CEDEFOP

European Centre for the
Development of Vocational Training

ERO National Research Report (ENRR)

0. INTRODUCTION – NOTES ON COMPLETING THE TEMPLATE

(1)   The 'ERO National Research Report', to be returned by 31 March 2005, should be completed in accordance with the template provided here.

(2)   The main aim of this report is to provide a <u>brief overview/description</u> of Research and Development policies and initiatives within your country.

(3)   The report covers 'Research and Development' (R&D) in the areas of vocational education and training (VET) and human resource development (HRD).

(4)   This report will outline the <u>context</u> within which the information provided in the ERO Base can be situated and properly understood.

(5)   This report is to <u>complement</u> the database type information provided in the ERO Base, VET-Instit, VET-Bib etc, and <u>not replicate them</u>.

(6)   **<u>The emphasis in this report is on brevity so as it can be presented in a web-based format. This means that only the most important and relevant information should be selected for inclusion</u>**.

(7)   Therefore, the total length of the report **<u>should not be more than FIVE pages</u>**. More detailed analytical papers on research in your country are very welcome, but they should be provided as <u>attachments/reference material</u> to be placed in the ERO Paper Base. These additional documents should be referenced and the electronic hyperlinks indicated as appropriate.

(8)   Instructions of the precise information to be inserted are provided in the template. Entries in each field should be short and concise

(9)   This report is to be updated/revised as necessary on an annual basis.

(10)   This report will be stored in a special new section to be created in the ERO Paper Base

(11)   All sources or texts used in the report are to be listed with full bibliographical details in the reference section 9 of the report. In the main part of the report, sources are to be referred to in an abbreviated form (in line with Cedefop bibliographical standards).

(12)   All inputs are to be in the English language; however, national terms (e.g. names of institutions/references) are to be provided <u>firstly</u> in their original language and then with an English translation (and/or explanation in brackets).

(13)   All of the National Research Reports will form the basis for the creation of a European-wide 'ERO Synthesis Research Report' (ESRR).

ERO National Research Report (ENRR)

Country:	SR
Year (*2004*):	2004
Name(s) of author(s):	Juraj Vantuch and Dagmar Jelínková, with contributions of Mária Pomffyová, Ľudmila Velichová and Katarína Krelová
Date of submission:	23.6.2005

1. INFLUENCE OF NATIONAL RESEARCH AND DEVELOPMENT INITIATIVES, ACTIONS AND/OR PROGRAMMES ON VET/HRD POLICIES, IN PARTICULAR RECENT REFORMS/INNOVATIONS.

Give a brief outline of the **National** VET/HRD policies and reforms/innovations that have been influenced or supported by National Research and Development initiatives or actions, including programmes, studies, evaluations, reports or projects. Please use the box format below and modify the width of the left and right boxes as appropriate.

The 'two directional arrow' in the box below is meant to show that there can be two ways of looking at the relationship between research and policy. Sometimes, 'research' initiates policy change whereas on other occasions, research is an accompanying action that follows on from or supports a policy innovation/ policy change.

Please keep in mind that some R&D and policy initiatives may be only partly related to VET/HRD matters. They may only deal with VET/HRD in the context of a wider socio-economic or educational policy development. **(2/3 page)**

National VET/HRD Research & Development initiatives ⟷	National VET/HRD policies, reforms and innovations
1. There were no national VET/HRD R&D initiatives sensu stricto within the monitored period except the state ordered Roma minority project coordinated by the National Institute for Education (see section 5).	1. Basic positions of Slovak government's Roma communities integration policy government resolution 278/2003 (**www.vlada.gov.sk/romovia** > dokumenty), annually evaluated, the last evaluation adopted by GR 363/2005. The Concept of Integrated Education of Roma Children and Youngsters elaborated by the Ministry of Education (GR 498/2004). The National Action Plan of the Slovak Republic regarding the Decade of Roma Inclusion 2005-2015 (GR 28/2005).
2. Many research activities however contributed to better understanding of socio-economic condition of Slovakia and as a background for expression of the Competitiveness Strategy for the Slovak Republic until 2010 (Lisbon Strategy for Slovakia). Diverse research activities of INEKO/SGI in early 2000s as well as SNO analyses contributed to clarification of the SR position towards Education and Training 2010 programme (Report on education policy in Slovakia; **www.minedu.sk**) and to reflection of Lisbon strategy which resulted in adoption of the national Lisbon strategy.	2. In March 2005 the government approved the Competitiveness Strategy for the Slovak Republic until 2010 (Lisbon Strategy for Slovakia). The aim of this Strategy is to pursue activities to support development of knowledge economy in Slovakia. Subsequently the government approved the MINERVA programme for the support of knowledge society with visions defined in 4 areas: 1. Information society, 2. Science, R&D and innovations, 3. Education and employment 4. Business environment (**www.iminerva.sk**). Four actions plans are being developed for implementation of the national Lisbon strategy containing priority activities with measurable outputs. The Ministry of Education SR is responsible for the Action Plan Education and Employment and shares responsibility with the Ministry of Economy in frame of its competences in the Action Plan: Science, Research and Innovations.
3. Additional initiatives were embedded within the bottom-up schemes, e.g. KEGA, VEGA (see section 5) usually closely related to the Millennium project: - Increasing the efficiency and innovation of educational process and preference of new learning styles; - Development of standards in the Slovak Republic for	3. The Millennium project, a research and policy making initiative was approved by GR 1193/2001 and subsequently passed by the parliament in 2002 under the name the National Programme of Upbringing and Education in the Slovak Republic for Forthcoming 15 to 20 years.

basic, secondary and tertiary education with economic, technical and general orientation; - Innovated curricula (the so-called teaching plans) in accordance with the ECTS credit system principles; - Classification of correlation between educational potential of inhabitants and unemployment rates in regions in the Slovak Republic. Worth stressing are projects of Slovak University of Technology and University of Economics (see ERO base and section 3)	
4a. The Ministry of Education SR affiliated institutions' research activities were aimed directly at influencing policies. Besides aforementioned Roma community policies within which the Institute of Child Psychology and Patho-Psychology contributes to measures aimed at Roma culture sensitive education and in particular diagnostic instruments, a project aimed at career guidance aligned to the labour market needs is very relevant.	4a Cooperation of schools and school establishments with the Institute of Child Psychology and Patho-psychology is annually specified by the Ministry of Education SR "Pedagogical and Organisational Guidelines" and alignment of research activities of the institute to education sector needs is similarly to other ministry of education affiliated institutions based on annual contract specifying funding and outputs.
4b. State Institute of VET (SIOV) contributed to the change of policies towards provision of VET school programmes. The National Institute for Education and SIOV contributed to the change of policies towards school leaving examinations.	4b An amendment of the Decree of the Ministry of Education SR No 80/1991 on Secondary Schools setting the innovated network of study and training branches. A preparation of a new Decree of the Ministry of Education SR No 510/2004 on Completing Study at Secondary Schools and Training at Vocational Schools for SEN Students, Vocational Schools and Practical Schools, and its revision amendment of 2005.
5a. A human resource development research has not been utilised for specific policy paper, however similarly as aforementioned initiatives utilised within elaboration of ESF related documents.	5a. The National Development Plan and Sectoral Operational Programme Human Resources and Programme Supplement as well as Single programming Document NUTS Bratislava Objective 3 (and partly also SPD NUTS II Bratislava Objective 2) and respective Programme Supplements.
5b. Activities were also utilised within specific social policy measures, e.g. the Ministry of Labour, Social Affairs and the Family affiliated Centre for Work and Family Studies carried out surveys which contributed to the development of policies towards elderly people	5b. E.g. the development of the Framework Concept of Long-term Solution of Living Standard of Elderly People in the SR by the Ministry of Labour, Social Affairs and the Family SR.

2. INFLUENCE OF <u>EU</u> RESEARCH AND DEVELOPMENT INITIATIVES, ACTIONS AND/OR PROGRAMMES ON VET/HRD POLICIES, IN PARTICULAR RECENT REFORMS/INNOVATIONS.
Briefly specify the National VET/HRD policy areas and innovations that have been influenced and/or supported by **EU research and development programmes/projects**, including the Research Framework, ESF and Education & Training (e.g. Leonardo da Vinci) Programmes, etc.   **(2/3 page)**

EU R&D programmes/projects ⟷	National VET/HRD policies, reforms and innovations
1. Two 5th FP thematic network projects with Slovak participation are content relevant: S.P.A.C.E. Foundation participated in the HPSE-CT-2001-50004 project coordinated by GENT University aimed at monitoring EU and accession countries social policies, to forecast future development and study the extent of potential convergence of different social potential systems. The Slovak National Observatory of VET and Comenius University participated at HPSE-CT-2001-50008 project coordinated by University of Bremen aimed at reflecting the consequences of the Internationalisation and Europeanisation of E&T for European policies, and European dimension in E&T, both in terms of political strategies and trans-national research needs. Partly relevant is also the 2004 PUBLIN project coordinated by NIFU STEP, Norway; with Comenius University as a partner, and aimed at innovation in the public sector.	1. Slovak participants mentioned within both projects maintain close links to the Ministry of Labour, Social Affairs and the Family SR and the Ministry of Education SR. The S.P.A.C.E. Foundation is among key players providing for input as well as feedback for introduction of reform of social policies. The Slovak National Observatory of VET and Comenius University regularly supports the Ministry of Education SR and the Ministry of Labour, Social Affairs and the Family SR in elaboration of policy documents from the VET point of view, i.a. comments on draft concept of lifelong learning in Slovakia, elaboration of National Lisbon Policy Action Plan I. Education and Employment, comments on a new employment policy paper and draft act on employment services, ex-ante evaluation of EQUAL, comments on ESF programming documents 2004-2006.
2. Although Grundtvig and Leonardo da Vinci are not designed for research, some of projects featured some specific research activities. e.g. SK/01/B/F/PP/2-142220 and career guidance and counselling related survey aimed at preparation of dedicated training of counsellors meeting international standards; SK/99/1/84114/PI/III.3.a/CONT aimed at the development of quality standards for adult guidance in education; SK01/B/F/PP-14226 aimed at examining efficiency and establishment efficient e-learning services; SK/04/F/PP-177421 aimed at E-learning for introduction and management of tele-working, including a study on collaborative environment for teleworking.	2. Although these and similar community programmes´ projects contributed to national discussions concerning respective topics as a rule they create a basis for bottom-up initiatives rather than the direct influence of national policy papers. E.g. despite for years stressed priorities within the Leonardo da Vinci programme aimed at validation and recognition of non-formal and informal learning; and quality assurance in VET; there have been no national models agreed and national policies developed so far. Similarly, there were no substantial activities encouraged towards reflection of European Qualification Framework (EQF) and European Credit Transfer in VET (ECVET) initiatives. A consultation process planned by the EC for the second half of 2005 could similarly to the 2001 Memorandum on LLL consultation process strengthen reflection and further research.

3.	OVERVIEW AND BRIEF COMMENTARY ON CURRENT VET/HRD RESEARCH & DEVELOPMENT PROJECTS THAT ARE PRESENTED IN THE ERO BASE.

	3.1.	Firstly, specify and comment briefly on those VET/HRD themes/issues featuring in the ERO Base that are considered <u>most important</u> in your country. Use the ERO descriptions (see list in annex of this document). **(2/3 page)**

Most important themes covered	ERO descr's
Worth mentioning are the following themes related to the studies featuring in the ERO base:	
- Competences in pedagogy of VET teachers resulting in a new accredited training programme based on key competences (Slovak University of Technology, KEGA 3/0212/02 and KEGA 3/0213/02);	C/L/C&SD T/T/P
- Innovations in economic education including new curriculum development (University of Economics IGP No 0030/99 and IGP No 15 000 10/02)	C/L/C&SD T/T/P
The following are the other themes and projects reports which will be gradually included into the ERO base:	
APVT-51-049502 Increasing social competence of pupils through the development of creativity in social relations	HRD
KEGA 2312/04 Innovation of education of teachers of vocational subjects	T/T/P
KEGA 2325/04 Increasing ICT competences of secondary school teachers	IT,T/T/P
KEGA 2346/04 Meeting regional needs in secondary education	G/AE,VET
KEGA 013/02 Teacher training for the specific work with Roma	T/T/P
KEGA 1112/03 Teacher training and professional competence of teacher training graduates	T/T/P
KEGA 2380/04 Implementation of the new subject "Quality of School" into the curricula (the so-called teaching plan) of complementary pedagogical study, and experimental verification of this subject	C/L/C&SD T/T/P,VET
KEGA 0704/02 Transformation of teacher training	T/T/P
KEGA 0177/02 Ways – basis, aims and strategy for realisation of the national programme of upbringing and education	G/AE,VET
VEGA 9189/02 Assertion of teacher training graduates in practice and their reflection of pre-graduate teacher training at the faculties of Prešov University	T/T/P
VEGA 0229/03 Pedagogical and psychological aspects in making use of ICT at HEI	IT
VEGA 0204/03 Didactical issues of e-learning	IT
VEGA 1392/04 Unemployment in personal and social context and the context of values	E/LM/SP
VEGA 0225/03 Trends in the development of andragogy and its systemisation	S/T/AL
VEGA 0081/03 Status and the role of Roma woman in society	HRD
VEGA 9199/02 Technical education in information society	IT
VEGA 0082/03 Analysis of current determinants of socio-cultural background of persons interested in teacher profession	T/T/P, P/S/P
VEGA 2/3214/23 Personality and situational factors of behavioural strategies in the demanding life situation of unemployment	HRD, E/LM/SP

4. MAJOR INSTITUTIONS INVOLVED IN VET/HRD R&D IN YOUR COUNTRY.

Give an overview of the **main research centres** (including bodies/departments/units within universities) undertaking VET/HRD research. Give a short description of their research profiles (using ERO Descriptors – **see annex of document**).

NB: Only the names, acronyms and locations of the institutions underlined without full addresses (etc) are to be given in the text Full data should be provided in VET-Instit. **(1/3 page)**

Main research centres	ERO descr's
Slovak University of Technology, Faculty of Materials Science, Department of Technical Teacher Training, provides pre-graduate and post-graduate training of technical subjects teachers. Key research activities of the department have been oriented towards competences in pedagogy of VET teachers, innovations of training of technical subjects teachers, and quality of education.	VET
University of Economics in Bratislava, Faculty of National Economy, Department of Pedagogy offers pre-graduate and post-graduate training of economic subjects teachers. Its research activities have been focused in particular on innovations in economic education including new curriculum development.	VET
Technical University of Košice: Department of Engineering Education offers complementary pedagogical study providing secondary vocational subjects teachers – diploma engineers, with teacher qualification. The department is accredited by the international organisation International Gessellschaft fur Ingenieurpädagogik (IGIP) in Klagenfurt. **The Centre for Information and Telecommunication Technology** is focused on the research on application of artificial intelligence, on expert activities in the field of operational systems, and educational activities related to ICT.	VET
Matej Bel University, Banska Bystrica: Faculty of Economics provides study programmes in tourist trade, economy and business management, public economy and services. The scope of its research activities also includes human resource and quality management issues. **The Department of Human Sciences'** research activities are focused e.g. on the issues of European citizenship and implementation of EU legislation the field of administrative law into the system of public administration in the SR. **Faculty of Natural Sciences, Department of Informatics** is focused on educational activities and research in the field of ICT.	VET
Pavol Jozef Safarik University: Kosice, Faculty of Natural Science Research, Educational Centre for ICT provides educational and research activities in the field of ICT.	VET,IT
Comenius University, Bratislava, Faculty of Philosophy, Faculty of Education, faculty of Social and Economy Sciences, Faculty of Natural Science Research and Educational Centre for ICT. Comenius University is the oldest and greatest university in the SR. As a scientific institution it comprises research in almost all scientific disciplines.	EI
University of Constantine the Philosopher, Nitra: **Faculty of Education, Institute of Technology Education** provides training of future teachers in didactics and technology. The research activities are focused primarily at application of ICT in education, and creation of educational environment.	P/S/P,IT, VET
University of Trnava, Faculty of Education, Trnava, provides teacher training for basic and secondary school teachers. Within its research activities the priority is given to application of ICT in education and to the educational theory.	P/S/P, IT
Institute of Social Sciences, Slovak Academy of Sciences, Kosice, is focused on a research in history, sociology and social psychology. The topics in the field of social sociology research also include the human capital issues, and its links to educational system and labour market.	P/S/P
Institute for Sociology, Slovak Academy of Sciences, Bratislava, aims at the research of current	P/S/P

problems of Slovak society resulting from political and social changes in the SR.	
Research Institute of Child Psychology and Patho-psychology, Bratislava, is the only institution in the SR dealing with a comprehensive research of mental development of children. The activities comprise research in the three key areas: mental development of healthy children, mental development of handicapped children, and the issues of social development of children and youth.	P/S/P
Centre for Work and Family Studies, Bratislava is the Ministry of Labour, Social Affairs and the Family SR affiliated institution focused on the sociological research related to social and family policy, labour market and employment policy, and in the field of occupational safety and health.	P/S/P E/LM/SP
State Institute of VET, Bratislava, is the Ministry of Education SR affiliated institution. It is a methodological, pedagogical, co-ordinating and training institution responsible for vocational education and training issues at secondary VET schools. The activities include the development of educational programmes and educational standards, co-operation in development of textbooks, in-service teacher training, involvement in international projects, developing methods for simulation of activities for training firms.	VET
National Institute for Education, Bratislava, is the Ministry of Education SR affiliated institution. Its mission is to carry out research in education and provide pedagogical guidance to primary and secondary (especially grammar) schools. The main activities include curriculum development, consultancy, methodology and in-service teacher training.	G/AE

5.   FUNDING FRAMEWORKS AND SUPPORT STRUCTURES.

Give an overview of the major national frameworks, foundations and programmes promoting and supporting R&D related to VET/HRD. Give a brief description of the kind of support provided and the financial resources available.   (1/3 page)

R&D in the SR is carried out by higher education institutions, research institutes of the Slovak Academy of Sciences, public sector research institutes, all funded from the state budget, and private research institutes funded by the private sector. The Ministry of Education SR is the central authority in this area. R&D is supported top-down within 10 state R&D programmes (six complex and four thematic), and state R&D purchase orders of individual central state administration authorities. Within the state R&D programmes approved by the government (GR 1007/2002) the complex programmes most relevant to VET are as follows: the complex programme No 1 Informatisation of society, in particular 1.2 Informatisation of education; within No 6 in particular 6.2 aimed at regional development, 6.5 aimed at transformation of economy, and 6.9 aimed at social system transformation and risks of social cohesion violation. Within 4 thematic programmes the most relevant programmes are s follows: the thematic programme No 1 Development of personality and skills of young PhD students below 35 years, No 2 aimed at support and effective utilisation of R&D infrastructure, No 3 Prognoses of the development of science and technology till 2015, and within No 4 in particular 4.1 Human resource development and 4.1.2 Labour sources and labour market. Within the state R&D purchase orders partly relevant is only the theme Education of Roma coordinated by the National Institute for Education. Research institutions (researchers) for individual researches are selected in the public tender.

Bottom-up researches are implemented via the Agency for the Support of Science and Technology, and two sectoral agencies – the Scientific Grant Agency VEGA and the Cultural and Educational Agency KEGA. VEGA projects are submitted by institutions from the education sector in accordance with the priorities of science policy approved by the Ministry of Education SR, and based on recommendations of scientific community. KEGA projects are submitted by HEI for the solution of current issues related to education and art.

The methodology for preparation of state R&D programmes for 2005-2006 was based on Act No. 132/2002 on Science and Technology) (§15 to §17) and on the Concept of National Science and Technology Policy till 2005. A new Act 172/2005 was approved in March 2005, newly stipulating state support of science and technology, and transforming the Agency for the Support of Science and Technology to the Agency for the Support of R&D. The main objective of this law is to create the clear conditions of R&D environment in Slovakia in accordance with Lisbon Strategy and Barcelona Target. After increasing the transparency in funding flows and increasing the efficiency in investment, funding sources from the state budget for science and research will increase in 2006.

According to the database of the Statistical Office of the SR, there is overall decline of the expenditure for RTD.

Even while public resources in absolute value slightly increased, their share on GDP declined (2004: 0,59% GDP). In respect to the Barcelona target (3% GDP total expenditure on science and research) the Government of the Slovak Republic approved 1,8% GDP as a national target to be reached by 2010.

With regard to research activities funded by the Ministry of Education SR from the state budget via state programmes – the total amount of funding in 2004 was 723 800 000 SKK.

6.	PROFESSIONAL RESEARCH ASSOCIATIONS AND NETWORKS.

Give an overview of the national associations and/or networks, which facilitate VET/HRD research. Give a brief description of major activities (including annual national/European/international events) organised by these associations. **(1/3 page)**

There are no professional research associations in the field of VET and HRD. There are however networks aimed at VET and HRD within which research and development might be addressed, e.g.

Association of Adult Education Institutions (www.aivd.sk) and Slovak Association for Human Resources Management and Development (www.zrrlz.sk, member of European Association for Personnel Management and World Federation of Personnel Management Associations).

There are also traditional professional bodies, such as the Slovak Pedagogical Society, Slovak Psychological Society and Slovak Sociological Association, which also support research in VET/HRD within respective fields. Research initiatives and networking is supported by the Centre of the Development of Science and Technology (SARC, www.sarc.sk) established by Ministry of Education SR. SARC provides support for participation of research subjects in European R&D projects, and serve as contact points e.g. for Framework Programmes, COST and EUREKA; it also coordinates SIKAS+, a Slovak Information and Consultation Academic Network.

7.	BRIEF REVIEW/ASSESSMENT OF THE CURRENT R&D ACTIVITIES AND INDICATION OF FUTURE ISSUES THAT NEED TO BE ADDRESSED. THIS SECTION SHOULD BE COMPLETED BY A RESEARCH EXPERT.

7.1.	Firstly, comments are sought on the status, effectiveness and impact of current VET/HRD R&D activities in your country. **(1/3 page)**

VET/HRD related research is insufficiently developed due to several reasons:

- There was no VET research specialised institution within former Czechoslovakia; there were only isolated researchers within universities and one department at the Institute of Experimental Pedagogy of the Slovak Academy of Sciences. A department within the Pedagogical Institute affiliated to the Ministry of Education SR served Slovak VET schools making use of the research infrastructure of Research Institute of VET in Prague.
- In contrast to VET research, the research in the field of labour, social and family affairs had solid grounds, partly also due to backing by the Research Institute of Labour, Social Affairs and Family located in Bratislava, with responsibility for Czechoslovakia as a whole, to some extent balancing the dominance of Prague in VET; this research infrastructure gradually diminished due to the brain drain (many of researchers entered politics) and gradual reduction of the number of research positions.
- During 1990s hard times of restructuring economy insufficient funding of research caused reduction of research activities; and what is more serious research in VET and HRD is still only in limited extent able to reflect the new socio-economic conditions and to offer results usable in policy making. After 2002 first signs of revival in research are visible. It will however need more time to create efficient research teams in these fields. Within this context a research study within the state programme of R&D aimed at social protection of young PhD students is of crucial importance.
- There are no vivid links between almost exclusively private productive sector and almost exclusively public research institutions; private research institutions are still rare.

Although policy making cannot be considered as separated from research initiatives the Slovak Republic is far from the developed system of mutual interlinking of policy making and research. Policy-making is influenced from ad hoc short-term research activities rather than from long-term and interrelated research of well-established research teams. The year 2006 is hoped to be crucial in both: increasing funds invested in research

and more sophisticated mechanisms in support of research after implementation of new legislation (coming in force only in 2005).

Secondly, issues that need to be addressed by R&D in the future should be outlined.

(1/3 page)

As regard VET research there are three clusters of urgent need:
- research in support of systemic changes, e.g. introduction of efficient quality assurance in VET, identification of financing scheme attracting private subjects to support VET, development of methodology appropriate for recognition of non-formal and informal learning, creation of infrastructure in support of a shift from transmissive to competence-based education/learning;
- know-how appropriate for better reflection of social economic situation in market driven and knowledge-based economy: e.g. labour market intelligence, early identification of skill needs, innovative interventions mechanisms in curriculum development;
- hot topics reflecting European policies, e.g. European Qualification Framework and credit transfer policies in HE and VET, and hot topics as a consequence of global changes, e.g. efficient utilisation of ICT in support of learning environment, entrepreneurship education, learning to learn skills development and changing status of teachers and trainers as learning facilitators.

As regard the HRD research a complex policy paper on HRD in the Slovak Republic and HRD regional studies are worth of development. Current research activities carried within the existing frameworks described above would gain an additional impulse through this. Human resource development elements already included within regional development plans of seven regions in SR already developed by regional authorities would be broadened in their impact and utilisation after reflection of national research results as well as adoption of sophisticated research methodologies.

8.   VET/HRD CONTACT PEOPLE.

Make a selection of a <u>small number of persons</u> (researchers, administrators or consultants<u>), who are willing</u> to make themselves available for consultation on national VET/HRD research, including the author(s) of this report. Provide alphabetical listing, giving names and e-mail addresses of each person, plus information on their professional function and particular expertise related to VET/HRD research, using the ERO descriptors.

*NB: **Full** data on each contact person should only be made available in the ERO Expert Base.*   **(1/3 ρ**

Full name	e-mail address	Function	Particular expertise related to VET/HRD research	ERO descr's
Sandor Albert, ass. professor	albert.sandor@ selyeuni.sk	Selye University, Komarno; rector	VET, quality assurance	C/L/C&S D
Ján Bajtoš, professor	bajtos@ science.upjs.sk	Technical University, Kosice	VET, curriculum development in technology	C/L/C&S D
Iveta Radičová, professor	iveta.radicova@ savba.sk	Institute for Sociology, Bratislava, Director	Social policy	P/S/P
Rudolf Šlosár, professor	slosar@ euba.sk	University of Economics, Bratislava, Head of Dpt	VET, curriculum development in economy education	C/L/C&S D
Ivan Turek, professor	tureki@ stonline.sk	Slovak University of Technology, Bratislava	VET, teacher trainer training, quality assurance	C/L/C&S D

Roman Hrmo, ass professor	roman.hrmo@stuba.sk	Slovak University of Technology, Bratislava, Head of Dpt	VET, teacher trainer training	C/L/C&S D
Mariana Kundrátová, ass. professor	mariana.kundratova@stuba.sk	Slovak University of Technology, Bratislava	VET, teacher trainer training	C/L/C&S D
Viera Prusáková, ass. professor	viera.prusakova@fphil.uniba.sk	Comenius University, Bratislava	CVET, Andragogy	S/T/AL
Juraj Vantuch	vantuch@fedu.uniba.sk	Comenius University, Bratislava	Education policy	A/F

9. REFERENCES TO VET/HRD RESEARCH RESOURCES.

All sources/resources used in preparing this report should be listed here. Alphabetical listings, with full bibliographical details (according to Cedefop standards), divided into sub-groups of types of resources - a) publications, b) databases and c) web-based resources, should be provided.

NB: The resources in the ERO Base should just be __mentioned briefly__ here. **(1 page)**

Information listed above is derived from the following websites:

- **Úrad vlády Slovenskej republiky** [Slovak Republic Government Office] http://www.vlada.gov.sk/

- **Ministerstvo školstva SR** [Ministry of Education SR] http://www.minedu.sk/, in particular Odbor štátnej vednej a technickej politiky [Section of National Science and Technology Policy] http://www.minedu.sk/VaT/VaT.htm, and Odbor vedy a techniky na vysokých školách [Department of Science and Technology at HEI] http://www.minedu.sk/VS/OVTVS/ovtvs.htm

- **Agentúra na podporu vedy a techniky** [Agency for the Support of Science and Technology] http://www.apvt.sk/

- **Portál Veda a technika v SR** [Science and Technology in SR portal] http://www.veda-technika.sk/

- **Ministerstvo financií SR** [Ministry of Finance SR] http://www.finance.gov.sk/

- **Ministerstvo práce, sociálnych vecí a rodiny SR**[Ministry of Labour, Social Affairs and the Family SR] http://www.employment.gov.sk/

- **ESF dokuments** http://www.esf.gov.sk/content/01_esf_06.php

- **Slovenská technická univerzita v Bratislave,** Materiálovotechnologická fakulta, Katedra inžinierskej pedagogigky a psychológie [Slovak University of Technology in Bratislava, Faculty of Materials Science, Department of Technical Teacher Training] http://www.mtf.stuba.sk/sk/pracoviska/katedry/kipp/index_1024.htm

- **Ekonomická univerzita v Bratislave,** Národohospodárska fakulta, Katedra pedagogiky [University of Economics in Bratislava, Faculty of National Economy, Department of Pedagogy] http://nhf.euba.sk/katedry/kpg_a.htm

- **Technická univerzita v Košiciach** [Technical University of Košice]: Katedra inžinierskej pedagogiky [Department of Engineering Education] http://www.tuke.sk/kip/; Centrum pre informačné a telekomunikačné technológie [Centre for Information and Telecommunication Technology] http://www.tuke.sk/CITT/; Inštitút celoživotného vzdelávania [Institute of Lifelong Education] http://www.tuke.sk/icv/

- **Univerzita Mateja Bela,** Banská Bystrica [Matej Bel University, Banska Bystrica]: Ekonomická fakulta, Katedra humanitných vied [Faculty of Economics, Department of Human Sciences] http://www.econ.umb.sk/katedry/asp/ke.asp; Fakulta prírodných vied, Katedra informatiky [Faculty of Natural Sciences, Department of Informatics] http://www.fpv.umb.sk/kat/ki/

- **Univerzita Pavla Jozefa Šafárika,** Košice, Prírodovedecká fakulta [Pavol Jozef Safarik University, Kosice, Faculty of Natural Science]: Výskumno-edukačné centrum informačných technológií [Research and Educational Centre for ICT] http://vecit.science.upjs.sk/, Centrum celoživotného vzdelávania [Centre for Lifelong Learning] http://ccv.science.upjs.sk/

- **Univerzita Komenského, Bratislava**, Filozofická fakulta, Pedagogická fakulta, Fakulta sociálnych a ekonomických vied, Prírodovedecká fakulta/Výskumno-edukačné centraum informačných technológií, [Comenius University, Bratislava, Faculty of Philosophy, Faculty of Education, Faculty of Social and Economy Sciences, Faculty of Natural Science/Research and Educational Centre for ICT] http://www.uniba.sk/

- **Univerzita Konštantína Filozofa**, Nitra [University of Constantine the Philosopher]: Pedagogická fakulta, Ústav technológie vzdelávania [Faculty of Education, Institute of Technology Education] http://www.utv.ukf.sk,

- **Trnavská univerzita**, Pedagogická fakulta [University of Trnava, Faculty of Education] http://pdf.truni.sk/

- **Prešovská univerzita** [Presov University] http://www.unipo.sk/

- **Slovenská poľnohospodárska univerzita**, Nitra [Slovak Agricultural University, Nitra] http://www.uniag.sk/

- **Slovenská akadémia vied** [Slovak Academy of Sciences]: Spoločenskovedný ústav, Košice [Institute of Social Sciences, Kosice] http://www.saske.sk/SVU/, Sociologický ústav, Bratislava [Institute for Sociology, Bratislava] http://www.sociologia.sav.sk/

- **Výskumný ústav detskej psycholgie a patopsychológie,** Bratislava [Research Institute of Child Psychology and Patho-psychology, Bratislava] http://www.vudpap.host.sk/

- **Stredisko pre štúdium práce a rodiny,** Bratislava [Centre for Work and Family Studies, Bratislava] http://www.sspr.gov.sk/

- **Štátny inštitút odborného vzdelávania,** Bratislava [State Institute of VET, Bratislava] http://www.siov.sk/

- **Slovenské národné observatórium odborného vzdelávania, Bratislava** [Slovak National Observatory of VET, Bratislava] http://www.siov.sk/ > SNO

- **Štátny pedagogický ústav,** Bratislava [National Institute for Education, Bratislava] http://www.statpedu.sk/

- **Národná agentúra programu Leonardo da Vinci v SR** [National Agency of the Leonardo da Vinci Programme in SR] http://www.saaic.sk/leonardo/

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10. ABSTRACT.

Short summary of 1-9 above. **(1/3 page)**

Research in VET/HRD in the SR is fragmented as a consequence of lacking financial and institutional backing. A new legislation introduced in 2005 and an increase in investment in research expected since 2006 are expected to change the situation crucially. Nevertheless without making a research in this field attractive for young scholars a lack of quality researchers caused by brain drain into politics and business since 1990s cannot be made up. Current granting mechanisms should be complemented by simple evaluation systems at least with a central register of research findings presented in comprehensive and easy to use form. Without this links between research and policy-making will remain insufficient and/or only ad hoc created.

A lack of experience in reflection of market driven economy and socio-economic changes caused by globalisation and technology pressure makes adoption of sophisticated research methodologies very urgent. E.g. labour market intelligence know-how is inevitable in order to improve traditional VET research to link it with the labour market research.

There are solid results in the research of teacher and trainer competencies and VET pedagogy, which was traditionally of a high level in former Czechoslovakia. There is however a lack of capacities personally and institutionally (there are no research institutions specialising in long-term VET/HRD research) to cover new demands coming from European structures and challenges of current socio-economic changes.

ANNEX:

ERO Descriptors :

IT:	(information technology)
P/S/P:	(politics/society/population)
E/LM/SP:	(economy/labour market/social partners)
A/F:	(administration/finance of education & training)
EI/E:	(educational institution/enterprise)
G/AE:	(general/academic education)
VET (I/C):	(vocational education & training [initial/continuing])
HRD:	(human resource development)
C/L/C&SD:	(curriculum/learning/competence & skill development)
C/Q/G:	(certification/qualification/guidance/career/occupation)
S/T/AL:	(student/trainee/adult learner)
T/T/P:	(teacher/trainer/professional)