system which can contribute to recruitment processes, the choice of education, training and career paths, as well as policy making;	<del>and demand of skills in</del> <b>aggregated data on skills from existing sources in relation to</b> the labour market and of corresponding learning opportunities in the education and training system which can contribute to <b>guidance and counselling</b> , recruitment processes, the choice of education, training and career paths;	
		(i) 'authentication services' means technical processes, such as electronic signatures and website authentication, which allow users to verify information, such as their identity, through the Europass system;	(i) 'authentication services' means technical processes, such as electronic signatures and website authentication, which allow users to verify information, such as their identity, through the Europass system;	49.2
		(j) 'technical interoperability' means the ability of information and communication technology systems (ICT) to interact to support the sharing of information, achieved through agreement by all parties and owners of the information;	(j) 'technical interoperability' means the ability of information and communication technology systems (ICT) to interact to support the sharing of information, achieved through agreement by all parties and owners of the information;	49.3
		(k) 'validation' means the process of confirmation by a	(k) 'validation' means the process of confirmation by a	49.4

		competent authority that an individual has acquired learning outcomes, including those acquired in non-formal and informal learning settings measured against a relevant standard. It consists of four distinct phases: identification, documentation, assessment and certification of the results of the assessment in the form of a full qualification, credits or a part qualification, as appropriate and in line with national circumstances;	competent authority that an individual has acquired learning outcomes, including those acquired in non-formal and informal learning settings measured against a relevant standard. It consists of four distinct phases: identification, documentation, assessment and certification of the results of the assessment in the form of a full qualification, credits or a part qualification, as appropriate and in line with national circumstances;	
		(l) 'open standards' means technical standards that have been developed in a collaborative process, and have been published for free use by any interested party;	(l) 'open standards' means technical standards that have been developed in a collaborative process, and have been published for free use by any interested party;	49.5
		(m) 'online platform' means a web-based application that provides information and services to end users and allows them to complete specific tasks online;	(m) 'online platform' means a web-based application that provides information and <u>tools</u> <del>services</del> to end users and allows them to complete specific tasks online;	49.6
		(n) 'personal data' means any information relating to an identified or identifiable natural person.	(n) 'personal data' means any information relating to an identified or identifiable natural person.	49.7
<i>Article 3</i>	<i>[no change]</i>	<i>Article 3</i>	<i>Article 3</i>	50

<i>Tools and information</i>		<i>Online platform</i>	<i>Online platform</i>	
1. Europass shall provide the following web-based tools:	<b>AM 45</b> 1. Europass shall provide the following web-based tools <i>and supplements in an accessible way:</i>	1. Europass shall provide, <b>through an online platform</b> , the following web-based tools:	1. Europass shall provide, <b>through an online platform</b> , the following web-based tools:	51
(a) tools for documenting personal information in a variety of formats, including curriculum vitae (CV) templates;	[no change]	(a) tools for documenting <b>and describing</b> personal information in a variety of formats, including curriculum vitae (CV) templates;	(a) tools for documenting <b>and describing</b> personal information in a variety of formats, including curriculum vitae (CV) templates;	52
	<b>AM 46</b> <i>(-a) tools for documenting and describing skills and qualifications acquired through working and learning experiences, including cross-border mobility;</i>	<b>(b) tools for documenting and describing skills and qualifications acquired through working and learning experiences, including through mobility;</b>	<b>(b) tools for documenting and describing skills and qualifications acquired through working and learning experiences, including through mobility and volunteering;</b>	52.1
(b) tools to (self-)assess individual skills, including through questionnaires, by reference to established descriptions of skills or through the integration of data from other existing EU self-assessment tools such as the Youthpass;	<b>AM 47</b> (b) tools to (self) assess individual skills, <i>in the broadest manner possible, through validated methods</i> , including through questionnaires, by reference to established descriptions of skills or through the integration of data from other existing <i>aligned and synchronised</i> EU self-assessment tools such as the Youthpass <i>and other recognised (self-)assessment tools, created</i>	<b>(c) tools for assessment of skills, including self-assessment tools;</b>	<b>(c) tools for assessment of skills, including self-assessment tools; use of Europass tools for assessment and self-assessment does not lead directly to formal recognition or issuance of qualifications;</b>	53

	<i>and used by youth organisations such as digital learning badges;</i>			
(c) Europass Qualification Supplement template(s), as referred to in Article 5;	<b>AM 48</b> (c) Europass <b><i>Diploma and Certificate Qualification Supplements</i></b> ;	(d) tools for documenting learning outcomes of qualifications, i.e. the Europass [...] supplement template(s), as referred to in Article 5;	(d) tools for documenting learning outcomes of qualifications, <u>including</u> the Europass [...] supplement template(s), as referred to in Article 5;	54
(d) tools as necessary to support the presentation and exchange of information by organisations.	<b>AM 49</b> (d) tools to support the presentation and exchange of information by organisations.	<i>deleted</i>	<i>deleted</i>	55
2. Europass shall provide information on the following:	<b>AM 50</b> 2. Europass <b><i>in cooperation with the Member States may</i></b> provide information on the following:	2. The Europass <b>online platform</b> shall provide <b>available information or links to available information</b> on the following <b>topics</b> :	2. The Europass <b>online platform</b> shall provide <b>available information or links to available information</b> on the following <b>topics</b> :	56
(a) learning opportunities available;	<i>[no change]</i>	(a) learning opportunities [...];	(a) learning opportunities [...];	57
	<b>AM 51</b> <b><i>(aa) qualifications and qualifications frameworks</i></b>	<b>(b) qualifications and/or qualifications frameworks;</b>	<b>b) qualifications and qualifications frameworks <u>or</u> systems;</b>	57.1
(b) opportunities to validate non-formal and informal learning;	<i>[no change]</i>	<i>[no change]</i>	c) <b><u>opportunities for validation of</u></b> non-formal and informal learning;	58
(c) recognition practices and decisions in different countries,	<b>AM 52</b> (c) recognition <b><i>laws</i></b> , practices and decisions in different	(d) recognition practices [...] in different countries, including	(d) recognition practices [...] <b><u>and relevant legislation</u></b> in different	59

including third countries, to help individuals and other stakeholders understand qualifications;	Member States, an in third countries, to help individuals and other stakeholders <i>compare</i> and understand qualifications;	third countries [...];	countries, including third countries [...];	
(d) services offering guidance for learning and career development;	<i>[no change]</i>	(e) services offering guidance for <b>transnational</b> learning <b>mobility</b> and career <b>management</b> ;	(e) services offering guidance for <b>transnational</b> learning <b>mobility</b> and career <b>management</b> ;	60
(e) analysis of trends in skills supply and demand and other types of skills intelligence including at geographical and sectoral level, using technological means such as big data analysis and web crawling;	<b>AM 53</b> <i>deleted</i>	(f) skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence;	(f) skills intelligence as produced by relevant Union-level activities and agencies within their domains of competence;	61
(f) any additional information on skills and qualifications that could be relevant to the particular needs of migrants arriving or residing in the Union to support their integration	<b>AM 54</b> (f) any additional information on skills and qualifications that could be relevant to the particular needs of <i>third-country nationals</i> arriving or residing in the Union, <i>by legal means</i> , to support their integration.	(g) [...] information on skills and qualifications that could be relevant to the particular needs of migrants arriving or residing in the Union to support their integration.	(g) [...] information on skills and qualifications that could be relevant to the particular needs of <b>third country nationals</b> arriving or residing in the Union to support their integration.	62
	<b>AM 55</b> <i>2 a. Europass shall provide information pursuant to paragraph 2 after consulting the Member States concerned.</i>		<i>AM withdrawn</i>	62.1
3. Europass shall support cooperation on the development, use and dissemination of open	<b>AM 56</b> 3. Europass shall support cooperation on the development, use and dissemination of open	<i>deleted</i>	<i>deleted</i>	63

standards, comprising metadata schemata and semantic assets, to facilitate more effective exchange of information on skills and qualifications at EU level and by Member States and third parties. The multilingual classification system ESCO (European Skills, Competences, Qualifications and Occupations) referred to in article 6 shall be used to support this work.	standards, <i><b>in order</b></i> to facilitate <i><b>a</b></i> more effective exchange of information on skills and qualifications at EU level and by Member States and third parties.			
<i><b>Article 4</b></i> <i><b>Main principles and features</b></i>	[no change]	<i><b>Article 4</b></i> <i><b>Main principles and features of</b></i> <i><b><u>Europass</u></b></i>	<i><b>Article 4</b></i> <i><b>Main principles and features</b></i> <i><b><u>...</u></b></i>	64
			<b><u>-1. The Europass online platform, web-based tools and their content and functionality shall be user-friendly and secure and be made available free-of-charge for all users.</u></b>	64.1
			<b><u>-1a. The Europass online platform, web-based tools and their content and functionality shall be accessible for persons with disabilities, in accordance with the accessibility requirements set in relevant Union legislation.</u></b>	64.2
	<b>AM 57</b>			65

1. The information and open standards offered through Europass shall be published, free of charge, for reuse by Member States and other stakeholders on a voluntary basis.	1. The information offered through Europass shall be published, free of charge, for reuse by Member States and other stakeholders on a voluntary basis.	1. <b>Europass web-based tools shall use open standards to be made available</b> free of charge, for reuse by Member States and other stakeholders on a voluntary basis.	1. <b>Europass web-based tools shall use open standards to be made available</b> free of charge, for reuse by Member States and other stakeholders on a voluntary basis.	
2. Europass shall seek to enhance transparency and understanding of learning acquired in formal, non-formal and informal settings and through practical experiences, including mobility.	<b>AM 58</b> 2. Europass shall seek to enhance transparency and understanding of learning acquired in formal, non-formal and informal settings and through practical experiences, including <i>long and short term mobility at all levels of education and volunteering. Assessment tools shall undergo a quality assurance process before being integrated in Europass.</i>	<i>deleted</i>  <i>+ moved to Article 1 "Subject matter and scope", see line 34</i>	<i>deleted</i>	66
3. Europass shall include tools to facilitate the understanding of skills through assessment by third parties and self-declaration by individuals.	<b>AM 59</b> 3. Europass shall include <i>coordinated and proven</i> tools to facilitate the understanding of skills through assessment by third parties and self-declaration by individuals.	<i>deleted</i>  <i>+ moved to Article 3 "Online platform", see line 53</i>	<i>deleted</i>	67
4. The European Qualifications Framework (EQF) shall be used as a supporting framework to provide information in Europass.	<b>AM 60</b> 4. The European Qualifications Framework (EQF) <i>may</i> be used as a supporting framework to provide information in Europass.	<b>2. Europass web-based tools shall refer to the EQF</b> in information on qualifications, descriptions of national education	<b>2. Europass web-based tools shall refer to the EQF</b> in information on qualifications, descriptions of national education	68



The EQF will be referred to in information on qualifications, descriptions of national education and training systems and other relevant topics.	The EQF will be referred to in information on qualifications, descriptions of national education and training systems and other relevant topics. <i>Any inconsistency between the frameworks proposed by the EQF and ESCO shall be resolved before the implementation of Europass.</i>	and training systems and other relevant topics, <b>as appropriate and in line with national circumstances.</b>	and training systems and other relevant topics, <b>as appropriate and in line with national circumstances.</b>	
5. Europass shall use the European Classification of Skills/Competences, Qualifications and Occupations (ESCO) established in Article 6 to ensure semantic interoperability between the tools for documentation and information. ESCO shall also provide a platform for interoperability with other relevant services such as those developed by the labour market.	<b>AM 61</b> 5. <i>Once fully tested and approved by the Member States, Europass may proceed with the effective development of the</i> European Classification of Skills/Competences, Qualifications and Occupations (ESCO) to ensure semantic interoperability between the tools for documentation and information. ESCO <i>may</i> also provide a platform for interoperability with other relevant services such as those developed by the labour market.	<i>deleted</i>	<i>deleted</i>	69
6. The Europass framework may include an option to store personal information by users, such as a personal profile.	<b>AM 62</b> 6. The Europass framework may include an option <i>for users</i> to store personal <b>data</b> such as a personal profile, <i>whilst ensuring privacy and data protection.</i>	<b>3.</b> The Europass <b>online platform</b> may include an option <b>for users</b> to store personal <b>data</b> such as a personal profile. <b>Union data protection law shall apply to</b>	<b>3.</b> The Europass <b>online platform</b> may include an option <b>for users</b> to store personal <b>data</b> such as a personal profile. <b>Union data protection law shall apply to</b>	70

		<p><b>the processing of such personal data. Users may choose from a number of options to restrict access to their data or to certain attributes.</b></p> <p><i>(See also lines 74.1 and 119)</i></p>	<p><b>the processing of such personal data. <u>A number of options to restrict access to their data or to certain attributes shall be made available to users.</u></b></p>	
7. Europass shall support authentication services for any digital documents or representations of information on skills and qualifications.	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	71
8. Europass web-based tools shall be delivered in the official languages of the European Union.	<p><b>AM 63</b></p> <p>8. Europass web-based tools shall be delivered in <b><i>all</i></b> official languages of the European Union, <b><i>shall be interoperable and secure, and shall be accessible to persons with disabilities.</i></b></p>	<i>[no change]</i>	<i>[no change]</i>	72
9. Europass shall be updated in line with technological advancements as well as changes in labour markets and in the provision of education and training.	<i>[no change]</i>	<p><b><i>deleted</i></b></p> <p><i>(see line 88)</i></p>	<b><i>deleted</i></b>	73
10. Europass shall be operated to support and ensure synergies with other instruments and services	<p><b>AM 64</b></p> <p>10. Europass shall be operated to support and ensure synergies with other instruments and</p>	<p><b>6. Europass web-based tools</b> shall be operated to support and ensure <b>technical</b></p>	<p><b>6. Europass web-based tools</b> shall be operated to support and ensure <b>technical</b></p>	74

offered at Union level and national level. The development of open metadata schemata shall be compatible with the technical standards applied under Regulation (EU) 2016/589.	services offered at Union level and national level.	<b>interoperability and</b> synergies with other <b>relevant</b> instruments and services offered at Union and, <b>where appropriate</b> , national levels.	<b>interoperability and</b> synergies with other <b>relevant</b> instruments and services offered at Union and, <b>where appropriate</b> , national levels.	
	<b>AM 65</b> <i>10a. Europass shall ensure the protection of the data of its users at all times. The user shall decide what information is visible and searchable for employers and users.</i>	(see line 70)	<i>AM withdrawn</i>	74.1
<i>Article 5 Europass Qualification Supplement(s)</i>	[no change]	<i>Article 5 Europass Supplements</i>	<i>Article 5 Europass Supplements</i>	75
1. Europass Qualification Supplement(s) shall be issued by the competent national authorities in accordance with templates developed by the European Commission and other stakeholders <sup>29</sup> such as the Council of Europe and UNESCO.	<b>AM 66</b> 1. Europass Qualification Supplement(s) shall be issued by the competent national authorities <i>or recognised professional associations and bodies</i> , in accordance with templates developed by the European Commission and other stakeholders <sup>32</sup> such as the Council of Europe and UNESCO, <i>insofar as they are consistent. Any changes in this field should take into account,</i>	1. Europass <b>supplements</b> shall be issued by the competent [...] authorities in accordance with templates. <b>In particular, the order of each item in the templates shall be respected, to ensure ease of understanding and provision of complete information.</b>  (see line 76.1)	1. Europass <b>supplements</b> shall be issued by the competent [...] authorities <b><u>and-or bodies</u></b> in accordance with templates. <b>In particular, the order of each item in the templates shall be respected, to ensure ease of understanding and provision of complete information.</b>	76

<sup>29</sup> Current supplements are the Certificate Supplement and the Diploma Supplement.

	<i>refer to, and be in line with the results of the work of Bologna Follow Up Group's Advisory Group on Revision of Diploma Supplement.</i>			
		2. The templates referred to in paragraph 1 shall be developed and, when appropriate, revised by the Commission, in close cooperation and consultation with the Member States and other stakeholders such as the Council of Europe and the United Nations Educational, Scientific and Cultural Organisation to ensure relevance and usability of the supplements.	2. The templates referred to in paragraph 1 shall be developed and, when <u>necessary</u> , revised by the Commission, in close cooperation and consultation with the Member States and other stakeholders such as the Council of Europe and the United Nations Educational, Scientific and Cultural Organisation to ensure relevance and usability of the supplements.	76.1
		<u>3. All Europass supplements issued by competent authorities shall be issued free of charge and, where possible, in electronic form. (see line 82)</u>	<u>3. All Europass supplements issued by competent authorities or bodies shall be issued free of charge and, where possible, in electronic form. Those supplements shall be issued in the national language and, where possible, in another European language.</u>	76.2
		4. Europass supplements shall not replace original qualification diplomas or certificates and shall not give any entitlement to formal	4. Europass supplements shall not replace original qualification diplomas or certificates and shall not give any <del>automatic</del> entitlement to	76.3

		<b>recognition of the original diploma or certificate by authorities of other countries.</b>	<b>formal recognition of the original diploma or certificate by <u>competent</u> authorities <u>or</u> <u>bodies</u> of other countries.</b>	
2. Europass Qualification Supplement templates shall be:	<i>[no change]</i>	<i>deleted</i>	<i>deleted</i>	77
(a) adhered to by the relevant national authorities when completing and issuing the supplements. In particular, the order of each item should be adhered to and each field must be completed to ensure ease of understanding and provision of complete information;	<b>AM 67</b> (a) adhered to by the relevant national authorities <i>and recognised professional associations and bodies</i> when completing and issuing the supplements. In particular, the order of each item should be adhered to and each field must be completed to ensure ease of understanding and provision of complete information;	<i>deleted</i>  + <i>moved, see line 76</i>	<i>deleted</i>	78
(b) made available through the Europass web tools;	<i>[no change]</i>	<i>deleted (see line 54)</i>	<i>deleted</i>	79
(c) provided in the official languages of the European Union;	<i>[no change]</i>	<i>deleted</i>	<i>deleted</i>	80
(d) subject to regular revisions to ensure relevance and usability of the supplements.	<b>AM 68</b> (d) subject to regular revisions, <i>which shall include user satisfaction surveys, recommendations from the National Europass Centres and expert working groups, in order</i> to ensure relevance and usability of the supplements.	<i>deleted (see 76.1, 88.3)</i>	<i>deleted</i>	81
	<b>AM 69</b>			82

3. All Europass Qualification Supplement documents issued by authorised bodies shall be issued automatically and free of charge in electronic form, in the national language and/or in a major European language, in accordance with the procedures agreed between the issuing bodies and the National Skills Coordination Points referred to in Article 8 and in conformity with any procedures agreed between the European Commission and stakeholders.	3. All Europass Qualification Supplement documents issued by authorised bodies shall be issued automatically and free of charge in electronic form, in the national language and/or in a major European language, in accordance with the procedures agreed between the issuing bodies and the <b>National Europass Centres</b> as referred to in Article 8 and in conformity with procedures agreed between the Commission and stakeholders.	<i>deleted</i>  (+ <i>partly moved, see 76.2</i> )	<i>deleted</i>	
<b>Article 6</b> <b>Classification of European Skills, Competences, Qualifications and Occupations (ESCO)</b>	<b>AMD 70</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	83
1. The Commission shall manage a multilingual classification of concepts that are relevant for the EU labour market and education and training system known as the classification of European Skills, Competences, Qualifications and Occupations (ESCO).	<i>deleted</i>	<i>deleted</i>	<i>deleted</i>	84
2. The ESCO classification shall directly support the functioning of Europass by providing a common	<i>deleted</i>	<i>deleted</i>	<i>deleted</i>	85

reference language for exchanging information and documents on skills and qualifications and for the purpose of job searching, job matching, searching for education and training opportunities and providing learning and career guidance.				
<b>Article 7</b> <b>Implementation and monitoring</b>	<i>[no change]</i>	<b>Article 6</b> <b>The Commission's role</b>	<b>Article 6</b> <b>The Commission's <del>role</del> tasks</b>	86
1. The Commission shall, in cooperation with the Member States:	<b>AM 71</b> 1. The Commission shall, <i>after consulting and</i> in cooperation with the Member States, <i>while fully respecting the responsibility of the Member States for education and training policy:</i>	1. The Commission shall <b>manage the Europass online platform. In this regard the Commission shall:</b>	1. The Commission shall <b>manage the Europass online platform. In this regard the Commission shall:</b>	87
		(a) ensure the availability and quality of Union-level information or links to such available information as referred to in Article 3.2;	(a) ensure the availability and quality of Union-level information or links to such available information as referred to in Article 3.2;	87.1
(a) develop web-based tools for the operation of Europass;	<b>AM 72</b> (a) develop <i>interoperable, user-friendly, and secure</i> web-based tools <i>which are easily-accessible to all users</i> , for the operation of Europass; <i>The Europass documents referred to in Article 2 of Decision No 2241/2004/EC shall be incorporated into the</i>	(b) develop, test and, when necessary, update the Europass online platform, including open standards, in line with technological advancements as well as changes in labour markets and in the provision of education and training;	(b) develop, test and, when necessary, update the Europass online platform, including open standards, in line with <u>user needs and</u> technological advancements as well as changes in labour markets and in the provision of education and training;	88

	<i>Europass framework established by this Decision.</i>			
	AM 73 (aa) keep up to date with and incorporate the latest knowledge on websites and mobile applications that can improve the accessibility of Europass for older people and persons with disabilities;		<u>(ba) keep up to date with and incorporate, where relevant, the latest technological developments that can improve the accessibility of Europass for older persons and persons with disabilities;</u>	88.1
		(c) ensure that any development and updating of the Europass online platform, including open standards is done in line with user needs and demonstrates clear added value;	(c) ensure that any development and updating of the Europass online platform, including open standards, <u>supports consistency of information</u> and demonstrates clear added value;	88.2
			<u>(d) ensure that any web-based tools, in particular tools for assessment and self-assessment, are fully tested and quality-assured;</u>	88.3
		(d) ensure the quality and monitor the effectiveness of Europass online platform including web-based tools in line with user needs.	e) ensure the quality and monitor the effectiveness of Europass online platform including web-based tools in line with user needs.	88.4
(b) ensure that adequate promotion and information	AM 74 (b) ensure that adequate <i>and effective</i> promotion,	<i>deleted</i> (moved, see line 101.1)	<i>deleted</i>	89



activities are carried out at Union and national level in order to reach relevant users and stakeholders;	<b>information</b> , and <b>guidance</b> activities are carried out at Union and national level in order to reach relevant users, <b>including persons with disabilities</b> , and stakeholders;			
(c) regularly update Europass;	<i>[no change]</i>	<b>deleted</b> <i>(see line 88)</i>	<b>deleted</b>	90
(d) regularly update the ESCO classification, in close cooperation with Member States and with stakeholders, such as social partners, professional associations, education and training institutes, research institutes, statistics institutes and employment services.	<b>AM 75</b> <b>deleted</b>	<b>deleted</b>	<b>deleted</b>	91
2. The Commission and the Member States shall work to ensure that all relevant stakeholders, at Union and national level, are involved in the implementation of this Decision.	<i>[no change]</i>	<b>deleted</b> <i>(see lines 93.3 and 115)</i>	<b>deleted</b>	92
3. The Commission, in cooperation with Member States shall, in particular:	<i>[no change]</i>	<b>2. The Commission shall ensure the effective implementation of this Decision. In this regard the Commission shall:</b>	<b>2. The Commission shall ensure the effective implementation of this Decision. In this regard the Commission shall:</b>	93
		<b>(a) ensure the active participation and involvement of Member States in strategic planning, including setting and</b>	<b>(a) ensure the active participation and involvement of Member States in strategic planning, including setting and</b>	93.1

		steering strategic objectives, quality assurance and financing, and take due regard of their positions;	steering strategic objectives, quality assurance and financing, and take due regard of their positions;	
		(b) ensure the active participation and involvement of Member States in the development, testing, updating and evaluation of the Europass online platform, including open standards, and take due regard of their positions;	(b) ensure the active participation and involvement of Member States in the development, testing, updating and evaluation of the Europass online platform, including open standards, and take due regard of their positions;	93.2
		(c) ensure that relevant stakeholders, at Union level, are involved in the implementation and evaluation of this Decision;	(c) ensure that, <u>at Union level</u> , relevant stakeholders are involved in the implementation and evaluation of this Decision;	93.3
(a) promote and monitor the effectiveness of Europass web-based tools and update and develop Europass services in line with user needs;	<b>AM 76</b> (a) promote and monitor the effectiveness of Europass <i>interoperable, easily accessible to all, user-friendly and secure</i> web-based tools, <i>including their accessibility for persons with disabilities</i> , and update and develop Europass services in line with user needs;	<i>deleted</i>  (see line 88.4)	<i>deleted</i>	94
(b) monitor the effectiveness of support for development of open standards, metadata schemata and semantic assets for	<b>AM 77</b> (b) monitor the effectiveness of support for development of open standards;	<i>deleted (see line 93.2)</i>	<i>deleted</i>	95

interoperability;				
(c) support the implementation of article 14 of the Regulation (EU) 2016/589 in relation to the ESCO classification, and support the continuous update of ESCO;	<b>AM 78</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	96
(d) support the development of skills intelligence, including anticipation and forecasting;	<i>[no change]</i>	<i>deleted (see line 61)</i>	<i>deleted</i>	97
(e) support the exchange of information on recognition practices and decisions;	<b>AM 79</b> (e) support the exchange of information on <b><i>comparability</i></b> <b><i>and</i></b> recognition practices and decisions;	<i>deleted (see line 59)</i>	<i>deleted</i>	98
(f) support the development of guidance policy and guidance services;	<b>AM 80</b> (f) support the development of guidance policy and guidance services, <b><i>including through face-to-face contact with individuals;</i></b>	<i>deleted</i>  <i>(see lines 101.1 and 111)</i>	<i>deleted</i>	99
(g) monitor the activities of the National Skills Coordination Points, the consistency of information they provide for the analysis of trends in skills supply and demand, and the information provided on learning opportunities to the relevant portal at Union level;	<b>AM 81</b> (g) monitor the activities of the <b><i>National Europass Centres and</i></b> the consistency of information they provide for the analysis of trends in skills supply and demand, and the information provided on learning opportunities to the relevant portal at Union level;	<i>deleted</i>	<i>deleted</i>	100
	<b>AM 82</b>			101

(h) set up peer reviews and best practice exchanges between Member States.	(h) set up best practice exchanges between Member States.	<b>(d)</b> set up peer <b>learning activities</b> and best practice exchanges between Member States <b>and, where appropriate, facilitate peer counselling at the request of the Member States;</b>	<b>(d)</b> set up peer <b>learning activities</b> and best practice exchanges between Member States <b>and, where appropriate, facilitate peer counselling at the request of the Member States;</b>	
		<b>(e) ensure that adequate promotion, guidance and information activities are carried out at Union level in order to reach relevant users and stakeholders;</b>	<b>(e) ensure that <u>effective and</u> adequate promotion, guidance and information activities are carried out at Union level in order to reach relevant users and stakeholders, <u>including persons with disabilities</u>;</b>	101.1
4. The Commission shall report on progress following the adoption of this Decision, as appropriate, in the context of relevant education/training and employment policy frameworks.	<i>[no change]</i>	<i>deleted</i>  + <i>moved to Article 9 "Monitoring and evaluation", see line 120.1.</i>	<i>deleted</i>	102
<b>Article 8</b> <b>Member States' role</b>	<i>[no change]</i>	<b>Article 7</b> <b>Member States' role</b>	<b>Article 7</b> <b>Member States' <del>role</del> tasks</b>	103
1. Each Member State shall be responsible for the implementation of this Decision at national level. To this end, Member States shall:	<i>[no change]</i>	1. Each Member State shall be responsible for the implementation of this Decision at national level <b>through the relevant national services and without prejudice to national arrangements in terms of implementation and organisation. In this regard they shall:</b>	1. Each Member State shall be responsible for the implementation of this Decision at national level <b>through the relevant national services and without prejudice to national arrangements in terms of implementation and organisation. In this regard they shall:</b>	104
	<b>AM 83</b>			105

(a) designate and manage, in accordance with national circumstances, a National Skills Coordination Point, to support coordination and cooperation among the national services referred to in this Decision;	(a) designate and manage, in accordance with national circumstances, a National <b>Europass Centre</b> , to support coordination and cooperation <b>both between specific activities and between</b> the national services referred to in this Decision;	<i>deleted</i>	<i>deleted</i>	
(b) ensure, through the National Skills Coordination Point, the timely and effective provision of data and information available at national level for the updating of the Europass framework;	<b>AM 84</b> (b) ensure, through the National <b>Europass Centre</b> , the timely and effective provision of data and information available at national level for the updating of the Europass framework;	<i>deleted</i>	<i>deleted</i>	106
(c) provide Europass users with access to the relevant information or data available within the Member State, in particular access to information on learning opportunities, qualifications and qualification systems and to semantic assets on national level;	<b>AM 85</b> (c) provide Europass users, <b>in a simple, effective and cost-efficient way</b> with access to the relevant information or data available within the Member State, in particular access to information on learning <b>and validation</b> opportunities, qualifications and qualification systems and to semantic assets on national level;	<i>deleted</i> <i>(see line 111.1)</i>	<i>deleted</i>	107
(d) provide an evidence base to support evaluation as described in article 10 of this Decision, in particular data on actual use of	<i>[no change]</i>	<i>deleted</i> <i>(see line 122)</i>	<i>deleted</i>	108

tools and user satisfaction.				
	<b>AM 86</b> <i>(da) ensure the visibility and promotion at national level of Europass through education and training bodies and other stakeholders in the area of education, training and employment;</i>		<i>deleted</i>	108.1
2. Each National Skills Coordination Point shall:	<b>AMD 87</b> 2. Each National <i>Europass Centre</i> shall:	<i>deleted</i>	<i>deleted</i>	109
(a) coordinate, in cooperation with the relevant national bodies, the activities related to the implementation of Europass tools and services at national level;	<i>[no change]</i>	(a) coordinate [...] the activities related to the implementation of Europass <b>web-based</b> tools [...];	(a) coordinate [...] the activities related to the implementation of Europass <b>web-based</b> tools [...];	110
		<b>(b) promote the awareness and use of Europass;</b>	<b>(b) promote the use and strengthen the awareness and visibility, awareness and use of Europass;</b>	110.1
(b) promote and provide information on guidance for learning and career purposes and make information on learning opportunities publicly available at national level and in the Union web-based tool;	<b>AM 88</b> (b) promote and provide information on guidance for learning and career purposes, <i>where appropriate</i> ;	<b>(c) promote and provide information on services offering guidance for transnational learning mobility and career management [...];</b>	<b>(c) promote and provide information on services offering guidance for transnational learning mobility and career management, including individual guidance services, where appropriate [...];</b>	111
		<b>(d) make information on learning opportunities, qualifications and</b>	<b>(d) make information on learning opportunities, qualifications and</b>	111.1

		<b>recognition practices available in the Europass online platform including through links to relevant national level and in the Union web-based websites;</b>	<b>recognition practices available in the Europass online platform including through links to relevant national level and in the Union web-based websites;</b>	
(c) monitor the collection and dissemination of evidence based and real-time information on skills at national and regional level;	<b>AM 89</b> <i>deleted</i>	<i>deleted</i>	<i>deleted</i>	112
(d) support the transparent referencing of levels of qualifications within national qualifications frameworks to the EQF, provide information on the EQF to national stakeholders and communicate the results of the referencing process and on qualifications to the Union web-based tool;	<i>[no change]</i>	<i>deleted</i>	<i>deleted</i>	113
(e) support cooperation at national level among public and private stakeholders on skills related issues in economic sectors;	<i>[no change]</i>	<i>deleted</i>	<i>deleted</i>	114
(f) involve all relevant stakeholders in the activities under their responsibility;	<i>[no change]</i>	(f) involve [...] relevant stakeholders in the activities under their responsibility;	(f) involve [...] stakeholders <b>from all relevant sectors, and promote cooperation among public and private stakeholders,</b> in the activities under their responsibility;	115
(g) implement or support any	<i>[no change]</i>	<i>deleted</i>	<i>deleted</i>	116

other activities as agreed by the Commission and Member States at EU level.				
		<b>2. The provision of information to the Europass online platform under Article 3.2 shall not create any additional obligations for the Member States.</b>	<b>2. The provision of information to the Europass online platform under Article 3.2 shall not create any additional obligations for the Member States.</b>	116.1
3. The National Skills Coordination Points shall be the beneficiary of Union financing awarded for the implementation of this Decision.	<b>AM 90</b> 3. The National <b><i>Europass Centres</i></b> shall be the beneficiary of Union financing awarded for the implementation of this Decision.	<i>deleted</i>	<i>deleted</i>	117
<b><i>Article 9</i></b> <b><i>Data processing and protection</i></b>	<i>[no change]</i>	<b><i>Article 8</i></b> <b><i>Data processing and protection</i></b>	<b><i>Article 8</i></b> <b><i>Data processing and protection</i></b>	118
The measures provided for in this Decision shall be carried out in accordance with EU law on protection of personal data, in particular Directive 95/46/EC and Regulation (EC) No 45/2001 <sup>30</sup> .	<b>AM 91</b> The measures provided for in this Decision shall be carried out in accordance with EU law on protection of personal data, in particular Directive 95/46/EC <sup>33</sup> and Regulation (EC) No 45/2001. <b><i>Personal data shall be protected</i></b>	The measures provided for in this Decision shall be carried out in accordance with <b>Union</b> law on protection of personal data, in particular Directive 95/46/EC and Regulation (EC) No 45/2001 <b>of the European Parliament and of the Council</b> <sup>31</sup> .	The measures provided for in this Decision shall be carried out in accordance with <b>Union</b> law on protection of personal data, in particular Directive 95/46/EC and Regulation (EC) No 45/2001 <b>of the European Parliament and of the Council</b> <sup>32</sup> .	119

<sup>30</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (OJ L 119, 4.5.2016, p. 1).

<sup>31</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (OJ L 119, 4.5.2016, p. 1).



	<i>in accordance with the highest standards. Personal data remains in the authority of the data subject, who is able to rectify or delete the data. Where personal data is processed for the purpose of Europass, it shall be rendered anonymous.</i>	(see lines 70 and 74.1)		
<b>Article 10 Evaluation</b>	[no change]	<b>Article 9 <u>Monitoring and evaluation</u></b>	<b>Article 9 <u>Monitoring and evaluation</u></b>	120
		<b>1. The Commission shall report on progress and expected future developments following the adoption of this Decision, as appropriate, in the context of relevant education, training and employment policy frameworks.</b>	<b>1. The Commission shall report on progress and expected future developments following the adoption of this Decision, as appropriate, in the context of relevant education, training and employment policy frameworks.</b>	120.1
1. Within five years of the entry into force of this Decision, and then every five years thereafter, the Commission shall submit to the European Parliament and the Council an evaluation report on the implementation of this Decision.	[no change]	2. By ... [five years from the entry into force of this Decision,], and [...] every five years thereafter, the Commission shall submit to the European Parliament and <b>to</b> the Council an evaluation report on the implementation <b>and impact</b> of this Decision.	2. By ... [five years from the entry into force of this Decision,], and [...] every five years thereafter, the Commission shall submit to the European Parliament and <b>to</b> the Council an evaluation report on the implementation <b>and impact</b> of this Decision.	121
2. The evaluation shall be carried	[no change]	2. The evaluation shall be carried	2. The evaluation shall be carried	122

<sup>32</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (OJ L 119, 4.5.2016, p. 1).

out by an independent body based on qualitative and quantitative indicators to be agreed by the Commission and the Member States.		out by an independent body based on qualitative and quantitative indicators <b>developed</b> by the Commission <b>in consultation with</b> the Member States.	out by an independent body based on qualitative and quantitative indicators <b>developed</b> by the Commission <b>in consultation with</b> the Member States.	
<b>Article 11</b> <b>Participating countries</b>	<i>[no change]</i>	<b>Article 10</b> <b>Participating countries</b>	<b>Article 10</b> <b>Participating countries</b>	123
1. Participation in the activities referred to in this Decision shall be open to Acceding States and to non-EU countries of the European Economic Area in accordance with the conditions laid down in the EEA Agreement.	<i>[no change]</i>	1. Participation in the activities referred to in this Decision shall be open to [...] non-EU countries of the European Economic Area in accordance with the conditions laid down in the Agreement <b>on the European Economic Area.</b>	1. Participation in the activities referred to in this Decision shall be open to [...] non-EU countries of the European Economic Area in accordance with the conditions laid down in the Agreement <b>on the European Economic Area.</b>	124
2. Participation shall also be open to the candidate countries for accession to the Union and potential candidate countries in accordance with their European Agreements.	<i>[no change]</i>	2. Participation shall also be open to the <b>acceding States, the</b> candidate <b>States</b> for accession to the Union and potential candidate <b>States</b> in accordance with their agreements concluded with the Union.	2. Participation shall also be open to the <b>acceding States, the</b> candidate <b>States</b> for accession to the Union and potential candidate <b>States</b> in accordance with their agreements concluded with the Union.	125
<b>Article 12</b> <b>Financial provisions</b>	<i>[no change]</i>	<b>Article 11</b> <b>Financial provisions</b>	<b>Article 11</b> <b>Financial provisions</b>	126
The implementation of this Decision shall be co-financed through Union programmes. Annual appropriations shall be authorised by the European Parliament and the Council within the limits of the financial	<b>AM 92</b> <b><i>This</i></b> Decision shall be <b><i>implemented by the provision of multi-annual operation grants to the National Europass Centres. The Commission shall provide a five-year forecast containing the estimated</i></b>	The implementation of this Decision <b>at national level</b> shall be co-financed through Union programmes. <b>The</b> annual appropriations shall be authorised by the European Parliament and the Council within the limits of	The implementation of this Decision <b>at national level</b> shall be co-financed through Union programmes. <b>The</b> annual appropriations shall be authorised by the European Parliament and the Council within the limits of	127

framework.	<b><i>financial implications for the Member States.</i></b>	the <b>multiannual</b> financial framework.	the <b>multiannual</b> financial framework.	
<b><i>Article 13 Repeal</i></b>	<i>[no change]</i>	<b><i>Article 12 Repeal <u>and transitional provisions</u></i></b>	<b><i>Article 12 Repeal <u>and transitional provisions</u></i></b>	128
Decision No. 2241/2004/EC is repealed.	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	129
		<b>2. The Europass Internet-based information system established by Decision No 2241/2004/EC shall continue to be operated until such time as the Europass online platform established by this Decision is set up and becomes operational.</b>	<b>2. The Europass Internet-based information system established by Decision No 2241/2004/EC shall continue to be operated until such time as the Europass online platform established by this Decision is set up and becomes operational.</b>	129.1
<b><i>Article 14 Entry into force</i></b>	<i>[no change]</i>	<b><i>Article 13 Entry into force</i></b>	<b><i>Article 13 Entry into force</i></b>	130
This Decision shall enter into force on the twentieth day following that of its publication in the Official Journal of the European Union.	<i>[no change]</i>	<i>[no change]</i>	<i>[no change]</i>	131