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***Operational Programme Effective Public Administration***

**Designing Modern Policy of Adult Education**

**Project Nr 314011K061**

**2nd Phase of the project – Evaluation**

**ENGLISH SUMMARY**

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**Introduction**

Promotion and support for adult education by authorities from state and regional institutions in Slovakia is very weak. It is necessary to adopt suitable measurements by relevant ministries, increase awareness of adult population in importance of AE for personal and professional development; explain content of used terminology, conditions under which it is possible to participate in AE and what is possible to reach by AE. Ideal situation would be to harmonies national and European terminology in the newly elaborated law in AE.

**Terminology:**

* Slovak terminology recognizes two terms: further education and lifelong learning education which are often interchanged
* Contentwise further education (SK) is not the same as adult education (EU); this situation causes shift in understanding of many EC recommendations translated into Slovak and by adopting them into practice, e.g. speaking about competence, in Slovak language competence consists of three elements – knowledge, skills and competence (wrong translation of attitude)
* It is not possible to reach higher level of education by further education in Slovakia, because further education is implemented only by non-formal education and informal learning, not by formal education (e.g. second chance education is not considered as AE in Slovakia)
* However, by adult education/AE (EC) it is possible to reach higher level of education.

**Statistical Data in AE**

* European Statistics: Adult Education Survey and Labour Fource Survey have different questions (methods of use) and thus they reached different results; in 2019 47% of adults took part in AE according to AES statistics and only 3,1% by LFS statistics
* It is necessary to study these discrepancies separately
* National statistics are not complete, e.g. DALV statistics does not approach each AE provider, number of answers is limited
* KULT statistics does not have unified rules for collecting data (repeating activities/cycles are calculated several times, thus number of participants is doubled.

**Accessibility of AE in the regions and towns**

* Information on AE can be found in Plans for Economic and Social Development, however they are not elaborated consistently in all parts of document
* More concrete information is mentioned in the Regional strategy for education
* Strategic documents are mostly used for raising EU funds (if there is not a call=there are not money for AE)
* There are not employees, neither any unit at the self-government regions or municipalities which have AE in their/its portfolio (job description), trained working team is missing which could deal with AE, and assigned financial resources for support of AE
* Training needs analysis is not prepared and prognosis of AE is not elaborated in the regions
* Information about active adult education providers (public, private, NGO) is not collected
* AE is delivered accidentally and it is financed either from grant schemes, from running EU projects, and other subsidies
* AE activities are organized most often by the educational dept., or social and cultural units
* Self-government regions and municipalities regularly organize continuing education for employers, they organize second chance education, cultural and interest edu (this edu is organized occasionally)
* They do not create statistics about various types of AE provided and thus they do not monitor the benefits of AE for the region
* Municipalities know educational needs of inhabitants better than self-governing regions because they work closer with them and organize for them many events, mostly of informal educational character
* Questions:
	+ Is it necessary to adopt competences for self-government regions and municipalities in order to deal with AE
	+ Is financing of AE for town or regional administration very demanding (e.g. previous chair of the Bratislava region /V. Bajan said that they can manage themselves from existing budgets)
	+ Will they employ analysts to create statistics?
	+ Will they start to provide career guidance for adults?

**AE provided by universities**

* Universities have institutional and personal potentials to professionally identify training needs of adult population in the region and partially cover them by AE provided
* Universities provide AE in the form of external education, training courses organized by faculties or departments for broader interest groups (e.g. study of pedagogy for non-pedagogues)
* Centres for Further Education and Third Age Universities in general do not have strategic plans to follow specified goals by provided education (except income for universities)
* Third task of universities for regional development is random, some universities are partially involved e.g. in preparation of regional strategies, however universities are not evaluated for this task
* Third task of university can be fulfilled by good cooperation among local governments and universities in the region

**AE provided by public and private providers and NGOs**

* Majority of AE providers are active on regional and/or national levels
* Field of education is determined by the professional orientation of a provider and by market demand (e.g. requalification, increase of competences, interest education, citizenship education, etc.)
* They often use interactive training methods
* NGOs have good results with education of low-skilled people (migrants, Roma, people with physical disabilities)
* Providers have problems with a) accreditation of education (at different ministries they have unequal conditions – bureaucracy is growing; b) keeping the quality standards (quality lectors are missing); c) low interest of adults in education (financing of education.); d) missing cooperation with local governments; e) missing central information portal on AE in the regions
* We did not search for cooperation between local governments and AE providers

**AE provided by employers**

* Employers organize on the job education (49%); AE is mostly oriented on the fields of company activities, however increasingly they provide training courses for development of general skills
* Regular education of employees is not sufficient in small and medium enterprises and within free lancers.

**AE organized by labour offices**

* Labour offices cover education initiated by registered unemployed; labour offices organize education for preparation of long-term unemployed for labour market; labour offices organize education and preparation of employees for labour market, all financed from European funds
* We did not follow in detail adult education organized by labour offices, because this belong to well organized AE; in spite of financial and organization support of this education only 50% of graduates are successful on the job market
* in harmony with the OECD Skills Strategy for SR we also state, that only 50% success is caused by lacking cooperation between labour offices, employers, AE providers and regional/local governments

**AE provided by regional cultural centers, museums and libraries**

* The task of cultural educational activities is not sufficiently recognized
* Goals stated in the legislation on cultural-interest education are fulfilled only partially (cultural AE activities prevail over citizenship education)
* Statistics/data about training courses and number of participants are not consistent
* Cultural institutions such as museum, library, gallery are increasingly using various forms of AE to attract visitors’ interest

**AE of disadvantaged groups**

* Adopted measures for increase of adult Roma skills brought only very limited results
* Problems are connected with the registration of adult Roma in the labour offices and with providing information about educational possibilities to them directly in the places of their habitation (living) (e.g. about second chance education they can take part in)
* New disadvantaged group is created by migrants
* With disadvantaged groups directly in the field mostly community centers and NGOs are working
* There is a need to educate also local government employees for work with disadvantaged groups
* Both approaches need closer cooperation between local governments and providers of AE, especially with NGOs.

**Quality and validation of AE**

* Quality of AE is most frequently covered by accreditation of AE programmes of further education (there are different rules for accreditation at different ministries)
* Amendment to existing law on AE is in the interdepartmental commenting process – adoption of new legislation is the task for the ministry of education
* In accreditation process quality criteria for lectors’ skills and qualification of lectors, content of education and teaching conditions are gradually involved
* Yearly the Association of AE Institutions (AIVD) provides acknowledgement of AE quality by awarding the Prize to AE providers during the Lifelong Learning Weak

**Career guidance**

* Career guidance creates important accompanying activity to AE, however as far as the AE is concerned it is not institutionalized by public sector
* Currently it is implemented within two projects financed from ESIF, impact of these projects in practice will be important
* Pressure on providing career guidance on regional level is growing
* Any new legislation on AE has to encompass career guidance
* Yearly the Association for career guidance and development of career awards the National prize for career guidance.

**AE in international projects**

* In the last years strategies for AE were discussed in several international projects
* Studying documents about AE provided by EC, OECD, or UNESCO we noticed the „regional approach“ in adult education e.g. learning cities and regions
* ŠIOV (State Institute of Vocational Education) is supporting National services EPALE and it is the National coordinator of the European Programme in Lifelong Learning, they both are dealing with AE, however more complex picture on projects implemented by Slovak organizations is missing.
* Our international partners (SL, EE) will elaborate evaluation of their adult education policies.