

**THE DEVELOPMENT AND STATE OF THE ART OF  
ADULT LEARNING AND EDUCATION**

**National Report of the Slovak Republic**

**by**

**The Ministry of Education of the Slovak Republic**

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**THE NATIONAL REPORT ON THE DEVELOPMENT  
AND STATUS  
OF ADULT LEARNING AND EDUCATION  
IN THE SLOVAK REPUBLIC  
1997 - 2007**

## General Background

After 1989, the Slovak Republic underwent significant political, economic and social changes, the culmination of which was the accession of the Slovak Republic to the European Union on May 1, 2004. The Slovak Republic is also a member of other international organizations such as: NATO, UN, UNESCO, OECD, OBSE, CERN, WHO, INTREPOL, etc.

The area of the Slovak Republic is 49,035 km<sup>2</sup>.

According to the Statistical Office of the Slovak Republic, the population as of December 31, 2006 was 5,393,637 of which 2,775,353 were women and the average density of population was 109.8 citizens per km<sup>2</sup>.

The organizational structure and territorial administration of the Slovak Republic is designated by several Acts. The status of municipalities as self-governing units which is in force until the present was established by Act No. 369/1990 (Digest) on the municipal system and Act No. 517/1990 (Digest) on the territorial and administrative organization of the Slovak Republic. Pursuant to Act No. 221/1996 Coll. on the territorial and administrative organization of the Slovak Republic, the territory of the Slovak Republic was divided into 8 regions and 79 districts. The local state administration is implemented within the division according to these units.

Act No. 302/2001 Coll. on the self-government of upper-tier territorial units (the Act on self-governing regions) established 8 self-governing regions (upper-tier territorial units) as an additional level of self-governing units. From 2002 to 2004 the substantial part of local state administration competencies was gradually devolved to these self-governing units and municipalities through Act No. 416/2001 Coll. on the transfer of some competencies from state administration bodies to municipalities and upper-tier territorial units.

As of January 1, 2004, extensive changes to the arrangement and organization of the local state administration were implemented through several Acts. The reason for this was the transfer of more than 400 competencies from state administration to municipalities and upper-tier territorial units and the intention to increase the effectiveness and quality of management in the state administration.

According to the classification system of the statistical territorial units introduced by Eurostat, three regional and two local levels were assigned. The entire territory of the Slovak Republic is defined as a NUTS 1 unit, NUTS 2 regions are compiled of two to three NUTS 3 units. NUTS 3 units are constituted by individual regions. LAU 1 is constituted by the local levels created by districts and LAU 2 is constituted by municipalities.

*Table No.: 1 Valid territorial systemization of the Slovak Republic in accordance with SR Government Resolution No. 157/2002 from February 20, 2002:*

Unit	Number of Territorial	Territorial Unit/Units
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	Units	
NUTS 1	1	Slovakia
NUTS 2	4	Bratislava Region Western Slovakia Central Slovakia Eastern Slovakia
NUTS 3	8	Bratislava Region Trnava Region Nitra Region Trenčín Region Banská Bystrica Region Žilina region Košice Region Prešov Region

### *Macro-economic Development*

The Slovak economy is generally considered as an operating market economy. The dynamics of GDP growth has recently been among the highest within the EU 25. The enhancement of the GDP growth can be ascribed to accession to the European Union and the influx of foreign investments.

*Table No. 2: Gross Domestic Product*

Indicator	1997	1998	1999	2000	2001
GDP (billions SKK) in real prices	708,617	775,002	835,721	930,172	989,297
GDP (billions SKK) in constant prices	636,089	661,292	670,011	700,788	707,348

*Source: Statistical Yearbook of the Slovak Republic 2002, Tables II.1-1.*

Indicator	2002	2003	2004	2005	2006
GDP (billions SKK) in real prices	1,108,117	1,222,483	1,361,683	1,485,301	1,659,573
GDP (billions SKK) in constant prices	1,066,943	1,160,921	1,286,156	1,451,077	1,612,092

Source: Statistical Yearbook of the Slovak Republic 2002, Tables11-1

### Demographic Development

The demographic development determines the basic framework for the development and promotion of human resources. On one hand, population, its composition and basic trends determine the boundaries of a country's productivity, while on the other hand they have a direct link to the development of the potential labor force (productive age). The population development of the Slovak Republic can be characterized by a long-term decrease in the marriage, birth and fertility rates. This trend in connection to the unsatisfactory development of mortality has led to a gradual decrease of natural growth to such an extent that from 2001 to 2003 the population in the Slovak Republic decreased due to natural movement when the number of live births was lower than the number of deaths. From the perspective of population reproduction, the most significant fact was that in 2004 a trend of increasing birth rate and fertility from 2003 was confirmed when the year on year number of live births was higher by more than two thousand. A change in the population trend also occurred in the development of natural growth when after a three year population decrease from the natural movement in 2001 up to 2003, the Slovak Republic recorded natural population growth again in 2004.

Table No.3: Key demographic development indicators (absolute data)

Indicator	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Population as of December 31	5,387,650	5,393,382	5,398,657	5,402,547	5,378,951	5,379,161	5,380,053	5,384,822	5,389,180	5,393,637
Of which:										
Men	2,622,005	2,623,692	2,625,126	2,626,061	2,611,921	2,611,306	2,611,124	2,613,490	2,615,872	2,618,284
Women	2,765,645	2,769,690	2,773,531	2,776,486	2,767,030	2,767,855	2,768,929	2,771,332	2,773,308	2,775,353
Population – middle status	5,383,233	5,390,866	5,395,324	5,400,679	5,379,780	5,378,809	5,378,950	5,382,574	5,387,285	5,391,184
of which										
Women	2,762,904	2,767,780	2,771,244	2,774,988	2,767,096	2,767,357	2,768,078	2,770,261	2,772,373	2,774,260
Weddings	27,955	27,494	27,340	25,903	23,795	25,062	26,002	27,885	26,149	25,939
Divorces	9,138	9,312	9,664	9,273	9,817	10,960	10,716	10,889	11,553	12,716
Live Births	59,111	57,582	56,223	55,151	51,136	50,841	51,713	53,747	54,430	53,904
Deceased	52,124	53,156	52,402	52,724	51,980	51,532	52,230	51,852	53,475	53,301
Natural Growth	6,987	4,426	3,821	2,427	- 844	- 691	- 517	1,895	955	603
Migration Balance	1,731	1,306	1,454	1,463	1,012	901	1,409	2,874	3,403	3,854
Total Growth	8,718	5,732	5,275	3,890	168	210	892	4,769	4,358	4,457

Source: The Statistical Office of the Slovak Republic

The age structure of the population of the Slovak Republic can be characterized as uneven and aging. Aside from a relatively stable mortality rate and insignificant foreign migration, the age structure is especially influenced by the birth rate. The population situation is also characterized by low middle length of life and its slow growth. The distinctive differences between the average life expectancy of the male and female population are also deepening when women live longer life (almost by 8 years).

Table No.4: Population structure according to basic age groups and gender

**Population Structure according to the Basic Age Groups and Gender (in %)**

	1999	2000	2001	2002	2003
<b>Pre-productive Age</b>					
Total	19.81	19.18	18.72	18.01	17.55
Men	20.84	20.19	19.72	18.99	18.52
Women	18.84	18.23	17.77	17.08	16.64
<b>Productive Age</b>					
Total	62.26	62.75	63.17	63.41	63.77
Men	66.61	67.17	67.68	68.11	68.66
Women	58.14	58.56	58.91	58.96	59.16
<b>Post-productive Age</b>					
Total	17.93	18.07	18.11	18.59	18.67
Men	12.55	12.64	12.6	12.9	12.82
Women	23.02	23.21	23.31	23.96	24.20
<b>Population</b>	5,398,657	5,402,547	5,378,951	5,379,161	5,380,053
of which: Men	2,625,126	2,626,061	2,611,921	2,611,306	2,611,124
Women	2,773,531	2,776,486	2,767,030	2,767,855	2,768,929
<b>Average Age, Aging and Economic Burden Index</b>					
Average Age (Years) Total	35.67	35.97	36.16	36.63	36.3
Men	34.1	34.39	34.56	35.02	34.7
Women	37.16	37.47	37.65	38.15	37.8
Aging Index	90.54	94.38	96.74	103.23	106.37
Economic Burden Index	60.62	59.37	58.31	57.71	56.81

Source: *Population Development in the Slovak Republic 2002, the Statistical Office of the Slovak Republic*

*Population Development in the Slovak Republic 2002, Infostat, the Research Demographic Center*

The decrease of the economic burden index is slowing down and its stop and increase is approaching. By the end of 2006, there were 3,883,400 persons in the productive age, this age group increased in comparison with 2005 by 0.3 of a percentage point and reached 72 % of the overall population. From 2001 to 2006 this population group increased by almost 124 000 (3.3 % growth), which is caused by the fact that the larger and stronger generations are reaching the productive age in comparison to the generations leaving into the post-productive age. Gradual changes are also taking place in the case of the population in the post-productive age (65+). We are referring to a growth trend, which in the event of an unchanged mortality rate, will accelerate because the large post-war generations will gradually begin to move into this group. In 2006 this age group constituted 11.9% of the population.

*Table No.5: Population age structure according to economic age group*

Age Group	Year					
	2001	2002	2003	2004	2005	2006
<b>Number of Persons</b>						
0-14	1,006,970	974,991	944,456	918,915	894,308	870,622
15-64	3,759,296	3,787,945	3,815,286	3,839,958	3,862,234	3,883,376
65+	612,685	616,225	620,311	625,949	632,638	639,639

Total	5,378,951	5,379,161	5,380,053	5,384,822	5,389,180	5,393,637
<b>Structure ( % )</b>						
0-14	18.72	18.12	17.55	17.07	16.59	16.14
15-64	69.89	70.42	70.92	71.31	71.67	72.00
65 +	11.39	11.46	11.53	11.62	11.74	11.86

Source: The Statistical Office of the Slovak Republic

Table No. 6: Population of the Slovak Republic according to residence (town/village). Based on the outcomes of the Population and Apartments Census in 2001

<b>Total Population in the SR according to Residence (absolutely and in %) in 2001</b>			
<b>The Slovak Republic</b>	<b>Total</b>	<b>In Towns</b>	<b>In Villages</b>
<b>TOTAL</b>	5,379,455	3,010,162	2,369,293
<b>in %</b>	100	55.96	44.04

Source: The Statistical Office of the Slovak Republic and own calculations

#### Population Structure according to Nationality

According to the official census of the population, houses and apartments in 2001, the population of the Slovak Republic consisted of the following nationalities:

Table No. 7: Population with permanent residence in the Slovak Republic according to nationality based on the Population and Apartments Census in 2001

<b>Nationality</b>	<b>Population with Permanent Residence</b>	<b>in %</b>
Slovak	4,614,854	85.8
Bulgarian	1,179	0
Czech	44,620	0.8
Croatian	890	0
Hungarian	520,528	9.7
Moravian	2,348	0
German	5,405	0.1
Polish	2,602	0
Roma	89,920	1.7
Ruthenian	24,201	0.4
Russian	1,590	0
Ukrainian	10,814	0.2
Jewish	218	0
Other	5,784	0.1
Undetected	54,502	1
Total SR	5,379,455	100

Source: The Statistical Office of the Slovak Republic

According to the official census in 2001, the official number of Roma in the Slovak Republic was 89,920, which constitutes 1.7 % of the total population. This data is based on the acknowledgment of the ethnic origin through which the Roma constitute the second largest minority after the Hungarian minority of 520,528 which constitutes 9.7 % of total population.

However the number of people acknowledging Roma nationality does not correspond with the number according to the census itself, since the number of those who consider the Roma language as their mother tongue is larger than the number of those who acknowledged the Roma nationality.

The key source to estimate the Roma population besides the census is the project of mapping Roma communities implemented in 2003 by the Government of the Slovak Republic with the assistance of sponsors. According to this project there were around 320,000 Roma in the Slovak Republic, of which approximately 280,000 lived in communities which are called "Roma communities" by the majority society. In 2002, the estimates indicated that around 40% of Roma lived in segregated settlements. The census also provides a limited view of the geographical concentration of Roma. According to the census, around 85.5% of Slovak Roma live in three of eight Slovak regions – in the Eastern Slovak regions of Košice and Prešov and in the eastern part of Central Slovakia – in the region of Banská Bystrica.

## ***Labor Market***

### *Employment*

Structural changes, reforms and growth in the influx of direct foreign investments created the basic prequalification for the growth of employment in Slovakia.

Year 2001 constituted the turning point in the several year long tendency of decreasing employment in the Slovak Republic. From the above mentioned year until 2005, an annual year on year growth in employment on the level from 0.3% to 2.1% was recorded with the largest dynamics in years 2001 and 2005. In 2005, the year to year growth of employment on the level of 2.1% was recorded and in comparison to 2003 the employment rate was higher by an average of 51,600 persons.

The period from 2003 to 2005 saw the enhancement of the education structure of working people. The share of working people with elementary education or without education and secondary education without leaving exam is decreasing and the share of working people with technical education with leaving exams and with university education is increasing. In 2005, the average employment rate of persons with elementary education in Slovakia was 14% and the employment rate of persons with university education was 83.8%.

However more distinctive differences in the structure of working people according to education exist within individual regions. The highest share of working people with elementary education only or without education from the total number of working people in the region was recorded in the Nitra Region 6.5%, and the Žilina and Trnava Regions 5.7% (in comparison to the average of 4.6%). On the other hand, the above the average share of university educated working people was found in the Bratislava and Banská Bystrica Regions.

The above mentioned trends in the development of employment rate were also positively reflected in the development of the overall rate of employment of the population in the productive age (15-64). In 2005, the average employment rate of the population in the productive age reached 57.7%. From the regional aspect, the Bratislava Region permanently has the highest employment rate. In 2005, the employment rate of the population of the 15 to 64 age category was under the average of the Slovak Republic in five regions. The difference between the region with the highest and the lowest employment rate in 2005 was 20.3%. In comparison to 2003, this difference even increased by 4.7%.

In 2006, the number of working people grew to an all time high. The paradox is that although the number of working people is as high as it has ever been, the employment rate



does not reach the maximum values. This is due to the growing size of the population in the productive age.

*Table No. 8: Comparison of employment in the EU 25 and the Slovak Republic (in %)\**

Country/ Year	2000	2001	2002	2003	2004	2005	2006
EU 25	62.4	62.8	62.8	62.9	63.3	63.8	64.7
EU 15	63.4	64.0	64.2	64.3	64.7	65.2	66.0
the Slovak Republic	56.8	56.8	56.8	57.7	57.0	57.7	59.4

\*we are referring to the share of the number of employed in the 15-64 age category

Source: Eurostat

In the development of employment from the aspect of the education structure of the population in the productive age, a growing trend in the level of education prevails (older than 15).

*Table No. 9: Number of persons in the productive age according to education*

Country	Level of Education according to ISCED 1997*	Number of Persons in the Productive Age with Certain Education in the Given Year (in % )					
		2000	2001	2002	2003	2004	2005
The Slovak Republic	0-2	28.40	27.55	27.03	26.90	27.00	26.22
	3-4	63.93	65.09	65.66	65.14	65.38	66.00
	5-6	7.67	8.15	8.23	9.00	9.99	11.00

\* ISCED 0 – 2 constitutes preschool education, 1<sup>st</sup> and 2<sup>nd</sup> level of elementary schools and lower grades of eight-year high schools;

ISCED 3 – 4 constitutes secondary technical schools and schools with leaving exam and the post-leaving exam education;

ISCED 5 – 6 constitutes the university education, higher post-leaving exam technical education, specialized education and doctoral education

Source: Eurostat

### *Unemployment*

The favorable development of employment after 2001, caused especially by the influx of foreign investments and improvement of business environment and also more intensive implementing of instruments of active labor market policy, were also accompanied by positive tendencies in the overall development of unemployment in the Slovak Republic. According to Eurostat, in 2006 the unemployment rate in the Slovak Republic was 13.4% which constitutes by a decrease of 5.9% from 2001.

*Table No. 10: Unemployment rate in the Slovak Republic and EU (%)*

Country/Year	2000	2001	2002	2003	2004	2005	2006
EU 25	8.6	8.4	8.7	9.0	9.0	8.7	7.9
EU 15	7.6	7.2	7.5	7.9	8.0	7.9	7.4
The Slovak Republic	18.8	19.3	18.7	17.6	18.2	16.3	13.4

Source: Eurostat

Despite the positive indicators in the development of the overall unemployment rate in the Slovak Republic, the continuing problem of finding employment for persons from marginalized groups endures. The share of unemployed persons with low qualifications is growing and these persons constitute the core of the permanently high long-term unemployed. In 2005, unemployed persons with elementary or incomplete secondary education (including apprentice school education without leaving exam) constituted almost 75.5% of the overall number of unemployed. The specific rate of unemployment of persons with elementary education reached the level of 53%.

#### *Education Structure of the Population*

The Slovak Republic faces great challenges in the field of education. For example, how to provide a sufficient amount of qualified labor in the productive age and successfully face the aging of the population. Presently, more than a third of adult population in the Slovak Republic has secondary education with leaving exam (36.0%) and approximately one tenth has the university education (9.9%). According to the data of the Statistical Office of the Slovak Republic, 54.2% of the adult population has apprentice education and the secondary education without leaving exam (including persons with elementary education only or without education). In the case of young people (age group of 25-29) the data is more favorable – almost half (47.1%) have secondary education with leaving exam and 16.7% of the persons in this age category has university education.

*Table No. 11: Population aged 15 and above according to education and gender*

Education	Total		Men		Women	
	Number (in thousands)	%	Number (in thousands)	%	Number (in thousands)	%
Population 15+ together	4494.9	100.00	2157.9	100.00	2337.0	100.0
Without Education	17.2	0.38	8.6	0.40	8.6	0.37
Elementary 1 <sup>st</sup> level	70.8	1.5	33.0	1.53	37.9	1.62
Elementary 2 <sup>nd</sup> Level	984.0	21.89	360.8	16.72	623.2	26.67
Apprentice	1221.0	27.17	735.1	34.07	485.8	20.79
Secondary Without Leaving Exam	91.0	2.02	45.9	2.13	45.1	1.93
Apprentice with Leaving Exam	158.1	3.52	96.6	4.48	61.6	2.63
Complete Secondary General	265.2	5.90	94.8	4.39	170.3	7.29
Complete Secondary Technical	1176.0	26.16	522.8	24.23	653.2	27.95
Higher Technical	31.7	0.71	11.2	0.52	20.5	0.88
University 1 <sup>st</sup> Degree	24.2	0.54	9.0	0.42	15.2	0.65
University 2 <sup>nd</sup> Degree	448.8	9.98	234.9	10.88	213.9	9.15
University 3 <sup>rd</sup> Degree	6.7	0.15	5.1	0.23	1.7	0.07

Source: The Statistical Office of the Slovak Republic. Results of the Selective Finding of Labor Force, 4/2006  
own calculations

In the education group of the adult population who have completed their education process in the Slovak Republic, the number of persons with secondary technical education with leaving exam and secondary technical (apprentice) education without leaving exam prevail. The share of the population with university education in the Slovak Republic is still low from the

perspective of future development and perspective needs and may contribute to the lower competitiveness of our economy.

*Eurostat* defines young people prematurely leaving the education system (the EU benchmark) as that percentage of the population in the 18 to 24 age category, with no more than lower secondary education who does not go on to participate in any form of education or technical preparation.

*Table No. 12: Total number of students prematurely leaving school*

<b>Total Number of Students Who Prematurely Left School ( %)</b>				
	<b>Year</b>			
	<b>2002</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
EU – 25	16.6	15.6	15.2	15.1
EU – 15	18.7	17.7	17.3	17.0
SR	5.6	7.1	5.8	6.4

Source: Eurostat

The average of the Slovak Republic is above the EU average, however, in comparison to 2002 we recorded a decrease in this indicator. While in 2002 the number of these students in the Slovak Republic constituted only 5.6%, in 2005 it was 5.8% and in 2006 it was 6.4%.

### ***Education System in the Slovak Republic***

Obligatory school attendance in the Slovak Republic is ten years and concludes upon the end of the academic year in which the student reaches the age of 16. Elementary schools have nine grades as a rule. The tenth year of obligatory school attendance is completed at a secondary school.

Education System Structure:

#### ***Pre-Primary Education:***

Facilities for the pre-school preparation of children

#### ***Primary Education:***

Elementary school (1<sup>st</sup> level; grades 1-4)

#### ***Secondary Education:***

##### *Lower secondary education*

Elementary school (2<sup>nd</sup> level; grades 5-9)

Eight-year gymnasium (prima – quarta)

##### *Higher secondary education*

Secondary schools (gymnazia, secondary technical school, secondary technical apprentice schools)

***Tertiary Education:***

Secondary technical school providing post-leaving exam education from 0.5 up to 2 years (and post-graduate education of 2 to 3 years)

Higher technical schools with the length of study 2 to 3 years oriented to practical knowledge

Technical colleges with a length of study of 2 to 3 years oriented on practical knowledge

Universities providing study on the Bachelor's, Master's and Doctoral levels in a wide range of programs of studies and doctoral study

Continuing education incorporates further professional education not only at schools and education institutions but also in companies, at workplaces and civic education and education within clubs.

Education at schools (elementary and secondary schools and colleges/universities) is part of the sub-system of *formal education*. Continuing education is part of the subsystem of *informal education*. Adult education in the Slovak Republic takes place in both subsystems of education.

Adult education in both subsystems of education is implemented as an organized activity targeted on acquiring knowledge, abilities and skills necessary for the performance of actual activities. In both systems it is carried out institutionally and is structured according to the objectives, number of lessons and support of learning. It is carried out at schools (elementary, secondary schools, colleges/universities) in addition to the main direction of education, but also in other education institutions, companies and workplaces. Presently, the school system (formal subsystem of education) participates to a major extent in adult education. In addition to its primary function, it provides a second chance for those who for certain reasons could not acquire education or qualifications in the course of their formal education.

Various education institutions, schools, company education facilities, directly managed institutions within the competencies of ministries, private education institutions and others carry out education activities for adults in informal subsystem of education. The third sector, especially in trade unions, where neither state nor private education institutions are active, fulfills a complementary, compensatory or specialized function while preserving the equality of all types of institutions.

# 1. Political Background, Legislation and Financing of Adult Education

## 1.1. Political Background, Legislation and Administrative Framework of Adult Education

The right to education for all citizens and the right to a free choice of occupation and preparation to it is guaranteed by Article 42 and Article 35 of the Constitution of the Slovak Republic. Adult education in the Slovak Republic constitutes an integral part of lifelong education which was and is part of the Policy Statement of every government of the Slovak Republic and declared as one of the priorities for the development of society. Measures for the support of lifelong education constitute part of several conceptual materials and action plans elaborated and adopted in compliance with the European trends.

### 1.1.1. Legislative-Legal and Political Instruments

#### A. Political, Conceptual and Strategic Instruments on the National Level

The intentions and objectives of adult education are based on the valid conceptual and strategic nation-wide and supra-ministerial documents, which in the monitored period incorporated especially:

- **The National Program of Upbringing and Education in the Slovak Republic for the Next 15 to 20 Years (Millennium Project)** approved by SR Government Resolution No.1193/ 2001, it submits the target status of upbringing and education, and the basic pillars and strategy of reform changes in the field of education.
- **The National Report of the Slovak Republic regarding the Memorandum on Lifelong Education** (Bratislava, June 2001) indicated the problem areas of lifelong education and proposed possibilities for their solution.
- **The National Strategy of Sustainable Development** adopted by the Government on October 10, 2001 through the Resolution No. 978/2001, which submits the intentions and objectives leading towards increasing the competitiveness of regions and towards sustainable development. Education constitutes one of the conditions for sustainable development.
- **Concept of Continuing Education in the Slovak Republic** (Bratislava 2002) established the main objectives of continuing education, one of which it is to pay necessary special attention to the status of continuing education, the quality of education, its financing and its legislative background in the system of education.
- **National Action Plan of Employment for 2004-2006**, which besides others assigns plans to modernize and broaden the module system of continuing education of citizens as an instrument for developing the economy based on knowledge continuing in the school system and on knowledge from the field of information technologies with the goal to increase the flexibility of the labor force to the changing labor market. Furthermore this document proposes measures targeted on the solution of the co-

financing of lifelong education, the establishment of information system regarding education possibilities and deepening cooperation between individual subjects responsible for education.

- **The National Plan of Development**, which included the Sector Operation Program Human Resources which defined the global goal – the growth of employment based on a qualified and flexible labor force. The intention of the whole operation program was targeted on the development of an effective and functioning system of continuing education as a warranty for the adaptability of human resources, the solution of financing and the development of conditions to facilitate access to continuing education (second chance), the development of the system of continuing education and its connection to the system of certification.
- **The Strategy of the Informatization of Society in Terms of the Slovak Republic** approved by the Government on January 21, 2004 through SR Government Resolution No. 43/2004, declares the task of ensuring the acquisition of competencies for the use of information-communication technologies, or computer literacy for students, teachers and citizens.
- **The Concept of Lifelong Education in the Slovak Republic** approved through SR Government Resolution No. 157 of February 25, 2004 – the first document of a conceptual character in the Slovak Republic which defines the priorities and objectives for lifelong education in the Slovak Republic, indicates the direction and management of processes for their implementing in actual areas.
- **The Strategy of Competitiveness of Slovakia until 2010** (The National Lisbon Strategy approved through SR Government Resolution No. 140 of February 16, 2005 – Action Plans, The First Education and Employment Action Plan) constitute the most significant document in which the effort to increase the competitiveness of the Slovak Republic and the human resource potential for the needs of the knowledge economy is declared.
- **The National Strategic Referential Framework for-2013** was approved by the Government of the SR on December 6, 2006 through its Resolution No. 1005/2006, its Operation program Education within the framework of Objective Convergence and Objective Regional Competitiveness and Employment. This document establishes the national priorities and ensures that the assistance from European Union funds will be used in compliance with the strategic instructions of the Communities. The strategic part of the document is based on the vision of the economic and social development of Slovakia which is formulated as “The Overall Convergence of the Economy of the SR to the European Union Average through Sustainable Development”.
- **The Strategy of Lifelong Education and Lifelong Counseling** approved by the Government of the SR on April 25, 2007 through its Resolution No. 382/2007. The main goal of the strategy is to complete the building of lifelong education and the system of lifelong counseling to facilitate the access of citizens to the repeated and flexible acquisition of new qualifications through quality education acquired in addition to formal education in the informal subsystem of education and in the subsystem of informal learning with the assistance of lifelong comprehensive services of counseling and thus maintaining the highest employment and increasing the

participation of the population in lifelong education while adhering to the equality of opportunities.

- **The National Program Learning Region**, elaborated and approved by the Ministry of Education of the SR in May 2007. The goal of the national program is to ensure the effective connection of lifelong education to the needs of the local and regional labor markets through the active participation of all levels of schools, institutions for continuing education, employers, self-government, professional associations and chambers in the implementation of the strategy of lifelong education and counseling.

### *B. Legal Regulations (National Framework)*

Adult education in the Slovak Republic is not directly regulated by a special legal regulation. It is carried out in the formal subsystem of education (elementary and secondary schools, colleges/universities) and in the informal subsystem of education (further technical education, company education, ministerial, within clubs, civic and other forms of education). The following legal regulations pertain to adult education in the *formal subsystem of education*:

*Act No. 29/1984 (Digest) on the system of elementary and secondary schools (the School Act) as amended*, which establishes the status and role of elementary schools, secondary schools, special schools, schools for education within amateur clubs, private and church schools, school employees and compulsory school attendance. The School Act was amended several times and is supplemented by a set of execution regulations for actual areas of its implementation. The School Act also regulates the possibility of acquiring elementary education for persons who prematurely left school. It is possible to acquire basic education by attending a course. The School Act also regulates the terms and possibilities of adult secondary education in the form of part-time study at technical apprentice schools, secondary technical apprentice schools, secondary technical schools and gymnasia.

*Act No. 131/2002 Coll. of colleges/universities and on changes and supplements to some Acts as amended (until March 31, 2002 Act No. 172/1990 (Digest) on colleges/universities)*, which regulates the status of public, state and private colleges and universities and their related institutions, establishes the rules for study at college/university, the status of students and employees of colleges/universities, the composition, activities and competencies of the accreditation commission, the rules for financing colleges/universities and the system of social support of students, the status and roles of the state administration and representatives of colleges/universities. The Ministry of Education issued a set of executive legal regulations to this Act. The colleges/universities organize college/university study at all three levels in full time and part time programs. Thus they also facilitate access to education to that group of the adult population who wants to acquire a higher level of education in their leisure time.

Adult education in the *informal subsystem of education* is regulated by the following legal regulations:

*Act No. 386/1997 Coll. on continuing education in the wording of Act No. 567/2001 Coll.* The wording of this Act defines continuing education as a part of lifelong education; it characterizes its types, establishes the institutions for continuing education, the terms for accreditation of continuing education and the status and activities of the Accreditation

Commission of the Ministry of Education of the SR for continuing education. It also regulates the issuing of education certificates and defines the resources for financing continuing education. This Act is generally targeted on continuing education; it does not pertain to preparation and education for the performance of special technical activities which require a special aptitude. This field of adult education is regulated in the legal regulation issued by the central state administration bodies (Ministries) for individual fields of their competencies and we include them in Point 1.1.4.

*Act No. 311/2001 Coll. Labor Code as amended (until March 31, 2002 Act No. 65/1965 (Digest) Labor Code)*, which establishes the obligation of the employer to take care about the deepening or enhancing of the qualifications of its employees. The employer is obliged to provide to employees who enter jobs without qualifications the opportunity to acquire qualifications through initial training; furthermore it is obliged to re-qualify employees transferred to a new assignment or workplace. The employer is authorized to assign the employee to participate in continuing education with the goal of deepening his/her qualifications. On the other hand, the Act also establishes the obligation of the employee to constantly deepen his/her qualifications for the performance of the job agreed upon in the employment contract. It also regulates the possibility of provide time off to participate in continuing education.

*Act No. 312/2001 Coll. on civil service and on changes and supplements to some Act as amended*, which regulates the deepening and enhancement of qualifications of civil servants (at ministries, upper-tier territorial units). The deepening of qualifications is provided for by the service office at each ministry in the scope of at least five service days per calendar year.

*Act No. 5/2004 Coll. on employment services and on changes and supplements to some Acts as amended (until January 31, 2004 Act No. 387/1996 Coll. on employment)*, pursuant to which, education and preparation for the labor market is constituted by theoretical or practical preparation which leads to the acquisition of new knowledge and technical skills for the purpose of finding a job for job seekers or those interested in job in a suitable job or for the purpose of keeping an employee in the job, especially through education activities targeted on the completion of elementary school education or secondary school study in the last grade of the pertinent school, based on projects and programs for education and preparation for actual jobs based on the promise of an employer to hire him/her for job and for education and preparation for the performance or execution of independent gainful employment. The designation of the content and scope of labor market education and preparation is based on the present level of knowledge and professional skills of the job seeker, person interested in the job or employee so those would be purposefully used in acquiring new knowledge and professional skills. For the purposes of this Act, labor market education and preparation does not constitute the enhancement of the level of education.

*Act No. 279/1993 Coll. on school facilities as amended* regulates some types of informal education, for example education in foreign languages at language schools and state language schools.

*Act No. 455/1991 (Digest) on trades (the Trades Act) as amended*, enables individuals to acquire trade licenses for craft activities to demonstrate their professional qualification through a certificate on acquired education in an accredited education institution and a certificate on the successful completion of the qualification test. The qualification test examines the professional theoretical and practical knowledge of technical and technological procedures required in performing a trade. This Act also establishes the prequalification for establishing private education institutions implementing adult education.



*Act No. 124/2006 Coll. on occupational safety and health protection and on changes and supplements to some Acts in the wording of Act No. 309/2007 Coll. (from July 1, 1997 to June 30, 2006 Act No. 330/1996 Coll. on occupational safety and health protection as amended).* This Act regulates the upbringing and education of employees provided by each employer for the purposes of acquiring the technical capacity to operate a designated means of production and for performing designated activities established by legal regulations and other regulations for ensuring occupational safety and health protection.

### ***1.1.2. Goals of Adult Education***

The promotion of the knowledge society definitely constitutes a priority of the Government of the Slovak Republic. The Policy Statement of the Government of the SR, reads: "The Government of the Slovak Republic considers the forming of the knowledge society as its priority because only such society constitutes the prequalification for democratic development, scientific technical progress, economic growth and social security, employment and growth"(Bratislava, July 2006) .

The priority objective of the development of adult education in the Slovak Republic is based on the adopted conceptual and strategic materials on the national level. They are targeted on

- *the establishment of conditions for general equal and constant access of citizens to acquiring new and renewed skills*, which are necessary for participation in society based on knowledge (digital literacy, foreign language competence, social, business skills and developed ability to learn).

- *increasing the level of investments in education* as an emphasis of the priority of the most important wealth of Europe – its people. It is related to direct investments, tax regimes, accounting standards, bookkeeping and information duties. It is important to make the investments more structured

- *the introduction and promotion of innovations in education* regarding the content, form and methods, in education technologies based on the use of information-communication technologies.

- *the design of procedures and rules in the evaluation of the participation in education and education results* especially in the case of informal and non-formal education (non-institutional). An integrated Europe with an open labor market, free movement of citizens in search of jobs and education requires an effectively designed system for the evaluation of education.

- *ensuring the access to quality information and advice regarding the possibilities of lifelong education for all*. Career counseling is understood as permanent and locally accessible service for all, containing not only precise and relevant information regarding education possibilities but also highly professional advice enabling decision-making and motivating individuals to further efforts for better jobs in the region based on acquired education.

- *providing education opportunities as close as possible to learners* in their own communities while making the maximum possible use of their support through the means of information communication technologies. That is why establishing conditions for local education in commonly accessible education centers, achieving the approximation of education through communication technologies to less accessible locations or for disabled citizens constitutes a priority

Adult education in the Slovak Republic constitutes an integral part of lifelong education. The strategic objectives of lifelong education incorporate priorities which are directly related to informal education, i.e. the priorities which directly influence adult education in the informal subsystem of education. These strategic objectives and [priorities were adopted and approved in the national Strategy of Lifelong Education and Lifelong Counseling (Part 1.1.4 Ministry of Education).

### ***1.1.3. Organization of Adult Education at Individual Resorts***

In the Slovak Republic, the Ministry of Education of the Slovak Republic is responsible for the field of education. Pursuant to Act No. 575/2001 Coll. on the organization of government activities and the central state administration as amended, the Ministry of Education of the Slovak Republic is the central state administration body for elementary schools, secondary schools, colleges/universities, school facilities, lifelong education, science and technology and state care for youth and sports.

Other central state administration bodies pursuant to the adopted national concepts, strategies and action plans for their implementing create their own priority objectives of adult education on the level of their offices and their competencies towards the ministerial organizations. They cooperate with the Ministry of Education in the fulfillment of the established national strategic goals and coordinate their activities with it in the field.

### ***1.1.4. Ministerial Policies***

#### ***Ministry of Education of the SR***

The Ministry of Education of the SR is the administrator of the fulfillment of tasks in relation to adult education that arise from the Acts mentioned in the previous section (1.1.1. B. Legal Regulations) and they include the following:

*Act No. 29/1984 (Digest) on the system of elementary and secondary schools (School Act)*

*Act No. 172/1990 (Digest) on colleges/universities as amended (valid from March 31, 2002) and Act No. 131/2002 Coll. on colleges/universities and on changes and supplements to some Acts as amended (valid from April 1, 2002)*

*Act No. 386/1997 Coll. on continuing education in the wording of Act No. 567/2001 Coll.*

In addition to the above mentioned tasks, it also provides for the education of employees in the state administration within its competency and employees performing public work and the education of employees (of specialized state administration) of territorial self-government fulfilling the tasks of state administration.

Teachers from the regional school system constitute a special target group, their continuing education is regulated by a special legal regulation (Decree of the Ministry of Education of the SR No. 42/1996 Coll. on continuing education of pedagogical workers) and provided through methodological-pedagogical centers and colleges/universities.

The Ministry of Education of the SR also has prepared and prepares national conceptual and strategic materials for the field of continuing education and lifelong education

(see part 1.1.1.A). These materials constitute a continuation in the modern tendencies in education and incorporate elaborated main directions and actual fields of education. These materials also have had and have an impact on adult education. In February 2007, the Ministry elaborated the Strategy of Lifelong Education and Counseling approved by the Government of the SR on April 25, 2007 through its Resolution No. 382/2007. The strategies of lifelong education and counseling identify the following priorities for the following period:

- Monitoring and forecasting of education needs of citizens and employers
- Ensuring the system of quality management in lifelong education and counseling
- Acknowledging the results of informal education and informal learning
- Effective investments in lifelong education and counseling
- Development of key competencies for lifelong education
- Provision of complex information services for lifelong education and counseling and development of learning regions
- Effective planning and drawing of means from the state budget to complete and develop the systems of lifelong education and counseling.

### ***Ministry of Labor, Social Affairs and Family of the SR***

The goals of adult education within the framework of the Ministry from 1997 to 2007 were defined and monitored on the level of the office of the Ministry and the ministerial organizations. They were targeted on the continuing education of the ministerial employees pursuant to the valid national legal regulations (the Labor Code, the Act on civil service) and other specialized ministerial regulations. The fulfillment of tasks in the field of employment (the provision of education and re-qualification of the unemployed, employees, furthermore education and the preparation of persons suffering from unfavorable health circumstances or disabilities for the labor market) constitute one of the significant and basic tasks connected with adult education.

The legislation pertaining to adult education in this field incorporated:

*Act No. 387/1996 Coll. on employment as amended* (valid from January 1, 1997 to January 31, 2004) and *Act No. 5/2004 Coll. on employment service and on changes and supplements to some Acts as amended* (valid from February 1, 2004 until now).

Unemployed, persons at risk of unemployment and persons with disabilities constitute a special target group in the sector of this Ministry.

### ***Ministry of Interior of the SR***

The sector of this ministry incorporates the education of a special target group of adults, members of the Police and Fire Departments and Rescue Corps. The legal framework of the education of the members of the Police and Fire Departments is defined especially by:

- Act No. 73/1998 Coll. on the civil service of members of the Police Department, the Slovak Information Service, the Corps of Prison and Court Guards of the Slovak Republic and the Railway Police as amended (Provisions of § 142, 142a, 142b, 142c and 143 regulating the acquisition, enhancement and deepening of qualifications),
- Act No. 315/2001 Coll. on fire departments and rescue corps (§ 24 and 25 special professional qualifications and § 98 deepening and enhancement of qualifications),

- Decree of the Ministry of Interior of the SR No. 145/2002 Coll. on secondary fire protection schools,
- Decree of the Ministry of Interior of the SR No. 62/1994 on secondary technical schools of the Police Department as amended
- Order of the Minister of Interior of the SR No. 50/1998 on more detailed definition of some provisions of the Act on civil service of members of the Police Department, the Slovak Information Service, the Corps of Prison and Court Guards of the Slovak Republic and the Railway Police as amended,
- Order of the Minister of Interior of the SR No.39/2006 on special professional qualifications and on deepening qualifications for performing activities at Fire Department and Rescue Corps.

Since January 1, 2002, the Ministry of Interior of the SR also fulfills the tasks of the central state administration body for the coordination of the education of employees of municipalities and upper-tier territorial units fulfilling the tasks of the state administration (§ 11 of Act No. 575/2001 Coll. on the organization of activities of the government and the organization of the central state administration as amended).

### ***Ministry of Justice of the SR***

Adult education within the Ministry of Justice of the SR is ensured pursuant to the following legal regulations:

- Act No. 335/1991 Coll. on courts and judges as amended
- Act No. 80/1992 Coll. on the state administration of courts as amended
- Act No. 73/1998 Coll. on the civil service of members of the Police Department, the Slovak Information Service, the Corps of Prison and Court Guards of the Slovak Republic and the Railway Police as amended
- Act No. 385/2000 Coll. on judge and assistant judges as amended
- Act No. 4/2001 Coll. on the Corps of Prison and Court Guards as amended
- Act No. 757/2004 Coll. on courts and on changes and supplements to some Acts
- Act No. 8/2005 Coll. on administrators and on changes and supplements to some Acts as amended
- Act No. 548/2003 Coll. on the Court Academy as amended
- Act No. 549/2003 Coll. on court clerks as amended
- Decree of the Ministry of Justice of the SR No. 291/2005 Coll. on the education rules for administrators in the field of bankruptcy and re-structuring in the wording of the Decree of the Ministry of Justice of the SR No. 618/2006

Judges, court clerks, court experts, members of the Corps of Prison and Court Guards and convicted persons constitute special target groups of adult education within the sector of the Ministry of Justice of the SR.

### ***Ministry of Defense of the SR***

Adult education within the sector of the Ministry of defense of the SR is provided for pursuant to the following Acts:

Act No. 455/2004 Coll. on the establishment of the Academy of Armed Forces of General Milan Rastislav Štefánik, on the merger of the Military Aviation Academy of General Milan

Rastislav Štefánik in Košice with the Technical University in Košice, on the establishment of the National Defense Academy of Marshall Andrej Hadik and on changes and supplements to some Acts;

Act No. 346/2005 Coll. on the civil service of professional soldiers of the Armed Forces of the Slovak Republic and on changes and amendments to some Acts;

Act No. 319/2002 Coll. on the defense of the Slovak Republic as amended;

Act No. 321/2002 Coll. on the Armed Forces of the Slovak Republic as amended;

Act No. 570/2005 Coll. on compulsory military service and on changes and supplements to some Acts as amended.

Professional soldiers constitute a special target group in the field of adult education within the sector of the Ministry of Defense of the SR.

### ***Ministry of Culture of the SR***

Its competency incorporates public education regulated by a special regulation, Act No. 61/2000 Coll. on public education. This Act characterizes public education as the summary of activities which through its effect based on voluntary initiative, interest and the creative abilities of people contribute to the development of their personalities and the creation of a cultural way of life. It includes amateur adult education and leisure time activities.

The target group of adult education incorporates the education of experts within the ministry and all adult citizens.

### ***Ministry of Health of the SR***

The issues of adult education within the Ministry of Health are regulated by the following special legal regulations:

- Act No. 578/2004 Coll. on healthcare providers, healthcare workers, professional organizations as amended and on changes and supplements to some Acts,
- SR Government Order No. 322/2006 Coll. on methods of continuing education of healthcare workers, the system of specialized fields of studies and the system of certified work activities as amended,
- SR Government Order No. 742/2004 Coll. on professional qualifications for the performance of the healthcare profession as amended,
- SR Government Order No. 12/2008 Coll. on the use of professional degrees and their abbreviations related to professional qualifications for the performance of healthcare profession,
- Decree of the Ministry of Health No. 366/2005 Coll. on the criteria and method of evaluation of the systematic education of healthcare workers as amended,
- Decree of the Ministry of Health No. 465/2007 Coll. which established the models of diplomas, specializations and certificates in preparation for the performance of work in healthcare,
- Decree of the Ministry of Health No. 31/2006 Coll. on the amount of compensation of healthcare worker for continuing education,
- Order of the Ministry of Health of the SR No. 04765/2006-SL of April 12, 2006, which establishes the models of specializations, field of studies and certifications as amended.

The special target groups of adult education within the sector of the Ministry of Health are constituted by healthcare workers. Physicians, dentists, pharmacists, nurses, midwives, laboratory assistants (healthcare and pharmaceutical), assistants (licensed radiological

assistants, health rescue workers, nutrition assistants, healthcare assistants), physiotherapists, technicians, public healthcare workers constitute independent subgroups.

### ***Ministry of Agriculture of the SR***

Adult education is implemented within the sector of the Ministry of Agriculture especially pursuant to the Act on continuing education. During the monitored period, the Ministry of Agriculture had its concepts of the education of employees and has also elaborated its own strategy of lifelong education in agriculture for the period 2007 – 2013.

This special target group is constituted by farmers, primary processors of agricultural products, employees of forest management and veterinary surgeons.

### ***Ministry of Finance of the SR***

Its competency incorporates the customs administration, state treasury, tax directorate and financial control administration. The concept of education in the customs administration is constituted by the unified system of education in the customs administration. It is elaborated based on Act No. 200/1998 Coll. on the civil service of customs officers and on changes and amendments to some Acts as amended. Adult education in the other above mentioned offices is regulated by the Act on civil service. The special target group of adult education is constituted by the employees of the customs administration.

#### ***1.1.5. Main Development Challenges and Related Defined Objectives of Adult Education***

The main development challenges and priority objectives on the national level arise from the adopted and implemented European documents and approved concepts and strategies on the national level and are targeted on the constant enhancement of knowledge, skills and overall competencies. The strategic goals of the development of lifelong education in the Slovak Republic are included in Point 1.1.2. The above mentioned strategic objectives are fulfilled by actual activities in cooperation with other central state administration bodies, self-government (municipalities and towns), employers, education and research institutions and other social partners.

### ***Ministry of Education of the SR***

From 2005, the biggest priority is constituted by the reformed curriculum of the regional school system in the Slovak formal education system. From 2000 to 2005 the reform priorities in the field of education were constituted by reforms related to the management and financing of the university and regional school system and culminated in the adoption of three significant Acts. In informal education, the Act on continuing education was adopted in 1997, and entered into effect on January 1, 1998. The system of the accreditation of education programs and education institutions as the basic prequalification for ensuring the quality of informal education was established by implementing this Act. The Concept of Lifelong Education was adopted in 2004, and continues in the challenges and priorities incorporated in the Memorandum of Lifelong Education. The Action Plan for the field of education and employment which constituted part of the National Lisbon Strategy includes the key participants in lifelong education. The Ministry actively promotes the idea of “learning regions” which supports the development of partnerships on national, regional and local

levels in the field of lifelong education in connection to the needs of the labor market. The above mentioned challenges and objectives are also declared by the National Program for Learning Regions (Point 1.1.1). The main objective of the “learning regions” is the promotion of the design and implementation of the regional strategy for lifelong education and counseling while respecting the principle of partnership networks and the use of the outcomes of regional innovation strategies which will contribute to the enhancement of the quality, accessibility and effectiveness of education in connection to the needs of the regional labor market and the development of the abilities for lifelong education. The main development challenges and objectives of adult education are presently declared by the Strategy of Lifelong Education and Lifelong Counseling; its main objectives and priorities are incorporated in Point 1.1.4. The objectives of the strategy will also be incorporated in the presently prepared Act on lifelong education.

### ***Ministry of Labor, Social Affairs and Family of the SR***

Ensuring access to continuing education for persons suffering from unfavorable health circumstances or disabilities and participation in active measure programs on the labor market including access to counseling for job selection and change, in addition to the challenges targeted on employment growth, increasing the employability of unemployed job seekers and those interested in working, the promotion of employment especially for disadvantaged job seekers through the promotion of the creation of jobs and promotion of self-employment constitute the main development challenges and priority objectives of the Ministry of Labor, Social Affairs and Family. The priority objectives of adult education are also established pursuant to the main development challenges and are incorporated in active labor market policy measures. Besides the above mentioned, the development challenges and priority objectives of the education of this sector are also targeted on the enhancement of the professional growth and development of employees, flexibility in the performance of working activities, reacting to the changes and needs of the labor and legislative environment and the development of competencies of ministry employees.

### ***Ministry of Interior of the SR***

The main task of adult education in the Ministry of Interior is to prepare human resources for the resolution of difficult tasks arising from the activities determined by the pertinent Acts for individual target groups. The priority objectives of education within the Ministry of Interior were established based on its competencies arising from Act No. 575/2000 Coll. and from the Policy Statement of the Government of the SR. The priority objectives included the following:

- ensuring the expert and professional preparedness of the members of the Police Department, the Fire Department and Rescue Corps for the fulfillment of service tasks;
- enhancing the professional preparedness of members of the Police Department for the fulfillment of tasks related to the access of the Slovak Republic to the Schengen Space;
- improving the system of continuing education for members of the Police Department with a special emphasis on education in the field of human rights, preventing criminality and combating crime (terrorism, extremism, racism and other manifestations of intolerance, economic crime and corruption, narcotics, protection of population groups at risk, merchandizing of people, illegal migration);
- education related to implementing Act No. 312/201 Coll. on civil service and Act No. 552/2003 Coll. on performing public work;

- establishing conditions for the systematic education of employees of territorial self-government fulfilling the tasks of state administration and its gradual implementing with the goal to fulfill the tasks of state administration on the required quality level; and
- achieving language skills and competencies necessary for the fulfillment of service tasks.

### ***Ministry of Justice of the SR***

The priority objective of adult education within the Ministry of Justice is to provide for the knowledge and professional preparedness of the ministerial employees, learning new legal regulations, mastering knowledge, standpoints significant for development of their personalities and through which the employees are prepared for the competent performance of their positions.

The main sector challenge for the Ministry of Justice is constituted by the lifelong education of judges, employees of the Ministry of Justice and its sector. The goal of lifelong education in relation to the above mentioned challenge is to acquire the largest possible scope of knowledge, skills, and standpoints in the course of education activities necessary for job performance, the deepening and enhancing of qualifications, and the ability to use and apply the acquired knowledge in the performance of work.

### ***Ministry of Defense of the SR***

The sector development challenges are incorporated in the implementation and participation of the ministerial employees in the projects co-financed by the European Social Fund. The priority objective of adult education in the sector of the Ministry of Defense is especially constituted by the goal to achieve professional and language compatibility and the interoperability of the personnel of the Ministry of Defense with the personnel of the armed forces of the NATO member states, to promote the adapting of new employees in the service offices, to ensure the professional and personal development of employees, to increase the level of competencies and abilities for the professional, effective and flexible fulfillment of service and work tasks.

### ***Ministry of Culture of the SR***

The challenges and priority objectives for adult education in the sector of the Ministry of Culture are constituted by the effort to increase the general cultural and education level of people especially by mediating information and knowledge of culture, science, technology, deepening relations to Slovakia, towards the cultural identity of the nation, national minorities and ethnic groups and towards care for the environment; by education through art and towards art especially by developing amateur artistic activities; by looking for, protecting, preserving and making available the folk tradition with an emphasis on traditional and folk culture and its creative development and use; by assisting in the prevention of anti-society phenomena and drug addiction; by providing possibilities for people to spend their leisure time engaged in cultural activities.

### ***Ministry of Health of the SR***



The sector development challenges include the ensuring a sufficient number of qualified healthcare workers through their lifelong education, quality and safe provision of healthcare in the entire healthcare system. The priority objective of the Ministry of Health is related to the above mentioned basic challenge and includes the necessity to introduce a system of evaluation of the quality of the continuing education of healthcare workers through which the quality of education and the subsequent safe and quality provision of healthcare in to patients in health and illness.

### ***Ministry of Agriculture of the SR***

The sector development challenges incorporate the development of managerial and organization abilities, an active approach to the professional preparation and re-qualification with the goal of increasing the competitiveness of agriculture, the food industry and forest management with the sustainable use of natural resources. Investments into human capital constituted and still constitutes a priority. Application of modern trends in the preparation of agricultural experts and a system of adult education constitutes the permanent instrument for improvement of the competitiveness of this sector.

### ***Ministry of Finance of the SR***

The priority objective of education in the customs administration is connected to in the activities of the customs administration in the supervision of adherence to laws in implementing commercial policy, financial and agricultural policy regarding the circulation of goods in relations with third countries and on the internal market and in the field of the excise tax administration. Provision of these activities requires that each customs officer be professionally prepared for the performance of service. The goal of education is based on:

- acquiring the qualification basis of customs education,
- systematic updating, broadening, deepening of knowledge and acquiring skills of customs officers with the purpose of their quality preparation for the performance of civil service and specialized activities,
- implementing the continuing education of customs officers,
- preparing employees in state employment for the performance of service activities and employees performing public work in the performance of work activities.

#### ***1.1.6. Further Policies having Impact on Adult Education***

The main policies related to adult education on the national level are incorporated in Point 1.1.1. Further policies having an influence on adult education are also constituted by the resort regulations (besides Acts included in Point 1.1.2), resort concepts and strategies targeted on the development of human resources through adult education.

## **1.2. Financing Adult Education**

### ***A. General Overview***

The system of financing of almost all forms of education was significantly and dynamically changed recently and the process of change is not complete. The subjects participating in financing have changed; new connections and financial flows, new competencies and responsibility were established.

The resources flowing into the formal and informal subsystems of education can be divided into two main groups:

- public resources (derived from the public budget)
  
- other resources (resources spent by the business subjects, the third sector, the European Union, private resources of lifelong education participants)

The resources and rules for financing are designated by the following legal regulations:

- Act No. 597/2003 Coll. on financing elementary and secondary schools and school facilities as amended, which introduces the normative financing per student and the subsidies from the public finances which are equally provided to all schools (state and non-state)
- Act No. 564/2004 Coll. on the budgetary determination of the income tax yield to the territorial self-government and on changes and amendments to some Acts, which regulates the method for the determination, allocation and transferring of the physical persons' income tax yield to municipalities and upper-tier territorial units. The criteria based on which the tax offices allocate the collected tax yield to individual municipalities and upper-tier territorial units are determined by SR Government Order No. 668/2004 Coll.
- Act No. 131/2002 Coll. on colleges/universities and on changes and supplements to some Acts as amended, which regulates the resources and rules for financing state colleges/universities, public colleges/universities and private colleges/universities. The main resource for financing is comprised of subsidies from the state budget, school fees and fees connected with the study.
- Act No. 386/1997 Coll. on continuing education, which regulates the resources for financing continuing education from the payments of participants of continuing education, the means of employers, subsidies designated for certain purposes from the state budget, the National Labor Office budget if it applies to the re-qualification of the registered unemployed and employees pursuant to a special regulation and means of the municipal budgets, foundations and other legal entities and physical entities and other resources.

The education of employees in the public administration is presently regulated by Act 312/2001 Coll. on civil service as amended, Act No. 553/2003 Coll. on the performance of public work and Act No. 311/2001 Coll., the Labor Code. The financing resources are defined as the state budget, the budget of the territorial self-government body, individual contributions of participant in education and other resources – foreign programs, European Union structural funds, foundations, etc. The financial provision of the education of employees in the public administration is covered by the means allocated from the state budget within the framework of the budget of pertinent budgetary chapters (§10 of Act No. 386/1996 Coll. on continuing education – the state budgetary organization and state contributory organization plan the financial means for the continuing education of its own employees for the calendar year directly in the budget).

Employers (companies and enterprises) in the Slovak Republic are included in the lifelong education system through the education of their employees. Each company within the framework of its yearly plan decides on how much of its financial means will be allocated for education. Those are the means for the education of employees paid from the company costs.

The financing of education and preparation for the labor market pursuant to Act No. 5/2004 Coll. on employment services is co-financed from the state budget, the European Social Fund and by employers and participants of education. Two national projects, the National Project Education and Preparation for the Labor Market and Occupational Practice and the National Project Theoretical and Practical Preparation of Employees for Acquiring New Knowledge and Professional Skills were financed from the means of the European Social Fund in the program period 2004 – 2006.

From the aspect of the volume of resources in connection to the structure, it is possible to relatively precisely determine the volume of means which are designated for formal education. The formal subsystem of education is unambiguously defined by legislation and its financing is defined by the law. The financing resources are comprised of state budget means, the municipality and upper-tier territorial unit budget means, contributions from founders, students and parents, profits from business activities, donations, means acquired for the lease of the space and equipment of schools and other resources. The availability of the volume of finances designated for the formal subsystem of education is established by norms and for this reason it can be characterized as stable.

The volume of financial resources heading to informal education can not presently be quantified precisely. The problems with quantification are caused by lack of a unified methodology for determining and recording means designated for educational activities. This fundamental shortcoming complicates the subsequent determination of the effectiveness of the use of these means.

From the aspect of resources, the financing for the system of informal education is significantly diverse and it is relatively complicated to define individual financial resources.

Adult education in the formal subsystem of education is financed from the public budget, from the budget of employers, participants of education and other budgets. Courses for acquiring elementary education for citizens who failed to acquire elementary education are organized and implemented from the state budget. The part time forms of study at technical apprentice schools, secondary technical apprentice schools, secondary technical schools and gymnazia are also financed from the state budget. The system of financing of part time study at public colleges/universities is provided as follows: the Government of the Slovak Republic determines the limits of sums of financial means from individual public colleges/universities for individual academic years, within the framework of which the colleges/universities accept students for the open programs of studies in the part time form of study. If the college/university also accepts students for other programs of studies, it may require a financial compensation from them. In the event that it is not the first study of the student at a public or state college/university or the student studies longer than the standard length of study determined for the pertinent program of studies, the student is obliged to pay the school fee. The school fee is determined by the college/university within the framework of defined limits. The part time form of study at private colleges/universities is paid and the fee is paid by the participant of education.

The participants of education mostly participate in the financing of adult education in the informal subsystem of education.

*Table No. 13: Informal education financing resources in percents*

Resources of Financing in %	year				
	2002	2003	2004	2005	2006
Participants of Education	43.06	38.01	39.30	35.09	25.46
Employers	13.34	14.02	13.34	22.04	23.83
Subsidies from the State Budget	23.84	23.49	36.36	21.34	23.82
Labor Offices	10.07	7.66	7.07	9.15	4.00
From the Municipality Budget Means	0.28	0.37	0.16	2.11	2.33
From the means of Foundations, Legal and Natural Entities	1.51	1.50	0.46	0.23	0.78
From the European Funds Means	0.00	0.00	0.00	0.00	14.61

Source: Institute for Information of Education, 2007

The table indicates the distribution of the resources of financing of informal education From 2002 to 2006. The results are acquired from the statistical findings of the Information and Forecasting Institute in individual years and are presented in percentages which are calculated from the distribution of the resources of financing in individual years. The number of respondents differed and this does not constitute the summary outcome for the entire Slovak Republic, only for selected education institutions which provided the results.

#### *Expenses for Education from the Public Budget*

The overall public expenses for education expressed as the share of the GDP, or of the GDP per capita in the SR are still slightly lower than the EU-15 (by 8 to 16 %, or by 26 % in 2000 to 2002), however the absolute expenses per student are practically even three times lower. Another specific feature of the Slovak Republic is constituted by the low share of private expenses on the provision of education – in 2000 to 2002, the amount of private expenses in financing education was three to four times lower than the EU-15 average. However there is a strong prequalification that through recent legislative changes the indicators of private expenses for education will begin to change.

Table No. 14: Expenses for education

Indicator		Year			
		1997	2000	2002	2003
Overall Public Expenses for education Expressed by the Share of GDP	EU-15	5.03	4.94	5.22	-
	SR	4.80	4.15	4.35	4.34
Expenses for Public and Private Education Institutions Expresses by the Share of GDP per Person	EU-15	-	24.2	25.3	-
	SR	-	17.8	18.5	-
Expenses for Public and Private education Institutions per Student	EU-15	-	308.0	878.1	6002
	SR	-	1	2	2305

<b>Private Expenses for Education Expressed by the Share of GDP for All Levels of Education</b>	<b>EU-15</b>	-	<b>0.61</b>	<b>0.59</b>	-
	<b>SR</b>	-	<b>0.15</b>	<b>0.20</b>	-

Source: Eurostat. More recent data are presently not available.

The financial means specially allocated for adult education are not monitored and assessed.

#### *B. Financial Means Spent from the Public Budget on Adult Education According to Individual Ministries - Sectors*

##### **Ministry of Health of the SR**

Since 1953, the informal (continuing) education of healthcare workers has been provided by the Slovak Healthcare University in Bratislava, which is the state university in the sector of the Ministry of Health. It provides healthcare workers with study programs for pertinent healthcare occupations in individual specialization fields, certified work activities in the programs of continuous education oriented on innovation, improvement, deepening and renewal of acquired theoretical knowledge and practical skills and experience. It also implements preparation for the performance of work in healthcare for other healthcare workers.

*Table No. 15: Financing of informal (continuing) education of healthcare workers from the public budget – common transfer provided to the Slovak Healthcare University in thousands SKK*

<b>Year</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Current Expenses in Thousands SKK</b>	73,913	79,097	79,656	97,756	74,000	92,395	385,083	195,842	229,994	215,276	201,891

Source: Ministry of Health of the SR, February 2008

##### **Ministry of Interior of the SR**

The financial means especially allocated for adult education (continuing education) are not monitored and assessed in the budget of the Ministry of Interior of the SR. Due to this fact it is possible to provide only later mentioned data on expended financial means for continuing education in the sector of the Ministry of Interior for the period 2004 - 2007.

Within the framework of the resort of the Ministry of Interior from 2004 to 2007, the expenses for continuing education were drawn in the overall sum of SKK 283,168, 000; this includes the sum of SKK 49,374, 000 in 2004, the sum of SKK 73,455, 000 in 2005, the sum of SKK 66,940, 000 in 2006 and the sum of SKK 93,399 000 in 2007.

Furthermore, from 2004 to 2007 the expenses were also drawn for training, courses, seminars, meetings, conferences and symposiums in the overall amount of SKK 106,082, 000; this includes the sum of SKK 15,035, 000 in 2004, the sum of SKK 27,730, 000 in 2005, the sum of SKK 25,890, 000 in 2006 and the sum of SKK 37,427, 000 in 2007.

In addition, the means spent on formal secondary education at secondary technical schools of the Police Department and the secondary school of fire protection and for

university education at the Police Department Academy were also spent for continuing education. In the monitored period from 1997 to 2007 overall expenditures totaled SKK 5,334,247, 000; this included the amount of SKK 2,277,669, 000 for the period 2004 – 2007 drawn for formal education in the above mentioned resort schools.

### ***Ministry of Justice of the SR***

Educational activities are paid from the budgets of the Ministry of Justice of the SR, the Institution for Education of the Ministry of Justice of the SR, and the Prison and Court Guards Corps. Financial means from the budget of the Ministry were drawn for seminars, training sessions, meetings, language courses for employees of the Ministry; financial means from the budget of the Institute of Education were drawn for seminars, workshops, training sessions organized for the employees and the resort of the Ministry of Justice; financial means of the Prison and Court Guards Corps were used for the provision of basic professional education, specialized professional education, special courses and lifelong education for members and employees of the Prison and Court Guard Corps.

*Table No. 16: Expenses for education for the civil section of the Ministry of Justice of the SR, for the Institute of Education of the Ministry of Justice of the SR and for the Prison and Court Guard Corps in thousands SKK*

Expenses in Thousands SKK	Year										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Civil Section</b>	1,732	1,425	1,491	2,026	2,294	2,564	3,150	3,823	4,156	4,334	4,478
<b>Institute of Education</b>	1,952	1,812	2,132	2,465	2,618	3,146	3,824	4,666	6,058	6,642	5,760
<b>PCGC</b>	*	*	*	*	*	*	*	7,805	7,586	8,784	8,232
<b>Total</b>	3,684	3,237	3,623	4,491	4,912	5,710	6,974	16,294	17,800	10,316	18,470

*Source: Ministry of Justice of the SR, February 2008*

*\*Note.: The Prison and Court Guard Corps has only monitored the expenses for adult education since 2004; in the previous years the expenses were included in the budget of the Institute for Detention in Nitra, where the Institute for Education of the PCGC is situated. As a result, the amount of the financial means used directly for education can be quantified for the previous years.*

### ***Ministry of Labor, Social Affairs and Family of the SR***

Financial means designated for adult education were provided to the unemployed, people at risk of unemployment, adults with severe sight disabilities especially in the 18 to 45 age category for basic social rehabilitation, education, preparation for the labor market, counseling services and therapeutic-preventative care.

Table No. 17: The amount of financial means for the education of people with sight disabilities

Year	State Budget in SKK	Labor Offices in SKK	Total in SKK
1997	6,715,000	81,000	6,796,000
1998	6,743,000	508,000	7,251,000
1999	6,920,000	14,000	6,934,000
2000	7,138,000	94,000	7,226,000
2001	7,925,000		7,925,000
2002	8,773,000	18,000	8,791,000
2003	8,773,000	18,000	8,791,000
2004	12,086,000	4,000	12,090,000
2005	12,881,000	29,000	12,910,000
2006	47,612,000	9,000	47,621,000
2007	31,152,000	7,000	31,159,000

Source: Ministry of Labor, Social Affairs and Family of the SR, February 2008

The amount of the financial means paid in the form of individual state assistance to foreign investors in the form of allowances for the education of employees hired to newly created jobs in 2006 constituted SKK 313,911,020.

The development of the employability of the registered unemployed and those at risk of unemployment was promoted through re-qualification, education and preparation for the labor market. The theoretical and practical preparation of employees for acquiring new knowledge and professional skills was also promoted.

Table No. 18: The amount of financial means from the public budget spent on adult education within the framework of the active labor market policy

Year	2003	2004	2005	2006	1 <sup>st</sup> Quarter of 2007
Amount of Financial Means in SKK	400,000,000	211,677,000	263,709,643	76,981,153	177,967,777

Source: The Center of Labor, Social Affairs and Family, February 2008

### Ministry of Culture of the SR

The financial means designated for adult education annually constituted a significant part of the contract of the National Culture Center and were specified in the annual plans of activities and economy. The amount of the financial means designated for education at the National Culture Center is gradually growing. Financial means were used for the continuing professional education of employees of the National Culture Center and adult education through implemented education activities (training sessions, seminars, courses, creative workshops, exhibitions, etc.)

Table No.17: Public investments in adult education in the National Culture Center

Amount of Financial Means in Thousands SKK	Year		
	2005	2006	2007
<b>Total</b>	1,133	2,234	5,713

Source: Ministry of Culture, February 2008

### Ministry of Agriculture of the SR

The Ministry of Agriculture of the SR implements educational activities through directly managed organizations in the resort, i.e. the Agro-institute in Nitra, the Agency for Rural Development and the Institute for the Education of Veterinary Surgeons. Educational programs were targeted on the development of human capital in agriculture and forest management, improvement of environment and rural areas, rural development, development of agro-tourism, veterinary areas, etc.

Table No. 18: The amount of financial means for education activities in the resort of agriculture

Amount of Budget in Thousands SKK according to Institutions	Year										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Agro-institute Nitra	14,797	16,263	14,959	15,207	15,055	17,323	15,930	9,830	9,924	9,480	8,540
Agency for Rural Development	*	*	*	*	1,320	705	1,093	286	630	926	560
IVVL*	1,012	1,211	1,293	1,312	1,488	1,477	4,541	4,081	4,240	4,662	3,946
<b>Total</b>	15,809	17,474	16,252	16,519	17,863	19,505	21,564	14,197	14,794	15,068	13,046

Source: Ministry of Agriculture, February 2008

### Ministry of Defense of the SR

First of all, the Ministry of Defense of the SR provides education activities for the special target group in its management, the professional soldiers. Educational activities are targeted especially on the language preparation and language education of professional soldiers and their professional education.

Table No. 19: The amount of the financial means for the education of professional soldiers.

Expenses in Thousands SKK	Year				
	2003	2004	2005	2006	2007
<b>Total</b>	3,230	4,749	6,329	3,924	5,196

Source: Ministry of Defense of the SR, February 2008



### **Ministry of Finance of the SR**

The Ministry of Finance provides for a unified system of education of employees in the customs administration. The education activities were targeted on acquiring and enhancing qualifications, updating and deepening knowledge and acquiring skills for the performance of service and work activities.

*Table No. 20: The amount of financial means for the education of customs administration employees.*

<b>Year</b>	<b>Education from State Budget Means</b>	<b>Number of Trained Employees in the Given Year</b>	<b>Education Financed from the ESF Means</b>
1997	7,028,000	888	0
1998	5,905,000	3,570	0
1999	2,207,000	650	0
2000	8,400,000	936	0
2001	847,000	1,088	0
2002	683,000	1,806	0
2003	14,892,600	2,499	0
2004	6,956,000	2,050	0
2005	5,500,000	1,006	0
2006	5,356,000	1,121	996,948
2007	5,260,000	1,616	0

*Source: Ministry of Finance of the SR, February 2008*

#### **1.2.2. Foreign Bilateral/Multilateral Subsidies for Adult Education**

The financial means from the SOCRATES and Leonardo da Vinci Programs were drawn in 1998 from the Programs of the European Union for adult education. Grants for the projects were approved within the framework of the Grundtvig, Minerva, , Arion, Lingua, Comenius – Continuing education, Erasmus, Cedefop – Study Visits, Mobility, Pilot and Language Project Programs.

The overall sums for all activities for individual years are presented in the table in ECU (1998-2000) and in EUR. The data for 2007 relates only to approved projects (number, grants), their implementing only begins.

*Table No. 21: Overview of projects targeted on continuing education of adults in 1998-2007*

<b>Year</b>	<b>Grants in EUR</b>	<b>Number of Projects</b>
1998	722,139	6
1999	758,389	14
2000	607,854	14
2001	1,066,509	10
2002	1,153,540	19
2003	451,344	17
2004	992,318	29
2005	1,253,064	30
2006	1,583,168	43
2007	1,653,850	32

Source: The National Agency of the Lifelong Education Program, February 2008

Table No. 22: Overview of mobility projects and individual mobilities targeted on the continuing education of adults in 1998-2007

Year	Grants in EUR	Number of Projects
1998	77,944	6
1999	160,311	9
2000	403,876	18
2001	464,899	12
2002	355,212	13
2003	366,438	21
2004	547,566	24
2005	842,709	23
2006	887,708	38
2007	1,005,301	51

Source: The National Agency of the Lifelong Education Program, February 2008

### ***1.2.3 Promotion of Adult Education by the Private Sector***

We have no information on the amount of support for adult education by the private sector.

### ***1.2.4 Promotion of Adult Education by the Civil Society***

The civil society promotes adult education through the activities of non-governmental organizations, civil associations, unions and religious institutions which also finance them from their own means. The amount and objectives of the use of these financial means are not monitored and the relevant information is not available. These subjects may acquire financial means within the tax system – every citizen may donate two percent of his/her taxes for the activities of these institutions.

### ***1.2.5. Share of Participants of Education in Financing Adult Education***

The shares of financing of individual subjects are presented in Table No. 13.

### ***1.2.6. Other Instruments of Direct or Indirect Financial Support of Adult Education***

No other direct or indirect financial instruments for the promotion of adult education are used on the national level. Such instruments are used individually on the regional or corporate levels.

### ***1.2.7. Benchmarks for Financing***

Such benchmarks are not established on the national level. The main political implementing instruments and the preparation of new legislation provides for the possibility to create benchmarks which could be based on the principle of tax relief for participants of education or employers, the introduction of education cards, special scholarships and other co-financing schemes.

## **2. Quality of Adult Teaching and Education; Provision and Participation in Adult Education and Outcomes**

### ***2.1. Institutional Framework of Adult Education, Substantial Trends from 1997***

Adult education is predominantly provided in the informal subsystem of education pursuant to Act No. 386/1997 Coll. on continuing education and on changes to the National Council of SR Act No. 387/1996 Coll. on employment in the wording of Act No. 70/1997 Coll. in the wording of Act No. 567/2001 Coll. Act which entered into effect on January 1, 1998. Pursuant to this Act, continuing education may be implemented by schools and school facilities but also educational institutions organizing and implementing it predominantly based on the entry of its educational activities in the Commercial register (legal entities) or based on trade licenses (natural entities). Continuing education in the Slovak Republic constitutes a free trade according to the Trades Act.

The quality of the continuing education is provided through the accreditation of the education program.

The essential step which regulated these processes was constituted by the above mentioned Act No. 386/1997 Coll. on continuing education. Besides others it defines the establishment of the Accreditation Commission as an advisory body of the Ministry of Education of the SR, whose task it is to assess the capacity of the educational institution to implement educational activity based on the fulfillment of conditions established by law. The activities of the Accreditation Commission and accreditations are regulated by the statute of the Accreditation Commission issued by the Ministry of Education.

Accreditation is the state testing of the capacity of the educational institution to educate based on the fulfillment of the conditions established by the Act on continuing education. The Ministry of Education decided on accreditation based on the standpoint of the Accreditation Commission of the Ministry of Education for continuing education. An educational institution may acquire accreditation for an educational activity if its subject includes educational activities, will elaborate the project and pedagogical documentation for the educational activity, will provide for relevant group of lecturers, corresponding material and technical conditions for implementing the educational activities. An educational institution may also implement non-accredited activities; however it is obliged to apply to the Ministry application for accreditation if it implements educational activities

- for employees and elected public administration representatives; the contents, scope and terms for graduating will be designated by pertinent public administration body;

- for participants preparing for acquiring a level of education; the contents, scope and terms for graduation from preparation will be designated by an elementary or secondary school,
- to which state budget means will be provided,
- whose graduates will be issued a certificate on acquired education by the educational institution.

The term of validity of the accreditation certification is 5 years. The Ministry carries out controls on the adherence to the terms of accreditation. According to a qualified estimate, the Ministry of Education has registered approximately 1,200 educational institutions with accredited education programs.

Besides accreditation of education programs pursuant to the Act on continuing education, educational institutions have the chance to implement some of the quality management system models (CAF, EFQM, ISO models) for the provision and demonstration of their quality in the competition environment.

The quality of adult education in the formal subsystem of education is provided at the college/university level through the accreditation of the education program issued by the Accreditation Commission of the Government of the SR pursuant to a special Act (Act No. 131/2002 Coll. on colleges/universities) and at secondary schools through approval of programs and contents of studies. Quality systems are also implemented at colleges, universities and secondary schools.

### ***2.1.1 Institutions Responsible for the Management and Coordination of Adult Education on the National Level***

Pursuant to the Act on the organization of activities of the government and the organization of the central state administration as amended, the Ministry of Education of the Slovak Republic is responsible for the management and coordination of adult education on the national level. Central state administration bodies participate in the elaboration of long-term plans and objectives in the field of lifelong education and their fulfillment. The competency of other central state administration bodies in the field of adult education was already described in Section 1.1.4. Other central state administration bodies provide for the quality of adult education in the informal subsystem of education through the accreditation of educational activities pursuant to the Act on continuing education. The Ministry of Health of the SR established its own accreditation commission for its special target group – healthcare workers – in order to provide for quality.

The Association of Adult Education Institutions in the Slovak Republic – a civic association associating approximately 130 educational institutions and implementing their common interests, operates on the non-governmental level. The Association was established in 1991. In addition, other associations or civic associations, professionally oriented and established within the framework of employers’ associations and structures also operate in this field. Their task is the coordination of adult education in a narrow specific area.

## 2.1.2. Examples of Adult Education Programs in the Slovak Republic

Program	Provider			Field of Education			Target Group	Price	Source
	Public/ State	Non- profit Org.	Private	Gen. Comp.	Prof. Skills.	Gen. Skills and Innovations			
Program Budgeting and State Property Administration	x			x	x		Employees of the Resort of the MoLSAF of the SR		SB/PR
Education of managers of the Resort of the LSAF towards Building Effective Teams	x				x		Employees of the Resort of the MoLSAF of the SR		ESF
Education and Testing of Digital Literacy of Civil Servants of the Resort of the MoLSAF of the SR	x				x		Civil Servants from the Resort of the MoLSAF of the SR	2,133,198	ESF
English Language (Eurospeak)			x	x			Civil Servants from the Resort of the MoI of the SR	64,000	PR
Information and Communication Technologies	x			x			Teachers, Students, Doctoral Students	660,000	ESF
Digital Štúr Followers (basic PC management)	x			x			Pensioners		
Serious Industrial Disasters	x				x		Company Employees	268,000	priv.

The table includes selected adult education programs which indicate the current situation according to individual items. The full overview is not available. Approximately 900 to 1100 adult education programs are accredited annually and education programs which are not accredited are implemented along with them. Their number is unknown, but the estimate is from 500 to 700 programs annually.

### ***2.1.3 The Connection between the Formal and Informal Subsystems of Education***

Due to continuing structures, models and mechanisms from the last century, individual subsystems of lifelong education (formal, informal and non-formal education) have operated individually and in isolation. Although they underwent and still undergo changes (colleges/universities, regional school systems) or are in extensive development (continuing education), the outcomes do not meet the expectations and comparison of achieved indicators with the average of the European Union. Presently, the conditions for the assessment and comparison of outcomes of various types of continuing education with the education valid in the school system have yet to be created. To date, the condition declared by the Lisbon Process and defined by the Copenhagen Declaration – to create an open system of education which would allow the acquisition of equal education in the formal and informal subsystems of education and the transfer between these two subsystems and broaden the possibilities of citizens to acquire education necessary for active participation in society has not been fulfilled.

*The formal subsystem of education* manifests a high level of closeness and rigidity and an inability to constructively use the complementary functions of the informal subsystem of education to shorten the time necessary to acquire new qualifications or to broaden original qualifications. Aside from small exceptions (fire protection technicians, tourist guide) it grants officially acknowledged documents on acquiring qualification. The biggest system shortage is constituted by the inability of the formal subsystem of education to flexibly react to newly created professions and the introduction of new technologies and innovations in practice by designing new teaching and study programs. The length of the design process and introduction of new teaching and study programs is unbearably long (approximately 4 – 6 years and more) which does not in any way correspond to the needs of employers and the practice. From the aspect of the provision of an adequate selection of education activities, the ongoing findings and monitoring of current and perspective needs of the labor market on national and regional levels are also insufficient.

The *informal subsystem of education* is exceptional in its ability to immediately react to new education needs, innovations and the introduction of new technologies through the design of “tailored” programs of education. Its shortcoming is constituted by the fact that it does not provide for a formally acknowledged document on acquiring qualification. The absence of framework qualification standards determining basic requirements for a certain field of activities constitutes a problem. Education institutions providing education outside the formal subsystem operate on the basis of the supply and demand of the labor market.

Acknowledging the results of informal education for acquiring trade licenses pursuant to Act No. 455/1991 (Digest) on trades (the Trades Act) as amended, pursuant to which it is possible in order to acquire a trade license to demonstrate professional qualifications through certificates on acquired education at the accredited education institution and through a certificate on passing a qualification exam through which the technical theoretical knowledge and practical skills of technical and technological procedures that are required for performing a trade, constitute an exception. After completion of a qualification exam, the certificate on

acquired education for a pertinent trader is issued. No level of education is acquired by taking a qualification exam.

The insufficient compatibility and feasibility between sectors of formal, informal and non-formal education and the transferability of schools on horizontal and vertical levels constitute continuous problems. One of the consequences of this situation is that qualifications, knowledge and skills acquired in the systems of informal and non-formal education are not sufficiently accepted by society and employers. The employers do not demonstrate sufficient interest in the education of their own employees.

#### ***2.1.4. Completion of Education***

Adult education in the formal subsystem of education leads towards acquiring an officially acknowledged document on completed education. Depending on the type of school the adult individual attends, the school will issue a certificate (elementary and secondary school) or diploma (college/university) on completed study which constitutes a document confirming the acquiring level of education and allows to its holder to find job in the labor market pursuant to the requirements of the employer.

In the informal subsystem of education, the education institutions issue the graduate of the educational activity an accredited certificate on acquired education pursuant to the Act on continuing education. The certificate is of nationwide validity and has the character of a public document. The certificate on acquired education is issued for an indefinite period of time for the graduates of the accredited educational activity. The educational institution will issue the graduate of a non-accredited educational activity a certificate on completing the educational activity (course). Acknowledgement of the result of education in both cases depends on the potential employer, in compliance with its needs and requirements for the education of its employees.

## **2.2. Adult Education Participants**

### ***2.2.1. Statistical Data on Adult Education Participants***

The Slovak Republic has no unified methodology of recording the participation of adults in education. The records on the number of persons in individual target groups are also lacking. As a result, the overall required data (segmentation according to age, gender, and achieved level of education) is also unavailable even in cooperation with the pertinent resorts.

The statistical data on the number of adults educated in the informal subsystem of education (continuing education) or in the formal subsystem of education in the form of part time education is processed by the School which is a directly managed organization of the Ministry of Education of the SR.

As of February 28, 2007, a total of 33 colleges and universities operated in the Slovak Republic; 20 were public institutions, 10 were private institutions and 3 were state universities. Within the framework of 18 public colleges/universities that were segmented into faculties (2 public universities were not segmented into faculties) there was a total of 101 faculties. The following number of adults studied part time in the monitored period of time at the universities/colleges leading to the acquiring the level of education:

*Table No. 23: Part time adult education at colleges/universities*

Number of Part Time Students	Year										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Total</b>	18,040	23,590	29,240	33,073	38,980	39,042	45,192	53,018	63,160	76,120	78,283
<b>of which Women</b>	10,681	14,224	17,355	20,031	23,246	23,618	27,974	34,529	42,722	51,620	54,790

*Source: Offprint of the Statistical Yearbook of School System of the SR 1997 – 2007 Institute for Information of Education, Bratislava 1997 - 2007*

In addition to the types of studies leading towards acquiring a level of education, universities/colleges also organize and implement other technical education and amateur education. Pedagogical employees constitute a special target group for whom the universities/colleges organize special education programs. Completing supplementary pedagogical education for graduates of secondary schools and universities/colleges who lack knowledge in the field of pedagogy, psychology and didactics of technical subjects (pedagogical qualification) and who work or want to work as teachers at elementary or secondary schools or at school facilities or as trade-masters or tutors or assistant teachers, constitute a special type of study at university/college. The above mentioned study allows graduates of university study of the first and second level of non-pedagogical programs of studies and graduates of secondary schools of non-pedagogical programs of studies to broaden the possibility of finding jobs, i.e. after completion of the supplementary pedagogical study, they may work as qualified pedagogues at the relevant type and kind of school. This type of study is not implemented by private universities/colleges.

*Table No. 24: Number of adults engaging in supplementary pedagogical study\**

Number of Adults Engaging in CPS	rok									
	1999	2000	2001	2002	2003	2004	2005	2006	2007	
<b>Total</b>	1,285	1,821	1,198	2,097	2,279	1,898	1,950	2,305	1,666	

*Source: Offprint of the Statistical Yearbook of School System of the SR 1999 – 2007. Institute for Information of Education, Bratislava 1999 - 2007*

*Note. \* the statistical data was monitored since 1999*

Older-citizens - seniors constitute another special target group, for which universities/colleges organize and implement education programs. The so called Third Age Universities are established at universities/colleges which establish a base for satisfying the



educational needs of citizens in the post-productive age. It facilitates knowledge from various scientific disciplines on the university level. Seniors study for their personal development and for the benefit of the entire society at the same time. Its significance is based especially in the fact that it allows citizens of “the third age” the opportunity to make quality use of their leisure time, experience positive social inclusion, and maintain mental and physical balance which contributes to the renewal of the feeling of a fully lived life, to broadening horizons, enhancement of knowledge and acquiring current information from the fields of science and technology. Study at the Third Age University is apprehended as non-professional and amateur; its completion does not lead to acquiring any specialized or university qualification.

*Table No. 25: Education of seniors at Third Age Universities*

Number of Persons Studying at the TAU	Year									
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Total</b>	*	2,268	2,584	2,964	3,119	3,581	4,154	4,525	5,274	6,033
<b>of which women</b>	*	1,728	2,231	2,322	2,542	3,018	3,202	3,808	4,785	5,244

*Source: Offprint of the Statistical Yearbook of School System of the SR 1999 – 2007. Institute for Information of Education, Bratislava 1999 - 2007*

*Note. \* the statistical data was monitored since 1999*

Secondary schools also participate in adult education to a significant extent. They provide a second chance to those who for certain reasons could not acquire education or qualifications during their standard school education. It is possible to acquire secondary general education through part time study at gymnasia. The possibility of acquiring secondary technical education for adults exists at the secondary technical schools and secondary technical apprentice schools. Secondary schools also organize graduation study completed by a leaving exam and post-graduate study which provides higher technical education.

*Table No. 26: Adult Education in part time study at secondary schools*

Number of Part Time Students	Year							
	1999	2000	2001	2002	2003	2004	2005	2006
<b>Total</b>	15,305	12,761	13,692	12,920	13,632	14,095	12,607	11,651
<b>of which women</b>	8,500	7,441	7,860	8,079	8,495	8,064	6,990	6,676

*Source: Institute for Information of Education Bratislava, 1999-2006*

Adult education in the Slovak Republic is mostly implemented in the informal subsystem of education pursuant to the Act on continuing education. Informal education is characterized by its ability to react immediately to new education needs, innovations and the introduction of new technologies by designing “tailored” programs of education.

According to Eurostat methodology, the participation of adults in the 25 to 64 age category in continuing education in the Slovak Republic is significantly below the EU average. Due to the prolonging age limit of retirement and the aging of population, continuing education as a part of lifelong education, constitutes a key factor in the development of Slovak society. The Eurostat statistics for the SR in 2005 indicates that only 5 % of adults (from 25 to 64 years of age) engage in any type of education; the EU goal for 2010 is 12.5 %.

Even despite this fact that the SR falls below the 12.5 % benchmark in continuing education of adults in 25 to 64 age category, in terms of stimulation of lifelong education and effective use of European Social Fund resources there is a high probability of getting close to the target benchmark in around 2012. The percentage of the population of men and women in the 25 to 64 age category who participated in education and training in 2005 is comparable: the rate for men was 4.7 % and the rate for women was 5.2 %.

*Table No. 27: Share of adult population in continuing education*

<b>Share of Adult Population (25-64) Participating in Continuing Education</b>				
	<b>Year</b>			
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>EU – 15</b>	8.5	9.9	11.1	11.9
<b>The Slovak Republic</b>	9.0	4.8*	4.6	5.0

*Source: Eurostat; note.\*from 2003 change in methodology in calculating values for the SR occurred*

The level of involvement in the education and professional preparation of the adult population significantly decreased in the Slovak Republic; it was the only EU 25 member state in the previous years (from 2001, from 2003 to 2004 in particular) to experience a decrease. This development was related to all age categories and education groups and without regard to the employed, unemployed or economically inactive. While in 2002 the above mentioned groups of the adult population were on the level of the EU 15 in terms of participation in education and training, in 2005 the level decreased by 50%.

The main reason for the above mentioned drop in participation was constituted by the low motivation of employers who were more concerned about achieving fast economic results with a sufficient number of educated and trained employees from the previous period. Waiting for the accession of the Slovak Republic into the European Union and the late preparation of education projects, especially those co-financed from the European Social Fund, constituted another reason. In 2005 the level of participation of population in education and training moderately increased.

Education institutions are obliged to provide statistical information on the implementation of educational activities to the body performing and providing for the processing data of statistical findings (Institute for Information of Education), this obligation is not fulfilled by all education institutions. Despite the fact that approximately 1,200 educational institutions in the Slovak Republic have accredited education programs (2007), the statistical information about their activities are annually provided by approximately 500 education institutions. Eliminating shortcomings in the provision of statistical information is anticipated by a prepared Bill on lifelong education, according to which education institutions will be obliged to provide statistical information to the Ministry of Education. Failure to comply with this obligation will result in the imposition of a financial fine. We anticipate that the unified system and methodology of recording the participants in informal (further) education according to gender, age, age categories, type of education, etc. will be introduced through this Act. The following table contains the share of adults in process of education according to age structure from 2002 to 2006 according to the statistical outputs provided by 458 statistical units (education institutions).

Table No. 28: Share of adults in the process of education

Educated Adults in % according to Age Structure	Year				
	2002	2003	2004	2005	2006
from 15 to 19	14.03	13.81	14.87	11.50	10.55
from 20 to 24	13.88	13.82	14.64	12.49	11.20
from 25 to 29	16.01	16.42	15.87	14.31	14.95
from 30 to 34	16.13	15.45	15.80	15.33	17.03
from 35 to 39	15.40	16.10	15.55	15.00	15.75
from 40 to 49	16.28	15.36	14.05	18.56	19.07
from 50 to 59	7.06	7.79	7.99	11.84	9.93
60 and over	1.21	1.25	1.23	0.96	1.51

Source: Institute for Information of Education, 2008

### *Special Target Groups*

The education policy of the Slovak Republic in the field of informal education is targeted especially on education for the labor market. The priority adult education group in this field is constituted by the unemployed, those at risk of unemployment, job seekers and disadvantaged jobseekers. A disadvantage jobseeker is a jobseeker who graduated from school (a citizen younger than 25 who completed continuous preparation for employment in a daily form of study less than two years ago and failed to acquire his/her first regularly paid employment), citizens over 50 years of age, the long-term unemployed (citizens registered in the register of jobseekers for at least 12 out of the past 16 months from their entry in the register of jobseekers) and citizens with disabilities. The wide range of active labor market policy instruments which belongs to the competency of the Ministry of Labor, Social Affairs and Family, helps to increase the employability of the above mentioned group of adults through labor market education and preparation.

We present the brief overview of the number of adults in the education process within the framework of active labor market policy (data available from 2003 to the 1<sup>st</sup> half of 2007):

In 2003, pursuant to Act No. 387/1996 Coll. on employment as amended, which was in effect, the National Labor office organized and implemented 2,331 courses divided into eight categories. In 2003 a total of 2,619 courses were completed.

The number of registered unemployed incorporated into re-qualification in 2003 constituted 5.6% due to the scope of unemployment in the Slovak Republic, which in comparison to 2002 constituted a drop by 3.8%.

In 2004, Act No. 5/2004 Coll. on employment services and on changes and supplements to some Acts entered into effect which introduced new instruments of active labor market policy. The labor market education and preparation of jobseekers and those interested in employment constitutes one of these instruments. The Office of Labor, Social Affairs and Family may provide labor market education and preparation to jobseekers and those interested in employment if they apply in writing and based on the assessment of their abilities, work experience, professional skills, achieved level of education and occupational health capacity. In 2004, at total of 27,168 jobseekers and 40 interested in employment were enrolled in labor market education and preparation programs. The Offices of Labor, Social Affairs and Family concluded agreements for this instrument in the overall amount of SKK 211,677,000, of

which SKK 211,499 constituted the sum for implementing education for jobseekers. The average agreed upon sum per person enrolled in labor market education and preparation programs constituted SKK 7,785.

*The structure of jobseekers enrolled in labor market education and preparation programs in 2004*

Of the overall number of 27,168 jobseekers, the following were enrolled in education programs:

- 16,458 women
- 15,734 disadvantaged jobseekers

Of the overall number of 15,734 disadvantaged jobseekers the following were enrolled in education programs:

- 2,170 school graduates
- 3,645 citizens over 50 years of age
- 10,937 long-term unemployed citizens
- 684 citizens with disabilities

In 2005, the Offices of Labor, Social Affairs and Family accepted 71,646 applications from jobseekers for inclusion into labor market education and preparation programs from which 35,689 jobseekers were enrolled in labor market education and preparation programs. This constitutes almost 50 % of accepted applications.

*The structure of jobseekers enrolled in labor market education and preparation programs in 2005*

Of the overall number of 35,689 jobseekers, the following were enrolled in education programs:

- 21,925 women – 61.43 %
- 21,092 disadvantaged jobseekers – 59.10 %

Of the overall number of 21,092 of disadvantaged jobseekers, the following were enrolled in education programs:

- 2,994 school graduates – 14.19 %
- 5,425 citizens over 50 years of age – 25.72 %
- 13 268 long-term unemployed citizens – 62.91 %
- 1 264 citizens with disabilities – 5.99 %

Within the framework of the structure of jobseekers enrolled in labor market education and preparation programs we can observe a rising trend of the participation of women – 61.43%. The fact that the Offices of Labor, Social Affairs and Family also redoubled efforts to include disadvantaged jobseekers who need to broaden their qualification competencies and skills besides other activities in connection with their inclusion into the labor market was another positive fact. The number or share of placed jobseekers who completed labor market education and preparation programs constitutes a significant indicator manifesting the level of success of labor market education and preparation.

In 2005, a total of 12,264 jobseekers found employment in this way, and most of them (4,392 jobseekers) found employment within 1 to 3 months after completion of the labor market education and preparation program.

In 2006, the extent of the inclusion of jobseekers was also influenced by the legislative change from January 1, 2006, when only those jobseekers whose prequalification and abilities were recommended based on the individual action plan of an expert advisor could be included in the labor market education and preparation program. Despite the increased amount provided for this activity, the element of the financial participation of the jobseeker in the inclusion into the process of labor market education and preparation was introduced. This distinctively changed the interest and voluntary status of participation of the jobseekers. In the monitored period, the Offices of Labor, Social Affairs and Family accepted 15,427 applications for labor market education and preparation programs from jobseekers. In 2006, a total of 8,374 jobseekers were enrolled in labor market education and preparation programs; this represented 54 % of accepted applications.

#### *The structure of jobseekers enrolled in labor market education and preparation programs in 2006*

Of the overall number of 8,374 jobseekers, the following were enrolled in education programs:

- 5,011 women – 59.83 %
- 4,674 disadvantaged jobseekers – 55.81 %

Within the framework of the structure of jobseekers enrolled in labor market education and preparation programs, 59.83% were women.

The largest group of persons enrolled in labor market education and preparation programs was represented by the long-term unemployed. The positive fact is that jobseekers over 50 years of age were also enrolled in labor market education and preparation programs. Disadvantaged jobseekers who comply with two or more categories for disadvantage jobseekers were included in two and more conditions of the disadvantaged. Overall only 12% of the total number of those enrolled in the monitored active labor market policy instruments were school graduates. However the placement of school graduates has a regional character in the Slovak Republic. The register of school graduates has a seasonal character and it is also necessary to mention that the graduates do not constitute a risk group in all cases within the framework of the Offices of Labor, Social Affairs and Family.

In the monitored period, a total of 6,269 of the jobseekers that completed labor market education and preparation programs found employment. From the time aspect, the largest number of jobseekers found employment within 1 to 3 months from the completion of educational activities, i.e. 1,934 persons, which constitutes more than 15% of the overall number of jobseekers who completed educational activities.

In the first half of 2007, the Offices of Labor, Social Affairs and Family accepted 11,789 applications from jobseekers for inclusion in labor market education and preparation programs. In the first half of 2007, a total of 3,260 jobseekers were enrolled in labor market education and preparation programs; this represents almost 28% of the accepted applications. A total of 3,157 persons completed the labor market education and preparation program.

*The structure of jobseekers enrolled in labor market education and preparation programs in the first half of 2007*

Of the overall number of 3,260 jobseekers, the following were enrolled in education programs:

- 1,957 women – 60.03 %
- 1,668 disadvantaged jobseekers included to education – 51.17 %

Within the framework of the structure of jobseekers enrolled in labor market education and preparation programs, it is possible to observe the high share of included women – 60.03%. The largest group enrolled in labor market education and preparation programs was the long-term unemployed. The positive fact is that jobseekers over 50 years of age were included in education programs to a greater extent. School graduates constituted only 10% of the overall number enrolled in education programs. In the monitored period, 1,027 of the jobseekers enrolled in labor market education and preparation programs found employment. The largest number of jobseekers found employment within 1 to 3 months from the completion of the educational activities, i.e. 449 persons, which constitutes more than 14 % of the overall number of jobseekers who completed the educational activities.

In addition to applying labor market education and preparation programs designated for all of the registered unemployed, special attention was paid to the solution of Roma issues. In the event that they complied with one of the criteria for disadvantaged jobseekers, they were enrolled in labor market education and preparation programs. Special education programs were organized for Roma teacher assistants and Roma healthcare assistants. We have not registered exact data on the number of these education participants.

Special education programs for prisoners were provided by the Detention Facilities and Prisons within the competency of the General Directorate of the Prison and Court Guards Corps (competency of the Ministry of Justice). Those also register the number of prisoners.

*Table No. 29: Number of prisoners involved in the process of education*

Education Courses	Year				
	2003	2004	2005	2006	2007
<b>For the Illiterate</b>					
Total	70	192	150	130	99
Men	61	192	150	123	92
Women	9	0	0	7	7
% of the total number of prisoners	1.2	3.1	2.4	2.1	1.6
<b>1<sup>st</sup> Level of Elementary School</b>					
Total	158	89	0	0	0
Men	158	89	0	0	0
Women	0	0	0	0	0
% of the total number of prisoners	2.7	1.5	0	0	0
<b>Supplementing Elementary Education</b>					
Total	80	48	40	33	114
Men	80	48	40	33	114
Women	0	0	0	0	0
% of the total number of	1.4	0.8	0.6	0.5	2

prisoners					
<b>Re-qualification Courses</b>					
Total	99	154	108	671	141
Men	89	130	108	661	131
Women	10	24	0	10	10
% the of total number of prisoners	1.7	2.5	1.7	11	2.3
<b>Other Courses</b>					
Total	62	356	438	981	483
Men	48	311	405	969	483
Women	14	45	33	12	0
% of the total number of prisoners	1.1	5.8	7.6	16	7.9
<b>Education in Technical Apprentice Schools</b>					
Total	42	65	41	22	12
% of the total number of prisoners	0.7	1.1	0.7	0.4	0.2

Source: Ministry of Justice of the SR, February 2008

### ***2.2.2. Studies (surveys, mapping) on Target Groups Difficult to Reach (with Low Motivation towards Education) and Their Participation/Non-participation in Adult Education***

No studies (surveys, mapping) were recorded regarding the target groups difficult to reach (with low motivation towards education) and their participation or non-participation in adult education.

### ***2.2.3. Research and Studies on Motivation to Participate in Adult Education***

No special studies were carried out regarding the motivation to participate in adult education. Motivation regarding education is carried out especially in Point 2.2.1 of the above mentioned instruments of the active labor market policy. Furthermore, foreign investors also participate in the motivation of employees to participate in education. For example, in 2006 a total amount of SKK 313,911,020 was paid within the framework of individual state assistance to promote employee education. The motivation of employers to promote the education of their own employees connected with the creation of new jobs and the keeping of existing jobs has also increased – especially for employees with secondary school education. The motivation towards the education of employees has also increased through the promotion of education carried out by the employer, which helps to increase their education level, broaden their labor potential and thus prevent dismissals. In the first half of 2007, a total of 8,708 employees participated in the education with an overall agreed upon sum of SKK 161,378,791 paid in the form of state assistance. In addition, conferences and seminars were organized and implemented on various levels which enriched interest and participation and motivated the participants to seek continuing education.

### ***2.2.4. Evaluation for Increasing the Size of the Adult Education Population***

No special evaluation for increasing of the size of the adult population involved in education was carried out. However policies and measures were adopted which will be manifested in

ensuring a unified methodology for acquiring reliable data on the participation of the adult population in education, involved employers, municipalities, self-governing regions and education institutions in the process of establishing local partnerships with the intention to enable citizens to acquire education anytime when his/her situation on the labor market requires supplementing, broadening or changes in qualification.

#### ***2.2.5 Special Measures for Special Target Groups***

No special measures for special target groups have been created. All special target groups are monitored and promoted within the framework of adult education in relation to finding jobs within the active labor market policy.

#### ***2.2.6 Benchmarks for Participation in Education***

Special national benchmarks have not been established; the participation of those in the 25 to 64 age category in lifelong education is monitored (the European Commission benchmark).

### **2.3. Monitoring and Evaluation of Programs and Evaluation of Education Outcomes**

#### ***2.3.1. Evaluation of the Outcomes of Adult Education Programs and the Success of Their Participants***

The outcomes of most adult education programs and the success of their students are monitored or evaluated.

The following are the most frequently used methods for evaluation:

- feedback (questionnaires, final evaluation interviews),
- annual evaluation reports on the fulfillment of tasks from employee training and education plans,
- annual reports of organizations from the competency of the ministry and statements of organization contracts within the founder's competency of individual ministries,
- monitoring of the placement of adult education graduates in the labor market after completion of education from 1 month, from 1 to 3 months, from 3 to 6 months and over 6 months,
- quarterly, biannual and annual evaluation of quantitative financial and physical indicators of education.

#### ***2.3.2 Instruments and Mechanisms Used for the Evaluation and Monitoring of Programs to Ensure Their Quality.***

The following are the most frequently used method for evaluation:



- feedback (measuring the satisfaction of participants from the aspect of content, professional and presentation level and organizational backup in the form of questionnaires or final evaluation interviews),
- measuring the satisfaction of employers in the form of questionnaires, personal meetings with organization guarantors of education programs,
- evaluation of the effect of education by the comparison of an employee's abilities to complete tasks before and after education,
- evaluation of the benefits of the education for the professional growth and career progress of the participants,
- testing of acquired knowledge (oral exams, written tests).

### ***2.3.3 Use of the Evaluation of Education in the Preparation of***

- legislation
- formulation of concepts, strategies and policy
- education programs

### ***2.3.4 Establishing Benchmarks (Indicators/Objectives) in Relation to Adult Education Outputs***

Benchmarks in the relation to education outputs are not established, with the exception of established monitoring indicators in implementing education programs co-financed by the European Social Fund.

## **2.4. Adult Educators/Facilitators, Their Status and Education**

### ***2.4.1. Qualifications of Adult Educators***

There is no required qualification established by legislation for adult educators on the national level. In general, university education in the field in which the educators lecture, and practice in the field and the lecturer's skills constitute the basic requirement. Two groups of educators operate in the Slovak Republic: part time and full time educators. Full time educators in the formal subsystem of education have the same status and requirements for education as teachers at schools. The majority of part time educators, experts from practice, have university education in the given field.

It is possible to acquire university education of the 2<sup>nd</sup> level for adult education in the program of andragogy studies in the formal system of education in the Slovak Republic. Furthermore, the Association of Adult Education Institutions of the Slovak Republic organizes and implements certified courses of lecturers for adult educators. Adult education lecturers may also acquire lecturing skills by taking the accredited course of lecturing skills in various education institutions.

Adult educators are selected for courses according to the requirements of education institutions for the level and field of education and based on previous evaluations.

Some ministries have their own requirements for the qualification of educators. They depend on the scope of education, orientation, level of programs contents, target group, profile of graduate, etc.

Educational institutions and other workplaces within the competencies of *the Ministry of Interior* providing for the continuing education of target groups require that educators have the 2<sup>nd</sup> level of university education from the pertinent professional orientation according to the orientation of the education program, professional experience (at least 3 years), special professional qualifications and as a rule complementary pedagogical education. The Institute for Public Administration organizes the methodological preparation for educators who begin to work at the Institute and who fulfill the university education requirement in the field but lack the complementary pedagogical education. The special requirements for educators are prepared for educational activities carried out within the framework of the European Police University (CEPOL), an international education project. Completion of the so-called “Training of Trainers” education program prepared by CEPOL, will be required in the near future for educators.

The required qualifications for educators within the competency of *the Ministry of Defense* are defined as follows: university education, expertise, rhetorical and communication skills. The following work in this field: full time lecturers of the Ministry, qualified experts, experts, state employees and professional soldiers from the General Staff of the Armed Forces of the Slovak Republic. Educator training is provided through courses on lecturing skills and expert seminars and training.

Adult educators within the competencies of *the Ministry of Health* must comply with the following qualifications:

- university education of the 2<sup>nd</sup> level in the relevant field and professional experience;
- specialization in the pertinent field and experience in the specialization field;
- certification preparation in the actual certified work activity and experience in the certified work activity.

All these requirements for the qualifications of educators must be valid at the same time.

Within the competency of *the Ministry of Justice* no requirements are established for education of the educators. However, university education on the 2<sup>nd</sup> level or pedagogical education prevails. Thus they should have education adequate to the purpose and nature of the lectured material. The Ministry of Justice of the SR promotes and provides for the education of employees of the Ministry and related institutions and judges with the participation of domestic experts (lecturers from the Supreme Court of the SR, Ministry of Justice of the SR or other ministries) and foreign lecturers (from the European Council, Deutsche Stiftung, ABA CEELI – American Chamber of Lawyers). Education is also promoted by the private sector through scholarship programs for young managing workers from the countries of Central and Eastern Europe organized by the Robert Bosch Foundation and education courses in the field of international criminal law organized within the framework of the ETHICS Project organized by the European University Institute.

No criteria are established for adult educators within the framework of the competencies of *the Ministry of Culture*,. The organizers of adult education are oriented to the best experts and renowned specialists within the given field.

The statistics in the field of continuing education prepared for the Ministry of Education by the Institute for Information of Education from 2002 to 2006 indicates the following composition of adult educators according to level of education:

*Table No. 30: Qualification structure of adult educators in percent*

Level of Education	Year				
	2002	2003	2004	2005	2006
Trained in Profession	8.38	4.56	4.98	3.98	3.15
Secondary School education with leaving Exam	13.16	10.01	14.00	8.62	7.91
University education	78.46	85.43	81.03	87.40	88.94

*Source: Institute for Information of Education, 2008*

### **3. Research, Innovation, Best Practice**

#### **3.1. Research in the Field of Adult Education**

Issues of adult education in research and development have been implemented through state research and development programs, carrying out research tasks and projects for which it was possible to draw resources of the European Union and also in carrying out projects financed from grants provided by the Ministry of Education within the framework of the Cultural-Education Grant Agency (KEGA) and Scientific Grant Agency (VEGA) schemes.

##### ***3.1.1. Key Studies Implemented Within the Past 5 Years in the Field of Adult Education***

A.

The state research and development program “*Development of the Personality and Talents of Young Employees and Doctoral Students of Research and Development up to 35 Years of Age (YEDRD)*” has also dealt with issues of adult education (besides other fields). The program was based on the effort to ensure the comprehensive development of the personality and improve the working and social conditions of YEDRD, to include them more distinctively in independent scientific research work and to create conditions for the creation of scientific careers by promoting the active mobility of YEDRD, improving the status of science and technology in society and improving working conditions.

Research studies were targeted in particular on how to:

- use the intellectual potential of the young generation by facilitating the implementation of excellent projects.
- create conditions for the establishment and development of common scientific research workplaces.

- better satisfy the ambitions of young people in research by improving care for upbringing, working conditions in the course of research work and building of scientific careers.
- catch up the level of the developed European countries in terms of the number of doctoral students.

The project *Enhancement of the Quality of the Level of Education of Creative Employees of Industry, Research of New Technologies, Development of the Use of Experimental, Diagnostic and Simulation Methods in Material Diagnostics and Construction for the Needs of Industrial Practice Ensuring Increased Competitiveness of Engineering and Electro Technical Industries* was solved within the above mentioned research and development program.

The project was carried out through the research of approaches to the theoretical, practical and scientific preparation of creative employees for industry, the innovation of the theoretical and practical preparation of qualified employees. The building of top research development workplaces for doctoral students and young scientific workers continued within the work of the project in 2006. Thirty doctoral students and post-doctoral students and six students worked on the project in 2006 or used the workplaces and knowledge acquired in the process of the project and 3 top devices were bought for individual workplaces. Expert training, courses and lectures for students, doctoral students and research workers were organized throughout the course of the project. Since 2004, a total of 72 doctoral students were involved in the project and the graduation growth of other workers was also carried out.

B.

In 2007, the study entitled “The Design and Promotion of Specific Education Modules for Small and Medium-size Business” which was discussed and noted by the Session of the Ministry of Education management in March 2007. This was elaborated in compliance with the fulfillment of C,22 tasks: “to design and promote specific education modules for MSP’s in cooperation with universities, CTT and VYCEN” from the ministerial priority tasks for 2006-2010.

The cooperation of colleges and universities with industry did not have the necessary dynamics. There were several reasons, but the following were the system reasons in particular:

- colleges and universities entered into market conditions lacking marketing departments;
- presently industry requires a supply of “customized services”. Colleges and universities lack the implementing departments for applying the outcomes of research and university teachers and scientific workers do not have sufficient conditions and space to implement the acquired outcomes from the research; and
- colleges and universities have partially cooperated, especially with large enterprises.

Presently it would be necessary to look for methods of cooperation with small and medium-sized businesses, to analyze their needs in the region, gather their requirements and generate interest for education activities and research. It is necessary to look for communication with innovation, project and counseling enterprises in particular in which universities have space for cooperation.

The final study based on the analysis of issues contained the drafts of specific education modules at colleges and universities. The material was used to design conceptual and

legislative materials in adult education by pertinent expert departments of the Ministry of Education of the Slovak Republic.

C.

On November 24, 1999, The Ministry of Interior of the SR assigned the Police Department Academy in Bratislava to carry out research targeted on the contents of the service activities of police officers with qualified prequalifications of university education with the goal of completing the profession-grams of these functions and the adjustment of the profile of the Police Department Academy graduate for selected orientation in the security services program of studies. This scientific-research related project was approved through an external examiner's report in February 2000. In the course of the project hypothetical models of professional requirements were designed for police managers' activities which were tested within the framework of empiric research on the scale of the evaluation of the significance and frequency of occurrence in police practice. The final report was successfully defended in April 2002.

The designed models of professional activities and intellectual competencies, habits and skills for the position of police manager were verified through research. Based on them, the typical and decisive activities of police managers were defined on the level of general requirements and on the level of requirements in selected study orientations as the base for the completion of profession-grams. As a result of the research outcomes, the draft for the adjustment of the profile of the graduate from Master's studies was elaborated in the program of studies of security services for selected study orientations.

D.

From 2006 to 2008, the KEGA Project entitled "Platform for the Evaluation and Suitable Methods of Practice in Teaching Managerial Subjects" targeted on the comparison of methods used in evaluation and recommendations for evaluation in teaching managerial subjects is being carried out at the Material -Technological Faculty of the Slovak Technical University in Bratislava. It is oriented on evaluation processes which influence or evaluate teaching and the methods for determining qualities, competencies and outputs manifested by students and the teaching program. The emphasis is placed on the informative and corrective aspects of evaluation and their role in enhancing the quality and effectiveness of teaching managerial subjects. The outcomes of this research will also be usable to a certain extent for the evaluation of adult education.

The key studies elaborated at the Institute of Engineering Pedagogy and Humanities:

- Introduction of the subject "School Quality" into the curriculum of supplementary pedagogical study and experimental testing of its teaching; (KEGA 3/2380/04).
- Innovation of supplementary pedagogical study for secondary school teachers of technical subjects (KEGA 3/0212/02); and
- Dominant determinants of engineering pedagogy and its tasks after the entry of the SR into the EU (VEGA 1/2531/05).

The key outcomes were published in domestic and foreign conferences oriented on adult education and the preparation of teachers of technical subjects, technical magazines

(Academia, Aula, Technológia vzdelávania), and in final reports which were successfully defended.

The experimentally derived outcomes in the introduction of new subjects and the methods and forms of teaching were operatively implemented into practice of individual programs of studies.

E.

The solution of the national project “Design, Development and Implementation of the Open System of Long-life Education in the Slovak Republic for Labor Market Needs” was significant for adult education. It was financed from ESF means and based on the concluded call and decision of the Ministry of Education (as the mirror within the framework of SOP and JPD Bratislava 3) it was carried out by Academia Istropolitana, a directly managed organization of the Ministry of Education from 2004 to 2007.

The goal of this project was to elaborate and submit for implementation political approaches to the design of the long-life education system based on analyses of 4 main areas. The following four independent tasks were fulfilled in the project:

- Design and introduction of the obligatory concept for the monitoring, survey and design of education needs;
- design and introduction of quality management and certification of educational institutions and programs
- design and introduction of horizontal and vertical transferability with the formal education system through the introduction of credits
- design of a continuing education financing system.

All of the individual tasks were partially fulfilled; the method began with an analysis of the current status in the area in question and the proposal for the practice and rules for implementing outcomes followed, which led to a proposal of a legislative measure for the pertinent area of the independent task.

The outcomes were continuously used in the elaboration of the National Strategy of Lifelong Education and Lifelong Counseling and in elaboration of a proposal for new legislation for lifelong education.

### **3.2. Innovations and Best Practice Examples**

This section features the following:

- a) From 2005 to 2007 at 3 universities in the SR, four educational workplaces participating in the VYCEN network were established (these are cooperation workplaces created by young people – doctoral students whose main task was to provide quality resolutions of development issues of clients in the field of research and development and the application of new knowledge and innovations to real life:
  - the Center for Doctoral Student Development (CRD) at the Faculty of Economics of the UMB in Banská Bystrica;
  - the Center for Transformation, Application and Development (S.T.A.R.) at the Faculty of Forestry of the TU in Zvolen;

- the Center for Research and the Transfer of Knowledge (CVTP) at the faculty of the Operation and Economy of Transportation Telecommunications of ŽU in Žilina; and
- the headquarters of the VYCEN Network, Scientific Technological Park Žilina, which provides common services to the centers (database administration, training and counseling – in the field of business, project management, the European Union, support programs and financing, presentations and technical support).

- b) At Žilina University in Žilina, the project oriented on the education of managing workers of the MSP in the field of project design for APVV, RP EU, CIP, management and economics is being implemented from 2007 to 2008 .
- c) At Žilina University in 2007, the project oriented on the promotion of the design and search for topics and training workplaces of the MSP for doctoral and post-doctoral education was launched.
- d) Within the framework of implementing sustainable and multifunctional agro-food industry in the MP, the education module No. 1 “Ecologization of Agriculture” has been implemented at the Faculty of Agro-biologies and Food Resources of the SAU in Nitra since 2005. Other education modules will be launched in the upcoming years.
- e) A memorandum on cooperation in implementing the pilot project entitled “Finishing Elementary School” concluded between the Ministry of Labor, Social Affairs and Family and the Ministry of Education in December 2004 and the memorandum concluded between the same subjects in September 2006 under the title “Labor Market Education and Preparation and Employee Practice” the goal of which is to enable jobseekers and those interested in jobs to acquire elementary education, to complete study at secondary technical school or secondary technical apprentice school or to acquire social and related skills.

f)

Based on the Protocol on French-Slovak Partnership and Cooperation in Technical Education (PSA Peugeot-Citroen) in 2005, a working group was created from the representatives of the Ministry of Education of the Slovak Republic, the Ministry of Education of the Republic of France, PSA Peugeot –Citroen, universities and colleges and secondary schools. The task of the working group was to establish a unified subject for continuing education in technical education. The project of its design was submitted by the French party, the personal backup according to the national legislation was on the Slovak schools.

The subject of negotiations of the working group, and from 2007 of the managing committee, which was based on the Agreement on the Partnership was constituted by the proposals for the resolution of partial problems of operating a so-called “campus of occupations” for further technical education, the preparation of an agreement between the involved subjects (the Faculty of Engineering of the Slovak Technical University and 4 secondary technical schools – 1 in Bratislava and 3 in Trnava) which would ensure the activities of the new subject from January 1, 2008. Throughout 2006 and 2007, the issues of the legal status of new subject, financial flows ensuring its activities, the program composition of education and the mutual relationships of the subjects which created this new subject were resolved. Based on the project submitted by the French party and the agreement of the Ministry of Education of the SR in cooperation with the participating schools, 23

teachers were trained and validated to work as lecturers in this new subject. The French party also provided the schools with the necessary technical devices and equipment. The workplace of the Faculty of Engineering of the STU in Bratislava constitutes the managing unit.

g)

Based on the call of the Ministry of Education of the SR in 2006 within the framework of the Sector Operation Program Human Resources (SOP) and the Unified Program Document (UPD) Bratislava 3 for Activity No. 6 a total of 7 projects (6 for SOP, 1 for UPD) which are targeted on issues of learning regions were approved. In the course of the fulfillment of the project objectives and terms of the call, the project researchers created new partnerships and networks the role of which is cooperation on the development of lifelong education in the region. Thus the regional structures were created for the solution of actual issues, the prequalification for the coordination of activities targeted on lifelong education according to the regions', partners' and territorial self-government's needs. The projects are predominantly financed from EU resources.

## **4. Adult Literacy (for the Labor Market)**

### **4.1. Definition of Literacy**

The basic literacy of an individual is defined as the ability to read, write, calculate, and actively participate in verbal and written communication. The Slovak Republic has no problems in the field of basic literacy.

The prequalification for the provision of basic adult literacy is established through Article 42 of the Constitution of the Slovak Republic, pursuant to which every person has the right to education. School attendance is obligatory. Citizens have the right to free education at elementary and secondary schools, and according to the abilities of the citizens and possibilities of the society at colleges and universities. Acquiring basic literacy (for adults) is facilitated by the provision of § 60 of Act No. 29/1984 (Digest) on the system of elementary and secondary schools (the School Act) as amended, pursuant to which elementary or secondary schools may organize courses to enable citizens who failed to acquire elementary education the opportunity to do so.



The development of electronic communication creates new tasks and requires the ability to use information methods and technologies in acquiring information from modern information systems. These abilities are designated as second or computer literacy. The Slovak Republic is gradually increasing the level of computer literacy; it gradually gets closer to the level of the developed countries of the world. In this respect the education programs financed from the means of the European Union within the framework of several operation programs provide for wide possibilities.

The information society is also characterized as the knowledge society. “To have information” becomes the strategic basis of the existence of the information society and so the ability to identify and acquire it, process it intellectually and effectively use and appreciate it is existential. And this is impossible without a high level of reading literacy. The following are the competencies of a literate human being:

- **technological literacy** (related to the ability to work with technologies and use them actively and to construct new resources on new media through these skills),
- **network literacy** (which incorporates abilities to work in a network environment, to work with searching instruments),
- **bibliographic literacy** – the ability to research secondary sources and search primary sources through secondary sources,
- **media literacy** – the ability to use sources of various formats and media, assess media content and the ability of media creativity as an active design of media, presentation and media contents,
- **global literacy** – the ability to use information sources from abroad and adequately communicate technical information with the foreign expert public, to participate in international technical communication and international scientific research,
- **communication literacy** in the sense of the ability to communicate actively and adequately and to present information,
- **cultural literacy** – includes skills and abilities necessary for life in today’s society, for example driving abilities, operating electronics, automatic machines, orientation in an urban environment.

The above mentioned aspects of literacy are considered by the Slovak Republic as equally important for increasing the competitiveness of the Slovak Republic.

#### **4.2. New Policies Adopted and Implemented in the Field of Literacy**

Education to acquire skills in the use of information and communication technologies can be incorporated in new trends of education in the competencies of all ministries. The number of offers for education oriented on computer literacy significantly grew in the monitored period. The conceptual and strategic materials on the national and ministerial levels promote and emphasize this trend.

#### **4.3. Examples of Effective Practice and Innovation Programs towards Literacy**

From 2004/2005 and 2005/2006 the pilot project “Completion of Elementary School” was targeted on testing new active labor market measures with the goal to enable the completion of elementary education and facilitate labor market entry or re-entry to those jobseekers who

due to insufficient or no education were unemployable. It was implemented in selected districts under the management of the Ministry of Labor, Social Affairs and Family of the SR. Teaching according to the experimental curricula which took into consideration individual qualification requirements of jobs, especially on the regional labor market, constituted the content of this pilot project.

#### 1<sup>st</sup> Stage – Academic Year 2004/2005:

Financial means in the amount SKK 4,350,506 were drawn for the project (from the chapters of the Ministry of Labor, Social Affairs and Family of the SR and the Ministry of Education of the SR).

The number of participants enrolled in this project was 140. The number of participants who successfully completed the project was 90.

#### 2<sup>nd</sup> Stage – Academic Year 2005/2006:

Financial means in the amount SKK 4,367,223 were drawn for the project (from the chapters of the Ministry of Labor, Social Affairs and Family of the SR and the Ministry of Education of the SR).

The number of participants enrolled in this project was 126. The number of participants who successfully completed the project was 86.

The pilot project was concluded on June 30, 2006. The implementing of the pilot project included its nationwide implementing within the framework of the national project IIIa Labor Market Education and Preparation and Employee Practice, complemented by activities for the completion of study at secondary technical schools or secondary technical apprentice schools.

Within the framework of the resort of *the Ministry of Labor, Social Affairs and Family of the SR* we can also talk about the need for “new literacy” in connection with the ability of employees and the unemployed to find jobs, especially in the case of specific target groups, such as: employees over the age of 50, the long-term unemployed, women returning to work after maternity (parental) leave, persons with disabilities, persons with severe disabilities, persons with incomplete elementary education, persons coming out of prison, etc. “The new literacy” creates the basis of the education programs content for the above mentioned target groups. Within *the Ministry of Interior of the SR* several trends in acquiring qualifications (target groups of members of the Police and Fire Departments and Rescue Corps) and in the case of all target groups of members and employees of this resort in the enhancement and deepening of qualifications, i.e. expanding their work competencies used as an instrument for improving the performance of civil service or works in the public. These trends occurred as a reaction to new challenges of the society which are directly related to the development of the social political situation in the country.

These new trends also incorporate education targeted on the promotion of the reform of public administration, education programs targeted on the positive influencing of the majority society public opinion in the interest of facilitating the integration of asylum seekers and migrants to the society and improving the administrative structure in the field of migration and asylum from the perspective of the membership of the Slovak Republic in the European Union. The education programs targeted on activities of the Police Department in connection with the entry of the Slovak Republic to the Schengen Space and a number of already mentioned specialized education programs targeted on activities of individual units of the

Police Department. The above mentioned activities were mainly implemented based on the already mentioned projects targeted on drawing foreign assistance.

The system of obligatory education of superiors and heads of the resort of *the Ministry of Interior of the SR*, through which education targeted on the acquiring of managerial skills is provided, can be included among the innovation programs. The participants acquire managerial skills through various education programs such as basic management for managing workers, managerial skills, building a working team, self-motivation and motivating subordinates, burnout syndrome, issues of emotional intelligence, etc.

The specialized education programs oriented on the activities of individual units of the Police Department and several programs targeted on the education of the Fire Department and Rescue Corps can also be considered as innovation programs.

#### **4.4. Policies and Programs Targeted on the Increasing of Literacy According to Gender. Importance Given to Women and Other Target Groups**

The equality of access to adult education according to gender is guaranteed by the Constitution of the Slovak Republic. Participation in adult education programs is not limited to gender or target group.

Within the framework of Police Department activities, education programs targeted on domestic violence or on the merchandizing women are implemented.

#### **4.5. Current Programs Targeted on the Promotion of Increasing Literacy**

As was already mentioned, the Slovak Republic has no problems with the level of the basic literacy. The level of computer literacy is being gradually increased through the implementation of a wide range of education activities. These activities vary in content and scope and are implemented for various target groups. The special programs are targeted nationwide on civil servants, teachers from regional school systems and seniors.

## **5. Expectations from CONFINTEA VI and Future Perspectives in Adult Education**

### **5.1. Expected Outcomes from CONFINTEA VI**

The international conference should bring themes for the resolution of a unified framework for evaluation of adult education in the wider social context; it should also re-emphasize the following:

- the significance, status and possibilities of AE for the development of individuals, families, communities, nations and countries in the spirit of their traditions and in connection with their history; and
- the importance of AE for sustainable development all over the world.

The conference should set up the goals for AE in the global perception, but also framework themes for its development in the closer orientation for continents/areas, countries. At the same time the conference should bring themes of suitable practices through which these goals should be achieved. Their use and application will be left up to the member countries.

## **5.2. Outcomes, Conclusions to Which Adult Education Will be Targeted and Future Perspectives for the Development of Policies and Practice in Adult Education**

On the national level the perspective challenges and objectives include:

- the preparation and accepting of individual for the constantly changing labor market and development of key competencies of his/her personality (professional preparation, language preparation, use of information technologies),
- increasing the importance of informal education and non-formal learning and their merging with formal education, evaluation of the quality of informal education in relation to the acknowledgment of results of education,
- greater differentiation of target groups, better targeting of education program, stronger link of educational content with the requirements of practice, higher flexibility of education,
- increasing the motivation of employees and employers to participate in education and its provision,
- the dissemination of information regarding possibilities for learning and finding employment,
- the promotion of new forms of education built on the use of modern technologies with an emphasis on increasing learner activity/participation in this process,
- the application of the system approach to implementing adult education with the goal of increasing its higher quality and effectiveness,
- defining the status of adult educators, their education, evaluation of the quality of their activities, professional growth,
- emphasis on the evaluation and acknowledgement of outcomes of education, the design of national qualification criteria and their connection to the internationally acknowledged outcomes of education (transfer of credits),
- use and promotion of the exchange of experience based on intensive contacts that are facilitated by various already existing program structures,
- increasing financial support to AE, diversification of resources.

Sources:

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