

I. CONFERENCE SPEAKERS

CEI HUMAN RESOURCES DEVELOPMENT FORUM

**Identifying Barriers of Lifelong Learning and
Their Removal**

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WELCOME SPEAKERS

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Professional career:

During all of her professional life, she was dealing with the qualification of work force, employment, and further and adult training.

- Before Czech Republic's EU accession she was responsible for important programmes supporting the transformation of the Czech economy and the process of integration into the European Union.
- Appointed in 1992 as **Director of the Agency for Labour Market and Social Policy**, she implemented the comprehensive programme *Labour Market Restructuring*. As key elements of this programme, the development of employment services and the design and implementation of pro-active labour market policies were supported.
- As from 1994, she was appointed as **Director of the National Training Fund (NTF)**, a professional institution founded by the Czech Ministry of Labour and Social Affairs (MoLSA) in cooperation with the European Commission. The NTF is in charge of implementing the foreign cooperation programmes of the MoLSA and most of the EU programmes in the area of human resources development (HRD).
- Other appointments and duties of Ms Kopicová include: She was a Director of the Czech National Agency of the Leonardo da Vinci Programme of the EU; she was heading the EU initiative EQUAL in the Czech Republic; she is representing the Czech Republic in the Advisory Forum of the European Training Foundation (ETF) in Turin; she was chairing the Working Group for HRD within (CED); she was collaborating as National Liaison Officer with CEDEFOP; she is a Board member of several Universities.
- As **Secretary General** she negotiated European Social Fund on behalf of the Czech Republic in 2007.
- For periods 2006-2007 and 2009 – 2010 she was appointed the **Minister of Education, Youth and Sports of the Czech Republic**.
- She acted as the **First Vice-Chairman of the Council for Research and Development**, responsible for the R&D and Innovation Reform in the Czech Republic.
- She is a member of **Governmental Council for Sustainable Development**

Tania Pibernik



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Professional career:

Ms. Tania Pibernik was born in Chicago Illinois (U.S.A.) on 6 July 1971. She has been working for the Central European Initiative since 2001.

Currently CEI Executive Officer, she is dealing with: the implementation of the CEI Cooperation activities in the field of Human Resource Development, the CEI University Network and the Communication Unit (website, newsletter and press).

Before working for the CEI, she taught English in various private institutions (e.g. Miguel de Cervantes and the “Scuola per Interpreti” in Trieste).

After obtaining her Associate’s Degree in Translation and Interpretation and Foreign Language Correspondence in 1997 at the University of Trieste, she received her 2nd level Master’s Degree in Interpretation at the University of Trieste in 2004.

CHAIRWOMEN

Jarmila Modrá



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Professional career:

Jarmila Modra works for the National Training Fund since 1996 and she is in charge of acting director of NTF since May 2009. From early nineties she has been involved in EU funded programmes (Phare, European Social Fund) supporting HRD - labour market, counselling, VET and public administration reforms. She managed ESF at the Ministry of Education, Youth and Sports in 2006 - 2007.

She graduated at the University of Economics in Prague in economic statistics in 1978. Before the political changes she worked as a computer programmer and junior researcher in labour forces and standard of living.

Jana Váňová



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Professional career:

She started her career in 1998 at the Ministry of Labour and Social Affairs (MoLSA) of the Czech Republic. She was involved in the preparation of the European Social Fund and EC Initiative EQUAL. She was responsible for HRD Programme Document. Later on she worked within the area of cross border labour market co-operation projects: Austria-Czech Republic, Austria-Slovak Republic, developing comparative analyses of ESF implementation systems in 4 new Member States; Czech Republic, Slovak Republic, Hungary and Slovenia, responsible for INTERREG III A project financed

by the European Commission and the Ministry of Economy and Labour, Austria. She coordinated as well activities in the framework of the Mutual Learning Programme for the employment area.

In 2006 she prepared full version of the Programme Document of the Operational Programme Education for the Competitiveness for the Ministry of Education and she contributed to the Operational Programme Human Resources and Employment of the Ministry of Social Affairs and Employment.

From 2006 she is working with the National Training Fund on the position of consultant for the education and employment policy.

SPEAKERS

Mária Hrabinská



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Professional career:

Maria Hrabinska (SK) came to Cedefop in 2008 from the European Commission (DG Education and Culture) where she worked as an expert on equity and adult learning monitoring and analysing progress towards the Lisbon agenda for growth and jobs in Europe within the “Education & Training 2010” work programme (EU benchmarks on early school leavers and participation of adults in lifelong learning, co-author of four comprehensive progress reports published by the Commission between 2004 and 2008).

At Cedefop, she coordinates activities focused on policy analysis and reporting on developments in and modernizing of vocational education and training in Europe (preparation of European reports monitoring progress in vocational education and training within the Copenhagen process of cooperation).

A specialist in comparative research on educational policy developments, she has cooperated with international organisations such as the OECD, UNESCO and the Council of Europe, and is the author of number of papers on the subject of how education and training is and can be developed to respond to global challenges and serve European policy goals.

Summary of the presentation:

Since 2004, Cedefop has a mandate to monitor progress in modernizing European vocational education and training systems within Copenhagen process of cooperation. The fourth Policy report is now under preparation by Cedefop findings of which will be debated at the ministerial meeting in Bruges (December 2010). At this meeting, ministers will agree on priorities of European cooperation in the next decade. To gather the information for the analysis from Member States, a survey was conducted by Cedefop, in which directors general for VET, social partners and ReferNet consortia participated.

Considering the millstones and main socio-economic challenges the presentation will discuss the outcomes of 2009/2010 monitoring exercise which covers the whole period of cooperation since 2002 when the Copenhagen process was launched. The obstacles and barriers on side of individuals and enterprises which still hamper access of all to lifelong learning will be addressed in a wider context of policies which were introduced to achieve higher progress in this area.

In particular, various financing schemes (training funds, tax incentives, vouchers, loans) were developed and implemented to raise the participation in lifelong learning and to share training costs between different stakeholders. Considering economic and social benefits of education and training, they follow principal objective to increase private funding. Faced with the challenge of limited public budgetary resources, countries are striving for a greater efficiency in their spending (decentralisation, new instruments for allocating funds, mergers and new partnerships). From the enterprise perspective, despite evidence that the training acts as a booster of staff knowledge and skills, which is a factor of innovation and which improves enterprises' survival and growth, enterprises in many countries started to invest less in the training of their employees already before the crisis. In most countries this trend was even further deepened as a consequence of the crisis and reduced resources available in companies, especially in hardly hit sectors. On contrary, based on various factors, initial VET is now more popular in some countries.

The increased flexibility of education and training pathways taking into account individual needs and higher vertical and horizontal permeability belong also to instruments which help to remove barriers to learning throughout life. Flexible VET systems without dead ends make VET more accessible and attractive for learners of various background and ages. However, the modernized education and training systems which become even more complex may create new kinds of barriers for those who are not able to make qualified choices on their future educational career in case counselling and guidance systems are underdeveloped or do not operate in an adequate way.

Siria Taurelli



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Professional career:

Siria Taurelli is senior specialist at European Training Foundation, the agency of the European Union that works on policies for human capital development in the partner countries that surround the EU.

Siria has been working fifteen years at ETF as Country Manager and Team Leader. In 2010 she is leading two innovative projects, one on analysing the relationship between human capital development and equity; the second on education for competitiveness. As Country Manager for the Republic of Moldova, Siria is cooperating with the Government on strategies and policy measures to make vocational education and training a driver for lifelong learning and sustainable development. She has worked on project evaluation and impact assessment of training projects, with focus on Eastern European Countries. She was at the World Bank on secondment in 2007, to carry out a policy review of the vocational education and training sector in Morocco and contributed to an integrated report; and to work on skills and skill gaps in the Eastern Europe and Central Asia region. Before joining ETF, Siria has worked at the European Commission's headquarters.

Summary of the presentation:

ETF is the agency of the European Union (EU) that works with transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems, in the context of the EU external relations policy. Among the CEI member countries, partners of ETF are Albania, Belarus, Bosnia and Herzegovina, Croatia, Macedonia, Moldova, Montenegro, Serbia and Ukraine.

What are the main barriers to developing lifelong learning policies across these countries? Evidence shows that participation in lifelong learning is somehow below the desirable levels owing to a variety of factors, although statistics also reveal positive surprises. Obstacles impeding access to learning opportunities can be ascribed to: scarce integration between formal and non-formal learning, issues of financing, inadequate involvement of Ministries in charge of economic development hence lack of link with enterprise development policies, underdeveloped institutional partnerships and mechanisms at local level, certification systems or lack thereof, among other factors.

Policy makers should have access to and use the information about the factors that influence lifelong learning, for the planning of new active measures. The analysis of the relationship that exists between the level of attainment in initial education and the level of participation in further learning, for example, provides an understanding of activating and impeding factors. This and other types of analyses are even more meaningful – apt to identify the existing barriers, in order to remove them – where disaggregated information is available. Income, gender, area of residence, ethnicity or age may contribute as categories to explain the disparities of access and participation in lifelong learning. For policies and measures to be informed by evidence, disaggregated data help ascertaining where the barriers are and what their weight is in the society.

Éva Balázs



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Professional career:

Éva Balázs is a sociologist and economist, holding a PhD in regional policy and economics. The place of her employment, the National Institute for Educational Research and Development (NIER) is maintained by the ministry responsible for education; including its predecessors she has been working for this institution since 1982.

The main fields of research Éva Balázs is engaged in are educational sociology, educational policy-analysis, regional policy, educational management and European issues of education.

Since the early 90s, decentralization in education has been one of the main issues her research interests focus on. Among the many empirical and policy-oriented researches she carried out in this field, there is an international comparative study on inter-governmental roles in the delivery of educational services. The frame of this analysis was prepared by an international team and the Hungarian study was written by her and her colleagues. (A. Fiszbein (ed.): *Decentralizing education in transition societies. The World Bank, 2000. The concise Hungarian study: (online: <http://www.ofi.hu/inter-governmental-roles-090617/inter-governmental-roles>)).*

The analysis on the processes of decentralization in Hungary led directly to the examination of questions on educational administration at regional level and, among them, the relation between education and other, mainly the public, sectors. The role of education as an agent in regional human resources development was the topic of Éva Balázs's PhD thesis (*issued in a monograph including an English Summary: <http://www.ofi.hu/tudastar/oktat-as-tarsadalmi/kozoktat-as-regionalis>*).

Her activity includes a continuous analysis on educational management issues; including international comparative works and domestic analyses in this field (see e.g.: *New heads in Hungary. In: Bolam, R.-G. Dunning-P. Karstanje (eds): New heads in the New Europe. Waxmann, 2000*).

She is a member of the European Network for Improving Research and Development in Educational Leadership and Management (ENIRDELM); as the chair of the board she organized the conference of the network in 1999. (see: *Quality and educational management. Wolters Kluwer-Műszaki kiadó, Budapest, 2000*).

Éva Balázs deals also with EU-related issues of education (see e.g.: *National strategy and some elements of practice for the implementation of the Lisbon process in Hungary. In: Standaert, R. (ed.): Becoming the best Educational ambitions for Europe. CIDREE/SLO, Brussels, 2003. (online: <http://www.ofi.hu/studies-articles-090617/quo-vadis-school>)).*

Since the late 80s, Éva Balázs has taken part in higher education and university level educational management training both as lecturer and programme developer. Her publications include 10 books and 34 chapters of books (website: <http://balazseva.ofi.hu>).

Summary of the presentation:

The presentation is to introduce and analyse the implementation process of the Lifelong Learning Strategy of Hungary.

The first part of the lecturer gives some information on the Hungarian state of LLL issues via statistical and research data.

After outlining the conceptual framework and approach of LLL in Hungary, the EU and national context and the organizational background of the LLL strategy of the Hungarian government, issued in 2005, will be outlined, including the features of the preparation and the implementation phases. Actors and procedures of the implementation process as well as the financial background and the construction of development programmes and activities concerning lifelong learning will be introduced.

Following the last, two-year periodical governmental follow up and evaluation of the implementation of the strategy, made in 2009 and statements of a related analysis, prepared by a Central European project concerning the development of LLL strategies (CBI NLLS – Cross Border Improvement of National LLL-Strategies) the presentation gives an overview on the results and backwards of the implementation. Some concrete cases of good examples and problems will be also shown.

The paper concludes in summing up the main future tasks and some new challenges concerning the development of the national LLL strategy.

Paola Nicoletti



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Professional career:

Paola Nicoletti is researcher in Isfol since 1995 and coordinator of lifelong learning's activities. She has been responsible of technical assistance about the consultation in Italy on Memorandum on lifelong learning, responsible for Isfol of follow up of Ue Council resolution on lifelong learning, member of Advisory Board on Individual Learning Account. She authored: *Economical sustainable development and environment protection* (1993), *Post-secondary pathways in the field of constructions* (2003), *Learn forever, in every age* (2005), *1957-2007 From Rome Treats to Europe of citizens* (2007). She is co-author of the book *Lifelong Learning. New questions, new perspectives* (2006). She has realized many researches and edited the following books: *Stage in educational and training pathways* (1999), *The Supply of Lifelong Learning in Italy. First National Report* (2003), *Lifelong Learning's regional supply. Analysis on activities co financed by ESF* (2007), *Lifelong Learning in the Italian Regions. Studies on supply and participation* (2007), *Fostering the participation in Lifelong learning. Measures and actions in France, Germany, Sweden, United Kingdom* (2008). She is member of International network ELAP (European Learning Account Project), of national and international working groups, of several Committees of scientific journals.

Summary of the presentation:

The strategic importance of lifelong learning has taken effect in Italy in the mid '90s, driven by the EU, with the reaffirmation of the need to raise educational levels and skills of the population to promote the integration of young people into the work, professional growth in employment and full participation of citizens in the knowledge society, through an investment in the growth of their competences. The implementation of lifelong learning strategies tend to assume, in Italy, a cross-cutting tone, in the process of reform of education and training systems.

Lifelong learning in Italy is "widespread" in education, training and employment systems. Italy, like many other EU countries, compared to this objective is faced to pursue European goals and to meet as much as possible parameters set before the 2010 and now for 2020. Nevertheless, in Italy the situation is still characterized by low levels of education and professional qualifications of population (especially for 25 to 64 years old), and by widespread shortages of cultural, scientific, and cross-functional layers in large parts of adult and young population.

To proceed in the direction of Europe 2020 strategy, it is absolutely necessary to work both on the coordination and integration of the various types of the "offer" of training, both on the "demand" of training, information, counselling, supporting educational participation of different groups of adult population. It can be said that the widely shared guidelines for lifelong learning are not yet adequate to integrate plans of action among actors and stakeholders in order to attract a significant part of the adult population, in particular those with low levels of education and qualification.

The offer of continuing education in the country is very rich and involving a multitude of public and private, institutional and not characterized by a non long tradition providers, with different courses and activities undertaken. It is worrying to note that the whole different educational segments are focused on the more educated demand and, above all in the delivery of courses in computer literacy and foreign language, there is an overlap between formal and non formal providers.

The right to education and lifelong learning has been recognized by the Regulatory Law 53, March 8, 2000. Thanks to law 53/00, the experiences of individual demand for continuing vocational training have been consolidated. Trend already begun with the specific measure provided for by Law N. 236, July 19, 1993 grew out of an agreement between the government and social partners of the same year, which started the systematization of learning, recognizing the principle of consultation between state, regions and social partners.

With reference to vocational training, the implementation of the article 17 L. 196/97, established the joint funds on the basis of agreements signed by the social partners (representative of a national economic sectors, manufactory, agriculture, and service industries). Italy should be working to raise the level of learning and it is important to continue to combat early school and training leaving, encouraging even more personalized learning formulas. In particular, in Italy must be remedied with the well-known disparities between regions by means of policies and programs targeted with appropriate investment.

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Professional career:

Vera Czesana – works now as a Head of National Observatory of Employment and Training that is an analytical unit of National Training Fund, Prague. She graduated at University of Economics in Prague and completed post-gradual studies in economics and statistics. She has a long term experience in research of labour market issues, quality of human resources and education in relation to economic development and social inclusion. In the last decade she focuses on lifelong learning issues and on early identification of labour market skill needs. She is an author and co-writer of many analytical studies and has participated in many national as well as international projects. She is a national co-ordinator of ReferNet activities in cooperation with the Cedefop (European agency for VET development).

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Professional career:

Hana Žáčková works as analyst and statistician with National Observatory of Employment and Training. She graduated in sociology at the Charles University in Prague. She concerns with analyses of labour market and further education and is experienced in the field of educational structure and mobility and youth participation in the labour market. She is involved in projects aimed on skill needs forecasting in the Czech Republic and develops quantitative methodology of forecasting. In recent years she has participated as a country expert in the Cedefop projects on European skills needs forecasting.

Summary of the presentation:

Participation in continuing education in the CR is lower than is the average of EU27 (6,8% in the CR and 9,3% in EU27 in 2009). Although the participation is influenced mainly by the needs in skills development in enterprises and their economic situation, other factors related to systemic conditions and influencing individual behaviour are important, too.

The presentation gives an overview of legislation, financial incentives, institutional and programme tools for supporting continuing education. The analysis of barriers which hinder individual social groups' access to continuing education is based on the results of individual survey provided among the Czech adult population in 2007.

The spectrum of reasons for not participating in continuing education can be based on factor analysis divided to three main categories. The first category of involves mainly external barriers (price, time), the second category is characterised by the supply of training opportunities (quality, range, information), the third includes individual's attitude towards the training process itself.

In terms of employability and the ability to succeed in the labour market, people who do not participate in any form of education at all are in particular at risk. Therefore the survey was aimed to identify these risk groups according to their labour market position, gender, age, level of education, place of residency, personal income and professional status. The analysis focused therefore on unemployed, people with low qualification, parents of young children, people aged 50 and over and self-employed. It evaluated the importance of different types of barriers for each group.

The main measures for overcoming barrier are (1) information and guidance, (2) system of financial supporting, (3) quality assurance. However their feasibility and usefulness is individual for different groups. Some of systemic conditions are built under the LLL Strategy, however the budget restrictions will negatively influence the implementation of planned measures. Therefore the measures need very good targeting on the specific groups.

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Professional career:

Graduated of the Political Sciences, professional career developed in education. Started as a teacher in secondary school, in 1988 was first appointed as the school principal. In 1994 awarded principal licence and actively took part in school reform in Croatia specially in the field of human resources development in educational management and curriculum development in vocational schools. As a member of the National Curriculum Council worked on development of the Strategy of the Croatian Curriculum Framework which was adopted by the Minister of science, education and sports. In 2008 took position of acting director in the Agency for Adult Education. Presently, at the position of the Director of the Department for Secondary Education in the Ministry of Science, Education and Sports which is responsible for general and vocational secondary education, adult education, state matura, lifelong learning and EU funds.

Summary of the presentation:

Lifelong learning is one of the key factors, which contribute to economic growth, reduction of unemployment, social inclusion and labour market mobility. It upgrades the competencies of the adults and youth thus making them more competitive in the labour market. A precondition for the improvement of the learners' competences is development of the lifelong learning system providing flexicurity from which both learners and employers have benefits. The education institutions should develop programmes that follow recent socio-economic developments and be in accordance with the labour market needs.

Statistics shows, that one in ten inhabitants in Croatia was found to be socially excluded, and that people with lower levels of education more frequently feel socially excluded. Their employability depends on significant investment in market-relevant skills.

In order to increase the participation of the learners in education programmes the education institutions should work on raising the awareness of lifelong learning and benefits that stem from it, on national, regional and local level. Furthermore, the education sector should develop new ways to motivate learners such as providing monetary incentives. In 2008, the participation of adults in lifelong learning programmes in Croatia was 2, 2%, far below EU 27, which was 9, 5%, but it is important to underline the statistical methodology which in Croatia take only formal education programme into account.

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Professional career:

2006 – present – Ministry of education and science of Ukraine – department of international cooperation and European integration – leading specialist, head of unit

2004 – 2006 – Kyiv Main administration of education and science – laboratory of experimental pedagogic and pedagogical innovations – scientific collaborator.

1996-2004 – Kyiv specialized school with extensive foreign languages learning – teacher of English, deputy principal of the school.

1996 – graduated from Kyiv national linguistic university.

Summary of the presentation:

I would like to inform on identifying barriers of lifelong learning and their removal in Ukraine. Particularly I am going to focus the participants' attention on the higher education, vocational education and training and postgraduate studies.

Concerning the higher education there will be general information on the following:

- Types of the higher educational institutions (HEI) in Ukraine and the qualification levels that they provide;
- Quantity of HEIs and their subordination to the Ministry of Education and Science;

- International cooperation in the field of higher education, academic mobility, participation in the EU educational programs
- Existing difficulties in the process of reforming the Higher education system and the Ministry's activity in this aspect.

As far as vocational education is concerned, the materials of the report generally describe the vocational and technical education in Ukraine, identifies its subjects, the network of educational institutions of the vocational education system. Forms used to support lifelong learning, and quantitative indicators regarding their use are demonstrated as well as the existing problems in implementing the lifelong learning and their solutions.

Separate attention is going to be paid to postgraduate education and adult education, present situation and future perspectives.

Oksana Kovalenko



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Professional career:

Chief specialist of social and humanitarian education Ministry of Education and science of Ukraine performs analytical and methodological work related to learning in secondary schools foreign languages (English, German, French, Spanish) responsible for cooperation with Council of Europe in the field of secondary education and for developing national framework, curricular and creation software, educational, scientific and methodological support for secondary schools.

Summary of the presentation:

The beginning of the XXI century was marked by the increased attention to forming of the unique general educational environment. As Ukrainian education is on the way of engaging into European educational environment, there is the necessity of substantial changes and substantial update of the education system in the country.

The system of general education in Ukraine is in a state of transformation. During the Soviet period the duration of primary and secondary education was 10 years. After independence the length of primary and secondary education was extended to 11 years. The Law on General Secondary Education adopted in 1999 with amendments to legislation on secondary and primary education to the educational process from 6.10.2010 envisaged significant changes in structure, duration and content of Preschool (mandatory preschool education for children of preschool age from age 5 to 6); basic (low secondary) and senior (upper) secondary education.

Jelena Jakovljević



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Professional career:

1998 - 2000 I was working in NGO as a Trainer and Coordinator for social help and support of elderly people. 2000 - 2002 I was working in a big company for civil engineering as an assistant to organization and stuff management. In parallel I was working in NGO as a Trainer of teachers working in the field of adult education focusing on their organizational, moderation and presentation skills. Since 2002, when VET Reform started, I was involved in the establishment of Serbian VET Centre and after in it I was responsible for setting up the occupational standards for pilot curriculum development based on outcomes in VET and AE, training the teachers for curriculum development, coordinating teams in that process for pilot profiles, structuring and facilitating sector committees for qualification development, etc. In present I am working mostly on development and country's strategic planning for NQF and Adult Education System. Since 2003 I have participated in projects: ETF - NQF, ERI SEE - VET-Net; CARDS - I, II phase; VET IPA 07, IPA 08; AE IPA 08; NGO Society for Adult Education, etc.

Summary of the presentation:

The situation of adult education in Serbia, considering current transitional processes, is moving forward. The reform of educational system includes some of the aspects of adult education system and lifelong learning concept, such as: functional literacy, development of training programs, capacity building of responsible institutions and providers and teachers' training. Those activities are mostly focused on formal system of adult education.

The platform for reforming this sector is Strategy for development of VET and Strategy for development of Adult Education adopted in 2006. Also, the Law on Adult Education at the moment is in the process of development.

Reform activities are going not fast as it should be because of the existing barriers: lack of political will to deal with functional illiteracy; unsatisfied educational structure of population; traditional approach to education; lack of standards and procedures in adult education; outdated curricula; high unemployment rate; unclear responsibilities for data collection of formal and non-formal adult education. On the other side, political and economic development of the country sets significant challenges to adult education and it should be recognized as key asset for realization of those changes.

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Professional career:

- Graduated from the Slovak Technical University Bratislava, technical and economical education
- Academic practice at the Civil Engineering Faculty of Slovak Technical University Bratislava, at the Comenius University Bratislava, at the Masaryk Institute Prague (holder of academic titles from the area business management and economic sciences, lecturers' activities)
- Working for the consulting firms in Switzerland and Germany (1988 – 1990)
- Owner, General Manager and Senior Consultant of Corporate Consulting Group, s.r.o.
- Author of many articles and academic publications in the professional press area (HR forum, Duel, Trend, Hospodárske noviny)
- Expert on issues: **State Identity, Knowledge driven society**, Value System, Corporate Identity and Corporate Culture
- Laureate of the prestigious award: Prominent ekonomiky (Prominent of Economy).

Summary of the presentation:

No -interest in education vs. Interest in no-education

Do we really have barriers in lifelong education or rather barriers in education process as such?

Are the barriers in education in our Head or in our Heart?

Unnoticeable switch from informal to formal education

Do we understand the origin of the word “education”?

Education, life and job are not three different things, it is only one thing

Education is not a value anymore it is a commodity

Lack of joy in education process

Negative impact of IT

Education as a decoding key to understand the information boom

Do we really like the education for the education itself, or because of the status?

Results of research concerning the attitude towards the education in Slovakia

Is it like that only in Slovakia?

Is it possible to build knowledge- driven society?

How to remove the barriers in education?

Good message is that “no- interest in education” is not the same as “interest in no- education”

Contact list of Speakers

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