



Twenty years together with Cedefop: Slovak National Observatory of VET (ReferNet Slovakia) point of view

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Juraj Vantuch

vantuch2011@gmail.com

Assignment for today:

- ❖ Progress made during the last 20 years
- ❖ National VET system changes
- ❖ Major reforms
- ❖ European transparency tools (EQF/NQF, EQAVET, VNFIL)
- ❖ Evolution of the role of Cedefop and ReferNet: Past & Future

Evolution of the role of Cedefop - Past

1998 ETF(CDO)→2004 Cedefop (No CDO) CDOs hard job to understand others (Chapeau bas!)

❖ Cedefop as Knowledge (and Documentary) Centre

Knowledge Management System: Thematic Overview with 10 Themes (↘ Detailed thematic analyses)

Thematic Overview 2008 108 pages) ←ETF analytical experience

VET Bib, VET Instit, ERO-base (database of “European” Research Overview)

Cedefop Info (I miss this product - good for administrators)

Until 2014 analytical studies (Copenhagen process)

A bridge to the future European policy for vocational education and training 2002-10 National policy report – Slovakia (253 pages) <https://www.refernet.sk/ine-publikacie-refernetu?lang=en>

A shift from analytical reports to visualisation of policy making (+questionnaires/databases)

SNO/ReferNet Slovakia

Evolution of the role of ReferNet - Past

❖ SNO/ReferNet Slovakia

2013 NQF

2017 WBL? (below 10% in Dual, but 60% WBL target accepted without support for WBL)

2017 Individual learning account

2021 Micro-credentials???

2021 Graduate tracking

2024 Employer surveys?

2024 Quality assurance!

2024 VET Schools Council!

Permanently asked for assistance

BUT: Political power over Expertise (and Cedefop?)

Evolution of the role of Cedefop and ReferNet – **Future?**

Educating or serving European Commission? This is the QUESTION!

Idea of **Cedefop as Knowledge (and Documentary) Centre not sustainable**

↳ Analysts and analytical articles not needed anymore

↳ Uni staff not interested in ReferNet anymore – Publish or perish!

Descriptions dominant? → ← Eurydice: Difference in visualisation

PR activities over expertise? (clickbait, social media: people not experts targeted?)

But is the special documentary service to EC and brokerage **sustainable?**

ReferNet as auxiliary service only?

Decline in interest in expertise is risky – **AI**: Decline in importance of descriptions will follow.

Network of Independent Experts (2014 European semester child): **policy analyses to DG EAC!**

↳ Why not feedback on national policies to DG EMPL via Cedefop?

↳ Why not feedback to national authorities via Cedefop on EU countries solutions?

Progress made during the last 20 years and National VET system changes

❖ VET:
School mission biased (Economic transformation and supply of unemployed, Hunting for heads/money)
2020+ School mission emphasis changed (from serving personal development to serving employers)
Education ministry transferred responsibilities to **Sector Councils Alliance/Labour ministry**

❖ Skills: 
A shift from traditional categories Knowledge, Skills, Attitudes, Habits to **stressing Skills**
Key competences?

❖ Qualifications:
A shift from “being educated/trained and experienced” to “**achieving standards**”
Education level/years of practice/additional training → making a professional
 ↳ **Validation learning outcomes**

Major reforms

- ❖ Apprenticeship centres cut off from companies (last 5 on the eve of entering EU)
- ❖ Financing per capita (Hard budget constraints : No debt! vs Market: **Quality hurts budget**)
- ❖ Apprenticeships „abolished“: Three streams → Two streams: Grammar and VET
- ❖ Two-level curricula developing: National curricula ∖ school curricula **autonomously prepared**
(State educational programme ∖ School educational programme → ← **Unified final exam?**)
- ❖ Dual VET (Dual learners **not employees**, but VET students with learning contract)... **WBL???**
- ❖ **Sectoral Assignees → Employer Council for Dual → Emp. Council for VET → Sector Councils Alliance**
- ❖ Educational standards/ **Occupational standards** / **Qualification standards** ← SC Alliance

European transparency tools (EQF/NQF, EQAVET, VNFIL) – AS IF LAND?

❖ EQF/NQF:

EQF/NQF levels indicated on certificates but NQF(SKKR) not fully functional (Bc 6, Q 5, M/K 4, H 3)

Referencing SKKR to EQF focusing on education system rather than to qualification system

❖ EQAVET:

SIOV/ National reference point for EQAVET → Peer review methodology, National QA strategy

❖ VNFIL:

Act on LLL (568/2009) not genuine validation (entitlement to work not study)

Act on adult education (292/2024) 4 steps (Id/Do/Aa/Ce) but fully under control of SCA

❖ SNO

to influence: Employer surveys and National quality assurance model !

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Two bags story at the end

Thank you

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