

# **VET in Europe reports 2018**

## How to make their content interactive?

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# VET in Europe reports – state of play

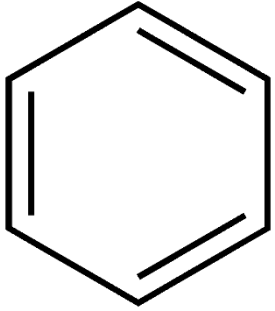
- one of ReferNet's flagship deliverables
- produced as PDF files
- content and structure have been developing gradually
- cover page and disclaimer have recently been updated

**BUT** in the digital age, interactivity is crucial  
for better outreach

# Objective of the session

- allow ReferNet partners and Cedefop to bring forward ideas of how interactivity and visual presentation could be improved in 2018





# Structure of the session

- presentations by ReferNet and Cedefop
- discussions in small groups: 5-6 people
- reporting ideas to the plenary

# Introduction: presentations

## by ReferNet:

- offer practical example(s) of how similar type of information is presented interactively in their countries;
- explain how we could apply these examples for VET in Europe reports.

## by Cedefop:

- initial ideas of how to present the reports



# How to make VET in Europe reports more attractive and interactive?



- VET pathways**
- basic vocational education
  - secondary vocational education
  - post-secondary
  - professional higher education
    - first-level professional higher (college) education
    - second-level professional higher (university) education

select the country

more themes to select

See also:

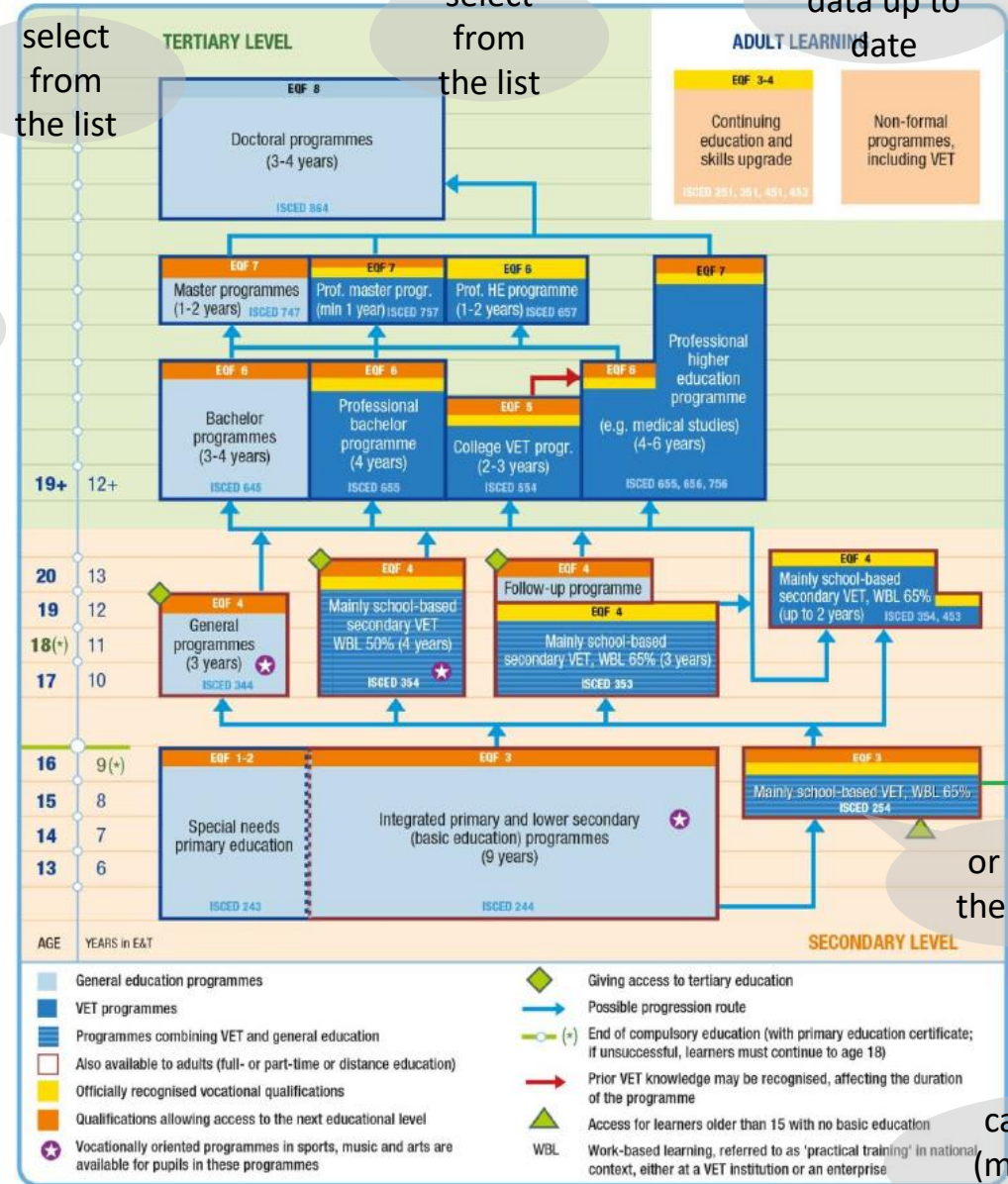
- Governance
- Financing
- Apprenticeships
- SEN learners
- Teachers and trainers

- External factors**
- Demographics
  - Economics
  - Labour market

- Shaping qualifications**
- Anticipating needs
  - Designing qualifications
  - Quality assurance
  - Validation of prior learning

- Promoting participation**
- Incentives for learners
  - Incentives for employers
  - Guidance and counselling

**Key policy challenges**



select from the list

keep the data up to date

central element

details for the selected theme

**basic vocational education 1.4%**  
 Vocational education at lower secondary level is implemented via basic vocational education programmes (see Annex II). Programmes are mostly provided by basic vocational education schools (*profesionāla pamatskola*). Young people (at least 15 years old) can enrol in such programmes (ISCED-P 254) regardless of their previous education. They lead to a certificate of basic vocational education (*apliecība par profesionālo pamatizglītību*) that allows progression to secondary level education and professional qualification at EQF level 3 (such as cook's assistant). Early leavers without basic skills are offered special vocational programmes (*pedagoģiskā korekcija*) for better integration into the education process. These programmes are mainly designed for students with intellectual impairment and dropouts from basic general education.

or from the chart




can be expanded (more text, charts, tables)



- easy to navigate
- main data on one page and not on 50 pages
- details could be expanded
- comparability function
- ‘report a change’ function



# Main discussion questions

-  Should we complement or replace the current presentation of the VET in Europe reports?
-  What could be practical solutions for the 2018 round?
-  What are potential benefits and drawbacks?