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**Operational Programme Effective Public administration**

**Designing Modern Policy of Adult Education**

**Project Nr. 314011K061**

**1st phase of the project - Mapping**

**ENGLISH SUMMARY**

Contents

[1.0 Introduction 3](#_Toc9940755)

[2.0 Data Collection 4](#_Toc9940756)

[2.1 Terminology 4](#_Toc9940757)

[2.2 Questions 5](#_Toc9940758)

[2.3 Desk Research 5](#_Toc9940759)

[2.3.1 EU Documents 5](#_Toc9940760)

[2.3.2 UNESCO Documents 6](#_Toc9940761)

[2.3.3 Estonia 7](#_Toc9940762)

[2.3.4 Slovenia 7](#_Toc9940763)

[2.3.5 SK Documents on Adult Education 8](#_Toc9940764)

[2.3.6 Related Projects 8](#_Toc9940765)

[2.3.7 Statistics 9](#_Toc9940766)

[2.3.8 Findings on selected topics 9](#_Toc9940767)

[2.4 Primary Research 11](#_Toc9940768)

[2.4.1 Findings from the regions and towns 12](#_Toc9940769)

[2.4.2 Findings from various AE providers 13](#_Toc9940770)

[2.5 Career guidance and counselling 15](#_Toc9940771)

[3.0 Conclusions 16](#_Toc9940772)

# Introduction

In this phase we have mapped the adult education ecosystem in Slovakia. Mapping was realised in the regions and some district towns, including less developed districts. The collected data will be further assessed and compared with the situation in selected EU countries, notably Estonia and Slovenia.

From the methodological point of view, the work is based on primary and secondary/desk research. The desk research focused on 3 levels – EU, national and regional. We analyse national strategic documents and expert documents. This work helped us design the primary research – set up questionnaires for guided interviews as well as for collecting data.

The work was organised in working teams. We were covering all of Slovakia, and we established 3 working teams – Eastern, Central and Western Slovakia. They were composed mainly of representatives of our non-formal partners[[1]](#footnote-1).

Eastern Slovakia:

Marek Lukáč, lead (Prešov University)

Martina Dembická (Town of Trebišov)

Silvia Lukáčová (Prešov University)

Central Slovakia:

Miroslav Krystoň, lead (University of Matej Bell, Banská Bystrica)

Soňa Kariková (University of Matej Bell, Banská Bystrica)

Lucia Hrebeňárová (University of Žilina)

Western Slovakia:

Marta Jendeková, lead (AINova)

Klaudius Šilhár (AIVD)

Katarína Cigánová (AINova)

# Data Collection

## Terminology

The Slovak Act 568/2009 on Lifelong Learning does not use term „adult education“, it uses the term “further education”. Further education is a part of lifelong learning (LLL). The Act defines LLL as “all activities that take place during the lifetime with the aim of improving the knowledge, skills and abilities. Lifelong learning as the main principle of education and training applied in the education system of the Slovak Republic is composed of a) school education and b) further education following upon the education level attained in school education.

Further education is provided mainly by further education institutions.

The goal of further education is

* to supplement, update, extend or improve qualification obtained in school education;
* to obtain partial or full qualification,
* satisfy interests and acquire competence to integrate into the civil society.

It is not possible to achieve a level of education by completion of further education in the current system.

The abovementioned goals are implemented into four types of further education:

* The further vocational education
* The re-qualification accredited education
* The continuing education
* The special-interest education**.**

The definition of adult learning used in EU documents comes from the Council Resolution on a renewed European agenda for adult learning (2011/C 372/01): Lifelong learning covers learning from pre-school age to post-retirement. Adult learning is a vital component of the lifelong-learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training.

The main difference between the definition used in Slovakia and across EU documents is in the coverage of formal (school) education – in SK it is not a part of further education (adult education) while in EU documents it is. A practical demonstration of this is for example adults entering a university after a break in their studies. They are not considered “adult learners”. Or adults taking up the so called “second chance” education are not considered “adult learners” as it is provided in the framework of school / formal education.

## Questions

In the mapping phase we were guided by the following questions:

1/ In the Eurostat statistics, Slovakia reaches only very low participation rates of adult in lifelong learning – 2018 4.0%, 2017 3,4%, 2016 3,1%. However, the number of various training initiatives is rather high. What is the problem - is it because people do not appreciate and report their learning activities? Are they aware of the whole range of formal, non-formal and informal learning opportunities?

2/ The Slovak strategic documents use term “further education” instead of “adult education”. How is the strategy on lifelong learning reflected in practice? Are policy makers on regional and local levels well familiar with this?

3/ The education has a low value in Slovak society. Non-formal education has very little meaning, including the validation of it. Is there sufficient offer of training opportunities? In sufficient quality? Is it made known to people?

## Desk Research

In the following section there are the main documents that we work with during this project:

### EU Documents

* Council Resolution on a renewed European agenda for adult learning (2011/C 372/01)

Adult learning provides a means of up-skilling or reskilling those affected by unemployment, restructuring and career transitions, as well as makes an important contribution to social inclusion, active citizenship and personal development.

* 'Mind the Gap - education inequality across EU regions' - report for the European Commission

Key findings from the report are:

* Regional disparities in learning hinder balanced regional development and economic growth;
* Regional disparities in education compound inequality between EU regions. They also encourage brain-drain towards the more developed regions;
* The nature, scale and effects of educational inequalities vary considerably across EU regions. Policy solutions must be tailored rather than generic;
* Effective use of the European Structural Funds can help redress regional disparities in education and their effects;
* More systematic collection of data at sub-regional level is necessary to improve the knowledge base and to inform policy-makers on this topic.
* COM(2006) 614 final. COMMUNICATION FROM THE COMMISSION: Adult learning: It is never too late to learn

Education and training are critical factors for achieving the Lisbon’s strategy objectives of raising economic growth, competitiveness and social inclusion. The role of adult learning in this context, in addition to its contribution to personal development and fulfilment, is increasingly recognised in Members States’ National Reform Programmes.

* Strategies for improving participation in and awareness of adult learning

<https://publications.europa.eu/en/publication-detail/-/publication/024feeda-773e-4249-8808-158716e4296c>

* Další vzdělávání v Libereckém kraji / Further Education in the Liberec Region

<http://www.aivd.cz/soubor-doc739/>

* **EU policies in the area of Adult Education can be found on this EU site:**

<http://ec.europa.eu/education/policy/adult-learning_en>

### UNESCO Documents

Among others, UNESCO established the Institute for Lifelong Learning (UIL), located in Hamburg, Germany. It takes a holistic and integrated, inter-sectoral and cross-sectoral approach to lifelong learning as the guiding paradigm for 21st century education. UIL promotes and supports lifelong learning with a focus on adult learning, continuing education, literacy and non-formal basic education.

* The Collection of Lifelong Learning Policies and Strategies lists abstracts and full-text links to laws, policies, strategies and plans on lifelong learning from UNESCO Member States and intergovernmental organizations.

<http://uil.unesco.org/lifelong-learning/lifelong-learning-policies>

<http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/LLPSCollection.pdf>

* The Lifelong Learning Policies and Strategies Programme focuses, inter alia, on Learning Cities <http://uil.unesco.org/lifelong-learning/learning-cities>

A learning city promotes lifelong learning for all.UNESCO defines a learning city as a city that:

* effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
* revitalizes learning in families and communities;
* facilitates learning for and in the workplace;
* extends the use of modern learning technologies;
* enhances quality and excellence in learning; and
* fosters a culture of learning throughout life.

While national governments are largely responsible for creating strategies for building learning societies, lasting change requires commitment at the local level. A learning society must be built province by province, city by city, and community by community.

### Estonia

* Adult Education Act <https://www.riigiteataja.ee/en/eli/529062015007/consolide>
* Development Plan For Estonian Adult Education 2009-2013 <https://www.hm.ee/sites/default/files/development_plan_for_estonian_adult_education.pdf>  (NB! This Document is from previous period but still relevant)
* Liflong Learning Strategy 2020 <https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf>
* Development Reports of the strategic fields 2017. Adult education pp 103-114  <https://www.hm.ee/sites/default/files/uuringud/htm_tulemusvaldkondade_2017_aruanded.pdf>   (NB! This Document is in Estonian)
* European Report <https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2018-estonia-factsheet_en>
* Analysis of the needs for labour and skills necessary for Estonia’s economic development over the next 10 years <http://oska.kutsekoda.ee/en/>
* Ministry of Education and Research (2018). Annual analysis by the Ministry of Education and Research 2018. Summary. Adult Education pp 8-9 <https://www.hm.ee/sites/default/files/moer_-_annual_analysis_2018_-_summary.pdf>
* Ministry of Education and Research (2017). Annual analysis by the Ministry of Education and Research 2017. Summary. Adult Education pp 9-10 <https://www.hm.ee/sites/default/files/uuringud/htmannualanalyses2017summary_en.pdf>

Local/regional governments work with development plans in 2018 and there is no comprehensive document what covers the local AE policy or situation.

### Slovenia

* The list of the basic Laws in Slovenian with translated titles in English <https://zakonodaja.sio.si/iskanje-2/?category=veljavno&tag=temeljni-zakoni>
* The list of Laws translated in English (also the old Adult education Act)  <http://www.svz.gov.si/fileadmin/svz.gov.si/pageuploads/prevodi/List_of_Slovene_laws_and_regulations_in_English.pdf>
* Adult Education Act (adopted 2. 2. 2018) in Slovenian  <https://www.uradni-list.si/_pdf/2018/Ur/u2018006.pdf>;
* Organization and financing Act in English   <http://zakonodaja.sio.si/wp-content/uploads/sites/10/2011/08/OFEA_npb_170605.pdf>
* Developing Strategy in Slovenia 2030 in English <http://www.vlada.si/fileadmin/dokumenti/si/projekti/2017/srs2030/en/Slovenia_2030.pdf>
* Active Ageing Strategy in English

<http://www.umar.gov.si/fileadmin/user_upload/publikacije/kratke_analize/Strategija_dolgozive_druzbe/UMAR_SDD_ang.pdf>

* OECD Skills Strategy Diagnostic Report    <https://read.oecd-ilibrary.org/education/oecd-skills-strategy-diagnostic-report-slovenia-2017_9789264287709-en#page1>
* National Master plan of Adult Education in Slovenian <http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO97>
* Slovenia’s Smart Specialization Strategy <http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Dokumenti_za_objavo_na_vstopni_strani/S4_document_2015_ENG.pdf>.

### SK Documents on Adult Education

1. National Level
   * Law on further education (2009)
   * Strategy on LLL (2011)
   * National Plan on Educational Development
   * National Strategy on Regional Development
   * National Strategy on Education and Training *Learning Slovakia* (2018)
   * National strategy for regional development 2020
   * National Strategy on Active Aging
   * Strategy on Development of Culture 2014-2020
   * Strategy for Youth
   * Action Plan of Intelligent Industry 4.0
   * Operational Programme on Human Resources
   * Standpoint of the National Association of Employers (RÚZ)
2. Regional Level
   * Regional and Local plans of economic and social development (analyzing the parts devoted to human resources, education, training, VET, LLL...)
   * Regional Innovation Strategies
   * Regional Programmes on Education and Training
   * Regional Programmes for Culture
   * Regional Programmes for Youth
   * Community Plans of Social Services

### Related Projects

DIMA - A Toolkit for Developing, Implementing and Monitoring Adult Education Strategies

* It is an Erasmus+ program that aims to develop a practical toolkit for developing and monitoring strategies on Adult Education. The Slovak partner was the National Institute of Lifelong Learning.

ENLIVEN – Encouraging Lifelong Learning for an Inclusive and Vibrant Europe

* It is a Horizon 2020 research project, Oct 2016 – Sept 2019, implemented in Slovakia by the Institute for Forecasting, Centre of Social and Psychological Sciences, Slovak Academy of Sciences*.* Its aim is to support policy debate, policy formation and policy evaluation in lifelong learning, focusing on the needs of today´s young adults.

Analysis of determinants of regional adult education designs

* It is a VEGA project number VEGA 1/0355/2016, 2016-2018, implemented by the School of Economics and Management of Public Administration in Bratislava that aims to bring insights into selected aspects of adult education in regional context

BLUESS – Blueprints for Basic Skills Development in Slovakia

* It is an EaSI project (Support for the deployment of skills assessment in the implementation of Upskilling Pathways, VP/2018/008/0008), 2019-2020, implemented in Slovakia by the Labour Office, State Institute for Vocational Education and Association of Institutions of Adult Education. Its aim is to develop and implement a national strategy in basic skills for adults.

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### Statistics

Slovakia is consistently at the bottom of the list of the EU member states participating in LLL. The reasons of low participation of adults in lifelong learning include a high participation in initial education (including VET), relatively little investment in training for the unemployed, and lack of financial and non-financial incentives for adults to participate in learning.

Further education is not a motivation for most adults, since at the moment it does not lead to obtaining a new degree or qualification that would increase their chances at the labour market. Moreover, there is no way to validate the results of further education. 90% of programmes are oriented professionally, targeting the needs of employers. A sociological survey in 2008-2010 confirmed that the education was not among the most important values for adults. It scored 16th out of 20 values.

The main statistics comes from the EUROSTAT/Labour Force Survey.Lifelong learning refers here to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey.

There is also the Adult Education Survey (AES) which covers adult participation in education and training (formal, non-formal and informal learning), and is one of the main data sources for EU lifelong learning statistics. The AES focuses on the same age group people living in private households. The reference period for the participation in education and training is the twelve months prior to the interview and the numbers are much higher – for Slovakia it is 46,1% in 2016. THE AES survey is conducted every 4 years only.

A deeper analysis of statistical data and participation of adults in lifelong learning is in a separate document Participation of adults in learning in Slovakia prepared for MOVED.

### Findings on selected topics

The data on some topics were collected through the desk research by our colleagues from the partner institutions:

#### Cultural and Awareness-raising Institutions

According to the Act on culture and awareness raising activities, these activities should contribute to cultural and educational level of Slovak citizens. The centres of cultural and awareness-raising activities are responsible, inter alia, for non-formal education in the area of culture, prevention of negative social phenomena as well as in the area of astronomy. There is a coordination body on the national level – National awareness-raising centre (They mainly register various bodies active in the area of culture and provide training to the staff of centres, without any specific training strategy.) and a network of centres established on regional or local levels. The individual centres usually reflect the demand of public in their activities. The centres respond to the demands of self-governing regions as to cultural and interest education and they are financed by them. Apart from this financing, they apply for various grants.

#### Further Education provided by Employers

Since people spend approximately a third of their active time working, the employers become very important players in adult education. Apart from employers, there are also Professional Associations, Chambers of Commerce, Sector Councils. Legislation such as Labour Code, Employment Services, Act on LLL, Act on Vocational Training as well as a number of sector/trade specific acts support/require further education. The coordination of these players is very important with regard to transformation of the labour market and the skills needed in the future, known as Industry 4.0 and Labour 4.0.

#### Career guidance and counselling and Adult Education in Active Measures of Job Market (Labour Office measures)

The topic of career guidance shall be dealt with in a separate section. Here we introduce some measures aimed at supporting the unemployed/job seekers through education and training. This is defined by the Act on Employment Services, paras 46 (7) and 47 (4) – training initiated by a job seeker, by the labour office or by an employer. These measures are financed mainly through ESIF/national projects REPAS, REPAS+ (re-qualification), KOMPAS+ (selected key competences).

#### Universities as AE providers

The universities are active in the AE area in several ways. This text analyses the long-term strategies of universities in order to see the location of Adult education. Further, it examines the legislative framework in which the universities can pursue the adult education activities – formal, as well as non-formal. Special attention is put on so-called “third role” of universities, apart from education and research, their role in regional development. In practical terms, the adult education is realised mainly through the university departments, the centres of further education and universities of the third age.

#### Second Chance Education

This type of education is now provided as formal education, on the basis of so-called School Act, either in daily or external form. There is another way how to reach the lower secondary education and that is via the study at the secondary school, a so-called F-specialisation. While the number of people without acquiring the lower middle education level has been growing, the number of people registered for second chance education is not. The area of second chance education is often linked to the unemployed group. They are to choose between an external form of study (and keeping their status and support as unemployed people) or daily study (becoming daily students, and changing their status from unemployed to students).

#### Education of vulnerable groups – esp. Roma from marginalised communities and migrants

Vulnerable groups comprise several groups of people – unemployed, older people, handicapped people, low income people, single mothers, young people, marginalised Roma communities, migrants. We look closer at the last two groups – one is traditionally dealt with, and the other is rather new. In both cases, there are national strategic documents and several instruments to implement them, such as national projects financed via ESIF (including the ones dealing with unemployment) and smaller schemes or projects implemented especially by the NGOs. In both case, the approach is based on social work methods, and education is delivered alongside social work. In both cases strengthening of education elements is needed.

## Primary Research

This part of research was composed of collecting data on practices of self-governing administration on regional and local levels (regions, towns, less developed districts) as well as from the providers of AE.

The Adult education ecosystem is composed of a number of institutions that play partial roles in policy-making and implementation of the AE policies.

The main tool for collecting the data were questionnaires that were designed on the basis of the desk research.

The questionnaires were used

* 1. as basis for semi-structured interviews, for example in self-governing regions, and towns
  2. as means of collecting the data in writing from various AE providers.

The basic structure of questionnaires:

* 1. Strategies and planning of activities

Aimed at detecting any provision of adult education – stemming from the adopted strategic documents, strategies for education, what education goals are pursued, what background documents are used, who prepares and who adopts the strategy

1. Cooperation and experience

We are interested who they cooperate with, whether they are members of some professional associations etc., participation in projects, etc.

1. Quality of education

Who are the education programmes for, needs analysis, certification / accreditation of courses, how the quality is measured

1. Impact

on the participants, town, region

|  |  |  |
| --- | --- | --- |
| Institution | Number of questionnaires sent | Number of questionnaires received |
| Regions | 8 | 8 |
| Towns | 6 | 5 |
| Centres of Further Education at university | 33 | 6 |
| Universities of Third Age | 50 | 17 |
| Secondary Schools | 96 | 14 |
| Least Developed Districts | 3 | 3 |
| Regional Development Agencies | (41) | 5 |
| AE providers | 127 | 24 |
| Museums | ? | 21 |

### Findings from the regions and towns

The questionnaires were used as basis for semi-structured interviews in all self-governing regions, ideally one interview with a person responsible for education and training and one with representative of the strategic planning unit, and also in selected towns (Hlohovec, Trnava, Liptovský Mikuláš) including the least developed district towns (Trebišov).

#### Findings from the regional administrations

The law on regional self-governments says that these shall „create conditions for development of education and training especially in secondary schools and for further education“. A provision „To create conditions“ leaves a lot of space for interpretation...

* The implementation of the National Strategy on Regional Development is done through regional development plans and local development plans
* Each region (and each municipality) has a Plan of Economic and Social Development which incorporate goals like:
  + to build a working system of lifelong learning and lifelong guidance system
  + to increase the participation of adults in LLL
  + to ensure quality lifelong learning and entrepreneurial learning for all citizens
  + to invest in education, training, skills building and lifelong learning
* However there are rarely concrete measures related to these plans, or indicators or funds allocated
* Each region (and municipality) has a number of sectoral strategic documents (Development of Vocational Education, Strategy for Youth, Community Plan of Social Development, Strategy for Active Aging...) that deal also with (adult) education
* When asked about AE, the staff would mention continued professional training within the office, training of adults by secondary schools or community activities
* Adult education is not mentioned in the organisation structures, there is nobody tasked with adult education
* The regions do not collect data on education activities
* Nevertheless there are many events that are organised by various departments and that could fall under Adult Education – courses for seniors, guided tours of local sights, conferences, exhibitions, lectures, cultural events, local newspapers explaining the work of self-governments, etc.
* They work with Labour Offices and Employers in the regions (at least on the platform of a Regional Committee for Vocational Education and Training) to establish the numbers of students in VET schools and thus respond to the demands from the job market
* The regions also cooperate with various NGOs, mainly on the basis of a project initiated by an NGO
* They rarely encourage secondary schools to provide second chance education or courses for adults

#### Findings from the town administrations

* The concept of adult education is well understood and i tis present (in various forms) also in strategic documents. However in real life i tis connected mainly with education of internal staff or public servatns (pedagogues, social and health care services staff)
* They have their strategic documents, however more important are action plans that are more concrete and contain measures that will be financed, mainly from the structural funds
* Regarding the priorities, adult aducation should cater for involvement of citizens to the community life, inclusion, and interest education. However, they feel they should rather „create conditions“ then provide education.
* Respondents were able to list a number of various activities that are example of adult education which were organised within other „chapters“ of activities such as handicapped, senior, mothers with children, or general public.
* In general they do not collect any specific information that could help define education needs nor they provide the information on education.
* Career guidance is not provided or planned, although there is agreement it would be useful.

### Findings from various AE providers

#### Universities of Third Age (UTA)

UTA are established under universities, often as part of Centres of Further Education or similar.[[2]](#footnote-2) UTA are primarily focused on seniors, but many accept students from 40 years of age. UTAs are in their work guided by various documents – National Strategy of Aging, Strategy on LLL and their mother university strategies. Most UTAs cooperate with other organisations such as Association of Pensioners, local and regional administrations, museums, and employers. Most of respondents agree that the so-called third mission of universities should be strengthened.

#### Centres of Further Education (at universities)

There is no rule on drafting a strategic document for the centres – it seems they are fairly independent in drafting their offer. They mostly rely on own capacities in provision of education activities. They are interested in quality and they measure it mostly through feedback forms. They consider also accreditation as a certain guarantee of quality and would welcome if the administrative burden was lower. Most of the centres list the financing as a mean of increasing the participation of adults in LLL. Out of the list of key competences, they feel the language and digital competence are most needed to be developed.

#### Secondary schools

They can provide Second Chance Education, and various forms of Post-secondary education and Vocational study for adults. They can be transformed in so-called Centres of vocational education and training which are expected to care also for the adults, apart from being well-equipped practise centres for students. It is usually the schools who initiate these forms of adult education, not requested by regional authorities. Sometimes it is supported through eh Labour Office, or employers. As a barrier in providing such education, the schools mention financing (lower sums than for regular students), insufficient space and low interest of students. The information on study possibilities is not promoted much, only through the schools.

#### Museums, libraries, religious organisations

The Association of Museums in Slovakia through its Expert Commission for Education and Training in Museums administers a new platform Central portal of educational activities of museums. The goal of the Commission is to help the museum pedagogues develop education activities for visitors. Currently there are 78 programmes on the portal. According to the responses to questionnaires (21 museums responded), most of education activities provided by museums are targeted to (school) children, then general public and teachers. The programmes are in general not accredited, and are not based on a specific education strategy plan. The museums stated that the activities mostly belong to group of interest and civic education.

#### Private and public AE providers

#### Since the types of providers are varied, such as private institutions, NGOs, public bodies, their experience and standing differs. They mostly provide education to employers, or for specific qualifications. Their activities are not specially regulated, some of them offer accredited programmes (mainly NGOs and public providers). They would all welcome support in form of information system, promotion / awareness-raising on the value of education and unified requirements for accreditation. With regard to quality assurance, they rely on feed-back from the participants and employers (clients). They are usually members of various professional associations, chambers, etc. which helps them to network and promote their interests. Many have experience in (international) projects, which is less true with regard to private providers.

#### Regional Development Agencies

## Career guidance and counselling

The Memorandum on Lifelong Learning issued by the European Commission in 2000 stresses the importance of lifelong having access to employment that requires lifelong learning. However, if the adults are expected to learn all their life, they need to have access to career guidance to guide them through the education and training offer. Therefore we believe that any adult education policy needs to take into account also the provision of career guidance and counselling.

Career guidance for adults is currently provided by employers for their employees, by Labour Offices for their clients, ie job seekers and by private counsellors. There is no system established that would make the access to career guidance easy and straightforward – when a person leaves the school system, he or she does not have a place to turn to for such service. The nationwide service is provided only for unemployed adults via the Law on employment services. [[3]](#footnote-3)

# Conclusions

The main national actors in the adult education are:

* Ministry of Education, Science, Youth and Sport. It sets out the main legal and policy framework. The main practical activities are centred around the accreditation of education programmes and the information system of further education;
* Ministry of Labour, Social Affairs and Family / Central Labour Office with its regional branches. It adopts and implements measures to combat unemployment, support employment and social inclusion via mainly national projects funded through EU funds. The projects often contain AE activities (e.g. re-qualification) and are implemented in the regions;
* State Institute of Vocational Education and Training has taken over a number of tasks from the National Institute for Lifelong Learning that was abolished in 2018. It mainly deals with the Agenda on Adult Learning and the EPALE platform.

The AE policy is formulated at the national level. The concept of AE policy is not developed at the regional level.However, there are also regional activities in this area, albeit not recognised as such by name AE (the terminology that is used includes further education, continuous education, requalification). They are included in chapters on Employment or Human Resources within the regional Social and Economic Development Plans. Here the main goals are to create opportunities for labour force to qualify and re-qualify to be able to stay on the job or find a new one.*[[4]](#footnote-4)* This is often done in cooperation with regional VET schools and employers.

A strong AE element can be found also in implementation measures of Law 336/2015, related to support for less developed districts in Slovakia. The Action Plans adopted for less developed districts in Slovakia include vocational education for adults provided by higher vocational schools in the area, aiming to reduce the unemployment rate.

Further/adult education is provided by schools (secondary schools and higher educational institutions, such as the “university of third age”) and non-school educational institutions (mainly private educational institutions, company institutes, professional and trade union associations, non-governmental institutions, libraries and cultural centres).

A significant part of adult education takes place at the workplace and is paid for by the employer (with a possibility to obtain financial subsidies, for example from European sources). This mostly includes the development of specialisations, upskilling of employees, or re-qualification. Bigger companies and businesses often have their own teachers and trainers. Smaller businesses often opt for employee participation in (accredited) educational programmes in further education institutions.

Many of the training providers are members of the Association of Institutions of Adult Education in the Slovak Republic (AIVD SR, member of the European Association for the Education of Adults - EAEA), the Slovak Academic Association for Lifelong Learning, Association of Language Schools, or the Association of Universities of the Third Age in Slovakia.

1. Ministry of Education – Dpt of Lifelong Learning, Association if Institutes of Adult Education (AIVD), Association of Cultural and Awareness-raising Institutions (AKOI), University of Economics and Management of Public Administration (VŠEMVS) in Bratislava, Žilina University in Žilina, University of Matej Bel in Banská Bystrica, Prešov University in Prešov, the towns of Trebišov and Hlohovec, V.A.J.A.K., Ltd, Cultural and Awareness-raising Centre in Nitra, Association for Career Guidance and Career Development (ZKPRK) [↑](#footnote-ref-1)
2. Currently there are 20 UTA, 17 of which are members of the Slovak Association of UTA. [↑](#footnote-ref-2)
3. The career guidance services are fully accessible for students of primary and secondary schools, partially for university students, for handicapped people or other disadvantaged groups of people on the labour market, for unemployed. But they are not accessible for employed adults, for people in the process of lifelong learning or for older people (Grajcár, 2011) [↑](#footnote-ref-3)
4. Jendeková, M., Cigánová, K. (2014) Country report, AINova, project REGIONAL, 539389-LLP-1-2013-1-DE-GRUNDTVIG-GMP <http://www.regionalproject.eu/pdf/CP_Slovakia_en.pdf> [↑](#footnote-ref-4)