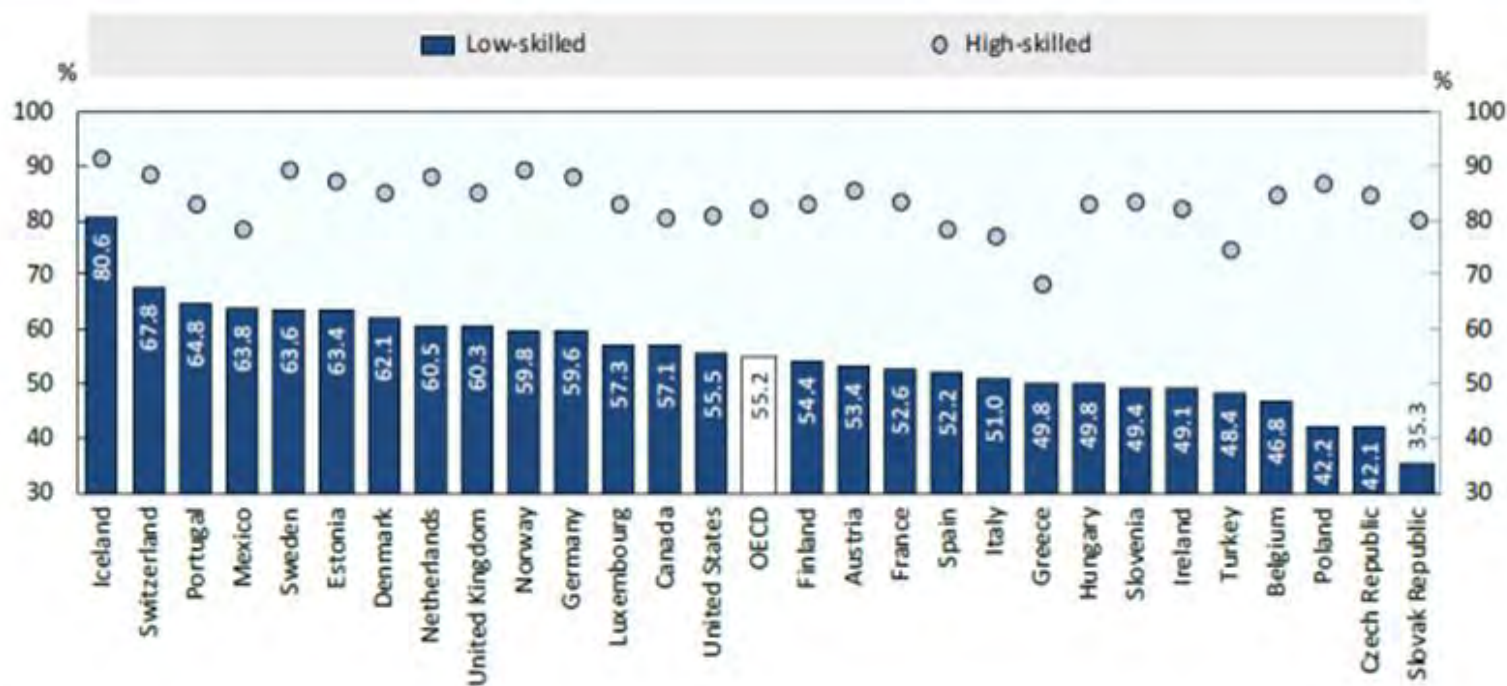


# Basic skills - from initial mapping to the LLL Strategy



## Employment rate of low-skilled, 2015 Q3

As a percentage of the low-skilled population aged 25 to 64



Note: OECD is the weighted average of 28 OECD countries (excluding Australia, Chile, Israel, Japan, Korea and New Zealand).

Low skill corresponds to less than upper secondary educational attainment. High skill corresponds to tertiary level educational attainment.

Source: OECD estimates based on national labour force surveys.

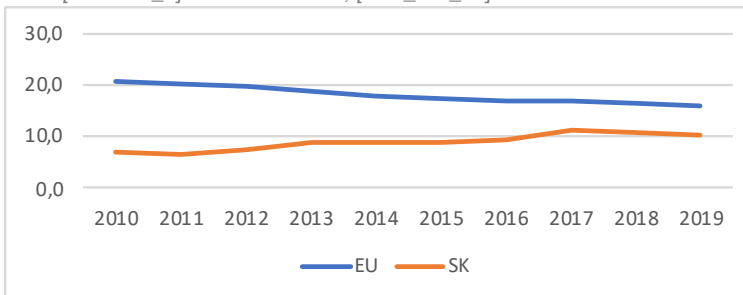
# LOW SKILLED in Slovakia (isced 0\_2)

+ low share of low skilled population with ISCED 0\_2 (but worsening! among youth)

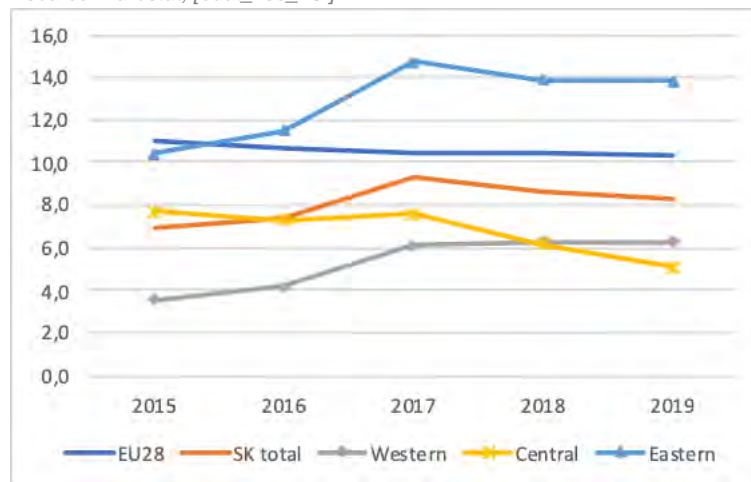
+ and low rate of early school leavers **BUT regional differences** (Eastern Slovakia: Marginalised Roma communities, most rural)

- **one of the worst labour market positions** of low skilled in EU, especially YOUTH, this means continued inflows into low skilled group

Share of YOUTH (20\_24) years old with less than secondary education level [ISCED 0\_2] source: Eurostat, [edat\_lfse\_03]



Early school leavers 18\_24 years old Slovakia by NUTS2 regions source: Eurostat, [edat\_lfse\_16]



Unemployment rate YOUTH (20\_24) source: Eurostat, [lfsa\_urgaed]



Lack of knowledge about learning opportunities and barriers of the low skilled:

- what are the skills levels, learning needs
- Learning barriers

Provision of adult learning opportunities for low skilled

- not provided,
- not discussed/identified at policy level as an area for intervention yet

Examples basic skills provision in other EU countries and Upskilling pathways recommendation ⇒

**led to project BLUESS proposal**

# Project BLUESS - Basic Skills Development in Slovakia

## PROJECT RATIONALE

- multiple disadvantages a cummulated barriers in access to employment, social services, training – no route for improvement
- regional disparities
- marginalised (Roma) communities - concentrated in „lagging“ regions with lack of job opportunities
- public policies limited outreach: large share estimated not to be covered by employment services

# Project BLUESS - Basic Skills Development in Slovakia

## STARTING POINTS

- SCARCE OPPORTUNITIES: opportunities to support **basic skills provision fragmented**, NGOs, non-formal learning embedded in social services, *NOT recognised as learning provision*, mainly local level, project-based financing of NGOs
- ABSENCE: Mapping and monitoring of **target groups' skill levels**, and learning needs (basic skills development)
- ABSENCE: no system tools for **assessment and development of basic skills**

# Project BLUESS - Basic Skills Development in Slovakia

## GOALS

- To open a debate on the need to address basic skills at national level;
- To **map the situation** in connection with basic skills of adults in Slovakia and identify **main challenges**;
- To propose **tools for assessing** the basic skills levels;
- To develop **capacities of practitioners** in the field of basic skills development;
- To enable **exchange of information** and **good practice** with other countries.

# Project BLUESS - Basic Skills Development in Slovakia

## FINDINGS

ABSENCE OF mapping and monitoring of **target groups' skill levels**, and learning needs (basic skills development)

ABSENCE OF system tools for **assessment and development of basic skills**

ABSENCE OF AWARENESS ABOUT BASIC SKILLS PROVISION AND ITS FUNCTIONS

**activities in practice:** field social services, mentoring, (career) guidance, social rehabilitation, labour market activation, mainly local level, project-based financing of NGOs NOT RECOGNISED AS BASIC SKILLS SUPPORT

BASIC SKILLS provision (SUPPLY) is not building up

- ⇔ AWARENESS of potential learners is not developing
- ⇔ Stakeholder networks not developing

Limited space for TARGETED support to **basic skills development**

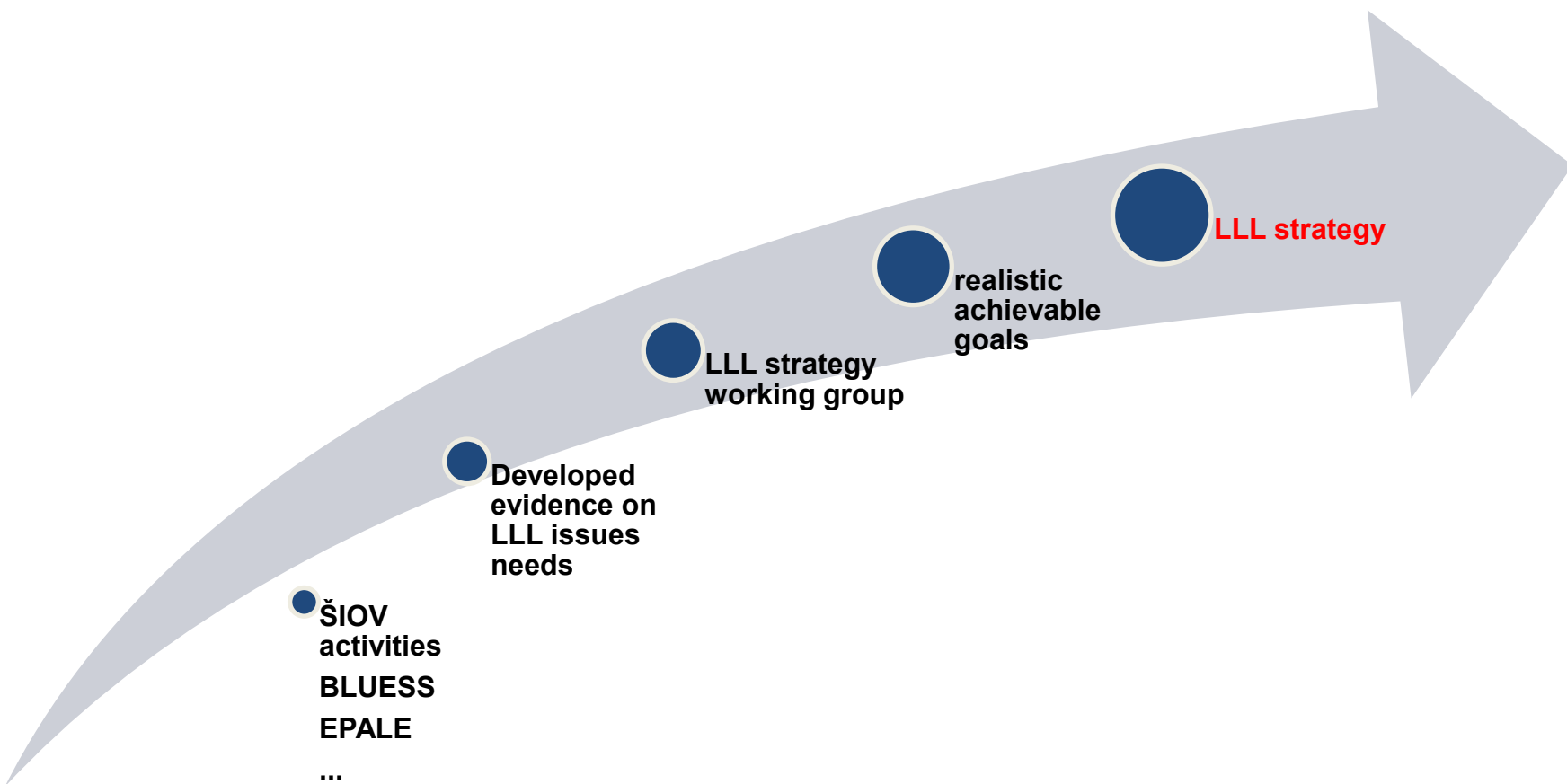
- ⇔ ABSENCE OF LEARNING OPPORTUNITIES



# Project BLUESS - Basic Skills Development in Slovakia

## RECOMMENDATIONS

- lack of **awareness** about **importance and impact of non formal basic skills programmes** for low skilled needs to be addressed in order to support development of policy measure in this area
- **Cross-sectoral/ministerial** approach and coordination needed - e.g. Active Labour Market Measures - only for registered jobseekers, **unreachable** for people with low BS
- **diagnostics** of basic skills needs to be developed with LEARNER-centred approach (motivation to learn)
- **promotion** of basic skills among stakeholders and target groups is necessary -> support bottom up initiatives (quality of basic skills, address regional differences)



# Strategy for LLL and Guidance 2021 - 2030

Proposal for the Government completed in October 2021

Main principles:

- **accessibility and inclusion**
- **flexibility of the education system**
- **enhanced governance** (intersectoral coordination)
- **reliable data**

Proposed concrete measures and activities to be implemented - **including focused activities towards basis skills reinforcement:**

## **National Initiative for the Improvement of Basic Skills**

# Strategy for LLL and Guidance 2021 - 2030

## National Initiative for the Improvement of Basic Skills

- **Embedding the concept of basic skills in the Lifelong Learning Act (2022)**
- **Piloting tools for mapping, assessment and testing of basic skill for low-skilled adults**
- **Funding non-formal education providers in basic skills for low-skilled adults (esp. NGOs working with the target group)**
- **Building the institutional capacity to support public skills education programs from public funding**

**Thank you for your attention**

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