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EUROPEAN ASSOCIATION OF CAREER GUIDANCE  
EACG WEBSITE: [WWW.EACG.EU](http://WWW.EACG.EU)  
CAREER-EU CONFERENCE WEBSITE: [WWW.CAREER-EU.INFO](http://WWW.CAREER-EU.INFO)

## 7TH ANNUAL EUROPEAN CAREER GUIDANCE CONFERENCE "CAREER-EU"

*Between 10 and 14 of May 2016, the European Association of Career Guidance (EACG), organized the 7th Annual European Career Guidance Conference – CAREER-EU 2016 in Thessaloniki - Greece. The conference was organised in parallel with 12th annual ERASMUS Congress and Exhibition – ERACON 2016, organised by the European Association of Erasmus Coordinators (EAEC).*



The European Association of Career Guidance (EACG) organised the 7th Annual CAREER-EU Conference 2016, which offered the opportunity to career guidance counsellors, experts on vocational training issues, as well as representatives of the European projects on career guidance and employment to deliver presentations and exchange ideas.

## 8th European Career Guidance Conference "Career EU" to be held in Cyprus"

*The European Association of Career Guidance (EACG) will organise the 8th Annual CAREER-EU Conference from 21 to 24 June 2017, in Nicosia, Cyprus.*

Career Guidance Counsellors and other experts are invited to make presentations and submit papers. Workshops and Sessions within the conference are also invited to discuss specific topics and to draw up concrete suggestions, which can contribute to the improvement of Career Guidance Counselling. A call for abstracts will be announced by the **end of August 2016**.

### The main themes of the Conference will include:

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| <ul style="list-style-type: none"> <li>• Good Practices to obtain Employment in the Crises;</li> <li>• Job Finding;</li> <li>• New skills for new jobs;</li> <li>• Recruitment;</li> <li>• ERASMUS+ 2014-2020;</li> <li>• Senior Citizens Support;</li> <li>• Diagnostic Tests;</li> <li>• Career Counselling;</li> <li>• Quality Assessment;</li> <li>• Mobility and Career;</li> </ul> | <ul style="list-style-type: none"> <li>• Certification;</li> <li>• University-Enterprises Cooperation;</li> <li>• Training;</li> <li>• Guidance-Enterprises Cooperation;</li> <li>• Innovative Tools;</li> <li>• Linguistic Preparation;</li> <li>• Best Practices in Career Guidance;</li> <li>• Disabled Workers;</li> <li>• Quality Assurance for Career Guidance;</li> </ul> |
|--|--|

The European Association of Career Guidance (EACG) was founded in 2010, within the framework of the European project "CAREER EUshop: One-Stop-Service-Career-Guidance- Shop for Europe" which is funded by the European Commission under the framework of the Life- Long Learning Programme.

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## FINAL SUMMIT OF THE EUROPEAN NETWORK FOR “SCHOOL ON THE CLOUD - SOC”



European Association of Career Guidance will participate on the 3rd (and Final) Conference of the European Network for “School on the Cloud”, which will be held at the Flemish Parliament in Brussels, on the 18th of November 2016. The event is organised by the Flemish Community Education organisation (GO!), and its aim is to illustrate the potential of Cloud-based learning, teaching and managing in education and consider its significance in the future. The event is expected to attract many stakeholders from the area of education, while key lectures will be given by Professor Sugata Mitra (*Hole in the Wall, School in the Cloud*) and Ewan McIntosh (*NoTosh Limited*), among others. The event also includes a number of interesting workshops on using the Cloud in education, while the full programme and registration for the event will be published by the end of August.

The project (SoC) seeks to explore how education should respond to these ICT developments by aiming to narrow the existing divide between education and Cloud computing. Given that tablets, mobile devices and Cloud-based services are tools spreading through schools, this project explores their use and develops guidelines for the education sector by encouraging collaboration and knowledge exchange. Moreover, the aim is to overcome the existing divide between education and Cloud computing.

To achieve this goal, SoC has created a learning network consisting of 57 European partners, among which European Association of Career Guidance, from 18 countries, distributed widely across Europe and includes most types of educational stakeholder and all sectors of education. More specifically, there are 21 Universities and teacher training departments, 9 NGOs, 8 schools, SMEs, research institutes, adult education and VET providers, a European professional association and a library. The coordinating organization is Doukas School in Athens Greece.

More information: <http://www.schoolonthecloud.net/> and <https://www.facebook.com/SchoolOnTheCloud/>

*“The aim is to overcome the existing divide between education and Cloud computing”*

## SUSTAINABILITY PLAN OF THE “CONNECTING PEOPLE FOR GREEN SKILLS” PROJECT



The 18 month - EU funded project “Connecting People for Green Skills” has been completed at the end of March 2016. However, after the project’s final conference on 1 March 2016 in Brussels, the partners, among which the European Office of Cyprus, have facilitated a strategy in order to maximize the “Green Skills” potential and ensuring further the impact of the project’s main outcomes to the benefit of the wider construction sector.

The aim of the project was to identify the work and training factors that prevent construction sector professionals from obtaining jobs that require new qualifications and skills. It targets particularly the professionals (both employees and employers) of the construction sector, by giving them the means to develop and expand their technical, professional and educational skills which are necessary, and which need to be addressed alongside the environmental demands and the energy sustainability targets for 2020. With this in mind, the sustainability action plan is based on the active and proper diffusion and dissemination of the project’s main outcomes to relevant target groups, both at local/national level, as well as European. This includes mainly:

- The development of the **Catalogue of Sources of Employment**, a handbook with information on new employment opportunities in sustainable construction, employability pathways and tutorials for training in 30 specialties identified in the course of the project. This document may be interesting for all the **major key players in the construction sector**, with the aim of **promoting green jobs, improve an increase in the potential employability of the workers and promote their access to new occupations related to sustainable building**.
- The dissemination of the **Green Skills Technological Platform**, a **user - friendly, innovative and tailor-made tool**, aimed to **match the demand and supply of the labour force in the construction sector**. The Platform can be best described as a job engine, customised to the ‘green’ construction sector, while its purpose is two-fold: *On the one hand, it allows the employees to upload their CV, as well as to search for open vacancies; On the other hand, it provides the employers of the construction sector, with the opportunity to upload a job opening, as well as to search for suitable candidates.*

More information: <http://www.greenskillsproject.eu/en/project/results>

The Platform provides also access to the training material that has been developed for each of the identified specialties and for which a pilot training workshop was developed. For the time being, the access to the material is provided only to those who participated in the training seminars; however, the training material will be open soon to the wider public, free of charge!

## NEW SKILLS AGENDA - TEN ACTIONS TO HELP EQUIP PEOPLE IN EUROPE WITH BETTER SKILLS



Highlights of the event on 21 June 2016!

According to studies, 70 million Europeans lack adequate reading and writing skills, and even more have poor numeracy and digital skills. This puts them at risk of unemployment, poverty and social exclusion. On the other hand, a large number of Europeans, particularly high-qualified young people, work in jobs that do not match their talents and aspirations. At the same time, 40% of European employers report that they cannot find people with the right skills to grow and innovate. What is more, too few people have the entrepreneurial mindset and competences to start their own business and keep adapting to evolving requirements of the labour market.

In this context, the European Commission adopted on 10 June the New Skills Agenda, which was launched during a special high-level event on 21 June 2016, in Brussels. The New Skills Agenda aims to reduce the mismatch between the skills people are taught and the skills needed by the service sector and manufacturing industry. It is designed to improve the quality and relevance of skills to meet the need of a rapidly changing labour market and increase the understanding of skills and qualifications in the European labour market. During the event, three European Commissioners (i.e. Ms [Marianne Thyssen](#), Mr. [Tibor Navracsics](#), and Mr [Valdis Dombrovskis](#)), highlighted the importance of a strategic common framework and clear initiatives in order to address the skills' mismatch, as well as to boost an entrepreneurial spirit and consequently growth.

“New Skills Agenda aims to reduce the mismatch between the skills people are taught and the skills needed by the service sector and manufacturing”

“Increasing skills levels, promoting transversal skills and finding ways to better anticipate the labour market's needs, including based on dialogue with the industry, are therefore essential to improve people's chances in life, and support fair, inclusive and sustainable growth as well as cohesive societies. To help tackle skills challenges, the Commission launched 10 actions which will address these issues and make skills more visible and improve their recognition at local, national and EU levels, from schools and universities to the labour market”.

More information:

<http://tinyurl.com/h9hygof> and <https://webcast.ec.europa.eu/launch-of-a-new-skills-agenda-for-europe#>

### 10 Actions under the New Skills Agenda . . .

#### A NEW SKILLS AGENDA for Europe

1. A **Skills Guarantee scheme** to help low-skilled adults acquire a minimum level of literacy, numeracy and digital skills.
2. A **review of the European Qualifications Framework** for a better understanding of qualifications and to make better use of all available skills in the European labour market.
3. The **“Digital Skills and Jobs Coalition”** bringing together Member States and education, employment and industry stakeholders to develop a large digital talent pool and ensure that the labour force in Europe is equipped with adequate digital skills.
4. The **“Blueprint for Sectoral Cooperation on Skills”** to improve skills intelligence and address skills shortages in specific economic sectors.
5. A **“Skills Profile Tool for Third Country Nationals”** to support early identification and profiling of skills and qualifications of asylum seekers, refugees and other migrants.
6. A revision of the **Europass Framework**, offering people better and easier-to-use tools to present their skills and get useful real-time information on skills needs and trends which can help with career and learning choices.
7. **Making Vocational Education and Training (VET) a first choice by enhancing opportunities for VET learners** to undertake a work based learning experience and promoting greater visibility of good labour market outcomes of VET.
8. A review of the **Recommendation on Key Competences to help more people acquire the core set of skills** necessary to work and live in the 21st century with a special focus on promoting entrepreneurial and innovation-oriented mind-sets and skills.
9. An initiative on **graduate tracking to improve information on how graduates progress in the labour market**.
10. A proposal to **further analyse and exchange best practices** on effective ways to address brain drain.

## ERASMUS+ HIGHER EDUCATION IMPACT STUDY



*The Directorate-General for Education and Culture of the European Commission has published on 11 July 2016, a new call for tenders for an "Erasmus+ higher education impact study" - N° EAC/13/2016.*

The Erasmus programme has opened minds and changed lives for almost 30 years. Enabling more than 3 million students and close to 500.000 higher education staff to study, teach or train abroad, the programme has supported Europe's economies and societies by boosting cohesion and intercultural awareness, as well as improving job prospects for its citizens. The impact of Erasmus goes beyond the individual: Erasmus promotes the internationalisation of European higher education institutions and contributes to their modernisation process by shaping education that is innovative and relevant to real world needs.

The study has the objective **to analyse how the Erasmus+ programme, in particular its new measures compared to previous programmes, acts as a driver in the modernisation process of higher education by measuring the impact of higher education student mobility, staff mobility and cooperation projects.** It will cover countries in Europe and beyond, representing diversity and geographical spread. The tenderers are invited to propose in their technical offer the methodological approach they believe is most appropriate to address the objective outlined above. Their study should include both a literature review and a quantitative survey. The budget for this contract is estimated 500.000 EUR, while the deadline for the submission of a tender is on **26 August 2016.**

More information: <http://ted.europa.eu/udl?uri=TED:NOTICE:234336-2016:TEXT:EN:HTML&src=0>

## ERASMUS MUNDUS FOSTERS EMPLOYMENT

*According to a graduates' impact study, published on 1 April 2016, by the **Erasmus Mundus Association**, the Erasmus Mundus Programme fosters individual's competences and skills (social and language skills, to name a few), and thus the graduates' employability. Graduates that have experienced the programme have better chances to find more satisfactory employment conditions.*



**Graduate Impact Survey**

The Erasmus Mundus programme gives **students from the whole world the chance to study in two or more European countries at Masters level.** The first phase of the programme Erasmus Mundus was launched in 2004 and proved very popular and successful. In 2013, the Erasmus Mundus programme was integrated into the Erasmus+ Programme. The survey shows that over 90% of the participants were satisfied with the programme, with more than 65% very satisfied. Overall, 81% of graduates were satisfied with the quality of the courses offered. Some fields were rated as particularly satisfactory, such as Health and Welfare. Furthermore, 92% of graduates believe that their language skills increased due to Erasmus Mundus. Based on the results, the Erasmus Mundus Association, provided also two recommendations, regarding the visibility of the programme. Firstly, a greater internet presence through increased online promotion would certainly improve the visibility of the programme, particularly in those regions where Erasmus Mundus is less visible. And secondly, universities and other higher education institutions should be encouraged to play a greater role in actively promoting Erasmus Mundus. Improving the visibility of Erasmus Mundus would also contribute towards improving the programme's overall reputation.

More information: [http://ec.europa.eu/education/news/2016/0331-erasmus-mundus-graduate-survey\\_en.htm](http://ec.europa.eu/education/news/2016/0331-erasmus-mundus-graduate-survey_en.htm)

## 20 YEARS OF THE EUROPEAN VOLUNTARY SERVICE



*According to a publication, which was released by the European Commission on 25 April 2016, improved foreign language skills, experience handling personal finances and enhanced intercultural competences are among the effects of volunteering with the European Voluntary Service (EVS). The publication marks the 20th anniversary of the European Voluntary Service and to that matter, there are many events taking place in many EU countries during 2016*

The impact is also felt by local communities as **European Voluntary Service can enrich community life and make locals** more aware of the concerns held by young people. Some of the key findings are the following: (i) 97% of the participants have learned to get along better with people of a different cultural background; (ii) 97% of the participants have learned to communicate better with people who speak a different language; (iii) More than 80% of the project leaders are convinced that the European Voluntary Service contributes among other things, to young people's respect for cultural diversity and to the development of solidarity and tolerance among young people in Europe; (iv) 93 % now feel more confident in moving around on their own in other countries (e.g. travel, study, work place-ment, job, etc.); (v) 85% of the participants have learned how to cooperate better in a team.

More information: [http://ec.europa.eu/youth/library/factsheets/effects-evs-factsheet\\_en.pdf](http://ec.europa.eu/youth/library/factsheets/effects-evs-factsheet_en.pdf)

## SUCCESSFUL POLICIES TO TACKLE EARLY LEAVING FROM EDUCATION



*In 2014, the rate of early leaving from education and training in the EU had dropped to 11%, getting closer to the Europe 2020 goal of less than 10%. This encouraging trend is partly owed to the numerous projects and initiatives across Europe which have supported young people at risk of dropping out of education over the past three decades. Cedefop has published a new briefing note on 06 May 2016, where it identifies several key features common to successful policies and analyses the conditions for mainstreaming successful projects and initiatives into regional/national programmes and for policy learning from one country to another.*

*Cedefop has analysed 300 different initiatives conducted in 36 European countries and identified five key conditions in measures and policies that have proved to be successful. In particular:*

- **Leadership and commitment over time.** A high level of commitment by policy makers is crucial to ensuring sustainability of good practices over time. Successful policies are characterised by a thorough evaluation of existing measures and prompt adoption of their innovative features, subsequent up scaling and financial and political support over time.
- **Evidence on success factors.** Availability of evidence is crucial to informing policies, putting in place funding arrangements, and helping build the necessary capacities. Many successful measures rely on comprehensive monitoring and documentation of activities.
- **Change agents.** These are people who have the capacity to introduce change locally, whether in education and training providers, NGOs, guidance centres or other initiatives.
- **Communities of practice.** Supporting peer learning and exchange of successful practices among professionals helps a group of actors to reach a common understanding of what works, a prerequisite for mainstreaming any project or measure.
- **Autonomy supported by guidelines and other tools.** Education and training providers and other stakeholders (such as social partners, employment and community services, NGOs) need to have the space to develop their own approach, based on existing guidelines and methods and advice.



More information: <http://tinyurl.com/gl3v97s>

## INSTRUCTION TIME IN FULL-TIME COMPULSORY EDUCATION

*The Education, Audiovisual and Culture Executive Agency (EACEA) published a report, on 9 June 2016, focusing on recommended minimum instruction time across core subjects in full-time general compulsory education in 37 European countries participating in the Eurydice network (a network on educational systems and policies in Europe).*

Although effective learning depends on many factors, it is also true that the instruction time available to students plays an important role in their learning process. This report analyses the recommended



minimum instruction time by education level and across the four core curriculum subjects, i.e. reading, writing and literature; mathematics; natural sciences and foreign languages, in full-time general compulsory education in 37 European countries. The analysis was focused on

different levels of education. It shows that reading, writing, and literature take up the largest share of the curriculum especially in primary education, while in secondary education the teaching of other languages becomes equally important.

More information: <http://tinyurl.com/jdo4zsp>

## THE DIVERSITY OF THE TEACHING PROFESSION IN EUROPE



*The European Commission has published on 09 March 2016, a new study on the diversity within the teaching profession with regard to migrant and/or minority background. The study identifies and analyses the existing statistical data, explores the prevalence of the different barriers to teacher diversity, maps the policies and initiatives implemented across Europe and examines the effectiveness of the policies.*

Teaching staff with migrant and minority backgrounds are under-represented compared to the actual diversity of learners in many European countries. According to the report and due to the migrant refugee crisis that Europe is experiencing nowadays, the teaching profession should reflect the diversity of society. EU needs to eliminate obstacles for under-represented groups, including migrants, to enter teacher education and the profession (and stay), while increasing teacher diversity must be part of a wider strategy to help schools address increasing diversity in the classroom.

More information: [http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item\\_id=8627](http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8627)

## EDUCATION AS A TOOL FOR THE ECONOMIC INTEGRATION OF MIGRANTS



*Integration of migrants is at the top of the EU political agenda as the refugee crisis has put education systems under extreme pressure. According to a recently published report, Member States have identified the most burning issues in order to find appropriate responses at EU level.*

The report examines among others, the role of education in the economic integration of migrants, the organisation of the efficient language teaching for migrants, the ways to adapt teacher education and enhance intercultural awareness, as well as the ways to assess skills and qualifications of migrants in schools.

More information: <http://bookshop.europa.eu/en/education-as-a-tool-for-the-economic-integration-of-migrants-pbNC0115468/>

## EDUCATION AND RADICALISATION

*In a continuous effort of stimulating policy learning, the Commission released on 16 of March 2016, a detailed report - prepared by the Network of Experts on Social Aspects of Education and Training - which examines how European education systems can better prepare future citizens for tolerance, respect for diversity and civic responsibility. The report proves that the Commission substantially has enhanced its support to inclusive education, exactly one year after the adoption of the Paris Declaration (17 March 2015) on promoting citizenship and the common values of*



*freedom, tolerance and non-discrimination.*

The report highlights key success factors and includes successful implemented examples from several different Member States that can serve as concrete sources of policy inspiration. The overview of measures included in the report, address a wide range of national education policy developments in all areas of the Declaration. The common theme linking these initiatives is the promotion of citizenship and the shared values of freedom, tolerance, and non-discrimination through education.

More information: <http://tinyurl.com/zfmuhbc>

## HELPING EDUCATIONAL ORGANISATIONS TO GO DIGITAL

*The Joint Research Centre (JRC) has designed the first pan-European conceptual model to help educational organisations self-assess the use and integration of digital technologies and resources in the learning process. This work is in line with the European Commission's objectives to improve digital skills, while it also supports policy-makers in devising policies for their effective deployment at regional, national and European level.*



Integration of digital technologies for learning implies a change in three basic dimensions: pedagogical, technological and organisational. The European Framework for Digitally-Competent Educational Organisations – DigCompOrg – can be used as a basis for self-assessment or for further development of strategies to embrace digital-age, learning at all levels of education. It is addressed to primary and secondary schools, vocational education and training centres, as well as higher education institutions, while it refers to activities related to teaching, learning, assessment and learning support. Its overall objective is to improve transparency and comparability between related initiatives throughout Europe and helps to address uneven development across Member States.

More information: <http://tinyurl.com/zr85eqr>

## NEW EU DIRECTIVE FOR INCOMING STUDENTS AND RESEARCHERS



*The European Parliament approved on 11 May 2016, an EU Directive which harmonises EU entry and residence rules (rules about visas and residence permits) to make it easier and more attractive for people from third countries to study or do re-search at EU universities.*

Some of the changes that are highlighted in the new Directive, and which they **have to be implemented in the national legislation of each Member State** (except for Denmark, United Kingdom and Ireland) within the next two years, are the following:

- students and researchers to be allowed to work during their mobility period for at least 15 hours a week;
- after study or research, foreign students will be allowed to stay for up to nine months in a EU country to look for work or set up a business;
- family members of researchers coming to Europe will be allowed to accompany them and to look for work;
- it will also be easier for foreign nationals to move around Europe. They will no longer need to apply for a new visa, but simply notify the second country to which they are moving.

More information: <http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7858&type=2&furtherPubs=yes>

## ACTION PLAN ON 'BLUE CARD' SCHEME FOR HIGHLY SKILLED WORKERS FROM OUTSIDE THE EU

The European Commission presented, on 7 June 2016, an Action Plan to support Member States in the integration of third-country nationals and their economic and social contribution to the EU as well as a legal proposal to reform the rules on highly skilled migrants coming to the EU to work, which will support European businesses in attracting qualified and talented people from around the world.



This Action Plan provides a common policy framework and supporting measures which should help Member States as they further develop and strengthen their national integration policies for third-country nationals. The EU Blue Card scheme, adopted in 2009, has proven insufficient and unattractive so far and is therefore underused. Restrictive admission conditions and the existence of parallel rules, conditions and procedures at national level have limited the use of the EU scheme. Only 31% of highly-educated migrants to OECD countries chose the EU as a destination, meaning skilled workers are choosing other destinations which compete economically with the EU. The new Blue Card Scheme would bring an estimated positive annual economic impact of between 1.4 billion EUR to 6.2 billion EUR from additional highly skilled workers coming to the EU to take up jobs. Member States would remain responsible for deciding on the numbers of third country nationals admitted on their territory to seek work, in line with the Treaty. They can also carry out a labour market test if the labour market undergoes serious disturbances, such as a high level of unemployment in a given occupation or sector, including in part of their territory.

More information: [http://europa.eu/rapid/press-release\\_IP-16-2041\\_en.htm](http://europa.eu/rapid/press-release_IP-16-2041_en.htm)

## EMPLOYMENT IN THE CULTURAL SECTOR

A EUROSTAT report, published on 6 July 2016 provides an illustrative and comprehensive picture of the employment situation in the cultural sector in Europe. According to the report, 6 million people approximately were employed in the cultural field in the EU in 2014, or slightly less than 3% of the total number of persons employed. Of the almost 2 million artists and writers in the EU, nearly half (49%) were self-employed, a share much higher than that reported for total employment (15%).



(2.0%), Bulgaria (2.1%), Portugal (2.2%), Greece (2.3%) and Cyprus (2.4%).

Some **key findings** of the report are the following:

- At Member State level, the highest shares of cultural employment were observed in Luxembourg (5.2%) and Sweden (4.1%), followed by Finland and the Netherlands (3.9% each) as well as Denmark (3.8%). At the opposite end of the scale, the lowest share was observed in Romania (1.1%), followed by Slovakia

- On average in the EU, women represented just below half (47%) of persons employed in the cultural field, just above the share of women in total employment. In seven Member States there was a lower share of women in cultural employment than in total employment (Austria, United Kingdom, Cyprus, Malta, France, Spain, Netherlands).
- More persons with tertiary education are occupied in cultural employment than in total employment. Specifically, 60% of people in cultural employment have tertiary education, almost double that of the total employment.
- Among the 2 million artists and writers who are in the EU, almost half are self-employed, a share of more than three times higher than the total employed persons in the EU.

More information: <http://tinyurl.com/hku3oky>

## EMPLOYMENT AND SOCIAL SITUATION QUARTERLY REVIEW



On 28 June 2016, the Commission published its summer edition of the Employment and Social Situation Quarterly review (ESSQR).

The review confirmed an increase of the overall employment rate, for both the EU and the euro area, while the overall long-term unemployment rate decreased by 0.6 pp compared to a year before and stands now at 4.3% of the labour force. This is the largest reduction since the first decline in long-term unemployment observed in 2014. In addition, for the first time since the start of the economic recovery, the number of long-term unemployed dropped more strongly than the number of people unemployed for less than two years. Finally, this season's edition also highlights the continuous improvement among Member States regarding youth unemployment, which has decreased more strongly in countries most affected by the crisis.

More information: <http://tinyurl.com/hc33j2r>

## WOMEN ARE 'UNABLE TO ENTER' THE TECH INDUSTRY



**According to a report published on 22 March 2016, by the McKinsey & Company a global management consulting firm), across most industries, there's a notable gender disparity at the very top, however in some sectors, including tech, it's hard for women to even get a foot in the door.**

The report finds that women are "unable to enter" the technology, energy and basic materials, and automotive and industrial manufacturing industries. In technology, 37% of women make up entry-level roles, and only 15% of tech's chief officer positions are held by women. McKinsey institution explains this discrepancy by pointing to the pipeline problem, which points out that there are simply not enough women studying engineering to recruit from, since they make up 20% of bachelor's degrees, 24% of master's degrees, and 23% of doctorates in engineering, based on official data.

More information: <http://tinyurl.com/zzzexis>

## THE ROLE OF EIT IN FOSTERING INNOVATION AND ENTREPRENEURSHIP

**According to a report published by the European Commission with the title "Opportunity now: Europe's mission to innovate", the European Institute of Innovation and Technology (EIT) actively boosts innovation and entrepreneurship in Europe, as it offers real added-value and inspires highly productive interaction between innovation hubs, stakeholders, start-ups and scale-ups.**

The report which examines how best to position Europe as a global pro-innovation actor, highlights the EIT's potential in boosting sustainable growth and jobs through a novel approach to innovation. To date, the EIT Community has developed more than 900 business ideas and 200 innovative start-ups in the areas of climate, digitalisation, energy, health and raw materials. More than 1500 students are enrolled or have graduated from EIT entrepreneurial education programmes, while their successes are already internationally recognised.

More information: <http://tinyurl.com/h3a4u7c>



## TOWARDS A FAIR AND TRULY EUROPEAN LABOUR MARKET



**The European Commission presented a targeted revision of the rules on posting of workers, the aim of which is to facilitate the provision of services across borders within a climate of fair competition and respect for the rights of posted workers. This revision will introduce changes in three areas: remuneration of posted workers, rules on temporary work agencies and in long-term posting.**

The proposal foresees that posted workers are subject to equal pay and working conditions as local workers. In general, all the rules on remuneration that are applied generally to local workers will also have to be granted to posted workers. Member States will be required to specify in a transparent way the different elements of how remuneration is composed on their territory.

More information: <http://tinyurl.com/zas2vkq>

## NEW EUROPEAN PLATFORM TACKLES UNDECLARED WORK

**A new Platform has been launched on 27 May 2016, aiming to foster, the discussion and the co-operation among several stakeholders about the ways and means of how to improve policies and measures tackling undeclared work.**

A multitude of sectors with a high incidence of undeclared work will be represented on the Platform, such as agriculture, tourism, construction, security services, cleaning, commerce and road transport. The Platform will meet twice a year and define a work programme. The Commission suggests focusing in the beginning on three priorities:



campaigns.

More information: <http://tinyurl.com/h76qb6q>

- Gaining better knowledge about the different forms of undeclared work.
- Helping members to learn from each other by the exchange of good practices.
- Encouraging joint activities, for example staff exchanges, joint inspections at cross-border level or

## NEW RULES TO BOOST E-COMMERCE



**The European Commission announced on 25 May 2016 a package of measures to allow consumers and companies to buy and sell products and services online more easily and confidently across the EU.**

In the context of the European Commission's Digital Single Market, the measures are expected to boost e-commerce by tackling geoblocking, making cross-border parcel delivery more affordable and efficient and promoting customer trust through better protection and enforcement. More specifically, the measures include:

1. A legislative proposal to address unjustified geoblocking and other forms of discrimination on the grounds of nationality, residence or establishment.
2. A legislative proposal on cross-border parcel delivery services to increase the transparency of prices and improve regulatory oversight.
3. A legislative proposal to strengthen enforcement of consumers' rights and guidance to clarify, among others, what qualifies as an unfair commercial practice in the digital world.

More information: <http://ec.europa.eu/DocsRoom/documents/16804>

## A EUROPEAN AGENDA FOR THE COLLABORATIVE ECONOMY

**The European Commission presented, on 2 June 2016, guidance aimed at supporting consumers, businesses and public authorities to engage confidently in the collaborative economy. These new business models can make an important contribution to jobs and growth in the European Union, if encouraged and developed in a responsible manner.**



The collaborative economy is growing rapidly. As it takes root in the EU, national and local authorities are responding with a patchwork of different regulatory actions. This fragmented approach to new business models creates uncertainty for traditional operators, new services providers and consumers alike and may hamper innovation, job creation and growth. As announced in its Single Market Strategy,

the Commission has issued guidance to Member States to help ensure the balanced development of the collaborative economy.

The Communication invites EU Member States to review and where appropriate revise existing

legislation according to this guidance. The Commission will monitor the rapidly changing regulatory environment as well as economic and business developments. It will follow trends on prices and quality of services, and identify possible obstacles and problems arising from divergent national regulations or regulatory gaps.

More information:

[http://europa.eu/rapid/press-release\\_IP-16-2001\\_en.htm](http://europa.eu/rapid/press-release_IP-16-2001_en.htm)

## NEW RULES FOR MORE SME-FRIENDLY PUBLIC PROCUREMENT

**The EU has introduced new public procurement rules which will simplify procedures for public administrations and companies, promote a more socially and environmentally responsible economy, and help to prevent corruption and increase transparency. The new rules are expected to make it easier and cheaper for small and medium-sized enterprises (SMEs) to bid for public contracts, respecting the EU's principle of transparency and competition.**

Contracting authorities will be encouraged to divide large contracts into smaller parts, allowing smaller companies to participate in large tenders. Rules which excluded smaller companies from tenders on the basis of their annual turnover figures have been relaxed. The new rules limit possible turnover requirements to just twice the contract value, which should remove barriers to SME participation. In addition, the European Single Procurement Document (ESPD) will considerably reduce the administrative burden for businesses by enabling SMEs to electronically self-declare that they fulfil the required conditions to participate in a public procurement procedure and only the successful tenderer will need to provide full documentary evidence.



More information: [http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item\\_id=8773](http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8773)

## UPCOMING EVENTS

- **11th European Conference on Innovation and Entrepreneurship**  
15 - 16 September 2016. Jyväskylä, Finland.  
<http://www.academic-conferences.org/conferences/ecie/>
- **3rd EUA Funding Forum - Efficient universities: Value for society**  
06 - 07 October 2016. Porto, Portugal.  
<http://www.eua.be/activities-services/events/event/2016/10/06/default-calendar/3rd-funding-forum>
- **Making learning visible: European conference on validation of non-formal and informal learning**  
28 - 29 November 2016. Thessaloniki, Greece.  
<http://www.cedefop.europa.eu/en/events-and-projects/events/making-learning-visible>
- **8th Annual Career Guidance "CAREER EU" Conference**  
21-24 June 2017. Nicosia, Cyprus.  
[www.career-eu.info](http://www.career-eu.info)

## HOW TO BECOME A MEMBER

The Association is open to any individual or organisation interested or dealing with Career or Employment issues, as well as any organisation willing to become a One-Stop-Service-Shop for Career Guidance.

The application procedure to become a member of the Association is very easy. The following link provides direct access to the subscription webpage and all the necessary information that the applicant needs to know:

<http://www.career-eu.info/index.php?id=137>

The Association offers **two kind of subscription schemes**:

- For Institutional/Organization membership €150
- For Individual membership €100

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