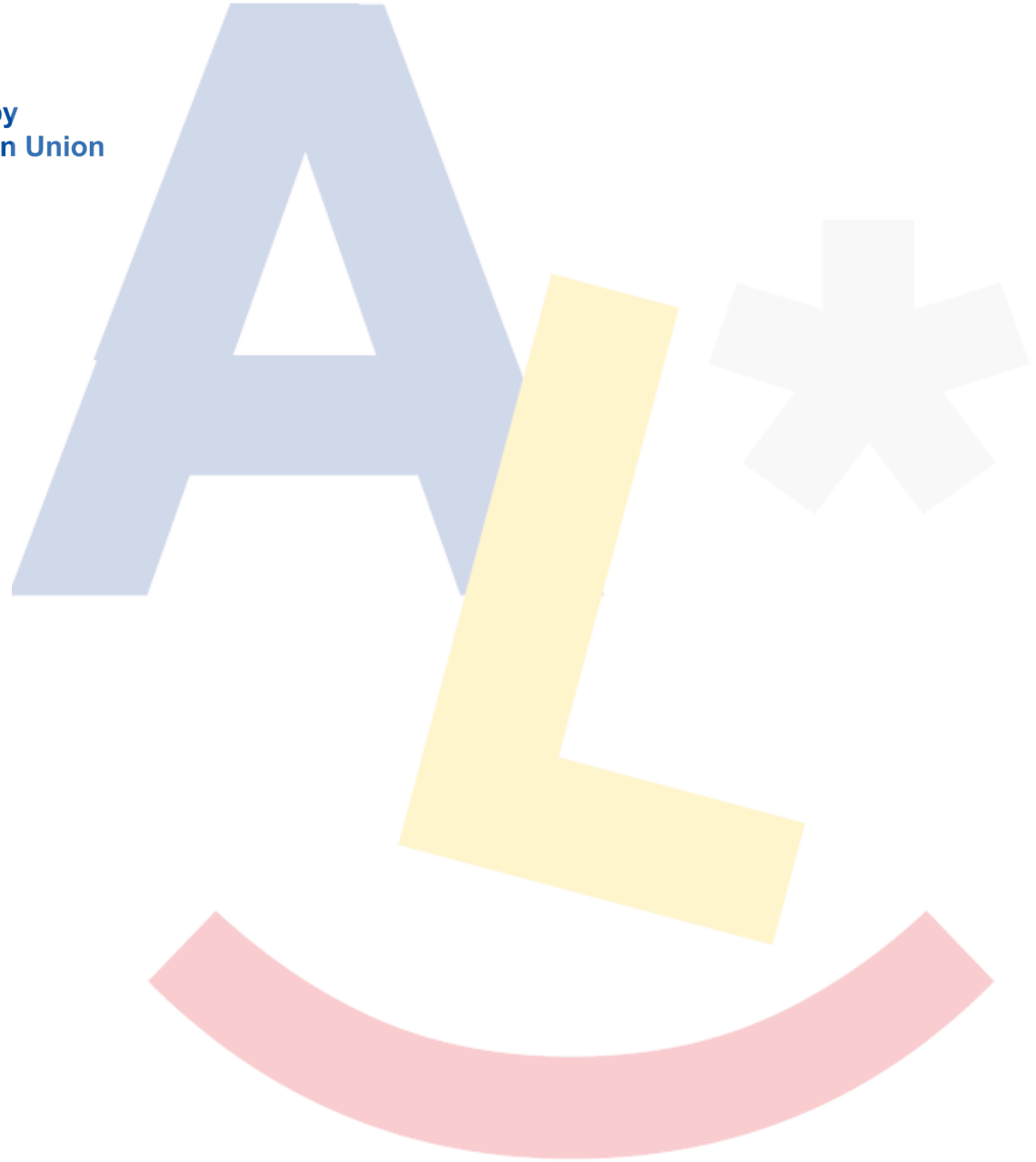




Co-funded by  
the European Union



# **Barriers, Motivators and Triggers of Employees in Relation to Lifelong Learning in the Slovak Republic**



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## CONTENT

BARRIERS, MOTIVATORS AND TRIGGERS OF EMPLOYEES IN RELATION TO LIFELONG LEARNING IN THE SLOVAK REPUBLIC .....	1
CONTENT .....	2
LIST OF FIGURES .....	3
LIST OF ABBREVIATIONS AND SYMBOLS .....	9
INTRODUCTION .....	10
QUESTIONNAIRE SURVEY .....	11
Preparation and Design of the Questionnaire Survey .....	11
Starting Points in the Design of the Questionnaire Survey .....	11
Target Group .....	12
Questionnaire Development .....	12
Structure of the Questionnaire .....	13
Technical Arrangements for the Distribution of the Questionnaire Survey .....	13
Hypotheses and Limitations .....	14
Research Limitation .....	14
ANALYTICAL PART - EVALUATION OF THE QUESTIONNAIRE SURVEY .....	16
Statistical Evaluation of Respondents .....	16
General Findings .....	18
Complete Analytical Study of the Processed Results .....	22
CONCLUSIONS AND RECOMMENDATIONS .....	49



## LIST OF FIGURES

Figure 1	Evaluation of Respondents' Answers to the Question: What Industry do You Work in?.....	16
Figure 2	Evaluation of Respondents' Answers to the Question: Your highest level of education I.....	17
Figure 3	Evaluation of Respondents' Answers to the Question: Your highest level of education II.....	17
Figure 4	Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work).	18
Figure 5	Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.).....	18
Figure 6	Evaluation of Respondents' Answers to the Question: In what area have you received training?	19
Figure 7	Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible).....	19
Figure 8	Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option was possible).....	19
Figure 9	Evaluation of Respondents' Answers to the Question: If you had to choose an education in the near future, in what field would it be? .....	20
Source: Self-Processing of the Results of the Questionnaire Survey .....		20
Figure 10	Evaluation of Respondents' Answers to the Question: Which form of education do you prefer? .....	21
Figure 11	Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? .....	21
Figure 12	Evaluation of Respondents' Answers to the Question: Your highest level of education. ....	22
Figure 13	Evaluation of Respondents' Answers to the Question: Your highest level of education - an assessment by sector. ....	22
Figure 14	Evaluation of Respondents' Answers to the Question: What Industry do You Work in?.....	23
Figure 15	Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work).	23
Figure 16	Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work) - evaluation within each sector.....	24
Figure 17	Evaluation of Respondents' Answers to the Question: Length of current employment.....	25



Figure 18 Evaluation of Respondents' Answers to the Question: Length of current employment - sectoral assessment ..... 25

Figure 19 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) ..... 26

Figure 20 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) - sectoral evaluation. .... 26

Figure 21 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) in terms of the highest level of education attained. .... 27

Figure 22 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) in terms of the highest level of education attained - sectoral assessment. .... 27

Figure 23 Evaluation of Respondents' Answers to the Question: When was the last time you received such training? ..... 28

Figure 24 Evaluation of Respondents' Answers to the Question: When was the last time you received such training? - sectoral evaluation. .... 28

Figure 25 Evaluation of Respondents' Answers to the Question: In what area have you received training? (more than one option was possible)..... 29

Figure 26 Evaluation of Respondents' Answers to the Question: In what area have you received training? (more than one option was possible) - sectoral evaluation. .... 29

Figure 27 Evaluation of Respondents' Answers to the Question: How was your education completed? . .... 30

Figure 28 Evaluation of Respondents' Answers to the Question: How was your education completed? - sectoral evaluation..... 30

Figure 29 Evaluation of Respondents' Answers to the Question: Who paid for your education?..... 31

Figure 30 Evaluation of Respondents' Answers to the Question: Who paid for your education? - sectoral evaluation..... 31

Figure 31 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible)..... 32

Figure 32 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible) - sectoral evaluation. .... 32

Figure 33 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible) in terms of the highest level of education attained. .... 32



Figure 34 Evaluation of Respondents' Answers to the Question: Are you aware that the state provides subsidies for training courses?..... 33

Figure 35 Evaluation of Respondents' Answers to the Question: Are you aware that the state provides subsidies for training courses? - sectoral evaluation. .... 34

Figure 36 Evaluation of Respondents' Answers to the Question: How do you know about these subsidies? ..... 34

Figure 37 Evaluation of Respondents' Answers to the Question: How do you know about these subsidies? - sectoral evaluation..... 35

Figure 38 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible)..... 35

Figure 39 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) - sectoral evaluation..... 35

Figure 40 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) in terms of the highest level of education attained... .. 36

Figure 41 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) in terms of length of employment..... 36

Figure 42 Evaluation of Respondents' Answers to the Question: If you had to choose an education in the near future, in what field would it be? .....37

Figure 43 Evaluation of Respondents' Answers to the Question: If you had to choose an education in the near future, in what field would it be? - sectoral evaluation..... 38

Figure 44 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development? ..... 38

Figure 45 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development? - sectoral evaluation..... 39

Figure 46 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development? in terms of highest educational attainment..... 39

Figure 47 Evaluation of Respondents' Answers to the Question: Which form of education do you prefer? ..... 40

Figure 48 Evaluation of Respondents' Answers to the Question: Which form of education do you prefer? - sectoral evaluation..... 40



Figure 49 Evaluation of Respondents' Answers to the Question: Please give your reasons for preferring face-to-face education. .... 41

Figure 50 Evaluation of Respondents' Answers to the Question: Please give your reasons for preferring face-to-face education. - sectoral evaluation. .... 41

Figure 51 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Language Course (your preferred learning)?..... 42

Figure 52 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Digital Skills Development training (your chosen preferred training)?..... 42

Figure 53 What would be your time capacity to complete your chosen Management Skills Development training (your chosen preferred training)?..... 42

Figure 54 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen course in the area of Soft Skills Development (your preferred training)?..... 43

Figure 55 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen course in the area of Innovation in the Sector (your preferred training)?..... 44

Figure 56 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Vocational Training (your preferred training)?..... 44

Figure 57 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Interest Based Learning (your chosen preferred learning)? ..... 45

Figure 58 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your choice of other training course (your chosen preferred training)?..... 45

Figure 59 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? ..... 46

Figure 60 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? - sectoral evaluation..... 46

Figure 61 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? in terms of highest educational attainment..... 47

Figure 62 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? in terms of length of employment..... 47

Figure 63 Evaluation of Respondents' Answers to the Question: If your employer offered you the possibility of retraining in the context of the anticipated disappearance of your job, would you be interested in such training?..... 48



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

Figure 64 Evaluation of Respondents' Answers to the Question: If your employer offered you the possibility of retraining in the context of the anticipated disappearance of your job, would you be interested in such training? - sectoral evaluation. .... 48





Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## LIST OF APPENDICES

APPENDIX 1 STRUCTURE OF THE QUESTIONNAIRE (in Slovak)





Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## LIST OF ABBREVIATIONS AND SYMBOLS

<b>Alliance</b>	Alliance Of Sectoral Councils
<b>%</b>	percentage
<b>LLL</b>	lifelong learning
<b>LLL&amp;C</b>	lifelong learning and guidance
<b>EU</b>	European Union
<b>EUROSTAT</b>	Statistical Office of the European Union
<b>HORECA</b>	abbreviation of words denoting places of sale with direct consumption of goods and services: Hotel (HO), Restaurant (RE), Catering / Café (catering - CA)
<b>IT</b>	information technology
<b>LLL</b>	lifelong learning
<b>MF SR</b>	Ministry of Finance of the Slovak Republic
<b>MSVVaS SR</b>	Ministry of Education, Science, Research and Sport of the Slovak Republic
<b>NQF</b>	National Qualifications Framework
<b>NOF</b>	National Occupational Framework
<b>NUE</b>	National Union of Employers
<b>SR</b>	Slovak Republic
<b>LLL&amp;C Strategy</b>	Lifelong Learning and Counselling Strategy 2021 - 2030
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>PVSR Office</b>	Office of Labour, Social Affairs and Family
<b>Resolution</b>	Council Resolution on a new European agenda for adult learning 2021 - 2030 (2021/C 504/02)
<b>Coll.</b>	. Collection of Laws, <a href="http://www.slov-lex.sk">www.slov-lex.sk</a>
<b>Employment Services Act</b>	Amendment to Act No. 5/2004 Coll., effective from 1.1. 2023, Act on Employment Services and on Amendments and Additions to Certain Acts



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## INTRODUCTION

The content focus of the survey is based on the project “Challenges from the pandemics: adult learning in Romania and Slovakia (AdultLearningROSK)” implemented by the client. The aim of the present analytical material was to summarize the institutional frameworks of lifelong learning in Slovakia, to examine the reasons why adult workers avoid acquiring new skills and changing jobs, despite the fact that society-wide studies and forecasts indicate a high likelihood of changing working conditions and skill requirements before retirement. A specific objective was also to better understand the barriers, obstacles and incentives of staff in relation to lifelong learning in order to further develop solutions and propose measures to improve the current situation.

The present analytical material has been divided into two parts:

1. Analysis of the current situation - baseline situation within the institutional frameworks of lifelong learning and related policies in Slovakia.
2. A questionnaire survey, which within the processed results presents information on the current status of further education in three selected sectors, namely HORECA, Retail and Banking with a focus on barriers to participation in adult further education, barriers to changing jobs and motivators for participation in further education. In the medium term, the results of the empirical survey will serve as a reference point for designing solutions to address the real needs of people in upskilling.

The target group of the questionnaire survey was staff working in positions that are more sensitive to changes in sectors exposed to a significant impact of the COVID-19 pandemic. HORECA, Retail and Banking were identified as the most vulnerable sectors prior to the launch of the questionnaire survey. 424 respondents took part in the survey and it can therefore be concluded that the present analytical material provides relevant data on the barriers, obstacles and motivators of workers to further education (including the context of job change).

For the purposes of this analysis, the terms further education, adult education and lifelong learning are used as synonyms to refer to the issues under study.



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

# QUESTIONNAIRE SURVEY

## Preparation and Design of the Questionnaire Survey

### Starting Points in the Design of the Questionnaire Survey

Digital transformation is bringing exponential changes to the labour market. Although the digital economy was already expected to have a significant impact on job opportunities (both in terms of job creation and job destruction), the COVID-19 pandemic has significantly accelerated some digital trends and made them a priority for the EU.

Slovakia is currently facing several challenges in relation to its future employment and training targets, compounded by the problems caused by the pandemic - low levels of adult participation in vocational training (the current rate is below 5%) and low levels of digital skills, and an education system that is not adapted to the dynamics of the labour market. As COVID-19 has accelerated automation and digitalisation, many workers find themselves out of work or in positions for which they do not have the appropriate skill set. The lack of swift action also increases the risk of employment problems overall, widening the qualitative gap between supply and demand in the labour market as new jobs are created and new skills become more in demand.

The main aim of the questionnaire survey was to clarify the person-centred approach to lifelong learning - to understand the barriers to adult participation in learning and to summarise staff suggestions on this topic. Based on the findings, measures for a systemic understanding of adult learning frameworks were proposed to maximise the impact of intervention and support for LLL.

The questionnaire survey provides answers to three main areas:

1. Identifying barriers to adult participation in further education.
2. Identification of workers' barriers to changing jobs with respect to their perception of the process as a stressful event.
3. Mapping the factors and motivators for workers to participate in continuing education.



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

The results of the questionnaire survey are intended to serve as a springboard for future reforms in relation to lifelong learning, for the design of future measures and, for example, as a basis for higher-level collective bargaining to ensure better conditions for LLL at sectoral level.

## Target Group

The analysis focuses on those jobs where workers are projected to be less motivated to build new skills and change jobs, even though projections show a high likelihood of changing jobs before retirement. The jobs and sectors examined were those that had also experienced a more significant impact from the COVID-19 pandemic and other recent crises. In terms of sector, three segments were selected for analysis, namely Retail, Banking and HORECA. The target group will therefore be workers in the sectors most affected by the pandemic: Retail, Banking and HORECA.

Due to the fact that the target group comprises three separate segments, respondents were approached individually for each segment concerned as follows:

- Retail: data collection was carried out by personally approaching respondents in retail outlets.
- Banking: data collection was conducted electronically and respondents were contacted through the NUE and the Slovak Banking Association.
- HORECA: data collection was conducted electronically and respondents were contacted through the NUE and the Association of Hotels and Restaurants of Slovakia.

## Questionnaire Development

In developing the questionnaire, it was necessary to design the questions to reflect and provide answers to the key issues that the client is pursuing with the submission. Specifically:

- whether staff in the identified sectors participate in further training;
- what are the barriers to adult participation in further education;
- what are the motivators for adult participation in further education;
- stress levels when changing jobs.



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

The questionnaire was designed taking into account the target groups, the way of reaching them and the time possibilities of the respondents. The questions were designed to be simple, easy to understand and the results statistically easy to evaluate.

## Structure of the Questionnaire

The e-questionnaire, once finalised, contained a total of 33 questions (several of which were conditional on answering the previous questions) with multiple response types. Specifically, these were:

- closed-ended questions (28): the respondent had a choice of one answer or had the option to complete the answer (Other - please list);
- question with a predefined scale (1): a question in which the respondent expresses to what extent the situation under study affects him/her (on a scale of 1 - 5, where 1 means "Not stressful at all" and 5 means "Extremely stressful");
- multiple-choice questions (4): the respondent ticks all items from the given list that apply to him/her.

The complete structure of the questionnaire with the wording of each question is given in Annex 1.

## Technical Arrangements for the Distribution of the Questionnaire Survey

The text version of the electronic questionnaire survey was processed by Alchemer. The functionality of the questionnaire was subsequently tested repeatedly by the implementation team prior to its distribution and the identified errors were promptly corrected.

The questionnaire was distributed electronically to two focus groups - HORECA and Banking (each of them individually).

The Banking segment was contacted by email through a representative of the NUE. An email was sent to the Slovak Banking Association with a request to address the members of the Association (the email also included the wording of the address to the members).

The questionnaire survey was distributed electronically to the members of the Association of Hotels and Restaurants of Slovakia. MailChimp was chosen for distribution and a cover email was drafted and sent to respondents.



The Retail segment was approached through field enquiries. In order to collect sufficient data to assess the relevance of opinions, attitudes and recommendations, it was necessary to reach a segment of approximately 50 respondents, with an expected return rate of 80%.

## Hypotheses and Limitations

Hypothesis 1: Workers in the sectors concerned do not participate in further training.

Hypothesis 2: Changing jobs in the sectors concerned leads to a high degree of stress among workers.

Hypothesis 3: Workers in the sectors concerned are primarily interested in digital skills training.

Hypothesis 4: Financial constraints are a major barrier preventing workers in the sectors concerned from receiving training in digital skills development.

Hypothesis 5: Improving digital skills is a major motivation for workers in the sectors concerned, which encourages participation in further training.

Hypothesis 6: For those who have been in employment longer, changing jobs is more stressful than for those who have been in employment shorter.

## Research Limitation

**Lack of Respondents:** A sufficient number of respondents is needed to ensure relevant survey results. Lack of respondents is one of the major limitations in the implementation of any survey. To avoid this situation, the implementer approached professional partners, professional and trade organisations in the HORECA and Banking sectors for the distribution of the questionnaire survey. In the Retail sector, the implementer ensured a sufficient number of respondents in the field by individual collection.

**Timeframe for Implementation:** The time factor was also a limitation in the questionnaire survey. Within the timeframe, the implementer had limited time to collect and interpret the data. This time constraint made it impossible to conduct a longer-term in-depth study that would have allowed trends to be tracked, data from a longer time period to be evaluated, and qualitative re-surveys to be conducted.

**Personal Data:** Restrictions on access to personal data and data could also be a constraint in the implementation of a questionnaire survey. Sensitive data, which is subject to the rules of the General Data



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

Protection Regulation, has not been collected in order to comply with ethical principles and legal requirements. This limitation of access to data has affected research and analysis opportunities within this particular context. For example, data on the age and gender of respondents were not collected during the questionnaire survey.





# ANALYTICAL PART - EVALUATION OF THE QUESTIONNAIRE SURVEY

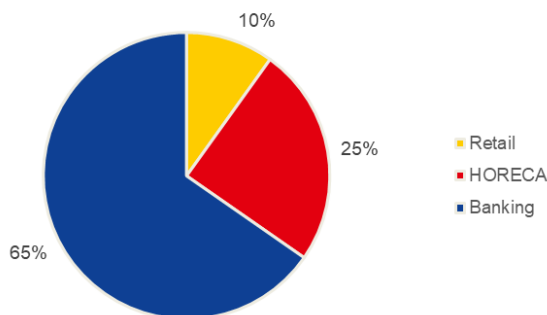
The questionnaire survey was carried out among employees from three sectors defined by the client, namely Banking, Retail and HORECA. A total of 424 respondents completed the questionnaire.

Within the Retail sector, the data collection was carried out in person and it can be stated that a total of 51 respondents were contacted, of which 42 completed the survey. The return on investment is thus 82%.

## Statistical Evaluation of Respondents

Out of a total of 424 respondents, 277 were from the Banking industry, 105 from the HORECA industry and 42 from the Retail industry.

Figure 1 Evaluation of Respondents' Answers to the Question: What Industry do You Work in?



### Source: Self-Processing of the Results of the Questionnaire Survey

58% of the survey respondents had attained a university degree, of which 47% of the respondents had "University Degree - Second Level". Secondary education was reported by 42% of the respondents, of which "Secondary education - with a high school diploma" was reported by 39%, only 1% of the respondents had achieved "Secondary education - with an apprenticeship certificate". None of the respondents indicated "Primary Education" as the highest level of attainment.



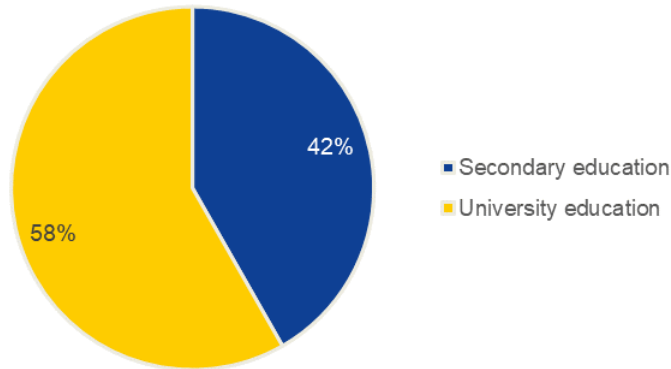


Co-funded by  
the European Union



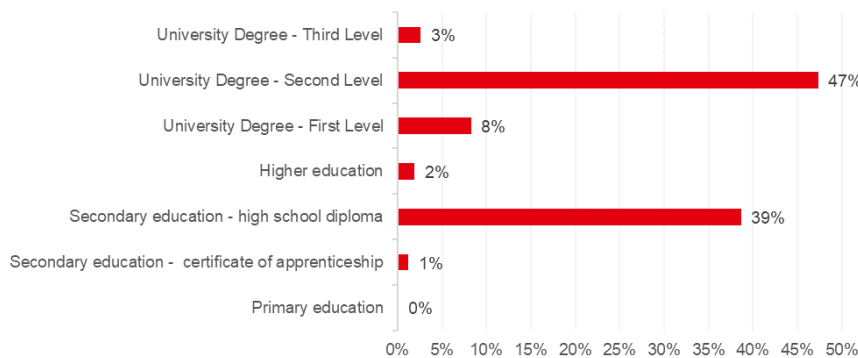
Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

**Figure 2 Evaluation of Respondents' Answers to the Question: Your highest level of education I.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 3 Evaluation of Respondents' Answers to the Question: Your highest level of education II.**

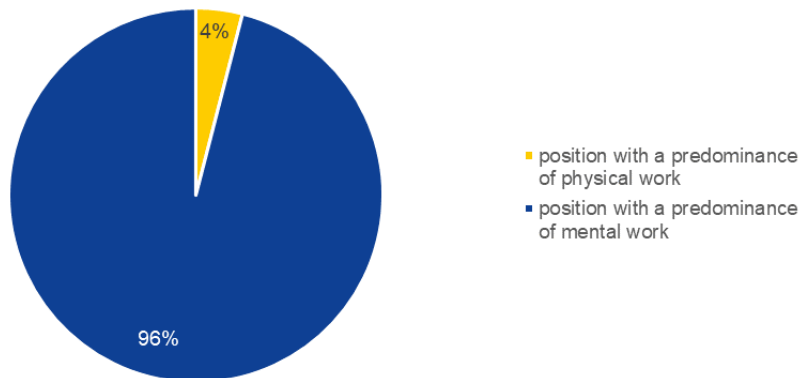


Source: Self-Processing of the Results of the Questionnaire Survey

The majority of respondents (96%) work in a position with a predominance of mental work. Only 4% of respondents said they work in a position with a predominance of physical work. Subsequently, when specifying their job title, respondents most frequently stated that they worked in an administrative position. Thus, it can be concluded that some of the respondents were primarily unable to correctly identify whether they were working in a position with a predominance of mental or physical labour.



**Figure 4 Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work).**

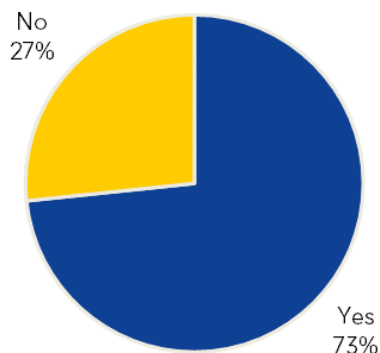


Source: Self-Processing of the Results of the Questionnaire Survey

## General Findings

73% of the survey respondents saw that they participate in education in the form of courses or training in addition to their job.

**Figure 5 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.).**



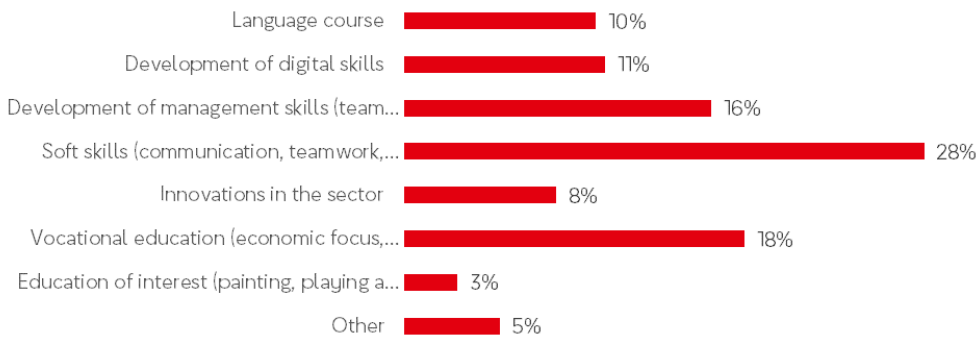
Source: Self-Processing of the Results of the Questionnaire Survey

Almost 1/3 of the respondents (28%) stated that they had received training in “Soft skills (communication, teamwork, presentation, etc.)”, 18% had received “Vocational training (economic orientation,



bartending/barista course, design, marketing, etc.)”. Only 3% of the respondents had completed “Interest-based learning”.

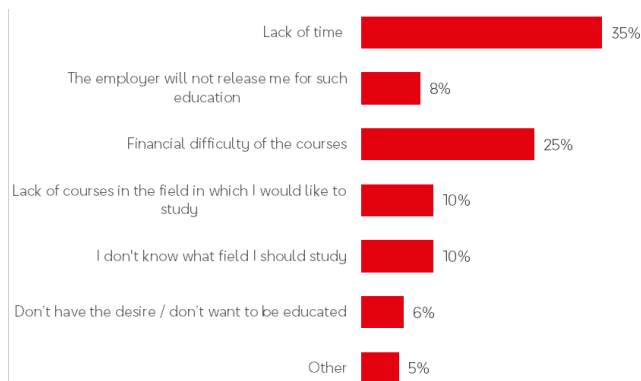
**Figure 6 Evaluation of Respondents’ Answers to the Question: In what area have you received training?**



**Source: Self-Processing of the Results of the Questionnaire Survey**

Lack of time was the most commonly identified barrier to participation in further education, selected by 35% of respondents in the survey. For 25% of respondents, “Financial difficulty of the courses” was also a barrier. Only 6% of respondents said that they “Don’t have the desire / don’t want to be educated”.

**Figure 7 Evaluation of Respondents’ Answers to the Question: Why do you not participate in further education? (more than one option was possible)**



**Source: Self-Processing of the Results of the Questionnaire Survey**

Respondents cited “Improving professional skills” (18%), “Opportunity to upgrade qualifications” (15%) and “Career development” (14%) as the biggest motivators for participating in training.

**Figure 8 Evaluation of Respondents’ Answers to the Question: What would motivate you to participate in training? (more than one option was possible)**



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



**Source: Self-Processing of the Results of the Questionnaire Survey**

If respondents had to choose education in the near future, almost 1/3 would choose “*Language course*”. Respondents were least interested in learning in the areas of “*Innovation in the sector*” and “*Interest-based learning*”. Respondents who ticked the “Other” option would choose specialised IT training.

**Figure 9 Evaluation of Respondents’ Answers to the Question: If you had to choose an education in the near future, in what field would it be?**

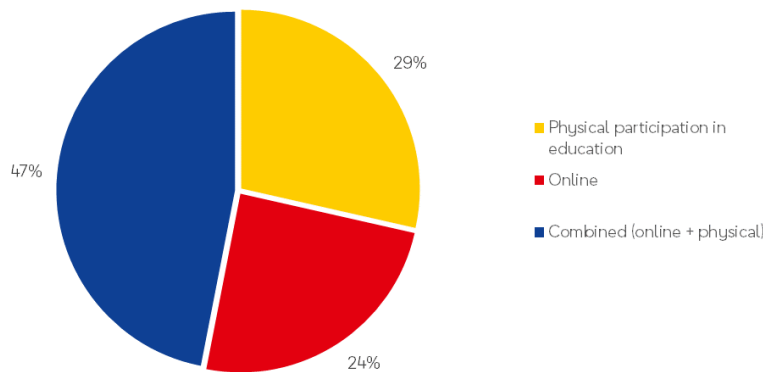


**Source: Self-Processing of the Results of the Questionnaire Survey**

Almost half of the respondents (47%) prefer a combined form of education.



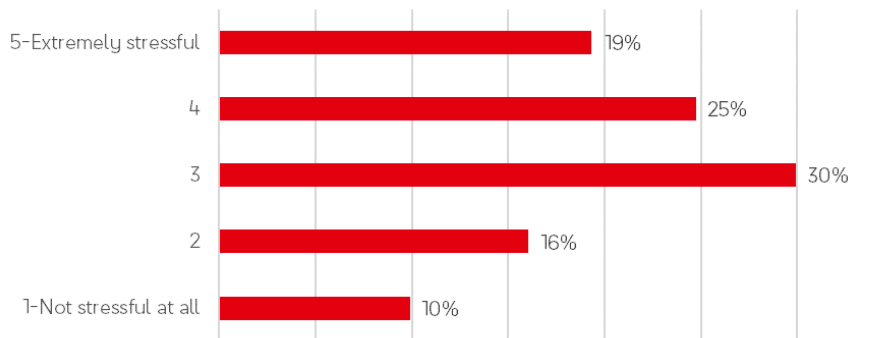
**Figure 10 Evaluation of Respondents' Answers to the Question: Which form of education do you prefer?**



Source: Self-Processing of the Results of the Questionnaire Survey

44% of respondents rated the job change as a stressful situation (on a scale of 1 - 5, where 1 - Not stressful at all, 5 - Extremely stressful, they chose a level 4 or 5). For 1/3 of respondents, the situation is moderately stressful.

**Figure 11 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation?**



Source: Self-Processing of the Results of the Questionnaire Survey



Co-funded by  
the European Union

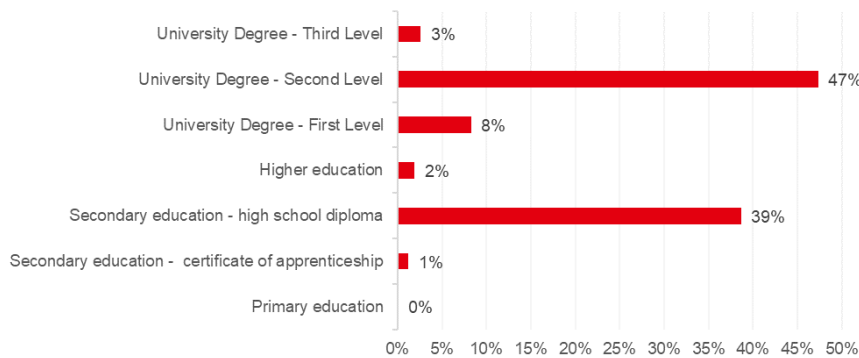


Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## Complete Analytical Study of the Processed Results

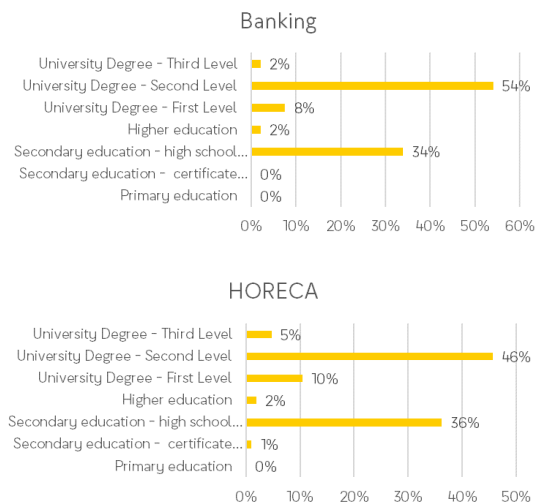
### Question no. 1: Highest level of education.

**Figure 12** Evaluation of Respondents' Answers to the Question: Your highest level of education.



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 13** Evaluation of Respondents' Answers to the Question: Your highest level of education - an assessment by sector.

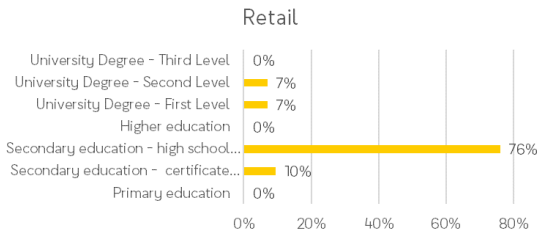




Co-funded by  
the European Union



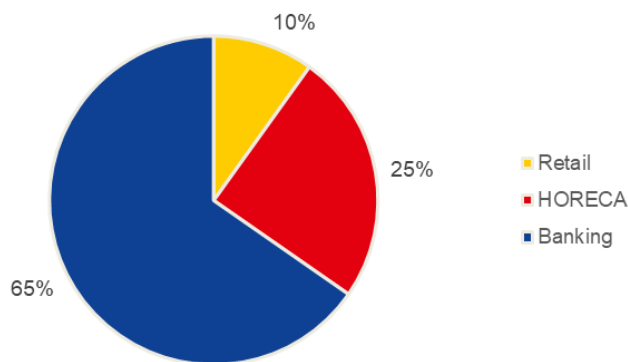
Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 2: What Industry do You Work in?**

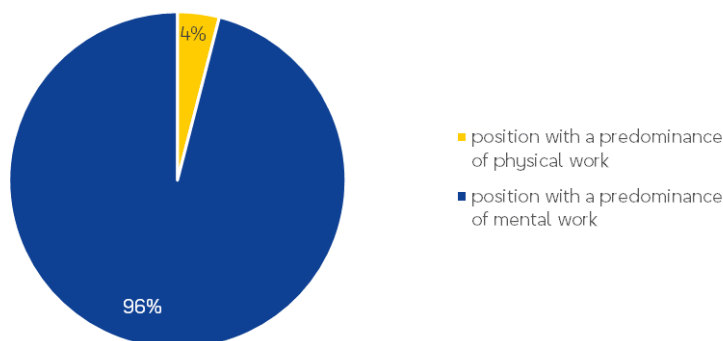
**Figure 14** Evaluation of Respondents' Answers to the Question: What Industry do You Work in?



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 3: What position do you work in?**

**Figure 15** Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work).



Source: Self-Processing of the Results of the Questionnaire Survey

**Question 4 - 9: What position do you work in?**

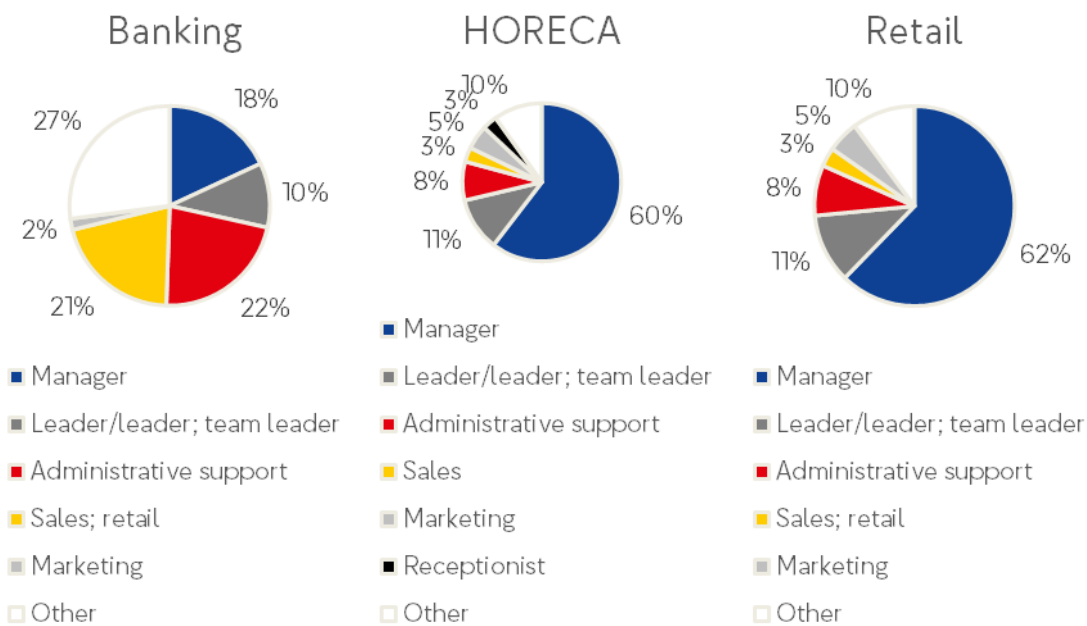


**With a predominance of physical work:**

The majority of respondents, up to 96%, said they work in a position with a predominance of mental work. And only 4% of respondents said they work in a position with a predominance of physical work. Subsequently, when specifying their job title, respondents most frequently stated that they worked in an administrative position. Thus, it can be concluded that some of the respondents primarily made inappropriate choices between physical and mental work.

**With a predominance of mental work:**

**Figure 16 Evaluation of Respondents' Answers to the Question: What position do you work in? (type of work) - evaluation within each sector.**



Source: Self-Processing of the Results of the Questionnaire Survey





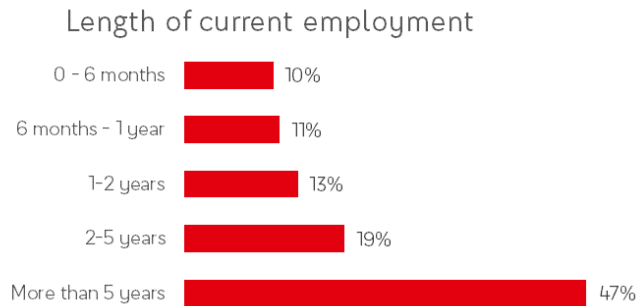
Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

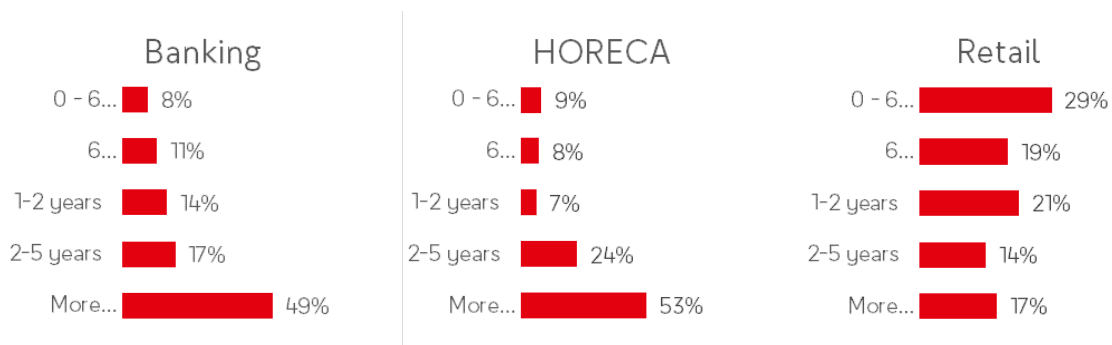
**Question no. 10: Length of current employment.**

**Figure 17 Evaluation of Respondents' Answers to the Question: Length of current employment.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 18 Evaluation of Respondents' Answers to the Question: Length of current employment - sectoral assessment.**

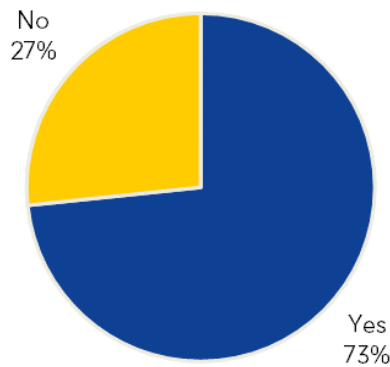


Source: Self-Processing of the Results of the Questionnaire Survey



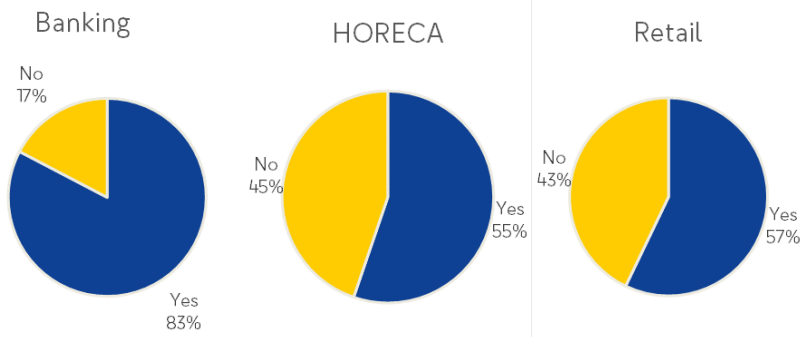
**Question no. 11: Do you participate in education alongside your job? (courses, training, etc.)**

**Figure 19 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.).**



Source: Self-Processing of the Results of the Questionnaire Survey

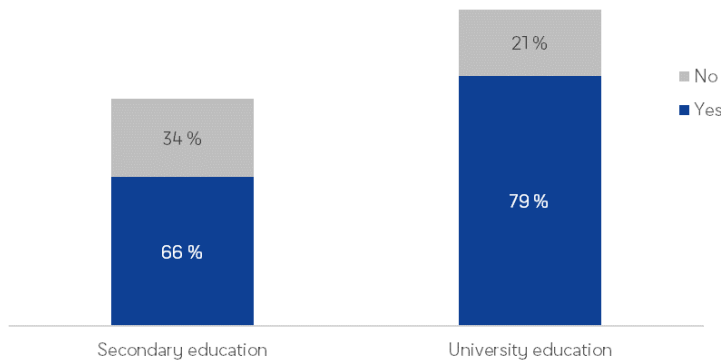
**Figure 20 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

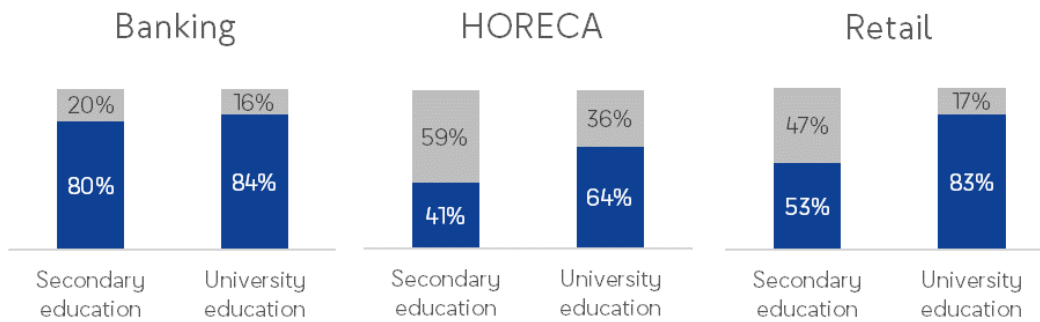


**Figure 21 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) in terms of the highest level of education attained.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 22 Evaluation of Respondents' Answers to the Question: Do you participate in education alongside your job? (courses, training, etc.) in terms of the highest level of education attained - sectoral assessment.**



Source: Self-Processing of the Results of the Questionnaire Survey



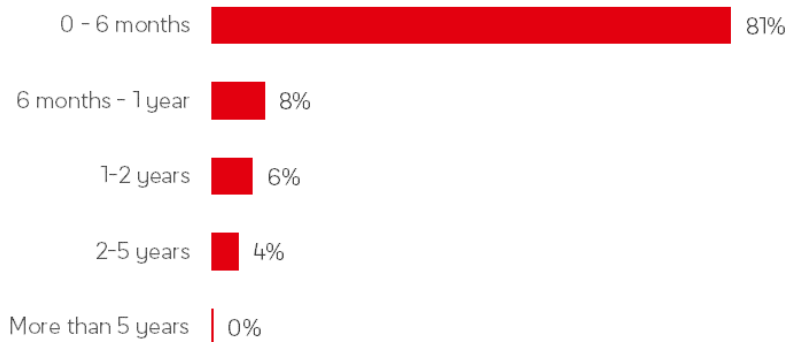
Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

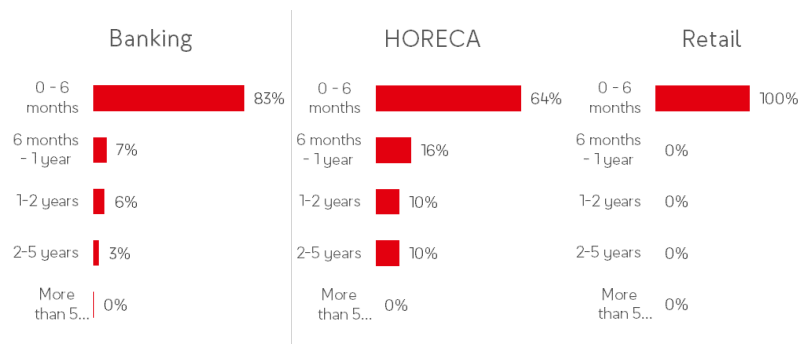
**Question no. 12: When was the last time you received such training?**

**Figure 23 Evaluation of Respondents' Answers to the Question: When was the last time you received such training?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 24 Evaluation of Respondents' Answers to the Question: When was the last time you received such training? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey



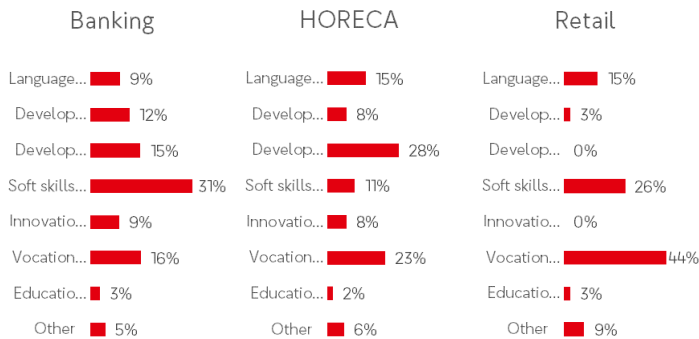
**Question no. 13: In what area have you received training?**

**Figure 25 Evaluation of Respondents' Answers to the Question: In what area have you received training? (more than one option was possible).**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 26 Evaluation of Respondents' Answers to the Question: In what area have you received training? (more than one option was possible) - sectoral evaluation.**

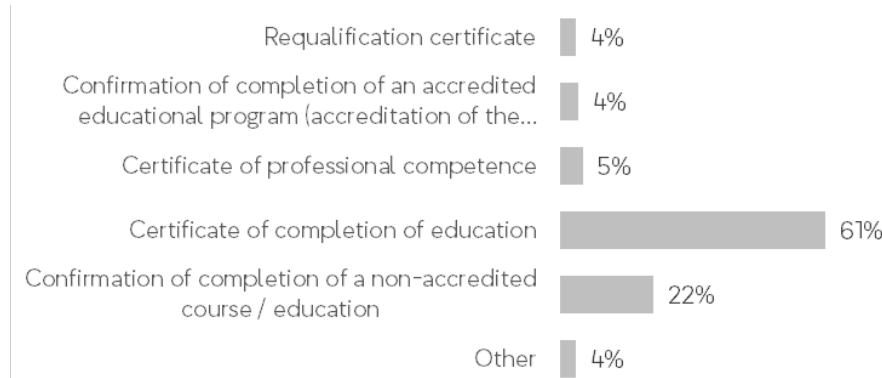


Source: Self-Processing of the Results of the Questionnaire Survey



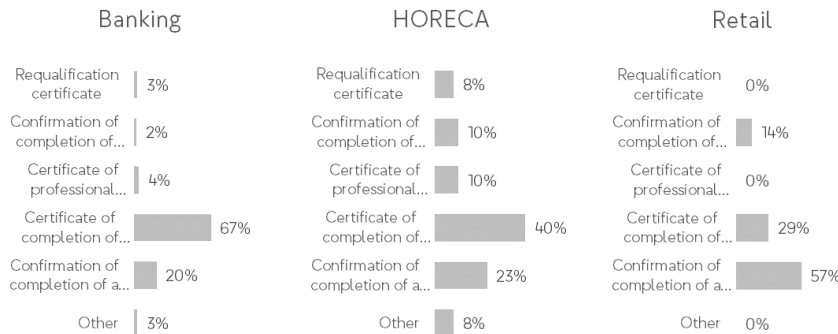
**Question no. 14: How was your education completed?**

**Figure 27 Evaluation of Respondents' Answers to the Question: How was your education completed?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 28 Evaluation of Respondents' Answers to the Question: How was your education completed? - sectoral evaluation.**

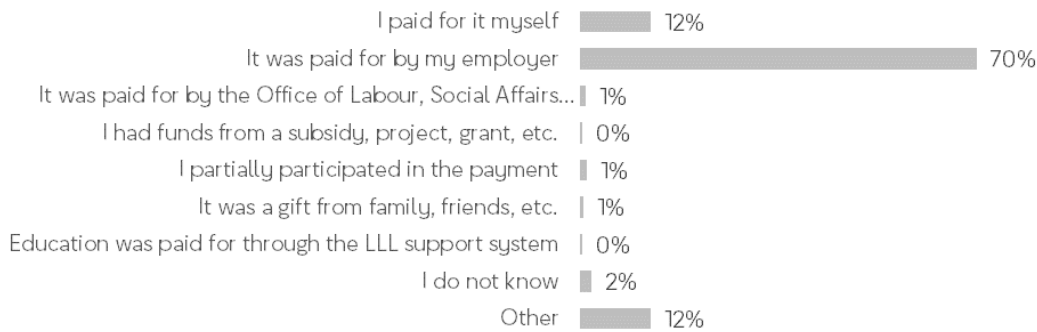


Source: Self-Processing of the Results of the Questionnaire Survey



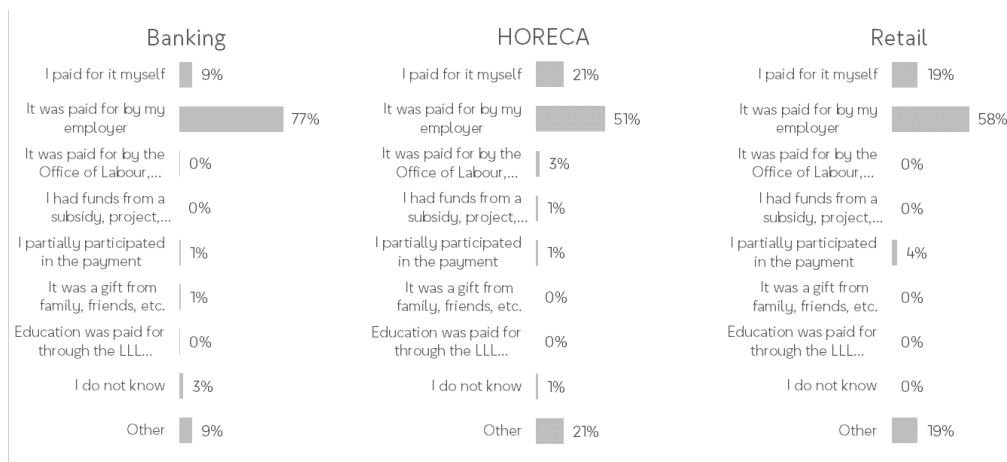
**Question no. 15: Who paid for your education?**

**Figure 29 Evaluation of Respondents' Answers to the Question: Who paid for your education?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 30 Evaluation of Respondents' Answers to the Question: Who paid for your education? - sectoral evaluation.**

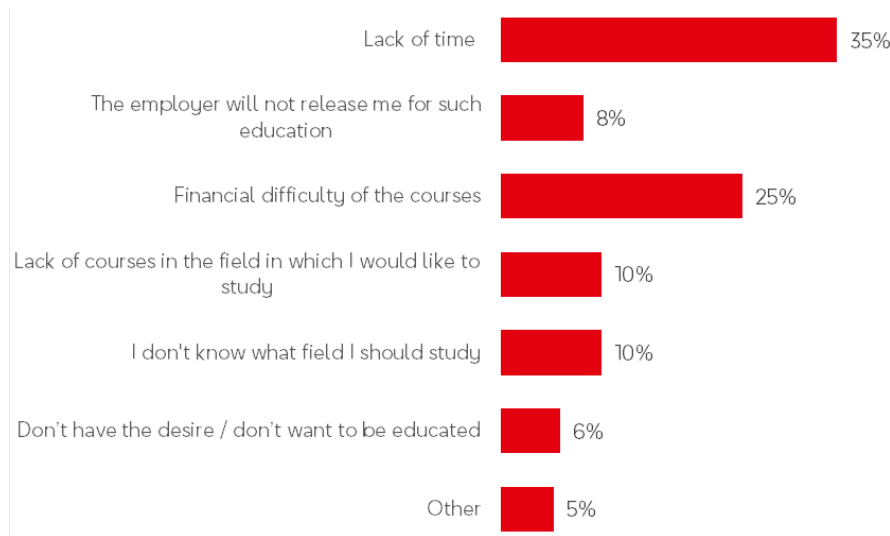


Source: Self-Processing of the Results of the Questionnaire Survey



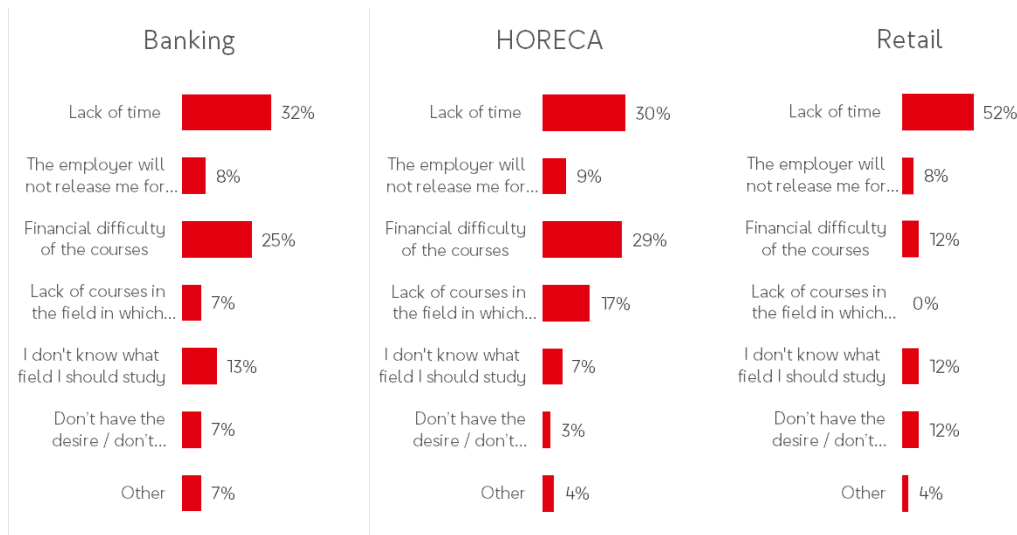
**Question no. 16: Why do you not participate in further education?**

**Figure 31 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible)**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 32 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible) - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 33 Evaluation of Respondents' Answers to the Question: Why do you not participate in further education? (more than one option was possible) in terms of the highest level of education attained.**

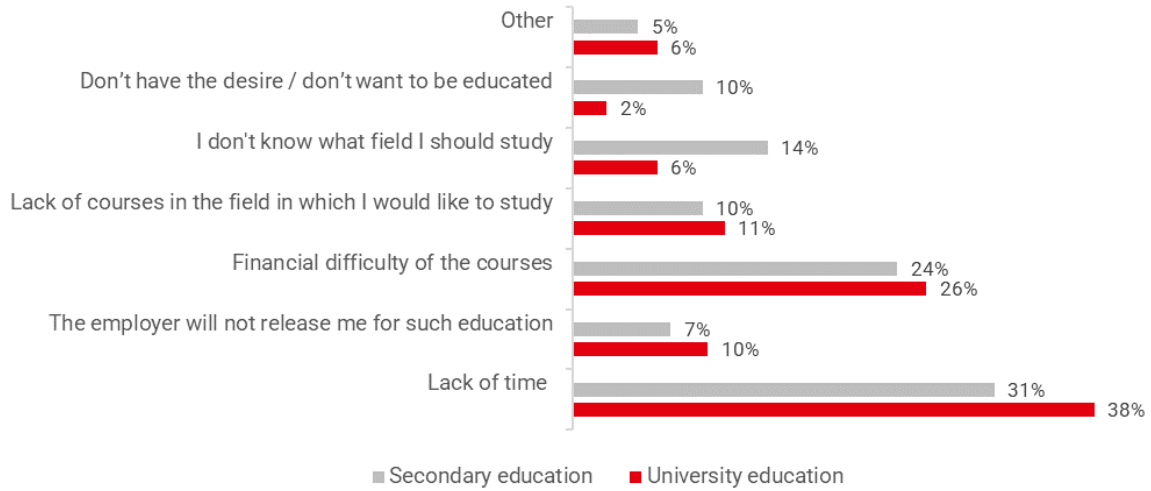




Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



Source: Self-Processing of the Results of the Questionnaire Survey

Question no. 17: Are you aware that the state provides subsidies for training courses?

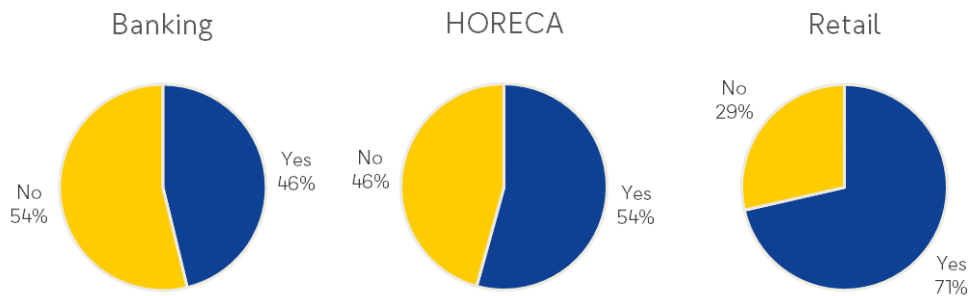
Figure 34 Evaluation of Respondents' Answers to the Question: Are you aware that the state provides subsidies for training courses?



Source: Self-Processing of the Results of the Questionnaire Survey



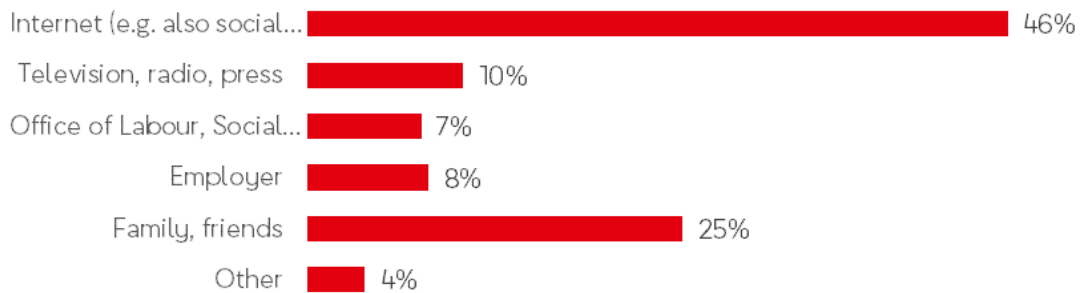
**Figure 35 Evaluation of Respondents' Answers to the Question: Are you aware that the state provides subsidies for training courses? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 18: How do you know about these subsidies?**

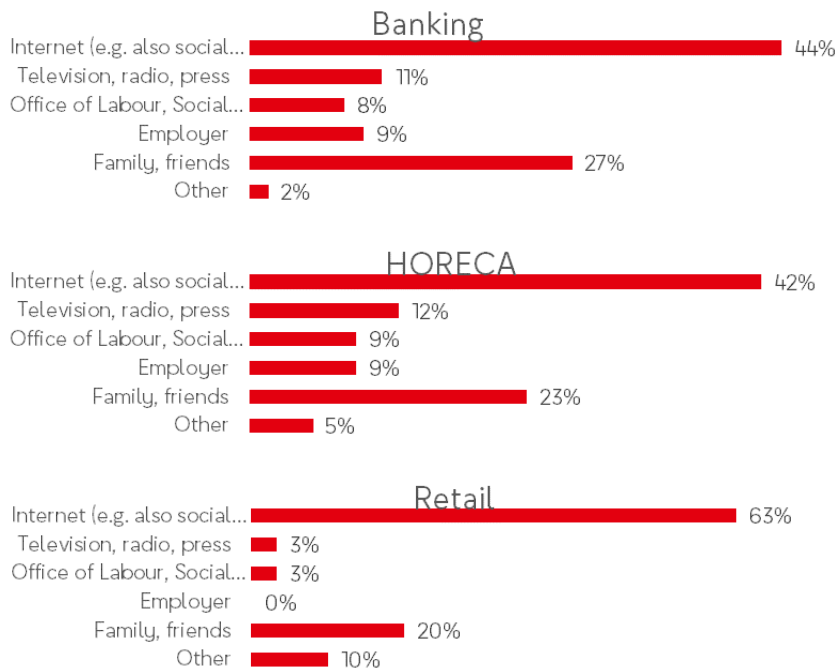
**Figure 36 Evaluation of Respondents' Answers to the Question: How do you know about these subsidies?**



Source: Self-Processing of the Results of the Questionnaire Survey



Figure 37 Evaluation of Respondents' Answers to the Question: How do you know about these subsidies? - sectoral evaluation.



Source: Self-Processing of the Results of the Questionnaire Survey

Question no. 19: What would motivate you to participate in training?

Figure 38 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible)



Source: Self-Processing of the Results of the Questionnaire Survey

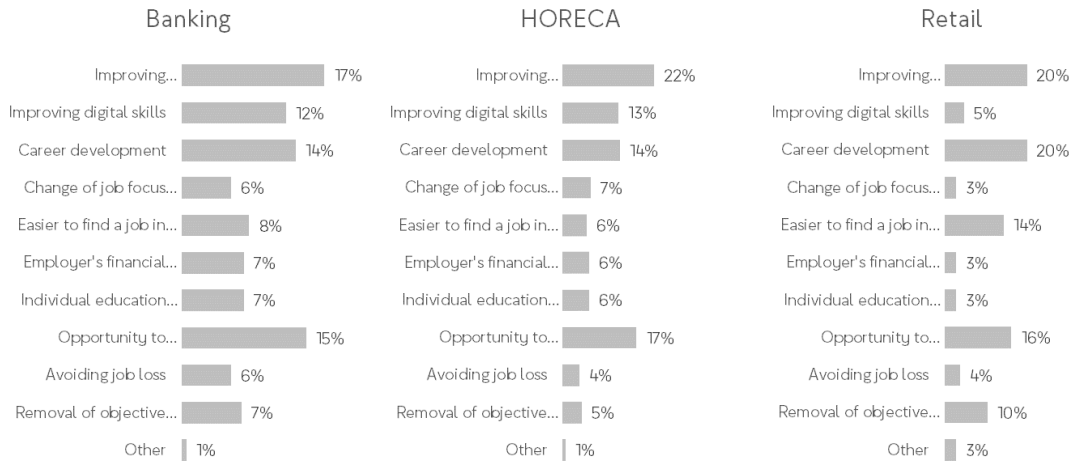
Figure 39 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) - sectoral evaluation.



Co-funded by  
the European Union

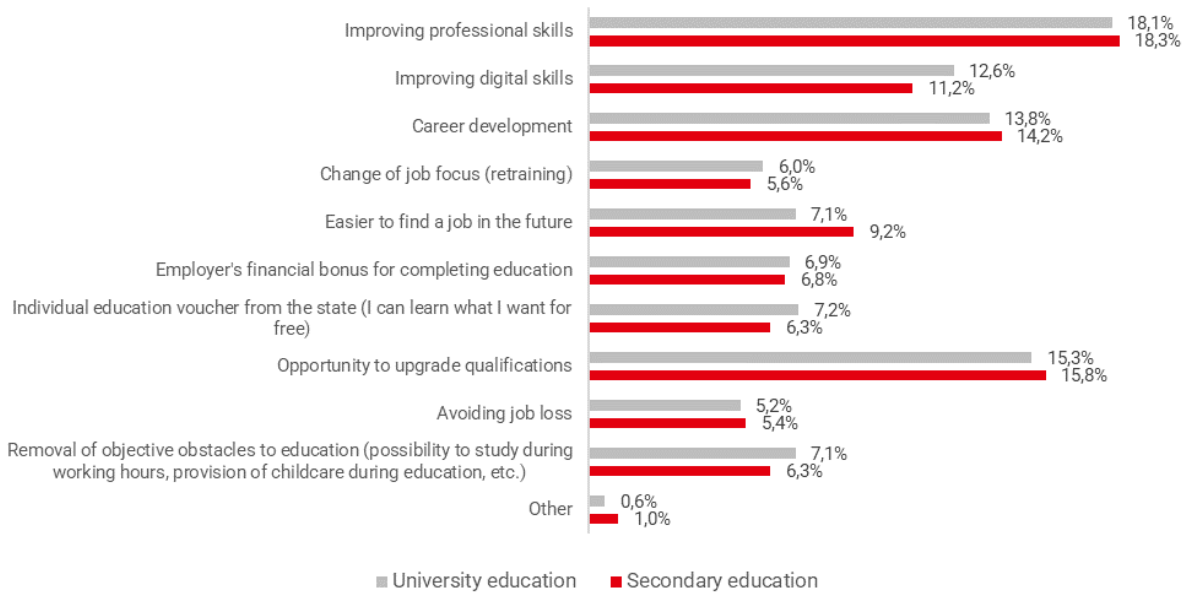


Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



Source: Self-Processing of the Results of the Questionnaire Survey

Figure 40 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) in terms of the highest level of education attained.



Source: Self-Processing of the Results of the Questionnaire Survey

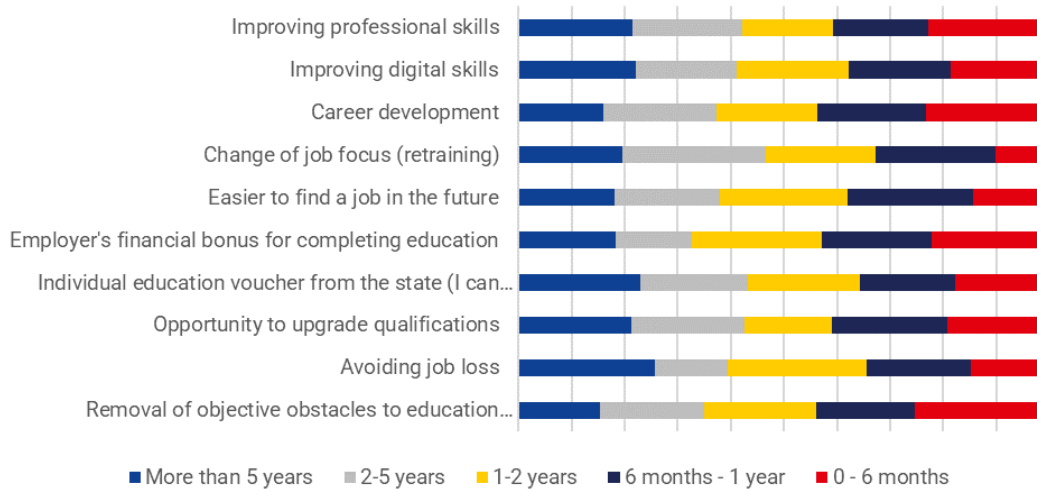
Figure 41 Evaluation of Respondents' Answers to the Question: What would motivate you to participate in training? (more than one option possible) in terms of length of employment.



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



Source: Self-Processing of the Results of the Questionnaire Survey

Question no. 20: If you had to choose an education in the near future, in what field would it be?

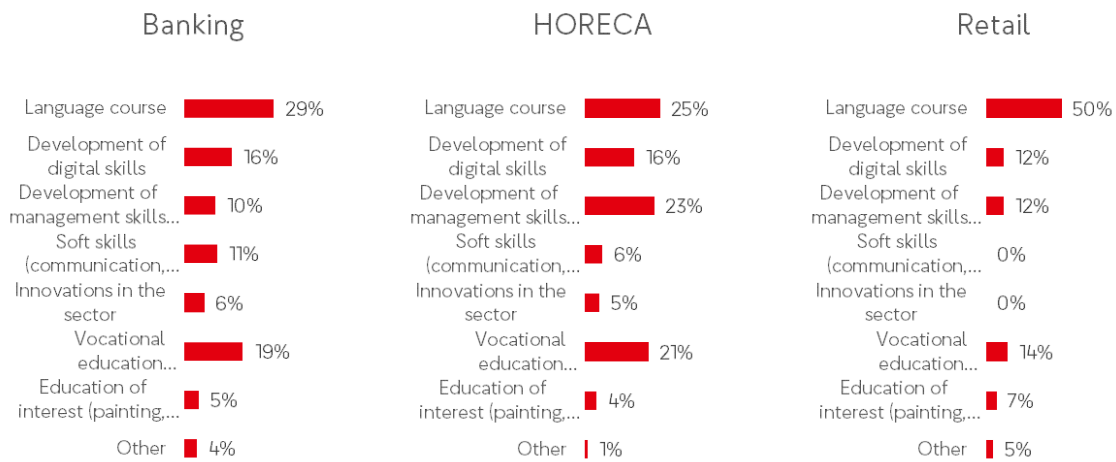
Figure 42 Evaluation of Respondents' Answers to the Question: If you had to choose an education in the near future, in what field would it be?



Source: Self-Processing of the Results of the Questionnaire Survey



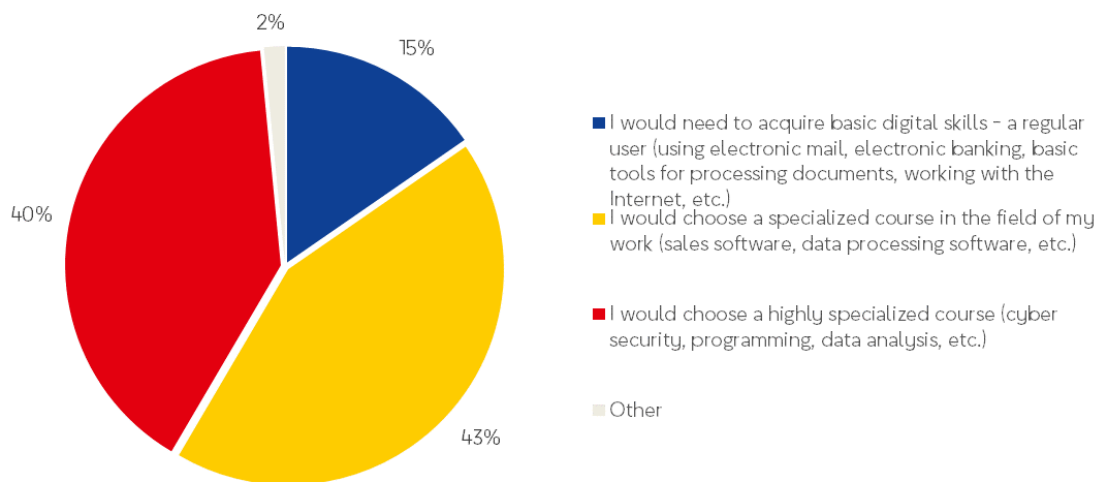
**Figure 43 Evaluation of Respondents' Answers to the Question: If you had to choose an education in the near future, in what field would it be? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 21: In what area would you like to receive training in Digital Skills Development?**

**Figure 44 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development?**



Source: Self-Processing of the Results of the Questionnaire Survey

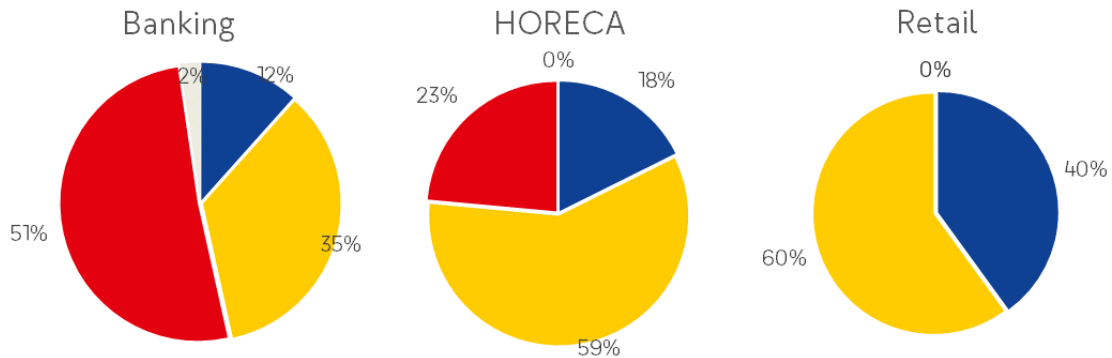


Co-funded by  
the European Union



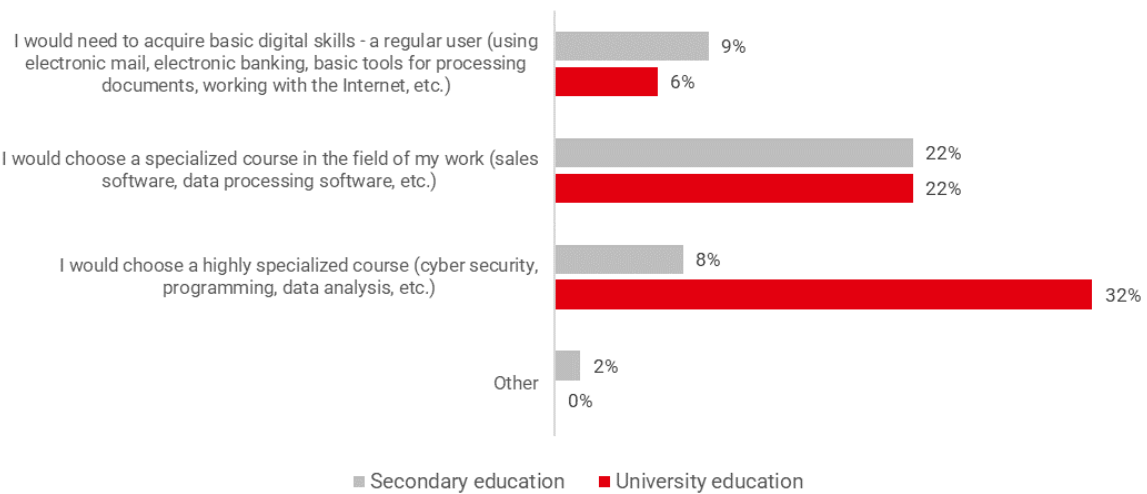
Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

**Figure 45 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 46 Evaluation of Respondents' Answers to the Question: In what area would you like to receive training in Digital Skills Development? in terms of highest educational attainment.**

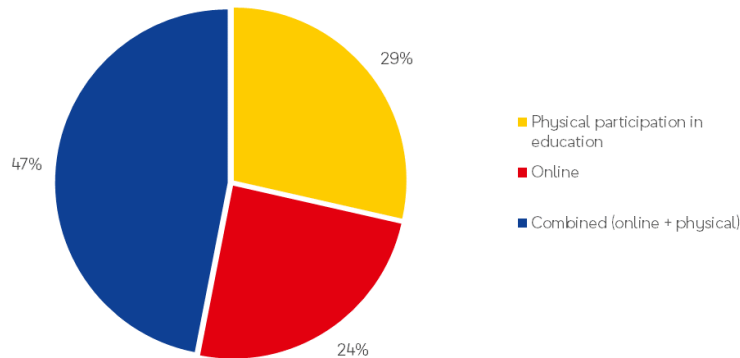


Source: Self-Processing of the Results of the Questionnaire Survey



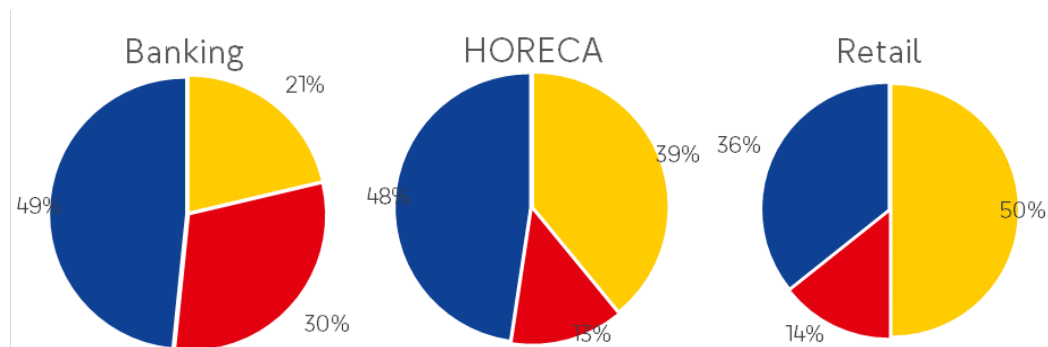
**Question no. 22: Which form of education do you prefer?**

**Figure 47** Evaluation of Respondents' Answers to the Question: Which form of education do you prefer?



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 48** Evaluation of Respondents' Answers to the Question: Which form of education do you prefer? - sectoral evaluation.



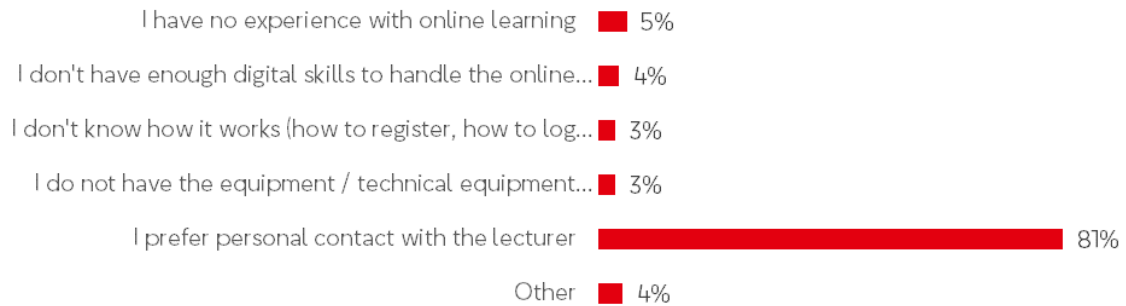
Source: Self-Processing of the Results of the Questionnaire Survey





Question no. 23: Please give your reasons for preferring face-to-face education.

Figure 49 Evaluation of Respondents' Answers to the Question: Please give your reasons for preferring face-to-face education.



Source: Self-Processing of the Results of the Questionnaire Survey

Figure 50 Evaluation of Respondents' Answers to the Question: Please give your reasons for preferring face-to-face education. - sectoral evaluation.

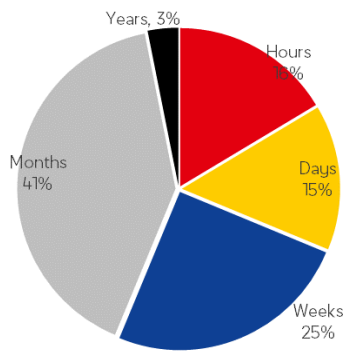


Source: Self-Processing of the Results of the Questionnaire Survey



**Question no. 24: What would be your time capacity to complete your chosen Language Course (your preferred learning)?**

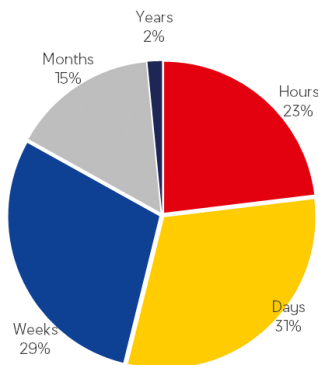
**Figure 51 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Language Course (your preferred learning)?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 25: What would be your time capacity to complete your chosen Digital Skills Development training (your chosen preferred training)?**

**Figure 52 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Digital Skills Development training (your chosen preferred training)?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 26: What would be your time capacity to complete your chosen Management Skills Development training (your chosen preferred training)?**

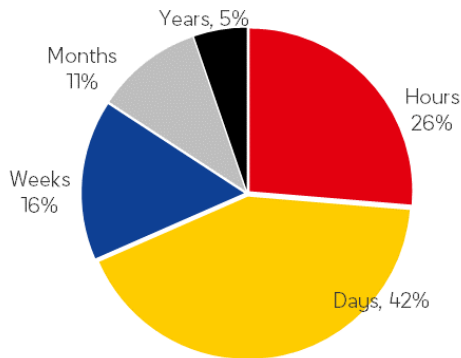
**Figure 53 What would be your time capacity to complete your chosen Management Skills Development training (your chosen preferred training)?**



Co-funded by  
the European Union



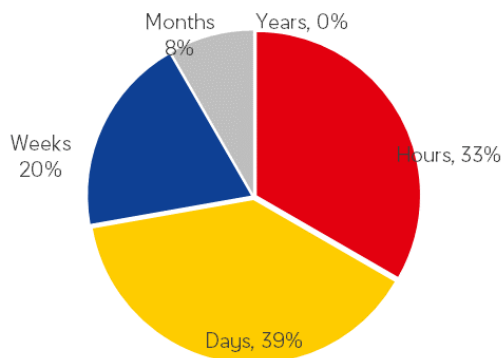
Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 27:** What would be your time capacity to complete your chosen course in the area of Soft Skills Development (your preferred training)?

**Figure 54** Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen course in the area of Soft Skills Development (your preferred training)?

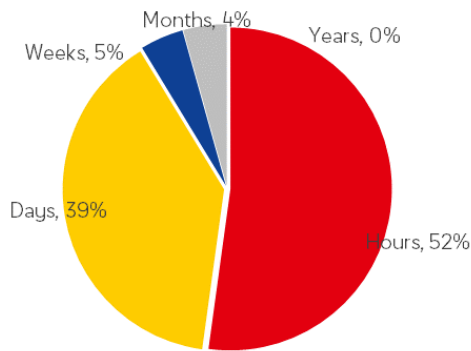


Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 28:** What would be your time capacity to complete your chosen course in the area of Innovation in the Sector (your preferred training)?



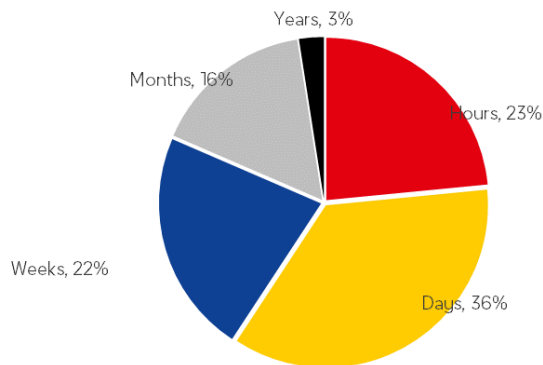
**Figure 55 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen course in the area of Innovation in the Sector (your preferred training)?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 29: What would be your time capacity to complete your chosen Vocational Training (your preferred training)?**

**Figure 56 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Vocational Training (your preferred training)?**

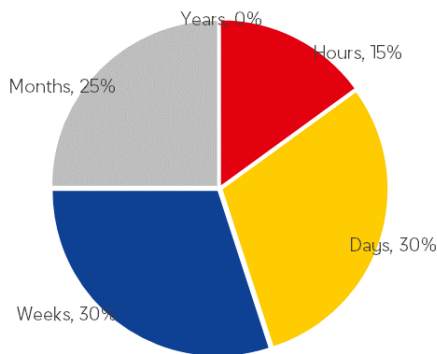


Source: Self-Processing of the Results of the Questionnaire Survey



**Question no. 30: What would be your time capacity to complete your chosen Interest Based Learning (your chosen preferred learning)?**

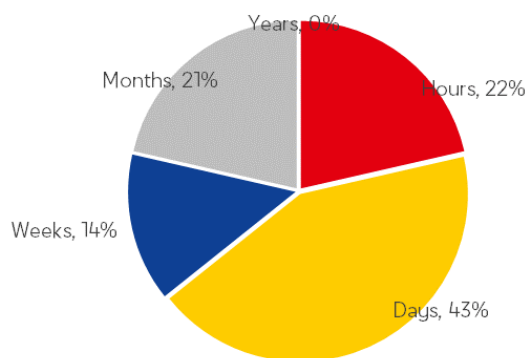
**Figure 57 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your chosen Interest Based Learning (your chosen preferred learning)?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Question no. 31: What would be your time capacity to complete your chosen OTHER training course (your chosen preferred training)?**

**Figure 58 Evaluation of Respondents' Answers to the Question: What would be your time capacity to complete your choice of other training course (your chosen preferred training)?**

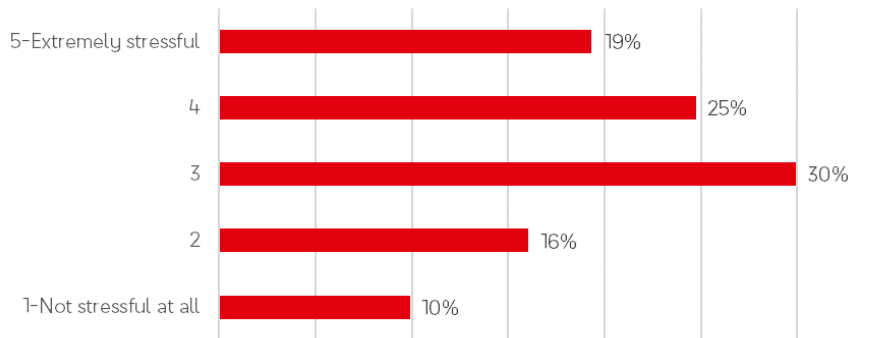


Source: Self-Processing of the Results of the Questionnaire Survey



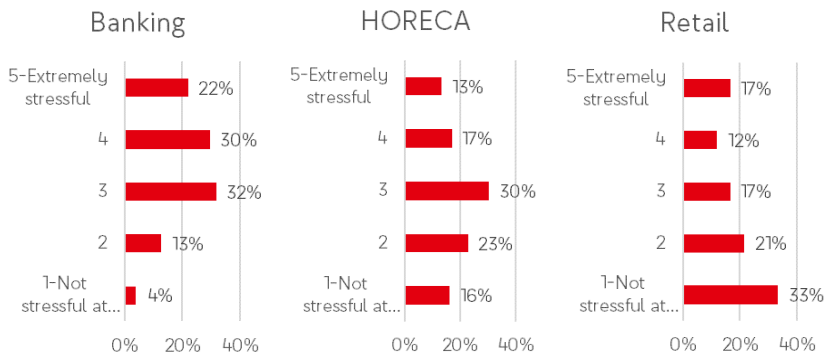
**Question no. 32: Do you find changing jobs a stressful situation?**

**Figure 59 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 60 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey

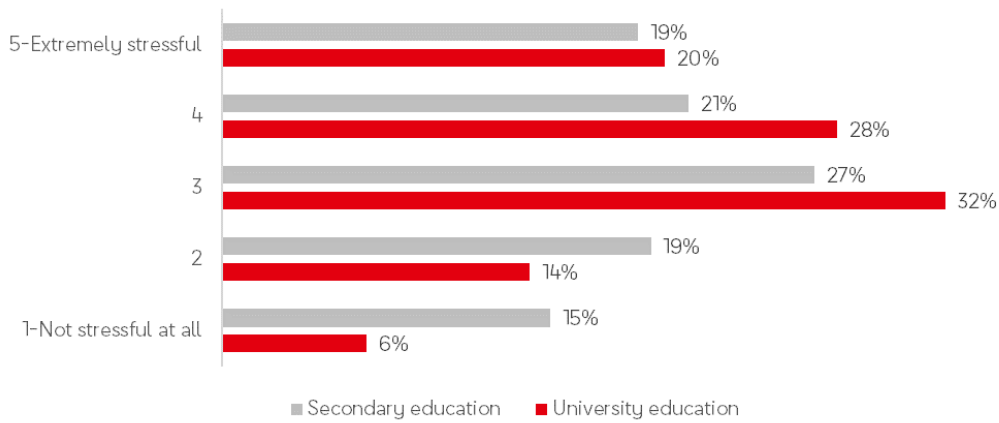


Co-funded by  
the European Union



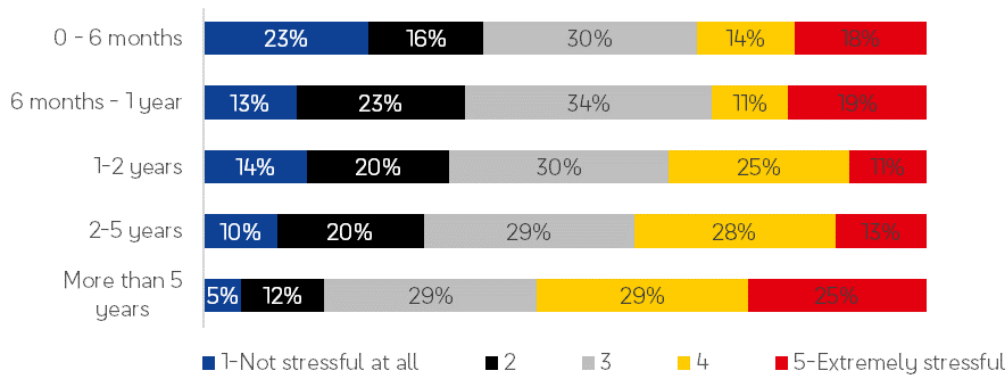
Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

**Figure 61 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? in terms of highest educational attainment.**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 62 Evaluation of Respondents' Answers to the Question: Do you find changing jobs a stressful situation? in terms of length of employment.**

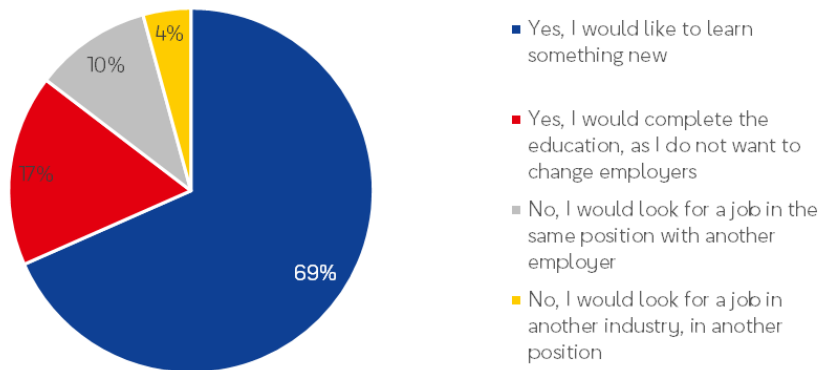


Source: Self-Processing of the Results of the Questionnaire Survey



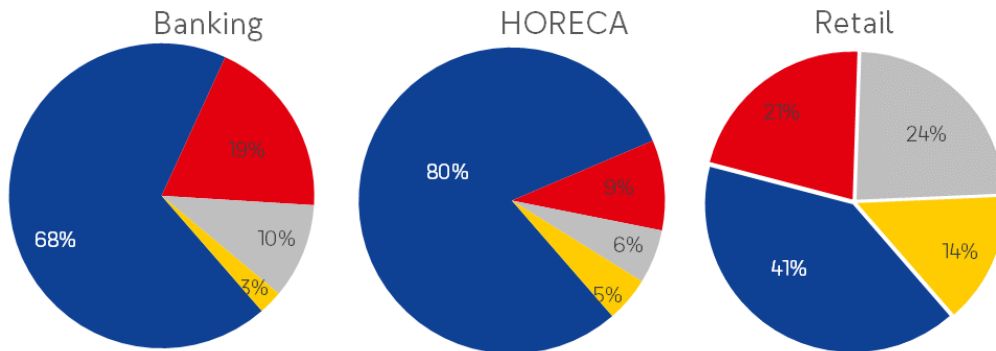
**Question no. 33: If your employer offered you the possibility of retraining in the context of the anticipated disappearance of your job, would you be interested in such training?**

**Figure 63 Evaluation of Respondents' Answers to the Question: If your employer offered you the possibility of retraining in the context of the anticipated disappearance of your job, would you be interested in such training?**



Source: Self-Processing of the Results of the Questionnaire Survey

**Figure 64 Evaluation of Respondents' Answers to the Question: If your employer offered you the possibility of retraining in the context of the anticipated disappearance of your job, would you be interested in such training? - sectoral evaluation.**



Source: Self-Processing of the Results of the Questionnaire Survey





Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

## CONCLUSIONS AND RECOMMENDATIONS

Based on European Commission documents and guidelines, it can be concluded that strong social dialogue between employers and trade unions, together with empowering workers through further training and skills upgrading, are the building blocks of the digital transformation. This transformation is expected to bring exponential changes in society as a whole and in the labour market. Although the digital economy was already expected to have a significant impact on job opportunities, both in terms of job creation and job destruction, the COVID-19 pandemic has significantly accelerated some digital trends. The Recovery and Resilience Plan (among others) identifies retraining and up-skilling as one of the main areas of investment and reform. In this context, social dialogue remains a prerequisite for a well-functioning social market economy.

In this context, the SR faces a number of challenges in the area of employment and training. The problem is the low participation rate of adults in vocational training, the low level of digital skills and an education system that is not adapted to the dynamics of the labour market. As COVID-19 has accelerated automation and digitalization, many workers find themselves in positions for which they do not have the appropriate skill set. The lack of swift action also increases the risk of creating employment problems overall, widening the qualitative gap between supply and demand in the labour market. Several factors hinder the effective development of LLL in the Slovak Republic. A well-designed system of LLL and adult learning could support the development of appropriate key competences, skills and competences for all target groups and enable the development of a skilled workforce and the personal potential of individuals in working and civic life, taking into account their individual capacities and needs.

Based on the results of the questionnaire survey, the client will be able to identify barriers and motivators to further education in its professional activities and will be able to further address the changing demand for skills that the transformation and digitalisation of work is creating. The findings of the questionnaire survey are intended to serve as a springboard for future reforms in relation to LLL (in the context of capacity building for social partners in line with EU priorities, contributing to the promotion of social dialogue at cross-sectoral level and further developing European social dialogue).

The target group of the survey was staff in positions that are more sensitive to change and sectors that are most affected by the COVID-19 pandemic. Banking, Retail and HORECA were identified as the most vulnerable sectors prior to the survey. Within these focus groups, 424 respondents took part in the survey



and it can therefore be concluded that the present analytical material provides relevant data on barriers, obstacles and motivators for workers to further learning (including the context of job change).

**Key Findings:**

58% of the respondents to the survey had attained a university degree, 47% of them “University Degree - Second Level”. Secondary education was held by 42% of the respondents, of which “Secondary education - with a high school diploma” was held by 39%. In the Retail sector, up to 86% of respondents had a secondary education.

73% of the survey respondents saw that they participate in education in the form of courses or training in addition to their job. In Banking, it was up to 83%. The HORECA sector has the lowest level of worker training, at 55%. Based on the questionnaire survey, it can be concluded that university-educated workers are more educated (79% of respondents with a university degree are educated) than secondary-educated workers (66% of respondents with a secondary education are educated). When looking at education by sector, Banking has similar proportions of secondary and tertiary educated workers (80% and 84%), with the largest difference in Retail to the detriment of secondary educated workers (53% and 83%). In all sectors concerned, staff have been trained in the last six months.

Almost 1/3 of the respondents (28%) stated that they had received training in “*Soft skills (communication, teamwork, presentation, etc.)*”, 18% had received “*Vocational training (economic orientation, bartending/barista course, design, marketing, etc.)*”. Only 3% of the respondents had completed “*Interest-based learning*”. In Retail, respondents were primarily trained in “*Vocational Training (economic orientation, bartending/barista course, design, marketing, etc.)*”; in HORECA, “*Management Skills Development*” was predominant.

In all sectors, respondents completed their training predominantly with a “*Certificate of Completion of Training*” and a “*Certificate of Completion of Non-Accredited Training Course*”. Respondents who, when asked “*How was your education completed?*” selected “*Other*” most often reported that their education had not been formally completed. Primarily this was internal employer training. At the same time, for 70% of respondents, this training was paid for by the employer. Respondents paid for their own training in 12% of cases.

If respondents had to choose education in the near future, almost 1/3 would choose “*Language course*”. Respondents were least interested in learning in the areas of “*Innovation in the sector*” and “*Interest-based*”



*learning*". Respondents who ticked the "Other" option would choose specialised IT training. In the HORECA sector, respondents were also interested in "Management skills development (team leadership, coaching, etc.);" (23%) and "Vocational training" (21%).

In the case of a course in "Digital Skills Development", 43% of respondents would choose a "specialised course in the field of work (sales software, data processing software, etc.)". In the HORECA sector, up to 59% of respondents would choose it, and 60% in Retail. "Highly specialized course (cybersecurity, programming, data analytics, etc.)" would be chosen by 51% of Banking respondents. This type of course is also preferred by university-educated respondents.

Almost half of the respondents (47%) prefer a combined form of education. This form is prevalent in both Banking and HORECA, in Retail respondents prefer the "Attendance (physical attendance)" form of training (50%) as they "prefer personal contact with the trainer". Respondents' preferred time allocated to education was on the order of hours. Respondents also said that they would equally accept that their choice of further training, whether vocational, interest-based or otherwise, would tend to be of a shorter duration, on the order of days. In the HORECA sector, up to 50% of respondents prefer this length of training.

#### Barriers:

Lack of time was the most frequently identified barrier to participation in further education for respondents who reported not participating in further education. In the questionnaire survey, 35% of respondents chose it (up to 52% in the Retail sector). For 25% of respondents, "Financial difficulty of the courses" was also a barrier. Only 10 respondents stated that "They have no desire/do not want to be educated". In the HORECA sector, "Lack of courses in the area in which I would like to educate myself" is also a barrier in 17% of cases. Similar trends can be observed when assessing barriers to education in terms of educational attainment. However, it can also be noted that secondary-educated respondents were more likely to report a reluctance to be educated and a difficulty in identifying the area in which they should be educated.

#### Motivators:

Respondents cited "Improving professional skills" (18%), "Opportunity to upgrade qualifications" (15%) and "Career development" (14%) as the biggest motivators for participating in training. In the retail sector, 10% of respondents also saw "Removing objective barriers to education (being able to study during working hours,



*providing childcare while in education, etc.)* as a motivator. In the Banking and HORECA sectors, one of the important motivators is *“Improving digital skills”*.

#### Changing jobs:

The majority of respondents (44%) found the job change stressful (on a scale of 1 - 5, where 1 - Not stressful at all, 5 - Extremely stressful they chose a level of 4 or 5). For 1/3 of respondents, the situation is moderately stressful. The exception is the Retail sector, where up to 33% of respondents said that changing jobs does not stress them at all. The situation is the same when examining the issue from the point of view of the level of highest education attained. Secondary-educated respondents generally find changing jobs less stressful than those with a university degree. Based on the answers of the respondents, it can also be concluded that the longer the employment relationship lasts, the more stressful the job change is. For jobs lasting 0-6 months, up to 39% of respondents reported that they were not stressed by the job change (levels 1 and 2). In the case of employment, the figure is only 17%. For jobs lasting more than 5 years, up to 54% of respondents find changing jobs stressful (grades 4 and 5).

If an employer offered respondents the opportunity to retrain in anticipation of their job disappearing, 69% of respondents said *“Yes, I would like to learn something new”*. In the HORECA sector, the figure was as high as 80%. 17% of respondents would be interested in training because they do not want to change employer. In Retail, almost ¼ of respondents would look for a job in the same position with another employer and up to 14% would look for a job in a different industry, in a different job role.

#### Recommendations

- **Break down financial and systemic barriers:** Systemic national measures to provide financial support to employers and workers/citizens to cover the costs of training can be a solution. Various subsidy programmes, tax incentives, scholarships, grants, national projects from the new operational programme, individual education accounts, etc. can serve as a solution.
- **Provide flexible learning opportunities:** Creating flexible time for people in employment to participate in further training can make a significant contribution to increasing motivation to learn. The provision of combined learning, distance learning programmes and alternative forms of learning save time and allow a greater degree of flexibility for learners.
- **Shorten training programs:** In terms of time capacities, courses and trainings of a few hours, maximum a few days, seem to be the most affordable.



Co-funded by  
the European Union



Challenges from the pandemics:  
adult learning in Romania and Slovakia  
- AdultLearningROSK project

- **Increase awareness and education:** Building public awareness of the opportunities and especially the importance of adult further education through managed information campaigns will benefit the personal and professional development of each individual. Information campaigns should be differentiated according to target groups and provide information on available training opportunities, resources and support options. It is recommended that information campaigns pay increased attention to the priorities and visions of Slovakia's digital transformation and the associated expectations for a change in professional knowledge, skills and competences. The ideal place to reach the general public is the media and social networks.
- **Support quality educational institutions:** It is recommended to open a public discussion on setting criteria for measuring the quality of continuing education provision, the quality of continuing education providers and the creation of a publicly accessible register of these verified providers according to the thematic focus of the training content.
- **Remove technological barriers:** Access to hardware, technology, and the Internet for those residents who do not have such capabilities so that they also have the opportunity to take advantage of online educational resources and programs. Such a proactive approach must be part of the vision of Slovakia's digital transformation. This can include investment in infrastructure, supported hardware purchases and also the provision of affordable internet. The successful Digital Pupil project is a model. Through such measures, it is possible to increase digital literacy in a targeted way, especially among vulnerable target groups.
- **Create conditions for learning and development in the work environment:** The social partners, trade unions and professional organisations can play an important role in this area by strongly promoting corporate cultures aimed at supporting the development of adult learning and the skills development of workers.
- **Ensure recognition of lifelong learning outcomes:** A key component in this area is the preparation and approval of a new law on lifelong learning.
- **Align the LLL system with the needs of the labour market:** It is recommended to ensure regular monitoring of labour market and skills needs in line with the digital transformation, innovation and sectoral changes in the labour market, as a necessary basis for content innovation and prioritisation of lifelong learning.

# APPENDIX 1: STRUCTURE OF THE QUESTIONNAIRE (in Slovak)

## Bariéry zamestnancov vo vzťahu k celoživotnému vzdelávaniu

---

1. Vaše najvyššie dosiahnuté vzdelanie: \*

- Základné vzdelanie
- Stredoškolské vzdelanie - s výučným listom
- Stredoškolské vzdelanie - s maturitou
- Vyššie odborné vzdelanie
- Vysokoškolské vzdelanie - I. stupeň
- Vysokoškolské vzdelanie - II. stupeň
- Vysokoškolské vzdelanie - III. stupeň

2. V akom odvetví pracujete? \*

- Maloobchod
- HoReCa (odvetvie hotelov, reštaurácií a stravovacích služieb – gastronómie)
- Bankovníctvo

3. Na akej pozícii pracujete?  
(typ práce) \*

- s prevahou fyzickej práce
- s prevahou duševnej práce

4. Na akej pozícii pracujete? \*

- Upratovač/upratovačka; chyžná
- Údržbár/údržbárka
- Iné (prosím vypíšte):

5. Na akej pozícii pracujete? \*

- Manažér/manažérka
- Vedúci/vedúca; teamleader
- Administratívna podpora
- Predaj; obchod
- Marketing
- Iné (prosím vypíšte):

6. Na akej pozícii pracujete? \*

- Upratovač/upratovačka; chyžná
- Kuchár/kuchárka
- Čašník/čašníčka
- Pomocný pracovník
- Údržbár/údržbárka
- Iné (prosím vypíšte):

7. Na akej pozícii pracujete? \*

- Manažér/manažérka
- Vedúci/vedúca; teamleader
- Administratívna podpora
- Predaj; obchod
- Marketing
- Recepčný/recepčná
- Iné (prosím vypíšte):

8. Na akej pozícii pracujete? \*

- Upratovač/upratovačka; chyžná
- Údržbár/údržbárka
- Iné (prosím vypíšte):

9. Na akej pozícii pracujete? \*

- Manažér/manažérka
- Vedúci/vedúca; teamleader
- Administratívna podpora
- Predaj; obchod
- Marketing
- Iné (prosím vypíšte):



10. Dĺžka aktuálneho pracovného pomeru: \*

- 0 - 6 mesiacov
- 6 mesiacov – 1 rok
- 1 – 2 roky
- 2 – 5 rokov
- Viac ako 5 rokov

11. Zúčastňujete sa popri zamestnaní vzdelávania? (kurzy, školenia a pod.) \*

- Áno
- Nie

12. Kedy naposledy ste absolvovali takéto vzdelávanie? \*

- 0 - 6 mesiacov
- 6 mesiacov – 1 rok
- 1 – 2 roky
- 2 – 5 rokov
- Viac ako 5 rokov

### 13. V akej oblasti ste absolvovali vzdelávanie?

(možné označiť aj viac možností) \*

- Jazykový kurz
- Rozvoj digitálnych zručností
- Rozvoj manažérskych zručností (vedenie tímu, koučing a pod.)
- Mäkké zručnosti - "soft skills" (komunikácia, tímová práca, prezentačné a pod.)
- Inovácie v sektore
- Odborné vzdelávanie (ekonomické zameranie, barmanský / baristický kurz, dizajn, marketing a pod.)
- Záujmové vzdelávanie (maľovanie, hra na hudobný nástroj, štrikovanie a pod.)
- Iné (prosím vypíšte):

### 14. Akým spôsobom bolo ukončené Vaše vzdelávanie? \*

- Získaním potvrdenia o rekvalifikácii
- Získaním potvrdenia o absolvovaní akreditovaného vzdelávacieho programu (akreditácia Ministerstva školstva, vedy, výskumu a športu SR)
- Získaním osvedčenia o odbornej spôsobilosti
- Certifikát o absolvovaní vzdelávania
- Potvrdenie o absolvovaní neakreditovaného kurzu / vzdelávania
- Iné (prosím vypíšte):

### 15. Kto uhradil Vaše vzdelávanie? \*

- Uhradil/a som si ho sám/sama
- Uhradil mi ho zamestnávateľ
- Uhradil mi ho úrad práce, sociálnych vecí a rodiny
- Mal/a som prostriedky z dotácie, projektu, grantu a pod.
- Na úhrade som sa čiastočne podieľal/a
- Bol to darček od rodiny, známych a pod.
- Vzdelávanie bolo hrazené prostredníctvom systému podpory vzdelávania dospelých
- Neviem
- Iné (prosím vypíšte):

### 16. Z akého dôvodu sa nezúčastňujete ďalšieho vzdelávania? (možné označiť aj viac možností) \*

- Nemám na takéto aktivity čas
- Zamestnávateľ ma na takéto vzdelávanie neuvolní
- Finančná náročnosť kurzov
- Nedostatok kurzov v oblasti, v ktorej by som sa chcel/a vzdelávať
- Neviem, v akej oblasti by som sa mal/a vzdelávať
- Nemám chuť / nechce sa mi sa vzdelávať
- Iné (prosím vypíšte):

17. Viete o tom, že štát poskytuje dotácie na vzdelávacie kurzy?\*

- Áno
- Nie

18. Odkiaľ o týchto dotáciách viete? \*

- Internet (napr. aj sociálne siete)
- Televízia, rozhlas, tlač
- Úrad práce, sociálnych vecí a rodiny
- Zamestnávateľ
- Rodina, priatelia
- Iné (prosím vypíšte):

## 19. Čo by Vás motivovalo zúčastniť sa vzdelávania?

(možné označiť aj viac možností) \*

- Zlepšenie odborných zručností
- Zlepšenie digitálnych zručností
- Kariérny rast
- Zmena pracovného zamerania (rekvalifikácia)
- Jednoduchšie nájdenie si práce v budúcnosti
- Finančný bonus zamestnávateľa na absolvovanie vzdelávania
- Individuálny vzdelávací poukaz od štátu (môžem sa vzdelávať v čom chcem zadarmo)
- Možnosť zvýšiť si kvalifikáciu
- Predchádzanie strate zamestnania
- Odstránenie objektívnych prekážok vzdelávania (možnosť vzdelávať sa v pracovnej dobe, zabezpečenie starostlivosti o deti počas vzdelávania a pod.)
- Iné (prosím vypíšte):

20. Keby ste si v najbližšej dobe mali vybrať vzdelávanie, v akej oblasti by to bolo?

(vyberte najpreferovanejšiu oblasť) \*

- Jazykový kurz
- Rozvoj digitálnych zručností
- Rozvoj manažérskych zručností (vedenie tímu, koučing a pod.)
- Mäkké zručnosti - "soft skills" (komunikácia, tímová práca, prezentačné a pod.)
- Inovácie v sektore
- Odborné vzdelávanie (ekonomické zameranie, barmanský / baristický kurz, dizajn, marketing a pod.)
- Záujmové vzdelávanie (maľovanie, hra na hudobný nástroj, štrikovanie a pod.)
- Iné (prosím vypíšte):

21. V akej oblasti by ste chceli absolvovať vzdelávanie Rozvoj digitálnych zručností? \*

- Potreboval/a by som získať základné digitálne zručnosti - bežný užívateľ (vyžívanie elektronickej pošty, elektronické bankovníctvo, základné nástroje na spracovávanie dokumentov, práca s internetom a pod.)
- Vybral/a by som si špecializovaný kurz v oblasti môjho pracovného pôsobenia (predajný software, software na spracovanie dát a pod.)
- Vybral/a by som si vysokošpecializovaný kurz (kybernetická bezpečnosť, programovanie, dátová analýza a pod.)
- Iné (prosím vypíšte):

22. Akú formu vzdelávania preferujete? \*

- Prezenčnú (fyzická účasť na vzdelávaní)
- Online (cez počítač)
- Kombinovanú (online + prezenčná)

23. Vyberte prosím svoje dôvody, prečo preferujete prezenčnú formu vzdelávania?

(možné označiť aj viac možností) \*

- Nemám skúsenosti s online vzdelávaním
- Nemám dostatočné digitálne zručnosti, aby som zvládol/la online formu vzdelávania
- Neviem ako to funguje (ako sa registrovať, ako sa prihlásiť a pod.)
- Nemám zariadenie / technické vybavenie na absolvovanie takéhoto kurzu
- Preferujem osobný kontakt s lektorom
- Iné (prosím vypíšte):

24. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného Jazykového kurzu (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

25. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného vzdelávania v rámci Rozvoja digitálnych zručností (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

26. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného vzdelávania v rámci Rozvoja manažérskych zručností (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch



27. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného kurzu z oblasti rozvoja Mäkkých zručností – soft skills (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

28. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného kurzu z oblasti Inovácií v sektore (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

29. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného Odborného vzdelávania (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

30. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného Zájmového vzdelávania (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

31. Aká by bola vaša časová kapacita na absolvovanie Vami zvoleného iného vzdelávacieho kurzu (Vami vybraného preferovaného vzdelávania)?

\*

- Rádovo v hodinách
- Rádovo v dňoch
- Rádovo v týždňoch
- Rádovo v mesiacoch
- Rádovo v rokoch

32. Považujete zmenu zamestnania za stresujúcu situáciu?

(1 znamená „Nestresuje ma vôbec“ a 5 „Mimoriadne stresujúce“) \*

	1	2	3	4	5	
<b>Nestresuje ma vôbec</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Mimoriadne stresujúce</b>

33. Ak by Vám zamestnávateľ v súvislosti s predpokladaným zánikom Vášho pracovného miesta ponúkol možnosť rekvalifikácie, mali by ste o takéto vzdelávanie záujem? \*

- Áno, rád by som sa naučil niečo nové
- Áno, vzdelávanie by som absolvoval, nakoľko nechcem meniť zamestnávateľa
- Nie, hľadal/a by som si prácu na rovnakej pozícii u iného zamestnávateľa
- Nie, hľadal/a by som si prácu v inom odvetví, na inej pracovnej pozícii

