

# Report

## 6<sup>th</sup> EQAVET Annual Forum

Date: 17-18 June 2015  
Venue: Jurmala, Latvia

### Introduction

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This EQAVET Annual Forum was the sixth to take place since the adoption of the Recommendation on the establishment of the quality assurance reference framework for vocational education and training (VET) and the subsequent establishment of the Secretariat to support its implementation.

The Annual Forum was hosted by the State Education Quality Service in Latvia.

Twenty-one EU countries were represented at the Annual Forum. Apologies were received from EU Member States: Bulgaria, Greece, Croatia, Malta, Poland, Slovenia and Sweden; as well as from partner countries: Liechtenstein, the Former Yugoslav Republic of Macedonia, Montenegro, Kosovo and Turkey. The Social Partners were represented by the European Trade Union confederation (ETUC) and the European Centre of Employers and Enterprises (CEEP). Observers from the European Credit system for VET (ECVET) network, European Providers of Vocational Education and Training (EUproVET), the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR) were also present. The European Development Centre for Vocational Education and Training (CEDEFOP) was also represented. Apologies were received from the European Training Foundation (ETF).

The Annual Forum was chaired by the European Commission represented by Mr Joao Santos, Acting Head of Unit Vocational Education and Training Policy; DG Employment, Social Affairs and Inclusion.

A full list of participants can be found on the [EQAVET website](#).

### Opening speeches and Introduction to the Annual Forum 2015

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The Annual Forum was officially opened and welcomed by Joao Santos who thanked the State Education Quality Service in Latvia for hosting the meeting. He also welcomed representatives of Member States, the Social Partners' and colleagues from agencies representing VET providers and other observers.

He noted that quality assurance (QA) should be seen as the underpinning principle that drives reform in VET within the context of the EU strategy E&T2020 review process. He noted that the Commission is currently working on two important initiatives with implications for VET policy:

1. Employment Guidelines (March 2015) in which the Commission proposed a new set of broad economic policy guidelines covering priorities such as investment, structural reforms, barriers to growth and jobs. The initiative addresses job creation, labour and

skills supply, better functioning of labour markets, social protection and poverty reduction. They are relevant to initial, continuing VET and adult learning.

2. Skills development agenda. Skills are essential for both the employability of people and the competitiveness of companies. Therefore, the Commission foresees in 2015 the development of an initiative that includes measures for skills development; and is currently exploring ideas to work on a European Agenda on skills, focussing on the areas where the EU can add value. The VET review can be seen as part of this skills agenda.

He also noted that the current work of the Commission is focused on three priorities:

1. understanding better the demand for skills from business
2. investing in education and training for skills where employability can be increased
3. supporting the validation and recognition of skills and qualifications to boost mobility.

He observed that in order to address these three areas, there is a need to increase the involvement of business with a view to raising skills levels and to bring the worlds of education and employment closer. He commented that the Commission is currently working with business representatives on an initiative that establishes closer partnerships between schools and companies; aiming at increasing the number of apprenticeship opportunities.

He referred to the Ministerial level meeting taking place in Riga on 21 and 22 June and the subsequent adoption of the Riga Conclusions aimed at reviewing the Bruges Communiqué's short-term deliverables. An important element of this review is the establishment of new medium-term deliverables for the period 2015-2020 (one of which will focus on QA in VET): the proposed new medium-term deliverables are:

1. Work-based learning in all its forms
2. Quality assurance in VET / information and feedback loops in VET
3. Access to training and qualifications for all (aimed at up-skilling and re-skilling)
4. Key competences in VET
5. Professional development of VET teachers and trainers

He observed that the E&T2020 Joint Report which includes priorities for VET and adult learning has been finalised. The Commission has been working on amending the priorities in the EU Agenda for adult learning to take account of feedback from Member States. The Erasmus+ work programme for 2016 is being finalised for discussion at the Erasmus Committee meeting in July. He noted that priorities related to VET and adult learning in the 2016 Work Programme will include projects under Key Action 3 (Forward-looking projects) and specific calls (Apprenticeships).

Inita Juhņēviča, Head of the State Education Quality Service in Latvia welcomed participants to Jurmala. Her presentation outlined the focus of education and training in the national context and its importance in boosting a modern and fair society. She referred to the establishment of the EQAVET National Reference Point (NRP) in 2013 within the State Education Quality Service in Latvia. She noted that they have been working on a strategy for VET which proposes the implementation and use of all ten EQAVET indicators. The strategy will be presented at the upcoming cabinet of Ministries; and it is envisaged that this proposal will be approved. The work of the EQAVET network has supported this and she recognised its ongoing importance in providing a catalyst for developing measures at national level.

## European Commission and the presentation of the broader EU policy context

Carlo Scatoli and Koen Bois d'Enghien, European Commission DG Employment, Social Affairs and Inclusion, presented the role of quality assurance (QA) in VET within the EU policy context and the different education and training sectors.

Carlo Scatoli provided an overview of the new priorities of the work at EU level referring to the reconfiguring of the *European area for skills and qualifications* initiative launched in 2014 and the priority that 'skills' and skill development is playing in the current work of the Commission. He noted the challenge of the EU of solving the existing skills mismatch which is prolonging the economic crisis and the high unemployment rate in many Member States. He observed that VET can play an important role in alleviating these issues; considering that VET can deliver flexible and attractive education and training. He noted that work-based learning is instrumental in facilitating the transition from school to work and increasing employment opportunities, in particular for young people. The recognition of qualifications in the EU labour market (and beyond the EU) is an essential element for overcoming these challenges and the role that EQF and Europass can play is essential. Quality assurance is the underpinning principle that reinforces the role that these tools play. He noted that the Commission is working toward the rationalisation of the EU transparency tools in order to unlock their full potential.

Koen Bois d'Enghien provided an overview of the latest actions taking place at EU level in relation to QA in the different education and training sectors. He referred to the adoption of the revised European Standards and Guidelines for higher education in May 2015. In this new version, there is a stronger emphasis on student centred learning, learning outcomes and the link to national qualifications frameworks (NQFs) as well as on the importance of on-going monitoring and periodic review of programmes.

In relation to general education, he referred to the Council conclusions on quality assurance supporting education and training of 20 May 2014, which gives a mandate to the European Commission in relation to QA supporting all sectors of education, including the school sector. In this context, he informed that the comparative study on 'Quality assurance in school Education Systems in Europe– Policies, procedures and practices' will be published in the coming days. The findings of the study suggest that most EU countries do not have a specific definition of what 'quality in school education is and do not use the term 'quality assurance'. It also highlights that in the majority of EU countries, QA systems are not developed in a sufficiently coherent way. The study proposed seven possible EU action scenarios, which the Commission will use a basis to propose further actions in this field.

In relation to quality assurance in VET and the work of the Commission, Koen pointed out that the recent information on the use and implementation of EQAVET provided by different sources (namely the External evaluation 2013, Commission report on the implementation of the EQAVET Recommendation 2014, EQAVET Secretariat Survey 2013-2014) has shown that while the Recommendation has many strengths, it also has some weaknesses. These weaknesses are mainly linked to the fact that several topics (learning outcomes, work-based learning, teachers and trainers, and certification) are not adequately covered in the current EQAVET framework. He explained that this is the rationale for proposing the idea of an 'EQAVET+' with a view to

complementing the EQAVET Recommendation without modifying the EQAVET descriptors, indicators or guidelines; and thus avoiding the complex process of reviewing the legal text. The purpose of developing an EQAVET+ is to provide indicative descriptors for these crucial issues.

He announced that the Commission has proposed to the 'Erasmus+ programme committee' an allocation of €1.5 million of the Erasmus+ programme in 2016 to support EQAVET NRPs (it is envisaged that small countries will receive €30.000 and larger countries €65.000).

He also announced that a new call for tender for the EQAVET secretariat for 2016-2017 will be launched in the coming days. The tender will allow organisations to bid separately for the EQAVET and the ECVET secretariats.

The presentation is available [here](#).

Participants welcomed the proposal of funding NRPs through the Erasmus+ programme. They commented that it is important that the terms of reference/criteria to apply for the funding should be clear and permit the development of tailored actions while supporting the work to be developed at EU level.

They also welcomed that the bid for the secretariats of ECVET and EQAVET can be made separately.

## Presentation of the results of the EQAVET work programme 2013-2014

Sean Feerick, director of the Secretariat, presented the progress made on the implementation of EQAVET 2013-2015 work programme since the implementation in 2013. The work programme is designed to support Member States in developing their strategies for the implementation of the Recommendation and enhancing cooperation in the field of quality assurance. The activities developed within the work programme respond to two levels of action: to support actions at national level and at EU level contribution to the overall goal of 'Making LLL and mobility a reality'. Peer learning activities on topics identified by NRPs in 2012 and a Symposium on sectoral approaches to QA in VET were organised. Also two working groups were established in 2014 in order to address these two levels. Both groups met on four occasions between Sept 2014 to April 2015.

- The group on *EQAVET and the QA approach in adult learning (AL) in the context of continuing VET* focused on supporting adult learning, continuing VET and soft skills development by using quality assurance descriptors and indicators
- The *Joint WG for EQAVET and ECVET* focused on using ECVET and EQAVET principles, and offered some early experiences at national level

As a result, material has been developed which aims to support the work of NRPs, members of the network and other stakeholders (in particular those working in the AL sector and those working within the ECVET network) in order to improve and implement quality assurance approaches in line with EQAVET. Both working groups produced a final report which can be found in a dedicated new area on the EQAVET website's homepage (named 'Policy Reflection'); which present the results in a user-friendly manner acknowledging the work of participating countries and social partners.

The chair of the group on *EQAVET and the QA approach in AL in the context of CVET*, Barbara Kelly and the supporting expert, Maria Emilia Galvao, provided a brief overview of the results of the work of this group, i.e.:

- A set of guidelines suggesting ways in which the EQAVET Framework and the Framework for the accreditation of AL providers (produced by the Technical Working Group on AL which was set up by the Commission in 2012) can be complemented in order to enhance their usability.
- A set of key messages on soft skills and AL based on existing practices in the countries participating in the working group. The reflection on soft skill was a key element of the work of the group as it was considered that the soft skills are instrumental in improving the employability of individuals, in particular of adult learners.

The chair of the *Joint WG for EQAVET and ECVET*, Wolfgang Kreher and the supporting expert Keith Brumfitt, presented the main deliverables of the group in terms of:

- identifying how ECVET and EQAVET teams have collaborated at the national/system level;
- identifying technical questions based on national experiences in order to find ways to collaborate;

The group produced guidance on quality assurance which supports the design and recognition of learning outcomes and qualifications based on the ECVET principles. Additionally, as part of the working methodology, a peer learning meeting was organised which provided the opportunity for the group to deepened reflections.

Sean also pointed out the importance of the work in relation to the EQAVET Secretariat survey, in particular the latest edition 2013-1214. The findings of the survey were used by the Commission in preparing its report to the Council and Parliament in 2014 and Cedefop in its reporting on the state of play relating to the Bruges short-term deliverables. It informs the identification of priorities by the Network, supports the needs of countries and provides evidence based actions at EU level. The result of this work is available on the EQAVET website in a dedicated area in which results are presented in a user friendly manner. The EQAVET Newsletter is also an important source of information and dissemination.

He also presented a short animation video produced by the Secretariat explaining 'What is EQAVET'. The video can be viewed from the EQAVET website in the homepage.

The presentations are available [here](#).

## Plenary discussion - progress on implementing a national QA framework for VET providers in line with EQAVET

The [Netherlands](#), [Romania](#) and [Finland](#) presented how this short-term deliverable of the Bruges Communiqué is being implemented in their national context (click on each country to view presentation). These presentations highlighted that:

- QA has been used to provide autonomy to VET providers while respecting national consistency –e.g. by setting standards or regulation.

- This supports a shift in emphasis from external evaluation to progress towards a culture of QA, of quality improvement and of self-assessment.
- EQAVET has been a guiding element in this process.
- Self-assessment is facilitated by utilising on-line tools; which provide data and evidence based actions toward improvement. Feedback from students is important.
- Peer review is also an important mechanism towards progress in this direction. Countries acknowledged that it is a challenge to include companies/representatives of employers in the peer teams organised by the schools. This is of relevance in relation to delivering work-based learning.
- Investment in teachers and trainers is a priority, including for work-based learning.
- The involvement of all stakeholders is a key feature. In order to ensure an added-value to their involvement, all stakeholders need to be engaged and clear about common goals, aimed at increasing the ownership of the process.
- QA processes should seek to simplify processes and procedures which will ensure engagement, commitment and the realisation of a proper culture of QA.
- Common QA principles should underpin all education sectors towards a comprehensive QA approach.

The discussion in plenary was based on these presentations and in relation to a background paper distributed in advance to participants. Participants agreed that:

- The elements described above can be transferred to other countries. The challenges and difficulties in establishing a common QA framework for VET providers at national level compatible with the EQAVET Framework which also applies to work-place learning are also covered in the points raised above.
- It would be useful to conduct the EQAVET survey again in 2016-2017 providing that the structure is revised so that its completion is facilitated and the information provided can benefit stakeholders, particularly those working at national level. The new structure should permit to learn from other countries practices; therefore clear description of processes is important. It was also agreed that the information on the website relating to the implementation of the EQAVET Framework in the various national contexts needs to be updated. These two information elements can be seen as important contributors to the process of improving transparency of QA among EU countries.

## Workshop I - on the Feedback loops and the utilisation of acquired skills at the workplace

This topic is of paramount important for the up-coming work of the network as it features in the context of defining new Medium term deliverables for the period 2015-2020 in the framework of review the Bruges Communiqué. The topic is also important in the context of the need to further develop the evaluation and review phases of the quality cycle.

In order to frame discussion, a background paper was prepared and distributed in advance among participants; and two presentations were presented on:

- the findings of the EQAVET PLA organised in Dec.2013 on indicator 6 -the utilisation of acquired skills at the workplace. This indicator (together with indicator 5 -placement rates)

can generate valuable feedback information for VET provision, in particular in relation to establishing and informing feedback loops. This presentation is available [here](#).

- How UK Wales is implementing and utilising feedback loops through gathering data on destination of students; which should become part of the strategic learning process in the organisation and at central level, providing that the utilisation and centralisation of information and data is of key importance. This presentation is available [here](#).

Participants were divided into four groups working in parallel. For each group a moderator and an expert were appointed, who reported back on the discussions. Participants addressed four questions as follows:

1. What are the strengths and interesting elements of the country example presented in this workshop and what could be transferred to other countries?
  - It is difficult to link information coming from different sources and levels: regional, national, etc.
  - It is easier to get data from school-based systems compared to work-based systems
  - Social partners, in particular employers, should be involved
  - Tracking learners over time is important
  - Obtaining reliable data on dropouts is difficult as these tend to 'disappear' from the system
  - Too much data is historic, not enough is used to inform the future
  - Not enough data is about 'impact' or 'outcomes'
  - Data collection and indicators must be simple
  - 'Nice to know' is not enough – it has to be 'need to know' data and this means we have to plan how to use the data before collecting it
  - The purpose of data includes using to for reforming VET practice at provider level – this should be clearer

In which way has the policy guidance developed in the PLA dedicated to indicator 6 been taken on board and used in countries?

- Indicator 6 is a core indicator and it should be used, in particular by employers. Support should be provided in this regard
- The collection and use of data support the reflection on VET systems and provide relevant information to VET providers, employer and learners, including those in unemployment
- While collecting data is important, there are elements that hinder this process: e.g. governance issues (duplication of agencies collecting data); funding; legal issues (protection of personal data); attitudinal issues (there is a need to 'convince' employers who may reluctant to use data)

What could be done at EU and country level to further improve the implementation of the 'check and act' (evaluation and review) phases of the quality cycle?

- Not sure more is necessary at EU level. If more is done at EU level , it should be to simplify things or illustrate effective practice to help others to learn from experience
- What can be learned from the sectors

- Data should be collected at the most appropriate level and where the impact of its use is greatest
- If the data collected refers to the past; it is not so useful in informing the review of practice
- All four stages of the quality cycle are needed – it is important to plan to ensure the collection of the right data so it can be used to inform the review stage
- It is more important to strengthen the quality assurance culture rather than create new elements

Is there a need to add new elements to the EQAVET Framework or are the current provisions sufficient to contribute to the better implementation of the 'check and act' phases?

- It is important to avoid adding complexity to the EQAVET concept
- There is a need to better explain the meaning of review, providing examples of good practices
- Additional elements – learning outcomes, feedback from learners, the expectation that feedback is collected from employers (not just learners and teachers/trainers)
- There is no need to add new indicators; instead existing indicators should be improved, in particular in relation to work-based learning and CVET. It is important that in the process of improving indicators that the policy priorities are considered
- The focus should not be just on the evaluation and review phases of the quality cycle – all four phases need to work together
- There is a need to further reflect about how to share effective practice

## Workshop II - on Quality assurance of e-learning and of the use of ICT in VET

The use of ICT in VET and e-learning is becoming increasingly important and learners and society in general need to be assured that provision is of high quality. The aim of this workshop was to reflect whether or not countries are addressing this type of learning in their QA approaches, and whether or not the EQAVET Framework needs to be updated in this regard. In order to frame discussion, a background paper was prepared and distributed in advance among participants; and a case study was presented (see presentation [here](#)).

Participants were divided into four groups working in parallel, supported by moderator and an expert, who reported back on the discussions. The reports of these discussions raised the following issues:

- ICT is a tool and e-learning is a pedagogic methodology.
- It is at the end of learning (during assessment and certification) that the EQAVET QA processes can be used. This focus on the validation and recognition of learning is in keeping with the greater focus on learning outcomes
- If learners take e-learning programmes/courses, they may need to be protected as consumers e.g. through accreditation. Consumer protection is not a function of EQAVET. However if these learners want a qualification and make applications using a country's non-formal or informal learning processes, the usual QA processes can apply
- The quality of external assessors is important



- There are limited resources to support QA (at regional, national and European levels) and it is important to focus attention on the main priorities – these were seen as work-based learning, CVET and learning outcomes
- There was also a question about the role of EQAVET in quality assuring the pedagogy of the teachers/trainers

## Learning from EU projects in QA of VET

The aim of this session was to support a reflection on how EU projects in quality assurance of VET are using the EQAVET model and the lessons learned from current or pilot practices (including a reflection on challenges and factors for success) as well as to raise awareness for these projects. Four projects were presented (click [here](#) to view information on the projects):

1. On line, self-assessment system for VET providers, OWLS project (click [here](#) to view the presentation)
2. European solutions in quality assurance, ESQA project (click [here](#) to view the presentation)
3. Quality Culture in IVET, Q-Kult project (click [here](#) to view the presentation)
4. Quality assurance in training for the financial sector, Quadro project (click [here](#) to view the presentation)

These are some of the reflections discussed during the session by participants:

- Network members and representative of these projects welcome initiatives which aim to connect more closely what projects are doing from a bottom up approach working with VET providers and industry sectors, with the top level framework working at system level
- Having the EQAVET Framework in place is important but being able to work with providers and the industry sectors on quality improvements to deliver the outcomes required in EQAVET is essential
- Current systems do not yet encourage VET providers/sectors to learn from EU funded projects and consider in particular how to improve their performance against EQAVET indicator 6
- The EU projects presented were inspired to further develop their approaches in line with EQAVET

## Update on the work of CEDEFOP

George Kostakis, European Centre for the Development of Vocational Training (CEDEFOP), presented the study on *Quality assurance of the certification process in IVET*. It explores the quality assurance arrangements that support the certification process in European countries in initial VET and the interaction with learning outcomes. The study presents an overview of policy developments in 28 Member States and 10 case studies in three sectors: the healthcare, ICT and tourism sectors. The findings are also based on numerous interviews of relevant stakeholders. The research developed an analytical model that highlights the QA key dimensions of the certification process. These emphasise the importance of the learning outcomes approach and the need to increase trust between all parties involved. The elements involved in the certification process are in many cases determined by whether or not it is conducted at central level. The study also shows that the evaluation and review processes of certification is not always clear in

relation to how the data collected on certification results is used. In many instances the data/information provided supports:

- reviewing IVET at system level
- improving teaching, learning and assessment at provider level

The EQAVET Framework supports these actions but further work is needed in this direction.

He also noted the publication of the CEDEFOP *Handbook for VET providers*, which addresses VET providers and aimed at assisting them to introduce an internal quality management system or to ameliorate an existing one.

The presentation is available [here](#).

## Proposals for deepening EQAVET work: strategic plan for 2016-2017 – workshop session and plenary reports on discussions

Sean Feerick and Koen Bois d'Enghien introduced the session; and presented what is proposed in the document 'Strategic plan 2016-2017', which has been prepared following discussions which took place at the Steering Committee and ad hoc expert meetings and the survey of national reference points on priorities for furthering deepening and consolidating work on the implementation of EQAVET.

Participants were divided into four groups supported by a moderator, rapporteur and an expert. These are the **general messages** emerging from the session:

- The three strategic directions identified and proposed (i.e. 1. on EQAVET+; 2. on strengthening mutual cooperation focusing on NRPs and implementation at VET provider level; and 3. on deepening the culture of QA with a focus on the review phase and feedback loops) are the correct ones.
- However, the term 'model' in the title 'EQAVET+ model' needs to be replaced by Framework
- Work on enlarging the scope of the work in EQAVET to address the weaknesses identified in the external evaluation and other reports should be further developed.
- Some participants considered that the third direction is the most important one; with a focus on supporting NRPs.
- The topics identified for PLAs by NRPs are the correct ones.
- Some PLAs should be organised in the training centres closer to the reality of VET providers and learners i.e. a study visit aspect can be considered.
- The methodology used currently in PLAs in relation to the balance between discussion and presentations is correct. However, some members considered that the role played by the expert is too over stretched (as s/he has to animate, moderate and document discussion). S/he needs to be supported.
- More structured feedback from all participants needs to be included in the policy brief as a result of each PLA.
- Activities should enhance the involvement of VET providers, social partners and learners.
- In relation to new proposals for the annual meeting of NRPs and annual forum: members considered that it is important to be clear about the focus, scope and purpose of these events before deciding who will participate. Extending participation can be considered by using a range of different methodologies/activities.

- Some members pointed out the need to keep the current structure in relation to these events; in particular when facilitating ownership of processes.
- The sectoral approach to QA in VET is of importance.
- Organised voluntary peer review should be promoted and supported.

In relation to Strategic Direction 1, the messages were:

- There is a need to retain the value of EQAVET as a flexible framework which can be used to meet individual and specific needs of countries/providers
- The work on this direction should facilitate the use of EQAVET, so simplicity and user-friendliness should be a guiding principle
- There is a need to look at Annex 1 of the Recommendation to identify missing elements (e.g. in relation to teaching and learning processes, learning environment, micro level, pedagogical processes connected with learning outcomes at provider and system levels)
- It is important to produce guidelines for those missing elements
- These guidelines should provide support on how to use EQAVET in certain context (work-based learning, learning outcomes, teachers and trainers, certification)
- It is important to consider that the QA tools/mechanisms at system level must have relevance at provider level
- 'Methodology proposed for this work: to establish an expert group and a working group in combination with PLA on topics targeted

In relation to Strategic Direction 2, the messages were:

- NRPs should be built on shared knowledge and experiences. PLAs are considered good methodologies to achieve this.
- Updated information available on EQAVET to support NRPs' work is important and translation of material can be part of the criteria for applying funds within the Erasmus+ programme as proposed.
- Cluster based activities of NRPs should be organised, in terms of creating clusters and Erasmus+ projects between NRPs.
- It is important to focus on countries which are not so active in the work of the network / in the national context.
- It is important to reflect on tasks of NRPs as described in the Recommendation and consider whether or not there is a need to added elements according to emerging priorities

In relation to Strategic Direction 3, the messages were:

- The focus of the strategic direction (i.e. on the review and evaluation phases; and the engagement with stakeholders) is the correct one
- It is important to support NRPs in order to work with national experts to improve the review phase
- There is a need to better use the existing EQAVET indicators; prioritising some of the indicators
- There is a need to reflect on Annex 1 of the Recommendation in order to consider if the review phase is clearly addressed
- There is a need to reflect on PLAs and transfer information on lessons learned at national level

- Methods considered useful in addressing this priority : combination of PLAs and working group(s)

The 'Strategic plan 2016-2017 will be revised according to these comments and the updated version will be sent to all participants.

## Closing remarks

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The Chairperson, Joao Santos, closed the meeting. He acknowledged that the topics for Network activities for 2016-2017 proposed are relevant and respond to the issues highlighted in the Commission report to the European Parliament and Council on the implementation of the EQAVET. Also, they contribute to the review of ET2020 strategy.

He thanked the hosts, network members, the experts, the representatives of the social partners and other observers and groups for their attendance, active cooperation and commitment to the Network. He thanked the Secretariat for its work.

Note: All presentations made at the Annual Forum have been uploaded on the [website](#).