

Upscaling, mainstreaming and sustainability: A tale of two programs in Slovakia

Miroslav Beblavý
(ex)State Secretary, Ministry of Labour, Social
Affairs and Family

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Structure

- Program No 1: Introduction of adult education for jobseekers in Slovakia
- Program No 2: Free meals, school materials and scholarships for needy children in Slovakia
- Conclusions

Introduction of adult education for jobseekers in Slovakia

- A programme for completion of lower secondary education and upper secondary education for adult jobseekers
- Adults always entitled to free education, but take-up very limited in the past among the least qualified
- Introduced in the academic year 2004/05
- Originally expected a 1-year pilot before mainstreaming, in the end 2 pilots before mainstreaming

continued:

- 1st year (04/05): 6 schools, 7 classes, 139 participants, just lower secondary
- 2nd year (05/06): 11 schools, 11 classes, 121 participants, just lower secondary
- 3rd year (06/07) - mainstreaming: expected 700 participants for lower secondary, 830 participants for upper secondary
- Piloting significantly influenced three key aspects:
 - Curricula
 - Organisation
 - Financing

Free meals, school materials and scholarships for needy children in Slovakia

- Introduced without piloting between May and October 2004
- But based on similar programs in other countries
- part of a new welfare system, replacing decreased cash benefits
- Has been extended in several directions since
- Basic set-up remained unchanged

continued:

- Eligibility: children from poor families, all children in schools with high incidence of poverty
- meals (for a symbolic charge, daily)
- school materials (free, every semester)
- scholarships (based on grades, monthly)

continued:

- since political and equity reasons prevented lengthy piloting, steps taken to minimise potential problems:
 - voluntary nature for schools
 - administrative simplicity (started with children from families on benefits – no need for further means testing)
 - gradual extension (to other poor children, preschool, scholarships)

Conclusions

- differential learning speed based on nature of program (education program takes more learning than a transfer program to get right)
- difference in need for piloting (a transfer program can be mainstreamed more quickly)
- piloting can also be partially replaced by borrowing from abroad