



europass

# VISIBILITY AND USE OF EUROPASS DOCUMENTS IN LATVIA

## Study Report

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The opinions expressed are those of the author(s) only and should not be considered as representative of the European Commission's official position.

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## List of Abbreviations

|         |   |
|---------|---|
| AIC     | Academic Information Centre                                 |
| AIPY    | Agency for International Programs for Youth                 |
| Cedefop | European Centre for the Development of Vocational Training  |
| CoM     | Cabinet of Ministers  |
| CVET    | Centre for Vocational Education and Training                |
| EC      | European Commission   |
| ECL     | Employers' Confederation of Latvia                          |
| ESCO    | European Skills/Competences, Qualifications and Occupations |
| ESF     | European Social Fund  |
| EU      | European Union  |
| GEIs    | General education institutions                              |
| HEIs    | Higher education institutions                               |
| JVLMA   | Jāzeps Vītols Latvian Academy of Music                      |
| MoES    | Ministry of Education and Science                           |
| NCE     | National Centre for Education                               |
| NEC     | National Europass Centre                                    |
| RSU     | Riga Stradiņš University                                    |
| SEA     | State Employment Agency                                     |
| SEDA    | State Education Development Agency                          |
| SEQS    | State Education Quality Service                             |
| VEIs    | Vocational education institutions                           |

## Introduction

As of 2020, the Europass initiative enters into a new stage, following the Decision of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass).<sup>1</sup> The main objective of Europass remains to facilitate mobility of European Union citizens for learning, work and internship purposes, thus allowing them to present their knowledge, skills and competences in a transparent manner. However, the approach to the use of documents is changing, and new tools are being introduced to bring the framework of Europass documents in line with the changes in the labour market and technological developments. In July 2020, the European Commission is expected to launch a new Europass online platform, which would comprise tools and all Europass documents. In the light of globalisation and mobility of citizens, the new platform would allow them to create an e-Portfolio to document their qualifications, knowledge and skills, as well as their work experience gathered in the course of every stage of their life, which can be used to search further education and career pathways at an international level.

While making the transition to the new platform, it is important to evaluate the benefits and challenges in the previous years. Europass as a single set of documents was introduced in European Union countries and its cooperating states in 2004, by the Decision of the European Parliament and of the Council.<sup>2</sup> Europass is available in 29 European languages.

The Europass document framework aims at:

- Helping the people to present their skills and qualification in an understandable manner to seek for a job or learning opportunities.
- Helping the employers understand the skills and qualification of the workforce.
- Helping the education and training institutions determine the content of a curriculum and provide information about it.

Therefore, in 2019, the National Europass Centre of the Academic Information Centre conducted a study “Visibility and Use of Europass Documents in Latvia”, analysing the implementation of the decision of 15 December 2004 in Latvia. The study addresses the introduction and visibility of Europass documents from 2005 until October 2019. The outcomes of the study will be used to enhance further operation of the National Europass Centre in line with the interests of the stakeholders.

The study **aims** at evaluating the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement) and the online services, including the Cover letter, European Language Passport.

**Objectives** of the study:

1. To analyse different sources (other studies, laws and regulations, websites, databases) to clarify the role of Europass in education and labour market.
2. To analyse the available statistics (national Europass website and social networks, Europass online editor, etc.) to assess the dynamics of the use of Europass documents and tools.
3. To draw up survey questionnaires and conduct online surveys among different target groups (career guidance practitioners, learners, holders of the Europass Mobility document, international project coordinators, employers) to analyse the visibility and use of Europass documents.
4. To conduct unstructured interviews (among the representatives of educational and public administration institutions) to further analyse the examples of best practice with regard to the use of Europass documents.
5. To collect data and draw conclusions on the visibility and use of Europass documents, as well as to put forward recommendations for further actions by the stakeholders at various levels.

Several data collection methods, including the content analysis of several sources of information, online surveys, telephone interviews and unstructured interviews were used. The employer survey was conducted, using the services of the company SIA “Factum Interactive”, subject to previous coordination

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<sup>1</sup> Decision (EU) 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No. 2241/2004/EC. See: <https://eur-lex.europa.eu/legal-content/LV/TXT/PDF/?uri=CELEX:32018D0646&from=en>.

<sup>2</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). See: <https://eur-lex.europa.eu/legal-content/LV/TXT/?uri=celex:32004D2241>.

of the content of the survey questionnaire. The comparison of the data on the visibility of Europass documents in the framework of the study was based on the data contained in the study report “Visibility of Europass Documents Among the Potential Users” of 2011, conducted by a research company at the request of the Latvian NEC. Although the comparison of both data resulting from the study is relative, as each target population is different, it generally suggests that the public awareness of Europass documents tends to increase over time.

The following sources were used for the collection of statistical data: national Europass website ([www.europass.lv](http://www.europass.lv)), Europass portal ([europass.cedefop.europa.eu](http://europass.cedefop.europa.eu)) and the Register of Europass Mobility Documents of the NEC of Latvia.

The survey questionnaires were drawn up for and disseminated among different target groups: career counsellors, young adults – learners, holders of the Europass Mobility document, international project coordinators at education institutions and other organisations or companies, employers and representatives of the administrative staff of vocational education institutions. For career counsellors, five separate surveys with single content with due regard to their workplace and customers were drawn up. A total of 1374 respondents, including 178 career counsellors (34 respondents from different organisations or companies, 21 respondents from the State Employment Agency, 95 from general education institutions, 16 from vocational education institutions and 12 from higher education institutions), 865 young adults – learners (298 pupils from general education institutions, 393 learners from vocational education institutions and 174 students from higher education institutions), 94 holders of the Europass Mobility document, 71 international project coordinators at educational institutions and other organisations or companies, 115 employers and 51 representatives of the administrative staff of vocational education institutions participated in the survey.

The representatives of Riga Stradiņš University (RSU), Jāzeps Vītols Latvian Academy of Music (JVLMA) and the National Centre for Education (NCE) participated in the unstructured interviews. In order to ensure the validity of the study outcomes, the surveys and interviews were conducted anonymously.

The study generally covers the time period from 2005 to October 2019, but the statistics – the time period from 2005 to 2018. Separate parts of the study, which provides an insight into the current situation of Europass documents and activities in Latvia, cover the time period from 2005 to October 2019.

The initial outcomes of the study were presented to the representatives of the target population and discussed in the working seminar “Visibility and use of Europass documents in Latvia”, organised by Academic Information Centre and held on 29 November 2019 in Riga. The conclusions resulting from the discussion are included in this report.

The study report is comprised of the introduction, four chapters, conclusions and annexes. The first chapter deals with the introduction of Europass over the time period between 2005 and 2018. The second chapter analyses the outcomes of the survey conducted among the target populations (career counsellors, learners, holders of the Europass document, international project coordinators, employers and vocational education institutions). The third chapter analysis the statistics of the use of the Europass website, but the fourth – the visibility and use of Europass documents in Latvia. The report is finalised with the main conclusions and recommendations.

## **Europass Framework**

The Europass framework is comprised of five documents that may be used both jointly and separately to provide a full overview of the knowledge, skills and competences, as well as the educational background and work experience acquired by the holders of Europass documents.

The citizens may create two documents online:

- The *Curriculum Vitae* (CV) provides a clear and understandable overview of the experience, as well as the knowledge, skills, competences and qualifications acquired in the course of every stage of the life.
- Language Passport is a tool that ensures a transparent self-assessment of language skills and qualifications.

Education institutions or organisations issue the three following documents:

- Europass Mobility reflects the learning outcomes acquired through exchanges in another country.
- Europass Certificate Supplement describes the learning outcomes acquired by the graduates of vocational education programmes or the learning outcomes demonstrated by adults after validation of non-formal or informal learning, in order to complete the information included in education document, thus making it more easily understood, especially abroad.

- Europass Diploma Supplement describes the learning outcomes acquired by the graduates of higher education programmes, in order to complete the information included in the education document, thus making it more easily understood, especially abroad.

Since autumn 2014, the European Commission has developed the Europass Cover Letter as a complementary tool that allows the users to describe and substantiate to an employer or an organisation their suitability for the chosen job. The users are also able to complete this document, using the online editor ([www.europass.cedefop.europa.eu](http://www.europass.cedefop.europa.eu)). Since 2015, the online editor allows the users to create also the European Language Passport. European Language Passport is a portfolio of electronic documents which may be either attached to the Europass CV as an attachment or used separately.

For the purposes of this study report, the term “Europass Certificate Supplement” is translated as “*Europass Izglītības dokumenta pielikums*”. Although in the Decision of the European Parliament and of the Council of 2004, this document in Latvian was translated as “*Europass apliecības pielikums*” to inform the citizens about the new mobility support tool, the NEC used the translation “*Europass pielikums kvalifikāciju apliecinošam dokumentam*” instead, as the titles of documents certifying vocational education refer to both a certificate (“*apliecība*”) and diploma (“*diploma*”). In the report, the translation of the education document in Latvian was changed, taking into account the Study on the Terminology<sup>3</sup>, conducted in 2016 by the Academic Information Centre acting as the NCP of Latvia. In this report, it was suggested to translate the term “certificate” as “*izglītības dokuments*”. Since the introduction of Europass documents in 2004 in Latvia, the perception of the term of qualification has changed, i.e., it may no longer be applied only to a vocational qualification, but to all types of education documents certifying the previously acquired knowledge, skills and competences.

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<sup>3</sup> Academic Information Centre – the NCP of Latvia (2016). Terminology in the Context of the European Qualifications Framework and the Latvian Qualifications Framework. Study Report.  
See: [http://www.nki-latvija.lv/content/files/Terminologijas\\_zinojums\\_2016.pdf](http://www.nki-latvija.lv/content/files/Terminologijas_zinojums_2016.pdf).

# 1. Introduction of Europass in Latvia over the Time Period between 2005 and 2018

In 2004, the Decision of the European Parliament and of the Council on a single Community framework for the transparency of qualifications and competences (Europass) was adopted, as a result of which, in 2005, the Academic Information Centre took on the role of the National Europass Centre (NEC) in Latvia. The table below shows the main activities of the NEC, as well as the events in Europe over the time period between 2005 and 2018, which contributed to the introduction and use of Europass documents in Latvia.

**Table 1 – Main activities and events in the context of Europass (2005 – 2018)**

| Year | Activity or event  |
|------|--|
| 2005 | Commencement of the cooperation with Euroguidance Latvia and the EURES network   |
|      | Europass launch conference   |
|      | Working group for the development and introduction of the Europass Certificate Supplement in Latvia  |
| 2006 | International conference on the Europass Certificate Supplement  |
| 2007 | Conference “Europe presents... Eurodesk, Europass, EURES, Euroguidance” by the cooperation networks Eurodesk, Europass, EURES and Euroguidance   |
| 2008 | Conference “European mobility networks: Intercultural dialogue in the Nordic – Baltic Region” by the cooperation networks Europass, Euroguidance and EURES of the Nordic and Baltic States |
|      | Regional meeting of the Europass Centres of the Nordic and Baltic States in Jūrmala  |
| 2009 | Video tutorial for the CV and Mobility   |
| 2010 | Creation of the accounts on Twitter, Draugiem and Facebook   |
|      | Conference “Use of Europass for the documentation of experience acquired through non-formal education”   |
| 2011 | Study on the visibility of Europass documents among the potential users in Latvia  |
|      | Conference “Europass in Latvia – review of five years of operation and future development trends of Europass”  |
| 2012 | New online editor and CV template  |
|      | External assessment of Europass  |
| 2013 | European Skills Passport in the online editor  |
|      | Comics “Always ask your friends!”  |
| 2014 | Cover Letter in the online editor  |
| 2015 | New video tutorials for the CV and Language Passport   |
|      | New comic “The Mighty Four of Europass”  |
|      | International conference “10 years of Europass”  |
|      | Seminar “Cooperation of EU networks for education and employment”  |
| 2016 | Workshop “Europass Certificate Supplement in Latvia”   |
|      | Seminar “Europass and other developments in facilitating the career guidance”  |
|      | Development of the online game “How mobile are you?”   |
|      | Regional meeting of the Nordic and Baltic States in Riga   |
|      | New template of the Europass Mobility document   |
| 2017 | International conference “Digital data to promote mobility in higher education”  |



|             |   |
|-------------|---|
|             | Development of the mobile version of <a href="http://www.europass.lv">www.europass.lv</a> |
|             | Video on the procedure of completing and issuing the Europass Mobility document           |
| <b>2018</b> | European co-funded Europass video   |
|             | New Decision of the European Parliament and of the Council                                |

## 1.1. Cooperation

In order to implement the objectives set by the NEC with regard to the introduction of Europass documents in Latvia and their use by the citizens, the NEC already in the first year of operation (2005) gradually commenced establishing cooperation, which continues up to the present day with:

- Various institutions, organisations and companies (the Ministry of Education and Science, State Employment Agency, National Centre for Education, State Education Quality Service, Employers' Confederation of Latvia, State Education Development Agency, Agency for International Programs for Youth, European Union House, Riga Pupils' Council, European Movement Latvia, CV Market).
- Education institutions (Riga Stradiņš University, P. Stradiņš Medical College, vocational education institutions, general education institutions).
- Education institutions and their career centres (University of Latvia, Riga Technical University, School of Business and Finance, Business School Turība).
- European Union networks for education and employment (EURES, Euroguidance, ENIC/NARIC, ReferNet, Eurodesk, NCP EQF, Eurydice, ECVET).

Given that some of the institutions, with which the NEC cooperated over the time period between 2005 and 2018, have been reorganised or closed up, the list of the cooperation institutions above includes only those currently existing. Within the framework of the cooperation, information on Europass documents was disseminated to a wider audience through the cooperation partners.

## 1.2. Activities

As of 2005, each year, the NEC organises at least two events for the interested parties – seminars or conferences addressing the relevant topics with the participation of one or the other cooperation partner or target group, depending on the content. On the other hand, the NEC supports the events organised by the cooperation partners and participates in them on a regular basis, in order to inform the audience about the benefits of using Europass documents. The annual events of the cooperation partners, actively supported by the NEC through its participation for several years now, include career days at different education institutions, fairs and events for jobseekers organised by EURES, the international education fair “Skola” for all interested parties and informative seminars for those implementing Erasmus+ programme. Over these years, joint events for different audiences have been organised in cooperation with the partners. In 2016, the NEC suggested to organise annual meetings of European Union networks for education and employment, such as EURES, Europass, Euroguidance, Eurodesk, ENIC/NARIC, ECVET, NCP EQF and ReferNet, in order to inform one another about the developments in the operation of the networks and seek for new cooperation opportunities through active and regular discussions.

During the events, the NEC usually informs the audience about all Europass documents and services, which contributes to the increase in the number of the adult users of Europass documents on annual basis.

In 2008, the NEC commenced individual negotiations with organisations directly or strongly related to the target population of Europass, such as the company SIA “ISIC.lv”, the association “Junior Achievement Latvia” and the non-governmental organisation “Jauniešu konsultācijas”.

The NEC, in cooperation with the State Language Agency, participated in two discussions on the future development of the European Language Passport in the context of the European Language Portfolio.

## 1.3. Online Information Channels

In 2005, the NEC established the national Europass website ([www.europass.lv](http://www.europass.lv)) in Latvian and English. In light of the development of information technology and Europass documents, over the time, the website

has been updated several times. However, the main sections in all versions address Europass documents, including the following sections: About Europass; Recent Developments; Links; Contacts. As of 2013, the NEC commenced collecting the website statistics. Over the time period between 2013 and 2018, the website has been visited 480 388 times. For more information about the statistics see Chapter 3.

In 2011, the transparency, usability and visualisation were enhanced and improved, taking into account the outcomes of the survey, in which the website users participated. In 2012, the work on the enhancement and improvement of the visual appearance and content of the website continued. Information on how to complete the section “Skills” with regard to the most common occupations and positions was included in the section of the Europass CV. Also, the page administration tools were enhanced to facilitate the updating of information on a daily basis. In 2013, the website was supplemented by the relevant information and documents for the purpose of informing and supporting the users. In 2017, in order to improve the accessibility of Europass information to the users of mobile devices, a mobile version of the website was developed. In 2018 and 2019, the NEC sought ways to develop a conceptually new website, first developing a concept and afterwards seeking technological solutions.

In 2010, the NEC developed the Europass Latvia page on the social networks Draugiem.lv and Facebook, as well as a Twitter account. In 2016, the number of followers on Draugiem.lv had reached 234. However, afterwards this number slightly decreased, reaching 2018 followers in 2018. Given the increasing popularity of other social networks, the small number of followers on Draugiem.lv is nothing surprising.

The number of followers on Facebook, on the other hand, shows positive dynamics, for instance, in 2014, compared to the previous year, the number of followers increased by 116, whereas at the end of 2019 it had reached 1360.

Initially, the number of the followers on Twitter increased at a higher pace, for instance, in 2014, compared to the previous year, the number of followers increased by 62. Currently, there are 925 followers (2019).

NEC has created its own YouTube channel, which is updated on a regular basis. It contains informative videos on Europass activities and documents.

Another significant source of information and tool is the Europass portal ([www.europass.cedefop.europa.eu](http://www.europass.cedefop.europa.eu)), which included information on Europass documents and services, as well as the online editor. Over the time period between 2005 and July 2020, it was managed by Cedefop, until, in terms of content and functions, it was integrated into the new Europass platform, developed by the European Commission. For more information about the use of the online editor in Latvia, see Paragraph 3.2.

## 1.4. Cooperation at European Level

The NEC of Latvia is engaged and operates in two regional groups: Nordic – Baltic Cluster and Nordic – Baltic – Western Cluster. The annual group meetings are organised by one of the cluster countries, in order to share experience and facilitate exchange of current information on Europass activities.

In 2010, the NEC was engaged in one of the three working groups proposed by the European Commission, namely, the Communication and Advertising Working Group, which is actively operating at European level, developing joint videos and other information materials to be disseminated in the virtual environment, in order to reach more users in as many different ways as possible. For instance, in 2018, in the framework of this working group, the NEC coordinated the development of the informative video “Translate your experience into skills and turn your skills into real opportunities”, aimed at promoting the benefits of Europass documents to a wide audience. The video is available online, on the YouTube channel of the NEC. Other Member States translated this video in their respective languages to reach out to a wider audience.

## 1.5. Information Materials

Each year, the NEC develops a wide range of information materials, in order to facilitate the use of Europass documents. For more information about the most significant and voluminous materials, see Table 1 in the beginning of this chapter.

The format and content of materials (brochures, leaflets, comics, banners, videos) are diversified to reach a wider audience, using different information channels. For instance, in 2017, a promotional Europass video was created. After it was broadcast on television, the website traffic increased by 20.8% that time. A wide public appeal was created also by Europass advertisements, which were broadcast on the radio (Radio TEV, Radio Skonto) and news portals ([www.delfi.lv](http://www.delfi.lv)).

## 2. Outcomes of the Target Population Surveys

The surveys developed in the framework of the study aimed at seeking the opinion of the respondents on the visibility and use of Europass documents. Some questionnaires were more focused on the use of specific Europass documents, such as, the Europass Mobility and Europass Certificate Supplement. The surveys conducted among different target groups allowed to gain a broader perspective on how the citizens perceive and evaluate the role of Europass documents.

The questions were created for each target group, and they provided the respondents with multiple answer options, in order to ascertain the awareness of each surveyed group of Europass documents, their use, advantages and disadvantages of their use, the use of the national Europass website, as well as the improvements suggested to the European Commission and the NEC of Latvia. Specific questions on the evaluation of Europass documents were created for the target population group (career guidance practitioners and international project coordinators), who use one of Europass documents in their daily work. The obtained data were collected and analysed by mutually comparing both the responses of one target population group and the responses of different target population groups on each Europass document.

In order to achieve the aim of the study, questionnaires were developed, and the following anonymous online surveys were conducted among different target groups:

1. For career counsellors – five different surveys with single content, taking into account the workplace of the career counsellors and the audience receiving career guidance:
  - 1.1. At 25 branches of the State Employment Agency (SEA) in Latvia (the survey was conducted in July 2019).
  - 1.2. At general education schools, including primary schools, basic schools, secondary schools, gymnasiums and private schools (the survey was conducted at the end of September and in the beginning of August 2019).
  - 1.3. At vocational secondary education institutions, including technical schools and vocational secondary schools (the survey was conducted at the end of September and in the beginning of August 2019).
  - 1.4. At higher education institutions, including colleges, non-university type higher education institutions and universities (the survey was conducted in September 2019).
  - 1.5. In municipalities, youth centres and individual companies providing career guidance, members of the Association of Career Guidance Practitioners (the survey was conducted in September 2019).
2. For young learners – three different surveys with single content, taking into account the education institution (the survey was conducted in October 2019):
  - 2.1. Pupils from GEIs.
  - 2.2. Learners from VEIs.
  - 2.3. Students from HEIs.
3. For the holders of the Europass Mobility document (the survey was conducted in October 2019).
4. For international project coordinators at pre-schools, primary schools, basic schools, secondary schools, gymnasiums, vocational secondary education institutions, higher education institutions, colleges, associations, unions, private companies (the survey was sent to 158 e-mail addresses, and 71 responses were received) (the survey was conducted in October 2019).
5. For employers (the survey was conducted in August 2019, whereas the outcomes were analysed and the conclusions were drawn in early September).
6. For vocational education institutions with regard to the Europass Certificate Supplement (the survey was conducted in early November 2019 and in May 2020).

The career counsellors, young learners, the holders of the Europass Mobility document and international project coordinators completed anonymous online questionnaires, whereas the survey of vocational education institutions on the Europass Certificate Supplement and the employer survey was conducted partly online and partly by telephone, in order to ensure a sufficient number of respondents.

The survey on the Europass Certificate Supplement for career counsellors, young learners, the holders of the Europass Mobility document, international project coordinators and vocational education institutions

was conducted by the NEC, whereas the conducting of the employer survey was outsourced to the research company SIA "Factum Interactive".

The questions were created for each target population group, and they provided the respondents with multiple answer options, in order to ascertain the awareness of each surveyed group of Europass documents, their use, advantages and disadvantages of their use, the use of the national Europass website, as well as the improvements suggested to the European Commission and the NEC of Latvia. Specific questions on the evaluation of Europass documents were created for the target group (career counsellors and international project coordinators), who use one of Europass documents in their daily work. The obtained data were collected and analysed by mutually comparing both the responses of one target population group and the responses of different target population groups on each Europass document.

## 2.1. Survey of Career Counselors

Career counsellors are one of the most significant target populations, with which the National Europass Centre cooperates, as these specialists may, within the scope of their professional activity, inform their customers – adults, young adults, unemployed persons, jobseekers, learners, etc. – about Europass documents and services. The survey aimed at determining to what extent the career counsellors are aware of Europass documents and services and whether or not the respondents use this information in their work, and how they evaluate Europass documents.

The survey questionnaire consisted of 17 questions, 16 of which were multiple-choice questions and one – an open-ended question (see the questionnaire in Annex 1). First four questions focused on personal information about the respondents, such as the gender, age, region and workplace. The following seven questions focused on the use of Europass documents in different formats. Two questions referred to the sources of information in the context of Europass, and three questions – to the national Europass website. The last question was an open-ended question on suggestions for the improvement of Europass documents.

In Latvia, services related to career counselling are provided to pupils, learners and students by all types of education institutions, to unemployed persons and jobseekers – by the SEA, but to all other interested persons – by the respective municipalities, youth centres and individual companies providing career counselling. The survey included also the members of the Association of Career Counsellors. The career counsellors were surveyed in five different groups, depending on the establishment where they work on a daily basis and the audience receiving career counselling:

- Career counsellors from municipalities, youth centres and individual companies providing career counselling, as well as the members of the Association of Career Counsellors (52 e-mails were sent, and 34 questionnaires were returned).
- Career counsellors from the SEA, providing their services in the branches of the SEA in 25 cities across Latvia, where one or several career guidance practitioners are employed (61 e-mails were sent, and 21 questionnaires were returned).
- Career counsellors from general education institutions, primary schools, basic schools, secondary schools, gymnasiums and private general education institutions (298 e-mails were sent, and 95 questionnaires were returned).
- Career counsellors from vocational secondary education institutions (44 e-mails were sent, and 16 questionnaires were returned).
- Career counsellors from higher education institutions (36 e-mails were sent, and 12 questionnaires were returned).

Invitations to participate in the survey were sent to 491 e-mail addresses. However, a total of 178 questionnaires were returned. All respondents were asked to respond to all questions, except for Question 17, which was an open-ended question. For more information on the outcomes of the survey conducted among career guidance practitioners, see Annex 1.

Out of a total of 178 respondents, 172 were female and six – male (including five career counsellors from general education institutions and 1 from a higher education institution). Most respondents (41%) were over 50, a quite similar percentage of respondents were aged 41 to 50 (27.5%) and 31 to 40 (25.3%), while only 6.2% of respondents were aged 20 to 30.

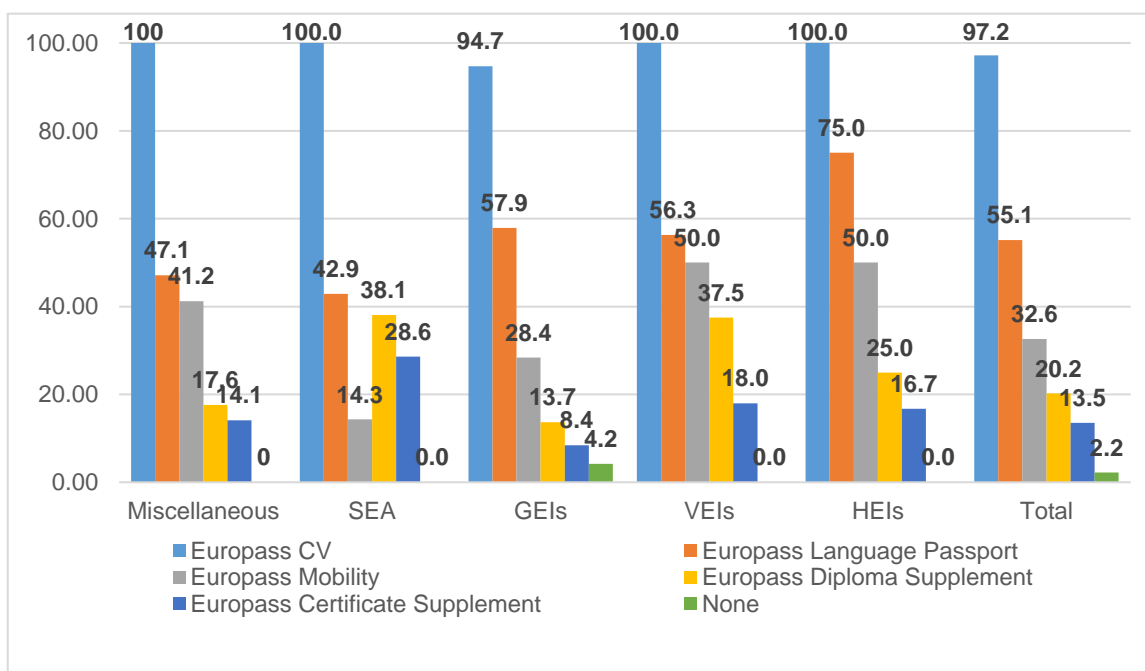
Generally, most respondents provide career counselling in Riga or Riga Region (36.5%), while Zemgale (12.4%) and Vidzeme (15.7%) accounted for the smallest number of respondents. 20.8% of respondents are employed in Kurzeme and 18% in Latgale. The analysis of the outcomes by the groups of career

counsellors suggests that the highest proportion of career counsellors from the SEA and all types of education institutions are employed in Riga or Riga Region, while most career counsellors from municipalities or other organisations are employed in Kurzeme. Career counsellors from higher education institutions in Kurzeme and Vidzeme did not participate in the survey. Two respondents provide career counselling in several regions of Latvia – one respondent from a VEI is employed in two regions, and one respondent from a municipality or another organisation provides career counselling in all regions.

The analysis of the target groups mostly receiving career guidance suggests that the respondents basically work with the customers of their establishments or learners, i.e., the career counsellors from the SEA work with the customers of the SEA (65.6%), career counsellors from GEIs – with pupils (93.9%), career guidance practitioners from VEIs – with learners (78.9%) and career guidance practitioners from HEIs – with students (43.8%). Most career counsellors from municipalities or other organisations work with pupils (64.7%). Generally, most respondents provide guidance to pupils (64.4%), but the smallest number of respondents work with students (6.5%). A small number of respondents (4.6%) indicated also other target groups, such as employed persons, unemployed persons or young adults. It should be pointed out that a significant part of respondents provides career guidance not only to one specific target group singled out in the survey, but several target groups or anyone interested, who requires information related to career opportunities. This practice is more common among the career counsellors from HEIs and the SEA, but less common among the career guidance practitioners from GEIs.

The following questions were related to the visibility and use of Europass documents. Out of all Europass documents, respondents are mostly aware of the Europass CV (97.2%) and least aware of the Europass Certificate Supplement (13.5%), which could be attributable to the fact that it has not yet been introduced in Latvia (see Question 5 in Annex 7). See the image below. Only five career counsellors from general education institutions were not aware of the Europass CV. As for the Europass Certificate Supplement, the career guidance practitioners from the SEA account for the largest number of respondents aware of this document (28.6%), but the career counsellors from GEIs – for the smallest number of respondents (8.4%), as they mostly associate this document with vocational education. 55.1% of respondents are aware of the Europass Language Passport. Out of this number of respondents, the highest level of awareness of this document can be observed among the career counsellors from HEIs (75%), but the lowest one (42.9%) – among the career counsellors from the SEA. 32.6% of respondents were aware of the Europass Mobility document, including 50% of the career counsellors from HEIs and VEIs, while the lowest level of awareness (14.3%) was observed among the career guidance practitioners from the SEA. In Latvia, the Europass Diploma Supplement is issued as Diploma Supplement to all higher education diplomas without reference to Europass, which explains why only 20.2% of respondents were aware of the Europass Diploma Supplement. The highest level of awareness of this document was observed among the career counsellors from the SEA (38.1%), but the lowest one – among the career counsellors from GEIs (13.7%). Out of all surveyed career guidance practitioners from HEIs, 25% of respondents were aware of the Europass Diploma Supplement. Worth mentioning is the fact that four career counsellors from general education institutions are not aware of any Europass document.

**Image 1 – Europass documents the career counsellors are aware of (Question 5, %)**



Given that the European Commission is currently intensively working on the new Europass platform, it was important to verify whether or not the respondents use the available Europass online editor. As suggested by the survey outcomes (see Question 6 in Annex 7), most respondents have used the Europass online editor to create or edit the Europass CV (80.3%), whereas the smallest proportion of respondents have used it to create the European Skills Passport (14.6%). Proportionally, the Europass CV in the online editor was used mostly by the career counsellors from VEIs (100%) and least by career counsellors from municipalities or other organisations (76.5%) and career counsellors from GEIs (76.8%). The European Skills Passport in the online editor was mostly used by the career guidance practitioners from HEIs (25%) and least by the career counsellors from VEIs (12.5%) and GEIs (12.6%). 41% of respondents mentioned that they have used the Cover Letter in the online editor, including proportionally mostly by the career counsellors from HEIs (66.7%) and least by the career counsellors from municipalities or other organisations (20.6%). 27% of respondents have used the Europass Language Passport in the online editor. Out of all surveyed target groups, this document was mostly used by the career counsellors from HEIs (58.3%) and least by the career counsellors from municipalities or other organisations (14.7%). 16.9% of respondents have never used the Europass online editor, including 20 career counsellors from GEIs, six career counsellors from municipalities or other organisations, three career counsellors from the SEA and one career counsellor from a HEI. For purposes of comparison, 173 respondents were aware of the Europass CV, but 143 respondents have used it in the online editor.

Although, as of 2018, the Europass CV in MS Word format is no longer available online, 75.8% of respondents have used this document. Furthermore, the proportion of respondents by target groups, who have used the MS Word format, is quite similar, ranging between 71.6% among the respondents from general education institutions and 85.7% among the respondents from the SEA (see Question 7 in Annex 7). 14.6% of respondents have used the Europass Language Passport in MS Word format, starting from career counsellors from HEIs (41.7%) up to career counsellors from municipalities or other organisations (8.8%). As suggested by the participants of the working seminar "Visibility and use of Europass documents in Latvia" (held on 29 November 2019), the Europass CV and other documents in MS Word format are used during the learning process, as this way it is easier to review them and correct the mistakes made by the learners or clients. 23% of respondents have never used the MS Word format to complete the Europass CV or Europass Language Passport. The proportion of respondents, who do not prefer this format, is higher among the career counsellors from GEIs (27.4%) and lower – among the career counsellors from the SEA (14.3%).

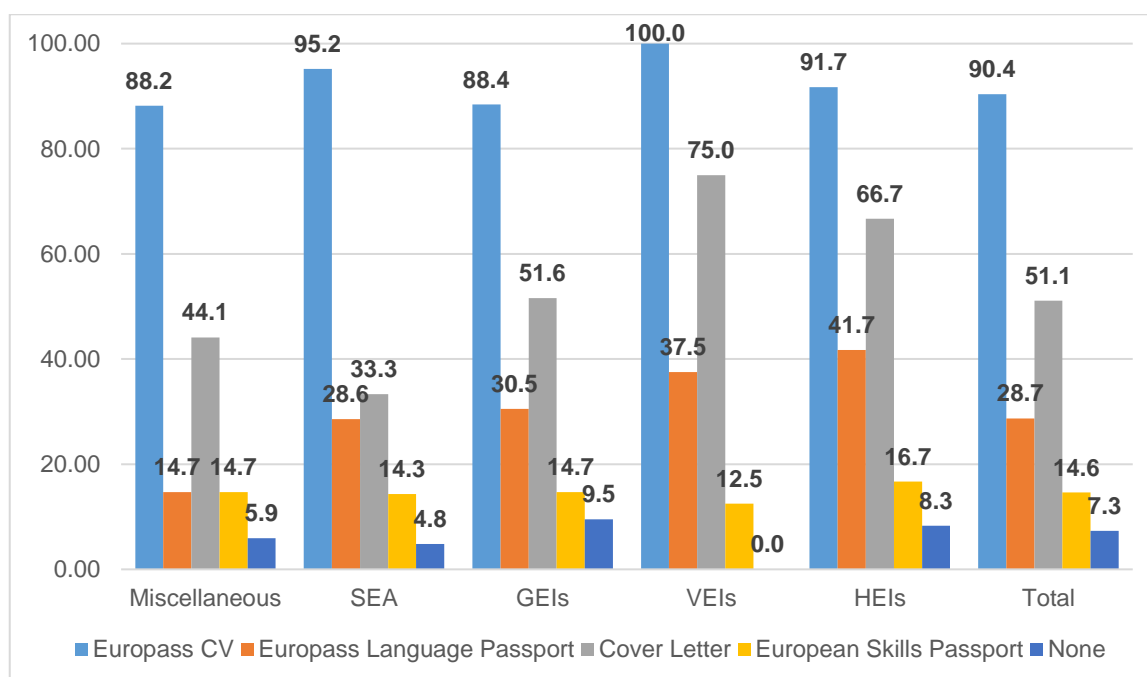
In the next question, the respondents were asked to express their opinion on the benefits of Europass documents (see Question 8 in Annex 7). Most respondents mentioned that the Europass is user-friendly due to a ready-to-use template (74.7%) and visible throughout the EU (70.8%). A smaller number of respondents indicated that the Europass format is requested when applying for education, job or volunteering (29.2%) and it allows for easy assessment of skills, using the self-assessment grid (33.7%). When analysing the responses by each target group, it can be observed that mostly career counsellors from municipalities or other organisations (67.6%) and career counsellors from VEIs (93.8%) consider the visibility throughout the EU as the most significant benefit of Europass, while most career counsellors from the SEA (66.7%), career counsellors from GEIs (80%) and career counsellors from HEIs (75%) consider that Europass allows for easy assessment of skills, using the self-assessment grid. Two respondents mentioned that they are not aware of any benefit of a Europass document or service, while one respondent claimed that Europass templates have no benefits at all and he is not fond of them. Another respondent appreciated the section "Education" in the CV template, as it allows to list the knowledge relevant to work.

Asked about the most common difficulties when using the Europass online editor (see Question 9 in Annex 7), more than half of respondents (53.9%) claim that the major issue is the difficulty in self-assessing own skills, while 33% of respondents indicated the lack of information on how to formulate the information to be inserted. It means that more accurate instructions and more examples are necessary, which is also suggested by the responses to Question 17. Similarly, 26.4% of respondents mentioned that they lack of understanding of what to write in the fields to be completed in the Europass online editor. Only a small number of respondents (11.8%) mentioned technical difficulties in creating Europass documents. The same percentage of respondents (11.8%), which is quite a large number, provided another response, and most respondents (7) indicated that they are not aware of the online editor or have never used it, while six respondents mentioned different types of technical difficulties, which they found hard to overcome due to the lack of IT skills, and five respondents indicated that they do not face any difficulties while using the Europass online editor. The outcomes by each target group show that the highest proportion of respondents facing difficulties in self-assessing own skills can be observed among the career counsellors from GEIs (60%), followed by career counsellors from HEIs (58.3%). The highest proportion of those respondents indicating the lack of understanding of what to write (41.7%) and technical difficulties in creating a document (25%) could be also observed among the career counsellors

from HEIs, while a similar proportion of respondents indicated the lack of information on how to formulate the information to be inserted.

The next question was aimed at verifying whether or not the documents and services available in the Europass online editor are presented during the career counselling and if so, which are these documents and services (see Question 10 in Annex 7 and the Image 2 below). The absolute majority of respondents (90.4%) have presented the Europass CV in their work (including starting from 100% of career counsellors from VEIs up to 88.2% of career counsellors from municipalities or other organisations and 88.4% of career counsellors from GEIs). Approximately half of respondents (51.1%) have presented the Cover Letter during the career guidance. The highest proportion of respondents presenting this document can be observed among the career counsellors from VEIs (75%), but the lowest one – among the career counsellors from the SEA (33.3%). A relatively small number of respondents present the Europass Language Passport (28.7%) and the European Skills Passport (14.6%) during the career counselling. In the context of target groups, the highest percentage of respondents using the Europass Language Passport at work can be observed among the career counsellors from HEIs (41.7%), but the lowest one – among the career counsellors from municipalities or other organisations (14.7%). As for the European Skills Passport, the response rates by target groups are relatively similar. 7.3% of respondents have never presented any Europass document or service available in the online editor during the career counselling, the career counsellors from GEIs accounting for the highest rate among all target groups (9.5%).

**Image 2 – Presentation of documents and services available in the Europass online editor during the career counselling (Question 10, %)**



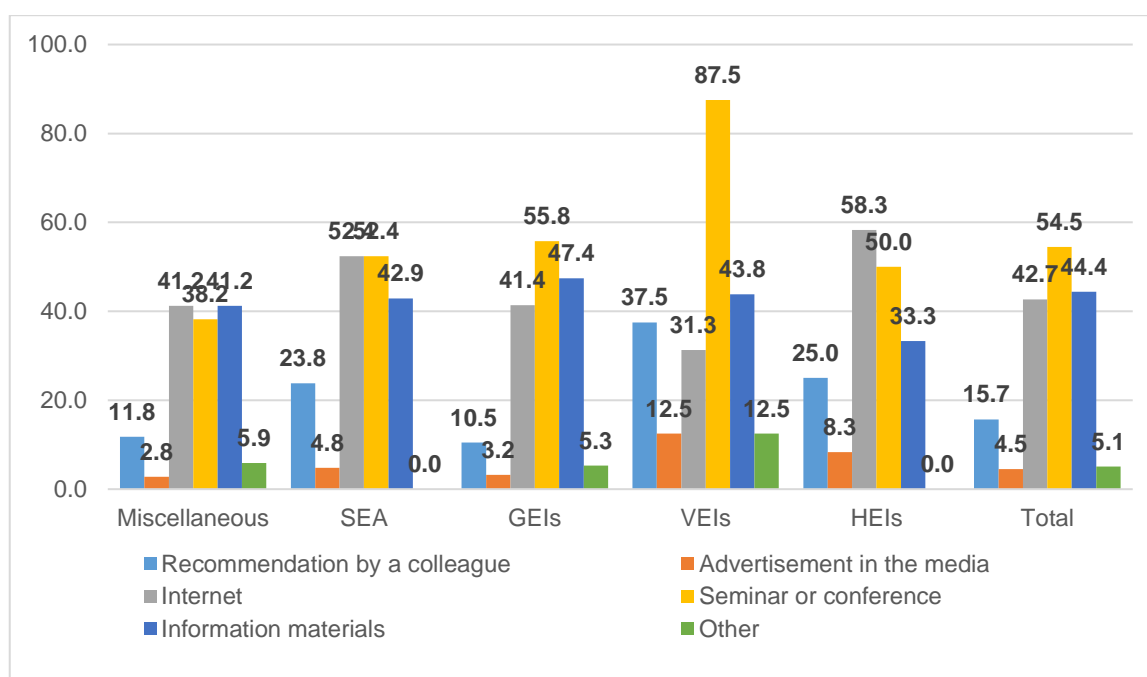
Given that part of Europass documents (Europass Mobility, Europass Diploma Supplement, Europass Certificate Supplement) are issued by the competent authority, the survey sought to analyse whether or not the respondents, while providing career counselling, inform their clients about the Europass documents issued by education institutions or organisations (see Question 11 in Annex 7). The outcomes show that most respondents (62.9%) do not provide information on any of the aforementioned Europass documents during the career counselling. The career counsellors from GEIs (71.6%) and municipalities or other organisations (64.7%) account for the largest number of respondents preferring this response, as these authorities or organisations have less or no experience in issuing Europass documents. The majority, i.e., 29.8% of respondents provide their clients with information on the Europass Mobility document. The highest percentage of respondents, who provide information on this document, can be observed among the career counsellors from HEIs (58.3%), but the lowest one – among the career counsellors from the SEA (23.8%) and GEIs (24.2%). 13.5% of respondents inform their clients on the Europass Diploma Supplement. Worth mentioning is the fact that the career counsellors from VEIs (31.3%) and the SEA (28.6%) account for the largest number of respondents, who provide information on the Europass Diploma Supplement, while the lowest percentage can be observed among the career counsellors from municipalities or other organisations (2.9%). Only a small number of respondents (6.7%) provide information on the Europass Certificate Supplement during the career counselling, which could be



attributable to the fact that this document has not yet been introduced in Latvia. The highest percentage of respondents providing information on this document can be observed among the career counsellors from VEIs (18.8%). However, none of the career counsellors from HEIs have mentioned this document.

In the next question, the respondents were asked to indicate the main sources of information on Europass (see Question 12 in Annex 3 and Image 3 below). Most respondents (54.5%) have learned about Europass while attending a seminar or other event with the participation of a representative of the NEC. A similar percentage of career counsellors have learned about Europass through information materials (44.4%) and internet (42.7%). A relatively small number of respondents have learned about Europass from their colleagues (15.7%) and even fewer respondents – from an advertisement in the media (4.5%). The analysis of the responses by target groups suggests that the career counsellors from VEIs (87.5%) account for the highest percentage of respondents who have attended events with the participation of a representative of the NEC, but the career counsellors from municipalities or other organisations (38.2%) – for the lowest one. The highest percentage of respondents, who have indicated internet as the main source of information on Europass, can be observed among the career counsellors from HEIs (58.3%), but the lowest one – among the career counsellors from VEIs (31.3%). The career counsellors from VEIs (37.5%) account for the largest number of respondents, who have followed the recommendation by a colleague, while the lowest rate can be observed among the career counsellors from HEIs (10.5%) and municipalities or other organisations (11.8%). A small percentage of respondents (5.1%) have selected the option “Other”, indicating that they have learned about Europass during the studies at an institution of higher education (3 respondents). Two respondents mentioned that they have learned about Europass at their own initiative, two others had learned about it at work, while other two respondents indicated that they do not use Europass documents. As for the options “Information materials” and “Advertisement in the media”, the responses by target groups are quite similar. The survey outcomes generally suggest that seminars and conferences, information materials and internet are the most useful sources of information.

**Image 3 – Sources of information on Europass used by the career counsellors (Question 12, %)**



Since the events with the participation of a representative of the NEC is a significant source of information, the survey sought to verify whether or not the respondents have attended any events, at which a representative of the NEC has held a presentation (see Question 13 in Annex 7). Most respondents (61.2%) have never attended this type of events, while 38.8% of respondents have attended this type of events. Worth mentioning is the fact that, in the previous question, 97 respondents mentioned that they had learned about Europass while attending a seminar or conference with the participation of a representative of the NEC, while in this question it was mentioned only by 69 respondents, which could be attributable to the fact that, in the previous question, the respondents referred to events at which no presentations by a representation of the NEC were held.

The next three questions were focused on the national Europass website. The first step was to verify how frequently the respondents visit the Europass website (see Question 14 in Annex 7). The rates are quite

similar: 36.5% of respondents visit the website once every six months, 30.3% of respondents – at least once a year and 25.3% of respondents – at least once a month, while 7.9% of respondents have never visited the national Europass website. The analysis of the responses by target groups shows that the Europass website is mostly visited by the career counsellors from the SEA (76.2% of respondents indicated that they visit the Europass website at least once a month), while the career counsellors from municipalities or other organisations account for the lowest percentage of respondents who visit the website (44.1% of respondents indicated that they visit the Europass website at least once a year).

Asked about the usefulness of the content of the national Europass website at work (see Question 15 in Annex 7), most respondents (76.4%) mentioned that the content is useful at work, while only 2.8% of respondents claimed that the content of the website is not useful. However, a significant percentage of respondents (19.1%) did not respond to this question, which could be attributable to the fact that these respondents have never visited the Europass website and thus they are not aware of its content.

As for the necessary improvements to the national Europass website (see Question 16 in Annex 7), most respondents (57.9%) suggested to include more examples of Europass documents. An equal percentage of respondents (32%) mentioned that the Europass website should include more information on each document separately and updated recent developments. Relatively few career counsellors suggested that the website should include more information on each document separately (18.5%) or that the website does not require any improvements (8.4%). 7.3% of respondents selected the option “Other”, the majority of which (7 respondents) did not elaborate on the necessary improvements, while five respondents provided recommendations for the improvement of the content of the website (i.e., more examples, updated information).

The last question of the survey was an open-ended question, in which the respondents were asked to provide recommendations to the European Commission or the National Europass Centre for enhancing the use of Europass documents (see Question 17 in Annex 7). A total of 12.9% or 23 respondents responded to this question. The highest proportion of respondents providing recommendations was observed among the career counsellors from HEIs (33.3%), but the lowest one – among the career counsellors from VEIs (6.3%). Most career counsellors (7 respondents) recommended to include more examples and clearer instructions. An equal number of career counsellors (six respondents) suggested that the possibilities of using Europass should be communicated more frequently, and the completion of the documents should be simplified (introducing different technical improvements). Four respondents mentioned that the visual layout of Europass documents should be enhanced.

## 2.2. Survey of Learners

One of the most important groups of users of Europass documents are young adults who acquire education programmes of different levels. Initially, in the primary or secondary school, they are possibly given the opportunity to learn about certain documents, such as the CV or Cover Letter to help them prepare for the search of further education or job. However, the young adults are more likely to directly come across the other documents at later stages of education (while acquiring secondary and higher education), participating in mobilities or graduating from vocational secondary education programmes (in specific educational institutions in Latvia) or higher education programmes. The survey of young learners aimed at verifying the extent to which they are aware of and use Europass documents.

The questionnaire for young learners consisted of 16 multiple-choice questions (see the survey questionnaire in Annex 2). The first four questions focused on personal information about the respondents, such as the gender, age, region and type of education institution represented by them. The remaining nine questions focused on the analysis of the visibility and use of Europass documents, whereas the last three questions – on the sources of information in the context of Europass, including the national Europass website and social networks.

The information about the survey was sent to the administrative staff of education institutions, such as, the career guidance practitioners, who forwarded it to the learners from their education institutions. A total of 878 questionnaires were returned, 865 of which were valid. All respondents responded to all questions, except for Question 16, which was not mandatory. However, not all responses to the questions could be considered valid. Therefore, when analysing the survey outcomes, the number of valid responses was taken into account. See the summary of the survey of learners in Annex 8.

Out of the total number of valid questionnaires, 298 questionnaires were filled in by the pupils from general education institutions, 393 – by learners from vocational education institutions, and 174 – by the students from higher education institutions. Out of all respondents, 575 were female and 290 – male, approximately half of which (50.6%) were aged 15 to 17. The proportion of female and male respondents

by the type of the surveyed education institutions was quite similar, with the percentage of female respondents ranging from 63.3% at vocational education institutions to 71.1% at general education institutions. In general, the second most represented group by age were young adults aged 18 to 20 (28.6%), followed by those aged 21 to 25 (10.2%) and over 25 (10.6%). The age distribution by the type of the education institution is, to a large extent, related to the number of respondents (more respondents from vocational and general education institutions than from higher education institutions) and education programmes implemented at the education institutions. For instance, no student aged 18 to 20 and no pupil over 25 participated in the survey. Most surveyed pupils were aged 15 to 17 (81.9%), whereas nearly half of respondents from vocational education institutions were aged 18 to 20 (49.4%) and a significant percentage of respondents (39.9%) – aged 18 to 20. On the other hand, the age distribution of the surveyed students was quite similar, i.e., 38.5% of respondents were over 25, 37.9% – aged 21 to 25, and 23.6% – aged 18 to 20.

The distribution of respondents by the location of the education institution represented by them was quite similar, ranging from 29.2% in Vidzeme to 9.4% in Zemgale and 10.5% in Riga Region (see Question 3 in Annex 8). The analysis of the outcomes by the type of education institutions, however, shows that Riga Region accounts for the largest number of pupils (29.2%), but Zemgale – for the lowest one (8.4%). Half of the surveyed learners (50.1%) are from Vidzeme, whereas Riga Region (0.8%) and Zemgale (4.8%) account for the smallest number of learners. On the other hand, nearly half of the surveyed students (46.6%) represented Riga, while Riga Region (0.6%) and Vidzeme (0.6%) accounted for the smallest number of the surveyed students. The comparison of the groups of respondents by the type of education institutions shows a more even distribution of the percentage of pupils by region than in case of the learners and students.

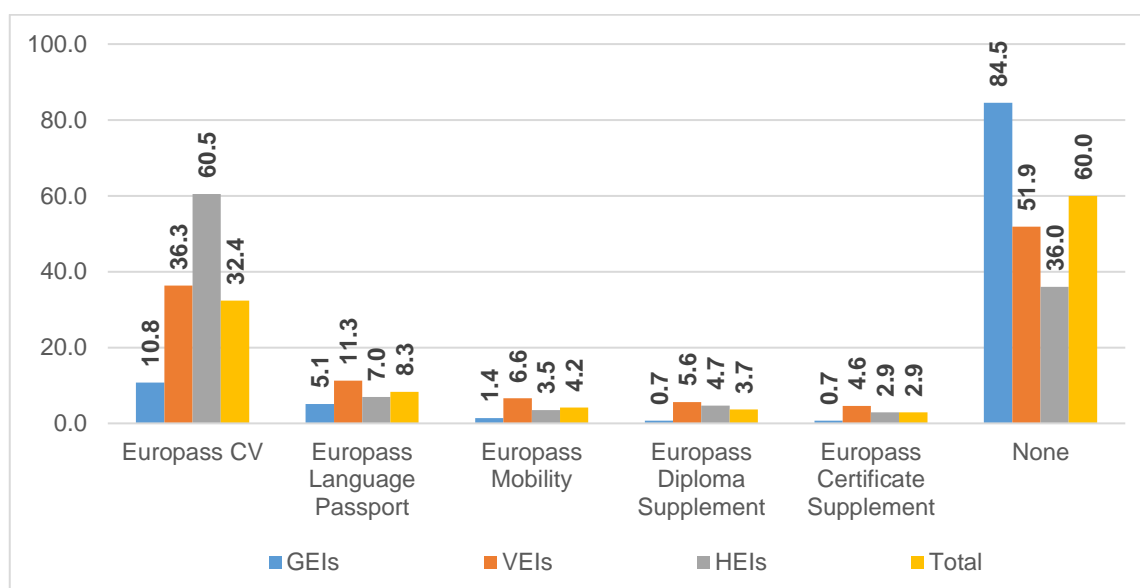
Although the pupils, learners and students received separate survey questionnaires, the outcomes did not show a clear pattern. For instance, 0.7% of pupils indicated that they represent an institution of higher education, while 1.8% of learners mentioned that they represent a college, 1% of learners – a higher education institution and 2% of learners – a general education institution. The learners may attend a college, but it is unlikely that the pupils or learners could represent higher education institutions. The outcomes of the survey conducted among students suggests that 65.5% of respondents represent higher education institutions, but 34.5% – colleges. The outcomes of the survey conducted among learners shows that most respondents (43.2%) represented vocational education institutions, while 35.1% of respondents study at general education institutions. A smaller number of respondents represent higher education institutions (13.9%) and colleges (7.7%).

The further questions were related to the visibility and use of Europass documents (see the survey questionnaire in Annex 2). At first, the survey sought to verify which Europass documents the respondents are aware of (see Question 5 in Annex 5). Most learners were aware of the Europass CV (55.5%), while a significant percentage of respondents (37.9%) were not aware of any Europass document. 18.7% of respondents were aware of the Europass Language Passport. A similar percentage of respondents indicated that they are aware of the Europass Diploma Supplement (8.5%), Europass Certificate Supplement (8.8%) and Europass Mobility (10.2%). The survey outcomes by the type of the education institution represented by learners suggests that the higher level of awareness of the Europass CV can be observed among the students (76.4%), but the lowest one – among the pupils (37%). Similarly, most respondents not aware of any of the Europass documents represented general education institutions (57.9%), but the least of them – higher education institutions (20.7%). A similar percentage of respondents were aware of the Europass Language Passport (around 18.7%), while the levels of awareness of other documents were quite different. In general, a relatively low percentage of pupils were aware of the Europass Supplements or Mobility (4.4% – 6.4%). However, most learners were aware of these documents (8% – 10.9%). The majority of the surveyed students (8%) were aware of the European Certificate Supplement, but the learners (9.2%) – of the Europass Diploma Supplement. It should be pointed out that the first of the aforementioned documents is more related to vocational education and has not yet been introduced in Latvia (it is expected to introduce it in 2020), which is why the survey outcomes are not surprising. The Europass Diploma Supplement, on the other hand, accompanies a higher education diploma and is mandatory in Latvia since 2004, but it is unlikely considered one of the Europass documents.

The next question focused on the analysis of the Europass documents used (see Question 6 in Annex 4 and Image 4 below). The responses in this case coincide with those of the previous question, i.e., more than half of respondents (60%) do not use any of the Europass documents, while 32.4% of respondents have used the Europass CV. A relatively small percentage of respondents have used the remaining Europass documents, ranging from 8.3% of those who have used the Europass Language Passport to 2.9% of respondents who have used the Europass Certificate Supplement. Like in the previous question, similar outcomes can be observed with regard to the type of education institution. Compared to other target groups, the pupils account for the smallest number of respondents who use Europass documents –

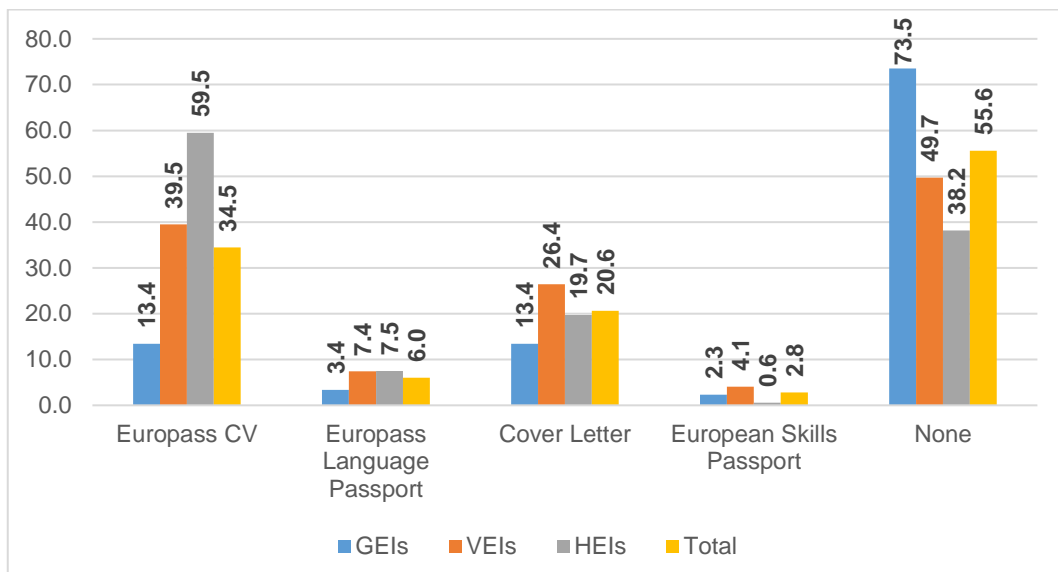
84.5% of respondents have never used any of these documents, while only 10.8% of respondents have used the Europass CV and even fewer respondents – the remaining Europass documents (less than 5.1%). The outcomes of the survey of learners show a slightly more even distribution with regard to the available options, i.e., 51.9% of respondents do not use any of the Europass documents, 36.3% of learners have used the Europass CV, 11.3% of respondents – the Europass Language Passport, 5.7% of respondents – the European Mobility, 4.8% of respondents – the Europass Diploma Supplement and 4.6% of respondents – the Europass Certificate Supplement. Although it can be assumed that the learners have participated in a mobility project and obtained the European Mobility document, it is unlikely that the respondents have been able to obtain one of the Europass Supplements before finishing their education. The students, on the other hand, compared to other respondents, have used the Europass documents more due to the fact that they have been involved in education for a longer period of time and are possibly employed. More than half of the surveyed students (60.5%) have used the Europass CV, while 36% of respondents have never used any of these documents. The Europass Language Passport has been used by 7% of respondents, but the remaining Europass Documents – by a very small percentage of respondents (less than 5%).

**Image 4 – Europass documents used by the learners (Question 6, %)**



Given that the online editor is a significant tool of the Europass framework, the survey sought to analyse the use of the available services by the respondents (see Question 7 in Annex 8 and Image 5 below). Like in the previous questions, more than half of respondents (55.6%) have never used Europass documents online. Most respondents have created the Europass CV (34.5%) and the Cover Letter (20.6%) online, while a relatively small number of the surveyed learners have used the online editor to create the Europass Language Passport (6%) and the European Skills Passport (2.8%). The analysis of the outcomes by target groups suggests pupils generally tend to use the online editor less or they do not use it at all. 73.5% of respondents indicated that they have never used this service, while an equal percentage of respondents (13.4%) have created a Europass CV and Cover Letter online. Only a small number of the surveyed pupils have created the both remaining Europass documents online: 3.4% of respondents have created a European Language Passport, but 2.3% of respondents – the European Skills Passport. The comparison between the responses of learners and those of the students shows that the level of use of Europass services is lower among the learners (49.7%) than it is among the students (38.2%), while more than half of students (59.5%) and 39.5% of learners have created a Europass CV online. The Cover Letter, on the other hand, was created proportionally more by the learners (26.4%) than by the students (19.7%). The Europass Language Passport was created online proportionally more by the learners and students than by the pupils, while the European Skills Passport was created online by very few surveyed learners in all target groups (4.1% – 0.6%).

**Image 5 – Europass documents and services used by the learners in the online editor (Question 7, %)**



The next question aimed at ascertaining the frequency of updating the Europass documents created online (see Question 8 in Annex 8). Like in other questions, the majority of the surveyed learners (72.3%) have never updated any of the Europass documents created online. A similar percentage of respondents mentioned that they have updated the Europass documents created online only once (15.5%) and more than once (12.3%). The analysis of the responses by target groups suggests that out of the total number of learners, mostly pupils (88.9%) indicated that they have never updated the Europass documents online, while relatively fewer respondents, namely, approximately half of students (55.7%) have never updated the Europass documents online. Learners account for the largest number of respondents who have updated the Europass documents online once (21.6%), but pupils – for the smallest number (7.7%). The students, on the other hand, account for the largest number of respondents who have updated the Europass documents online more than once (29.3%), but the pupils – for the smallest number (3.4%) like in case of updating the documents only once. Given that the students were mostly over 20, the outcomes are not surprising, as the students are more likely to have more opportunities to gain wider experience in education and labour market than the learners or pupils.

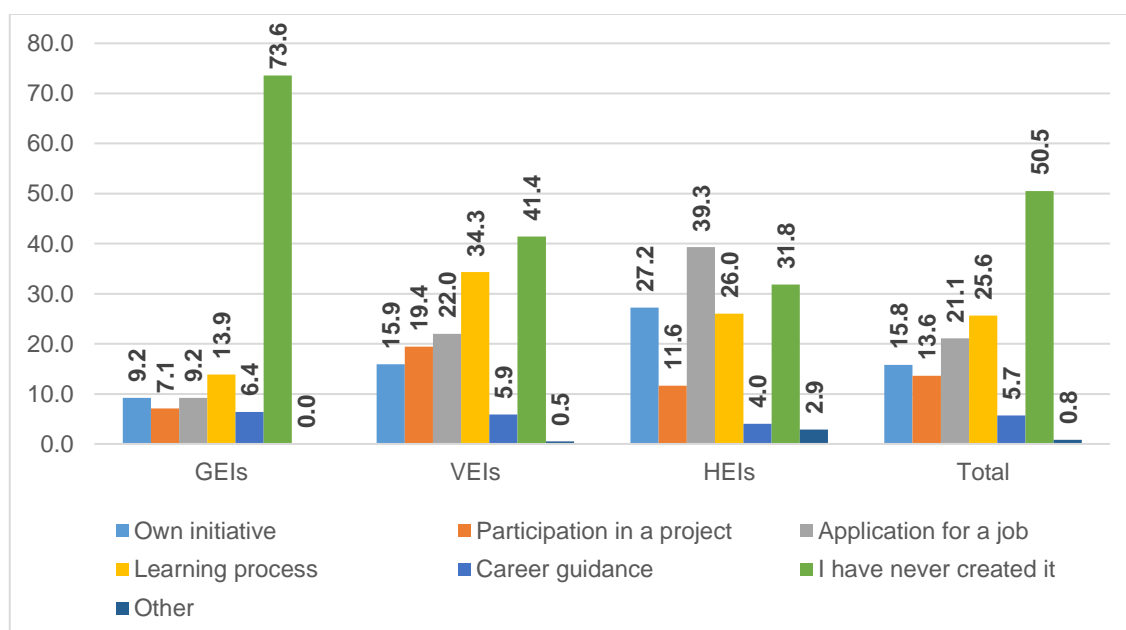
Afterwards, the respondents were asked to clarify the difficulties they have faced while using the online editor (see Question 9 in Annex 8). Since the responses to the previous questions suggest that a significant percentage of respondents (especially pupils) have never used the online editor, it is not surprising that approximately half of the surveyed learners (53.3%) have indicated that they have never faced any difficulties while completing Europass documents online. Furthermore, most respondents (78.3%), who preferred the option “Other”, explained that they have never used the online editor and are therefore not able to provide a response to this question. An equal percentage of respondents (18%) indicated that they lack of understanding of what to write and have difficulties in self-assessing the skills. 12% of respondents mentioned the lack of information on how to formulate the information to be inserted. A relatively small number of the surveyed learners (5.9%) claimed that they faced technical difficulties while creating Europass documents online. It results from the aforementioned that the creation of Europass documents online is technically simple, but the respondents find it difficult to insert information corresponding to their knowledge and skills. It should be emphasised that a relatively large number of the surveyed learners selected the option “Other” (7%). Moreover, 2.6% of the responses to this question were invalid. Those selecting the option “Other” provided several suggestions related to the technical solutions to the online editor and Europass documents, their design and content. The comparison of the outcomes by target groups shows that mostly pupils have never faced any difficulties while completing Europass documents online (65.2%). However, the most significant issue for the pupils is the lack of understanding of the content of the information to be inserted (16%), but the least important issue is technically difficult creation of documents (4.9%). The responses of the learners and students are quite similar (differing by few percent points), but the only prominent difference emerged with regard to the lack of understanding of what to write, which is a more significant issue for the learners (22.2%) than it is for the students (12.1%).

The next question referred to the benefits of Europass documents and services (see Question 10 in Annex 8). The majority of the surveyed learners were not aware of any benefits (40.7%) or appreciated

the visibility of Europass throughout the European Union (39.6%), or indicated that the Europass documents are user-friendly due to a ready-to-use template (36.6%). A quite similar percentage of respondents indicated that the Europass format is requested when applying for education, job or volunteering (18.4%) and that it is easy to self-assess own skills, using the self-assessment grid (14.1%). Only few respondents (2.5%) claimed that Europass documents and services have no benefits at all. The analysis of the survey outcomes by target groups shows that, out of the total number of learners, the pupils account for the largest number of respondents who are aware of the benefits of Europass documents, but the students – for the smallest one (29.2%). Therefore, the pupils, compared to the learners or students, preferred other benefits of Europass documents. Four students selected the option “Other”, mentioning the visibility of Europass documents also in Latvia, attractive design and interactive content, and acknowledged the technical features of Europass documents.

Afterwards, the reasons for creating Europass documents were analysed (see Question 11 in Annex 8 and Image 6 below). Half of respondents (50.5%) have never created any Europass document. However, the most frequent reasons were the learning process (25.6%) and application for a job (21.1%). A similar percentage of the surveyed learners have created Europass documents at their own initiative (15.8%) and for participation in a project (13.6%). The smallest number of respondents (5.7%) have created Europass documents during career guidance. Those respondents selecting the option “Other” indicated that they have created Europass documents when applying for traineeship, as this format was requested, followed a recommendation or were not aware of other document templates. The analysis of the survey outcomes by target groups shows that, out of the total number of learners, the pupils (73.6%) account for the largest number of those respondents who have never created any Europass document when applying for a job, but the students (31.8%) – for the smallest one, and they therefore could not respond to this question. Most pupils (13.9%) and learners (34.3%) have created Europass documents during the learning process, while most students (39.3%) have created them when applying for a job. A relatively small number of pupils have mentioned other reasons for creating these documents (less than 9.2%), especially during career guidance (6.4%). A relatively high percentage of learners have created Europass documents when applying for a job (22%), participating in a project (19.4%) or at own initiative (15.9%), while the least percentage of learners have created these documents during career guidance (5.9%). A similar percentage of the surveyed students have created Europass documents at their own initiative (27.2%) and during the study process (26%), while only few respondents (2.9%) have created these documents during career guidance. It can be assumed that the small percentage of respondents who have created Europass documents during career guidance could be related to the (un)availability of this service. The survey may not show it, but it is possible that most respondents may have not used career counselling services. The survey outcomes suggest that the students and learners have more experience in creating Europass documents when applying for a job, compared to pupils who are mostly younger and therefore not able to fully participate in the labour market. The pupils and learners, on the other hand, compared to students, have created Europass documents mostly during the learning process. Thus, it can be assumed that, in the recent years, the Europass documents have been discussed during the learning process more than ever, as fewer students have this kind of experience.

**Image 6 – Reasons for creating Europass documents (Question 11, %)**

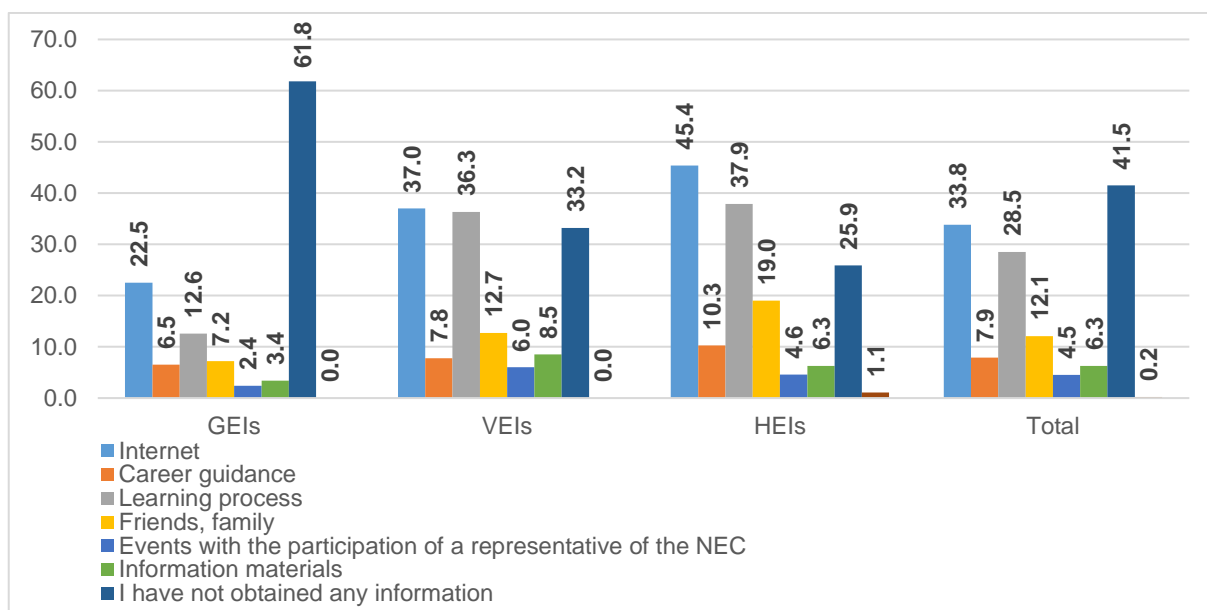


Since the created Europass documents are not always used, the next question was aimed at analysing the types of use of Europass documents (see Question 12 in Annex 8). Although 62.1% of respondents have created one of Europass documents (as suggested by the responses to the previous question), more than half of the surveyed learners (57.8%) have never actually used them. The majority of respondents have used Europass documents when applying for a job (24.6%), whereas a similar percentage of respondents have used them when participating in a project (16.2%) or applying for learning (12.7%). The Europass documents were less used when applying for volunteering (6.7%), which could be attributable to the fact that a significant number of the surveyed learners (especially pupils) have never been involved in volunteering. The analysis of the survey outcomes by target groups shows that the pupils (78.9%) account for the largest number of those respondents who have never used Europass documents, but the students (42.8%) and learners (48.6%) – for the smallest number of respondents. Since such a large number of pupils have never used Europass documents, only few other options were selected, for instance, 9.5% of pupils have used Europass documents when applying for a job and 4.1% of pupils – for volunteering. Similarly, also the learners and students have used Europass documents when applying for a job, i.e., 25.2% of learners and 49.1% of students. However, the learners, compared to the students, account for the largest number of those respondents who have used Europass documents when participating in a project (23.1% of learners and 16.2% of students) or applying for studies (19% of learners and 9.2% of students) and for volunteering (9% of learners and 5.8% of students).

The survey continues with the analysis of Europass documents used by the learners outside of Latvia (see Question 13 in Annex 8). A significant percentage of respondents (77.8%) have never used any of the Europass documents outside Latvia, which could be attributable to the fact that many respondents are relatively young and therefore still lack of international learning or work experience. The respondents have mostly used the Europass CV outside Latvia (14.3%). The remaining documents, namely, the Europass Language Passport (6.4%), Europass Mobility (4.4%), Europass Diploma Supplement (2.9%) and Europass Certificate Supplement (2.4%), have been used on relatively few occasions. The analysis of the outcomes by target groups shows that pupils (89.2%) account for the largest number of those respondents who have never used any of the Europass documents outside of Latvia, but the learners (69%) – for the smallest number of respondents. Consequently, a small percentage of pupils have used Europass documents abroad (mostly the European CV by 5.1% of respondents). Although a similar percentage of learners (19.7%) and students (17.8%) have used the Europass CV, the remaining documents were proportionally indicated more by the learners than by students (and mostly the pupils, at that). It can be assumed that since the learners have been more involved in mobility projects, they, compared to pupils or students, could use more the Europass Language Passport or the European Mobility and, possibly, also the European Certificate Supplement. However, it is unlikely that the pupils (3.7%) or learners (3.1%) could have used the Europass Diploma Supplement, which accompanies the higher education diploma, or that 1.4% of the pupils could have used the Europass Certificate Supplement.

The last three questions referred to the sources of information on Europass documents and services. At first, the most important sources of information were ascertained (see Question 14 in Annex 8 and Image 7 below). It should be pointed out that the percentage of the invalid responses to this question was relatively high (1.4%). A significant number of the surveyed learners (41.5%) mentioned that they have not acquired information on Europass. Most respondents have learned about Europass on the internet (33.8%) and during the lessons or lectures (28.5%), while the least used sources of information were the events with the participation of a representative of the NEC (4.5%), information materials (6.3%) and career guidance (7.9%). Other sources of information, such as, radio advertisements and employers, were mentioned. The outcomes by target groups show similar trends, although with some differences. The pupils, which make out the largest part of respondents (61.8%), account for the largest percentage of those respondents who have not acquired any information on Europass, but the students (25.9%) – for the smallest number of respondents, thus proportionally fewer pupils (than learners or students) mentioned other sources of information. For instance, 22.5% of pupils learned about Europass on the internet (37% of learners and 45.4% of students), but 12.6% of pupils – during the lessons (approximately 37% of learners and students (each)). Worth mentioning is the fact that proportionally more students (19%) than learners (12.7%) and pupils (7.2%) learned about Europass from friends and family.

**Image 7 – Sources of information on Europass used by the learners (Question 14, %)**



The next question sought to determine how frequently the respondents visit the national Europass website (see Question 15 in Annex 8). The survey outcomes show that 62.7% of respondents have never visited this website, while 22.5% of respondents visit it at least once a year, 11.8% of respondents – once every six months and 3% of respondents – at least once a month. The analysis of the responses by target groups shows that the pupils (84.9%) account for the largest number of those respondents who have never visited the national Europass website, but the students (46.6%) – for the smallest number of respondents. It results from the aforementioned that the majority of students (37.4%) and learners (26.2%) and the lowest percentage of pupils (9.1%) have visited the website at least once a year. Although internet is a significant source of information on Europass, the responses to this question show that a significant number of the surveyed learners have never visited the national Europass website.

The last question aimed at identifying the Europass social networks followed by the respondents (see Question 16 in Annex 8). Given the outcomes of the previous question, the majority of respondents (65.8%) do not follow the social networks used by the NEC. The majority of the surveyed learners follow the Europass account on Facebook (25.7%) and the Europass YouTube channel (21.4%). A similar percentage of respondents follow the Europass account on Twitter (6.7%) or have not provided a response, or the response is invalid (5.8%). The analysis of the responses by target groups suggests that the students (79.5%) account for the largest number of respondents who do not follow any Europass information channel, but the learners (59.3%) – for the smallest number of respondents. Thus, the majority of learners and pupils (compared to the students) follow the Europass on social networks, especially on Facebook and YouTube. Although a significant percentage of respondents do not follow the activities of Europass on social networks, the survey shows that Facebook and YouTube can be considered valuable sources of information to promote the visibility and use of Europass documents in Latvia.

## 2.3. Survey of the Holders of the Europass Mobility Document

Europass Mobility is one of the Europass documents which is issued by the competent authorities on a statutory basis. In accordance with the SEDA requirements, the individuals from vocational education sector, who participate in exchanges within the EU programme Erasmus+, must submit the Europass Mobility document after completing this activity. This survey sought to determine the level of awareness of this document and other Europass documents among the holders of the Europass Mobility document and analyse the use of Europass documents.

The survey questionnaire for the holders of the Europass Mobility document consisted of 16 questions, 15 of which were multiple-choice questions and one – an open-ended question (see the questionnaire in Annex 3). First three questions focused on personal information about the respondents, such as the gender, age and role in the mobility. One question referred to the visibility of Europass documents. The following five questions focused on the experience with regard to the issuing and the use of the Europass Mobility document, but four questions were aimed at learning about the sources of information in the



context of Europass, including the national Europass website and social networks. In the last question, the respondents were given the opportunity to provide suggestions for improvements in the context of Europass.

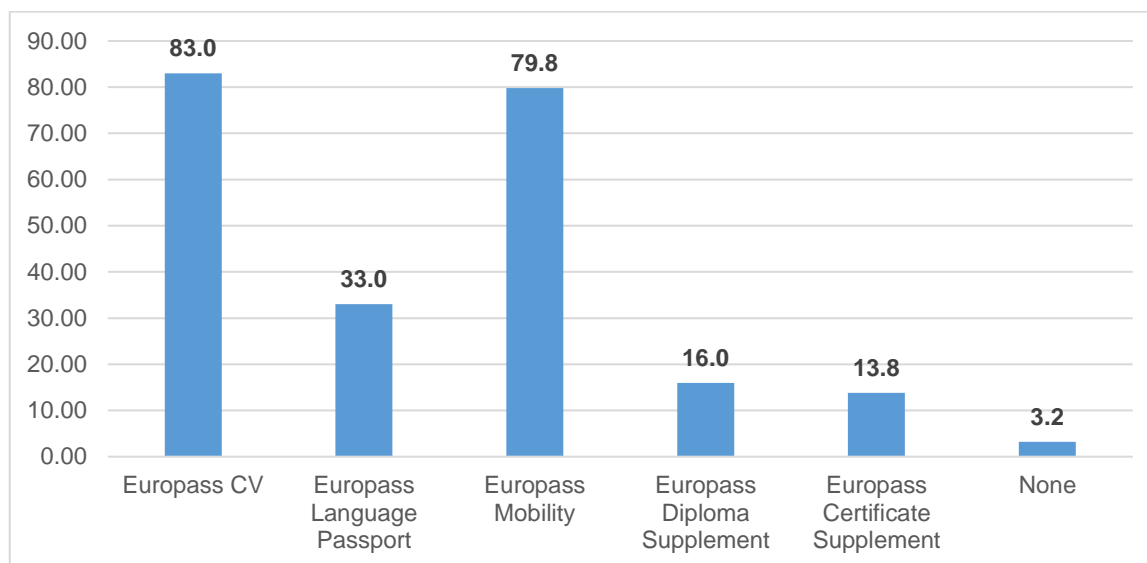
The survey was conducted at education institutions through the international project coordinators. The questionnaire was sent to 147 e-mail addresses, asking to forward them to the holders of the Europass Mobility document. A total of 94 questionnaires were completed, and all of them were valid. All respondents responded to all questions, except for Question 16, which was not mandatory. The requests from authorities and organisations for the time period 2017-2019, for which mobility projects are currently or have been recently implemented, were taken into account when selecting the project coordinators who were to receive the information on the survey. For more information on the outcomes of the survey conducted among the holders of the European Mobility document, see Annex 9.

The valid survey questionnaires were completed by 11 male and 83 female respondents, most of which were over 50 (31.9%). However, the distribution of respondents by age groups was quite uniform. 21.3% of respondents were aged 41 to 50, a similar percentage of respondents – 13 to 19 (17%) and 20 to 30 (16%), and a slightly lower percentage of respondents (13.8%) were aged 31 to 40.

The survey covered both teachers, learners and exchange specialists, whereas a few respondents have had several roles (see Question 3 in Annex 9). Most respondents were teachers from general education institutions (42.6%), while the remaining target groups were considerably less represented. A similar percentage of respondents were the learners (13.8%) and exchange specialists (13.8%) from vocational education institutions and pupils from general education institutions (11.7%). The teaching staff from institutions of higher education (5.3%), teachers from general education institutions (7.4%) and students from higher education institutions (8.5%) accounted for the smallest number of respondents. 6.4% of respondents selected the option "Other", half of which indicating that they represent the academic staff, but the other half – the administrative staff of a education institution (e.g., expert, psychologist, head of the institution).

The next question aimed at clarifying which Europass documents the holders of the Europass Mobility document are aware of (see Question 4 in Annex 9 and Image 8 below). A fairly similar percentage of the surveyed holders of the Europass Mobility document are aware of the Europass CV (83%) and Europass Mobility (79.8%). Although the target group were the holders of the Europass Mobility document (and the responses to Question 7 suggest that all respondents have acquired this document), only 75 out of 94 respondents were aware of the Europass Mobility, i.e., 20.2% of respondents are not aware of this document. The comparison between the responses provided by the respondents regarding the target group they represent (see Question 3) and the responses to this question shows that the pupils from general education institutions (26.3% of those who were not aware of the Europass Mobility), learners from vocational education institutions (26.3%) and teachers from general education institutions (15.8%) account for the largest number of respondents who are not aware of the Europass Mobility. Interestingly, also two exchange specialists were not aware of the Europass Mobility document. However, 33% of respondents are aware of the Europass Language Passport, and a similar percentage of respondents indicated that they were also aware of the Europass Diploma Supplement (16%) and the Europass Certificate Supplement (13.8%). 3.2% of respondents, on the other hand, were not aware of any of the Europass documents.

**Image 8 – Level of awareness of Europass documents among the holders of the Europass Mobility document (Question 4, %)**



The next four questions were aimed at learning about the experience of the respondents with regard to the Europass Mobility document. At first, the number of international exchanges participated by the respondents throughout the European Union was determined (see Question 5 in Annex 9). Nearly half of the surveyed holders of the European Mobility document (47.9%) have participated in more than two exchanges, whereas a fairly similar percentage of respondents have participated only in one exchange (28.7%) or two exchanges (23.4%).

The following question aimed at clarifying within the framework of which mobility programmes the surveyed holders of the Europass Mobility document have participated in international exchange in one of the European Union countries (see Question 6 in Annex 9). Approximately half of the surveyed holders of the Europass Mobility document have participated in more than one programme, i.e., 52.1% of respondents mentioned only one mobility programme (in all cases, it was the Erasmus+ programme), whereas nearly all respondents (98.9%) have participated in the Erasmus+ programme. The next most frequently mentioned programme was Comenius (21.3%), followed by Nordplus (17%) and Leonardo da Vinci (14.9%) and Grundvig (11.7%). The lowest participation rate can be observed with regard to the programmes Youth (1.1%) and Erasmus (7.4%). Those respondents selecting the option “Other” mentioned also the Europe for Citizens, the project SAM 8.3.5, as well as the High School Exchange in Germany.

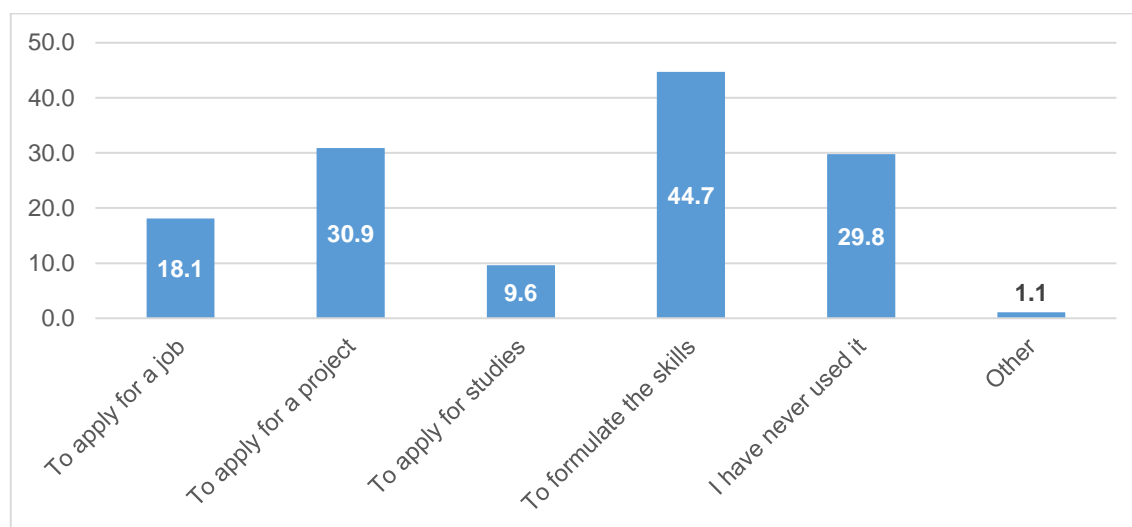
Afterwards, the number of the Europass Mobility documents issued to the respondents was ascertained (see Question 7 in Annex 9). Nearly half of the surveyed holders of the Europass Mobility document (45.7%) own one Europass Mobility document, while a similar percentage of respondents mentioned that they own more than two Europass Mobility documents (30.9%) or two Europass Mobility documents (23.4%). Although the responses to Question 5 suggest that nearly half of respondents (47.9%) have participated in more than two exchanges, a considerably smaller number of the holders of the Europass Mobility documents own more of these Europass documents. It results from the aforementioned that, after the exchange, the individuals participating in the mobility are not always issued Europass Mobility documents.

The next question aimed at analysing when the respondents have received the Europass Mobility document (see Question 8 in Annex 9). Most respondents (71.3%) mentioned that they have received the Europass document one to five years ago, while approximately half of respondents (53.2%) received the Europass Mobility document this year (i.e., in 2019). Only few respondents (10.6%) have received the Europass Mobility document more than five years ago. It should be emphasised that only two respondents mentioned that they have not received the Europass Mobility document over the last five years.

In Question 9, the respondents were asked to evaluate the practical usefulness of the Europass Mobility document (see Annex 9). The survey shows that the majority of the surveyed holders of the Europass Mobility document (74.5%) mentioned that this document is very useful (24.5%) or useful (50%), while one quarter of respondents (25.5%) expressed a negative opinion, claiming that the Europass Mobility document is rather useless (20.2%) or useless (5.3%).

The following question aimed at analysing the use of the Europass Mobility documents owned by the respondents (see Question 10 in Annex 9 and Image 9 below). Like in the previous question, where one quarter of respondents were not sure of the usefulness of the Europass Mobility document, 29.8% of respondents acknowledged that they have never used this document. Compared to other responses, it is a large number of respondents. The respondents have used the Europass Mobility mostly to formulate their own skills in a CV (44.7%) and apply for a project (30.9%). A considerably smaller number of respondents have used this document to apply for learning (9.6%) and a job (18.1%). It should be emphasised that, although most respondents (68.9%) in this survey were teachers or the administrative staff of general education institutions, the Europass Mobility is not fully used in education or labour market. Furthermore, the survey shows that there is no direct correlation between the role of the respondents in the exchange and their responses with regard to the usefulness or purpose of the document (or lack of use thereof). It results from the aforementioned that it is necessary to raise awareness of the possible ways of using the Europass Mobility document in education and labour market.

**Image 9 – Use of the Europass Mobility document (Question 10, %)**



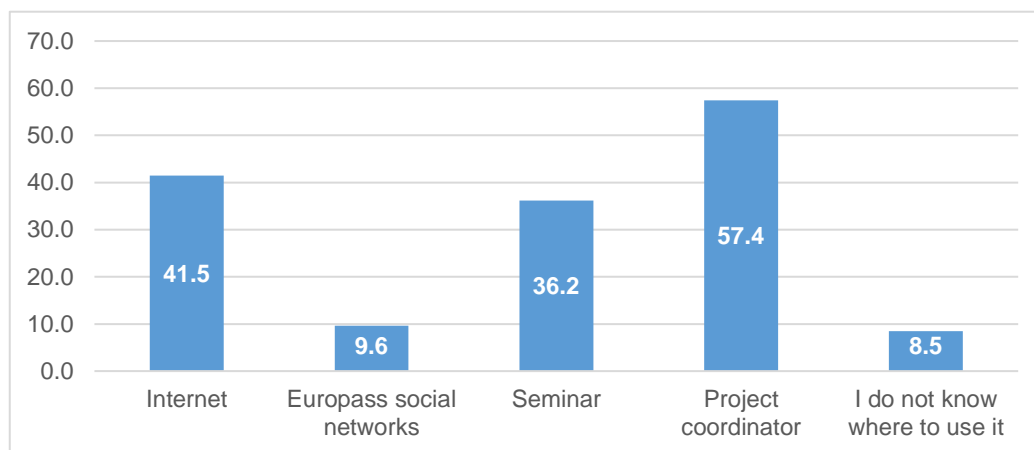
The next question aimed at analysing the relevance of the knowledge, skills and competences described in the Europass Mobility document to the knowledge, skills and competences acquired within the mobility project (see Question 11 in Annex 9). Most respondents found that the learning outcomes described in the document are realistic, i.e., 52.1% of respondents mentioned that they are “fully relevant”, while 42.6% of respondents indicated that they are “partially relevant”. Only few respondents (2.1%) mentioned that the knowledge, skills and competences described in the Europass Mobility document are not relevant to the knowledge, skills and competences acquired within the project. An in-depth analysis of the structure of the groups of respondents who provided a negative feedback, shows that one respondent was a pupil from a general education institution, but the other – an exchange specialist. 3.2% of respondents, on the other hand, could not respond to this question. Two of them were the learners from vocational education institutions, but one – a teacher from a general education institution.

The survey continued with ascertaining the sources of information on the use of the Europass Mobility document (see Question 12 in Annex 9 and Image 10 below). The most significant source of information for the surveyed holders of the European Mobility document was the project coordinator (57.4%). A similar percentage of respondents mentioned that they learned about the use of the Europass Mobility document on the internet (41.5%) and in a seminar (36.2%). Also, a similar percentage of respondents considered the Europass social networks (9.6%) an important source of information or did not now where to use the Europass Mobility document (8.5%). Most respondents, who did not provide a response to this question, were learners (7 individuals) and one teacher from a general education institution.

The next two questions were focused on the national Europass website. At first, the frequency of visiting this website was analysed (see Question 13 in Annex 9). A similar percentage of respondents acknowledged that they have never visited the Europass website (35.1%) or that they visit it once every six months (34%). Approximately one fifth of respondents (22.3%) visit this website at least once a year, while 8.5% of respondents – at least once a month. The learners (60.6%) accounted for the highest percentage of the surveyed holders of the Europass Mobility document, which have never visited the national Europass website, but the teachers from general or vocational education institutions or exchange specialists (39.4%) – for the lowest one.

Afterwards, the necessary improvements to the national Europass website were clarified (see Question 14 in Annex 9). Most respondents mentioned that the website does not require any improvements (34%) or that the information on the use of the document should be improved (29.8%). A similar percentage of respondents selected other options, such as examples (21.3%), more information on each document separately (20.2%) and recent developments (19.1%). All respondents, who selected the option “Other” (7.4%), explained that they are not able to respond to this question, because they have never visited the national Europass website.

**Image 10 – Sources of information on the use of the document used by the holders of the Europass Mobility document (Question 12, %)**



The next question aimed at analysing which social networks used by the NEC the respondents follow (see Question 15 in Annex 9). Most respondents (64.9%) do not follow any of the given social networks. The majority of the surveyed holders of the Europass Mobility document (33%) mentioned that they follow the Europass account on Facebook, while relatively few respondents follow the Europass channel on YouTube (9.6%) and its Twitter account (1.1%). In terms of the role in the mobility, the analysis of the respondents not following any of the social networks used by the NEC shows that most of them are teachers or the administrative staff (61.9%), which makes sense, as the majority of respondents represented this target group. In general, this survey shows that 75% of learners and 54.9% of teachers or the administrative staff do not follow any social network used by the NEC.

In the last question the respondents were given the opportunity to provide suggestions to the European Commission (EC) and the NEC for the improvements of Europass documents (see Question 16 in Annex 9). A total of 13 responses were valid, most of which included different suggestions (5 respondents) to the EC and the NEC with regard to the provision of information, i.e., to provide more information on the use of Europass documents to the citizens on a larger scale, including the employers. Three respondents provided suggestions for assigning and issuing numbers to facilitate and speed up the process, while two respondents suggested to enhance the content of the Europass Mobility document, simplifying the information on the holder of the document, on one hand, and clarifying information on the completed mobility, on the other hand. Two other respondents provided suggestions for Europass documents in general, suggesting that, in the respective laws and regulations, the Europass Mobility should be given a status similar to that of a document certifying further training of a teacher and Europass should be created as a single document. The latter suggestion is to be conditionally implemented with the new Europass online platform developed by the EC, as there the users will be able to create their own Europass portfolio. One respondent, on the other hand, provided a technical suggestion, i.e., fully electronic completion of the Europass Mobility.

## 2.4. Survey of International Project Coordinators on the Europass Mobility

Since an international project coordinator is one of the contact persons of the individuals participating in exchanges, their opinion and feedback on Europass documents is very valuable, in order to analyse the pattern of using documents in Latvia. The survey of international project coordinators from pre-schools, primary schools, basic schools, secondary schools, gymnasiums, vocational secondary education

institutions, higher education institutions, colleges, associations, unions and private enterprises was conducted to analyse their experience and feedback on the use and role of Europass Mobility documents.

The survey questionnaire consisted of 15 questions, 14 of which were multiple-choice questions and one – an open-ended question (see the questionnaire in Annex 4). First three questions focused on personal information about the respondents, such as the gender, age and region. The following ten questions were related to the experience (evaluation) of the institution represented by the respondents and their own experience in terms of the exchange and Europass Mobility. One question was related to the awareness-raising activities carried out by the NED, but the last question was an open-ended question on suggestions for the improvement of Europass documents.

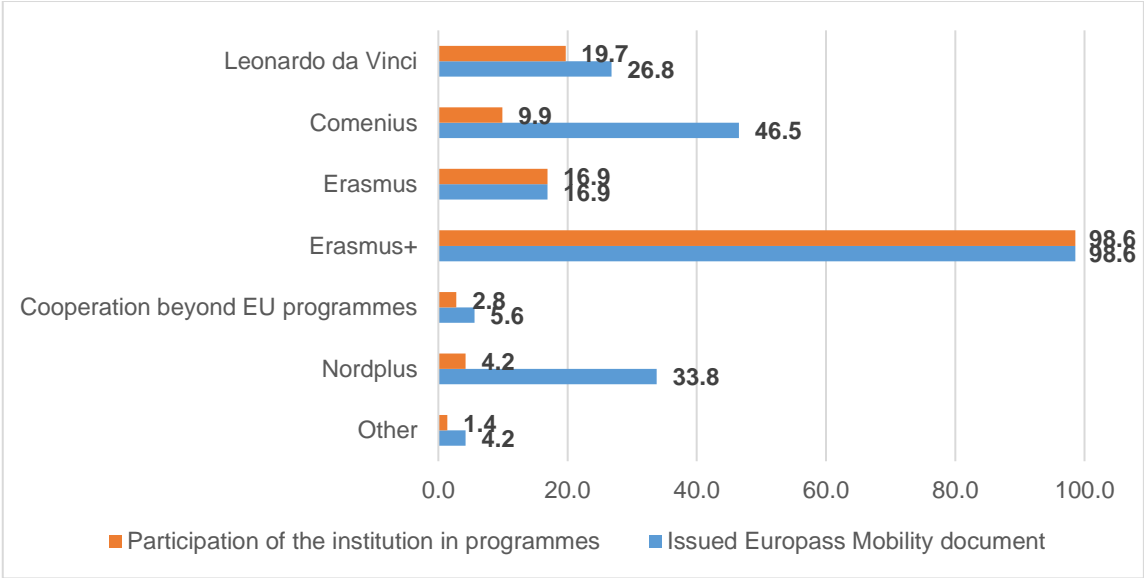
The invitation to participate in the survey was sent to 158 e-mail addresses of international project coordinators, who during the time period from 2017 to 2019 have requested Europass Mobility documents. A total of 71 questionnaires were returned. All respondents answered to all questions, except for Question 15, which was an open-ended question. For more information on the outcomes of the survey conducted among international project coordinators, see Annex 10.

The valid questionnaires were completed by 68 female and three male respondents, most of which are employed at a education institution. Nine respondents are employed at more than one institution. Most respondents represented general education institutions (35.2%) and vocational education institutions (31%), while an equal percentage of respondents are employed at lower secondary education school and pre-school (12.7% each). The primary schools and enterprises (2.8%) account for the smallest number of the surveyed international project coordinators. A low percentage of respondents represented a non-governmental organisation (7%) and higher education institution (8.5%). Those respondents who selected the option “Other” (8.5%) mentioned that they are employed at a board of education of a municipality (4 respondents) and an adult education centre (2 respondents).

The distribution of respondents (the institution or organisation represented by them) by the regions of Latvia is quite uniform. Vidzeme (23.9%) and Latgale (21.1%) account for the highest response rate. A similar percentage of respondents represented Riga and Zemgale (15.5% each), followed by Kurzeme (14.1%). Riga Region accounted for the lowest response rate (9.9%).

The questions on the experience of the respondents with regard to the use of the Europass Mobility document sought to identify the international exchange programmes in which the institutions or organisations represented by the respondents have participated (see Question 4 in Annex 10 and Image 11 below). 98.6% of the surveyed international project coordinators mentioned that the institution or organisation they represent has experience in Erasmus+ programme. Nearly half of respondents mentioned Comenius (46.5%), followed by Nordplus (33.8%), Leonardo da Vinci (26.8%) and Erasmus (16.9%). The institutions or organisations represented by the respondents were less engaged in cooperation activities beyond EU education programmes (5.6%). Only few respondents (4.2%) selected the option “Other”, mentioning other programmes, such as Europe for Citizens, Interreg and Comenius Regio.

**Image 11 – Participation of the institution or organisation of the project coordinators in international exchange programmes, after the completion of which the Europass Mobility document is issued (Questions 4 and 5, %)**



The survey continued with clarifying the international exchange programmes after completion of which the institution or organisation represented by the respondents issue a Europass Mobility document (see Question 5 in Annex 10 and Image 11). Like in the previous question, 98.6% of respondents mentioned that the institution or organisation represented by them issue the Europass Mobility document after the participation in a project of the Erasmus+ programme, which could be attributable to the mandatory requirements stipulated by the institution monitoring the programmes. The remaining programmes were mentioned only a few times (possibly due to the fact that there was or is no formal requirement to request the Europass Mobility) – Leonardo da Vinci (19.7%) and Erasmus (16.9%). The smallest number of the Europass Mobility documents were issued after the cooperation activities beyond EU educational programmes (2.8%), Nordplus (4.2%) and Comenius (9.9%). One respondent, who selected the option “Other”, mentioned the programme Interreg. The comparison between the responses to the Questions 4 and 5 shows that the institutions or organisations represented by the respondents participate more in international exchange programmes than ensure Europass Mobility documents to the participants of a project.

Despite this difference, the survey shows that the majority of the surveyed international project coordinators (77.5%) hold a Europass Mobility document (see Question 6 in Annex 10). An in-depth analysis of the type of institutions or organisations represented by the respondents, who do not hold a Europass Mobility document, shows that most respondents represent vocational education institutions (38.9%), while none of the respondents represented non-governmental organisations, limited liability companies or joint-stock companies. Proportionally, out of all respondents, taking into account the type of the institution or organisation represented by them, exactly half of the surveyed representatives of higher education institutions and primary schools recognised that they do not hold the Europass Mobility document. However, out of all respondents from the board of education of a municipality or an adult education centre, 31.8% of respondents do not hold this document, while out of all respondents from vocational education institutions, 31.8% do not own this document. Out of all respondents from primary schools, 22.2% of respondents do not hold this document.

The next question aimed at gaining the feedback on the level of complexity of the procedure of receiving the Europass Mobility document (see Question 7 in Annex 10). The majority of the surveyed international project coordinators (88.7%) found it “very simple” or “simple”, while only few respondents (11.3%) claimed that the procedure of receiving this document is “complicated” or “very complicated”. The majority of those respondents who found the procedure difficult represented a non-governmental organisation (3 respondents). It should be pointed out that, in Question 15, one of the most frequent suggestions was to simplify the procedure of issuing the Europass Mobility document.

The survey continued with the analysis of whether or not the respondents inform the holders of the Europass Mobility documents, issued by the institutions or organisations represented by the respondents, about the further practical use of this document (see Question 8 in Annex 10). The majority of the surveyed international project coordinators (84.5%) provide detailed information on the use of this document. However, the majority of those respondents who do not provide information on further use of the Europass Mobility document, represented a lower secondary education institution or a non-governmental organisation (25% in each target group). None of the representatives of primary schools, limited liability companies or joint-stock companies, the board of education of a municipality or an adult education centre provided a negative response.

Afterwards, the respondents provided feedback on how well the host partners are informed about the Europass Mobility document and the completion thereof (see Question 9 in Annex 10). Approximately half of respondents (52.1%) believed that the host partners are “very well informed” about the Europass Mobility document, while 39.4% of respondents considered that the partners are “moderately well informed”. Thus, most respondents believe that the cooperation partners are sufficiently experienced and competent in this matter. Only few respondents considered that the partners are “poorly informed” (4.2%) or “not informed at all” (2.8%). One respondent selected the option “Other”, explaining that they could not say whether or not the partners are informed about the Europass Mobility document. Three respondents, who provided a negative response, represented a lower secondary education school, but two respondents – an institution of higher education.

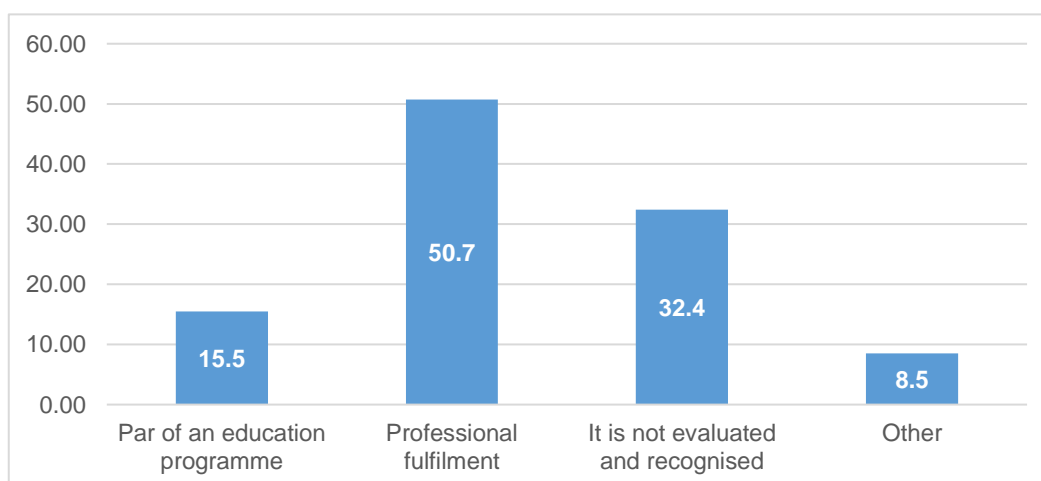
The next question aimed at clarifying which of the international cooperation partners completes the section “Skills acquired through the experience of mobility” in the Europass Mobility document, which represents the learning outcomes acquired during the exchange (see Question 10 in Annex 10). The survey shows that the experience differs from one respondent to another. It can be observed that this section is mostly completed by both project partners (38%), while a quite similar percentage of respondents believed the information about the acquired skills is inserted by the host partner (32.4%) and the sending partner (29.6%).

The survey focused on determining whether or not the learners or employees of the institutions represented by the respondents participate in local mobility within the territory of Latvia (see Question 11 in Annex 10). Most respondents (57.5%) recognised that the institution or organisation they represent do not participate in local exchanges. However, a significant percentage of respondents (33.8%) answered affirmatively. 8.5% of the surveyed international project coordinators, on the other hand, were not aware of it.

The national Europass website contains a video tutorial and examples of how to complete the Europass Mobility document, in order to support the international project coordinators at their work as one of the target groups. Therefore, the next question sought to clarify whether or not the respondents use this information available online (see Question 12 in Annex 10). Slightly more respondents (54.9%) have used the video tutorial and examples, thus the percentage of those respondents, who have not used these information materials, is considerable – 45.1% of the surveyed international project coordinators. An in-depth analysis of the structure of the groups of respondents, who replied in the negative, shows that the video tutorial and examples are not used by any of the surveyed representatives of limited liability companies or joint-stock companies 83.3% of the representatives of higher education institutions and half of the representatives of the board of education of a municipality or an adult education centre. It results from the aforementioned that these target groups should be more informed about the information support measures implemented by the NEC.

The next question sought to clarify whether or not and how the learning outcomes described in the Europass Mobility document are evaluated and recognised at the institution or organisation represented by the respondents (see Question 13 in Annex 10 and Image 12 below). Half of respondents (50.7%) mentioned that the learning outcomes acquired through the experience of mobility are recognised as part of professional fulfilment, while a relatively small number of respondents (15.5%) indicated that these learning outcomes are considered part of an education programme. A significant percentage of respondents (32.4%) mentioned that the learning outcomes described in the Europass Mobility document are not evaluated and recognised. 8.5% of respondents, however, selected the option “Other”, explaining that the learning outcomes described in the Europass Mobility document are recognised as traineeship or part thereof (3 responses), the Europass Mobility document is considered an informative document on the participation in a project (2 responses) and a document representing the acquired learning outcomes and non-formal adult learning (1 response each). In cases where the Europass Mobility document is considered an informative document, it can be assumed that the described learning outcomes are not evaluated and recognised. The analysis of the structure of the group of respondents, who claimed that the Europass Mobility document is not evaluated and recognised, shows that most respondents (35.3%) represented general secondary education institutions. However, the comparison of the total number of respondents against the type of institution or organisation shows that half of the representatives of primary schools, 48% of the representatives of general secondary education institutions, 44.4% of the representatives of lower secondary education institutions and 33% of the representatives of pre-schools mentioned that the learning outcomes acquired through the experience of mobility are not evaluated and recognised. The survey generally shows that the general education institutions find it more difficult (than vocational education institutions or higher education institutions) to include the knowledge, skills and competences in the learning process or further training of teachers. Therefore, more attention should be paid to support measures, in order to assist these institutions in integrating the mobility in the learning process to the fullest extent possible.

**Image 12 – Assessment and recognition of the Europass Mobility at the institution or organisation of the international project coordinators (Question 13, %)**



The survey continued with clarifying whether or not the respondents have participated in events, at which a representative of the NEC has held a presentation (see Question 15 in Annex 10). Most respondents (59.2%) have participated in this type of events. Most of those respondents, who have not participated in events, at which a representative of the NEC has held a presentation, represented general secondary education institutions (35.3%). On the other hand, the comparison of the data on the respondents by the type of institutions or organisations shows that none of the representatives of limited liability companies or joint-stock companies have participated in events that aim at providing information on Europass, and neither have 55.6% of the representatives of secondary schools, half of the representatives of primary schools and 48% of the representatives of general secondary education institutions. Thus, the representatives of the aforementioned institutions or organisations should be more actively engaged in activities which aim at providing information on Europass.

In the last question, the respondents were given the opportunity to provide suggestions to the European Commission and the NEC for the enhancement of Europass documents (see Question 15 in Annex 10). A total of 15 respondents responded to this question (19 responses). 31.6% of respondents provided suggestions on the status of Europass documents (mostly the Europass Mobility document), for instance, to lay down formal requirements for the procedure of assessing and recognising the learning outcomes acquired through the experience of mobility. An equal percentage of respondents (26.3%) suggested to provide more information on Europass documents and their use (to the managerial staff of schools and the employers) and to simplify the procedure of issuing the Europass Mobility document. The respondents provided also suggestions with regard to the content of Europass documents (10.5%) and their design (5.3%).

## 2.5. Employer Survey

The employer survey was conducted and the outcomes were summarised by the provider of outsourced services SIA "Factum Interactive", coordinating the content of the questionnaire and the procedure of the survey with the NEC.

The employer survey aimed at analysing the feedback on Europass documents provided by the respondents, as well as the visibility of these documents among Latvian employers. The survey targeted companies with more than 50 employees from different sectors, which were represented by their managers or personnel selection officers and publish job openings at least once a year. The selection did not include companies providing financial services, law firms, State-owned capital companies, budget-financed institutions of organisations, associations, foundations and non-governmental organisations. In order to qualify for the survey, the representative of the company included in the selection had to meet at least one of the following criteria: (a) senior manager; or (b) duties which include matters related to the publishing of job openings, evaluation of applications and/or selection of employees.

The necessary data was obtained through a telephone interview or an online questionnaire, depending on the choice of the respondent, providing each respondent with a personalised link to the questionnaire. The design of the questionnaire was adapted for telephone interviews and their completion in end devices, depending on the choice of the respondent (computer, tablet or smartphone). In case of the online questionnaire, the respondent was contacted by telephone to monitor the suitability and/or data quality, provide explanations and responses to the questions of the respondents, for reminders or to clarify the responses in case of uncertainties or incomplete questionnaires. In case of telephone interviews, on the other hand, the respondents were asked to use a computer or a smart device with internet connection to view the visual examples. To analyse the visibility of two Europass documents (Europass CV and Europass Language Passport), the questionnaire included visual examples (document samples in accordance with their current design), which the respondents were able to see before responding to a question, using internet links specially designed for survey purposes. The questionnaire consisted of five selection questions (for the purposes of monitoring the suitability of employers and respondents) and 24 survey questions: 12 closed-ended questions, 8 blocks of closed-ended questions and three open-ended questions (see the survey questionnaire in Annex 5).

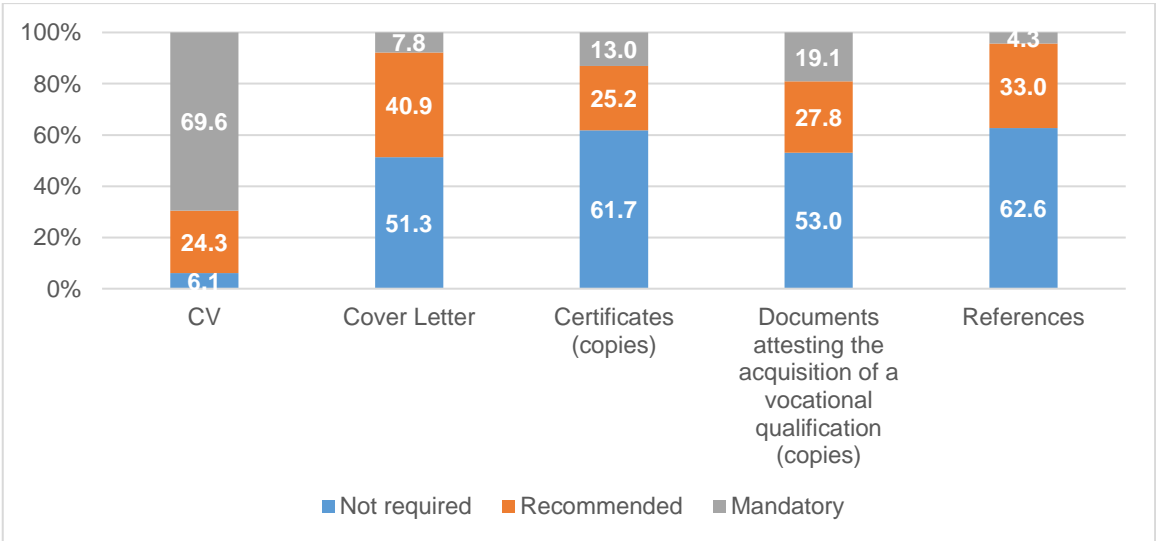
A total of 115 companies participated in the employer survey (resulting in 115 completed questionnaires suitable for their further processing). Contacts from the provider's database, as well as contacts from advertisements of job openings active during the survey were used to select the participants of the survey. For more information on the outcomes of the employer survey, see Annex 11. A total of 673 contacts were reached. However, 59 of them declined the invitation to participate in the survey, 103 of them did not meet the target group criteria (21 State-owned capital company, 58 budget-financed organisations, 7 non-governmental organisations and 17 organisations of other type/status), 334 of them did not meet the criteria with regard to the number of employees (326 companies with less than 50



employees and in 8 cases the number of employees was not mentioned), 14 of them did not meet the selection criteria (the respondents were not managers or employees, the duties of which included matters related to personnel selection), 10 of them did not meet the criteria with regard to the publishing of job openings (7 companies had not published any job openings over the last 12 months, while 3 companies had not mentioned the frequency of publishing job openings) and 30 of them returned an incomplete questionnaire (interrupted interview or partially completed questionnaire).

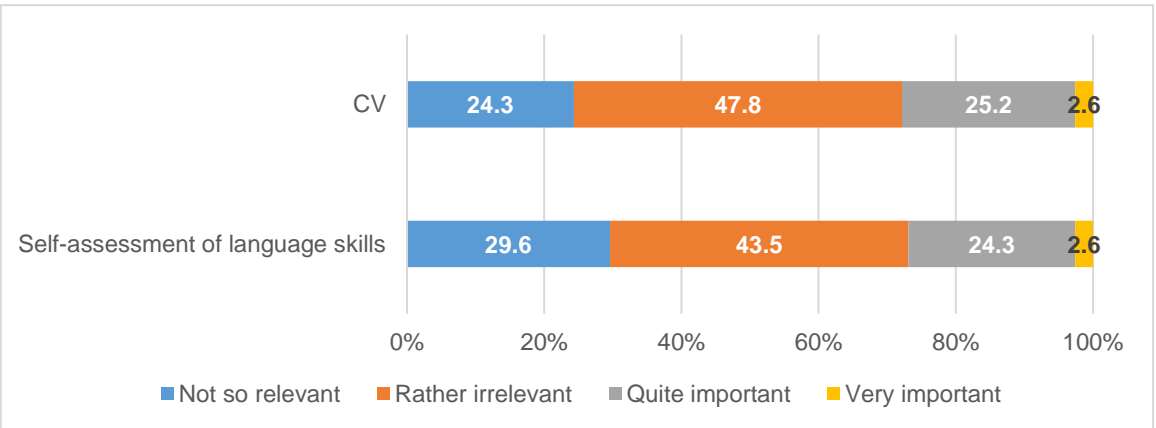
The survey shows (see Question 6 in Annex 11 and Image 13 below) that, in order to apply for a published job opening, in most cases, the submission of a CV (69.6%) is mentioned as a mandatory requirement. If this document is missing, the job applications are left without consideration. In other cases, the submission of a CV is not mandatory, but is recommendable (24.3%). However, only in a few cases (6.1%) the submission of a CV is not required and it is entirely up to the applicant to submit it or not. Other mandatory information includes mostly documents attesting a vocational qualification (mandatory in 19.1% of cases and recommendable in 27.8% of cases), self-assessment of language skills (16.5% and 33.9%, respectively) and documents attesting the acquisition of education (13% and 25.2%, respectively). A relatively low percentage of employers request cover letters (mandatory in 7.8% of cases, preferable in 40.9% of cases) or references (4.3% and 33%, respectively).

**Image 13 – Requirements of the surveyed employers for the applicants with regard to the documents to be submitted (Question 6, %)**



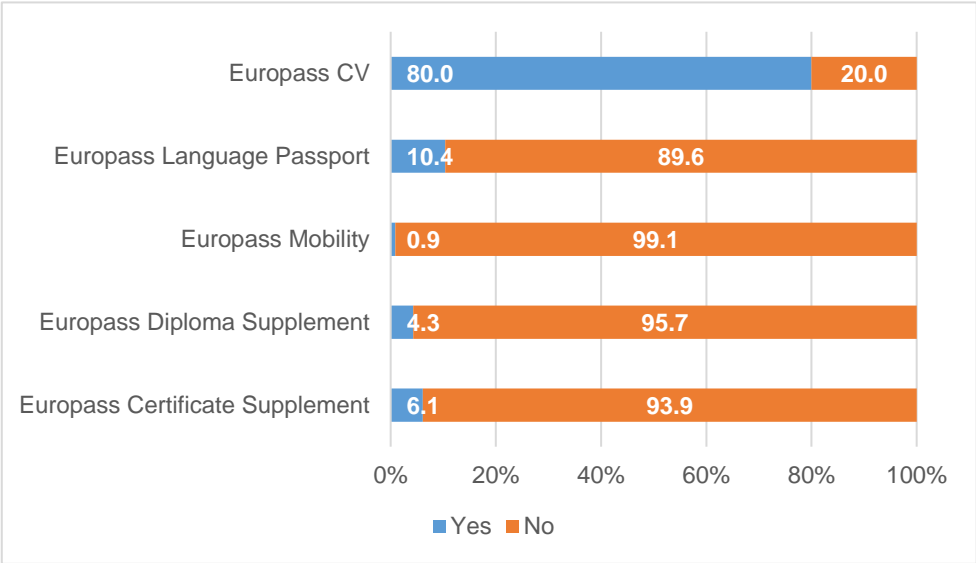
In most cases, the surveyed employers do not have any specific requirements for the format of the documents to be submitted. The survey shows that it is generally irrelevant for most respondents that the resumes of the candidates (24.3% of respondents found it “not so relevant” and 47.8% of respondents found it “rather irrelevant”) or self-assessments of language skills (29.6% of respondents found it “not so relevant” and 43.5% of respondents found it “rather irrelevant”) are submitted in a standardised format (see Questions 7 and 8 in Annex 11 and Image 14 below).

**Image 14 – Requirements of the employers for the submission of CVs and self-assessments of language skills in a standardized format (Questions 7 and 8, %)**



According to the surveyed employers, the applicants usually submit the (Europass) CV (80%) when applying for a job opening. The remaining Europass documents – Europass Language Passport (10.4%), Europass Certificate Supplement (6.1%), Europass Diploma Supplement (4.3%) and Europass Mobility (0.9%) – are submitted less frequently (see Question 13 in Annex 11 and Image 15 below).

**Image 15 – Documents submitted by job applicants (Question 13, %)**

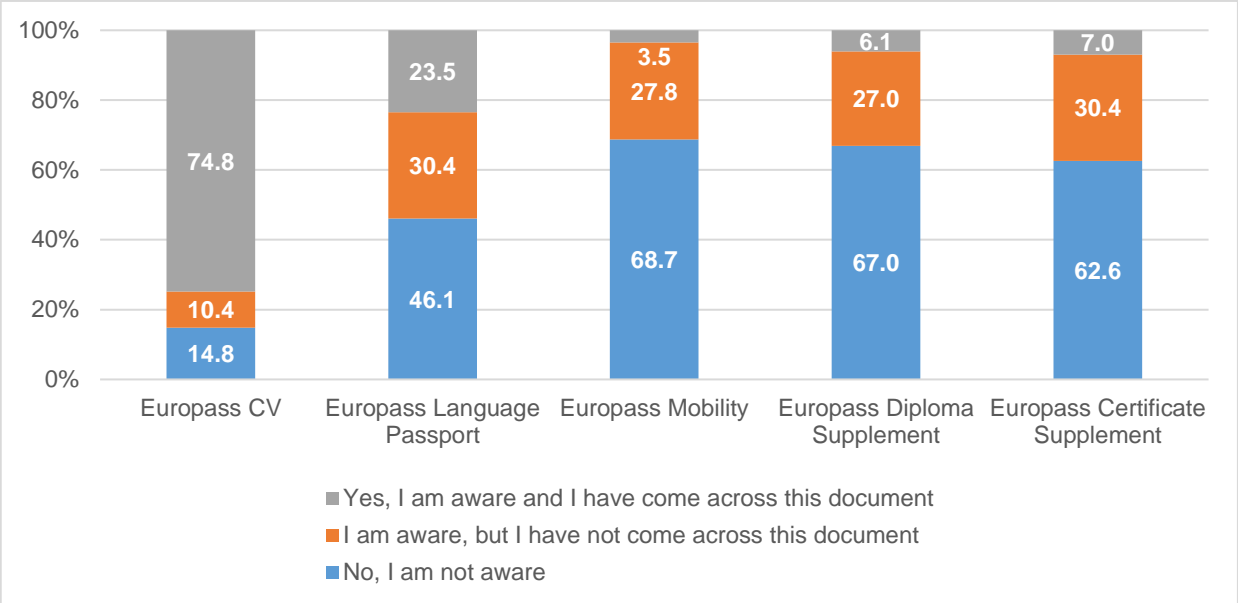


The analysis of the resumes of the applicants (see Question 14 in Annex 11) shows that the employers pay more attention to the experience gained in the past 5 years (95% of respondents mentioned that this information is quite important or very important), followed by the level of educational attainment (87%) and the qualification acquired in courses, seminars or training (82%). Relatively less relevant is work experience gained in the past 6 to 10 years (72%), followed by work experience gained in the past 10 and more years (39%).

As for the required skills, the employers found that the most relevant skills are those related to the direct work duties (88% of respondents found them quite important or very important), followed by language skills (82%), communication skills (74%) and digital skills (71%). Hobbies and interests were found to be quite irrelevant when evaluating the candidates, as only 24% of respondents found them important (see Question 15 in Annex 11).

Most respondents are aware of Europass documents or have heard about them (see Question 9 in Annex 11). However, when asked about specific documents, most respondents mentioned that they have only come across the Europass CV (74.8%), while even fewer respondents have come across the Europass Language Passport (23.5%) and only a small percentage of respondents (3 to 7%) have had experience with other Europass documents (see Question 10 in Annex 11 and Image 16 below).

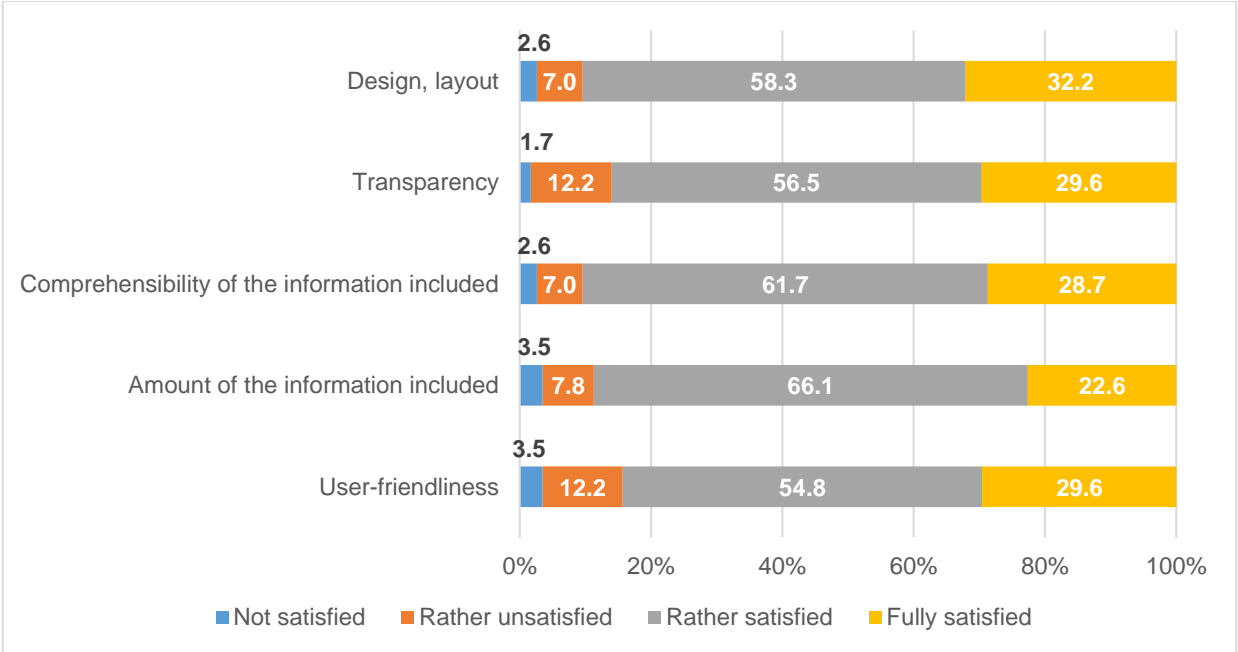
**Image 16 – Awareness of employers of Europass documents (Question 10, %)**



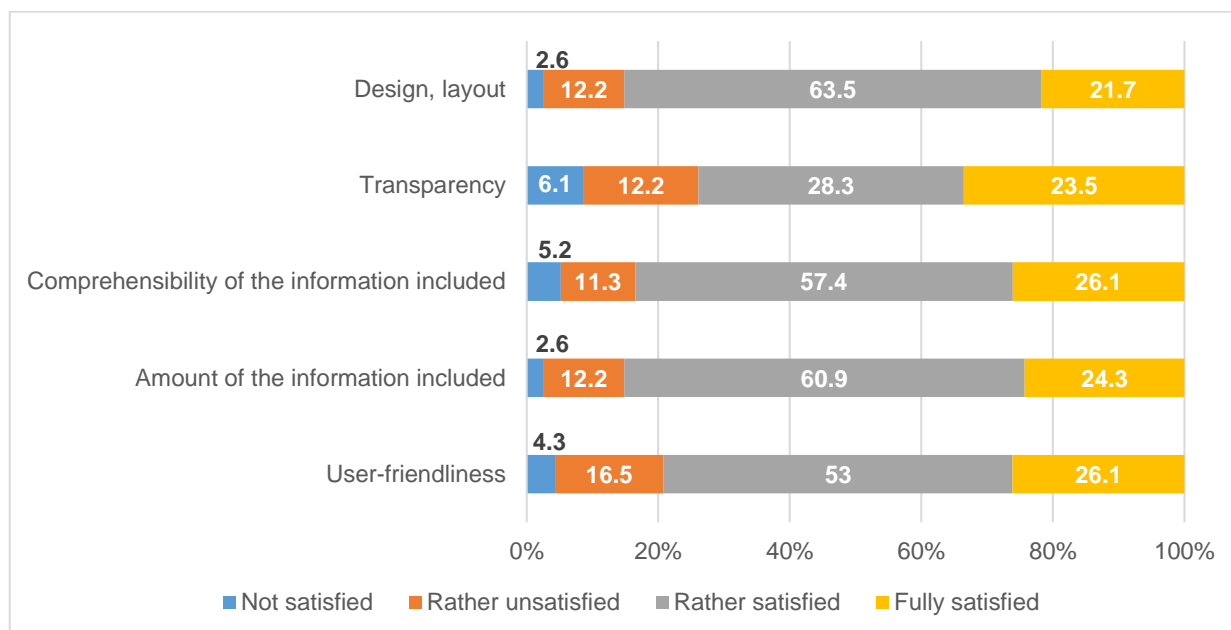
It should be pointed out that the aforementioned indicators reflect the visibility of the documents only by their name. However, after viewing the documents (the respondents were able to see the graphic representation of the document), the number of those respondents, who after all have come across these documents, rose significantly. A total of 92.2% of respondents have come across the Europass CV (74.8% recognise the documents by their name and 17.4% – after viewing the document) and 48% - the Europass Language Passport (23% and 25%, respectively).

The employers have given a good feedback on the current format of the Europass CV and Europass Language Passport. The survey shows that the percentage of those respondents, who are rather unsatisfied or unsatisfied with the description of one of the documents included in the survey, i.e., in terms of the design, layout, transparency, comprehensibility of information, amount of information and user-friendliness, hardly exceeds 10 to 15%, when asked about the Europass CV, and 15 to 21%, when asked about the Europass Language Passport (see Questions 12 and 22 in Annex 11 and Images 17 and 18 below).

**Image 17 – Feedback of the surveyed employers on different aspects of the Europass CV (Question 12, %)**



**Image 18 – Feedback of the surveyed employers on different aspects of the Europass Language Passport (Question 22, %)**



60% of those respondents, who have come across the Europass CV, have heard about the possibility for the job seekers to create and complete a Europass CV also online, while 38% of those respondents, who have come across the Europass Language Passport, have heard about the same possibility for this document (see Questions 16 and 23 in Annex 11). A considerably smaller number of respondents were aware of the features available to the employers, for instance, 17% of respondents have heard about the Europass CV online solution for the comparison of the CVs of the candidates, while only 6% of respondents have heard about the Europass XML online solution for the administration of human resources (see Questions 17 and 19 in Annex 11). After becoming aware of the remaining two services in course of the survey, a significant percentage of the surveyed employers (44 to 49%) mentioned that the companies they represent could be potentially interested in using these solutions.

6% of respondents have come across the Europass Diploma Supplement, while 27% of respondents have heard about it and 67% of respondents are not aware of it. When analysing the requirement for the candidates, in addition to the certificate, to submit also a diploma supplement with detailed information on the education programme from which the candidate has graduated, 29% of respondents found it very important or quite important (see Questions 10 and 24 in Annex 11).

Slightly more than one in three respondents (38%) are aware of the national Europass website, while only 8% of respondents are familiar with the content of the website (see Question 25 in Annex 11). Those respondents, who had visited the Europass website, were fully satisfied with both the design, layout and user-friendliness of the website and the amount and comprehensibility of the information (the total percentage of those respondents, who are “unsatisfied” or “rather unsatisfied”, does not exceed 5 to 7% with regards to all of the mentioned options) (see Question 26 in Annex 11).

Only few respondents (4%) turn to recruitment agencies in matters related to the seeking of employees and filling of job openings. The remaining respondents resolve it, to a greater or lesser extent, by themselves – 46% of respondents partially or sometimes turn to recruitment agencies, while 50% of respondents do not use the services of recruitment agencies (see Question 27 in Annex 11).

## 2.6. Survey of Vocational Education Institutions on the Europass Certificate Supplement

The survey conducted among the representatives of the administrative staff of vocational education institutions (VEIs) aimed at analysing the experience of these educational institutions related to the issuing the Europass Certificate Supplement and its use in Latvia. Although the the regulatory framework does not stipulate the procedure of issuing this document, several vocational education institutions issue this document together with the respective certificates.

Compared to other target groups, this survey was relatively short and specific. The survey questionnaire consisted of four questions, three of which were open-ended questions and one – a multiple-choice question (see the survey questionnaire in Annex 6). One question was aimed at obtaining information about the respondents (the title of the VEI), while the remaining three questions were focused on the procedure of issuing the Europass Certificate Supplement and its content.

The invitation to participate in this survey was sent to 29 e-mail addresses, i.e., to different VEIs across Latvia, and a total of 13 responses were returned, 12 of which were valid. Given the relatively small number of responses, the NEC conducted additional telephone survey of the VEIs, contacting all VEIs, the data of which is available in the State Education Information System (40 VEIs that had not responded electronically). The telephone survey resulted in 39 additional responses.

The majority of the surveyed VEIs are located in Riga (21 institutions), nine VEIs – in Latgale, six VEIs – in Riga Region and five VEIs in Kurzeme, Zemgale and Vidzeme (each).

The first step was to find out whether the VEIs represented by the respondents issue also the Europass Certificate Supplement to the graduates. Out of 51 participants of the survey, one VEI, namely, the vocational education competence centre “Riga State Technical School”, responded affirmatively.

Those respondents, who issue this document, were asked to mention starting from which year they issue the Europass Certificate Supplement, describe the procedure of issuing this document and give reasons that motivate them to issue this document. As of 2016, the vocational education competence centre “Riga State Technical School” issues the Europass Certificate Supplement together with the respective certificate to all its graduates. One of the main reasons to do so is to promote the competitiveness of the graduates on the labour market, allowing for a transparent representation of their learning outcomes.

The analysis of the template, as sent by the respondents for the purposes of this survey, shows that the structure and visual design correspond to the templates available in the Europass online editor. Although, in this case, the Europass logo was not used, the document contains a reference to the laws and regulations approved by the European Council and the Parliament, as well as the Europass online editor. The templates (available in both Latvian and English) have six sections:

1. Title of the certificate (in Latvian).
2. Translated title of the certificate (in English).
3. Profile of skills and competences.
4. Range of occupations accessible to the holder of the certificate.
5. Official basis of the certificate (body awarding the certificate, level of the education programme and accreditation, grading scale, access to next level of education/training, legal basis, etc.).
6. Officially recognised ways of acquiring the certificate (structure, duration, admission criteria of the education programme, etc.).

As a result of the survey of VEIs, only one institution was able to share their experience with regard to the issuance of the Europass Certificate Supplement, but this research activity provided a valuable insight into the current situation. Moreover, the best practice will be useful, when introducing this Europass document in Latvia.

## 3. Statistical Analysis of the Use of Websites

### 3.1. Analysis of the Statistics of the National Europass Website

The outcomes of the survey by target groups show that the level of awareness of the national Europass website ([www.europass.lv](http://www.europass.lv)) differs from one target group to another. However, the analysis of the frequency of using the website shows similar trends. Although the majority of the surveyed career counsellors (36.5%) visit this website only once every six months, 76.4% of them find the information useful at work. Most learners (62.7%), on the other hand, have never visited the Europass website. A similar percentage of the surveyed holders of the Europass Mobility document have never visited this website (35.1%) or visit this website once every six months (34%). Also, the majority of the surveyed employers (78.3%) are aware of the Europass website, but have never visited it. Slightly more than half of the surveyed international project coordinators (54.9%) have used the video tutorial and template available on the Europass website to complete the Europass Mobility document.

In the time period between 2013 and 2018, for which statistics are available, the national Europass website has been visited 480 388 times (see Table 2 below). Despite the relatively small number of visits of the surveyed target groups, the number of visits has increased on average by 26% per year by 2018, when the number of visits decreased by 3.6%, compared to 2017.

**Table 2 – Number of unique visits of the national Europass website (2013 – 2018)**

| Year         | Visits         |
|--------------|----------------|
| 2013         | 42 039         |
| 2014         | 57 922         |
| 2015         | 80 672         |
| 2016         | 96 327         |
| 2017         | 103 570        |
| 2018         | 99 858         |
| <b>Total</b> | <b>480 388</b> |

In the time period between 2013 and 2018, the average percentage of the new visitors visiting the national Europass website had reached 98.3% per year (see Table 3 below), which suggests that the activities of the National Europass Centre are sufficient enough to attract new users. In this time period, the average time one user had spent on the website, was 1.54 minutes, while the average number of sessions per one user was 1.37 times.

**Table 3. Statistics on the users of the national Europass website (2013 – 2018)**

| Year           | Users          | New users      | Average duration of a session (min) | Average number of sessions per user |
|----------------|----------------|----------------|-------------------------------------|-------------------------------------|
| 2013           | 31 972         | 31 639 (99.0%) | 2.00                                | 1.31                                |
| 2014           | 42 982         | 42 112 (98.0%) | 1.52                                | 1.35                                |
| 2015           | 59 637         | 58 640 (98.3%) | 1.42                                | 1.35                                |
| 2016           | 69 535         | 68 240 (98.1%) | 1.42                                | 1.39                                |
| 2017           | 73 478         | 72 226 (98.3%) | 1.45                                | 1.41                                |
| 2018           | 71 641         | 70 233 (98.0%) | 1.42                                | 1.39                                |
| <b>Total</b>   | <b>349 245</b> | <b>343 090</b> |                                     |                                     |
| <b>Average</b> |                | <b>98.3%</b>   | <b>1.54</b>                         | <b>1.37</b>                         |

In the time period between 2016 and 2018 (full years, for which the respective statistics are available), 80.5% of users have visited the national Europass website, using a computer, while 17.4% of users used a mobile phone and 2.1% of users – a tablet.

It is quite difficult to ascertain the correlation between the activities of the National Europass Centre and the website traffic, as the website traffic on working days is equally high. The website traffic usually decreases on weekends.

### 3.2. Analysis of the Statistics of the Europass Portal

The Europass portal ([www.europass.cedefop.europa.eu](http://www.europass.cedefop.europa.eu)) hosted by the Cedefop in the time period between 2005 and 2020, comprised information on Europass documents and included also the online editor. This online editor allowed everyone to create and update their Europass CV, Europass Language Passport, the Cover Letter (as of 2015) and the European Skills Passport (as of 2015) in 29 languages. The European Skills Passport is a portfolio of electronic documents which may be either attached to the Europass CV as an attachment or used separately. Additionally, the employers and other stakeholders were able to use the interoperability with Europass which aimed at facilitating the exchange of CVs, profiles and information on job and learning opportunities and qualifications, including digital credentials.

Similar services are provided also by the new web-based Europass platform developed by the European Commission (<https://europa.eu/europass>). This platform will no longer offer the Europass Language Passport. However, in addition to the Europass CV, the Cover Letter, the Europass Diploma Supplement, the Europass Certificate Supplement and the Europass Mobility document, a Europass profile will be offered, which will ensure the storage of all inserted information. Furthermore, the platform will also offer learning and job opportunities.

#### Visits of the Europass portal in Latvia

In the time period between 2005 and 2018, the Europass portal has been visited 1 231 044 times (see Table 4 below). The average number of visits per year was 87 931. In 2018, the number of visits in Latvia had reached 146 994. Compared to Lithuania and Estonia, the number of visits in 2018 in Lithuania was 1.2% higher than in Latvia (148 822 visits), but in Latvia – 283.7% higher than in Estonia (38 307%).

**Table 4 – Visits of the Europass portal in Latvia (2005 – 2018)**

| Year            | Visits                         | Increase (%)        |
|-----------------|--------------------------------|---------------------|
| 2005            | 9020                           |                     |
| 2006            | 20199                          | 123.9               |
| 2007            | 25378                          | 25.6                |
| 2008            | 35403                          | 39.5                |
| 2009            | 63764                          | 80.1                |
| 2010            | 74099                          | 16.2                |
| 2011            | 88310                          | 19.2                |
| 2012            | 79068                          | -10.5               |
| 2013            | 112218                         | 41.9                |
| 2014            | 110732                         | -1.3                |
| 2015            | 155144                         | 40.1                |
| 2016            | 161285                         | 3.9                 |
| 2017            | 149430                         | -7.3                |
| 2018            | 146994                         | -1.6                |
| <b>Total</b>    | <b>1231044</b>                 |                     |
| <b>Increase</b> | <b>87 931 times on average</b> | <b>By an annual</b> |

|  |  |                         |
|--|--|-------------------------|
|  |  | <b>average of 28.4%</b> |
|--|--|-------------------------|

Compared to other countries, in the reference period, Latvia does not appear in the list of the top 20 countries with the highest number of visitors. In general, Italy, Portugal and Romania account for the highest percentage of users.

### CVs created in the online editor

The survey shows that the most frequently used service in the online editor is the creation of the Europass CV – 80.3% of the surveyed career counsellors and 34.5% of the surveyed learners have created this Europass document online. 55.7% of the surveyed employers, on the other hand, are aware of the possibility for the jobseekers to create a Europass CV online. Therefore, when analysing the statistics available in the Europass online editor, the first step was to analyse the dynamics of the number of CVs created in the online editor.

As for the total number of documents created in Latvia, it should be pointed out that the document most frequently created in the online editor is the Europass CV (86.6%), followed by the Cover Letter (10.1%), while only a relatively small percentage of respondents have created the European Skills Passport (2.8%) and the Europass Language Passport (0.5%) online.

Despite the decrease in the number of visitors of the Europass portal in Latvia in the time period between 2017 and 2018, compared to the continuous increase by 2016, the number of CVs created in the online editor in Latvia in all languages has continued growing as from 2007 (for which the statistics are available) to 2018, including the time period between 2017 and 2018. The total number of Europass CVs created in the online editor in Latvia in the time period between 2007 and 2018, is 974 307. On the average, 81 192 Europass CVs per year have been created in the online editor, with the average annual increase of 57.8%. These figures do not represent the total number of Europass CVs created, as the Europass CV is available and can be created also in MS Word format. However, it is impossible to determine the number of CVs created this way.

One of the parameters, for which the statistics are available, is the **age group**. Data on the age group are classified in five groups: individuals under 20, aged 21 to 25, aged 26 to 30, aged 31 to 35 and over 35 (see Table 5 below). Data on the age of the citizens, who have created a Europass CV in the Europass online editor, are available only regarding those users of the editor who have indicated their date of birth in the CV. As of 2012, as the feature allowing to hide the age was introduced, the number of CVs that do not contain the date of birth increased rapidly, i.e., from 0.4% in 2012 to 65.3% in 2018. In general, in the reference period, nearly half of the CVs do not contain the date of birth (48.5%), which does not allow for a full analysis of this data.

**Table 5 – CVs created in the online editor in Latvia by age groups (2007 – 2018, number, %)**

| Year |        | Total<br>(by year) | Not<br>indicated | Incl. those<br>under 20 | Incl.<br>those<br>aged 21<br>to 25 | Incl. those<br>aged 26 to<br>30 | Incl.<br>those<br>aged 31<br>to 35 | Incl. those<br>over 35 |
|------|--------|--------------------|------------------|-------------------------|------------------------------------|---------------------------------|------------------------------------|------------------------|
| 2007 | Number | 2035               | 0                | 1148                    | 529                                | 173                             | 73                                 | 112                    |
|      | %      | 100.0              | 0.0              | 56.4                    | 26.0                               | 8.5                             | 3.6                                | 5.5                    |
| 2008 | Number | 7927               | 0                | 2186                    | 3064                               | 1013                            | 606                                | 1058                   |
|      | %      | 100.0              | 0.0              | 27.6                    | 38.7                               | 12.8                            | 7.6                                | 13.3                   |
| 2009 | Number | 18539              | 0                | 4124                    | 7283                               | 2762                            | 1488                               | 2882                   |
|      | %      | 100.0              | 0.0              | 22.2                    | 39.3                               | 14.9                            | 8.0                                | 15.5                   |
| 2010 | Number | 26499              | 0                | 5860                    | 11284                              | 3859                            | 1611                               | 3885                   |
|      | %      | 100.0              | 0.0              | 22.1                    | 42.6                               | 14.6                            | 6.1                                | 14.7                   |
| 2011 | Number | 44965              | 0                | 10232                   | 18076                              | 7277                            | 3018                               | 6362                   |
|      | %      | 100.0              | 0.0              | 22.8                    | 40.2                               | 16.2                            | 6.7                                | 14.1                   |
| 2012 | Number | 62175              | 264              | 15515                   | 27112                              | 8803                            | 3478                               | 7003                   |
|      | %      | 100.0              | 0.4              | 25.0                    | 43.6                               | 14.2                            | 5.6                                | 11.3                   |
| 2013 | Number | 73379              | 24649            | 11371                   | 22478                              | 7508                            | 2793                               | 4580                   |



|       |        |        |        |        |        |       |       |       |
|-------|--------|--------|--------|--------|--------|-------|-------|-------|
|       | %      | 100.0  | 33.6   | 15.5   | 30.6   | 10.2  | 3.8   | 6.2   |
| 2014  | Number | 92758  | 41234  | 10656  | 23163  | 8805  | 3341  | 5559  |
|       | %      | 100.0  | 44.5   | 11.5   | 25.0   | 9.5   | 3.6   | 6.0   |
| 2015  | Number | 134665 | 79068  | 12527  | 23033  | 10824 | 4698  | 4515  |
|       | %      | 100.0  | 58.7   | 9.3    | 17.1   | 8.0   | 3.5   | 3.4   |
| 2016  | Number | 158741 | 98694  | 11918  | 22769  | 12538 | 4106  | 8716  |
|       | %      | 100.0  | 62.2   | 7.5    | 14.3   | 7.9   | 2.6   | 5.5   |
| 2017  | Number | 174416 | 112297 | 13989  | 20890  | 12749 | 5314  | 9177  |
|       | %      | 100.0  | 64.4   | 8.0    | 12.0   | 7.3   | 3.0   | 5.3   |
| 2018  | Number | 178208 | 116385 | 14203  | 18335  | 13483 | 5832  | 9970  |
|       | %      | 100.0  | 65.3   | 8.0    | 10.3   | 7.6   | 3.3   | 5.6   |
| Total | Number | 974307 | 472591 | 113729 | 198016 | 89794 | 36358 | 63819 |
|       | %      | 100.0  | 48.5   | 11.7   | 20.3   | 9.2   | 3.7   | 6.6   |

The respondents aged 21 to 25 (20.3%) account for the largest number of Europass CVs created in the Europass online editor in Latvia in the time period between 2007 and 2018. Also, among all countries, this age group accounts for the largest number of the created CVs. A similar number of the created CVs was created by the respondents under 20 years of age (11.7%), followed by those aged 26 to 30 (9.2%). However, the respondents aged 31 to 35 (3.7%) and those over 35 years of age (6.6%) account for the smallest number of the created CVs. The age structure of the individuals creating the CVs might have been different, if data on all the users of the editor were available.

The comparison of the indicators of all countries by age groups shows the following order with regard to the number of the created CVs: 1) respondents aged 21 to 25; 2) respondents aged 26 to 30; 3) respondents under 20; 4) respondents over 35; 5) respondents aged 31 to 35.

In terms of the **language** used, the analysis of the CVs created online, however, shows that most CVs are usually created in English, Italian and Portuguese. For instance, in 2018, 2.8% of all CVs were created in Latvian, compared to those created in English. In the time period between 2007 and 2018, the total number of the Europass CVs created in all languages in Latvia reached 974 307, most of which had been created in Latvian (652 522 or 67%), followed by English (311 455 or 32%). A relatively small number of CVs were created in other languages (10 330 or 1.1%) (see Table 6 below). The CVs created in Latvian are most likely used in Latvia. Thus, it results from the aforementioned that the Europass CVs created in the Latvian online editor are mostly used in education and labour market in Latvia.

**Table 6 – CVs created in the online editor in Latvia by the language used (2007 – 2018, number, 5)**

| Year |        | Total<br>(by year) | In Latvian | In English | In other<br>languages |
|------|--------|--------------------|------------|------------|-----------------------|
| 2007 | Number | 2035               | 1370       | 602        | 63                    |
|      | %      | 100.0              | 67.3       | 29.6       | 3.1                   |
| 2008 | Number | 7927               | 5042       | 2696       | 189                   |
|      | %      | 100.0              | 63.6       | 34.0       | 2.4                   |
| 2009 | Number | 18539              | 9893       | 8219       | 427                   |
|      | %      | 100.0              | 53.4       | 44.3       | 2.3                   |
| 2010 | Number | 26499              | 14289      | 11631      | 579                   |
|      | %      | 100.0              | 53.9       | 43.9       | 2.2                   |
| 2011 | Number | 44965              | 28290      | 15392      | 1283                  |
|      | %      | 100.0              | 62.9       | 34.2       | 2.9                   |
| 2012 | Number | 62175              | 40765      | 20246      | 1164                  |
|      | %      | 100.0              | 65.6       | 32.6       | 1.9                   |
| 2013 | Number | 73379              | 50893      | 21571      | 915                   |
|      | %      | 100.0              | 69.4       | 29.4       | 1.2                   |

|       |        |        |        |        |       |
|-------|--------|--------|--------|--------|-------|
| 2014  | Number | 92758  | 66669  | 25132  | 957   |
|       | %      | 100.0  | 71.9   | 27.1   | 1.0   |
| 2015  | Number | 134665 | 94939  | 38527  | 1199  |
|       | %      | 100.0  | 70.5   | 28.6   | 0.9   |
| 2016  | Number | 158741 | 108854 | 48595  | 1292  |
|       | %      | 100.0  | 68.6   | 30.6   | 0.8   |
| 2017  | Number | 174416 | 115998 | 57164  | 1254  |
|       | %      | 100.0  | 66.5   | 32.8   | 0.7   |
| 2018  | Number | 178208 | 115520 | 61680  | 1008  |
|       | %      | 100.0  | 64.8   | 34.6   | 0.6   |
| Total | Number | 974307 | 652522 | 311455 | 10330 |
|       | %      | 100.0  | 67.0   | 32.0   | 1.1   |

It should be emphasised that the total number of the Europass CVs created in Latvia, using the Europass online editor, differs from the number of the CVs created in the official language in Latvia (see Table 7 below). In the reference period, the number of the CVs created in Latvia has always been larger, for instance, in 2007, up to 67.4% of the CVs in Latvia were created outside the territory of Latvia. However, as of 2016, the difference has been somewhat stable, i.e., around 35%. In the time period between 2007 and 2018, a total of 892 353 CVs were created in Latvia, which is 239 831 CVs more than the number of the CVs in Latvia created in Latvia, i.e., 26.9% of the Europass CVs in Latvia were created outside of Latvia during this period of time.

**Table 7 – CVs created in the online editor in Latvia (2007 – 2018, number, %)**

| Year         | In Latvia (total) | In Latvia (in Latvia) | Difference (number) | Difference (%) |
|--------------|-------------------|-----------------------|---------------------|----------------|
| 2007         | 4200              | 1370                  | 2830                | 67.4           |
| 2008         | 5870              | 5042                  | 828                 | 14.1           |
| 2009         | 10821             | 9893                  | 928                 | 8.6            |
| 2010         | 15649             | 14289                 | 1360                | 8.7            |
| 2011         | 31252             | 28290                 | 2962                | 9.5            |
| 2012         | 45986             | 40765                 | 5221                | 11.4           |
| 2013         | 58327             | 50893                 | 7434                | 12.7           |
| 2014         | 78278             | 66669                 | 11609               | 14.8           |
| 2015         | 115105            | 94939                 | 20166               | 17.5           |
| 2016         | 167869            | 108854                | 59015               | 35.2           |
| 2017         | 177501            | 115998                | 61503               | 34.6           |
| 2018         | 181495            | 115520                | 65975               | 36.4           |
| <b>Total</b> | <b>892353</b>     | <b>652522</b>         | <b>239831</b>       | <b>26.9</b>    |

In the time period between 2007 and 2018, in terms of the parameter “**Work experience**”, most CVs in the Europass online editor were created by citizens without work experience (see Table 8 below), i.e., this indicator varies from 49.1% in 2007 to 26.1% in 2018. Most CVs have been generally created by citizens with work experience up to two years (21.2%), followed by those with work experience of 3 to 5 years (17.3%), work experience of 6 to 10 years (13.4%), work experience of 11 to 20 years (9.6%) and work experience over 20 years (7.3%). It appears that the Europass online editor is mostly used by young people without work experience, to create their very first resume. The data on all target groups suggest that the number of the created CVs decreases with the increase of work experience. It is possible that this data correlate with the fact that with the increase of work experience the job is changed less frequently and, accordingly, a CV needs to be created or updated less frequently. Also, the citizens with more work experience are more likely to update their resume in MS Word format. However, it should be pointed out that the total number of CVs created in Latvia by years differs from the total number of CVs by work experience – possibly due to the fact that this section has not been completed.

**Table 8 – CVs created in the online editor in Latvia by the length work experience (2007 – 2018, number, %)**

| Year  | Not completed |               | No work experience | Under 2 years | 3 to 5 years  | 6 to 10 years | 11 to 20 years | Over 20 years |
|-------|---------------|---------------|--------------------|---------------|---------------|---------------|----------------|---------------|
| 2007  | 108           | Number        | 947                | 405           | 240           | 198           | 64             | 73            |
|       |               | %             | 49.1               | 21.0          | 12.5          | 10.3          | 3.3            | 3.8           |
| 2008  | 46            | Number        | 2562               | 1785          | 1285          | 1111          | 770            | 368           |
|       |               | %             | 32.5               | 22.6          | 16.3          | 14.1          | 9.8            | 4.7           |
| 2009  | 67            | Number        | 5097               | 3802          | 3247          | 2821          | 2218           | 1287          |
|       |               | %             | 27.6               | 20.6          | 17.6          | 15.3          | 12.0           | 7.0           |
| 2010  | 101           | Number        | 8219               | 4906          | 5148          | 3460          | 2840           | 1825          |
|       |               | %             | 31.1               | 18.6          | 19.5          | 13.1          | 10.8           | 6.9           |
| 2011  | 552           | Number        | 15692              | 7120          | 8247          | 6209          | 4168           | 2977          |
|       |               | %             | 35.3               | 16.0          | 18.6          | 14.0          | 9.4            | 6.7           |
| 2012  | 639           | Number        | 23989              | 11284         | 10005         | 7727          | 5238           | 3293          |
|       |               | %             | 39.0               | 18.3          | 16.3          | 12.6          | 8.5            | 5.4           |
| 2013  | -143          | Number        | 31740              | 14292         | 11038         | 7841          | 5132           | 3479          |
|       |               | %             | 43.2               | 19.4          | 15.0          | 10.7          | 7.0            | 4.7           |
| 2014  | 1607          | Number        | 33013              | 19577         | 14509         | 11326         | 7415           | 5311          |
|       |               | %             | 36.2               | 21.5          | 15.9          | 12.4          | 8.1            | 5.8           |
| 2015  | 12712         | Number        | 37420              | 28509         | 21112         | 16922         | 10384          | 7606          |
|       |               | %             | 30.7               | 23.4          | 17.3          | 13.9          | 8.5            | 6.2           |
| 2016  | 13422         | Number        | 41476              | 33631         | 24960         | 19746         | 13785          | 11721         |
|       |               | %             | 28.5               | 23.1          | 17.2          | 13.6          | 9.5            | 8.1           |
| 2017  | 14888         | Number        | 43765              | 34465         | 29147         | 22182         | 16437          | 13532         |
|       |               | %             | 27.4               | 21.6          | 18.3          | 13.9          | 10.3           | 8.5           |
| 2018  | 18411         | Number        | 41729              | 33311         | 29059         | 22286         | 18647          | 14765         |
|       |               | %             | 26.1               | 20.8          | 18.2          | 13.9          | 11.7           | 9.2           |
| Total | <b>62410</b>  | <b>Number</b> | <b>285649</b>      | <b>193087</b> | <b>157997</b> | <b>121829</b> | <b>87098</b>   | <b>66237</b>  |
|       |               | <b>%</b>      | <b>31.3</b>        | <b>21.2</b>   | <b>17.3</b>   | <b>13.4</b>   | <b>9.6</b>     | <b>7.3</b>    |

Another criterion, for which there are statistics available in the online editor, is the **gender** of the individuals creating CVs. The table below shows the collected data on the gender of those individuals, who have created Europass CVs in Latvia between 2007 and 2018. In the reference period, 214 573 females (22% of users) and 223 044 males (22.9% of users) have created a Europass CV in Latvia, using the Europass online editor. However, in most cases, i.e., in 536 733 documents (55.1% of users) the gender was not specified. The analysis of the gender ratio by years initially shows a trend that women have created more CVs than men, without specifying the gender in some cases. For instance, in 2007, 51.8% of females and 41.7% of males had created a CV online, without specifying their gender in 6.5% of cases. As of 2013, however, this trend started changing, as the number of those respondents, who did not specify their gender, increased significantly, while the number of those users, who used this parameter, decreased. As a result of that, the percentage of those users from Latvia, who did not specify their gender, increased from 42.6% in 2013 to 69.4% in 2018.

**Table 9 – CVs created in the online editor in Latvia by gender (2007-2018, number, %)**

| Year |               | Female | Male | Not indicated | Total (by year) |
|------|---------------|--------|------|---------------|-----------------|
| 2007 | <b>Number</b> | 1054   | 849  | 132           | <b>2035</b>     |
|      | <b>%</b>      | 51.8   | 41.7 | 6.5           | <b>100.0</b>    |

|       |        |               |               |               |               |
|-------|--------|---------------|---------------|---------------|---------------|
| 2008  | Number | 3931          | 3314          | 682           | <b>7927</b>   |
|       | %      | 49.6          | 41.8          | 8.6           | <b>100.0</b>  |
| 2009  | Number | 8235          | 8947          | 1357          | <b>18539</b>  |
|       | %      | 44.4          | 48.3          | 7.3           | <b>100.0</b>  |
| 2010  | Number | 11965         | 12234         | 2300          | <b>26499</b>  |
|       | %      | 45.2          | 46.2          | 8.7           | <b>100.0</b>  |
| 2011  | Number | 21753         | 19412         | 3800          | <b>44965</b>  |
|       | %      | 48.4          | 43.2          | 8.5           | <b>100.0</b>  |
| 2012  | Number | 28665         | 28254         | 5256          | <b>62175</b>  |
|       | %      | 46.1          | 45.4          | 8.5           | <b>100.0</b>  |
| 2013  | Number | 20553         | 21539         | 31287         | <b>73379</b>  |
|       | %      | 28.0          | 29.4          | 42.6          | <b>100.0</b>  |
| 2014  | Number | 21341         | 22111         | 49306         | <b>92758</b>  |
|       | %      | 23.0          | 23.8          | 53.2          | <b>100.0</b>  |
| 2015  | Number | 22915         | 24465         | 87285         | <b>134665</b> |
|       | %      | 17.0          | 18.2          | 64.8          | <b>100.0</b>  |
| 2016  | Number | 23806         | 26098         | 108837        | <b>158741</b> |
|       | %      | 15.0          | 16.4          | 68.6          | <b>100.0</b>  |
| 2017  | Number | 24565         | 26987         | 122864        | <b>174416</b> |
|       | %      | 14.1          | 15.5          | 70.4          | <b>100.0</b>  |
| 2018  | Number | 25790         | 28834         | 123627        | <b>178251</b> |
|       | %      | 14.5          | 16.2          | 69.4          | <b>100.0</b>  |
| Total | Number | <b>214573</b> | <b>223044</b> | <b>536733</b> | <b>974350</b> |
|       | %      | <b>22.0</b>   | <b>22.9</b>   | <b>55.1</b>   | <b>100.0</b>  |

The gender ratio of the individuals creating Europass CVs by years is relatively equal, with the greatest differences observed in 2007 (10.1% more females), 2008 (7.8% more females) and 2011 (5.2% more females). In the remaining years, the difference in the age ratio is small (less than 2%), with a slightly higher percentage of those males (except for the aforementioned years and the year 2012), who have not specified their gender. It should be pointed out that, due to the specific character of Latvian language, the name and surname of a person already entails sufficient information, in order to identify the gender of the author of a CV. Therefore, most users of the online editor in Latvia might consider this section irrelevant. Curiously, the trend not to specify the gender clearly emerged as of 2013.

Statistics on the top 20 countries with the highest number of the created CVs are available in the online editor (the remaining countries are not identified). The analysis of the pattern of creating CVs by countries shows that, between 2007 and 2018, Latvia ranks 20<sup>th</sup> in terms of the number of CVs created online (in 2018, Latvia ranked 18<sup>th</sup>). Italy, Portugal and Romania account for the largest number of users of this document, while Lithuania and Estonia do not appear in the list of these 20 countries. In terms of the language used to create CVs online, in the reference period, Latvian ranked 15<sup>th</sup>, which is a relatively high indicator. Most CVs have been created in English, Italian and Portuguese.

### Europass Language Passports created in the online editor

The outcomes of the survey conducted among the target populations suggest that the respondents have preferred to use the online editor to create a Europass CV rather than a Europass Language Passport, i.e., 27% of the surveyed career counsellors and 6% of the surveyed learners have created this document in Europass portal. Similarly, the employers (38.2%) are less informed about the possibility to create a Europass Language Passport online, compared to the CV.

The statistics on the total number of documents created in Latvia, as available in the Europass online editor, show that, in the reference period, the Europass Language Passport has been the least created document. In Latvia, between 2013 and 2018 (data on earlier years are not available), a total of 5279 Europass Language Passports in different languages were created in the Europass online editor.

Most of them were created in Latvian (3128% or 59.2%), followed by English (2074 or 39.3%). Only a small number of these documents were created in other languages (77 or 1.5%) (see Table 10 below). The analysis of the statistics by years shows that the number of the Language Passports created in English continued to increase – from 28.6% in 2013 to 43.7% in 2018. However, the number of the documents by languages may have somewhat stabilised in 2017.

**Table 10 – Language Passports created in the online editor in Latvia by the language used (2013 – 2018)**

| Year  |        | All languages | In Latvian  | In English  | In other languages |
|-------|--------|---------------|-------------|-------------|--------------------|
| 2013  | Number | 42            | 30          | 12          | 0                  |
|       | %      | 100.0         | 71.4        | 28.6        | 0.0                |
| 2014  | Number | 589           | 363         | 213         | 13                 |
|       | %      | 100.0         | 61.6        | 36.2        | 2.2                |
| 2015  | Number | 558           | 395         | 154         | 9                  |
|       | %      | 100.0         | 70.8        | 27.6        | 1.6                |
| 2016  | Number | 1178          | 726         | 430         | 22                 |
|       | %      | 100.0         | 61.6        | 36.5        | 1.9                |
| 2017  | Number | 1450          | 796         | 626         | 28                 |
|       | %      | 100.0         | 54.9        | 43.2        | 1.9                |
| 2018  | Number | 1462          | 818         | 639         | 5                  |
|       | %      | 100.0         | 56.0        | 43.7        | 0.3                |
| Total | Number | <b>5279</b>   | <b>3128</b> | <b>2074</b> | <b>77</b>          |
|       | %      | <b>100.0</b>  | <b>59.3</b> | <b>39.3</b> | <b>1.5</b>         |

The analysis of the pattern of creating a Language Passport by countries shows that Latvia does not appear among the top 20 countries with the highest number of the created documents (neither in the reference period nor any other year). Generally, Italy, Spain and Portugal account for the largest number of Language Passports created online (in the entire reference period). However, in terms of the language used to create documents online, Latvian ranks 20<sup>th</sup> (Lithuanian – 18<sup>th</sup> and Estonian – 22<sup>th</sup>). In 2018, in terms of the number of the created Language Passports, Latvian ranked 16<sup>th</sup> (Lithuanian – 18<sup>th</sup> and Estonian – 26<sup>th</sup>). In the reference period, most Language Passports have been created in English, Italian and German.

It should be, however, taken into account that Language Passports can be created also in MS Word format. Unfortunately, the data on the Language Passports created this way are not available. Moreover, the self-assessment grid is included in the Europass CV template, and the users of the editor usually complete information on their language skills while creating their resume. Thus, the actual number of the Language Passports created online is considerably higher.

### European Skills Passports created in the online editor

In 2015, the Europass online editor introduced the possibility to create a European Skills Passport, which is a portfolio of electronic documents that may be either attached to the Europass CV as an attachment or used separately. Compared to other documents, the survey conducted in 2019 shows that the European Skills Passport was the least created document – only 14.6% of the surveyed career counsellors and 2.8% of the surveyed learners have created this document online.

The statistical analysis, however, suggests that the European Skills Passport made out 2.8% of all available documents in the reference period in Latvia (the Europass Language Passport was the least created document, which has been available longer, at that). In the time period between 2015 and 2018, a total of 31 993 European Skills Passports were created in the online editor in Latvia (see Table 11 below). Each year, the number of the created European Skills Passports has increased by 114%, on average.

**Table 11 – European Language Passports created in the online editor in Latvia (2015-2018)**

| Year         | Number       | Ranking of Latvia by the number of documents created |
|--------------|--------------|--|
| <b>2015</b>  | 1935         | 19   |
| <b>2016</b>  | 7495         | 20   |
| <b>2017</b>  | 10564        | No ranking   |
| <b>2018</b>  | 11999        | 20   |
| <b>Total</b> | <b>31993</b> | 20   |

The comparison of the created documents by countries shows the statistics about 20 countries with the highest number of the created European Skills Passports (the remaining countries are referred to “other countries”). In the time period between 2013 and 2018, Italy, Portugal and Spain account for the highest number of the created documents. Latvia also appeared in the list of these countries, although it only ranked 20. However, given the small population of Latvia, it is a quite good indicator. It should be noted that, in the reference period, neither Estonia nor Lithuania appeared in the list of the top 20 countries with the highest number of the created European Skills Passports. On the other hand, the analysis by the language, in which this document has been created online, shows that Latvian ranks 14<sup>th</sup> (Lithuanian – 16<sup>th</sup> and Estonian – 26<sup>th</sup>). In 2018, Latvian ranked 17<sup>th</sup> in this list (Lithuanian – 14<sup>th</sup> and Estonian – 26<sup>th</sup>). In general, the European Skills Passports have been mostly created in English, Italian and Portuguese.

### Cover Letters created in the online editor

As of 2015, the Europass online editor offers the possibility to create a Cover Letter, which has become a quite frequently used document. The survey outcomes by target groups shows that the creation of a Cover Letter is the second most frequently used service after the Europass CV. 41% of the surveyed career counsellors and 20.6% of the surveyed learners have created this Europass document online. It should be pointed out that only 7.8% of the surveyed employers mentioned that the Cover Letter is a prerequisite when applying for a job opening (40.9% of respondents indicated that it is preferable that the CV is accompanied by this document).

In the time period between 2015 and 2018, a total of 113 639 Cover Letters were created in the online editor in Latvia, which makes out only 10.1% of the total number of the Europass documents created in Latvia. Each year, the number of the created Cover Letters has increased by 121,3%, on average. In Latvia, the majority of the Cover Letters have been created in Latvian (89 398 or 78.7%), followed by English (23 627 or 20.8%), while the number of those Cover Letters created in other languages is quite small, i.e., 614 or 0.5% (see Table 12 below). The comparison of the number of the created documents by years shows that their distribution by the language used is quite stable, although, in Latvia, the percentage of Cover Letters created in English has slightly increased in the reference period. It results from the aforementioned that the template of the Cover Letter available in the Europass online editor is mostly used for domestic purposes.

**Table 12 – Cover Letters created in the online editor by the language used (2015-2018, number, %)**

| Year         |               | All languages | In Latvian   | In English   | In other languages |
|--------------|---------------|---------------|--------------|--------------|--------------------|
| <b>2015</b>  | <b>Number</b> | 7038          | 5756         | 1273         | 9                  |
|              | <b>%</b>      | 100.0         | 81.8         | 18.1         | 0.1                |
| <b>2016</b>  | <b>Number</b> | 31039         | 25161        | 5771         | 107                |
|              | <b>%</b>      | 100.0         | 81.1         | 18.6         | 0.3                |
| <b>2017</b>  | <b>Number</b> | 37233         | 29096        | 7750         | 387                |
|              | <b>%</b>      | 100.0         | 78.1         | 20.8         | 1.0                |
| <b>2018</b>  | <b>Number</b> | 38329         | 29385        | 8833         | 111                |
|              | <b>%</b>      | 100.0         | 76.7         | 23.0         | 0.3                |
| <b>Total</b> | <b>Number</b> | <b>113639</b> | <b>89398</b> | <b>23627</b> | <b>614</b>         |

|  |          |              |             |             |            |
|--|----------|--------------|-------------|-------------|------------|
|  | <b>%</b> | <b>100.0</b> | <b>78.7</b> | <b>20.8</b> | <b>0.5</b> |
|--|----------|--------------|-------------|-------------|------------|

The statistics on the number of the created Cover Letters by countries show that the number of the created documents in Latvia is quite high – in the reference period, Latvia ranks 11 or 12 (12, in general). The list includes top 20 countries, but only a summary of the data about other countries is available, without identifying each country separately. In general, Italy, Portugal and Germany account for the largest number of the Cover Letters created in this reference period. Lithuania and Estonia, however, do not appear in the list of 20 countries. Thus, the total number of the documents created in Latvia is a significant achievement. As for the language of the documents, in the reference period, Latvian ranks 11 (while Lithuanian ranks 19 and Estonian – 25). Similar data is available for the year 2018. The Cover Letters are usually created in English, Italian and Portuguese.

The analysis of the statistics on Europass documents available in the online editor suggest that the most frequently created document in Latvia (and other countries) is the Europass CV, as a result of which the percentage of the remaining documents is relatively low (see Table 13 below). The least created Europass documents in Latvia are the Europass Language Passport (only 0.5%) and the European Skills Passport (2.8%). It should also be noted that the Europass CV and the Europass Language Passport were available since the moment the editor was introduced (the statistics was summarised even later – as of 2007 for the Europass CV and as of 2013 for the Europass Language Passport), while the remaining documents were introduced only in 2015. Thus, it results from the aforementioned that the Cover Letter has become quite visible in a relatively short period of time.

**Table 13 – Documents created in the online editor in Latvia in total (number, 5)**

|               | <b>Europass CV<br/>(2007 – 2018)</b> | <b>Europass<br/>Language<br/>Passport<br/>(2013 – 2018)</b> | <b>European Skills<br/>Passport<br/>(2015 – 2018)</b> | <b>Cover Letter<br/>(2015 – 2018)</b> |
|---------------|--------------------------------------|---|---|---------------------------------------|
| <b>Number</b> | 974307                               | 5279  | 31993   | 113639                                |
| <b>%</b>      | 86.6                                 | 0.5   | 2.8   | 10.1                                  |

Although Latvia has a relatively small population, compared to other countries, the number of the visitors using the Europass online editor in Latvia is quite high, despite the small number of visits of the portal in Latvia. The analysis of the creation of Europass documents by countries in the time periods, for which the statistics are available, shows that, in the list of 20 countries with the highest number of created documents, Latvia ranks highest (12) in terms of the Cover Letter, followed by the CV (20) and European Skills Passport (25). In terms of the number of documents created in the specific language during the reference period, for which the statistics are available, the Cover Letter in Latvian ranks 11, the European Skills Passport – 14, the Europass CV – 15 and the Europass Language Passport – 20. These statistics suggest that the level of awareness of the services available in the Europass online editor is quite high and that the citizens relatively actively use the online editor to describe their knowledge, experience and qualifications.

## 4. Visibility and Use of Europass Documents

Although Europass documents create a common framework with a common aim of ensuring a transparent representation of the knowledge, skills, competences and qualifications of the citizens, each document has conditionally more specific task, as well as a specific target group. One of the most significant characteristics is the fact whether a citizen is able to create a document by himself or it is issued by a specific authority. Therefore, the implementation of documents and development of awareness-raising activities require a different approach. This chapter of the study report focuses on the information gained from different sources with regard to the implementation and use of Europass documents over the time and the regulatory framework in Latvia (if any), and it analyses the best practice in using these documents.

### 4.1. Europass CV

Europass CV is the most common and widely-used document of all Europass documents, as evidenced by both the statistics of the online editor and the outcomes of the survey conducted among the target groups.

The survey of 2011 shows that 36% of respondents were aware of the Europass CV in terms by the title of the document, whereas 33% of respondents were able to recognise it by the image. The highest level of awareness can be observed among those respondents under 30 years of age, whereas the purpose of the Europass CV (34%) was mostly the labour market in both Latvia and the European Union.

Similarly, the survey conducted among different target groups in 2019 also suggests that the Europass CV was the document most respondents were aware of, i.e., 97.2% of the surveyed career counsellors, 55.5% of the surveyed learners and 83% of the holders of the Europass Mobility document (which is even slightly more than compared to those respondents who were aware of the Europass Mobility) acknowledged that they were aware of the Europass CV. 32.4% of learners, on the other hand, have created a Europass CV. Similarly, also 74.8% of the surveyed employers were aware of the Europass CV and have come across this document, while 10.4% of respondents were aware of the Europass CV but had never come across this document. After viewing the sample document, a total 92.2% of employers acknowledged that they have come across this document.

Europass CV is also the most frequently used service in the online editor. The survey shows that 80.3% of the surveyed career guidance practitioners and 34.5% of the surveyed learners have created a Europass CV online, while 55.7% of the surveyed employers were aware of this possibility. The majority of the surveyed career counsellors (90.4%) have demonstrated to their clients how to create a Europass CV in the online editor. Furthermore, the majority of the surveyed career counsellors (75.8%) have used the Europass CV also in MS Word format (for more information, see Chapter 2).

The statistical analysis shows that, in Latvia, between 2007 and 2018, the number of the created CVs in all languages has continued to grow (with the average annual increase of 57.8%). In the time period between 2007 and 2018, a total of 974 307 Europass CVs were created in the online editor. In this reference period, the citizens aged 21 to 25 account for the largest number of the CVs created (see Chapter 3.2).

#### Analysis of the job openings available online

In 2018 and in the first half of 2019, the NEC conducted a survey on the section “Job Openings” on the websites of Latvian institutions and organisations, in order to find out their requirements for the CV form to be submitted by the job candidates. Given the temporary nature of a job opening published online, the survey was conducted periodically, assuming that this requirement will remain valid, if the institution or organisation, in the reference period, requests a CV in Europass format when publishing a new job opening after a specific period of time. The survey was conducted, analysing each Latvian governmental institution (authority) and their sub-ordinate institutions (authorities) separately. In the section “Links” on the website<sup>4</sup> of the Saeima (Parliament) of the Republic of Latvia, 26 Latvian governmental authorities, including ministries, are listed.

The following authorities listed on the website of the Saeima have indicated that the resume should preferably be submitted in Europass CV format: The Ministry of Education and Science, the State

<sup>4</sup> Website of the Saeima of the Republic of Latvia. See: <https://www.saeima.lv>.



Chancellery of the Cabinet of Ministers, the Ministry of Culture and its sub-ordinate institution – the National Library of Latvia, as well as the Courts Administration of the Ministry of Justice. The websites of the Saeima of the Republic of Latvia, the Supreme Court of the Republic of Latvia, the Social Integration State Agency of the Ministry of Welfare and the State Police directly sub-ordinate to the Ministry of Interior, in turn, include a requirement to submit an application for a job opening in Europass CV format (there is no information on whether a CV submitted in other format is rejected).

When reviewing the job openings published on the websites of the higher education institutions of Latvia, the following education institutions have laid down the requirement to submit a resume in Europass format: Riga Stradiņš University (for the academic staff), Latvian Academy of Sport Education, RISEBA, the University of Daugavpils, Latvian Culture College, Latvian Academy of Culture, Vidzeme University of Applied Sciences and the Daugavpils Medical College. In the description of the published job opening, the Transport and Telecommunication Institute recommends to use the Europass CV form.

Out of 119 reviewed websites of Latvian municipalities, the Europass CV is required when applying for highest qualification job openings (e.g., building engineer, lawyer) in the following municipalities: Gulbene, Krāslava, Salacgrīva, Stopiņi, Talsi, Alūksne and Ventspils. On the websites of these municipalities, the Europass format is not required when applying for a wide range of job openings for teachers, as the applications are to be submitted to the specific education institution.

The section “For Clients – Career Guidance” on the website of the State Employment Agency,<sup>5</sup> in turn, contains a link to the national Europass website to complete a CV in Europass format.

A random review of the job openings published on the most popular recruitment agencies in Latvia (CV Market, CV.lv and the job openings published by the State Employment Agency) shows that most job openings refer to limited liability companies (SIA) and joint-stock companies (AS) that do not require resumes created in a specific form. During the unstructured interviews of individual employers regarding the use of the Europass CV in the company represented by them, the employers expressed a neutral point of view and acknowledged that these matters are not given great importance. One of the few companies that does request the Europass CV is the association “Patvērums “Drošā māja””. The websites of the leading companies from different sectors in Latvia (e.g., Latvijas Gāze (Latvian Gas), Latvenergo, Tet, LMT, Baltcom, Latvijas Dzelzceļš (Latvian Railway), Riga International Airport and Tele 2) were also reviewed, but they did not lay down specific requirements for the format in which a candidate should submit the documents.

This point of view of the employers was evidenced also by the outcomes of the survey conducted in 2019, where the most respondents mentioned that they do not have any specific requirements for the format of documents, i.e., 72.2% of the surveyed employers mentioned that it is “not so important” or “rather irrelevant” that the applicants submit a CV in a standardised format.

## **Best practice in using the Europass CV at the higher education institutions in Latvia**

While implementing awareness-raising measures, over the years, the NEC has collaborated with a plenty of education institutions, both providing the learners with the information on Europass documents, participating in career days and cooperating with the administrative staff of institutions, in order to support the systematic use of a service available in the Europass online editor. The analysis of the job openings published on the websites of higher education institutions suggests that part of the higher education institutions request a Europass CV, while some of them have implemented a number of measures to set up technical support solutions for using the Europass CV, thus allowing the staff to create and update their resume in the online editor. This survey report focuses on two best practices – Jāzeps Vītols Latvian Academy of Music and Riga Stradiņš University.

### ***Experience of Jāzeps Vītols Latvian Academy of Music***

Given the experience of Jāzeps Vītols Latvian Academy of Music (JVLMA) in using the online editor, the NEC did not conduct unstructured interviews with the representatives of the JVLMA. The outcomes of the interviews show that, in 2017, several factors encouraged the managerial staff of the personnel department of the JVLMA to opt for a CV in Europass format:

- To avoid of creating another CV specifically for the academy.
- To ensure a single CV layout.
- To have a widely-used CV form.

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<sup>5</sup> Website of the State Employment Agency. See: <http://www.nva.gov.lv>.

- To save time and paper resources.

In order to gradually implement the use of the Europass CV, the JVLMA included references to the requirement of a CV in Europass format in the laws and regulations and job openings (for academic positions). The Europass CV form was not enhanced and adapted to the specificity of the academic staff of the JVLMA, but it was integrated in other documents that provide an overview of the creative, scientific and pedagogic work and professional development over the last six years. The Europass CV is requested and used when selecting personnel, evaluating the work performance and attesting the personnel.

As recognised by the representative of the JVLMA, the initial information on the Europass CV was obtained during the general personnel selection, more and more coming across the CVs of the applicants in Europass format. A colleague, who was employed also at the Latvian Academy of Culture, where Europass was already used, talked about the possibility to create a Europass CV online. Inspired by the experience of the Latvian Academy of Culture, he suggested that the interviewee learn more about the Europass services. At the end of 2016, the Latvian Academy of Culture held a seminar, where the representative of the JVLMA learned about the possibility to complete the Europass online, which seemed really simple. Afterwards, the interviewee presented the Europass online editor to the managerial staff, which supported the suggestion to use this tool to create resumes of the academic staff. In March 2017, the interviewee organised a seminar for the employees of the JVLMA. In the introduction part, she talked about the aim and objectives of the CV. The representative of the NEC, in turn, informed the audience about the process of creating a Europass CV online. Thus, as of 2017, the academic staff of the JVLMA was required to submit a CV in Europass format.

In 2019, more than 140 members of the academic staff had created and submitted their CV in Europass format, which makes out approximately 95% of the entire academic staff. Thus, it results from the aforementioned that the Europass CV is used quite actively at the JVLMA. The academy has purposefully encouraged the academic staff to use the Europass CV online editor, to create or update their resumes. Those colleagues, who have not yet submitted their CVs, are encouraged to do so and, if necessary, supported in creating their CVs online. In addition to the CV form, the JVLMA also uses the opportunity to create only the Europass Language Passport.

### ***Experience of Riga Stradiņš University***

While collecting data for this survey, the NEC contacted the representatives of the Riga Stradiņš University (RSU), in order to learn more about their experience in using Europass documents and services, conducting an unstructured interview. The outcomes of the interview show that, in 2016, the RSU created a database of the Europass CVs of the teaching staff using the opportunity of interoperability offered by the Cedefop, which maintained the Europass online editor at the time. The interoperability allows each institution or organisation, that maintains their own electronic CV database, to link it with the Europass online editor.

The RSU created the Europass CV database with the aim to ensure a centralised, easily accessible and usable database of the resumes of the academic staff of the HEIs with standardized Europass CVs, which can be updated and supplemented on a regular basis and which do not require paper format. All CVs were saved in Europass format, in order to ensure the use of a document that describes the experience and qualification in a structured and understandable manner and that is clear and easy to understand throughout Europe, as well as to ensure the compliance of the resumes of the academic staff with the requirements defined in the Cabinet Regulation “Regulations Regarding the Licensing of Study Programmes” (adopted on 14 July 2015).<sup>6</sup> In 2019, this Regulation ceased to apply. In the Cabinet Regulation <sup>7</sup> (adopted on 11 December 2018), in turn, the requirement about the submission of CVs in Europass format was enshrined in the guidelines for drawing up licensing documents, which was recommendatory in character.

The Europass CV database of the RSU was developed in five stages:

1. Development of the Europass CV template (sample).
2. Technical design of the IT system and database, including the development of the import/ export and synchronisation workflows (information system of the library, personnel management and students, portal of the teaching staff, etc.) and displaying the data in the section “Our people” of the RSU website.

<sup>6</sup> Cabinet Regulations No 408 “Regulations Regarding the Licensing of Study Programmes” (in force from 30 July 2015 to 1 January 2019). See: <http://likumi.lv/ta/id/275563-studiju-programmu-licencesanas-noteikumi>.

<sup>7</sup> Cabinet Regulations No 795 “Regulations Regarding the Licensing of Study Programmes” (in force as of 1 January 2019). See: <https://likumi.lv/ta/id/303957-studiju-programmu-licencesanas-noteikumi>.

3. Development of the English version, including the translation of all departments and positions and their import into the personnel management information system.
4. Settling of matters related to the management of Europass CVs and organisation of training for the employees, as well as temporary recruitment of data entry specialists to support the initial creation of CVs.
5. Creation of complete Europass CVs of the academic staff, based on the data contained in the information systems and those manually added, as well as periodical updating of CVs.

In the database of the RSU, the Europass CV template was adapted to the specific character of the resumes of the academic staff, adding the necessary sections to the Europass CV available in the online editor, such as, further education and other professional fulfilment activities, directions of research activities, patents, study programmes developed, study programmes managed, study courses developed, study courses managed, study courses taught, management of research works, publications, projects, membership in associations and organisations, awards and distinctions. Until now, over 2000 resumes in both Latvian and English have been created and maintained in the CV database of the RSU.

While developing the Europass CV database, the RSU faced several challenges, such as, the adaption of the CV template to the wide range of professions of the academic staff, incentivisation of the academic staff, need for the investment of time and effort, significant amount of complex data in parallel in Latvian and English, optimisation of the procedure of reflecting the data, data quality assurance and compatibility of the technical solutions with the information system of the RSU and Europass.

However, RSU acknowledged that they had gained also several benefits in the course of developing the Europass CV database, such as, the creation, updating and storage of automatised and standardised CVs of the academic staff, centralised current data on the academic staff that can be synchronised, as well as an optimised data collection process (self-assessment reports, licensing, accreditation, election of the academic staff and participation in projects).

During the development of the CV database, the representatives of the NEC were actively involved in several training seminars organised by the RSU for the academic, administrative and support staff.

The RSU recommends that other institutions and organisations, which consider the possibility to use the Europass online editor, assess several aspects:

- Dynamics of data and information. Due to the changes in the positions during the election of the academic staff, as well as relatively frequent change of information the CVs need to be updated more frequently than compared to the administrative staff. The current specification of the Europass CV data structure does not provide for the possibility to add a technical identifier to data units, which would allow to distinguish the data added automatically from those added by the user. Currently, while editing each CV, the information added by the user is discarded in the automated sections, as a result of which the contribution of the user is valid only until the next update of the CV.
- Possibility to create historic CV versions. The database of the RSU does not provide for this possibility, to obtain the current CV of an employee without additional resources and analysis (only one version is available in the database, and it is the updated one). In certain cases, the previous versions of a CV are useful to update the manually edited information. Furthermore, over the years, also the previous CV editions can be useful.
- Impact of the Europass CV online editor on the available functionality. For instance, after the introduction of the CV database of the RSU, the language menu of the Europass CV online editor was changed, which, in turn, influenced the language of the document saved in the CV database of the RSU. Since these changes were not detected in a timely manner, the information contained in the database of the RSU did not comply with the indications and instructions. It should be noted that, in the implementation of similar changes, the users and hosts of the database are not able to make any corrections or have time for any adjustments, etc.
- The attachment of photos causes technical problems when editing a CV.
- Perception of the staff as users. It should be pointed out that a CV contains personal data, and the employee is responsible for their accuracy. The CV database is a tool that helps obtaining information in specific sections of a CV, as well as a format that ensures the representation of a CV in a uniform manner. Unfortunately, often the employees expect that the information will be renewed automatically and updated without their further intervention, assuming that the administrative bodies are in charge of this information. Thus, the staff requires individual informative support with regard to the possibilities which the database offers.

The experience of both higher education institutions shows that the Europass online editor is a useful tool that facilitates the creation and updating of the CVs of the staff. Meanwhile, part of the staff requires informative support, at least during the initial creation of documents. Currently, there are several issues that still must be addressed with regard to the technical functionality of the new Europass portal created by the European Commission, so that the databases of institutions of higher education and other institutions could operate successfully during the transition from the site maintained by the Cedefop to the new portal.

## 4.2. Europass Language Passport

In Latvia, the Europass Language Passport is used very little, compared to the Europass CV, the Europass Mobility and the Europass Diploma Supplement, although the survey shows that a relatively high percentage of respondents are aware of this document. It should, however, be taken into account that the self-assessment grid for the language skills is included in the CV form. Thus, it is possible that this document has been created in more cases, without even being aware of it. The Europass Language Passport has been used by the citizens, language specialists and also language teachers.

According to the survey of 2011, 18% of respondents were able to recognise the Europass Language Passport by its title, but 10% – by its image. The highest level of awareness of the Europass Language Passport was observed among the respondents under 30 years of age, those who had acquired higher education after 2005 or those who had experience with regard to the mobility. As for the use of the Europass Language Passport, 15% of respondents, who recognised this document by its name or image (i.e., 3% of respondents), have completed it at least once. Those respondents aged 31 to 40, as well as those residing in Riga or Riga Region account for the highest percentage of respondents who have completed the Europass Language Passport most frequently. The majority of those respondents who had completed the Europass Language Passport (58%) have never given practical use to this document (sent it to someone), while 26% of respondents have used this document several times, but occasionally, and 11% of respondents have used it only once. Only few respondents (5%) have used the completed Europass Language Passport several times or on a regular basis. The Europass Language Passport was most often used for employers in Latvia or abroad (63% and 50%, respectively), and less often for a education institution in Latvia or abroad (25% and 13%, respectively).

The survey of 2019 shows that the Europass Language Passport is a relatively well recognisable document, with the CV being the most recognisable one. More than half of the surveyed career counsellors (55.1%) and one fifth of the surveyed learners (18.7%), as well as 33% of the holders of the Europass Mobility document, i.e., the majority of those aware of the Europass CV and the Europass Mobility, acknowledged that they are aware of this document. Fewer respondents mentioned that they had used this document – 8.3% of the surveyed learners. Nearly half of the surveyed employers (46.1%) were not aware of the Europass Language Passport and had never come across this document (and the job candidates had not submitted this document to the most employers (89.6%)). Similarly, also half of the surveyed employers (49.6%) do not request a self-assessment of the language skills, and most respondents (43.5%) found it “rather irrelevant” that the self-assessments of the language skills are submitted in a standardised format.

The possibility to create a Europass Language Passport has been used by less respondents than in case of the Europass CV, i.e., 27% of the surveyed career counsellors and 6% of the surveyed learners. Similarly, also fewer employers (38.2%) are aware of the possibility to create a Europass Language Passport online, compared to a CV.

As suggested by the statistics on the Europass online editor, in the reference period, the Europass Language Passport was the least created document (0.5%) in Latvia, although, in 2019, the European Skills Passport was the least created document online. In the time period between 2013 and 2018, a total of 5279 Europass Language Passports were created in Latvia, most of them in Latvian (59.2%), followed by documents in English (39.3%) and only a small number of documents in other languages (1.5%).

Since the Europass Language Passport is the first component of the European Language Portfolio and the State Language Agency was in charge of the European Language Portfolio in Latvia, the National Europass Centre has collaborated with the State Language Agency. The National Europass Centre has also informed the language service providers and language teachers about the Europass Language Passport and collaborated with educational institutions, the Goethe-Institute in Riga, youth centres, etc., in order to raise awareness of the Europass Language Passport among the citizens.

The NEC has implemented a number of support measures, in order to facilitate the use of the Europass Language Passport in Latvia. Between 2005 and 2020, the Europass Language Passport was available on the national Europass website, where it could be completed, using the Europass online editor, and

created in MS Word format in EU languages, as well as in languages of EU candidate countries and EEA/EFTA countries, using the links to the respective sites. A template in MS Word format together with the guidelines for its completion and creation, as well as samples of the Europass Language Passport have been available on the national Europass website. In 2009 and 2015, video tutorials for the creation of a Europass Language Passport in the online editor were developed and subsequently published on the national Europass website.

In the time period between 2005 and 2018, the national Europass website contained also a link to the Common European Framework of Reference for Languages, the portal of European languages and the website of the State Language Agency.

As of 2005, the NEC has been developing and disseminating informative materials about this document on a regular basis – brochures with a sample document and brochures about the Europass Language Passport as one of the Europass documents for different target populations. As of 2005, the NEC has been organising and participating in different events on a regular basis, such as, informative seminars for career counsellors and employment services, informing the stakeholders (e.g., various institutions and organisations, collaboration partners and potential users – learners, jobseekers and unemployed persons) about the Europass Language Passport as one of the Europass documents. As of 2005, the NEC has also implemented a number of advertising and communication activities to raise awareness of the Europass Language Passport, including the publishing of articles in newspapers, development of a web banner and putting it online, including on the website of the State Language Agency, as well as the development of electronic materials for online purposes, especially social networks.

Despite these informative support measures, the Europass Language Passport has been underestimated or its objective is too specific to the general public, in order to create it as a separate document. The European Commission encouraged the member states to discuss (for instance, during the meetings of the Europass Advisory Group or meetings of Europass networks) the options for future development of the Europass Language Passport. One of the solutions was for the Europass Language Passport to remain part of the CV form, given that as a separate document it is used relatively little, not only in Latvia, but also in other countries. However, the discussion led to the decision to discontinue the Europass Language Passport and not to include it in the new platform.

### 4.3. Europass Mobility

Europass Mobility is an individual certificate which formally records the knowledge, skills and competences acquired during a specific period of time in a European Union country (candidate country) for learning, traineeship or work purposes. This document is issued by an organisation or institution which has sent their representatives on an exchange visit.

The survey of 2019 conducted among the target populations, except for the representatives of the administrative staff of VEIs, included questions about the Europass Mobility. However, two survey questionnaires were specifically focused on this document – for a survey of the holders of the Europass Mobility document and international project coordinators.

The survey shows that the Europass Mobility document is the third best known document (after CV and Language Passport), i.e., 32.6% of career guidance practitioners and 10.2% of learners (the highest level of awareness was observed among the learners from VEIs, but the lowest one – among the pupils of GEIs) acknowledged that they are aware of the Europass Mobility document. However, only 79.8% of the surveyed holders of the Europass Mobility document were aware of this document (they were more aware of the CV), although the information on the Europass Mobility document is mostly provided by career guidance practitioners (29.8%) at their work. A relatively small percentage of the surveyed learners (4.2%), however, have obtained the Europass Mobility document. Therefore, it is not surprising that most of the surveyed employers (68.7%) are not aware of this document, while only one employer acknowledged that a job candidate recently submitted a Europass Mobility document when applying for a job opening.

In general, the surveyed holders of the Europass Mobility document found this document useful (70% of respondents found the Europass Mobility document “very useful” or “useful”). Most holders of the Europass Mobility document have used it to formulate their skills in a CV (44.7%) or to apply for a project (30.9%), or they have not used it at all (29.8%). The majority of international project coordinators (84.5%) mentioned that they inform the holders of the Europass Mobility document about the further practical use of this document. Approximately half of the surveyed holders of this document (52.1%) mentioned that the knowledge, skills and competences described in the Europass Mobility document fully reflect the learning outcomes acquired through the mobility. For more information about the outcomes of all surveys, see Chapter 2.

Since June 2005, the NEC has been registering the Europass Mobility documents of all those who wish to participate in a mobility project in a European Union country. The Europass Mobility document has a limited access, i.e., its registration with the NEC may be requested and it may be issued only by an organisation. Although the Europass Mobility document form is available in all 20 official EU languages, in Latvia, the form in English is used, as, in most cases, it is also the language used during the mobility experience. The Europass Mobility document is completed by partner organisations – the sending partner and the host partner involved in the mobility project. The NEC registers all requests for Europass Mobility documents and assigns a unique number to each document completed and signed by the partner organisations. The organisations may request Europass Mobility documents not only with regard to the mobility in the current year, but also for the mobility in previous years. Thus, the number of requests does not reflect the mobility process within a specific year or the number of individuals participating in the mobility.

The 2157 requests received from different institutions (organisations) in the time period between 2005 and 2018 referred to 13808 individuals, who were to be issued the Europass Mobility documents (see Table 14 below). Given that according to the procedure of issuing a Europass Mobility document in Latvia, a unique number is assigned to a Europass Mobility document on request, after the document has been completed and signed by the host and sending partner, the NEC has not registered Europass Mobility documents of 962 individuals or assigned numbers to these documents, which suggests that the Europass Mobility documents themselves have not been issued. According to the organisation, the main reasons for not issuing the Europass Mobility document include the following: the request refers to the mobility of previous years, but there is no response from the host partners; the request has been received too early (several months before the mobility); the mobility has been cancelled for some reason.

**Table 14 – Number of the requested Europass Mobility documents and the NEC numbers assigned in Latvia (2005 – 2018)**

| <b>Year</b>  | <b>Number of requests</b> | <b>Number of the NEC numbers assigned</b> |
|--------------|---------------------------|---|
| <b>2005</b>  | 7                         | 54  |
| <b>2006</b>  | 31                        | 217                                       |
| <b>2007</b>  | 46                        | 223                                       |
| <b>2008</b>  | 67                        | 448                                       |
| <b>2009</b>  | 115                       | 626                                       |
| <b>2010</b>  | 130                       | 770                                       |
| <b>2011</b>  | 159                       | 969                                       |
| <b>2012</b>  | 170                       | 1020                                      |
| <b>2013</b>  | 156                       | 829                                       |
| <b>2014</b>  | 167                       | 966                                       |
| <b>2015</b>  | 237                       | 1288                                      |
| <b>2016</b>  | 265                       | 1623                                      |
| <b>2017</b>  | 305                       | 1835                                      |
| <b>2018</b>  | 302                       | 1813                                      |
| <b>Total</b> | <b>2157</b>               | <b>12681</b>                              |

In the time period between 2005 and 2018, a total of 548 individual organisations (institutions) from Latvia have requested Europass Mobility documents, 182 of which were general education institutions (pre-schools, primary schools, basic schools, secondary schools, gymnasiums), 45 – vocational education institutions (vocational education institutions, schools of music and arts) and 30 – higher education institutions (universities, colleges, non-university type higher education institutions). Approximately half of the total number of organisations (291) that requested Europass Mobility documents, are different municipalities, unions, training centres, LTDs, foundations and associations. Most education institutions, especially vocational secondary education institutions, request the Europass Mobility document on a

regular basis, several years in a row. In many cases, in one year, one institution has submitted several requests for each experience of mobility (visit) separately. The active involvement of vocational education institutions in the mobility is also evidenced by the statistics (see Table 15 below).

Although the Europass Mobility document records international experience to reflect the number of credits acquired through both work, traineeship and exchanges and study exchange programmes that use credit transfer systems (e.g., ECTS), in the time period between 2005 and 2018, the NEC Latvia has not received any request from higher education institutions to issue a Europass Mobility document to students within a study exchange programme. All requests from higher education institutions received so far by the NEC (between 2005 and 2018) refer to a Europass Mobility document which is to be issued with regard to student traineeships within study programmes.

The NEC composes the unique number of a Europass Mobility document in accordance with the recommendations of the European Commission. Each document number includes information codes that refer to specific exchange:

- Country of origin.
- Number of the National Europass Centre (if there are more than one centres fulfilling the functions of the NEC).
- Year of commencing the mobility.
- Consecutive number of the request which is assigned a number.
- Consecutive number of the individual participating in the respective mobility.
- Country in which the mobility takes place.
- Code of the type of mobility (30 – learning mobility of teachers from general education institutions, 31 – learning mobility of learners and apprentices from vocational education institutions, 32 – learning mobility of vocational education professionals, 33 – learning mobility of students from higher education institutions, 34 – learning mobility of the staff of higher education institutions, 35 – learning mobility of adult education professionals, 36 – learning mobility of pupils from general education institutions).

Between 2005 and 2013, the NEC has assigned numbers to those Europass Mobility documents, the holders of which have participated in international exchange within the sub-programmes of the lifelong education programme of the European Commission: Leonardo da Vinci (3896 documents), Erasmus (884 documents), Comenius (961 documents) and Grundtvig (30 documents). Between 2014 and 2018, a total of 6375 numbers were assigned to completed Europass Mobility documents within the framework of the Erasmus+ programme. The table below shows the number of the issued Europass Mobility documents by the type of mobility, within the framework of the Erasmus+ programme.

The number of the issued Europass Mobility documents differs depending on the education sector and target group (see Table 15 below). Between 2014 and 2018, most numbers were assigned to Europass Mobility documents held by the learners and apprentices from vocational education institutions who participated in a learning mobility (approximately half of all individuals participating in the mobility). However, the staff of higher education institutions, who participated in a learning mobility project, account for the lowest percentage of numbers assigned (1.4%). It results from the aforementioned that most Europass Mobility documents have been issued to the representatives of vocational education, followed by those representing general education. The representatives of adult education, on the other hand, account for the smallest number of Europass Mobility documents issued.

**Table 15 – Number of the NEC numbers assigned to completed Europass Mobility Documents (2014 – 2018, number, %)**

| Education sector     | Type of mobility   | Number of the holders of the Europass Mobility Document | %    |
|----------------------|--|---|------|
| General education    | Learning mobility of teachers  | 1183  | 18.6 |
|                      | Exchange of pupils   | 558   | 8.8  |
| Vocational education | Learning mobility of learners and apprentices from vocational education institutions | 3089  | 48.5 |
|                      | Learning mobility of vocational education professionals                              | 667   | 10.5 |

|                  |  |             |              |
|------------------|--|-------------|--------------|
| Higher education | Learning mobility of the students from higher education institutions | 539         | 8.5          |
|                  | Learning mobility of the staff of higher education institutions      | 91          | 1.4          |
| Adult education  | Learning mobility of adult educators                                 | 248         | 3.9          |
| <b>Total</b>     |  | <b>6375</b> | <b>100.0</b> |

Given that the sub-programmes of lifelong education programmes and the Erasmus+ programme (learning mobilities) in Latvia are partly administrated by the State Education Development Agency (SEDA), to which project applications are submitted to receive the co-funding of the European Commission, the SEDA has provided in the project application an option for the institutions submitting the application to issue or not to issue a Europass Mobility document to the individuals participating in the mobility. The SEDA has stipulated that the issue of a Europass Mobility document is mandatory for the representatives of vocational education, which also explains the significant number of requests for Europass Mobility documents.

The survey of 2019 conducted among the international project coordinators shows that after all visits within the Erasmus+ programme, the institution or organisation represented by the respondents had issued the Europass Mobility document. A significant percentage of respondents mentioned that these documents are issued after the mobility within the programmes Leonardo da Vinci (19.7%) and Erasmus (16.9%). The survey conducted among the holders of the Europass Mobility document shows similar trends – 98.9% of respondents have participated in exchanges within the programme Erasmus+, followed by the programmes Comenius (21.3%) and Nordplus (17%).

The citizens of Latvia participate in mobility projects also beyond the education programmes of the EU (for instance, Nordplus, Interreg, NordProLink, ELFLA programme LEADER, cooperation agreements, etc.). Between 2005 and 2018, a total of 561 documents regarding mobilities beyond EU programmes were issued.

The NEC has summarised information on mobility destinations in the Europass Mobility Register (see Table 16 below). Between 2005 and 2018, most individuals participating in mobility were sent to Germany, Italy and Spain, but only in few cases to Luxembourg and Switzerland.

**Table 16 – Countries visited by the individuals participating in mobility, who were issued a Europass Mobility Document (2005-2018)**

| <b>Mobility destination</b> | <b>Number of individuals participating in mobility</b> |
|-----------------------------|--|
| Germany                     | 2391   |
| Italy                       | 1104   |
| Spain                       | 1071   |
| Portugal                    | 831  |
| Great Britain               | 684  |
| Lithuania                   | 683  |
| Finland                     | 664  |
| Estonia                     | 580  |
| France                      | 527  |
| Malta                       | 415  |
| Poland                      | 361  |
| Denmark                     | 337  |
| Greece                      | 334  |
| Czech Republic              | 248  |
| Bulgaria                    | 241  |



|                             |     |
|-----------------------------|-----|
| Turkey                      | 239 |
| Sweden                      | 228 |
| Netherlands                 | 221 |
| Austria                     | 214 |
| Norway                      | 164 |
| Slovenia                    | 151 |
| Iceland                     | 150 |
| Romania                     | 141 |
| Cyprus                      | 135 |
| Belgium                     | 133 |
| Hungary                     | 129 |
| Slovakia                    | 95  |
| Croatia                     | 79  |
| Ireland                     | 55  |
| Republic of North Macedonia | 50  |
| Switzerland                 | 7   |
| Luxembourg                  | 3   |

The survey conducted among the international project coordinators shows that most respondents (88.7%) found the procedure of obtaining a Europass Mobility document “very simple” or “simple”. At the same time, the respondents also suggested to simplify the procedure of issuing this document, ensuring automatic assignation of numbers and digitalisation of this procedure.

The Europass Mobility document is one of the documents which is available to a rather specific audience – participants of exchanges. Thus, the use of this document does not depend only on awareness-raising activities implemented by the NEC. One of the most important encouraging aspects is the established regulatory framework that stipulates that the coordinators of mobility projects must issue Europass Mobility documents to the individuals participating in mobility. The outcomes of the target populations are not sufficient so as to draw general conclusions on the role of Europass Mobility on the labour market. However, this document allows for a transparent presentation of learning outcomes acquired through the mobility experience.

#### 4.4. Europass Diploma Supplement

The Europass Diploma Supplement is one of those documents which is issued by a education institution and not created by its holder. The visibility and use of this document depend to a large extent on the regulatory framework established in the respective country. The analysis of the visibility of this document as part of the Europass framework led to the conclusion that the target populations do not consider it a Europass document. Although the Europass Diploma Supplement is issued together with all documents attesting higher education in Latvia, it does not contain the Europass logo or visible references to Europass.

The survey of 2019 conducted among the target populations shows that the respondents are more aware of the Europass CV, the Europass Language passport and the Europass Mobility document than of the Europass Diploma Supplement, i.e., 20% of career counsellors, 8.5% of learners and 16% of the holders of the Europass Mobility document acknowledged that they are aware of this document. Compared to other documents, the career counsellors provide less information on the Europass Diploma Supplement (13.5%). This document is issued to a small percentage of the surveyed learners (3.7%). Most of the surveyed employers (67%) are not aware of the Europass Diploma Supplement or have not come across this document. Furthermore, most employers (95.7%) have not received this document from the candidates who had applied for a job opening in the last year. The majority of employers (71.3%) found it “not so important” or “rather irrelevant” that the education documents are accompanied by a diploma supplement. For more information on the survey outcomes, see Chapter 2.

## **Regulatory framework in Latvia**

In 1999, several higher education institutions in Latvia commenced issuing Diploma Supplements. As of 2004, the Diploma Supplement are mandatory for all documents attesting the acquisition of higher education, and all higher education institutions in Latvia issue them to their graduates.

The content of the Diploma Supplement is regulated by Annex 7 of Cabinet Regulations “Procedures by Which State-Recognised Education Documents Certifying Higher Education Are Issued”<sup>8</sup> (adopted on 19 April 2013). The structure of the Diploma Supplement complies with the sample developed by the European Commission, the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO/CEPES). The Diploma Supplement is drawn up to provide objective information and ensure academic and professional recognition of education documents.

The Diploma Supplement includes details on the nature, level, context, content and status of the study programme successfully completed by the person indicated in the diploma. It does not, however, contain guidance on the assessment and equivalence of education documents or recommendations for their recognition. Information is provided in all 8 sections of the Diploma Supplement. If a section does not include information, a reason is given.

In Latvia, the matters related to the Diploma Supplement lie within the responsibility of the Ministry of Education and Science, whereas the task of the NEC is to facilitate the visibility of the Diploma Supplement as one of the documents of the Europass framework. The NEC informs the public about the use and benefits of the Diploma Supplement in different events and using various channels.

## **Seminar “Learning Outcomes in Diploma Supplements”**

On 28 April 2016, the Academic Information Centre held a working seminar “Learning Outcomes in Diploma Supplements” in Riga, which was targeted at the representatives of higher education institutions, colleges and the Ministry of Education and Science, in order to discuss how to present the learning outcomes in Diploma Supplements in a clear and accurate manner. The seminar aimed at initiating a discussion on the integration of learning outcomes in Diploma Supplements to documents attesting the acquisition of higher education, to prepare recommendations to the Ministry of Education and Science on the sample of the Diploma Supplement.

In the working groups, the participants discussed how to formulate the learning outcomes in Diploma Supplements, which section of the Diploma Supplement should include the learning outcomes and what would the “ideal” sample of the Diploma Supplement look like. The following suggestions for changes in the Diploma Supplement were provided during the seminar:

- The “ideal” Diploma Supplement could have 5 to 7 pages in Latvian and English.
- The Diploma Supplement should not include Section 8 “Description of the Education System”, as there might be changes over time. A better solution is to include a link to the respective website. Even now, the chart explaining the education system included in the Diploma Supplement is of poor quality, which is why the image is quite blurry after printing out the Diploma Supplement.
- Samples of Diploma Supplements should be drawn up, explaining the information to be indicated in each section of the Diploma Supplement. These guidelines should be developed by lawyers to ensure the compliance with the respective laws and regulations.
- It should be discussed whether the Diploma Supplement should include the courses completed within the framework of further education and seminars, indicating the amount in credits.
- In the Diploma Supplements, the amount of the completed study courses should be indicated in ECTS, as Latvian credits might create misunderstandings when interpreted abroad.

The Diploma Supplement is one of the tools of the Bologna process which plays an important role in facilitating the comparison of qualifications at an international level and their recognition in other countries. This document contains clear information on the higher education programme the holder of this document has completed, as well as the knowledge, skills and competences acquired. Despite the visibility of the Diploma Supplement in the European Higher Education Area, the level of awareness of this document as part of the Europass framework is low. One of the further activities of the NEC is to carry out awareness-raising activities, providing support to both the higher education institutions to ensure

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<sup>8</sup> Annex 7 of Cabinet Regulations No 202 “Procedures by Which State-Recognised Education Documents Certifying Higher Education Are Issued” (in force as of 19 April 2013; recent amendments in force as of 5 October 2018). See: <https://likumi.lv/ta/id/256157-kartiba-kada-izsniedz-valsts-atzitus-augstako-izglitiba-apliecinosus-dokumentus>

that they develop relevant content of the Europass Diploma Supplement, and the citizens to raise their awareness of the role of the Europass Diploma Supplement on the future education and career pathway.

## 4.5. Europass Certificate Supplement

The Europass Certificate Supplement is a document which accompanies the education document attesting the acquisition of basic education and secondary education, in order to complement the information included therein and making it easier to understand, especially for employers or institutions abroad. Vocational education institutions draw up and issue this document to their graduates.

Although this document has not yet been introduced in Latvia, the survey of 2019 conducted among the target groups included several questions related to this document. Compared to other Europass documents, the Europass Diploma Supplement is the least known document – 13.5% of the surveyed career counsellors, 8.8% of the surveyed learners and 13.3% of the surveyed holders of the Europass Mobility document are aware of this document. Compared to other documents, the surveyed career counsellors provide less information about the Europass Diploma Supplement (6.7%). Only a small percentage of the holders of this document participated in the survey of learners (2.9%), which is not surprising. Most of the surveyed employers (62.6%) were not aware of the Europass Certificate Supplement. 93.9% of the employers had not received from the candidates this document, when they applied for a job opening in the last year. For more information about the survey outcomes, see Chapter 2.

As of 2005, the NEC, within the scope of its competence, ensures access to the Europass Certificate Supplement form and recommendations on their completion in all official EU languages to those vocational education institutions in Latvia which request this document. The NEC carries out this activity through both the national Europass website and individual consultations.

In 2005, the NEC, in collaboration with the Ministry of Education and Science (MoES) and the Vocational Education and Training Centre (VETC), commenced developing a recommendation procedure of introducing the Europass Certificate Supplement in Latvia. The NEC coordinated a working group which, led by the VETC, developed a pilot project for the Europass Certificate Supplement with regard to five occupations, taking into account the regulatory framework and guidelines of the Europass Certificate Supplement. This pilot project was not finished, as it was interrupted by a new vocational education reform, which resulted in the reorganisation of the VETC in 2009, as a result of which it was included in the National Centre for Education (NCE).

In 2017, while planning to develop the Europass Certificate Supplement within the framework of the ESF project SAM 8.5.2. “Ensuring the compliance of vocational education with the European Qualifications Framework” (16 December 2016 – 31 December 2021), the NCE analysed the structure of the document and the experience of other countries. In 2018, the first stage commenced. In this stage, the stakeholders (the NCE, employers and trade unions) agreed on the structure and content of this document. Also the NEC provided informative support during these discussions, sharing the experience of other countries. The discussions addressed several matters, for instance, the translation of qualifications in English, use of sources to describe knowledge and skills, etc.

In the second stage, which is taking place as of 2019, in collaboration with the State Education Quality Service (SEQS), sample documents for specific qualifications (Latvian Qualification Framework levels 3 to 4) in accordance with the requirements of the respective occupational standards were developed. Unlike other countries, it is planned to develop customised Europass Certificate Supplements. The documents are drawn up only in Latvian, as the project did not provide resources for their translation. In general, it is planned to draw up Europass Certificate Supplements for 224 occupations.

For the time being, it is not planned to establish a regulatory framework for the procedure of issuing a Europass Certificate Supplement. Another issue that still needs to be addressed is the website where the developed Certificate Supplements could be published so that they are available to vocational education institutions for their creation and issue.

### ***Measures implemented by the NEC to facilitate the introduction of this document***

On 13 October 2006, the NEC organised an international conference “Certificate Supplement” with the participation of experts from abroad, in order to base the development of the Europass Certificate Supplement in Latvia on the experience of those countries which have already introduced this document (Denmark, Lithuania and Sweden).

On 31 May 2016, the NEC organised the workshop “Europass Certificate Supplement in Latvia” for all interested parties, to initiate a discussion on the introduction of this document in Latvia. The participants of the seminar included the representatives of the Academic Information Centre, the MoES, the NCE, the SEQS, vocational education institutions, sectoral experts councils and employers. The participants fully supported the introduction of this document in the vocational education system of Latvia to the fullest extent possible, especially due to the growing international mobility of the graduates of vocational education institutions.

Each stakeholder expressed their opinion during the working seminar:

- The MoES supports further introduction of the Europass Certificate Supplement in Latvia, given the strong interest on the part of the learners from vocational education institutions and other stakeholders.
- The NCE reiterates the availability of information on the knowledge and skills of each specialist, as the titles of qualifications differ. The content of this document should be discussed, analysing how detailed the description of the knowledge, skills and competences should be, taking into account the opinion of employers. Also, it should be taken into account that part of the occupational standards have not been revised for a long time and modular vocational education programmes are currently developed. At the same time, the document should be understandable and simple.
- The employers support the description included in the Europass Certificate Supplement, provided that it includes also the duration of traineeship in hours.
- The VETs reiterate the important role of the Europass Certificate Supplement in improving the competitiveness of young people. The first step towards the development of this document was made by the Riga State Technical School, which issues this document to their graduates as of 2016.
- The sectoral experts council justifies the need for this document, pointing out that, based on the collaboration with the foreign partners, this type of Diploma Supplement has been issued for a long time, including additional modules.

As a result of the discussions of the participants, several benefits of introducing the Europass Certificate Supplement in Latvia were identified:

- This document would facilitate the entry of graduates in employment relationship.
- The information on the traineeship and professional experience of the graduate would provide a valuable feedback to the employers in both Latvia and abroad.
- This document would contribute to the recognition of education documents attesting the acquisition of vocational education abroad, thus providing additional information to the experts in recognition of diplomas.

On 29 August 2019, the NEC, in collaboration with the National Coordination Point of the Latvian Qualifications Framework, organised the working seminar “Europass and the Latvian Qualifications Framework: Future Steps”, to discuss the introduction of the Europass Certificate Supplement in Latvia as one of the issues to be addressed, based on the project implemented by the NCE.

The discussion with regard to this document focused on the following matters:

- Discussion on the reasons of why the English translations of the vocational education qualifications in the Europass Certificate Supplement developed within the framework of the ESF project, as implemented by the NCE, and those contained in the Latvian Qualifications Database are so different. The titles of qualifications in English are compared to those included in the classification offered by the ESCO (based on a previous survey the outcomes of which are reflected in the sectoral qualifications frameworks), when developing the supplements. In cases where the specific qualification was not included in the ESCO, the title was translated literally. The titles of those qualifications contained in the Latvian Qualifications Database are mostly translated in accordance with the language norms, so that the qualifications could be recognisable. Furthermore, some ESCO qualifications (currently still in the development phase) cannot always be adapted to Latvian qualifications.
- Latvia should develop common labour market forecasts, to have a clearer picture of the qualification of a specific occupation and the skills demanded on the labour market. It is necessary to develop a scientific approach to the methodology of vocational education.
- The Europass Certificate Supplements could include both titles in English – both the qualification offered by the ESCO classification, indicating the source, and the direct translation, so that the citizens would understand them. Given the diverse character of qualifications, it is impossible to avoid several titles of qualifications, as one term can be used in different ways in different contexts.

- In the context of Latvia, personalised Europass Certificate Supplements should be used, as they are linked to specific education programmes, and this approach is supported by the employers. The education institutions have the possibility to reflect the specific features of a qualification (specific skills).
- When updating the occupational standards, also the relevant Europass Certificate Supplement should be updated. An open data software could be used.
- The changes to the descriptions of the sectoral qualifications frameworks should be submitted to the experts along with the respective translations into English, which could be used to indicate the titles of qualifications in English.

The discussions led to the following conclusions:

- In order to ensure the use of the Europass Certificate Supplement in the international mobility to the fullest extent possible, this document should be provided also in English.
- While the translations of the Europass Certificate Supplements in English are not yet available, the titles of vocational education qualifications could include all available translations into English, if necessary (both those offered by the ESCO classification and the sectoral qualifications framework, and their literal translation).
- In order to ensure efficient updating of the Europass Certificate Supplement in the future, the following solutions were mentioned:
  - Development of an automatic system (based on the open data software), linking the databases of occupational standards and the Europass Certificate Supplements.
  - Use of computer-aided translations, to update the Europass Certificate Supplement not only in Latvian, but also in a foreign language (for the citizens to be able to use the supplements in international mobility).
  - Automated requests for and implementation of changes (in Latvian and English).

Several measures have been implemented in Latvia, in order to introduce the Europass Certificate Supplement in vocational education. It is possible that these documents will be soon issued also to the individuals who have acquired a vocational education qualification. Thus, the NEC should pay more attention to awareness-raising activities in the future to facilitate the visibility and use of this Europass Certificate Supplement.

## Conclusions and Recommendations

In course of the survey, by means of several methods (analysis of sources and statistics, surveys among the target groups and unstructured interviews) it was ascertained to what extent different target groups recognise Europass documents and what are the patterns of using these documents. The outcomes allowed for several conclusions, as well as suggestions for future operation of the NEC and the EC in various fields.

### ***Visibility of Europass documents***

Europass CV remains the most widely known and used Europass document in Latvia. The employer survey shows that Europass documents are mostly associated with the Europass CV.

The use of the Europass Language Passport is relatively infrequent, although the outcomes suggest that it is the second most recognisable document after the Europass CV. It should be emphasised that the CV form already comprises the self-assessment grid for language skills. Therefore, this document is actually used even more.

The next most widely known document is the Europass Mobility, although their users are a specific social group, i.e., participants of exchanges. Therefore, the use of this document is rather limited. Even though only the individuals, who were issued this document, participated in the survey conducted among the holders of the Europass Mobility document, one fifth of respondents were not aware of the Europass Mobility. The lowest level of awareness was observed among the pupils from general education institutions, learners from vocational education institutions and the teachers from general education institutions. The low level of awareness of the Europass Mobility among the learners could be attributable to the fact that this document is often accompanies certificates issued to the graduates. The low level of awareness of the Europass Mobility among the teaching staff is, however, surprising.

The Europass Diploma Supplement is the least known document of all Europass documents introduced in Latvia. Although the issue of this document to the graduates of the higher education institutions in Latvia is mandatory as of 2004 and their structure is stipulated in Annex 7 of Cabinet Regulations "Procedures by Which State-Recognised Education Documents Certifying Higher Education Are Issued" (adopted on 19 April 2013) in accordance with the sample issued by the European Commission, the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO/CEPES). The citizens might not consider this document a Europass document due to the fact that it does not contain the Europass logo and visibly recognisable references to the Europass framework. Although all the preconditions for successful introduction of this document in Latvia are met (i.e., regulatory framework is established), the survey shows that the significance of the Europass Diploma Supplement on the labour market is underestimated.

The Europass Certificate Supplement is the least known document, most probably due to the fact that it has not yet been introduced in Latvia. The introduction and use of the Europass Diploma Supplement in higher education in Latvia was facilitated by the Bologna process, in which Latvia started participating in 1999. Work on the introduction of the Europass Certificate Supplement, in turn, commenced (with interruptions) only after adopting the Europass Decision in 2004, and it is mostly based only on the initiative of the national education policy.

The survey conducted among the learners suggests that the majority of the surveyed teenagers are rather vaguely aware of Europass documents and therefore do not use them. These outcomes might be explained by the age of the respondents, as most teenagers aged 15 to 17 are not economically active and they do not usually apply for jobs or projects. However, more attention should be paid to the pupils and teachers from general education institutions, when planning further awareness-raising events, as these target groups account for a low level of awareness of Europass documents and their objectives. One of the most surprising fact is that a small percentage of career counsellors from general education institutions were not aware of any of the Europass documents. Thus, it cannot be assumed that this target population amongst others are fully aware of Europass. The career counsellors, international project coordinators and teachers are very important target populations for future awareness-raising events organised by the NEC, as these specialists are able to disseminate more information on Europass documents and services.

### ***Europass online editor***

The Europass online editor has been an important tool that has facilitated the use and availability of Europass documents.

The creation of the Europass CV in the online editor is also the most widely known and most frequently used service both in Latvia and abroad, followed by the Cover Letter. However, the number of European Skills Passports and Europass Language Passports created online is relatively small. Given the time period in which these online services were introduced, the Cover Letter has become more visible among the citizens over a short period of time, even though the majority of the surveyed employers do not establish the submission of a Cover Letter as mandatory, when applying for a job opening. The Europass Language Passport, in turn, is the least created document despite the fact that it has been available for a longer period of time.

Compared to other countries, the citizens of Latvia have used the online editor services rather actively. Traditionally, the online editor is more used in specific countries, such as, Italy, Portugal, Spain, Romania and Germany. Thus, the experience and the implemented awareness-raising events of these countries could give a valuable feedback.

Meanwhile, it should be pointed out that, for the purposes of learning, it is important to save Europass documents also in MS Word format, especially the Europass CV, as the project coordinators, teachers and career counsellors do not always work online when working with the learners and customers.

The most common issues the target populations face when using the Europass online editor are more related to the ability of the users to accurately assess and formulate their knowledge and skills rather than the technical solutions of the tool. Thus, the online editor can be considered a user-friendly tool. At the same time, more support measures should be implemented to help different target populations to represent their knowledge, skills and competences more successfully.

More than half of the surveyed learners (and even more pupils from general education institutions) have not used the Europass online editor. The career counsellors from general education institutions, municipalities and different organisations, as well as from the SEA should be more informed about the online editor services. Thus, it results from the aforementioned that despite the extensive use of the online editor in Latvia, it is necessary to continue informing different target groups about the new Europass platform and seek for contact points, possibly in libraries and municipalities that would facilitate the dissemination of information.

The Europass online editor also ensured the interoperability functions which the target populations were considerably less aware of. Nearly half of the surveyed employers, however, expressed the potential interest of their represented companies in using these solutions. In course of the survey, also the best practices of higher education institutions that used the interoperability of the online editor for the creation and maintenance of a CV database were analysed. This experience provided a valuable feedback to encourage also other higher education institutions to consider the possibility of using interoperability functions. In order to facilitate more extensive use of this service, a more target-oriented strategy of awareness-raising activities is necessary, strengthening the communication with large employers. For the time being, one of the issues that still needs to be addressed is the reflection of the previous interoperability solutions in the new Europass web-based platform. Therefore, before commencing communication activities in Latvia in this context, the EC should provide clearer information on the new technical requirements.

### ***Use of Europass documents***

When informing the citizens about Europass documents, the situations in which the documents are created should be analysed. Most learners have created the Europass documents in the learning process (especially pupils and learners), as well as when applying for a job (especially students and learners). However, considerably fewer respondents have created the Europass documents during career counselling. It can be assumed that the high percentage of those respondents who have created Europass documents during career counselling is related to the (un)availability of this service. Since the surveyed students and learners are older than the pupils, they have more experience with regard to the creation of Europass documents, when applying for a job. Given that more pupils and learners than students have created Europass documents in the learning process, it can be assumed that, in the recent years, the Europass documents are discussed in the education process more than ever before, as the students have less experience in this.

In order to encourage the citizens to use Europass documents, it is necessary to highlight their benefits and applicability. According to the career counsellors and learners, the benefits of Europass documents include their user-friendliness due to the ready-to-use template, as well as their visibility throughout the EU. The surveyed learners mostly used Europass documents when applying for a job, project or studies. The holders of the Europass Mobility document, in turn, use this document to formulate their skills in the CV and when applying for a project. However, most of the surveyed learners had created at least one of the Europass documents, while more than half of respondents (especially pupils) have never used

Europass documents. Similarly, most holders of the Europass Mobility document appreciate the practical usefulness of the document, whereas one third of respondents have not given this document any further use.

Although the number of the issued Europass Mobility documents continues growing, the awareness of the use of this document should be raised among the citizens, so that their use would be meaningful. One of the challenges in mobility is the validation and recognition of the acquired learning outcomes (described in the Europass Mobility document). Half of the surveyed international project coordinators mentioned that the learning outcomes acquired through the experience of mobility (of teachers) are recognised as part of professional fulfilment. A significant percentage of respondents (especially from general secondary education institutions), on the other hand, indicated that the learning outcomes described in the Europass Mobility document are not evaluated and recognised. The survey shows that the general education institutions generally find it more difficult (than compared to the vocational education institutions or higher education institutions) to integrate the knowledge, skills and competences acquired through the experience of the mobility into the learning process or further education of the teachers. Thus, more attention should be paid to support measures, in order to assist these institutions in integrating the mobilities into the learning process, to the fullest extent possible.

The survey showed that, in Latvia, only one vocational education institution issues the Europass Certificate Supplement to promote the competitiveness of their graduates on the labour market. The experience of this education institution is a valuable feedback that will contribute to the introduction of this document in Latvia.

There are a number of important preconditions for a wider use of this document. Firstly, the issue and use of this document is regulated. The procedure of issuing the Europass Diploma Supplement in Latvia is stipulated in the respective laws and regulations. Thus, this document accompanies all certificates attesting the acquisition of higher education. The Europass Mobility documents must be issued to all participants of vocational education exchanges, as requested by the State Education Development Agency as the institution monitoring the implementation of the Erasmus+ programme. The submission of resumes, using the Europass CV form, was regulated in the licensing and accreditation of study directions and programmes in higher education. This way, it is possible to facilitate the use of Europass documents. However, these measures do not always ensure the visibility of Europass documents and their further practical use on the education and career pathway. Thus, it is necessary to continue to implement awareness-raising support activities regarding also those Europass documents the issue or use of which is regulated, so as to make their use meaningful and efficient.

Secondly, there is a demand for the use of these documents, for instance, the employers may request that all candidates submit a Europass CV, whereas an institution may lay down requirements for the format in which the employees must describe their knowledge, skills, experience and qualifications. This precondition may raise awareness of Europass documents among the citizens, but at the same time methodological support for adequate creation and updating of documents is necessary, so that the citizens would be able to describe their knowledge and experience as accurately as possible.

Thirdly, in order for the documents to be used, they must be easily accessible and easy to create. Although most of the surveyed international project coordinators found the procedure of obtaining the Europass Mobility document very simple or simple, the respondents suggested to simplify the procedure of issuing this document, to ensure automatic assigning of a document number, as well as to fully digitalise the procedure. The use of Europass documents does not need to be continuous, and it is not necessary to reach the highest indicators with regard to the creation of documents on the online platform, but the citizens must be sufficiently aware of Europass documents to be able to use them in specific real-life situations. One of the challenges, that still needs to be addressed in this context, is the need to make the Europass documents accessible to all citizens, especially the socially disadvantaged groups, that may lack digital skills and/or ICT resources. Another challenge is the ability to formulate own knowledge, skills, competences and qualifications in a clear and accurate manner, which could be explained by the approach the education institutions use to inform the current and potential learners about the knowledge, skills and competences to be acquired after completing an education programme, as well as the availability of career counselling with regard to lifelong learning.

### ***Sources of information on Europass***

Over the time, the NEC has created and developed several channels of information (website, social networks, advertisements in the mass media, seminars, career days, etc.), to inform different citizen groups about Europass documents and services. While conducting the survey, it was important to find out, which of these channels have been useful. The survey of the career counsellors shows that the most important sources of information on Europass are seminars and conferences, information materials and the internet. The events are more important to the career counsellors from VEIs and less important to the



career counsellors from municipalities and other organisations. Most of the surveyed career counsellors have never attended this type of events. Given the outcomes of the survey, more events for career counsellors from municipalities and other organisations and HEIs should be organised, as these target groups account for the lowest rate with regard to the attendance of events with the participation of a representative of the NEC. The learners, on the other hand, have learned about Europass documents mostly on the internet and during the lessons or lectures. However, only few respondents have become aware of Europass documents during career counselling, as most likely the majority of them have never received them. It should be pointed out that a significant percentage of the surveyed learners (especially pupils) have not obtained information on Europass documents. The holders of the Europass Mobility document have mostly learned about it from a project coordinator (as evidenced by the outcomes of the survey conducted among international project coordinators), on the internet or during a seminar. Most of the surveyed international project coordinators have attended events with the participation of a representative of the NEC. The representatives of general education institutions and different organisations account for the lowest attendance rate. Thus, the representatives of the aforementioned institutions or organisations should be more actively engaged in Europass awareness-raising activities.

The analysis of the use of the national Europass website shows that the number of visitors continues to grow. The outcomes of the survey conducted among the target populations suggest that most career counsellors visit the national Europass website once every six months or once a year, while most of the surveyed learners (especially the pupils) have never visited this website. The holders of the Europass Mobility document express more interest in the website, compared to the learners – one third of respondents have never visited the Europass website (especially the learners) or visit the website once every six months. Most career counsellors find the content of the website useful at their work. Approximately half of the surveyed international project coordinators have used the video tutorial and examples on how to complete a Europass Mobility document. One third of respondents, in turn, are aware of the national Europass website, but most of them are not aware of the content. Those employers, who have visited the national Europass website, are generally satisfied with both the design and layout of the website and the user-friendliness, amount and comprehensibility of information. Most career counsellors suggested to include more samples of Europass documents on the national Europass website. The holders of the Europass Mobility document believed that no improvements are necessary or suggested to improve information on the use of the document.

Similarly, also the number of the followers of the social networks used by the NEC shows positive trends. However, the outcomes of the survey conducted among learners and holders of the Europass Mobility document show that most respondents do not follow any of the social networks used by the NEC. Most of the surveyed learners follow the Europass account on Twitter and the Europass channel on YouTube. The holders of the Europass Mobility document, in turn, mostly used Facebook. Although a significant percentage of respondents do not follow the activities of Europass on the social networks, Facebook and YouTube can be considered valuable sources of information to facilitate the visibility and use of Europass documents in Latvia.

### ***Suggestions of target populations***

In the surveys conducted among career counsellors, holders of the Europass Mobility document and international project coordinators, the respondents were given the opportunity to make suggestions to the NEC or the EC to enhance the use of Europass documents. It should be pointed out that a relatively small number of respondents formulated suggestions, while part of them only expressed satisfaction with the measures implemented by the NEC. Most career counsellors suggested that the online sources should contain more examples and clearer instructions on how to complete Europass documents. The career counsellors and holders of the Europass Mobility document suggested to provide more information on Europass possibilities and simplify the completion of documents. The holders of the Europass Mobility document especially pointed out the need to inform the employers about the use of Europass documents. The holders of the Europass Mobility document and international project coordinators suggested to establish a regulatory framework that would ensure the validation and recognition of the learning outcomes described in the Europass Mobility document. They also suggested to simplify the procedure of issuing the Europass Mobility document, ensuring automatic assigning of certificate numbers and possibility to complete the document electronically.

The survey outcomes generally show that Europass documents are relatively visible, and the citizens rather actively use the services available in the online editor. However, further target-oriented awareness-raising measures are required, in order to facilitate not only the visibility of Europass documents, but also their practical use. The citizens also must be supported in completing the documents, to ensure successful representation of their knowledge, skills, competences, experience and qualifications. It is important to emphasise the meaningful use of documents in certain real-life situations, when planning awareness-raising activities.

## **Annexes**

**Annex 1 – Questionnaire for the Survey of Career Counsellors**

**Annex 2 – Questionnaire for the Survey of Learners**

**Annex 3 – Questionnaire for the Survey of the Holders of the Europass Mobility Document**

**Annex 4 – Questionnaire for the Survey of International Project Coordinators**

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# Annex 1 – Questionnaire for the Survey of Career Counsellors

## Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

1. Your gender:

- Male
- Female

2. Your age:

- Aged 20 – 30
- Aged 31 – 40
- Aged 41 – 50
- Over 50 years

3. In which region do you provide career counselling?

- Riga
- Riga Region
- Zemgale
- Kurzeme
- Vidzeme
- Latgale

4. Which population is provided career counselling?

- Students from a general education school
- Students from a vocational education school
- Students from a higher education institution
- SEA customers
- Other (*please specify*) \_\_\_\_\_

5. Which Europass document (or documents) are you aware of? (More than one option can be selected.)

- Europass CV
- Europass Language Passport
- Europass Mobility
- Europass Diploma Supplement
- Europass Certificate Supplement

None

6. Which Europass document (or documents) and services have you used in the Europass online editor? (More than one option can be selected.)

Europass CV

Europass Language Passport

European Skills Passport

Cover letter

None

7. For which Europass document (or documents) have you used the Europass MS Word format?

Europass CV

Europass Language Passport

None

8. In your opinion, what are the benefits of Europass documents and services? (More than one option can be selected.)

Visibility throughout the European Union

User-friendly due to a ready-to-use template

The Europass format is frequently requested when applying for education, job or volunteering

Easy assessment of skills, using the self-assessment grid

Other (*please specify*) \_\_\_\_\_

9. What difficulties do you and your customers usually face while creating Europass documents in the online editor? (More than one option can be selected.)

Technical difficulties in creating a document

Lack of information on how to formulate the information to be inserted

Lack of understanding of what to write

Difficulties in self-assessing the skills

Other (*please specify*) \_\_\_\_\_

10. Which Europass document (or documents) and services available in the Europass online editor do you present to the customers, pupils, learners or students while providing career guidance? (More than one option can be selected.)

Europass CV

Europass Language Passport

Cover letter

European Skills Passport

None

11. About which Europass document (or documents), issued by the organisation or body represented by you, do you inform the customers, pupils, learners or students while providing career counselling? (More than one option can be selected.)

Europass Mobility

Europass Diploma Supplement

Europass Certificate Supplement

None

12. Where did you learn about Europass?

Recommendation by a colleague

Advertisement in the media

Internet

Seminar or conference

Information materials

Other (*please specify*) \_\_\_\_\_

13. Have you attended any events, at which a representative of the National Europass Centre held a presentation?

Yes

No

14. How frequently do you use the Europass website [www.europass.lv](http://www.europass.lv)?

Once every six months

At least once a month

At least once a year

Never

Other (*please specify*) \_\_\_\_\_

15. Has the information available on the Europass website [www.europass.lv](http://www.europass.lv) been useful to you at work?

Yes

No

I do not know

Other (*please specify*) \_\_\_\_\_

16. What should be improved on the Europass website [www.europass.lv](http://www.europass.lv)?

Nothing

Information on the use of documents

More information on each document separately

Examples

Recent developments

Other (*please specify*) \_\_\_\_\_

17. Recommendations to the European Commission and the National Europass Centre for enhancing the use of Europass documents (if any):

\_\_\_\_\_

## Annex 2 – Questionnaire for the Survey of Learners

### Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

1. Your gender:

- Male
- Female

2. Your age:

- Aged 15 – 17
- Aged 18 – 20
- Aged 21 – 25
- Over 25 years

3. Where is your current education institution located?

- In Riga
- In Riga Region
- In Zemgale
- In Kurzeme
- In Vidzeme
- In Latgale

4. At what type of education institution are you currently learning or studying?

- General education school
- Vocational education school
- College
- Higher education Institution

5. Which Europass document (or documents) are you aware of? (More than one option can be selected.)

- Europass CV
- Europass Language Passport
- Europass Mobility
- Europass Diploma Supplement
- Europass Certificate Supplement
- None

6. Which Europass document (or documents) do you hold? (More than one option can be selected.)

- Europass CV
- Europass Language Passport
- Europass Mobility
- Europass Diploma Supplement
- Europass Certificate Supplement
- None

7. Which Europass document (or documents) and services have you used in the Europass online editor? (More than one option can be selected.)

- Europass CV
- Europass Language Passport
- Cover letter
- European Skills Passport
- None

8. How many times have you updated the Europass document (or documents) created online?

- Never
- Once
- More than once

9. What difficulties do you usually face while creating Europass documents in the online editor? (More than one option can be selected.)

- Technical difficulties in creating a document
- Lack of information on how to formulate the information to be inserted
- Lack of understanding of what to write
- Difficulties in self-assessing the skills
- I have never faced any difficulties while creating a Europass document online
- Other (*please specify*) \_\_\_\_\_

10. In your opinion, what are the benefits of Europass documents and services? (More than one option can be selected.)

- Visibility throughout the European Union
- User-friendly due to a ready-to-use template
- The Europass format is frequently requested when applying for education, job or volunteering
- Easy assessment of skills, using the self-assessment grid
- There are no benefits
- I do not know
- Other (*please specify*) \_\_\_\_\_

11. Why did you create a Europass document? (More than one option can be selected.)

- Own initiative
- Participation in a project
- Application for a job
- Learning process (lessons, lectures)

- Career counselling
- I have never created it
- Other (*please specify*) \_\_\_\_\_

12. What did you use the created Europass document (or documents) for? (More than one option can be selected.)

- To apply for a job
- To engage in volunteering
- To engage in a project
- To apply for studies
- I have never used it

13. Which Europass document (or documents) have you used outside Latvia? (More than one option can be selected.)

- Europass CV
- Europass Language Passport
- Europass Mobility
- Europass Diploma Supplement
- Europass Certificate Supplement
- None

14. Where did obtain information on Europass? (More than one option can be selected.)

- On the internet
- During the career counselling
- During the lessons or lectures
- From friends or family
- While attending an event with the participation of a representative of the Europass Centre
- Information materials
- I have not obtained any information on Europass
- Other (*please specify*) \_\_\_\_\_

15. How frequently do you visit the Europass website [www.europass.lv](http://www.europass.lv)?

- At least once a month
- Once every six months
- At least once a year
- Never

16. Do you follow Europass on any of the following social networks? (More than one option can be selected.)

- Facebook
- Twitter
- YouTube
- None
- I do not use social networks



## Annex 3 – Questionnaire for the Survey of the Holders of the Europass Mobility Document

### Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

1. Your gender:

- Male  
 Female

2. Your age:

- Aged 13 – 19  
 Aged 20 – 30  
 Aged 31 – 40  
 Aged 41 – 50  
 Over 50 years

3. I have participated in a mobility project as: (More than one option can be selected.)

- Teacher from a general education school  
 Pupil from a general education school  
 Teacher from a vocational education school  
 Learner from a vocational education school  
 Teaching staff from an institution of higher education  
 Student from a higher education institution  
 Professional specialised in the exchange of experience  
 Other (*please specify*) \_\_\_\_\_

4. Which Europass document (or documents) are you aware of? (More than one option can be selected.)

- Europass CV  
 Europass Language Passport  
 Europass Mobility  
 Europass Diploma Supplement  
 Europass Certificate Supplement  
 None

5. How many international exchanges (visits) have you participated in within the European Union?

- One
- Two
- More than two

6. In the framework of which mobility (programme) have you participated in international exchange in one of the European Union countries? (More than one option can be selected.)

- Erasmus+
- Leonardo da Vinci
- Erasmus
- Comenius
- Grundtvig
- Youth
- Nordplus
- Other (*please specify*) \_\_\_\_\_

7. How many Europass Mobility certificates do you hold?

- One
- Two
- More than two

8. When did you obtain a Europass Mobility certificate (or certificates)? (More than one option can be selected.)

- More than 5 years ago
- 1 to 5 years ago
- This year

9. To what extent do you find the obtained Europass Mobility Certificate useful in practice?

- Very useful
- Useful
- Rather useless
- Useless

10. What did you use the Europass Mobility Certificate for? (More than one option can be selected.)

- To apply for a job
- To apply for a project
- To apply for studies
- To formulate the skills in a CV
- I have not used it
- Other (*please specify*) \_\_\_\_\_

11. To what extent do you think the knowledge, skills and competences described in the Europass Mobility Certificate fully reflect the knowledge, skills and competences acquired within a mobility project?

- Fully
- Partially
- Not at all
- I do not know

12. Where did you obtain information on the use of the Europass Mobility Certificate?

- On the internet (e.g., on the websites [www.europass.lv](http://www.europass.lv), [europass.cedefop.europa.eu](http://europass.cedefop.europa.eu))
- On Europass social networks
- In a seminar
- From a project coordinator
- I do not know to use it for

13. How frequently do you visit the Europass website [www.europass.lv](http://www.europass.lv)?

- Less than once a month
- At least once a year
- Once every six months
- Never

14. What should be improved on the Europass website [www.europass.lv](http://www.europass.lv)? (More than one option can be selected.)

- Nothing
- Information on the use of documents
- More information on each document separately
- Examples
- Recent developments
- Other (*please specify*) \_\_\_\_\_

15. Do you follow Europass on any of the following social networks? (More than one option can be selected.)

- Facebook
- Twitter
- YouTube
- None

16. Recommendations to the European Commission and the National Europass Centre for enhancing the use of Europass documents (if any):

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## Annex 4 – Questionnaire for the Survey of International Project Coordinators

### Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

1. Your gender:

- Male  
 Female

2. At what type of institution (or institutions) do you currently hold the position of an international project coordinator? (More than one option can be selected.)

- Institution of higher education  
 General secondary education institution  
 Vocational secondary education institution  
 Primary school  
 Pre-school  
 Non-governmental organisation (association, foundation, etc.)  
 Limited liability company (SIA), joint-stock company (AS)  
 Other (*please specify*) \_\_\_\_\_

3. In which region of Latvia is the institution, where you hold the position of an international project coordinator, located? (More than one option can be selected.)

- In Riga  
 In Riga Region  
 In Vidzeme  
 In Latgale  
 In Kurzeme  
 In Zemgale

4. In what international exchange (programmes, projects, cooperation, etc.) has the institution you are representing ever participated? (More than one option can be selected.)

- Leonardo da Vinci  
 Comenius  
 Erasmus  
 Erasmus+  
 International cooperation outside the education programmes of the European Union  
 Nordplus

Other (*please specify*) \_\_\_\_\_

5. In the framework of which international exchange did or do you issue the Europass Mobility to a member of the institution you are representing? (More than one option can be selected.)

Leonardo da Vinci

Comenius

Erasmus

Erasmus+

International cooperation outside the education programmes of the European Union

Nordplus

Other (*please specify*) \_\_\_\_\_

6. Have you ever been issued the Europass Mobility?

Yes

No

7. How do you see the process (procedure) of acquiring the Europass Mobility?

Very simple

Simple

Complicated

Very complicated

Other (*please specify*) \_\_\_\_\_

8. Did you inform the holders of the Europass Mobility Document about the further practical use of it?

Yes

No

9. In your opinion, how well the host partner (or partners) (with whom you are currently cooperating) is informed about the Europass Mobility and how to complete it?

Very well informed

Moderately informed

Poorly informed

Not informed

Other (*please specify*) \_\_\_\_\_

10. Based on your experience, who completes the section "Skills acquired during the Mobility experience" of the Europass Mobility?

Sending partner

Host partner

Both

11. Have the students, learners, pupils or employees from your institution ever participated in local mobility (within the territory of Latvia)?

- Yes
- No
- I do not know

12. Have you used the video tutorial and example of how to complete the Europass Mobility, available on the website [www.europass.lv](http://www.europass.lv)?

- Yes
- No

13. Is the European Mobility acquired at the institution you are currently representing evaluated and recognised as a part of:

- Education programme
- Professional fulfilment
- It is not evaluated and recognised
- Other (*please specify*) \_\_\_\_\_

14. Have you ever attended an event, at which a representative of the Europass Centre held a presentation?

- Yes
- No

15. Recommendations to the European Commission and the National Europass Centre for enhancing the use of Europass documents (if any):

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## Annex 5 – Questionnaire for the Employer Survey

### Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

#### Sampling questions

1. Which of the following statuses corresponds to your company or organisation?

- Private company
- Municipally owned company
- State-owned capital company with full or partial State capital
- institution or organisation financed from the State or local government budget
- Non-governmental organisation, association or foundation

2. Which of the following categories does your company correspond by the number of employees?

- Micro-enterprise (1 to 9 employees)
- Small-scale enterprise (10 to 49 employees)
- Medium-sized enterprise (50 to 249 employees)
- Large enterprise (250 and more employees)
- I am not sure

3. What position do you hold in the company?

- Manager, senior manager or owner of a company
- Middle or lower-level manager
- Employee with no managerial duties

4. Does the scope of your work include responsibilities related to the advertising of job openings, evaluation of applications and/or the selection of employees?

- Yes
- No

5. How many times over the last 12 months has your company advertised job openings?

- No job openings have been advertised
- Once
- 2 to 5 times
- 6 to 10 times
- More than 10 times
- I am not sure

## Survey questions

6. When advertising job openings, what requirements does your company usually lay down for the job applicants with regard to the documents to be submitted?

|   | Not required, but it is optional | Recommendable (preferable) | Mandatory (without this information, the application remains without consideration) |
|---|----------------------------------|----------------------------|---|
| Cover letter  | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Resume (CV)   | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Documents certifying the acquired education (copies)                  | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Documents certifying the acquired professional qualification (copies) | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Self-assessment of language skills                                    | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| References or contact information for references                      | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Other documents ( <i>please mention/specify</i> )                     | <input type="checkbox"/>         | <input type="checkbox"/>   | <input type="checkbox"/>  |

7. While evaluating the candidates for a job, how important is it for you that the resume (CV) is submitted in a standardised format?

- Irrelevant
- Rather irrelevant
- Quite important
- Very important

8. While evaluating the job candidates, how important is it for you that the assessment of language skills is submitted in a standardised format?

- Irrelevant
- Rather irrelevant
- Quite important
- Very important

9. Are you aware or have you heard about the Europass and the documents it comprises?

- Yes
- No



10. Are you aware of or have you come across the following documents?

|                                 | No, I do not know, I have not heard about it | I am aware of it, but I have never come across it | Yes, I am aware of it and I have come across it |
|---------------------------------|--|---|---|
| Europass CV                     | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                        |
| Europass Language Passport      | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                        |
| Europass Mobility               | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                        |
| Europass Diploma Supplement     | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                        |
| Europass Certificate Supplement | <input type="checkbox"/>                     | <input type="checkbox"/>                          | <input type="checkbox"/>                        |

Europass CV

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*To be responded if the response to question 10 with regard to “Europass CV” is “No, I do not know, I have not heard about it” or “I am aware of it, but I have never come across it”.*

11. Have you come across a CV created in this or a similar format?

*To open the sample document, please, use the given link, which will open in a new browser window.*

Link A (Europass CV)

- Yes  
 No

*To be responded by all surveyed persons*

12. Please, indicate to what extent you are satisfied with the following features of this document (Europass CV).

Link A (Europass CV)

|   | Not satisfied            | Rather unsatisfied       | Rather satisfied         | Fully satisfied          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Design, layout                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transparency                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehensibility of the information included | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Amount of the information included            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| User-friendliness                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you have any comments or recommendations for this document (Europass CV), its shortcomings or advantages? *(Optional)*

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13. Have the applicants, who have recently applied for a vacancy in your company, or any of them submitted any of the following documents apart from the CV?

|                                 | Yes                      | No                       |
|---------------------------------|--------------------------|--------------------------|
| Europass CV                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Europass Language Passport      | <input type="checkbox"/> | <input type="checkbox"/> |
| Europass Mobility               | <input type="checkbox"/> | <input type="checkbox"/> |
| Europass Diploma Supplement     | <input type="checkbox"/> | <input type="checkbox"/> |
| Europass Certificate Supplement | <input type="checkbox"/> | <input type="checkbox"/> |

14. While evaluating the job applicants, how important is for you the following information included in the CV?

|   | Irrelevant               | Rather irrelevant        | Rather important         | Very important           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Work experience in the past 5 years       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work experience in the past 6 to 10 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work experience more than 10 years ago    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education acquired                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Additional courses, seminars, training    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. While evaluating the job applicants, how important is for you the self-assessment of different skills provided by the applicants?

|                                   | Irrelevant               | Rather irrelevant        | Rather important         | Very important           |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Language skills                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication skills              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisational/ leadership skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Job skills                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Digital skills                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hobbies and interests             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*The questions 16 to 20 are to be responded if the response to question 10 with regard to "Europass CV" is "Yes, I am aware and I have come across it" or if the response to question 11 is "Yes".*

16. Are you aware of or have you heard of the possibility for the job seekers to create the Europass CV online?

- Yes  
 No

17. Are you aware of or have you heard of the possibility for the employers to use the Europass CV online solution to compare the CVs of the candidates?

*For avoidance of doubt, Europass offers an online application that combines the content of several Europass CVs in an Excel spreadsheet in a transparent manner, thus allowing to compare the Europass CVs of several candidates at the same time.*

- Yes  
 No

18. Would your company be interested in using this solution?

- Definitely not  
 Rather not  
 Rather yes  
 Definitely yes

19. Are you aware of or have you heard of the possibility for the employers to use the Europass XML online solution for human resource management?

*For avoidance of doubt, the extensible markup language (XML) facilitates the sharing of structural data from different information systems, particularly over the web. Europass XML offers a more convenient and easier way to collect data and select employees.*

- Yes  
 No

20. Would your company be interested in using this solution?

- Definitely not  
 Rather not  
 Rather yes  
 Definitely yes

#### Europass Language Passport

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*To be responded if the response to question 10 with regard to "Europass Language Passport" is "No, I do not know, I have not heard about it" or "I am aware of it, but I have never come across it".*

21. Have you come across a self-assessment grid of language skills created in this or a similar format?

*To open the sample document, please, use the given link, which will open in a new browser window.*

[Link B](#) (Europass Language Passport)

- Yes  
 No

*To be responded by all surveyed persons*

22. Please, indicate to what extent you are satisfied with the following features of this document (Europass Language Passport).

Link B (Europass Language Passport)

|   | Not satisfied            | Rather unsatisfied       | Rather satisfied         | Fully satisfied          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Design, layout                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transparency                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehensibility of the information included | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Amount of the information included            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| User-friendliness                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you have any comments or recommendations for this document (Europass Language Passport), its shortcomings or advantages? (*Optional*)

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*To be responded if the response to question 10 with regard to "Europass Language Passport" is "Yes, I am aware of it and I have come across it" or the response to question 21 is "Yes".*

23. Are you aware of or have your heard of the possibility for the job seekers to create the Europass Language Passport online?

- Yes  
 No

#### Final questions

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*To be responded by all surveyed persons*

24. How important is it for you that the job candidates, apart from the certificate (diploma), submit also a diploma supplement containing detailed information of the study programme from which they have graduated?

- Irrelevant  
 Rather irrelevant  
 Quite important  
 Very important

25. Have you visited the website [www.europass.lv](http://www.europass.lv) and got acquainted with its content?

- Yes, I know the website content well  
 Yes, but I have only a vague idea of the website content  
 I am aware of the website, but I have never visited it  
 Until now, I was not aware of this website

To be responded if the response to question 25 is “Yes, I know the website content well” or “Yes, but I have only a vague idea of the website content”.

26. Please, indicate to what extent you are satisfied with the following features of the website [www.europass.lv](http://www.europass.lv).

|  | Not satisfied            | Rather<br>unsatisfied    | Rather<br>satisfied      | Fully<br>satisfied       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Design, layout                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| User-friendliness                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Amount of information                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarity and<br>comprehensibility of<br>information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

27. Does your company usually use the services of recruitment agencies to advertise job openings and find employees?

- Yes, always
- Yes, sometimes
- No

## Annex 6 – Questionnaire for the Survey of Vocational Education Institutions

### Study “Visibility and Use of Europass Documents in Latvia”

Academic Information Centre, acting as the National Europass Centre, is conducting a study “Visibility and Use of Europass Documents in Latvia”, which aims to evaluate the visibility, use and assessment of Europass documents (Europass CV, Europass Language Passport, Europass Mobility, Europass Diploma Supplement and Europass Certificate Supplement), as well as the use and assessment of Europass services. The outcomes of the study will be used to improve future operation of the National Europass Centre in line with the interests of the stakeholders. Therefore, your responses will provide valuable feedback on the current situation.

1. Does your vocational education institution issue the graduates the Europass Certificate Supplement apart from the documents certifying education and professional qualifications?

Yes

No

2. Which vocational education institution are you representing?

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If you issue a supplement, please, respond to the following questions:

1. As of which year is it issued and what is the procedure of issuing the supplement?

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2. Why did you decide to issue the Europass Certificate Supplement?

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## Annex 7 – Summary: Outcomes of the Survey of Career Counsellors

### Question 1. Gender (N=178, frequency)

|              | Career counsellors in municipalities, individual counselling (miscellaneous) | Career counsellors in the State Employment Agency (SEA) | Career counsellors at general education institutions (GEIs) | Career counsellors at vocational education institutions (VEIs) | Career counsellors at higher education institutions (HEIs) | Total      |
|--------------|--|---|---|--|--|------------|
| Female       | 34   | 21  | 90  | 16   | 11   | 172        |
| Male         | 0  | 0   | 5   | 0  | 1  | 6          |
| <b>Total</b> | <b>34</b>  | <b>21</b>   | <b>95</b>   | <b>16</b>  | <b>12</b>  | <b>178</b> |

### Question 2. Age (N=178, frequency, %)

|               |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|---------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Aged 20 to 30 | Frequency        | 0             | 0         | 6         | 3         | 2         | 11         |
|               | %                | 0.0           | 0.0       | 6.3       | 18.8      | 16.7      | 6.2        |
| Aged 31 to 40 | Frequency        | 8             | 4         | 20        | 7         | 6         | 45         |
|               | %                | 23.5          | 19.0      | 21.1      | 43.8      | 50.0      | 25.3       |
| Aged 41 to 50 | Frequency        | 8             | 5         | 32        | 1         | 3         | 49         |
|               | %                | 23.5          | 23.8      | 33.7      | 6.3       | 25.0      | 27.5       |
| Over 50 years | Frequency        | 18            | 12        | 37        | 5         | 1         | 73         |
|               | %                | 52.9          | 57.1      | 38.9      | 31.3      | 8.3       | 41.0       |
| <b>Total</b>  | <b>Frequency</b> | <b>34</b>     | <b>21</b> | <b>95</b> | <b>16</b> | <b>12</b> | <b>178</b> |

### Question 3. Region in which the respondents are employed. More than one option can be selected (N=178, frequency, %)

|              |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|--------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Riga         | Frequency        | 4             | 4         | 28        | 6         | 8         | 50         |
|              | %                | 11.8          | 19.0      | 29.5      | 37.5      | 66.7      | 28.1       |
| Riga Region  | Frequency        | 2             | 5         | 8         | 0         | 0         | 15         |
|              | %                | 5.9           | 23.8      | 8.4       | 0.0       | 0.0       | 8.4        |
| Zemgale      | Frequency        | 3             | 4         | 11        | 2         | 2         | 22         |
|              | %                | 8.8           | 19.0      | 11.6      | 12.5      | 16.7      | 12.4       |
| Kurzeme      | Frequency        | 18            | 1         | 14        | 4         | 0         | 37         |
|              | %                | 52.9          | 4.8       | 14.7      | 25.0      | 0.0       | 20.8       |
| Vidzeme      | Frequency        | 7             | 3         | 16        | 2         | 0         | 28         |
|              | %                | 20.6          | 14.3      | 16.8      | 12.5      | 0.0       | 15.7       |
| Latgale      | Frequency        | 5             | 4         | 18        | 3         | 2         | 32         |
|              | %                | 14.7          | 19.0      | 18.9      | 18.8      | 16.7      | 18.0       |
| <b>Total</b> | <b>Frequency</b> | <b>39</b>     | <b>21</b> | <b>95</b> | <b>17</b> | <b>12</b> | <b>184</b> |

**Question 4. Target groups with which the respondents work. More than one option can be selected (N=178, frequency, %).**

|                    |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|--------------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Pupils from GEIs   | Frequency        | 33            | 6         | 92        | 3         | 5         | 139        |
|                    | %                | 97.1          | 28.6      | 96.8      | 18.8      | 41.7      | 78.1       |
| Learners from VEIs | Frequency        | 6             | 2         | 2         | 15        | 4         | 29         |
|                    | %                | 17.6          | 9.5       | 2.1       | 93.8      | 33.3      | 16.3       |
| Students from HEIs | Frequency        | 5             | 1         | 0         | 1         | 7         | 14         |
|                    | %                | 14.7          | 4.8       | 0.0       | 6.3       | 58.3      | 7.9        |
| NVA klienti        | Frequency        | 2             | 21        | 1         | 0         | 0         | 24         |
|                    | %                | 5.9           | 100.0     | 1.1       | 0.0       | 0.0       | 13.5       |
| Other response     | Frequency        | 5             | 2         | 3         | 0         | 0         | 10         |
|                    | %                | 14.7          | 9.5       | 3.2       | 0.0       | 0.0       | 5.6        |
| <b>Total</b>       | <b>Frequency</b> | <b>51</b>     | <b>32</b> | <b>98</b> | <b>19</b> | <b>16</b> | <b>216</b> |

| Other responses                                  | Frequency |
|--|-----------|
| Employed persons                                 | 3         |
| Unemployed persons                               | 3         |
| Job seekers                                      | 1         |
| Young adults (NIIT, pupils from special schools) | 3         |
| All (families, adults)                           | 4         |
| <b>Total</b>                                     | <b>14</b> |

The total frequency with regard to another response differs (10 and 14), as the table above shows the number of those respondents who selected the option "Other", while the table below shows the given target groups, i.e., one respondent may work with several target groups.

**Question 5. Europass documents the respondents are aware of. More than one option can be selected (N=178, frequency, %).**

|                                 |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|---------------------------------|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Europass CV                     | Frequency        | 34            | 21        | 90         | 16        | 12        | 173        |
|                                 | %                | 100.0         | 100.0     | 94.7       | 100.0     | 100.0     | 97.2       |
| Europass Language Passport      | Frequency        | 16            | 9         | 55         | 9         | 9         | 98         |
|                                 | %                | 47.1          | 42.9      | 57.9       | 56.3      | 75.0      | 55.1       |
| Europass Mobility               | Frequency        | 14            | 3         | 27         | 8         | 6         | 58         |
|                                 | %                | 41.2          | 14.3      | 28.4       | 50.0      | 50.0      | 32.6       |
| Europass Diploma Supplement     | Frequency        | 6             | 8         | 13         | 6         | 3         | 36         |
|                                 | %                | 17.6          | 38.1      | 13.7       | 37.5      | 25.0      | 20.2       |
| Europass Certificate Supplement | Frequency        | 5             | 6         | 8          | 3         | 2         | 24         |
|                                 | %                | 14.7          | 28.6      | 8.4        | 18.8      | 16.7      | 13.5       |
| None                            | Frequency        | 0             | 0         | 4          | 0         | 0         | 4          |
|                                 | %                | 0.0           | 0.0       | 4.2        | 0.0       | 0.0       | 2.2        |
| <b>Total</b>                    | <b>Frequency</b> | <b>75</b>     | <b>47</b> | <b>197</b> | <b>42</b> | <b>32</b> | <b>393</b> |



**Question 6. Use of Europass documents and services in the online editor. More than one option can be selected (N=178, frequency, %).**

|                            |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|----------------------------|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Europass CV                | Frequency        | 26            | 17        | 73         | 16        | 11        | 143        |
|                            | %                | 76.5          | 81.0      | 76.8       | 100.0     | 91.7      | 80.3       |
| Europass Language Passport | Frequency        | 5             | 4         | 27         | 5         | 7         | 48         |
|                            | %                | 14.7          | 19.0      | 28.4       | 31.3      | 58.3      | 27.0       |
| European Skills Passport   | Frequency        | 5             | 4         | 12         | 2         | 3         | 26         |
|                            | %                | 14.7          | 19.0      | 12.6       | 12.5      | 25.0      | 14.6       |
| Cover Letter               | Frequency        | 7             | 6         | 42         | 10        | 8         | 73         |
|                            | %                | 20.6          | 28.6      | 44.2       | 62.5      | 66.7      | 41.0       |
| None                       | Frequency        | 6             | 3         | 20         | 0         | 1         | 30         |
|                            | %                | 17.6          | 14.3      | 21.1       | 0.0       | 8.3       | 16.9       |
| <b>Total</b>               | <b>Frequency</b> | <b>49</b>     | <b>34</b> | <b>174</b> | <b>33</b> | <b>30</b> | <b>320</b> |

**Question 7. Use of Europass documents in MS Word format. More than one option can be selected (N=178, frequency, %).**

|                            |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|----------------------------|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Europass CV                | Frequency        | 27            | 18        | 68         | 12        | 10        | 135        |
|                            | %                | 79.4          | 85.7      | 71.6       | 75.0      | 83.3      | 75.8       |
| Europass Language Passport | Frequency        | 3             | 2         | 13         | 3         | 5         | 26         |
|                            | %                | 8.8           | 9.5       | 13.7       | 18.8      | 41.7      | 14.6       |
| None                       | Frequency        | 6             | 3         | 26         | 4         | 2         | 41         |
|                            | %                | 17.6          | 14.3      | 27.4       | 25.0      | 16.7      | 23.0       |
| <b>Total</b>               | <b>Frequency</b> | <b>36</b>     | <b>23</b> | <b>107</b> | <b>19</b> | <b>17</b> | <b>202</b> |

**Question 8. Benefits of Europass documents and services. More than one option can be selected (N=178, frequency, %).**

|   |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|---|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Visibility throughout the EU  | Frequency        | 23            | 11        | 69         | 15        | 8         | 126        |
|   | %                | 67.6          | 52.4      | 72.6       | 93.8      | 66.7      | 70.8       |
| User-friendliness due to a ready-to-use template                                | Frequency        | 21            | 14        | 76         | 13        | 9         | 133        |
|   | %                | 61.8          | 66.7      | 80.0       | 81.3      | 75.0      | 74.7       |
| The Europass format is requested when applying for education/ job/ volunteering | Frequency        | 11            | 2         | 26         | 8         | 5         | 52         |
|   | %                | 32.4          | 9.5       | 27.4       | 50.0      | 41.7      | 29.2       |
| Easy assessment of skills, using the self-assessment grid                       | Frequency        | 8             | 9         | 34         | 6         | 3         | 60         |
|   | %                | 23.5          | 42.9      | 35.8       | 37.5      | 25.0      | 33.7       |
| Other   | Frequency        | 0             | 2         | 2          | 0         | 0         | 4          |
|   | %                | 0.0           | 9.5       | 2.1        | 0.0       | 0.0       | 2.2        |
| <b>Total</b>  | <b>Frequency</b> | <b>63</b>     | <b>38</b> | <b>207</b> | <b>42</b> | <b>25</b> | <b>375</b> |

| Other responses  | Frequency |
|--|-----------|
| I do not know  | 2         |
| I am not fond of Europass forms  | 1         |
| Work-specific knowledge can be indicated in the section of education in case of lack of practical experience | 1         |
| <b>Total</b>   | <b>4</b>  |

**Question 9. Most common difficulties while using the Europass online editor. More than one option can be selected (N=178, frequency, %).**

|  |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|--|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Technical difficulties in creating a document                          | Frequency        | 6             | 3         | 7          | 2         | 3         | 21         |
|  | %                | 17.6          | 14.3      | 7.4        | 12.5      | 25.0      | 11.8       |
| Lack of information on how to formulate the information to be inserted | Frequency        | 10            | 5         | 35         | 6         | 3         | 59         |
|  | %                | 29.4          | 23.8      | 36.8       | 37.5      | 25.0      | 33.1       |
| Lack of understanding of what to write                                 | Frequency        | 12            | 2         | 24         | 4         | 5         | 47         |
|  | %                | 35.3          | 9.5       | 25.3       | 25.0      | 41.7      | 26.4       |
| Difficulties in self-assessing the skills                              | Frequency        | 13            | 10        | 57         | 9         | 7         | 96         |
|  | %                | 38.2          | 47.6      | 60.0       | 56.3      | 58.3      | 53.9       |
| Other  | Frequency        | 3             | 5         | 11         | 0         | 2         | 21         |
|  | %                | 8.8           | 23.8      | 11.6       | 0.0       | 16.7      | 11.8       |
| <b>Total</b>   | <b>Frequency</b> | <b>44</b>     | <b>25</b> | <b>134</b> | <b>21</b> | <b>20</b> | <b>244</b> |

| Other responses                                      | Frequency |
|--|-----------|
| I do not know or I have not used it                  | 7         |
| No difficulties                                      | 5         |
| Technical difficulties (the users lack of IT skills) | 6         |
| Difficulties in formulating information accurately   | 1         |
| Forms with poor layout                               | 2         |
| <b>Total</b>   | <b>21</b> |

**Question 10. Demonstration of documents and services, available in the Europass online editor, during the career guidance. More than one option can be selected (N=178, frequency, %)**

|                            |           | Miscellaneous | SEA  | GEIs | VEIs  | HEIs | Total |
|----------------------------|-----------|---------------|------|------|-------|------|-------|
| Europass CV                | Frequency | 30            | 20   | 84   | 16    | 11   | 161   |
|                            | %         | 88.2          | 95.2 | 88.4 | 100.0 | 91.7 | 90.4  |
| Europass Language Passport | Frequency | 5             | 6    | 29   | 6     | 5    | 51    |
|                            | %         | 14.7          | 28.6 | 30.5 | 37.5  | 41.7 | 28.7  |

|                          |                  |           |           |            |           |           |            |
|--------------------------|------------------|-----------|-----------|------------|-----------|-----------|------------|
| Cover Letter             | Frequency        | 15        | 7         | 49         | 12        | 8         | 91         |
|                          | %                | 44.1      | 33.3      | 51.6       | 75.0      | 66.7      | 51.1       |
| European Skills Passport | Frequency        | 5         | 3         | 14         | 2         | 2         | 26         |
|                          | %                | 14.7      | 14.3      | 14.7       | 12.5      | 16.7      | 14.6       |
| None                     | Frequency        | 2         | 1         | 9          | 0         | 1         | 13         |
|                          | %                | 5.9       | 4.8       | 9.5        | 0.0       | 8.3       | 7.3        |
| <b>Total</b>             | <b>Frequency</b> | <b>57</b> | <b>37</b> | <b>185</b> | <b>36</b> | <b>27</b> | <b>342</b> |

**Question 11. Provision of information on the Europass documents, issued by the organisation represented by the respondent, during the career counselling. More than one option can be selected (N=178, frequency, %).**

|                                 |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|---------------------------------|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Europass Mobility               | Frequency        | 11            | 5         | 23         | 7         | 7         | 53         |
|                                 | %                | 32.4          | 23.8      | 24.2       | 43.8      | 58.3      | 29.8       |
| Europass Diploma Supplement     | Frequency        | 1             | 6         | 11         | 5         | 1         | 24         |
|                                 | %                | 2.9           | 28.6      | 11.6       | 31.3      | 8.3       | 13.5       |
| Europass Certificate Supplement | Frequency        | 1             | 3         | 5          | 3         | 0         | 12         |
|                                 | %                | 2.9           | 14.3      | 5.3        | 18.8      | 0.0       | 6.7        |
| None                            | Frequency        | 22            | 11        | 68         | 6         | 5         | 112        |
|                                 | %                | 64.7          | 52.4      | 71.6       | 37.5      | 41.7      | 62.9       |
| <b>Total</b>                    | <b>Frequency</b> | <b>35</b>     | <b>25</b> | <b>107</b> | <b>21</b> | <b>13</b> | <b>201</b> |

**Question 12. Sources of information on Europass. More than one option can be selected (N=178, frequency, %).**

|   |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|---|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Recommendation by a colleague   | Frequency        | 4             | 5         | 10         | 6         | 3         | 28         |
|   | %                | 11.8          | 23.8      | 10.5       | 37.5      | 25.0      | 15.7       |
| Advertisement in the media  | Frequency        | 1             | 1         | 3          | 2         | 1         | 8          |
|   | %                | 2.9           | 4.8       | 3.2        | 12.5      | 8.3       | 4.5        |
| Internet  | Frequency        | 14            | 11        | 39         | 5         | 7         | 76         |
|   | %                | 41.2          | 52.4      | 41.1       | 31.3      | 58.3      | 42.7       |
| Seminar or conference with the participation of a representative of the NEC | Frequency        | 13            | 11        | 53         | 14        | 6         | 97         |
|   | %                | 38.2          | 52.4      | 55.8       | 87.5      | 50.0      | 54.5       |
| Information materials   | Frequency        | 14            | 9         | 45         | 7         | 4         | 79         |
|   | %                | 41.2          | 42.9      | 47.4       | 43.8      | 33.3      | 44.4       |
| Other   | Frequency        | 2             | 0         | 5          | 2         | 0         | 9          |
|   | %                | 5.9           | 0.0       | 5.3        | 12.5      | 0.0       | 5.1        |
| <b>Total</b>  | <b>Frequency</b> | <b>48</b>     | <b>37</b> | <b>155</b> | <b>36</b> | <b>21</b> | <b>297</b> |

| Other responses  | Frequency |
|--|-----------|
| During the studies at an institution of higher education | 3         |
| Own interest   | 2         |

|  |          |
|--|----------|
| At work (including from the customers) | 2        |
| I do not use Europass documents        | 2        |
| <b>Total</b>                           | <b>9</b> |

**Question 13. Participation in an event, at which a representative of the NEC holds a presentation (N=178, frequency, %).**

|              |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|--------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Yes          | Frequency        | 9             | 8         | 41        | 7         | 4         | 69         |
|              | %                | 26.5          | 38.1      | 43.2      | 43.8      | 33.3      | 38.8       |
| No           | Frequency        | 25            | 13        | 54        | 9         | 8         | 109        |
|              | %                | 73.5          | 61.9      | 56.8      | 56.3      | 66.7      | 61.2       |
| <b>Total</b> | <b>Frequency</b> | <b>34</b>     | <b>21</b> | <b>95</b> | <b>16</b> | <b>12</b> | <b>178</b> |

**Question 14. Frequency of visiting the Europass website (N=178, frequency, %).**

|                       |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|-----------------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Once every six months | Frequency        | 9             | 3         | 45        | 5         | 3         | 65         |
|                       | %                | 26.5          | 14.3      | 47.4      | 31.3      | 25.0      | 36.5       |
| At least once a month | Frequency        | 7             | 16        | 12        | 6         | 4         | 45         |
|                       | %                | 20.6          | 76.2      | 12.6      | 37.5      | 33.3      | 25.3       |
| At least once a year  | Frequency        | 15            | 1         | 30        | 4         | 4         | 54         |
|                       | %                | 44.1          | 4.8       | 31.6      | 25.0      | 33.3      | 30.3       |
| Never                 | Frequency        | 3             | 1         | 8         | 1         | 1         | 14         |
|                       | %                | 8.8           | 4.8       | 8.4       | 6.3       | 8.3       | 7.9        |
| <b>Total</b>          | <b>Frequency</b> | <b>34</b>     | <b>21</b> | <b>95</b> | <b>16</b> | <b>12</b> | <b>178</b> |

**Question 15. Usefulness of the content of the Europass website at work (N=178, frequency, %).**

|               |                  | Miscellaneous | SEA       | GEIs      | VEIs      | HEIs      | Total      |
|---------------|------------------|---------------|-----------|-----------|-----------|-----------|------------|
| Yes           | Frequency        | 26            | 19        | 68        | 14        | 9         | 136        |
|               | %                | 76.5          | 90.5      | 71.6      | 87.5      | 75.0      | 76.4       |
| No            | Frequency        | 1             | 0         | 3         | 1         | 0         | 5          |
|               | %                | 2.9           | 0.0       | 3.2       | 6.3       | 0.0       | 2.8        |
| I do not know | Frequency        | 7             | 2         | 22        | 1         | 2         | 34         |
|               | %                | 20.6          | 9.5       | 23.2      | 6.3       | 16.7      | 19.1       |
| Other         | Frequency        | 0             | 0         | 2         | 0         | 1         | 3          |
|               | %                | 0.0           | 0.0       | 2.1       | 0.0       | 8.3       | 1.7        |
| <b>Total</b>  | <b>Frequency</b> | <b>34</b>     | <b>21</b> | <b>95</b> | <b>16</b> | <b>12</b> | <b>178</b> |

| Other responses                               | Frequency |
|---|-----------|
| Rarely useful                                 | 2         |
| The CV sections are a very good visual sample | 1         |
| <b>Total</b>                                  | <b>3</b>  |

**Question 16. Necessary improvements to the national Europass website. More than one option can be selected (N=178, frequency, %).**

|  |                  | Miscellaneous | SEA       | GEIs       | VEIs      | HEIs      | Total      |
|--|------------------|---------------|-----------|------------|-----------|-----------|------------|
| Nothing                                      | Frequency        | 3             | 3         | 7          | 2         | 0         | 15         |
|  | %                | 8.8           | 14.3      | 7.4        | 12.5      | 0.0       | 8.4        |
| Information on the use of documents          | Frequency        | 6             | 5         | 19         | 0         | 3         | 33         |
|  | %                | 17.6          | 23.8      | 20.0       | 0.0       | 25.0      | 18.5       |
| More information on each document separately | Frequency        | 12            | 6         | 32         | 4         | 3         | 57         |
|  | %                | 35.3          | 28.6      | 33.7       | 25.0      | 25.0      | 32.0       |
| Examples                                     | Frequency        | 20            | 8         | 54         | 13        | 8         | 103        |
|  | %                | 58.8          | 38.1      | 56.8       | 81.3      | 66.7      | 57.9       |
| Recent developments                          | Frequency        | 9             | 6         | 33         | 3         | 6         | 57         |
|  | %                | 26.5          | 28.6      | 34.7       | 18.8      | 50.0      | 32.0       |
| Other  | Frequency        | 5             | 1         | 4          | 2         | 1         | 13         |
|  | %                | 14.7          | 4.8       | 4.2        | 12.5      | 8.3       | 7.3        |
| <b>Total</b>                                 | <b>Frequency</b> | <b>55</b>     | <b>29</b> | <b>149</b> | <b>24</b> | <b>21</b> | <b>278</b> |

| Other responses   | Frequency |
|---|-----------|
| I do not know   | 7         |
| Suggestions for the content (more samples, updated information) | 5         |
| Suggestions for the design                                      | 1         |
| <b>Total</b>  | <b>13</b> |

**Question 17. Recommendations to the European Commission and the NEC to improve the use of Europass documents (N=23, frequency, %).**

|   | Miscellaneous | SEA         | GEIs       | VEIs       | HEIs        | Total       |
|---|---------------|-------------|------------|------------|-------------|-------------|
| More frequent information about the possibilities offered by Europass | 0             | 1           | 4          | 1          | 0           | 6           |
| More samples and clearer instructions                                 | 3             | 0           | 1          | 0          | 3           | 7           |
| To simplify the completion of documents (technical improvements)      | 2             | 2           | 2          | 0          | 0           | 6           |
| To improve the visual layout of the documents                         | 1             | 1           | 1          | 0          | 1           | 4           |
| <b>Total (frequency)</b>  | <b>6</b>      | <b>4</b>    | <b>8</b>   | <b>1</b>   | <b>4</b>    | <b>23</b>   |
| <b>Total (%)</b>  | <b>17.6</b>   | <b>19.0</b> | <b>8.4</b> | <b>6.3</b> | <b>33.3</b> | <b>12.9</b> |

## Annex 8 – Summary: Outcomes of the Survey of Learners

### Question 1. Gender (N=865, frequency, %)

|              |                  | Learners from general education institutions (pupils) | Learners from vocational education institutions (learners) | Learners from higher education institutions (students) | Total      |
|--------------|------------------|---|--|--|------------|
| Male         | Frequency        | 86  | 143  | 61   | 290        |
|              | %                | 28.9  | 36.4   | 35.1   | 33.5       |
| Female       | Frequency        | 212   | 250  | 113  | 575        |
|              | %                | 71.1  | 63.6   | 64.9   | 66.5       |
| <b>Total</b> | <b>Frequency</b> | <b>298</b>  | <b>393</b>   | <b>174</b>   | <b>865</b> |

### Question 2. Age (N=865, frequency, %)

|               |                  | Pupils     | Learners   | Students   | Total      |
|---------------|------------------|------------|------------|------------|------------|
| Aged 15 to 17 | Frequency        | 244        | 194        | 0          | 438        |
|               | %                | 81.9       | 49.4       | 0.0        | 50.6       |
| Aged 18 to 20 | Frequency        | 53         | 153        | 41         | 247        |
|               | %                | 17.8       | 38.9       | 23.6       | 28.6       |
| Aged 21 to 25 | Frequency        | 1          | 21         | 66         | 88         |
|               | %                | 0.3        | 5.3        | 37.9       | 10.2       |
| Over 25       | Frequency        | 0          | 25         | 67         | 92         |
|               | %                | 0.0        | 6.4        | 38.5       | 10.6       |
| <b>Total</b>  | <b>Frequency</b> | <b>298</b> | <b>393</b> | <b>174</b> | <b>865</b> |

### Question 3. Location of the education institution (N=865, frequency, %)

|              |                  | Pupils     | Learners   | Students   | Total      |
|--------------|------------------|------------|------------|------------|------------|
| Riga         | Frequency        | 41         | 52         | 81         | 174        |
|              | %                | 13.8       | 13.2       | 46.6       | 20.1       |
| Riga Region  | Frequency        | 87         | 3          | 1          | 91         |
|              | %                | 29.2       | 0.8        | 0.6        | 10.5       |
| Zemgale      | Frequency        | 25         | 19         | 37         | 81         |
|              | %                | 8.4        | 4.8        | 21.3       | 9.4        |
| Kurzeme      | Frequency        | 45         | 58         | 45         | 148        |
|              | %                | 15.1       | 14.8       | 25.9       | 17.1       |
| Vidzeme      | Frequency        | 55         | 197        | 1          | 253        |
|              | %                | 18.5       | 50.1       | 0.6        | 29.2       |
| Latgale      | Frequency        | 45         | 64         | 9          | 118        |
|              | %                | 15.1       | 16.3       | 5.2        | 13.6       |
| <b>Total</b> | <b>Frequency</b> | <b>298</b> | <b>393</b> | <b>174</b> | <b>865</b> |

**Question 4. Education institution represented by the respondents (N=865, frequency, %)**

|                                   |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|-----------------------------------|------------------|---------------|-----------------|-----------------|--------------|
| General education institutions    | Frequency        | 296           | 8               | 0               | 304          |
|                                   | %                | 99.3          | 2.0             | 0.0             | 35.1         |
| Vocational education institutions | Frequency        | 0             | 374             | 0               | 374          |
|                                   | %                | 0.0           | 95.2            | 0.0             | 43.2         |
| College                           | Frequency        | 0             | 7               | 60              | 67           |
|                                   | %                | 0.0           | 1.8             | 34.5            | 7.7          |
| Higher education Institutions     | Frequency        | 2             | 4               | 114             | 120          |
|                                   | %                | 0.7           | 1.0             | 65.5            | 13.9         |
| <b>Total</b>                      | <b>Frequency</b> | <b>298</b>    | <b>393</b>      | <b>174</b>      | <b>865</b>   |

**Question 5. Europass documents the respondents are aware of. More than one option can be selected (N=863, frequency, %).**

|                                 |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|---------------------------------|------------------|---------------|-----------------|-----------------|--------------|
| Europass CV                     | Frequency        | 110           | 236             | 133             | 479          |
|                                 | %                | 37.0          | 60.2            | 76.4            | 55.5         |
| Europass Language Passport      | Frequency        | 51            | 78              | 32              | 161          |
|                                 | %                | 17.2          | 19.9            | 18.4            | 18.7         |
| Europass Mobility               | Frequency        | 14            | 55              | 19              | 88           |
|                                 | %                | 4.7           | 14.0            | 10.9            | 10.2         |
| Europass Diploma Supplement     | Frequency        | 19            | 36              | 18              | 73           |
|                                 | %                | 6.4           | 9.2             | 10.3            | 8.5          |
| Europass Certificate Supplement | Frequency        | 13            | 49              | 14              | 76           |
|                                 | %                | 4.4           | 12.5            | 8.0             | 8.8          |
| None                            | Frequency        | 172           | 119             | 36              | 327          |
|                                 | %                | 57.9          | 30.4            | 20.7            | 37.9         |
| Invalid responses               | Frequency        | 1             | 1               | 0               | 2            |
|                                 | %                | 0.3           | 0.3             | 0.0             | 0.2          |
| <b>Valid total</b>              | <b>Frequency</b> | <b>379</b>    | <b>573</b>      | <b>252</b>      | <b>1204</b>  |

**Question 6. Europass documents used by the respondents. More than one option can be selected (N=859, frequency, %).**

|                             |           | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|-----------------------------|-----------|---------------|-----------------|-----------------|--------------|
| Europass CV                 | Frequency | 32            | 142             | 104             | 278          |
|                             | %         | 10.8          | 36.3            | 60.5            | 32.4         |
| Europass Language Passport  | Frequency | 15            | 44              | 12              | 71           |
|                             | %         | 5.1           | 11.3            | 7.0             | 8.3          |
| Europass Mobility           | Frequency | 4             | 26              | 6               | 36           |
|                             | %         | 1.4           | 6.6             | 3.5             | 4.2          |
| Europass Diploma Supplement | Frequency | 2             | 22              | 8               | 32           |
|                             | %         | 0.7           | 5.6             | 4.7             | 3.7          |
| Europass Certificate        | Frequency | 2             | 18              | 5               | 25           |

|                    |                  |            |            |            |            |
|--------------------|------------------|------------|------------|------------|------------|
| Supplement         | %                | 0.7        | 4.6        | 2.9        | 2.9        |
| None               | Frequency        | 250        | 203        | 62         | 515        |
|                    | %                | 84.5       | 51.9       | 36.0       | 60.0       |
| Invalid responses  | Frequency        | 2          | 2          | 2          | 6          |
|                    | %                | 0.7        | 0.5        | 1.2        | 0.7        |
| <b>Valid total</b> | <b>Frequency</b> | <b>305</b> | <b>455</b> | <b>197</b> | <b>957</b> |

**Question 7. Use of Europass documents and services in the online editor. More than one option can be selected (N=861, frequency, %).**

|                            |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|----------------------------|------------------|---------------|-----------------|-----------------|--------------|
| Europass CV                | Frequency        | 40            | 154             | 103             | 297          |
|                            | %                | 13.4          | 39.5            | 59.5            | 34.5         |
| Europass Language Passport | Frequency        | 10            | 29              | 13              | 52           |
|                            | %                | 3.4           | 7.4             | 7.5             | 6.0          |
| Cover Letter               | Frequency        | 40            | 103             | 34              | 177          |
|                            | %                | 13.4          | 26.4            | 19.7            | 20.6         |
| European Skills Passport   | Frequency        | 7             | 16              | 1               | 24           |
|                            | %                | 2.3           | 4.1             | 0.6             | 2.8          |
| None                       | Frequency        | 219           | 194             | 66              | 479          |
|                            | %                | 73.5          | 49.7            | 38.2            | 55.6         |
| Invalid responses          | Frequency        | 0             | 3               | 1               | 4            |
|                            | %                | 0.0           | 0.8             | 0.6             | 0.5          |
| <b>Valid total</b>         | <b>Frequency</b> | <b>316</b>    | <b>496</b>      | <b>217</b>      | <b>1029</b>  |

**Question 8. Number of updating the Europass documents created online (N=865, frequency, %)**

|                |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|----------------|------------------|---------------|-----------------|-----------------|--------------|
| Never          | Frequency        | 265           | 263             | 97              | 625          |
|                | %                | 88.9          | 66.9            | 55.7            | 72.3         |
| Once           | Frequency        | 23            | 85              | 26              | 134          |
|                | %                | 7.7           | 21.6            | 14.9            | 15.5         |
| More than once | Frequency        | 10            | 45              | 51              | 106          |
|                | %                | 3.4           | 11.5            | 29.3            | 12.3         |
| <b>Total</b>   | <b>Frequency</b> | <b>298</b>    | <b>393</b>      | <b>174</b>      | <b>865</b>   |

**Question 9. Most common difficulties while using the Europass online editor. More than one option can be selected (N=843, frequency, %).**

|  |           | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|--|-----------|---------------|-----------------|-----------------|--------------|
| Technical difficulties in creating a document                          | Frequency | 14            | 25              | 11              | 50           |
|  | %         | 4.9           | 6.5             | 6.4             | 5.9          |
| Lack of information on how to formulate the information to be inserted | Frequency | 25            | 56              | 20              | 101          |
|  | %         | 8.7           | 14.6            | 11.6            | 12.0         |



|   |                  |            |            |            |            |
|---|------------------|------------|------------|------------|------------|
| Lack of understanding of what to write  | Frequency        | 46         | 85         | 21         | 152        |
|   | %                | 16.0       | 22.2       | 12.1       | 18.0       |
| Difficulties in self-assessing the skills                                     | Frequency        | 25         | 86         | 41         | 152        |
|   | %                | 8.7        | 22.5       | 23.7       | 18.0       |
| I have never faced any difficulties when completing Europass documents online | Frequency        | 187        | 175        | 87         | 449        |
|   | %                | 65.2       | 45.7       | 50.3       | 53.3       |
| Other   | Frequency        | 17         | 17         | 25         | 59         |
|   | %                | 5.9        | 4.4        | 14.5       | 7.0        |
| Invalid responses   | Frequency        | 11         | 10         | 1          | 22         |
|   | %                | 3.8        | 2.6        | 0.6        | 2.6        |
| <b>Valid total</b>  | <b>Frequency</b> | <b>314</b> | <b>444</b> | <b>205</b> | <b>963</b> |

| <b>Other responses</b>             | <b>Frequency</b> | <b>%</b>     |
|------------------------------------|------------------|--------------|
| I have not used it (I do not know) | 47               | 78.3         |
| Technical suggestions              | 4                | 6.7          |
| Suggestions for the design         | 5                | 8.3          |
| Suggestions for the content        | 4                | 6.7          |
| <b>Total</b>                       | <b>60</b>        | <b>100.0</b> |

The total frequency with regard to another response differs (59 and 60), as the table above shows the number of those respondents who selected the option "Other", while the table below shows the number of responses, i.e., one respondent selected two options.

**Question 10. Benefits of Europass documents and services. More than one option can be selected (N=850, frequency, %).**

|   |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|---|------------------|---------------|-----------------|-----------------|--------------|
| Visibility throughout the European Union  | Frequency        | 95            | 153             | 89              | 337          |
|   | %                | 32,4          | 39,6            | 52,0            | 39,6         |
| User-friendly due to a ready-to-use template                                      | Frequency        | 63            | 156             | 92              | 311          |
|   | %                | 21,5          | 40,4            | 53,8            | 36,6         |
| The Europass format is requested when applying for education, job or volunteering | Frequency        | 45            | 72              | 39              | 156          |
|   | %                | 15,4          | 18,7            | 22,8            | 18,4         |
| Easy assessment of skills, using the self-assessment grid                         | Frequency        | 32            | 60              | 28              | 120          |
|   | %                | 10,9          | 15,5            | 16,4            | 14,1         |
| There are no benefits   | Frequency        | 7             | 8               | 6               | 21           |
|   | %                | 2,4           | 2,1             | 3,5             | 2,5          |
| I do not know   | Frequency        | 157           | 139             | 50              | 346          |
|   | %                | 53,6          | 36,0            | 29,2            | 40,7         |
| Other   | Frequency        | 0             | 0               | 4               | 4            |
|   | %                | 0,0           | 0,0             | 2,3             | 0,5          |
| Invalid responses   | Frequency        | 5             | 7               | 3               | 15           |
|   | %                | 1,7           | 1,8             | 1,8             | 1,8          |
| <b>Valid total</b>  | <b>Frequency</b> | <b>399</b>    | <b>588</b>      | <b>308</b>      | <b>1295</b>  |

| Other responses      | Frequency |
|----------------------|-----------|
| Visibility in Latvia | 1         |
| Design               | 1         |
| Interactive content  | 1         |
| Technical features   | 1         |
| <b>Total</b>         | <b>4</b>  |

**Question 11. Reasons for creating Europass documents. More than one option can be selected (N=859, frequency, %).**

|                               |                  | Pupils     | Learners   | Students   | Total       |
|-------------------------------|------------------|------------|------------|------------|-------------|
| Own initiative                | Frequency        | 27         | 62         | 47         | 136         |
|                               | %                | 9.2        | 15.9       | 27.2       | 15.8        |
| When applying for a project   | Frequency        | 21         | 76         | 20         | 117         |
|                               | %                | 7.1        | 19.4       | 11.6       | 13.6        |
| When applying for a job       | Frequency        | 27         | 86         | 68         | 181         |
|                               | %                | 9.2        | 22.0       | 39.3       | 21.1        |
| During the learning process   | Frequency        | 41         | 134        | 45         | 220         |
|                               | %                | 13.9       | 34.3       | 26.0       | 25.6        |
| During the career counselling | Frequency        | 19         | 23         | 7          | 49          |
|                               | %                | 6.4        | 5.9        | 4.0        | 5.7         |
| I have not created them       | Frequency        | 217        | 162        | 55         | 434         |
|                               | %                | 73.6       | 41.4       | 31.8       | 50.5        |
| Other                         | Frequency        | 0          | 2          | 5          | 7           |
|                               | %                | 0.0        | 0.5        | 2.9        | 0.8         |
| Invalid responses             | Frequency        | 3          | 2          | 1          | 6           |
|                               | %                | 1.0        | 0.5        | 0.6        | 0.7         |
| <b>Valid total</b>            | <b>Frequency</b> | <b>352</b> | <b>545</b> | <b>247</b> | <b>1144</b> |

| Other responses                       | Frequency |
|---------------------------------------|-----------|
| When applying for traineeship         | 2         |
| Requirement for this format           | 2         |
| Recommendation by someone             | 1         |
| I do not know any other possibilities | 1         |
| I do not remember                     | 1         |
| <b>Total</b>                          | <b>7</b>  |

**Question 12. Use of the created Europass documents. More than one option can be selected (N=856, frequency, %).**

|                                |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|--------------------------------|------------------|---------------|-----------------|-----------------|--------------|
| When applying for a job        | Frequency        | 28            | 98              | 85              | 211          |
|                                | %                | 9.5           | 25.2            | 49.1            | 24.6         |
| When applying for volunteering | Frequency        | 12            | 35              | 10              | 57           |
|                                | %                | 4.1           | 9.0             | 5.8             | 6.7          |
| When applying for a project    | Frequency        | 21            | 90              | 28              | 139          |
|                                | %                | 7.1           | 23.1            | 16.2            | 16.2         |
| When applying for studies      | Frequency        | 19            | 74              | 16              | 109          |
|                                | %                | 6.5           | 19.0            | 9.2             | 12.7         |
| I have not used them           | Frequency        | 232           | 189             | 74              | 495          |
|                                | %                | 78.9          | 48.6            | 42.8            | 57.8         |
| Invalid responses              | Frequency        | 4             | 4               | 1               | 9            |
|                                | %                | 1.4           | 1.0             | 0.6             | 1.1          |
| <b>Valid total</b>             | <b>Frequency</b> | <b>312</b>    | <b>486</b>      | <b>213</b>      | <b>1011</b>  |

**Question 13. Use of Europass documents outside Latvia. More than one option can be selected (N=860, frequency, %).**

|                                 |                  | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|---------------------------------|------------------|---------------|-----------------|-----------------|--------------|
| Europass CV                     | Frequency        | 15            | 77              | 31              | 123          |
|                                 | %                | 5.1           | 19.7            | 17.8            | 14.3         |
| Europass Language Passport      | Frequency        | 12            | 39              | 4               | 55           |
|                                 | %                | 4.1           | 10.0            | 2.3             | 6.4          |
| Europass Mobility               | Frequency        | 3             | 32              | 3               | 38           |
|                                 | %                | 1.0           | 8.2             | 1.7             | 4.4          |
| Europass Diploma Supplement     | Frequency        | 11            | 12              | 2               | 25           |
|                                 | %                | 3.7           | 3.1             | 1.1             | 2.9          |
| Europass Certificate Supplement | Frequency        | 4             | 17              | 0               | 21           |
|                                 | %                | 1.4           | 4.4             | 0.0             | 2.4          |
| None                            | Frequency        | 264           | 269             | 136             | 669          |
|                                 | %                | 89.2          | 69.0            | 78.2            | 77.8         |
| Invalid responses               | Frequency        | 2             | 3               | 0               | 5            |
|                                 | %                | 0.7           | 0.8             | 0.0             | 0.6          |
| <b>Valid total</b>              | <b>Frequency</b> | <b>309</b>    | <b>446</b>      | <b>176</b>      | <b>931</b>   |

**Question 14. Sources of information on Europass. More than one option can be selected (N=853, frequency, %).**

|                    |           | <b>Pupils</b> | <b>Learners</b> | <b>Students</b> | <b>Total</b> |
|--------------------|-----------|---------------|-----------------|-----------------|--------------|
| Internet           | Frequency | 66            | 143             | 79              | 288          |
|                    | %         | 22.5          | 37.0            | 45.4            | 33.8         |
| Career counselling | Frequency | 19            | 30              | 18              | 67           |
|                    | %         | 6.5           | 7.8             | 10.3            | 7.9          |

|  |                  |            |            |            |             |
|--|------------------|------------|------------|------------|-------------|
| Learning process   | Frequency        | 37         | 140        | 66         | 243         |
|  | %                | 12.6       | 36.3       | 37.9       | 28.5        |
| Family, friends  | Frequency        | 21         | 49         | 33         | 103         |
|  | %                | 7.2        | 12.7       | 19.0       | 12.1        |
| Events with the participation of a representative of the NEC | Frequency        | 7          | 23         | 8          | 38          |
|  | %                | 2.4        | 6.0        | 4.6        | 4.5         |
| Information materials  | Frequency        | 10         | 33         | 11         | 54          |
|  | %                | 3.4        | 8.5        | 6.3        | 6.3         |
| I have not obtained information on Europass                  | Frequency        | 181        | 128        | 45         | 354         |
|  | %                | 61.8       | 33.2       | 25.9       | 41.5        |
| Other  | Frequency        | 0          | 0          | 2          | 2           |
|  | %                | 0.0        | 0.0        | 1.1        | 0.2         |
| Invalid responses  | Frequency        | 5          | 7          | 0          | 12          |
|  | %                | 1.7        | 1.8        | 0.0        | 1.4         |
| <b>Valid total</b>   | <b>Frequency</b> | <b>341</b> | <b>546</b> | <b>262</b> | <b>1149</b> |

| Other responses     | Frequency |
|---------------------|-----------|
| Radio advertisement | 1         |
| Employer            | 1         |
| <b>Total</b>        | <b>2</b>  |

**Question 15. Frequency of visiting the Europass website (N=865, frequency, %)**

|                       |                  | Pupils     | Learners   | Students   | Total      |
|-----------------------|------------------|------------|------------|------------|------------|
| At least once a month | Frequency        | 1          | 21         | 4          | 26         |
|                       | %                | 0.3        | 5.3        | 2.3        | 3.0        |
| Once every six months | Frequency        | 17         | 61         | 24         | 102        |
|                       | %                | 5.7        | 15.5       | 13.8       | 11.8       |
| At least once a year  | Frequency        | 27         | 103        | 65         | 195        |
|                       | %                | 9.1        | 26.2       | 37.4       | 22.5       |
| Never                 | Frequency        | 253        | 208        | 81         | 542        |
|                       | %                | 84.9       | 52.9       | 46.6       | 62.7       |
| <b>Total</b>          | <b>Frequency</b> | <b>298</b> | <b>393</b> | <b>174</b> | <b>865</b> |

**Question 16. Following the Europass social networks. More than one option can be selected (N=841, frequency, %).**

|          |           | Pupils | Learners | Students | Total |
|----------|-----------|--------|----------|----------|-------|
| Facebook | Frequency | 67     | 125      | 24       | 216   |
|          | %         | 23.3   | 32.6     | 14.0     | 25.7  |
| Twitter  | Frequency | 21     | 31       | 4        | 56    |
|          | %         | 7.3    | 8.1      | 2.3      | 6.7   |
| YouTube  | Frequency | 67     | 100      | 13       | 180   |

|                              |                  |            |            |            |             |
|------------------------------|------------------|------------|------------|------------|-------------|
|                              | %                | 23.3       | 26.1       | 7.6        | 21.4        |
| None                         | Frequency        | 190        | 227        | 136        | 553         |
|                              | %                | 66.2       | 59.3       | 79.5       | 65.8        |
| I do not use social networks | Frequency        | 21         | 18         | 10         | 49          |
|                              | %                | 7.3        | 4.7        | 5.8        | 5.8         |
| No or invalid responses      | Frequency        | 11         | 10         | 3          | 24          |
|                              | %                | 3.8        | 2.6        | 1.8        | 2.9         |
| <b>Valid total</b>           | <b>Frequency</b> | <b>366</b> | <b>501</b> | <b>187</b> | <b>1054</b> |

## Annex 9 – Summary: Outcomes of the Survey of the Holders of the Europass Mobility Document

### Question 1. Gender (N=94, frequency, %)

|              | Frequency | %            |
|--------------|-----------|--------------|
| Male         | 11        | 11.7         |
| Female       | 83        | 88.3         |
| <b>Total</b> | <b>94</b> | <b>100.0</b> |

### Question 2. Age (N=94, frequency, %)

|               | Frequency | %            |
|---------------|-----------|--------------|
| Aged 13 to 19 | 16        | 17.0         |
| Aged 20 to 30 | 15        | 16.0         |
| Aged 31 to 40 | 13        | 13.8         |
| Aged 41 to 50 | 20        | 21.3         |
| Over 50       | 30        | 31.9         |
| <b>Total</b>  | <b>94</b> | <b>100.0</b> |

### Question 3. Role of the respondents in mobility. More than one option can be selected (N=94, frequency, %).

|  | Frequency  | %        |
|--|------------|----------|
| Teacher from a general education school            | 40         | 42.6     |
| Pupil from a general education school              | 11         | 11.7     |
| Teacher from a vocational education school         | 7          | 7.4      |
| Learner from a vocational education school         | 13         | 13.8     |
| Teaching staff from a higher education institution | 5          | 5.3      |
| Student from a higher education institution        | 8          | 8.5      |
| Exchange professional                              | 13         | 13.8     |
| Other  | 6          | 6.4      |
| <b>Total</b>                                       | <b>103</b> | <b>-</b> |

| Other responses  | Frequency |
|--|-----------|
| Academic staff (e.g., teacher)   | 3         |
| Administrative staff (e.g., expert, psychologist, manager of an institution) | 3         |
| <b>Total</b>   | <b>6</b>  |

**Question 4. Europass documents the respondents are aware of. More than one option can be selected (N=94, frequency, %).**

|                                 | Frequency  | %        |
|---------------------------------|------------|----------|
| Europass CV                     | 78         | 83.0     |
| Europass Language Passport      | 31         | 33.0     |
| Europass Mobility               | 75         | 79.8     |
| Europass Diploma Supplement     | 15         | 16.0     |
| Europass Certificate Supplement | 13         | 13.8     |
| None                            | 3          | 3.2      |
| <b>Total</b>                    | <b>215</b> | <b>-</b> |

**Question 5. Number of international exchanges participated by the respondents within the European Union (N=94, frequency, %)**

|                         | Frequency | %            |
|-------------------------|-----------|--------------|
| One exchange            | 27        | 28.7         |
| Two exchanges           | 22        | 23.4         |
| More than two exchanges | 45        | 47.9         |
| <b>Total</b>            | <b>94</b> | <b>100.0</b> |

**Question 6. Mobility programmes within the framework of which the respondents have participated in international mobility in a EU country. More than one option can be selected (N=94, frequency, %).**

|                   | Frequency  | %        |
|-------------------|------------|----------|
| Erasmus+          | 93         | 98.9     |
| Comenius          | 20         | 14.9     |
| Nordplus          | 16         | 7.4      |
| Leonardo da Vinci | 14         | 21.3     |
| Grundtvig         | 11         | 11.7     |
| Erasmus           | 7          | 1.1      |
| Youth             | 1          | 17.0     |
| Other             | 3          | 3.2      |
| <b>Total</b>      | <b>165</b> | <b>-</b> |

| Other responses                 | Frequency |
|---------------------------------|-----------|
| Europe for Citizens             | 1         |
| SAM project 8.3.5               | 1         |
| High School Exchange in Germany | 1         |
| <b>Total</b>                    | <b>3</b>  |

**Question 7. Number of Europass Mobility documents issued to the respondents (N=94, frequency, %)**

|               | <b>Frequency</b> | <b>%</b>     |
|---------------|------------------|--------------|
| One           | 43               | 45.7         |
| Two           | 22               | 23.4         |
| More than two | 29               | 30.9         |
| <b>Total</b>  | <b>94</b>        | <b>100.0</b> |

**Question 8. Period of time in which the respondents obtained the Europass Mobility. More than one option can be selected (N=94, frequency, %).**

|                       | <b>Frequency</b> | <b>%</b> |
|-----------------------|------------------|----------|
| More than 5 years ago | 10               | 10.6     |
| 1 to 5 years ago      | 67               | 71.3     |
| This year             | 50               | 53.2     |
| <b>Total</b>          | <b>127</b>       | <b>-</b> |

**Question 9. Extent to which the Europass Mobility document is useful (N=94, frequency, %)**

|                | <b>Frequency</b> | <b>%</b>     |
|----------------|------------------|--------------|
| Very useful    | 23               | 24.5         |
| Useful         | 47               | 50.0         |
| Rather useless | 19               | 20.2         |
| Useless        | 5                | 5.3          |
| <b>Total</b>   | <b>94</b>        | <b>100.0</b> |

**Question 10. Reason of using the Europass Mobility document. More than one option can be selected (N=94, frequency, %).**

|                                       | <b>Frequency</b> | <b>%</b> |
|---------------------------------------|------------------|----------|
| When applying for a job               | 17               | 18.1     |
| When applying for a project           | 29               | 30.9     |
| When applying for studies             | 9                | 9.6      |
| When formulating the skills in the CV | 42               | 44.7     |
| I have never used it                  | 28               | 29.8     |
| Other                                 | 1                | 1.1      |
| <b>Total</b>                          | <b>126</b>       | <b>-</b> |

| <b>Other responses</b>           | <b>Frequency</b> |
|----------------------------------|------------------|
| When complementing own portfolio | 1                |



**Question 11. Relevance of the knowledge, skills and competences described in the Europass Mobility document to the knowledge, skills and competences acquired within a mobility project (N=94, frequency, %)**

|                    | Frequency | %            |
|--------------------|-----------|--------------|
| Fully relevant     | 49        | 52.1         |
| Partially relevant | 40        | 42.6         |
| Not relevant       | 2         | 2.1          |
| I do not know      | 3         | 3.2          |
| <b>Total</b>       | <b>94</b> | <b>100.0</b> |

**Question 12. Sources of information on the use of the Europass Mobility document. More than one option can be selected (N=94, frequency, %).**

|   | Frequency  | %        |
|---|------------|----------|
| Internet (e.g., websites www.europass.lv, europass.cedefop.europa.eu) | 39         | 41.5     |
| Europass social networks  | 9          | 9.6      |
| Seminar   | 34         | 36.2     |
| Project coordinator   | 54         | 57.4     |
| I do not know where to use it   | 8          | 8.5      |
| <b>Total</b>  | <b>144</b> | <b>-</b> |

**Question 13. Frequency of visiting the Europass website (N=94, frequency, %)**

|                       | Frequency | %            |
|-----------------------|-----------|--------------|
| At least once a month | 8         | 8.5          |
| At least once a year  | 21        | 22.3         |
| Once every six months | 32        | 34.0         |
| Never                 | 33        | 35.1         |
| <b>Total</b>          | <b>94</b> | <b>100.0</b> |

**Question 14. Necessary improvements to the national Europass website. More than one option can be selected (N=94, frequency, %).**

|  | Frequency  | %        |
|--|------------|----------|
| Nothing                                      | 32         | 34.0     |
| Information on the use of documents          | 28         | 29.8     |
| More information on each document separately | 19         | 20.2     |
| Examples                                     | 20         | 21.3     |
| Recent developments                          | 18         | 19.1     |
| Other  | 7          | 7.4      |
| <b>Total</b>                                 | <b>124</b> | <b>-</b> |

| Other responses              | Frequency |
|------------------------------|-----------|
| I do not know, as I have not | 7         |

|            |  |
|------------|--|
| visited it |  |
|------------|--|

**Question 15. Following the Europass social networks. More than one option can be selected (N=94, frequency, %).**

|              | <b>Frequency</b> | <b>%</b> |
|--------------|------------------|----------|
| Facebook     | 31               | 33.0     |
| Twitter      | 1                | 1.1      |
| YouTube      | 9                | 9.6      |
| None         | 61               | 64.9     |
| <b>Total</b> | <b>102</b>       | <b>-</b> |

**Question 15. Recommendations to the European Commission and the NEC on the improvement of Europass documents (N=13, frequency, %)**

|   | <b>Frequency</b> |
|---|------------------|
| Suggestions for the assigning of numbers and the procedure of issuing this document | 3                |
| Suggestions for the content of the Europass Mobility document                       | 2                |
| Suggestions for technical improvements  | 1                |
| Suggestions to the EC and the NEC on the provision of information                   | 5                |
| Suggestions for the Europass documents in general                                   | 2                |
| <b>Total</b>  | <b>13</b>        |

## Annex 10 – Summary: Outcomes of the Survey of International Project Coordinators

### Question 1. Gender (N=71, frequency, %)

|              | Frequency | %            |
|--------------|-----------|--------------|
| Male         | 3         | 4.2          |
| Female       | 68        | 95.8         |
| <b>Total</b> | <b>71</b> | <b>100.0</b> |

### Question 2. Institution or organisation represented by the respondents (N=71, frequency, %)

|   | Frequency | %        |
|---|-----------|----------|
| Higher education Institution                                  | 6         | 8.5      |
| General secondary school                                      | 25        | 35.2     |
| Vocational secondary school                                   | 22        | 31.0     |
| Basic school  | 9         | 12.7     |
| Primary school  | 2         | 2.8      |
| Pre-school  | 9         | 12.7     |
| Non-governmental organisation (association, foundation, etc.) | 5         | 7.0      |
| Limited liability company, joint-stock company                | 2         | 2.8      |
| Other   | 6         | 8.5      |
| <b>Total</b>  | <b>86</b> | <b>-</b> |

| Other responses                      | Frequency |
|--------------------------------------|-----------|
| Adult education centre               | 2         |
| Board of education of a municipality | 4         |
| <b>Total</b>                         | <b>6</b>  |

### Question 3. Location of the institution or organisation represented by the respondents (N=71, frequency, %)

|              | Frequency | %            |
|--------------|-----------|--------------|
| Riga         | 11        | 15.5         |
| Riga Region  | 7         | 9.9          |
| Vidzeme      | 17        | 23.9         |
| Latgale      | 15        | 21.1         |
| Kurzeme      | 10        | 14.1         |
| Zemgale      | 11        | 15.5         |
| <b>Total</b> | <b>71</b> | <b>100.0</b> |

**Question 4. Participation of the institution or organisation represented by the respondents in international exchange programmes. More than one option can be selected (N=71, frequency, %).**

|  | Frequency  | %        |
|--|------------|----------|
| Leonardo da Vinci                            | 19         | 26.8     |
| Comenius                                     | 33         | 46.5     |
| Erasmus                                      | 12         | 16.9     |
| Erasmus+                                     | 70         | 98.6     |
| Cooperation beyond EU educational programmes | 4          | 5.6      |
| Nordplus                                     | 24         | 33.8     |
| Other  | 3          | 4.2      |
| <b>Total</b>                                 | <b>165</b> | <b>-</b> |

| Other responses     | Frequency |
|---------------------|-----------|
| Europe for Citizens | 1         |
| Interreg            | 1         |
| Comenius Regio      | 1         |
| <b>Total</b>        | <b>3</b>  |

**Question 5. International exchange programmes after the completion of which the institution or organisation represented by the respondents issued a Europass Mobility document. More than one option can be selected (N=71, frequency, %).**

|  | Frequency  | %        |
|--|------------|----------|
| Leonardo da Vinci                          | 14         | 19.7     |
| Comenius                                   | 7          | 9.9      |
| Erasmus                                    | 12         | 16.9     |
| Erasmus+                                   | 70         | 98.6     |
| Cooperation beyond EU education programmes | 2          | 2.8      |
| Nordplus                                   | 3          | 4.2      |
| Other                                      | 1          | 1.4      |
| <b>Total</b>                               | <b>109</b> | <b>-</b> |

| Other responses | Frequency |
|-----------------|-----------|
| Interreg        | 1         |

**Question 6. Issue of Europass Mobility documents to the respondents (N=71, frequency, %)**

|              | Frequency | %            |
|--------------|-----------|--------------|
| Yes          | 55        | 77.5         |
| No           | 16        | 22.5         |
| <b>Total</b> | <b>71</b> | <b>100.0</b> |

**Question 7. Degree of complexity of the procedure of obtaining the Europass Mobility document (N=71, frequency, %)**

|                  | <b>Frequency</b> | <b>%</b>     |
|------------------|------------------|--------------|
| Very simple      | 21               | 29.6         |
| Simple           | 42               | 59.2         |
| Complicated      | 7                | 9.9          |
| Very complicated | 1                | 1.4          |
| Other            | 0                | 0.0          |
| <b>Total</b>     | <b>71</b>        | <b>100.0</b> |

**Question 8. Information of the holders of the Europass Mobility document about further practical use of this document (N=71, frequency, %)**

|              | <b>Frequency</b> | <b>%</b>     |
|--------------|------------------|--------------|
| Yes          | 60               | 84.5         |
| No           | 11               | 15.5         |
| <b>Total</b> | <b>71</b>        | <b>100.0</b> |

**Question 9. Information about the Europass Mobility document and its completion among the host partners (N=71, frequency, %)**

|                     | <b>Frequency</b> | <b>%</b>     |
|---------------------|------------------|--------------|
| Very well informed  | 37               | 52.1         |
| Moderately informed | 28               | 39.4         |
| Poorly informed     | 3                | 4.2          |
| Not informed        | 2                | 2.8          |
| Other               | 1                | 1.4          |
| <b>Total</b>        | <b>71</b>        | <b>100.0</b> |

| <b>Other</b>  | <b>Frequency</b> |
|---------------|------------------|
| I do not know | 1                |

**Question 10. Being in charge of the completion of the section “Skills acquired through the experience of mobility” of the Europass Mobility document (N=71, frequency, %)**

|                 | <b>Frequency</b> | <b>%</b>     |
|-----------------|------------------|--------------|
| Sending partner | 21               | 29.6         |
| Host partner    | 23               | 32.4         |
| Both            | 27               | 38.0         |
| <b>Total</b>    | <b>71</b>        | <b>100.0</b> |

**Question 11. Participation of the learners or employees from the institution represented by the respondents in local mobility (N=71, frequency, %)**

|               | Frequency | %            |
|---------------|-----------|--------------|
| Yes           | 24        | 33.8         |
| No            | 41        | 57.7         |
| I do not know | 6         | 8.5          |
| <b>Total</b>  | <b>71</b> | <b>100.0</b> |

**Question 12. Use of the video tutorial and sample available on the Europass website to complete the Europass Mobility document (N=71, frequency, %)**

|              | Frequency | %            |
|--------------|-----------|--------------|
| Yes          | 39        | 54.9         |
| No           | 32        | 45.1         |
| <b>Total</b> | <b>71</b> | <b>100.0</b> |

**Question 13. Evaluation and recognition of the Europass Mobility in the institution or organisation represented by the respondents (N=71, frequency, %)**

|                                 | Frequency | %        |
|---------------------------------|-----------|----------|
| Part of an education programme  | 11        | 15.5     |
| Part of professional fulfilment | 36        | 50.7     |
| Not recognised and evaluated    | 23        | 32.4     |
| Other                           | 6         | 8.5      |
| <b>Total</b>                    | <b>76</b> | <b>-</b> |

| Other responses  | Frequency |
|--|-----------|
| Traineeship or part thereof                            | 3         |
| Informative document on the participation in a project | 2         |
| Informative document on the learning outcomes acquired | 1         |
| Non-formal adult education                             | 1         |
| <b>Total</b>   | <b>7</b>  |

The total frequency with regard to another response differs (6 and 7), as the table above shows the number of those respondents who selected the option "Other", while the table below shows the number of responses, i.e., one respondent selected two options.

**Question 14. Participation in an event at which a representative of the NEC holds a presentation (N=71, frequency, %)**

|              | Frequency | %            |
|--------------|-----------|--------------|
| Yes          | 42        | 59.2         |
| No           | 29        | 40.8         |
| <b>Total</b> | <b>71</b> | <b>100.0</b> |

**Question 15. Recommendations to the European Commission and the NEC on the improvement of Europass documents (N=15, frequency, %)**

| <b>Responses</b>   | <b>Frequency</b> | <b>%</b>     |
|--|------------------|--------------|
| Suggestions for the status of documents (e.g., assessment and recognition of the acquired learning outcomes) | 6                | 31.6         |
| Suggestions for the provision of information (for the managerial staff of a school employers)                | 5                | 26.3         |
| Suggestions for the procedure of issuing the document (simplification, electronic procedure)                 | 5                | 26.3         |
| Suggestions for the content of documents   | 2                | 10.5         |
| Suggestions for the design of documents  | 1                | 5.3          |
| <b>Total</b>   | <b>19</b>        | <b>100.0</b> |

The number of the respondents and responses differs (15 respondents and 19 responses), as some responses, in terms of the content, matched several options.

## Annex 11 – Summary: Outcomes of the Employer Survey

### Sampling questions

**Question 1. Status of the company represented by the respondents (N=115, frequency, %)**

|                           | Frequency  | %            | Valid %      | Cumulative % |
|---------------------------|------------|--------------|--------------|--------------|
| Private company           | 104        | 90.4         | 90.4         | 90.4         |
| Municipally owned company | 11         | 9.6          | 9.6          | 100.0        |
| <b>Total</b>              | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 2. Type of company represented by the respondents by the number of employees (N=115, frequency, %)**

|   | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Medium-sized enterprise (50 to 249 employees) | 83         | 72.2         | 72.2         | 72.2         |
| Large enterprise (250 and more employees)     | 32         | 27.8         | 27.8         | 100.0        |
| <b>Total</b>                                  | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 3. Position held by the respondent in the company (N=115, frequency, %)**

|   | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Manager, senior manager or owner of a company | 42         | 36.5         | 36.5         | 36.5         |
| Middle or lower-level manager                 | 52         | 45.2         | 45.2         | 81.7         |
| Employee with no managerial duties            | 21         | 18.3         | 18.3         | 100.0        |
| <b>Total</b>                                  | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 4. Responsibilities related to the advertising of job openings, evaluation of applications and/or the selection of employees (N=115, frequency, %)**

|                | Frequency  | %            | Valid % | Cumulative % |
|----------------|------------|--------------|---------|--------------|
| Yes            | 73         | 63.5         | 100.0   | 100.0        |
| Not applicable | 42         | 36.5         |         |              |
| <b>Total</b>   | <b>115</b> | <b>100.0</b> |         |              |

**Question 5. Number of job openings published by the company over the last 12 months (N=115, frequency, %)**

|               | Frequency | %    | Valid % | Cumulative % |
|---------------|-----------|------|---------|--------------|
| Once a month  | 11        | 9.6  | 9.6     | 9.6          |
| 2 to 5 times  | 25        | 21.7 | 21.7    | 31.3         |
| 6 to 10 times | 19        | 16.5 | 16.5    | 47.8         |



|                    |            |              |              |       |
|--------------------|------------|--------------|--------------|-------|
| More than 10 times | 60         | 52.2         | 52.2         | 100.0 |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> | <b>100.0</b> |       |

## Survey questions

**Question 6. Requirements of the company represented by the respondents for the job applicants with regard to the documents to be submitted (N=115, frequency, %)**

| <b>Cover Letter</b>   | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not required, but it is optional  | 59               | 51.3         | 51.3           | 51.3                |
| Recommendable (preferable)  | 47               | 40.9         | 40.9           | 92.2                |
| Mandatory (without this information, the application remains without consideration) | 9                | 7.8          | 7.8            | 100.0               |
| <b>Total</b>  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>CV</b>   | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not required, but it is optional  | 7                | 6.1          | 6.1            | 6.1                 |
| Recommendable (preferable)  | 28               | 24.3         | 24.3           | 30.4                |
| Mandatory (without this information, the application remains without consideration) | 80               | 69.6         | 69.6           | 100.0               |
| <b>Total</b>  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Education documents (copies)</b>   | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not required, but it is optional  | 71               | 61.7         | 61.7           | 61.7                |
| Recommendable (preferable)  | 29               | 25.2         | 25.2           | 87.0                |
| Mandatory (without this information, the application remains without consideration) | 15               | 13.0         | 13.0           | 100.0               |
| <b>Total</b>  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Certificates (copies)</b>  | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not required, but it is optional  | 61               | 53.0         | 53.0           | 53.0                |
| Recommendable (preferable)  | 32               | 27.8         | 27.8           | 80.9                |
| Mandatory (without this information, the application remains without consideration) | 22               | 19.1         | 19.1           | 100.0               |
| <b>Total</b>  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Self-assessment of language skills</b>   | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not required, but it is optional  | 57               | 49.6         | 49.6           | 49.6                |
| Recommendable (preferable)  | 39               | 33.9         | 33.9           | 83.5                |
| Mandatory (without this information, the application remains without consideration) | 19               | 16.5         | 16.5           | 100.0               |
| <b>Total</b>  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| References or contacts for references   | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Not required, but it is optional  | 72         | 62.6         | 62.6         | 62.6         |
| Recommendable (preferable)  | 38         | 33.0         | 33.0         | 95.7         |
| Mandatory (without this information, the application remains without consideration) | 5          | 4.3          | 4.3          | 100.0        |
| <b>Total</b>  | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Other documents   | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Recommendable (preferable)  | 30         | 26.1         | 90.9         | 90.9         |
| Mandatory (without this information, the application remains without consideration) | 3          | 2.6          | 9.1          | 100.0        |
| <b>Valid total</b>  | <b>33</b>  | <b>28.7</b>  | <b>100.0</b> |              |
| Not applicable  | 82         | 71.3         |              |              |
| <b>Total</b>  | <b>115</b> | <b>100.0</b> |              |              |

**Question 7. Requirements of the company represented by the respondents for the submission of the CV in a standardised format (N=115, frequency, %)**

|                   | Frequency  | %            | Valid %      | Cumulative % |
|-------------------|------------|--------------|--------------|--------------|
| Irrelevant        | 28         | 24.3         | 24.3         | 24.3         |
| Rather irrelevant | 55         | 47.8         | 47.8         | 72.2         |
| Quite important   | 29         | 25.2         | 25.2         | 97.4         |
| Very important    | 3          | 2.6          | 2.6          | 100.0        |
| <b>Total</b>      | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 8. Requirements of the company represented by the respondents for the submission of the self-assessment of language skills in a standardised format (N=115, frequency, %)**

|                   | Frequency  | %            | Valid %      | Cumulative % |
|-------------------|------------|--------------|--------------|--------------|
| Irrelevant        | 34         | 29.6         | 29.6         | 29.6         |
| Rather irrelevant | 50         | 43.5         | 43.5         | 73.0         |
| Quite important   | 28         | 24.3         | 24.3         | 97.4         |
| Very important    | 3          | 2.6          | 2.6          | 100.0        |
| <b>Total</b>      | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 9. Awareness of Europass documents among the respondents (N=115, frequency, %)**

|              | Frequency  | %            | Valid %      | Cumulative % |
|--------------|------------|--------------|--------------|--------------|
| Yes          | 90         | 78.3         | 78.3         | 78.3         |
| No           | 25         | 21.7         | 21.7         | 100.0        |
| <b>Total</b> | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 10. Experience of the respondents with regard to Europass documents (N=115, frequency, %)**

| <b>Europass CV</b>                                | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| No, I do not know, I have not heard about it      | 17               | 14.8         | 14.8           | 14.8                |
| I am aware of it, but I have never come across it | 12               | 10.4         | 10.4           | 25.2                |
| Yes, I am aware of it and I have come across it   | 86               | 74.8         | 74.8           | 100.0               |
| <b>Total</b>                                      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Europass Language Passport</b>                 | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| No, I do not know, I have not heard about it      | 53               | 46.1         | 46.1           | 46.1                |
| I am aware of it, but I have never come across it | 35               | 30.4         | 30.4           | 76.5                |
| Yes, I am aware of it and I have come across it   | 27               | 23.5         | 23.5           | 100.0               |
| <b>Total</b>                                      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Europass Mobility</b>                          | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| No, I do not know, I have not heard about it      | 79               | 68.7         | 68.7           | 68.7                |
| I am aware of it, but I have never come across it | 32               | 27.8         | 27.8           | 96.5                |
| Yes, I am aware of it and I have come across it   | 4                | 3.5          | 3.5            | 100.0               |
| <b>Total</b>                                      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Europass Diploma Supplement</b>                | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| No, I do not know, I have not heard about it      | 77               | 67.0         | 67.0           | 67.0                |
| I am aware of it, but I have never come across it | 31               | 27.0         | 27.0           | 93.9                |
| Yes, I am aware of it and I have come across it   | 7                | 6.1          | 6.1            | 100.0               |
| <b>Total</b>                                      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Europass Certificate Supplement</b>            | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| No, I do not know, I have not heard about it      | 72               | 62.6         | 62.6           | 62.6                |
| I am aware of it, but I have never come across it | 35               | 30.4         | 30.4           | 93.0                |
| Yes, I am aware of it and I have come across it   | 8                | 7.0          | 7.0            | 100.0               |
| <b>Total</b>                                      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

## Europass CV

Question 11. Previous experience of the respondents with regard to Europass or a CV created in a similar format, when viewing the sample document (N=115, frequency, %)

|                    | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Yes                | 20         | 17.4         | 69.0         | 69.0         |
| No                 | 9          | 7.8          | 31.0         | 100.0        |
| <b>Valid total</b> | <b>29</b>  | <b>25.2</b>  | <b>100.0</b> |              |
| Not applicable     | 86         | 74.8         |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

Question 12. Feedback of the respondents on different aspects of the Europass CV (N=115, frequency, %)

| Design, layout     | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Not satisfied      | 3          | 2.6          | 2.6          | 2.6          |
| Rather unsatisfied | 8          | 7.0          | 7.0          | 9.6          |
| Rather satisfied   | 67         | 58.3         | 58.3         | 67.8         |
| Fully satisfied    | 37         | 32.2         | 32.2         | 100.0        |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Transparency       | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Not satisfied      | 2          | 1.7          | 1.7          | 1.7          |
| Rather unsatisfied | 14         | 12.2         | 12.2         | 13.9         |
| Rather satisfied   | 65         | 56.5         | 56.5         | 70.4         |
| Fully satisfied    | 34         | 29.6         | 29.6         | 100.0        |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Comprehensibility of the information included | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Not satisfied                                 | 3          | 2.6          | 2.6          | 2.6          |
| Rather unsatisfied                            | 8          | 7.0          | 7.0          | 9.6          |
| Rather satisfied                              | 71         | 61.7         | 61.7         | 71.3         |
| Fully satisfied                               | 33         | 28.7         | 28.7         | 100.0        |
| <b>Total</b>                                  | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Amount of the information included | Frequency  | %            | Valid %      | Cumulative % |
|------------------------------------|------------|--------------|--------------|--------------|
| Not satisfied                      | 4          | 3.5          | 3.5          | 3.5          |
| Rather unsatisfied                 | 9          | 7.8          | 7.8          | 11.3         |
| Rather satisfied                   | 76         | 66.1         | 66.1         | 77.4         |
| Fully satisfied                    | 26         | 22.6         | 22.6         | 100.0        |
| <b>Total</b>                       | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| User-friendliness | Frequency | % | Valid % | Cumulative % |
|-------------------|-----------|---|---------|--------------|
|-------------------|-----------|---|---------|--------------|

|                    |            |              |              |       |
|--------------------|------------|--------------|--------------|-------|
| Not satisfied      | 4          | 3.5          | 3.5          | 3.5   |
| Rather unsatisfied | 14         | 12.2         | 12.2         | 15.7  |
| Rather satisfied   | 63         | 54.8         | 54.8         | 70.4  |
| Fully satisfied    | 34         | 29.6         | 29.6         | 100.0 |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> | <b>100.0</b> |       |

**Question 13. Documents submitted by the applicants along with the CV (N=115, frequency, %)**

| Europass CV  | Frequency  | %            | Valid %      | Cumulative % |
|--------------|------------|--------------|--------------|--------------|
| Yes          | 92         | 80.0         | 80.0         | 80.0         |
| No           | 23         | 20.0         | 20.0         | 100.0        |
| <b>Total</b> | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Europass Language Passport | Frequency  | %            | Valid %      | Cumulative % |
|----------------------------|------------|--------------|--------------|--------------|
| Yes                        | 12         | 10.4         | 10.4         | 10.4         |
| No                         | 103        | 89.6         | 89.6         | 100.0        |
| <b>Total</b>               | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Europass Mobility | Frequency  | %            | Valid %      | Cumulative % |
|-------------------|------------|--------------|--------------|--------------|
| Yes               | 1          | 0.9          | 0.9          | 0.9          |
| No                | 114        | 99.1         | 99.1         | 100.0        |
| <b>Total</b>      | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Europass Diploma Supplement | Frequency  | %            | Valid %      | Cumulative % |
|-----------------------------|------------|--------------|--------------|--------------|
| Yes                         | 5          | 4.3          | 4.3          | 4.3          |
| No                          | 110        | 95.7         | 95.7         | 100.0        |
| <b>Total</b>                | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

| Europass Certificate Supplement | Frequency  | %            | Valid %      | Cumulative % |
|---------------------------------|------------|--------------|--------------|--------------|
| Yes                             | 7          | 6.1          | 6.1          | 6.1          |
| No                              | 108        | 93.9         | 93.9         | 100.0        |
| <b>Total</b>                    | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 14. Importance of the information included in the CV of the applicants (N=115, frequency, %)**

| Work experience in the past 5 years | Frequency | %    | Valid % | Cumulative % |
|-------------------------------------|-----------|------|---------|--------------|
| Irrelevant                          | 2         | 1.7  | 1.7     | 1.7          |
| Rather irrelevant                   | 3         | 2.6  | 2.6     | 4.3          |
| Rather important                    | 28        | 24.3 | 24.3    | 28.7         |

|                |            |              |              |       |
|----------------|------------|--------------|--------------|-------|
| Very important | 82         | 71.3         | 71.3         | 100.0 |
| <b>Total</b>   | <b>115</b> | <b>100.0</b> | <b>100.0</b> |       |

| <b>Work experience more than 10 years ago</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Irrelevant                                    | 18               | 15.7         | 15.7           | 15.7                |
| Rather irrelevant                             | 52               | 45.2         | 45.2           | 60.9                |
| Rather important                              | 29               | 25.2         | 25.2           | 86.1                |
| Very important                                | 16               | 13.9         | 13.9           | 100.0               |
| <b>Total</b>                                  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Education acquired</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---------------------------|------------------|--------------|----------------|---------------------|
| Irrelevant                | 4                | 3.5          | 3.5            | 3.5                 |
| Rather irrelevant         | 11               | 9.6          | 9.6            | 13.0                |
| Rather important          | 47               | 40.9         | 40.9           | 53.9                |
| Very important            | 53               | 46.1         | 46.1           | 100.0               |
| <b>Total</b>              | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Additional courses, seminars, training</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Irrelevant                                    | 7                | 6.1          | 6.1            | 6.1                 |
| Rather irrelevant                             | 14               | 12.2         | 12.2           | 18.3                |
| Rather important                              | 63               | 54.8         | 54.8           | 73.0                |
| Very important                                | 31               | 27.0         | 27.0           | 100.0               |
| <b>Total</b>                                  | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

**Question 15. Importance of the self-assessment of different skills of the applicants (N=115, frequency, %)**

| <b>Language skills</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|------------------------|------------------|--------------|----------------|---------------------|
| Irrelevant             | 2                | 1.7          | 1.7            | 1.7                 |
| Rather irrelevant      | 19               | 16.5         | 16.5           | 18.3                |
| Rather important       | 56               | 48.7         | 48.7           | 67.0                |
| Very important         | 38               | 33.0         | 33.0           | 100.0               |
| <b>Total</b>           | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Communication skills</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|-----------------------------|------------------|--------------|----------------|---------------------|
| Irrelevant                  | 6                | 5.2          | 5.2            | 5.2                 |
| Rather irrelevant           | 23               | 20.0         | 20.0           | 25.2                |
| Rather important            | 58               | 50.4         | 50.4           | 75.7                |
| Very important              | 28               | 24.3         | 24.3           | 100.0               |
| <b>Total</b>                | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Organisational/ leadership skills</b> | <b>Frequency</b> | <b>%</b> | <b>Valid %</b> | <b>Cumulative %</b> |
|--|------------------|----------|----------------|---------------------|
|--|------------------|----------|----------------|---------------------|

|                   |            |              |              |       |
|-------------------|------------|--------------|--------------|-------|
| Irrelevant        | 5          | 4.3          | 4.3          | 4.3   |
| Rather irrelevant | 39         | 33.9         | 33.9         | 38.3  |
| Rather important  | 50         | 43.5         | 43.5         | 81.7  |
| Very important    | 21         | 18.3         | 18.3         | 100.0 |
| <b>Total</b>      | <b>115</b> | <b>100.0</b> | <b>100.0</b> |       |

| <b>Job skills</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|-------------------|------------------|--------------|----------------|---------------------|
| Irrelevant        | 3                | 2.6          | 2.6            | 2.6                 |
| Rather irrelevant | 11               | 9.6          | 9.6            | 12.2                |
| Rather important  | 39               | 33.9         | 33.9           | 46.1                |
| Very important    | 62               | 53.9         | 53.9           | 100.0               |
| <b>Total</b>      | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Digital skills</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|-----------------------|------------------|--------------|----------------|---------------------|
| Irrelevant            | 6                | 5.2          | 5.2            | 5.2                 |
| Rather irrelevant     | 27               | 23.5         | 23.5           | 28.7                |
| Rather important      | 55               | 47.8         | 47.8           | 76.5                |
| Very important        | 27               | 23.5         | 23.5           | 100.0               |
| <b>Total</b>          | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Hobbies and interests</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|------------------------------|------------------|--------------|----------------|---------------------|
| Irrelevant                   | 26               | 22.6         | 22.6           | 22.6                |
| Rather irrelevant            | 62               | 53.9         | 53.9           | 76.5                |
| Rather important             | 24               | 20.9         | 20.9           | 97.4                |
| Very important               | 3                | 2.6          | 2.6            | 100.0               |
| <b>Total</b>                 | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

**Question 16. Awareness of the possibility for the job seekers to create the Europass CV online (N=115, frequency, %)**

|                    | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|--------------------|------------------|--------------|----------------|---------------------|
| Yes                | 64               | 55.7         | 60.4           | 60.4                |
| No                 | 42               | 36.5         | 39.6           | 100.0               |
| <b>Valid total</b> | <b>106</b>       | <b>92.2</b>  | <b>100.0</b>   |                     |
| Not applicable     | 9                | 7.8          |                |                     |
| <b>Total</b>       | <b>115</b>       | <b>100.0</b> |                |                     |

**Question 17. Awareness of the possibility for the employers to use the Europass CV online solution to compare the CVs of the candidates (N=115, frequency, %)**

|                    | <b>Frequency</b> | <b>%</b>    | <b>Valid %</b> | <b>Cumulative %</b> |
|--------------------|------------------|-------------|----------------|---------------------|
| Yes                | 18               | 15.7        | 17.0           | 17.0                |
| No                 | 88               | 76.5        | 83.0           | 100.0               |
| <b>Valid total</b> | <b>106</b>       | <b>92.2</b> | <b>100.0</b>   |                     |

|                |            |              |  |  |
|----------------|------------|--------------|--|--|
| Not applicable | 9          | 7.8          |  |  |
| <b>Total</b>   | <b>115</b> | <b>100.0</b> |  |  |

**Question 18. Interest of the company represented by the respondents in using the Europass CV online solution to compare the CVs of the candidates (N=115, frequency, %)**

|                    | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Definitely not     | 7          | 6.1          | 6.6          | 6.6          |
| Rather not         | 46         | 42.6         | 43.4         | 50.0         |
| Rather yes         | 49         | 42.6         | 46.2         | 96.2         |
| Definitely yes     | 4          | 3.5          | 3.8          | 100.0        |
| <b>Valid total</b> | <b>106</b> | <b>92.2</b>  | <b>100.0</b> |              |
| Not applicable     | 9          | 7.8          |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

**Question 19. Awareness of the possibility for the employers to use the Europass XML online solution for human resource management (N=115, frequency, %)**

|                    | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Yes                | 6          | 5.2          | 5.7          | 5.7          |
| No                 | 100        | 87.0         | 94.3         | 100.0        |
| <b>Valid total</b> | <b>106</b> | <b>92.2</b>  | <b>100.0</b> |              |
| Not applicable     | 9          | 7.8          |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

**Question 20. Interest of the company represented by the respondents in using the Europass XML online solution for human resource management (N=115, frequency, %)**

|                    | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Definitely not     | 8          | 7.0          | 7.5          | 7.5          |
| Rather not         | 51         | 44.3         | 48.1         | 55.7         |
| Rather yes         | 45         | 39.1         | 42.5         | 98.1         |
| Definitely yes     | 2          | 1.7          | 1.9          | 100.0        |
| <b>Valid total</b> | <b>106</b> | <b>92.2</b>  | <b>100.0</b> |              |
| Not applicable     | 9          | 7.8          |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

### Europass Language Passport

**Question 21. Previous experience of the respondents with regard to Europass or a self-assessment of language skills created in a similar format, when viewing the sample document (N=115, frequency, %)**

|     | Frequency | %    | Valid % | Cumulative % |
|-----|-----------|------|---------|--------------|
| Yes | 28        | 24.3 | 31.8    | 31.8         |



|                    |            |              |              |       |
|--------------------|------------|--------------|--------------|-------|
| No                 | 60         | 52.2         | 68.2         | 100.0 |
| <b>Valid total</b> | <b>88</b>  | <b>76.5</b>  | <b>100.0</b> |       |
| Not applicable     | 27         | 23.5         |              |       |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |       |

**Question 22. Feedback of the respondents on different aspects of the Europass Language Passport (N=115, frequency, %)**

| <b>Design, layout</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|-----------------------|------------------|--------------|----------------|---------------------|
| Not satisfied         | 3                | 2.6          | 2.6            | 2.6                 |
| Rather unsatisfied    | 14               | 12.2         | 12.2           | 14.8                |
| Rather satisfied      | 73               | 63.5         | 63.5           | 78.3                |
| Fully satisfied       | 25               | 21.7         | 21.7           | 100.0               |
| <b>Total</b>          | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Transparency</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---------------------|------------------|--------------|----------------|---------------------|
| Not satisfied       | 7                | 3.5          | 3.5            | 3.5                 |
| Rather unsatisfied  | 14               | 14.8         | 14.8           | 18.3                |
| Rather satisfied    | 67               | 58.3         | 58.3           | 76.5                |
| Fully satisfied     | 27               | 23.5         | 23.5           | 100.0               |
| <b>Total</b>        | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Comprehensibility of the information included</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|--|------------------|--------------|----------------|---------------------|
| Not satisfied  | 6                | 5.2          | 5.2            | 5.2                 |
| Rather unsatisfied                                   | 13               | 11.3         | 11.3           | 16.5                |
| Rather satisfied                                     | 66               | 57.4         | 57.4           | 73.9                |
| Fully satisfied                                      | 30               | 26.1         | 26.1           | 100.0               |
| <b>Total</b>   | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>Amount of the information included</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|---|------------------|--------------|----------------|---------------------|
| Not satisfied                             | 3                | 2.6          | 2.6            | 2.6                 |
| Rather unsatisfied                        | 14               | 12.2         | 12.2           | 14.8                |
| Rather satisfied                          | 70               | 60.9         | 60.9           | 75.7                |
| Fully satisfied                           | 28               | 24.3         | 24.3           | 100.0               |
| <b>Total</b>                              | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

| <b>User-friendliness</b> | <b>Frequency</b> | <b>%</b>     | <b>Valid %</b> | <b>Cumulative %</b> |
|--------------------------|------------------|--------------|----------------|---------------------|
| Not satisfied            | 5                | 4.3          | 4.3            | 4.3                 |
| Rather unsatisfied       | 19               | 16.5         | 16.5           | 20.9                |
| Rather satisfied         | 61               | 53.0         | 53.0           | 73.9                |
| Fully satisfied          | 30               | 26.1         | 26.1           | 100.0               |
| <b>Total</b>             | <b>115</b>       | <b>100.0</b> | <b>100.0</b>   |                     |

**Question 23. Awareness of the possibility for the job seekers to create the Europass Language Passport online (N=115, frequency, %)**

|                    | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Yes                | 21         | 18.3         | 38.2         | 38.2         |
| No                 | 34         | 29.6         | 61.8         | 100.0        |
| <b>Valid total</b> | <b>55</b>  | <b>47.8</b>  | <b>100.0</b> |              |
| Not applicable     | 60         | 52.2         |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

**Final questions**

**Question 24. Feedback on the role of the Diploma Supplement in the selection of candidates (N=115, frequency, %)**

|                   | Frequency  | %            | Valid %      | Cumulative % |
|-------------------|------------|--------------|--------------|--------------|
| Irrelevant        | 15         | 13.0         | 13.0         | 13.0         |
| Rather irrelevant | 67         | 58.3         | 58.3         | 71.3         |
| Quite important   | 32         | 27.8         | 27.8         | 99.1         |
| Very important    | 1          | 0.9          | 0.9          | 100.0        |
| <b>Total</b>      | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 25. Awareness of the content of the Europass website (N=115, frequency, %)**

|  | Frequency  | %            | Valid %      | Cumulative % |
|--|------------|--------------|--------------|--------------|
| Yes, I know the website content well                     | 9          | 7.8          | 7.8          | 7.8          |
| Yes, but I have only a vague idea of the website content | 34         | 29.6         | 29.6         | 37.4         |
| I am aware of the website, but I have never visited it   | 47         | 40.9         | 40.9         | 78.3         |
| Until now, I was not aware of this website               | 25         | 21.7         | 21.7         | 100.0        |
| <b>Total</b>   | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |

**Question 26. Feedback of the respondents on different aspects of the Europass website (N=115, frequency, %)**

| Design, layout     | Frequency  | %            | Valid %      | Cumulative % |
|--------------------|------------|--------------|--------------|--------------|
| Rather unsatisfied | 2          | 1.7          | 4.7          | 4.7          |
| Rather satisfied   | 33         | 28.7         | 76.7         | 81.4         |
| Fully satisfied    | 8          | 7.0          | 18.6         | 100.0        |
| <b>Valid total</b> | <b>43</b>  | <b>37.4</b>  | <b>100.0</b> |              |
| Not applicable     | 72         | 62.6         |              |              |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |              |

| User-friendliness | Frequency | % | Valid % | Cumulative % |
|-------------------|-----------|---|---------|--------------|
|-------------------|-----------|---|---------|--------------|

|                    |            |              |              |       |
|--------------------|------------|--------------|--------------|-------|
| Not satisfied      | 1          | 0.9          | 2.3          | 2.3   |
| Rather unsatisfied | 2          | 1.7          | 4.7          | 7.0   |
| Rather satisfied   | 31         | 27.0         | 72.1         | 79.1  |
| Fully satisfied    | 9          | 7.8          | 20.9         | 100.0 |
| <b>Valid total</b> | <b>43</b>  | <b>37.4</b>  | <b>100.0</b> |       |
| Not applicable     | 72         | 62.6         |              |       |
| <b>Total</b>       | <b>115</b> | <b>100.0</b> |              |       |

| Amount of information | Frequency  | %            | Valid %      | Cumulative % |
|-----------------------|------------|--------------|--------------|--------------|
| Rather unsatisfied    | 3          | 2.6          | 7.0          | 7.0          |
| Rather satisfied      | 31         | 27.0         | 72.1         | 79.1         |
| Fully satisfied       | 9          | 7.8          | 20.9         | 100.0        |
| <b>Valid total</b>    | <b>43</b>  | <b>37.4</b>  | <b>100.0</b> |              |
| Not applicable        | 72         | 62.6         |              |              |
| <b>Total</b>          | <b>115</b> | <b>100.0</b> |              |              |

| Comprehensibility of the information included | Frequency  | %            | Valid %      | Cumulative % |
|---|------------|--------------|--------------|--------------|
| Not satisfied                                 | 1          | 0.9          | 2.3          | 2.3          |
| Rather unsatisfied                            | 2          | 1.7          | 4.7          | 7.0          |
| Rather satisfied                              | 32         | 27.8         | 74.4         | 81.4         |
| Fully satisfied                               | 8          | 7.0          | 18.6         | 100.0        |
| <b>Valid total</b>                            | <b>43</b>  | <b>37.4</b>  | <b>100.0</b> |              |
| Not applicable                                | 72         | 62.6         |              |              |
| <b>Total</b>                                  | <b>115</b> | <b>100.0</b> |              |              |

**Question 27. Experience of the company represented by the respondents in using the services of recruitment agencies (N=115, frequency, %)**

|                | Frequency  | %            | Valid %      | Cumulative % |
|----------------|------------|--------------|--------------|--------------|
| Yes, always    | 4          | 3.5          | 3.5          | 3.5          |
| Yes, sometimes | 53         | 46.1         | 46.1         | 49.6         |
| No             | 58         | 50.4         | 50.4         | 100.0        |
| <b>Total</b>   | <b>115</b> | <b>100.0</b> | <b>100.0</b> |              |