



O16 Recommendations for Slovak state authorities

Project number:

2015-1-SK01-KA202-008951

Project title:

Slovak Austrian German Alliance for Vocational Education and Training

Project acronym:

SAGA for VET

Project start date:

01.09.2015

Project end date:

01.09.2017

Project partners:

Newport Group, a.s., Ústredie práce, sociálnych vecí a rodiny, Slovenská technická univerzita v Bratislave, Slovak Business Agency, Berufsförderungsinstitut Oberösterreich, Europäisches Bildungswerk für Beruf und Gesellschaft

Challenges and recommendations

If we speak about educational systems in Europe, the discussion is mostly concerned about the school systems and there is not much interconnection with the job market. The dual elements in requalification programs implemented in Germany and Austria could serve as examples of more flexible ways how to ensure higher quality workforce for the job market and at the same time they could be the answers to long-lasting challenges with long-term unemployment. There is a need to renounce the traditional view on long-term unemployed, stop to claim that it is not possible to work with this group, and use the good practices from abroad. The challenges concerning regulation, financing and unclear competences relate to this. That is why we have summarized our recommendations below.

Recommendation no. 1

Further promotion and raising attractiveness of dual education in the sphere of requalification

Especially the group of long-term unemployed (more than 150.000 people at the job market) need to be informed and explained that today there are programs offering high rate of practice, and this can help them to get out of the circle of long-term unemployment. Together with this, the rest of the tools need to be adjusted too. These tools lie in the hands of the Ministry of Labour, Social Affairs and Family.

Recommendation no. 2

Tools solving the situation of long term unemployed

As we speak about a group of registered jobseekers who lost their work habits, it is important to approach their activation for the job market with patience. There are possible 150.000 jobseekers representing a potential workforce at the Slovak job market. To ensure the used tools aimed at their activation would be successful, there is a need to solve a couple of accompanying phenomenon, which are feeding long-term unemployment:

- Debt relief in case of those who successfully accomplish the requalification and get employed.
- Support and systemic work on inclusion of previously long-term unemployed to the work life, for example through coaching.
- Process of requalification must take longer time as to the loss of work habits.

Recommendation no. 3

Strengthened competences of the Central Office of Labour, Social Affairs and Family

In Slovakia, there is a strong disorganization in competences, as the Ministry of Education, Science, Research and Sport issues some of the accreditations in lifelong learning, but does not have the tools to efficiently control the implementation in practice. Same applies in case of the Central Office of Labour, Social Affairs and Family, which finances most of the requalification, but does not have the controlling mechanisms to combat frauds and control the quality. In this sense, it is important to

strengthen the personal capacities, and strictly define and introduce the controlling mechanisms of the running requalification. For example, there is a need to control the material and technological facilities.

Recommendation no. 4

Financing of requalification

We believe that it is important to think over the system of requalification financing, given by the N3/2017 norm. The norm wrongly sets the financial limits in technical education, as these are not considering the material and technological facilities needed for quality technical courses. Because of this it often happens that non-technical educational types with lower requirements on material and technological facilities get higher hourly rates than the technical ones.

Recommendation no. 5

Ensuring experienced trainers from the practice

If the quality of the educational process is in question, it is important to ensure experienced trainers from the practice with an emphasis on their pedagogical competences.

Recommendation no. 6

Motivation of jobseekers: scholarship for long-term unemployed participants of the requalification

Optimization of the attendees' interest can be achieved by ensuring complex advisory services in education and financing. We suggest to introduce motivational scholarships aiming at jobseekers' stimulation to attend longer courses. This would certainly solve the problem of becoming unable to work/sick in case of many registered jobseekers, should they attend a longer lasting course.

Recommendation no. 7

Regular monitoring of the competency level during the dual preparation phase

It is important to ensure that the educational institutions and companies do not use the attendees' capacity in a way they would be given such work to do, which is not in compliance with the planned education for that certain professional qualification. Attendees of the requalification need to be focused on the process of gaining all the competences planned in their programs and should not be asked to do non-qualifying activities.

Recommendation no. 8

Influence and impact of the companies' actions regarding school education content

An ongoing actualization of the content and curriculum of lifelong learning and their adaptation to the market and economy needs is an important matter.

Recommendation no. 9

Support of longer lasting technical courses with behavioural elements

It's a common phenomenon that the requalification courses take one or two years at our western neighbours. The jobseekers are motivated to attend these courses by being paid scholarships, which also activates the long-term unemployed. Production line work, working on time, working pace, keeping the working hours, safety at work and work according to the instructions are an integral part of such technical training courses.

Recommendation no. 10

Dual incubators

One of the recommendations of ours is also the introduction of obligatory dual incubators, where long-term unemployed would learn how to work at production line, perform work on time at the required working pace, they would also learn how to keep the working hours, safety at work and how to work according to the instructions. In frame of a dual incubator, a career orientation would take place, and at the same time the unemployed would choose their future professions, for which they dispose of the most preconditions.

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