CEI Human Resources Development Forum

Higher Quality of Education and Training – Better Employability

Strengths and Weaknesses of Ensuring Quality of Education and Training Slovak Example

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Guidelines (for AT, RO, SK)

- **Basic information on IVET and CVET**
- **Brief description of initiatives focused on quality**
- **Implementation experience**
  - **Main problems/barriers**
  - *Examples of good practice…(ENQA-VET, AT)*
  - **Recommendations to the other countries**

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Recommendations Towards Policy Making on Ensuring Quality based on Slovak Example

2007 Basic Background Data on Slovakia

- **Very high economic growth (10.4% GDP)**
- **Maastricht criteria fulfilled - Euro adoption since 1st Jan. 2009**

But

- **Low employment rate (60.7 %, LFS).**
- **High unemployment (11.1%, LFS)**
- **Long term unemployment rate highest in EU (8.3%, LFS)**
- **Roma minority at high risk of social exclusion.**

2007 Human capital

	ISCED 0-2	ISCED 3-4	ISCED 5-6
Slovakia (in 1000s)	328	**2 259**	437
Slovakia (in %)	11	**75**	14
EU 25 (in %)	29	**47**	23

Source: Eurostat, Educational attainment of 25-64 aged population in 2007

- **Population decline: Aged 6-14 down to 0.63 in 2007/1989 comparison**
- **Labour migration: Up to 250 000 abroad according to estimation (185 700 - LFS,4Q2007)**

Basic information on IVET and CVET

Education system traditionally secondary education focused

91.3% of aged 20-24 completed ISCED3 in 2007 (EU: 78.1%)
7.2% early school leavers aged 18-24 in 2007 (EU: 14.8%)

But 27.8% of low achievers in reading (EU:24.1%; PISA2006)

Over 70% of VET graduates within ISCED3 (second largest VET stream in EU)
Dominantly school based secondary VET, marginal appearance of apprentices

Tertiary: Recently strong increase in enrolment

43.4% newly enrolled compared to age cohort of 19 year olds in 2007
But low share of MST graduates (10,3%), despite 2006/2000 growth 81.4%

CVET: Vivid not regulated market, however insufficiently targeted

3.9% of aged 25-64 in LLL in 2007 (EU: 9.7%*e*) – Mathew effect?

Low public investment in education: 3.85%GDP in 2005 (EU: 5.03%)

Two traditional secondary VET streams

Sec. Specialised Schools (SSS)

- **dominantly ISCED 3A**
- occasionally ISCED 3A
- in special case ISCED 4and 5B

SSS Instruction Time-ISCED 3A

Instruction-subjects	%
General subjects	42-45
VET subjects	55-58
of which practical	25-30

Sec. Vocational Schools (SVS)

- **originally focusing on ISCED 3C**
- gradually expanding in ISCED 3A
- occasionally affiliated ISCED 2C

SVS Instruction Time- 3C,3A

Instruction-subjects	%	
	3C	3A
General subjects	20-40	25-50
VET subjects	60-80	50-75
of which practical	50	35-40

Secondary VET: Academic quality questioned

Secondary VET: Traditionally very fragmented (specialised)

(Process of restructuring and clustering since the 1990s)

ISCED 3A school leaving exam in 2006/07

Share of points gained in standardised “external” tests

	G		SOŠ		ZSŠ		SOU		Σ	
	N	%	N	%	N	%	N	%	N	%
MA	3473	67,2	299	45,6	14	39,5	2	71,7	3788	65,4
MB	3592	65,5	1832	51,7	449	44,8	288	37,6	6161	58,6
ENA	5405	84,5	574	74,3	120	72,7	13	71,9	6112	83,3
ENB	10038	70,8	11712	55,3	4399	47,3	1980	40,9	28129	58,6
SKA	3580	65,6	579	58,2	214	49,7	6	51,9	4379	63,9
SKB	14268	73,1	18530	64,0	10340	57,5	11116	51,7	54254	62,6

Source: National Institute for Education; N - Number of examinee per subject and type of school
M - Math; EN - English, SK - Slovak; A, B – levels; A more demanding

Decrease from Grammar Schools down to Secondary Vocational Schools

Number of programmes at secondary VET schools as of March 2008

	ISCED classification				
	2C	3C	3A	5B	2C-5B
SVS type	21	312	234+8*		567+8*
SSS type		12	432**	88	532
All	21	324	666+ 8*	88	1099+8*

Source: Institute of Information and Prognoses of Education, own calculations

*2-year experimental programmes not offering qualification,
serving as a common base for continuation within ISCED 3C or ISCED 3A programmes

** including ISCED 4

2008/09: Curriculum development decentralisation reform starting

VET state educational programmes (w/o conservatories)

ISCED	2C	3A	3C	4A	5B
Number	9	20	17	2	6

Schools finalise the school curriculum based on state educational programme

Initiatives focused on quality (Directly or Indirectly)

Traditional approach to quality management dominant!

- State Inspection Monitoring and Annual Reporting
- Input Accreditation (IVET,CVET →LLL?)
- Statutory (Director, Establisher) supervision
- Curricular Innovations

	Institutional	Content related	Outcomes related
Top Down	Per capita funding Private instit. equal funding Cofinancing by beneficiary MoE Decree 9/2006 on Annual Reporting (AR)	Curriculum redesign (before 2004)	Maturita exams reform Secondary VET standards Competence based CD CD decentralisation Educ. Staff standards
Bottom Up	ISO 9001:2000 certification (ESF) Selfgoverning Regions DevPlans Qual. Indicators–KE region(AR) SWOT analyses (AR)	Curriculum redesign (10/30 formula)	VET teachers standards

Crucial policy opportunities

QA prioritised within ESF 2008-2013 Period

(European Quality Assurance Reference Framework?)

2009 Act on VET empowering new players (i.a. employers)

2009 LLL Act establishing National Certification Authority

(staff, programmes ,institutions of LLL)

2008 Act on Education supporting decentralisation

2008/09: Curriculum development reform starting

VET state educational programmes (w/o conservatories)

ISCED	**2C**	**3A**	**3C**	**4A**	**5B**
Number	**9**	**20**	**17**	**2**	**6**

Schools finalise the school curriculum based on state educational programme

Crucial policy drivers and failures

Drivers

Fiscal prudence (Maastricht criteria)
Hard Budget Constrains: No bailing out, strict per capita funding
Declining population: Rationalisation of the network of schools
Declining disposable labour force (inclusion to EU effect)

Failures

Accountability only partly stimulated **(Decree 9/2006! Positive feature)**
QA not prioritised within ESF 2004-2007 Period **(CQAF not reflected)**
No National QA Model adopted – just bottom up activities

Restructuring network of education institutions

Secondary schools and centres of practical training	Number of schools and centres active in	
	2003/2004	2007/2008
State/public	758	**629**
Private	73	146
Church-affiliated	62	76
Total	893	851

Schools and school establishments	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8
State/Public	851	842	811	742	742	**745**
Private	69	75	83	152	168	180
Church	50	61	72	78	78	78
All	970	978	966	972	988	1003

Source: Institute of Information and Prognoses, own calculations

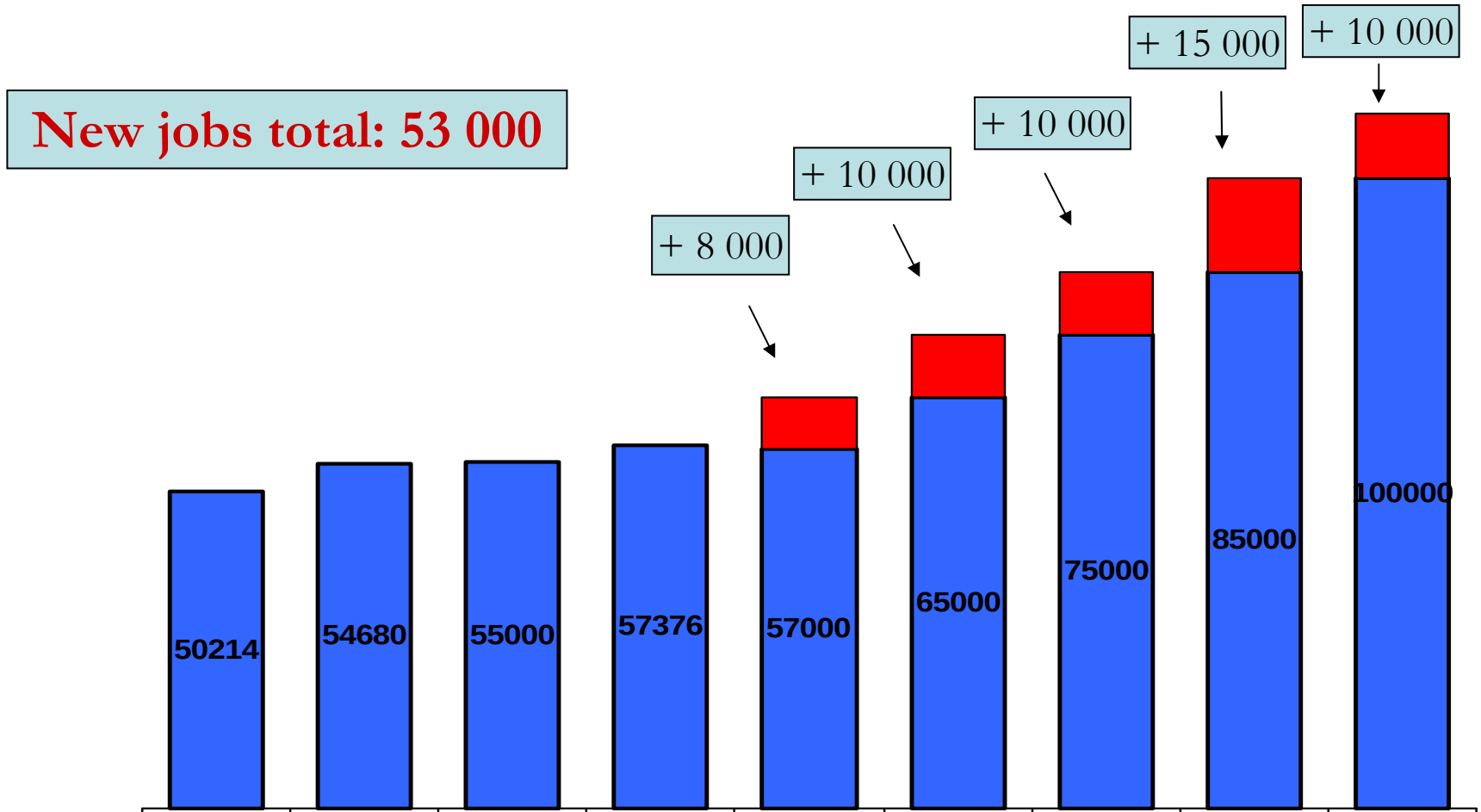
Number of newly enrolled students to secondary schools

	VET - SVS		VET - SSS		Grammar		Total	
Year	Newly enrolled	%	Newly enrolled	%	Newly enrolled	%	Newly enrolled	%
1989	51 807	59	22 052	25	14 017	16	87 876	100
2002*	37 311	42	30 318	34	20 482	23	88 111	100
2006**	35 564	42	28 450	34	20 505	24	84 519	100
Difference 06-89	-16 243	-	+ 6 398	-	+ 6 488	-	- 3 356	-

*2002 newly enrolled 4-5-year G 14 477, 5th grade of 8-year G 5 945, 3rd grade of 6-year G 60
**2006 newly enrolled 4-5-year G 15 262, 5th grade of 8-year G 5 178, 3rd grade of 6-year G 65

VET stream of students has gradually weakened

Employment in automotive industry in Slovakia



	2002	2003	2004	2005	2006	2007	2008	2009	2010
Annual increase					8000	10000	10000	15000	10000
Number of workers	50214	54680	55000	57376	57000	65000	75000	85000	100000

Source: Július Hron, president of CPA SR (2006)

Strengths and Weaknesses of Ensuring Quality of E & T : Slovak Example

Main problems/barriers

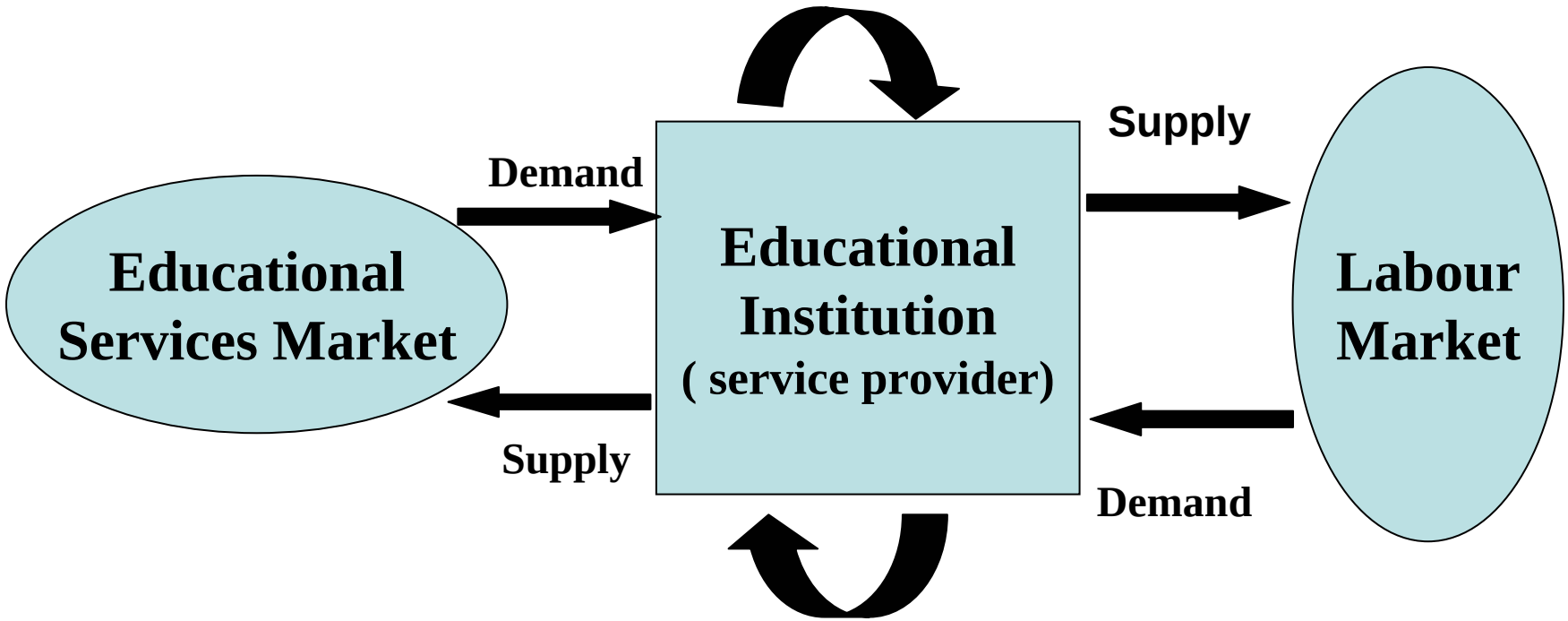
- **Erosion of standards caused by brain drain and funding instrument**
  (TIMSS 534→508 in Math, PISA)
- **Beliefs dominant over evidence, short term over long term effects**
  (Invisibility? of non tradable goods; Investment in HR/education)
- **Lack of experts and capacities caused by R&D under-investment**
  (Maastricht criteria ☺)
- **Conflict of paradigms : What is essential?**
  - Standards setting: Risk of Cartesian „decomposition“ trap
    - Taylorism instead of „real“(?) expertise (e.g. problem of merit pay)
    - Bureaucracy instead of real accountability
    - Erosion of intrinsic motivation irreplaceable

„Marxian“ approach (economism)

Lack of political support until shortage of labour force

Fundamental Dilemma

Schools: Market Driven? Supply or Demand Driven?



Market and Demand Driven!

However ESM not LM driven, in order to survive in biased environment.

„Economism“ (Counter-balancing of per capita funding forgotten)

3 crucial points at the input market

Individual needs identification

- **Abilities (gifts)**
- **Desires**
- **Employability options**

Individual information needs–Guidance and counselling

3 crucial points at the output market

LM intelligence

- **Graduates Tracing**
- **Forecasting of qualification needs**
- **Anticipation of skill needs**

Key measures:

Capacity building, Know-how absorption, Efficiency in allocation of means

Recommendations Towards Policy Making

- **Avoid**
  - ***political rhetoric,***
  - ***working groups establishments w/o clearly set tasks***
  - ***ESF projects w/o undisputable product delivery declaration***

- **People (experts) first**
  - ***Pool of experts ➔ Know How ➔ Institutions***

(EU practice and experience, ENQA-VET)

- **Decide on Philosophy (Fundamental Dilemma: HRD or LF)!**

- **Strive for coherence**
  - ***Identify stakeholders and their roles correctly***
  - ***Prevent from „economism“***
  - ***A-Ω: Motivation of all kind of learning facilitators***

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