



Education and Culture
Lifelong Learning Programme
GRUNDTVIG

LIFELONG LEARNING

**LIFELONG LEARNING PROGRAMME
GRUNDTVIG LEARNING PARTNERSHIPS**

“I learn all my life: the joy of learning through experience”



LIFELONG LEARNING IN POLAND

LIFELONG LEARNING PROGRAMME
GRUNDTVIG LEARNING PARTNERSHIPS

“I learn all my life: the joy of learning through experience”

THE ROLE OF LIFELONG LEARNING IN POLAND.

Lifelong learning, learning over the entire life cycle, is a process of ongoing improvement of education, qualifications and skills, as well as continued intellectual, psychological and professional adaptation to the accelerated rhythm of changes which is characteristic of the modern civilization (Symela, 1997). The concept comprises both school-based and out-of-school learning (in courses and training sessions), as well as incidental learning, i.e. learning that takes place through “lifelong process of gathering information, acquiring beliefs, convictions and attitudes on the basis of daily life experience and educational influence of the environment” (Okoń, 1992).

The concept of lifelong learning is based mainly on the increase of educational activity of persons who had already completed school education. That activity may be manifested by:

- embarking on further education under the school education system: M.A. degree studies, PhD studies, post-graduate studies, etc.
- participation in various courses, training, lectures, conferences, seminars,
- self-teaching and self-improvement using: printed material – books, specialist magazines; internet, scientific podcasts, multimedia courses, etc.

Lifelong learning is considered to be one of the most important element as regards the development strategy of modern economies for a number of reasons:

- higher and continuously upgraded qualifications equal higher innovation, work productivity, higher competitiveness of the economy and more flexibility as regards adjustment to the ever faster changing realities of modern life.
- ongoing improvement of qualifications is necessary because of the development of modern technology. In the current economy the demand for highly-qualified and highly-skilled personnel has been increasing. The fast-paced development also contributes to our qualifications quickly becoming obsolete and outdated. The problem is of particular significance in the context of progressing aging of the society which means that the future labour pool will be significantly less reinforced by young persons, more open to modern technologies and equipped with more „up-to-date” knowledge, while the challenges posed by the modern civilization will be more and more frequently have to be faced by elderly persons.
- high and permanently updated qualifications mean better position of individuals on the job market, higher feeling of security in the changing environment, they could also contribute to improved salaries and better living standards.
- tendency to take up employment earlier in life – the need to combine lifelong learning with professional activity.
- Poor adjustment to the fast changing labour market on the part of school education. Persistent gearing of school education in Poland towards rote learning and theoretical knowledge and not practical knowledge or social skills.

Historical background of adult learning

Poland registered traditions of institutionalized vocational training as long ago as the 19th century. At that time adult learning comprised mainly training in artisan workshops.

In the modern era we can distinguish three clearly different periods:

- Until 1989, during almost 50 years of centrally planned economy, the system of vocational education of employees and management staff was deeply rooted within departments and branches of the national economy, mostly provided through so-called departmental centres of vocational training and development. Evening classes and extramural courses for adults (from basic vocational schools to universities) formed the system allowing individuals a second chance to obtain or improve their education.
- The period of political and economic transformation in 1989 and 1990 was accompanied by essential changes in the economic structure, reduction of employment in large national enterprises, privatisation and rationalisation of employment, establishment of private companies, development of small businesses and self-employment. Those factors combined with the appearance and rapid growth of unemployment at the beginning of the 1990s resulted in a change of attitude towards employment. Workers were no longer guaranteed employment at one work place for their whole lives. The status of vocational education improved, as vocational training and re-training were considered means to maintain or obtain employment, and to curb unemployment. This resulted in a rapid growth of institutions active in training adults. In addition, less restrictive laws on economic activities opened the market for continuing education, bringing about the appearance of new training institutions. These institutions appeared spontaneously, and their curricula do not come under any substantial supervision by educational authorities. Until 1990, the Ministry of National Education and Sports exercised control over such activity and granted permission to establish training institutions.
- The dynamic growth of training programmes for adults at the beginning of the 1990s was a response to the increasing demand for training services from individuals and labour market institutions, including labour offices. In the second half of the 1990s the established training institutions were verified by market mechanisms. As they compete for clients, those institutions which provide effective training programmes using sound methods and conditions for training win. In many cases, this competition resulted in programmes adjusting their training offers, in terms of content and methods, to the need of local labour markets. Both “new” and “old” training institutions are in operation today; some have been in existence for more than several dozen years. However, no full review or evaluation of the activities of most training institutions is available, particularly for private institutions. The system is also marked by regional gaps in the location of training providers; over 90% of adult learning programmes in the school system are located in urban areas. Another characteristic feature of the Polish system of adult education since the 1990s has been the flourishing and rapidly developing sector of training services (including an organised system of training) for the unemployed.

Education and training services market

There are two types of institutions delivering education and training services for adults in Poland: those under the jurisdiction of public administration (at various levels) or those that

function in a free market under the business activity law. Although they function differently, both types of centres deliver a variety of training programmes and have the authorisation to award various degrees and issue various certificates. The following institutions/organisations deliver adult learning:

- *Continuing Education Centres (CEC)*. The centres are located throughout the country. They operate under an ordinance of the Minister of National Education and Sports. Their main functions are providing education and continuing education to adults in schools (the centre) and through out-of-school programmes, and developing teaching methods for adult education and re-qualification in co-operation with labour offices and employers.
- *Practical Training Centres (PTC)*. The centres are located in larger towns and also operate under an ordinance of the Minister of National Education and Sports. They offer well-equipped school workshops for vocational education, training and apprenticeships. Each PTC is a budgetary unit of a powiat or town, financed by the local budget. The centres are run by local authorities (starost of the powiat) and overseen by an education supervisor. These centres are usually created from former vocational school workshops. About 90% of PTCs co-operate closely with labour offices and with higher schools and scientific institutions.
- *Schools for adults*. These institutions deliver day, extramural and evening classes¹² at various educational levels: primary schools, lower secondary schools and basic vocational schools, as well as secondary general and vocational schools. They are supervised by education supervisors and training costs are covered by public funds.
- *Tertiary-level schools*. These institutions offer day, evening, extramural and external programmes. They award the following professional titles: *licencjat* (Bachelor's degree), *inżynier* (engineering degree), *magister* (MSc, MA), *doktor* (doctoral/PhD degree), in addition to post-graduate study programmes. The schools operate independently, but are supervised by the Minister of National Education and Sports. The costs of education in a day system of studies in state higher education schools are covered by the State budget. Tuition is charged for other types of studies. Employers frequently finance or co-finance tertiary education for employees.
- *Scientific institutions, research and development centres*. These institutions offer training courses and/ or post-graduate studies, under commercial regulations and operating principles.
- *Further training and vocational development centres, associations, foundations, joint-stock companies, civil partnerships and limited-liability companies, co-operatives and other entities*. These institutions conduct adult training under the commercial regulations and operating principles. Some programmes have been offered under business activity law since 1996.
- *Work establishments*. Individual enterprises organize training programmes for staff development.

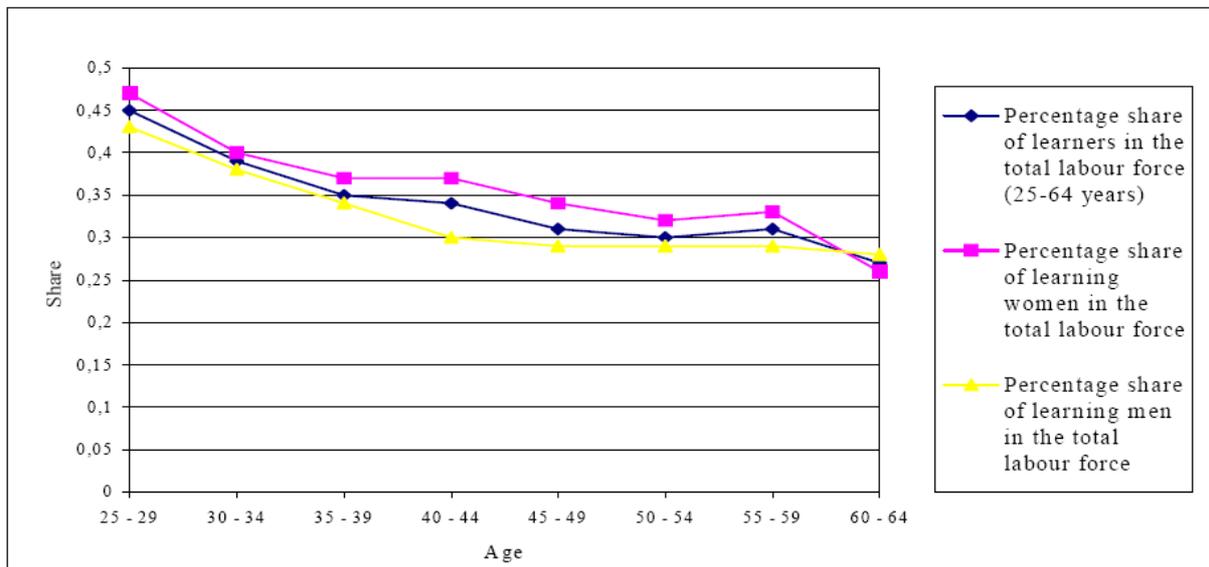
PARTICIPATION IN ADULT LEARNING

Adult Education Activity

Survey of Adult Education Activity – BAED

Analysis shows that 35% of economically active persons aged 25–64 (5.1 million) participated in adult education, as defined above. Education activity is the most intense among persons aged 25–29. Women take part in education more often than men, particularly in the age group 40–49.

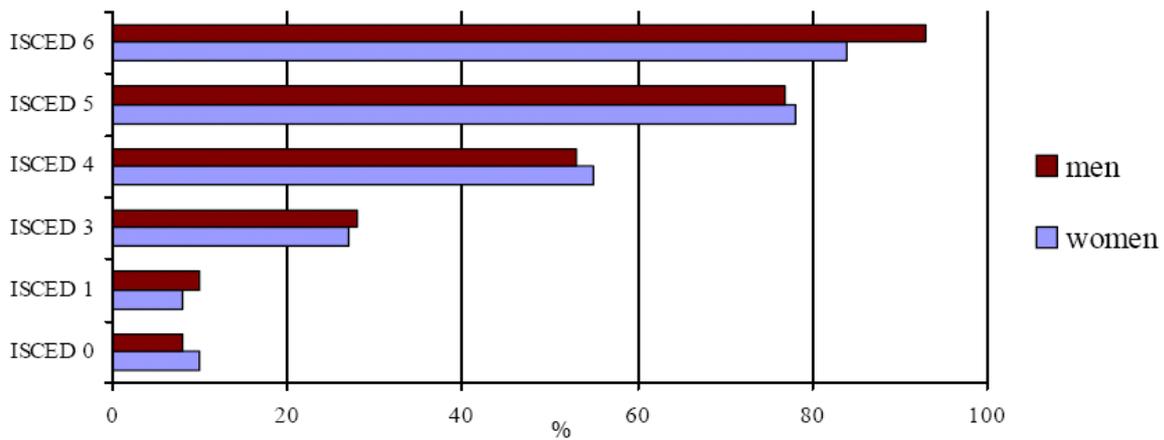
Percentage of adult education participants in the total labour force aged 25–64, by gender, 2003



Source: Calculations based on Survey of Adult Education Activity, Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Completed education is an important factor affecting the educational activity of adults. Individuals with higher education levels participate more frequently in adult learning. Among persons with at a PhD the share of educationally active persons was 90%, in the group of persons with higher education it was 77%, and of those with primary education it was 9%

Figure 3.8. Percentage of adult education participants in the labour force aged 25–64 by gender and education level,* 2003

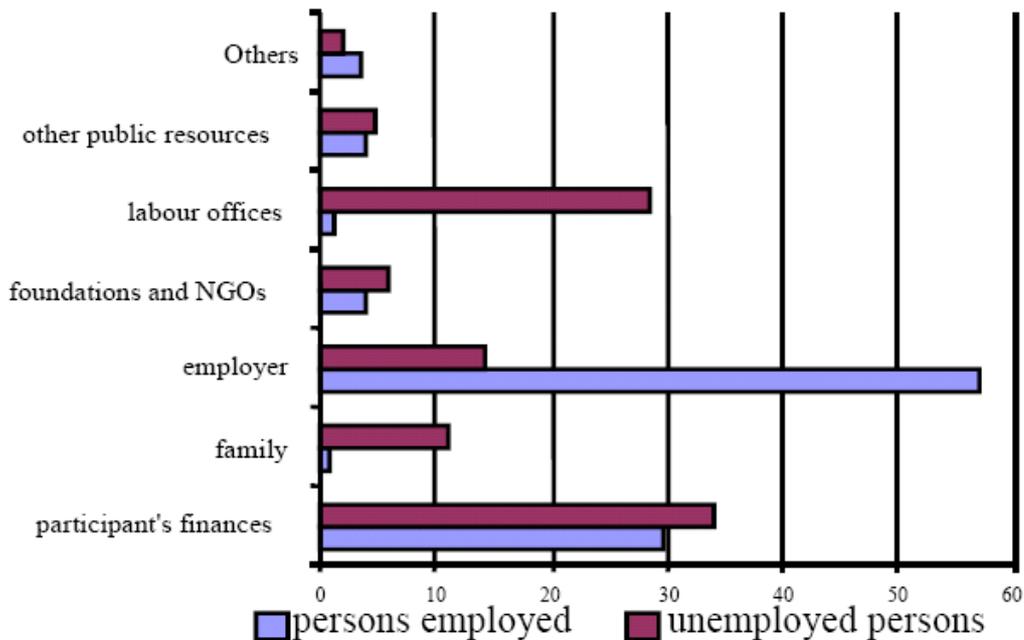


* Comment: lack of ISCED 2 means lack of people aged 25-64 to whom this particular level of education (lower secondary) can be applied due to the structure of Polish educational system prior to the 1999 reform.
 Source: Calculations based on Survey of Adult Education Activity, Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Financing sources for adult education

Adult learning in out-of-school programmes was most often financed by employers; 54% of respondents declared that costs of recent training activities were covered by their employing company.

Financing sources for adult education participants' most recent out-of-school training by labour market status, 2003



Source: Calculations based on Survey of Adult Education Activity, Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Almost 30% of adult education participants financed training by their own means. Labour offices financed participation for 28.5% of unemployed persons who participated in courses to raise or change their qualifications, but 34.1% of unemployed persons decided to finance costs of other training from their own means.

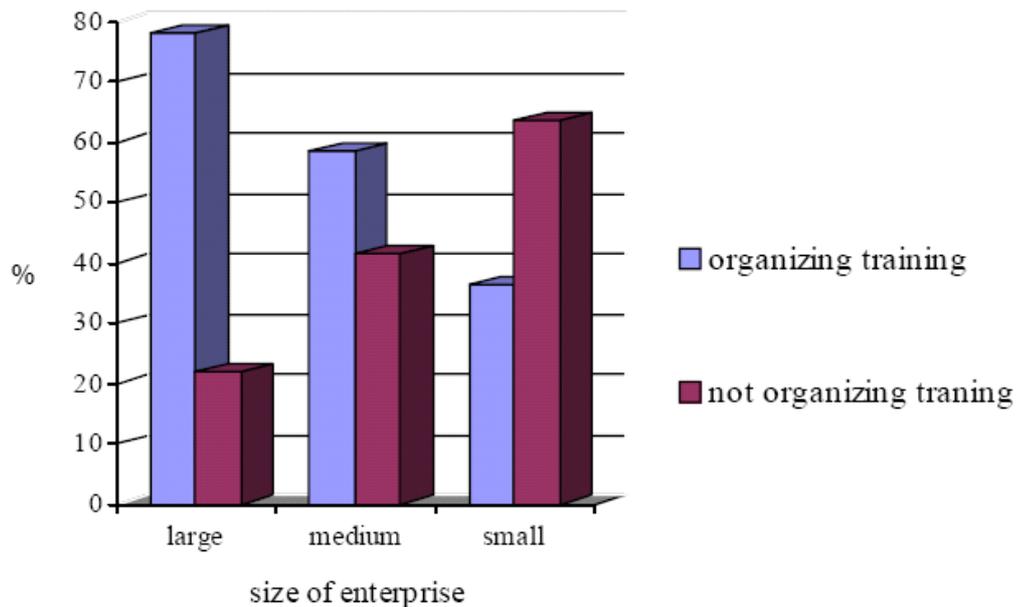
The important role of employers in financing adult education is reflected in the labour market status of participants. The share of learners was much higher among employed persons than among unemployed persons, demonstrating that employed persons have greater opportunities to participate in education and training, and that they are more inclined to develop their skills.

Involvement of enterprises in adult education

The recent period of economic transformation has been characterised by dynamic development of enterprises, mainly those with a small number of employees. The shift from a centrally controlled system to a market economy has resulted in implementation of a new form of management in enterprises that is appropriate for the new situation and that utilises new production technologies. In effect, qualifications of labour market participants had to be adjusted to the new requirements. However, not all enterprises provided their employees with the training they needed to make these changes. The majority of workers (67%) are concentrated in small and medium-sized enterprises. Most companies employ less than five people (more than 90% of the total number of enterprises fall into this size range). These companies generally do not take advantage of modern technologies, and their owners often have only basic vocational education.

The survey shows that 41.4% of the total number of businesses organised training for their staff. Training was organised mainly by large enterprises, while only 36.4% of small firms participated.

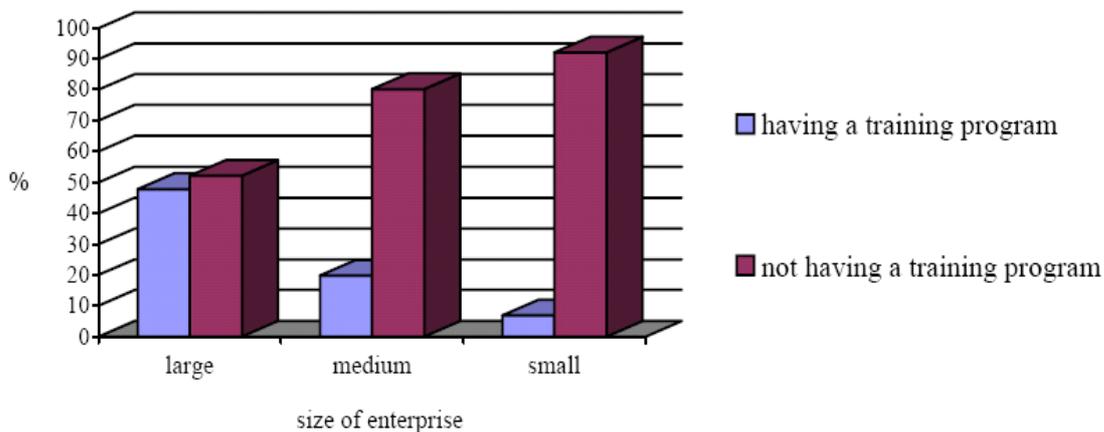
Involvement of enterprises in delivery of training for their staff by size of enterprise, 2002



Note: The group of large enterprises in the survey include enterprise that employ 250 and more people, medium enterprises employ between 50 and 249 people and the small ones between 10 and 49 people.
 Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Enterprises in the following sectors most frequently organised training: financial intermediaries (74.8% of companies in this sector organised training); electricity, gas and water supply (67.2%); real estate; renting and business activities and mining and quarrying (50.0% each). The least involved companies are enterprises in the following areas: manufacturing of leather and textiles (24.9%), and hotels and restaurants (31.5%).

Enterprises sponsoring training programs through designated budgets by size, 2002



Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Training organised by enterprises generally fall into the following categories:

- initial vocational training, courses and trainings financed fully or partially by enterprises, designated for students who are employed as apprentices.
- basic forms of vocational training, courses and training designed for vocational development of employees and delivered outside workplace, during the time determined by organisers. This includes internal (in-service) courses and training designed by the enterprise, and external courses and training designed and carried out by outside organisations.
- other forms of education include periodic routine instruction or practical exercises; planned learning to help employees with job changes (rotation or replacement); staff participation in joint development groups; employee self-education at development centres or using audiovisual aids, the Internet, or computers; staff participation in conferences, training workshops and seminars.

The large majority (about 90%) of enterprises involved in staff training organised basic

forms of vocational training, although also other forms of staff development were also quite popular

Enterprises involved in staff training by form of training and size of enterprise, 2002

Forms of education	Total	Large	Medium	Small
	Percentage of enterprises organising a given form of training			
Basic:	87.4	96.4	90.2	81.9
• internal (in-service)	27.0	48.5	28.2	19.1
• external	79.1	92.2	82.4	71.8
Other forms:	71.0	77.1	69.8	70.1
• conferences and seminars, training workshops	72.4	86.9	76.1	63.9
• periodic instruction or practical exercises	57.0	65.7	54.7	56.1
• job rotation and replacement	27.6	36.5	27.0	25.0
• employee self-education	23.1	27.3	22.6	22.1

Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Participation in courses and trainings

External courses consumed 65.7% of the total time devoted to training and were delivered mainly by private training companies and private universities (50.1% of total time), as well as public training institutions (31.7% of total time).

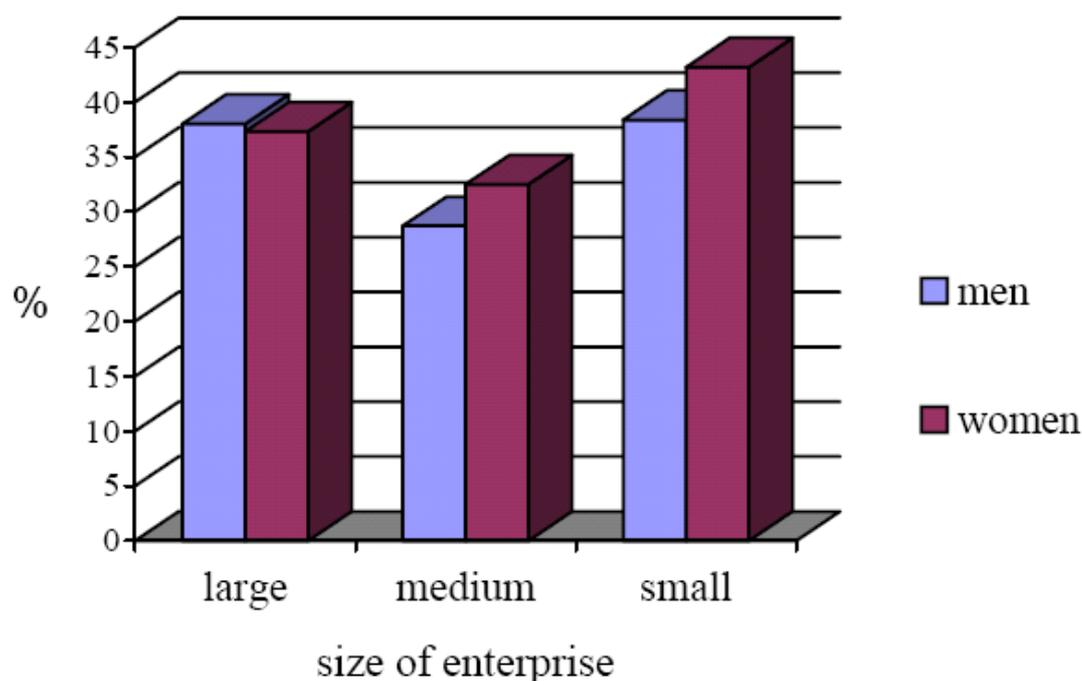
In 2002, almost one in three employees in companies organising training participated in training. This is the case for both women and men, irrespective of the size of the enterprise. Small and medium-sized enterprises trained mainly younger employees, while in larger companies the distribution of training participants by age was more even. Employers (particularly small and medium-sized enterprises) trained mostly employees with higher vocational qualifications. The share of training participants who are disabled is small, but in larger companies it is almost two times higher than in small enterprises. All economic sectors showed similar proportions of employees taking part in training.

Participation in courses and training in enterprises organising training, by selected category of employees and size of enterprise, 2002

Category of employees	Total	Large	Medium	Small
	Participants in courses and training as a percentage of total employment			
Total	36.2	37.7	30.2	40.4
Men	35.6	38.0	28.7	38.4
Women	37.1	37.3	32.5	43.1
Persons aged 25–44	70.3	78.0	71.8	66.4
Persons older than 45	48.5	66.5	51.9	39.5
Disabled persons	4.7	7.8	5.5	3.0
Underqualified persons	6.2	13.5	6.4	3.7

Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.
women

Participation in enterprise-organised courses and trainings by gender and size of enterprise, 2002



Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Directors and chief executives, as well as workers employed directly in production, most often take advantage of training services organised by the enterprise. This is particularly true in large companies.

Participation in various forms of trainings by occupation and size of enterprise, 2002*

Selected occupations	Basic forms of training				Other forms of training			
	Total	Large	Medium	Small	Total	Large	Medium	Small
	Percentage of employees participating in training							
Officials, directors and chief executives	59.5	77.1	63.2	50.3	47.0	62.2	48.2	41.1
Employees directly connected with production	39.2	60.7	40.6	30.9	42.5	57.6	42.0	38.1

Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

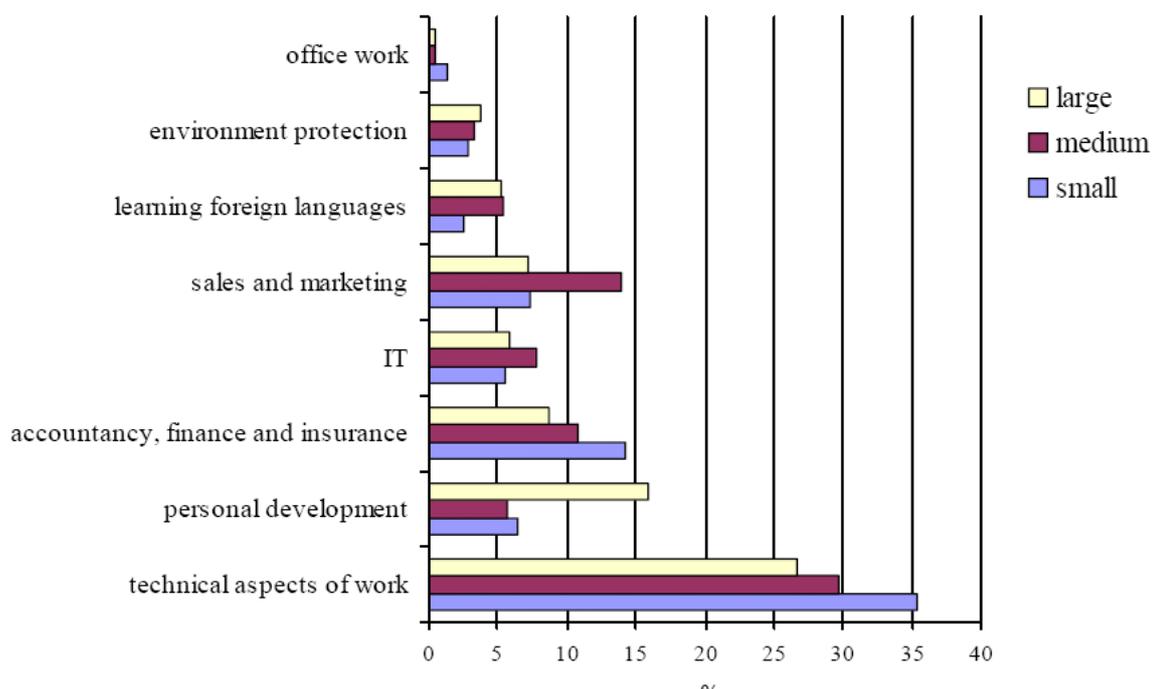
* If all employees in a company participate in training, the figure would equal 100%.

Most courses and training addressed technical aspects of the production process, or personal development, or vocational career planning. Only a small number of companies invested in courses in computer operation or foreign languages; these course were mainly missing in small companies.

Courses for office workers were missing in large companies. This may demonstrate that entrepreneurs train their staff directly for their work in the enterprise and require workers to meet pre-determined qualifications at the time of recruitment; this is particularly true in small companies.

An analysis of annual expenditures by enterprises on staff training shows that the investment in this area is quite small, both per employee and as a share of total labour costs, and that they decrease as the size of enterprise grows larger. The level of training costs depends on the economic activity carried out by the enterprise. The highest average cost was recorded in the following sectors: retail trade and consignment trade (1.39% of labour costs), financial mediation (1.2%), manufacture of paper products (1.1%) and manufacture of transport equipment (1.0%).

Training time by topic and size of enterprise, 2002



Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2003.

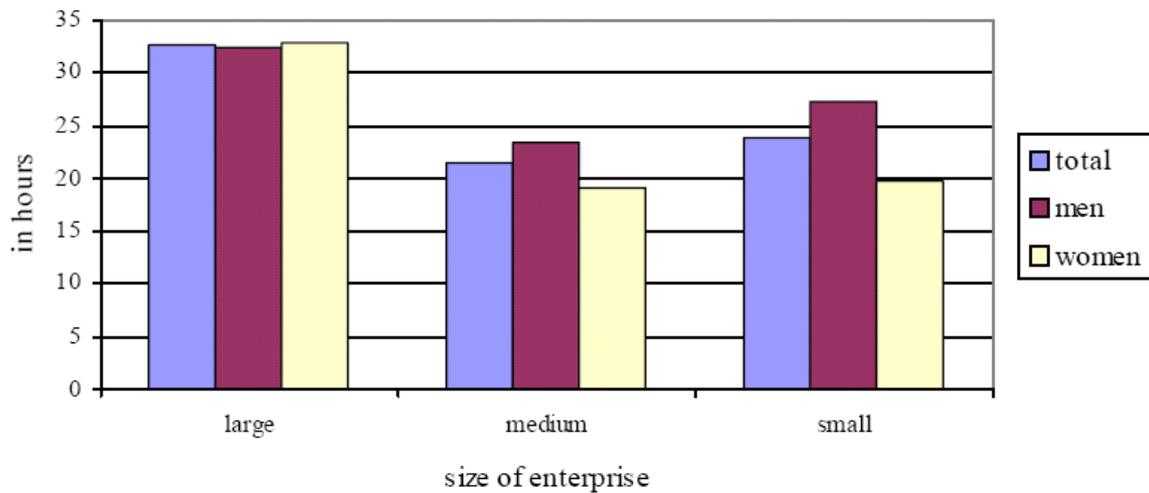
Costs to enterprises of delivering basic forms of training by size of enterprise, 2002

Training costs	Total	Large	Medium	Small
Costs per participant (in PLN)	694	630	863	877
% of total labour costs	0.68	0.61	0.82	1.11

Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

The average time spent on training one employee was 28.5 hours per year. In large enterprises, the amount of time spent on training was similar for women and men. In small companies, however, training time was much shorter for women than for men.

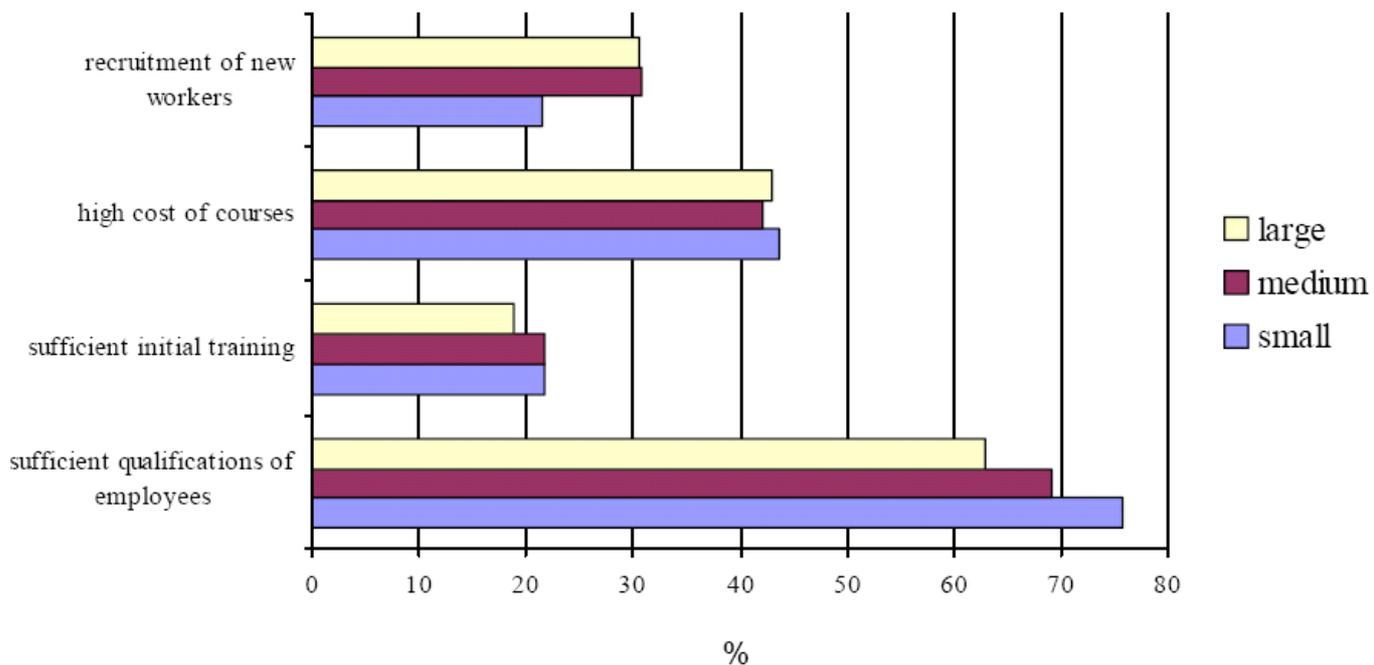
Training time by gender and size of enterprise, 2002



Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.
 44 Time calculated in hours of paid working time.

Enterprises not organising training most frequently cited the following reasons: sufficient staff qualifications (73.5%), high costs of courses (43,2%) and recruitment of new workers with required qualifications (24.3%). Large and medium-sized companies, in particular, gave these reasons

Reasons enterprises do not organise training, by size, 2002



Source: Continuing Vocational Training Survey (CVTS2), Phare 2000 Project National Vocational Training System, MoELSP, 2004.

Elaborated on the basis of the following source materials:

- Promoting Adult Learning. OECD 2005
- B.Mrówka, Kształcenie ustawiczne a doskonalenie umiejętności profesjonalnych. *Niebieskie Księgi 2003; nr 8. Instytut Badań nad Gospodarką Rynkową, Gdańsk 2003* [*“Lifelong Learning vs. Improvement of Professional Skills”, Blue Papers 2003; No.8, the Gdańsk Institute for Market Economics*]
- Ministerstwo Pracy i Polityki Społecznej. Departament Rynku Pracy, Uczenie się dorosłych. Przegląd tematyczny. Polska notatka na temat kraju. Warszawa, 2006 Biblioteczka Rynku Pracy [*Ministry of Labour and Social Policy. Department of the Labour Market, Adult Learning. Overview. Poland’s country memo. Warsaw 2006 Labour Market Library*]
- Hanushek E.A. and Raymond M.A. (2004), The Effect of School Accountability Systems on the Level and Distribution of Student Achievement, *Journal of the European Economic Association*.
- Sprawozdanie z realizacji postanowień zawartych w dokumencie „Wspólna Ocena Priorytetów Zatrudnienia w Polsce”, czerwiec 2003, Progress Report on implementation of resolutions comprised in the document “Joint Assessment of Employment Priorities in Poland” (Eng. JAP), June 20003, Warsaw-Brussels: Ministry of Labour and Social Policy and the European Commission.
- Ministerstwo Gospodarki, Pracy i Polityki Społecznej (2004a), Sektorowy Program Operacyjny – Rozwój Zasobów Ludzkich 2004–2006, Bruksela-Warszawa: Ministerstwo Gospodarki, Pracy i Polityki Społecznej. *Ministry of Economy, Labour and Social Policy Sectoral Operational Program – Human Resources Development 2004 – 2006, Brussels – Warsaw: Ministry of Economy, Labour and Social Policy*
- Ministerstwo Edukacji Narodowej i Sportu (2003), Strategia Rozwoju Kształcenia Ustawicznego do roku 2010, Warszawa: Ministerstwo Edukacji Narodowej i Sportu. *Ministry of National Education and Sport (2003), Strategy for Development of Lifelong Learning until 2010, Warsaw: Ministry of National Education and Sport*
- Economics and Finance of Lifelong Learning, Paris. OECD (2001).



LIFELONG LEARNING IN ITALY



LIFELONG LEARNING PROGRAMME
GRUNDTVIG LEARNING PARTNERSHIPS

“I learn all my life: the joy of learning through experience”



The Culture Net European Centre of Professional Training, Via dei Bizantini 13/E, Matera, Italia.
Phone: +39(0)835 38 99 50 website: www.theculturenet.org

LIFELONG LEARNING IN ITALY

Lifelong learning is a constant process which involves every subject of society but in particular adult people. The concept of lifelong learning is based on the notion that education and training have no age. This type of learning includes training sessions and incidental learning which is a process of acquiring beliefs and attitudes during daily experience. Lifelong learning is fundamental because it is urged by the innovation of technology. Unfortunately Italy is still far from achieving the Lisbon goals concerning lifelong learning. The reasons for this lie in the fact that Italy hasn't got adequate systems for adult training and education and also because of the low percentage of graduates. Competitiveness is tightly connected to the abilities to satisfy the learning needs of adults. For this reason, Italy needs to fill the gap existing in this sector; but it is a difficult thing to do without a constant and gradual involvement of Universities. The benefits brought by lifelong learning are several: for instance, it increases the qualification of workers and work innovation and this leads to a better position of workers in their jobs, a feeling of stability and better salaries. One of the negative consequences is the fact that the employment of older workers could keep young workers away from entering the labour market. The idea of lifelong learning has been recently introduced in Italy. In fact the first University of the Third Age was founded in Turin in 1975 and before then in Italy there weren't specific training and education institutions addressed to adult people. At that time, the levels of education were different between Northern and Southern Italy. In the North people living in big cities had the opportunity to go to school, while in the South education wasn't considered as important as work. With the development of modern industries, there was the need of skilled workers. Workers could

gain new technical skills by attending evening courses and vocational training being held in both schools and workplaces.

In the last few years, lifelong learning has been developing and settling after a phase of “construction” that started in the middle 90s as an initial step towards the creation of a proper and adequate system able to meet the needs of the labour market. The concept of lifelong learning involves all training activities aimed at the acquisition of knowledge and abilities. During these last years, many efforts have been carried out to introduce and consolidate the role of lifelong learning as an essential part of social policies. Lifelong learning is a strategic element for the development of a competitive economy based on knowledge, which focuses on citizens’ and workers’ learning needs. A regulation frame standardizing this system doesn’t really exist yet but some laws concerning the acknowledgement of the right to lifelong learning are under discussion by M.Ps.

Lifelong learning is financially supported by public funds and private organisations. A lot of interventions classified as lifelong learning are made by social and economic actors (industries and workers). As regards the private sectors, public policies cover a percentage that doesn’t reach 15% of the overall costs borne for lifelong learning. The activities linked to lifelong learning are realized by different subjects and institutions that are grouped into three main categories:

1. enterprises and organisations (public and private) planning specific training activities for their own workers;
2. public corporations, consulting companies, associations of workers categories or sectors, professional associations, technology companies, etc;
3. institutional organisations like Universities, schools, etc.

In order to achieve the lifelong learning goals, the Italian government needs to use any possible tool available like:

1. European Social Funds to support training activities and organizational development of industries focusing on the establishment of a welfare status for their workers;
2. National Law 236/93 financing activities of business training and strengthening the weakest categories of workers who are not involved in lifelong learning actions usually addressed to younger workers;
3. National Law 53/00 recognizing the lifelong learning process and therefore financing training activities through the working hours revision.

The national government supports the role of Universities too in helping people and organizations to improve their competitiveness enhancing the acquisition of up-to-date skills and knowledge. According to the guidelines of "LIFELONG LEARNING" European programme, the Italian government will have to support Universities through regulations and strategic policies in order to:

1. develop strategies of adaptation within the contemporary labour market;
2. develop lifelong learning strategies through Permanent Territorial Centres;

For Italy, the main goals set within adult education within lifelong learning activities would regard four sectors:

1. economic and working transformations;
2. jobs;
3. Public Administration;
4. increase of the number of graduated adult people.

Most of the Italian Universities have already carried out some experiences in this sense and a prospective proposal to make all efforts worthy is linked to the PCL- Permanent Centres for Learning. These PCLs will have to organize services for people and organizations in order to help them in their professional development acting actively on both national and regional levels. This requires the creation of a common certification system recognising acquired knowledge, skills and abilities.

Universities can plan new initiatives responding to the European and national goals through three main lines of action:

1. the first line regards the acknowledgement of experiences and abilities gained in different contexts (mostly informal learning bound to work). This line brings to the achievement of two aims: 1) acknowledgement of significant professional skills and abilities gained while working and recognition of those as equivalent to academic qualifications; 2) development of more personalized academic trainings corresponding to the abilities and competences already held and to develop;
2. the second line regards the development of more flexible academic courses in duration, contents and methodologies. For instance, integrating the existing methodologies with **e-learning**;
3. the third line regards the collaboration among public and private organizations that need to develop the competences of their workers through specific actions involving the development of partnerships with Universities, which would establish training systems able to qualify adult workers enhancing the integration between professional activity and academic education.

STATISTICS ON ITALIAN LABOUR MARKET

Population and Labour Forces according to Age:

Males and females

Age	Up to 14	15-24	25-34	35-44	45-54	55-64	Total 15-64	65 and over	Total
-----	----------	-------	-------	-------	-------	-------	-------------	-------------	-------

Employed

2004	0	1.671	6.001	6.980	5.288	2.120	22.060	345	22.404
2005	0	1.555	5.896	7.140	5.428	2.196	22.214	348	22.563

2006	0	1.542	5.853	7.304	5.642	2.279	22.618	370	22.988
-------------	---	-------	-------	-------	-------	-------	--------	-----	--------

People looking for a job

2004	0	514	698	427	226	91	1.954	6	1.960
2005	0	490	674	421	221	79	1.884	4	1.889
2006	0	425	591	381	205	67	1.668	5	1.673

Population

2004	8.215	6.137	8.594	9.150	7.580	6.942	38.403	10.935	57.553
2005	8.273	6.103	8.512	9.357	7.688	6.986	38.646	11.216	58.135
2006	8.272	6.050	8.345	9.496	7.819	7.016	38.726	11.437	58.435

Females

Age	Up to 14	15-24	25-34	35-44	45-54	55-64	Total 15-64	65 and over	Total
------------	----------	-------	-------	-------	-------	-------	-------------	-------------	--------------

Employed

2004	0	695	2.500	2.783	2.027	702	8.706	76	8.783
2005	0	622	2.453	2.853	2.077	749	8.754	71	8.825
2006	0	596	2.443	2.944	2.199	789	8.971	77	9.049

People looking for a job

2004	0	260	380	249	116	29	1.034	2	1.036
2005	0	235	365	249	112	25	985	1	986
2006	0	201	315	225	106	24	871	2	873

Population

2004	3.995	3.011	4.268	4.559	3.830	3.579	19.245	6.371	29.612
2005	4.021	2.987	4.215	4.655	3.883	3.598	19.340	6.524	29.885
2006	4.022	2.959	4.130	4.722	3.951	3.609	19.371	6.637	30.029

According to this survey, it is evident that women find difficulties in looking for a job. Women aged 65 and over obviously have more difficulties in finding a job and integrating in the labour market.

In conclusion, in Italy there is still a lot to do to fill this gap. Modern industries should employ adult people because they could help young workers with their experience and expertise. Unfortunately we are still far from becoming aware of this but the Italian government is moving towards this way by adopting laws and beneficial measures for industry and workers.

SOURCES:

- <http://www.miur.it/Miur/UserFiles/Notizie/2007/Conferenza%20Napoli%20-%20Linee%20Indirizzo%20Apprendimento%20Permanente.pdf>
- http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_IT_IT.pdf
- http://www.cnel.it/archivio/mercato_lavoro/location.asp?fen=1002
- http://www.cnel.it/archivio/mercato_lavoro/popup1002_f.asp?n=N001&a=0&r=0



LIFE LONG LEARNING IN SLOVAKIA

LIFELONG LEARNING PROGRAMME
GRUNDTVIG LEARNING PARTNERSHIPS

“I learn all my life: the joy of learning through experience”

LIFE LONG LEARNING IN SLOVAKIA

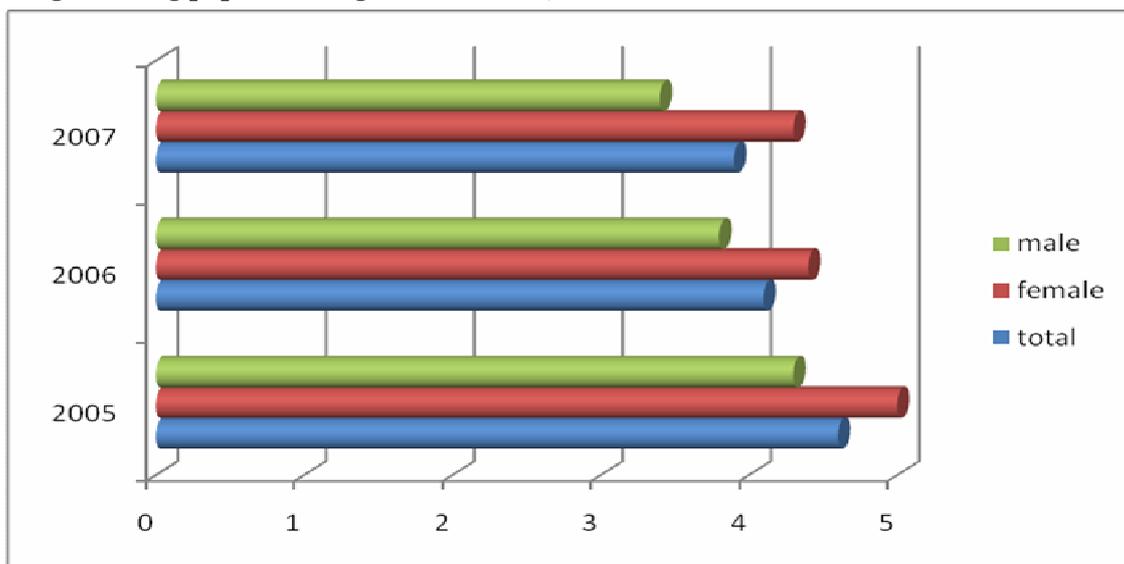
Lifelong learning comprises educational and training activities realised at subsystem of school education (maternity, elementary, high schools and universities) and at subsystem of out of school education (corporate, branch, interest, civil, and other education). The First subsystem is called *formal* education, the second *informal* education. Both of them provide organised activities which aim at gaining knowledge, abilities and skills to perform particular

activities. the authority for lifelong learning in Slovakia is The Ministry of education of The Slovak republic, which creates the conception and adopts and implements strategies connected with the EU.

Informal education is provided by various education establishments: corporate education, directly managed institutions at branches, private education establishments can be schools, universities and informal education establishments as well. Nowadays, all kinds of these establishments are equivalent. The third sector has a complementary or specializing function, especially in professions, where the state and/or private establishments are not active. The criterion for quality is the education activity accreditation (which is not obligatory for each activity, by the law, this duty relates requalifications arranged by labor offices, further, employees education and elected representatives of public administration, as to other education activities financed by the state budget.)

Further education law reflects existing status in this area only. It Does not create sufficient conditions for development and changes. (e.g. in financing, quality assessment, recognition of education). There are not sufficient conditions for a clearer connection between formal and informal education – as for education content, organization and evaluation structure, recognition of certificates.

Lifelong learning population aged 25-64 in %, in Slovakia



The **UTAs** – Universities of the Third Age education, were established in 1990 and are spread out all around Slovakia. They educate predominantly seniors. In 1994 The Association of Slovak Universities of the Third Age was established. Nowadays there are about 4500 senior students, out of 920 000 retired in whole Slovakia. The UTAs offer a three year program of education. The study system is adjusted to the capabilities of the age and possibilities of the universities. They provide professional education, language courses and interest for seniors education .

The Academies of education were established in 1952. They represent an independent, non-profit civil corporation with the main focus on lifelong learning, providing accredited education. (approximately 200 accredited programs). Furthermore, they focus on gaining,

expanding and preserving expert, cultural and social knowledge. In cooperation with The Ministry of Labour, Social Affairs and Family they offer further education courses for job applicants, self-supporting applicants and many others, who want to change, spread or gain some education.

The economy situation has significantly changed in many areas of life since the Velvet revolution in 1989. The unemployment rate that covers especially the olders and those without or with outdated education was/has been the main problem. the Share of older people in Slovakia in total number of 35,25 % of unemployed (the MLSAF' statistics as of 31/12/2006) is as follows :

- 45 – 49 years old 13,49 %
- 50 – 54 years old 14,39 %
- 55 – 59 years old 6,72 %
- 60 and older 0,65 %

Concerning the employment rate of older people, Slovakia belongs to the EU countries with the highest number. On the local level, the Labour Office in Prievidza closely cooperates with the Academy of education. The olders would like to work, they are willing to learn to get soft skills or some professional skills. Therefore it is important to encourage them and provide support in relevant area of their interests and help them place on labour market. To perform some statistics data that support these activities, we can use the figures provided by the Labor Office in Prievidza.

Details of registered unemployed after finishing courses and placed at the labor market in Prievidza:

Year	2004	2005	2006	2007
N of courses	16	34	25	4
N of applicants	1471	2149	482	424
Placed at labor market	397	876	555	87
In %	27	40,8	n/a	
Out of them 50+	49	93	76	
Started to work	n/a	306	243	

Started to work in %	n/a	35,53	44,91
----------------------	-----	-------	-------

**Source: Labor Office Prievidza*

Another 2500 establishments provide a non-formal education with or without accreditation. International training companies, centers, local, regional and professionally oriented agencies that provide wide spectrum of training/education activities. Some of them under the roof of The Association of adult education.

Slovakia in Lifelong learning follows the EU strategy conceptual documents, and is expressed in NSRR (National Strategic Reference Framework) document - which sets out goals and priorities for forthcoming period. the Vision of this document is based on **knowledge economy , development, higher quality of life and permanent development.** „Human resources“ present One of the 3 strategic priorities of the NSRR document. The Importance of this priority is to : increase employment rate, improve quality of labour force for knowledge economy needs and increase social inclusion of risk groups. main priorities of the NSRR document and other related documents (Slovak competition strategy to 2010, National programme of reforms for Slovakia, Conception of regional development of Slovakia, National strategy of sustainable development, Action plan of sustainable development 2005-2010, operation programmes and others) focus on all aspects of life and economy so that they reduce disparities and assure positive and sustainable development of all regions in Slovakia proportionally.

Best practise : 3 local entities participated in the project CIP EQUAL, **Your house – your enterprise in e-europe.** The research was focused on the level of using teleworking in Trenčín region companies, further, among the risk group and its placement at labour market. Its publicity, analysis, and education needs identification. Apart from the presentation „Is Telework a solution for the older ?“, there were education modules created, education activities realised, leaflets, brochures issued, international conference and seminars organised. Web site created. Outcomes/output from monitoring protocol shows, that from planned indicator of 3 % interest to employ by the teleworking form, it increased to 18,6 %. Multinational/ International partnership P.A.S.T.A. was established to disseminate best practise of flexible work forms by its accepting, support and acceleration.

Education system practised in Slovak companies

The extract from HR Benchmarking 2004 study deals with the area of performance and effectiveness of the human resources management system in the monitored 54 companies all over Slovakia. The HR management system in the survey is tied to the performance of the entire organization. The survey is not representative sample, but indicates good practice in famous companies.

The information gained from output reports and PWCH comparison with the market will aid the company to set the indicators of personnel control, assessing human resources management strategies as well as the optimization of systems in individual personnel areas. (e.g. recruitment and selection, compensation, management of performance, education, personnel strategy and behaviour in organization)

The presented results provide an excellent information frame on the basis of which it is possible to begin the process of analysis and will support discussion on the effectiveness of human resources management and the optimal usage of capacities and available resources within a company.

The HR management always arises from the specific strategy of an organization. For example the concept which was described by Brian E. Becker, Mark A. Huselid and Dave Ulrich in the book *The HR Scorecard - Linking People, Strategy and Performance* (Harvard Business School Press, 2001) identifies four basic elements in the so-called architecture of human resources management :

1. The effectiveness of work system (rules, processes and personnel practice leading to high performance)
2. Linking the personnel system with the achievement of firm strategy
3. The building-blocks of performance (e.g. highly qualified staff, satisfied employees), or factors which can motivate them (e.g. education, good pay conditions)
4. Measuring the effectiveness of human resources (e.g. expenses per employees, absence from incapacity for work, training expenses)

The first three elements measure the ability of the personnel system to create value, the last serves for expense control.

Education presents an important part of the personnel system of the company. In the survey following areas and indicators have been monitored:

- | | |
|---------------------------|----------------------------------------|
| • Outset training | Types of training |
| • Training expenses | External and internal training |
| • Time spent on training | Assessment of contribution of training |
| • Penetration of training | some other findings |

SAMPLE DESCRIPTION OF PARTICIPATING COMPANIES

The basic documentation for the statistical analysis and resultant elaboration of HR Benchmarking concluding report was formed by data and information from data samples provided by a total of 54 companies representing five sectors : information and telecommunications technologies (ICT), trade and distribution (TDD), banking (BNK), services (SERV) and the manufacturing sector (MNF).

Number of participating companies in sectors

ICT - 9 TDD - 9 SERV - 5 BNK - 5 MNF - 26

Division of companies according to size

Companies	number of employees		number of companies in %
Small	1 - 149	21	38,9
Medium	150 - 999		18 33,3
Large	1000 and over	15	27,8

majority of participating companies are branches of parent companies with headquarters abroad (51,8%). 37% of companies function as independent units or operations. The remaining companies are either international firms with their head offices in Slovakia or branches of parent companies with headquarters in Slovakia.

The conclusions of the research are based only on the results of the last two consecutive years, and therefore they must be confirmed by more research on another sample of respondents.

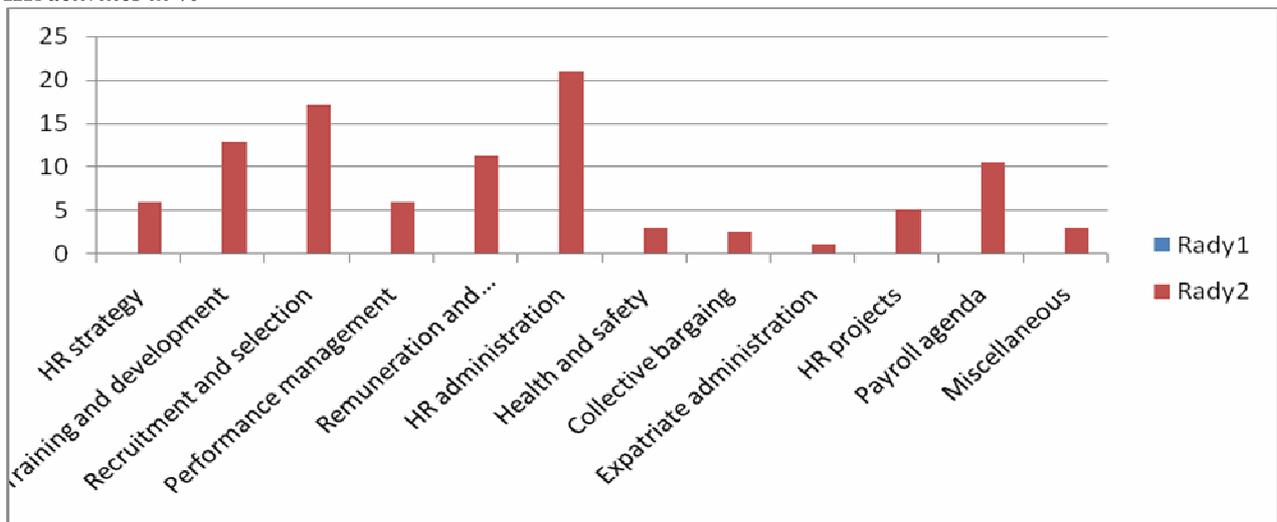
Priorities of HR Management, Activities of an HR function

A main and constant priority for both years (2003, 2004) was employee motivation and satisfaction. the Second or the third place/position, out of 20 priorities, occupies training and education.

This is one position upward in comparison with 2002.

Since present-day priorities are on increasing the effectiveness of HR management and adding value (tomuto nerozumiem), the large volume of administrative work hinders this process. The HR activities in the other EU countries have similar proportions. However, in the 1990s, emphasis was laid on HR activities with higher added value.

HR activities in %



Monitored indicators :

Time spent on training and development – sector comparison

%	ICT	MNF	TDD	BNK	SERV
(out of 12 activities=100%)	17,5	12,5	8,7	11,6	13,0

(see graph above)

An interesting fact is, that training and development activities are outsourced in 52% of surveyed companies. This is on the second place, after the recruitment and selection activities 59,3%.

Recruitment and selection of employees

The goal of the recruitment and selection of employees is to achieve a sufficient number of suitable staff, who, through their abilities, would help the organization to reach its strategic aims.

The quality and effectiveness of this process belong among the key indicators of the success and efficiency of HR section management.

Most important criteria in the selection of staff

Criteria	Management Specialists		Administration and workers	
	*value	% of co.	value	% of co.
Abilities	1,5	50	1,73	31,5
Experience, practice	2,02	24	2,05	25,9
Knowledge	2,07	9,25	1,78	29,6

*value – level of importance of criterion was evaluated on a scale from 1 to 3, with 1 the most important and 3 the less important

Types and frequency of training :

Induction training with its duration varying from one day to two weeks. Another types of training in %

Training courses	56,6 % of companies
Management development programs	13,6 %
Self – study	9,7 %
Correspondence courses	0,4 %
Outdoor activities	3,2 %
Simulation games	1,5 %
Rotation	2,4 %
E-learning	1,9 %
Coaching	4,8 %
Mentoring	2,6 %
Action learning	3,8 %

Training penetration

Shows, how many full-time employees participated in training for at least one day.

ICT - 78,2% TDD – 82,5% SERV – 86,3% BNK – 90,2% MNF – 80,9%

Language trainings

As a part of training program is provided as follows :

ICT - 17,9% TDD – 9,6% SERV – 16,0% BNK – 36,8% MNF – 15,0%

Establishing training needs

In deciding on training needs, almost a half of companies (42,6%) start out from the strategic plan elaborated for the company. The appraisal of work performance or personal development plans are the factors which play the most important role in this process in 29,6% of companies. Remaining factors in deciding are line management requirements (23,1%) and employee requirements 1,9 %.

Length of training

On average, 4,6 training days are provided per employee annually. According to work categories the number of days of training per employee is :

Management 8,7 Specialists 4,9 Administration and workers 2,5

Internal and external training

According to available data from 77% of companies, employees spent on average 41% of the time devoted to training in internal training. The remainder of employees' training was provided by other, external organization. The index of internal and external training is 0,6, which means, that for one day of external training corresponds 0,6 of internal training.

Training expenses

Data on training expenses (without transportation and accommodation) per employee were provided by 61% of the companies.

Training expenses in SKK per employee

Non-manufacturing companies	15 830 SKK	Small comp.	12 700 SKK
Manufacturing	5 520 SKK	Medium-size	10 160 SKK
	Large		7 510 SKK

Appraisal of the contribution of training

The majority of respondents (87%) identify direct reaction and satisfaction which are focused mainly on first reactions to the training activity. Moreover, the companies assess the level of change of abilities, expertise or progress which learning should bring. Some of the companies also care about the return of investments dedicated to training (7%). Few of them only rarely monitor the effects of training on the measurable-financial results of company.

Internet

One of the most wide-spread employment advantages which companies offer their staff is the opportunity to log on to the Internet. In the sample of participating companies in 2003, on average 78% of employees could use this advantage. In 2004 was recorded a slight increase to 81%.