



ReferNet 2021 Partnership forum

26 May 2021

Virtual event (CET time)

Each presentation, including discussions, will last 30 minutes maximum.

Wednesday, 26 May 2021	
8.30-9.00	Registration of participants
9.00-10.00	1. Presentation of VET systems Reform in upper secondary education 'We have the biggest reform of upper secondary education since 1994 coming up. The goal of the reform is to ensure that 9 out of 10 complete upper secondary education in 2030.' <i>Norway, Margareth Haukås and Tone Nilsen</i> VET in Europe database: update 2021 Guidelines and Questions/Answers <i>Cedefop, Dmitrijs Kulss</i>
10.00-11.00	2. Governance, autonomy of VET institutions in the light of pandemics Estonia – VET governance ✓ 'Giving autonomy to VET institutions, that can be one of the success factors and flexibility to respond to local business skill needs ✓ New funding model amendments (2019) in the VET Institutions Act' https://www.riigiteataja.ee/en/eli/ee/517072020005/consolide/current <i>Rita Kask</i> Slovakia ✓ 'Regional schools including VET schools enjoy strong autonomy being legal entities and their directors acting as the first level of state administration; current power-sharing was however questioned by the pandemic'. <i>Juraj Vantuch</i>
11.00-11.30	Coffee break

11.30-12.30	3. Tackling early school leaving First result of the “Dobbantó” bridging programme ‘Reducing early school leaving, promoting inclusion and development of basic competences and soft respective transversal skills’ Hungary, Judit Olasz Toolkit for tackling early leaving ‘Do you want to know about more good practices for tackling early leaving from VET or share and widely disseminate yours? Are you looking for interactive tools to help you assess the strengths and weakness of your policies and practices to tackle early leaving and develop your own an action plan? In this session, you may learn on how to get involved with Cedefop’s toolkit.’ Cedefop, Rena Psifidou
12.30-13.00	Coffee break
13.00-14.00	4. Graduate-tracking mechanisms The Data Revolution and what it means for demonstrating the effectiveness and impact of further education and training ‘The Programme and Learner Support System (PLSS) project’ Ireland, Barry Ryan Results on VET graduates' tracking ‘We have the results on VET graduates' tracking. 9,830 graduates of public and private IEK of all specialties, from all regions of the country, and more than 1,000 companies that employ IEK graduates have been the field research of the survey.’ Greece, Antonios Glaros
14.00-14.30	5. Analysis of the demand for professions, qualifications and skills ‘This research is a base of forecast of the demand for employees in VET occupations. ‘ See the national news item on the Cedefop website: https://www.cedefop.europa.eu/en/news-and-press/news/poland-first-forecast-demand-employees-vet-occupations. Poland, Robert Pater
14.30-15.00	Conclusions and end of the open day Sylvie Bousquet, Cedefop