



Slovakia

Overview of the Vocational Education and Training System

2008

eKnowVet – Thematic Overviews



CEDEFOP

European Centre
for the Development
of Vocational Training

REFERNET

This thematic overview is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

The opinions expressed in this report are not necessarily those of Cedefop.

Please note that ReferNet reports are based on a common template and are intended for use in an online database available at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/

Therefore, the reader may encounter repetitions in content.

The preparation of this report has been co-financed by the European Community.

Title: Slovakia. Overview of the Vocational Education and Training System, 2008

Author: ReferNet Slovakia

Abstract:

This is an overview of the VET system in Slovakia. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. European and international dimensions, towards an open area of lifelong learning

This overview has been updated in 2008 and its reference year is 2007. The latest versions can be viewed from October 2009 onwards at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/ where more detailed thematic information on the VET systems of the EU can also be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Slovakia

TABLE OF CONTENTS

01 GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY	6
0101 - Political And Socio-Cultural/Economic Context	6
0102 - Population And Demographics	6
0103 - Economy And Labour Market Indicators	7
0104 - Educational Attainment Of Population	10
02 POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES.....	12
0201 - Objectives And Priorities	12
03 INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES	15
0301 - Legislative Framework For Vocational Education And Training	15
0302 - Institutional Framework: Ivet	20
0303 - Institutional Framework: Cvet.....	23
04 INITIAL VOCATIONAL EDUCATION AND TRAINING	25
0401 - Background To The Ivet System And Diagram.....	25
0402 - Ivet At Lower Secondary Level	31
0403 - Ivet At Upper Secondary Education (School-Based And Alternance)	31
0404 - Apprenticeship Training	35
0405 - Other Youth Programmes And Alternative Pathways	35
0406 - Vocational Education And Training At Post-Secondary (Non Tertiary) Level.....	36
0407 - Vocational Education And Training At Tertiary Level.....	37
05 CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS	38
0501 - Background Information On Continuing Vocational Education And Training	38
0502 - Publicly Promoted Cvet For All	42
0503 - Training For Unemployed People And Others Vulnerable To Exclusion In The Labour Market.....	46
0504 - Cvet At The Initiative Of Enterprises Or Social Partners	51
0505 - Cvet At The Initiative Of The Individual.....	54

06 TRAINING VET TEACHERS AND TRAINERS	55
0601 - Types Of Teachers And Trainers In Vet	55
0602 - Types Of Teachers And Trainers In Ivvet	59
0603 - Types Of Teachers And Trainers In Cvvt	64
07 SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY	69
0701 - Mechanisms For The Anticipation Of Skill Needs	69
0702 - Bridging Pathways And New Educational Partnerships.....	70
0703 - Renewal Of Curricula.....	71
08 ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING	73
0801 - Accumulating, Accrediting And Validating Formal Learning	73
0802 - Accumulating, Accrediting And Validating Non-Formal/Informal Learning	75
0803 - Impact Of Eu Policy Cooperation	76
0804 - Facilitating Eu Mobility	77
09 GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT	78
0901 - Strategy And Provision	78
0902 - Target Groups And Modes Of Delivery	81
0903 - Guidance And Counselling Personnel	84
10 FINANCING - INVESTMENT IN HUMAN RESOURCES	86
1001 - Background Information Concerning Financing Arrangements For Training.....	86
1002 - Funding For Initial Vocational Education And Training	88
1003 - Funding For Continuing Vocational Education And Training, And Adult Learning.....	93
1004 - Funding For Training For Unemployed People And Other Groups Excluded From The Labour Market	95
1005 - Perspectives And Issues: From Funding To Investing In Human Resources	100
11 EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING	102
1101 - National Strategies Related To Policy Priorities, Programmes And Initiatives At Eu Level.....	102
1102 - Impact Of Europeanisation/Internationalisation On Education And Training.....	108
1103 - Authors, Sources And Bibliography.....	109

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Established on 1st January 1993 after the dissolution of Czechoslovakia, Slovakia is a parliamentary democracy with a one-chamber parliament of 150 members elected for four-year terms. Political parties are allotted seats according to the percentage of votes they receive in direct elections. The president, elected for a five-year term by a two-round popular vote, is the head of state with no substantial executive powers. Slovakia is a member of the OECD (2000), NATO and EU (both in 2004). The country is composed of 8 state administration and self-governing regions. Despite the very high economic growth (10.4% in 2007, Eurostat), Slovakia in long terms fights with high unemployment (11.1% in 2007, Eurostat LFS) and low employment rates (60.7 % in 2007, Eurostat LFS). Medium-term macroeconomic forecasts are very positive, very high GDP growth and further decrease in unemployment is expected. A part of the Roma minority living in segregated settlements remains however at high risk of social exclusion. The long term unemployment rate remains stubbornly the highest in the EU (8.3% in 2007, Eurostat).

0102 - POPULATION AND DEMOGRAPHICS

The country has an area of 49,034 km² with 5,379,455 inhabitants and a population density of 110 inhabitants per km² (Census, 26th May 2001). A total of 55% of the population lives in urban areas and 45% in rural areas. In mid 2006, there were 5,391,184 inhabitants, according to estimations of the Statistical Office (SU, Statistický úrad). Since the beginning of the 1990s, Slovakia has experienced a huge decrease in birth rate and an ageing of the population. Live births declined from 80,116 in 1989 to 50,841 in 2002, followed by slight year-on-year increase to 54,430 in 2005 and decrease to 53,904 in 2006. Per capita financing introduced in 2004 is aimed at forcing the merging and closing of schools with low enrolments. A demographic trend broken down by age groups indicates the need for further restructuring of school networks.

	TOTAL	0-24			25-59			60+		
		TOTAL	MALE	FEM	TOTAL	MALE	FEM	TOTAL	MALE	FEM
2,010	5,423,703	1,579,076	807,547	771,529	2,864,766	1,435,228	1,429,538	979,861	393,065	586,796
2010 (%)	100	29.11	14.89	14.23	52.82	26.46	26.36	18.07	7.25	10.82
2025	5,521,745	1,381,445	705,247	676,198	2,744,841	1,397,247	1,347,594	1,395,459	596,860	798,599
2025 (%)	100	25.02	12.77	12.25	49.71	25.30	24.41	25.27	10.81	14.46
2006*	5,391,184	1,731,330	885,398	845,932	2,782,077	1,386,735	1,395,342	877,777	344,791	532,986
2006* (%)	100	32.11	16.42	15.69	51.60	25.72	25.88	16.28	6.40	9.89

Source: INFOSTAT 2007 update of Demographic prognosis 2002

* Mid-year population (2007 Statistical Yearbook of the Slovak Republic)

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Despite the decrease of employment in agriculture (10.2 % in 1994) and growth in the service sector (50.1 % in 1994), Slovakia is still characterised by a strong emphasis on industry.

Table 1: Employed by sectors (in thousands of people)

NACE CATEGORY	2003		2004		2005		2006	
	N	%	N	%	N	%	N	%
AGRICULTURE INCLUSIVE FISHING (A+B)	125.3	5.8	109.8	5.1	105.1	4.7	100.8	4.4
INDUSTRY INCLUSIVE CONSTRUCTION (C-F)	829.0	38.3	846.6	39.0	858.9	38.8	892.6	38.8
SERVICE (G-Q)	1,208.3	55.8	1,210	55.8	1,248.6	56.3	1,306.4	56.8
UNKNOWN	1.9	0.1	4.1	0.2	3.8	0.2	1.9	0.1
TOTAL EMPLOYED	2,164.6	100	2,170.4	100.0	2,216.2	100.0	2,301.4	100.0

Source: Statistical Office SR (ŠÚ, Štatistický úrad SR), LFS

In parallel to the increase of employment in manufacturing and construction a lack of graduates in appropriate number and structure is indicated in the automotive industry, electrical engineering and construction. In particular a boom in automotive industry results in the need for creation of 53,000 new jobs between 2006 and 2010, almost doubling 2005 data of 57,376 people employed in this sector, according to the Association of Automotive Industry (Združenie automobilového priemyslu). At the same time, there were 12,683 unemployed graduates as of May 2007, 19,134 as of September 2007, and 10,479 as of May 2008, according to data of the Central Office of Labour, Social Affairs and Family (ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny).

The distribution of employed by level of education is visible from the following table (Table 2).

LEVEL OF EDUCATION	2004		2005		2006		2007	
	N	%	N	%	N	%	N	%
ISCED 2	110.3	5.1	102.6	4.6	107.0	4.6	105.9	4.5
ISCED 3C (COA)	728.1	33.5	700.5	31.6	738.7	32.1	756.6	32.1
ISCED 3C (WITHOUT COA)	48.7	2.2	55.8	2.5	56.2	2.4	61.3	2.6
ISCED 3A (MSLC) + COA	111.9	5.2	115.5	5.2	120.6	5.2	123.7	5.2
ISCED 3A (MSLC) GEN	95.9	4.4	97.8	4.4	100.8	4.4	101.7	4.3
ISCED 5+	328.8	15.1	365.6	16.5	389.5	16.9	386.0	16.4
TOTAL	2,170.4	100.00	2,216.2	100.0	2,301.4	100.0	2,357.3	100.0

Source: ŠÚ, LFS

Note: CoA – Certificate of Apprenticeship (*výučný list*), MSLC – “Maturita” School Leaving Certificate (*vysvedcenie o maturitnej skúške*)
GEN - general education stream, VET vocational stream

In 2004, out of 2,170,400 persons aged 15-64 and employed in the national economy, 1,904,200 were employees (88%), of which 41.9 % in the public sector and 58.1% in the private sector. In 2006, out of 2,301,400 employed persons, 2,002,600 (87%) were employees, of which 698,300 (34.9%) in the public sector and 1,304,400 (65.1%) in the private sector.

The employment rates however still lag behind the EU 2010 targets. In 2005, total employment rate of population aged 15-64 was 60.7% (59.4%, 57.7%, 56.9% and 57.6% in 2006 - 2003), while the employment rate of women was 53.0% (51.9%, 50.9%, 50.9% and 52.2% in 2006 - 2003).

	UNEMPLOYED (LFS, EUROSTAT)	UNEMPLOYED (4Q LFS)		DISPOSABLE REGISTERED UNEMPLOYED (31ST DECEMBER)		REGISTERED UNEMPLOYED (31ST DECEMBER)	
	RATE (%)	NUMBER	RATE (%)	NUMBER	RATE (%)	NUMBER	RATE (%)
2003	17.6	458,200	17.4	413,086	15.6	452,224	16.7
2004	18.2	455,100	17.1	342,294	13.1	383,155	14.6
2005	16.3	407,600	15.3	293,801	11.4	333,834	12.9
2006	13.4	319,000	12.0	240 567	9.4	273,437	10.7
2007	11.1	275,300	10.3	207,863	8.0	239,939	9.2

Source: ŠÚ (LFS), ÚPSVaR

Together with an increase in employment, unemployment rates are in substantial decrease accompanied also by the decrease of persons receiving unemployment benefits. There were 42,028 beneficiaries in December 2004 in comparison to 100,427 in January 2004. In 2006, the monthly number of benefit receivers fell to 26,991 and in December 2007 it was 20 134. The unemployment rates of women are slightly higher than rates of men. In 2007 it was 12.7% in comparison to the total unemployment rate of 11.1% (in 2006 it was 14.7% and 13.4%, in 2005 17.2% and 16.3%, in 2004 19.2% and 18.2 %, and in 2003 17.7% and 17.6%, respectively). The following weak points from 2007 LFS statistics are worth stressing: 70.1 thousand unemployed people have never been employed, 167.4 thousand were unemployed over two years, and additional 39.5 thousand were unemployed more than one year and less than two years. The long-term unemployment rate (12 months and more) was 11.7 % in 2005, 10.2% in 2006 and 8.3% in 2007, the worst among the EU27 countries. The very long-term unemployed rate (24 months and more) was 7.9% in 2006. The comparison to EU15 and EU27 (1.9% and 2.1% respectively) indicates serious concerns.

Unemployment hits extraordinarily elderly and young people. In 2007, the unemployment rate in age group 50-64 was 9.4% (5.5% and 5.4% in EU27 and EU15 respectively), decreasing from 15.1% in 2002 (6.6% and 6.0% in EU27 and EU15).

Despite a decrease of unemployed youth aged 15-24 from 145,000 in 2002 to 59,800 in 2007 and a decrease of respective youth unemployment rate from 37.7% to 20.3% (in contrast to 15.3% in EU27 and 14.7% in EU15), youth transition into the labour market remains a problem. The youth employment rate is constantly low (26.7%, 27.3%, 26.3%, 25.6%, 25.9%, 27.6% in 2002 to 2007, respectively), the decrease in absolute numbers of unemployed can be explained by the decrease in population and boosted post-secondary education. Nevertheless, reinforcement of entrepreneurs' engagement in initial secondary VET, for long years indicated as a weak point of the VET system in Slovakia, remains a hot issue, as documented by the contrast in the 2007 youth employment rates (27.6% in Slovakia, while 37.2% in EU27 and 40.8% in EU15) and growing complaints concerning a lack of labour force in some blue-collar occupations.

According to the newest harmonised data (Eurostat 2005), the total public expenditure on education was 3.9%, compared to 5.0% in EU27 (Eurostat, date of extraction 18/09/2008). Private expenditure on education was 0.7% of the GDP compared to 0.67% for EU25. The annual expenditure on public and private educational institutions compared to the GDP per capita was 19.9 in contrast to 25.2 for EU27. In the ISCED 1 segment it was 17.5 compared to 19.7 for EU 27, in the ISCED 2-4 segment it was 16.9 compared to 26.2 for EU27, which was the third lowest, and in the ISCED 5-6 it was 36.1 compared to 37.0 for EU27.

The Ministry of Finance (MF, Ministerstvo financií) data illustrates a severe decrease in expenditure on education in % of the GDP from 4.75% in 1995 down to 4% in 2004, followed by a slight increase, however permanently

below EU 25 average. No substantial improvement is indicated by the MF for 2007 and 2008.

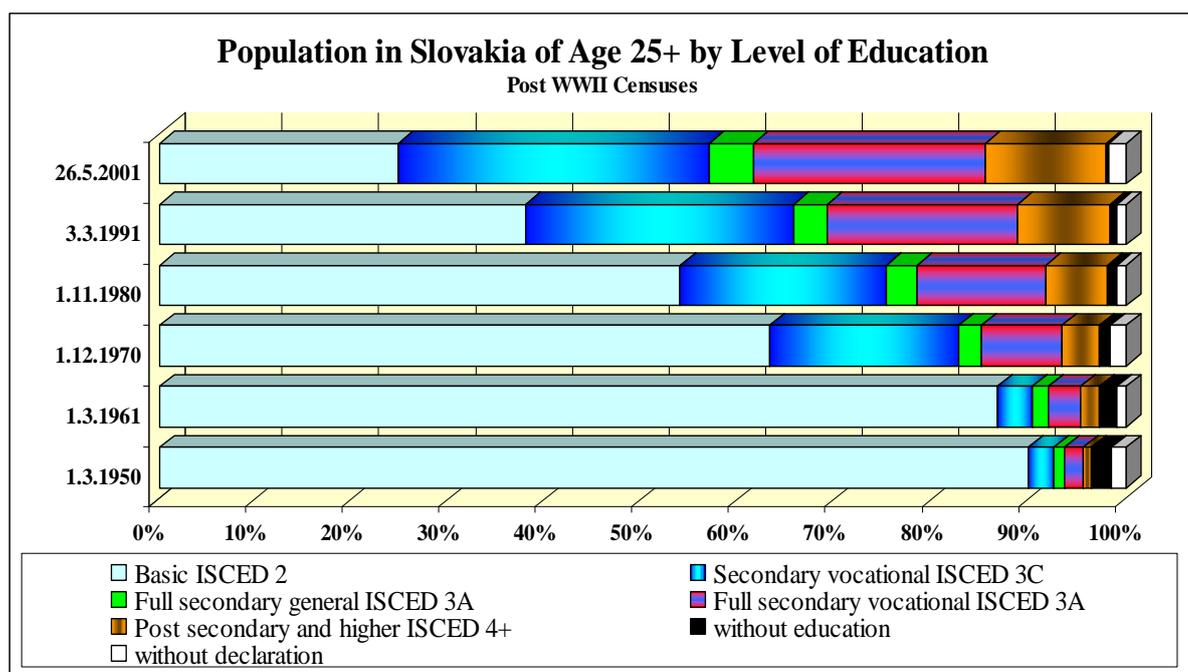
	1995	2002	2003	2004	2005	2006	2007*
% OF GDP	4.75	4.17	4.17	4.03	4.15	4.15	3.89
% OF TOTAL PUBLIC EXPENDITURE	9.76	9.70	9.90	9.90	10.58	10.80	10.90

Source: MF

* all expenditures of the government, of municipalities and self-governing regions, including private sources of regional schooling; expenditures of private higher education institutions are not included (they are not available)

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Diagram of population in Slovakia (Age 25+) by level of education



Source: Statistical Office of SR

Although Slovakia is among the EU leaders in the share of ISCED 3+ educated, the high share of ISCED 3C and the low share of ISCED 4+ levels indicate future risks for the implementation of a knowledge economy. In addition, only the Bratislava region is significantly better off.

	ISCED 1+2	ISCED 3C	ISCED 3A-GENERAL	ISCED 3A-VOCATIONAL	ISCED 4,5,6	ISCED 0	NO RESPONSE
SLOVAKIA	24.65	32.17	4.60	24.07	12.36	0.36	1.79
BRATISLAVA	14.97	25.08	6.59	25.45	25.74	0.11	2.06

Source: ŠÚ, Census 2001

A favourable low share of ISCED 0-2 educated population is confirmed by the low share of early school leavers aged 18-24 (4.9%, 7.1%, 5.8%, 6.4% and 7.2%, according to LFS 2003 to 2006 data), which is significantly below the EU 25 data (14.5% in 2007). Although youth education attainment level is among best in Europe, with the share of population aged 20-24 having completed at least upper secondary education 91.3%, 91.5% and 91.3% in 2004, 2005 and 2006, respectively, the need for increasing the number of tertiary educated is very urgent.

	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU 25 (%)	29	47	23
SLOVAKIA (%)	11	75	14
SLOVAKIA (ABSOLUTE NUMBERS IN 1000S)	328	2 259	437

Source: Eurostat, LFS

With a decreasing number of students the share of enrolment in tertiary education increased (a share of 43.4% newly enrolled compared to age cohort of 19 year olds in 2007). After years of increase of newly enrolled students also in absolute numbers, 2007/2008 stagnation is caused by regulation of numbers of part-time students by the amendment of the Higher Education Act No. 131/2002 (Zákon c. 131/2002 Z.z. o vysokých školách). The Ministry of Education (MŠ, Ministerstvo školstva) argued that part-time studies are of lower quality, and high numbers of students are accepted purely to raise the budget of higher education institution. There were 58,809 new students enrolled in the academic year 2007/2008, of which 37,503 in full-time and 21,306 in part-time studies, compared to 62 263 new students enrolled in the academic year 2006/2007, of which 37,753 in full-time and 24,510 in part-time studies and to 57 491 new students enrolled in the academic year 2005/2006, of which 36,196 in full-time and 21,295 in part-time studies. Nevertheless, it is important

- to prevent from softening the standards in part-time studies compared to full-time studies rather than to regulate inflow administratively,
- to fight speculative enrolment in universities visible in severe dropping out predominantly at universities of technology,
- to offer signals for secondary schools graduates in order to prevent from mismatch in tertiary graduates and labour market needs,
- to diversify among higher education universities in order to offer more Bachelor studies adjusted to regional needs.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

The key policy document approved by the government on 19th December 2001 and consequently passed by the parliament is the National Programme of Upbringing and Education in the Slovak Republic for the next 15 to 20 Years (Národný program výchovy a vzdelávania v Slovenskej republike na najbližších 15 až 20 rokov). Within Pillar No. 11 “Vocational Education and Lifelong Learning” out of a total of 12 pillars, lifelong learning and further development of VET is recognised as the highest priority.

A new Act No. 245/2008 Coll. on upbringing and education (education act) (Zákon č. 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov), based on the aforementioned document, was adopted by the parliament in May 2008, replacing a law regulating regional schooling originating from 1984, and amending currently valid laws on financing and administration listed in 0301. In addition and in contrast to earlier approach, a new act on VET is under preparation, as a consequence of recognition of importance of legislative backing of cooperation between VET institutions and social partners, in particular entrepreneurs in local, regional and national levels. Although the year 2005 can be considered a turning point in policy planning and aligning national policies to European policies, there was still no time for achieving substantial results in implementation of the Copenhagen tools (see the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training).

The Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy (Stratégia konkurencieschopnosti Slovenska do roku 2010: Národná Lisabonská stratégia) was adopted by the Government Resolution No. 140/2005 on 16th February 2005, followed by four action plans corresponding to four areas: Information society; Science, R&D and innovations; Education and employment; Business environment; approved by the Government Resolution No. 557/2005 (see Thematic overview 2006, section 1101).

The manifesto of the new government (see also Cedefop Info No. 1/2007 “A time of reform - but will Pericles' message be heeded?”) was adopted by the parliament on 4th August 2006. In this manifesto, the government committed itself, among other things, to raising the salaries of teachers, providing multi-source financing for education, and making the management of the education system more efficient. With regard to vocational training, the new government also committed itself to coordinating VET and the labour market, creating new fields of studies, and supporting a continuum of education and training programmes. Based on this manifesto, the Ministry of Education (MŠ, Ministerstvo školstva) has set priorities resulting in elaboration of several policy papers in 2007:

- Concept of Two-level Model of Educational Programmes in VET in the Slovak Republic (Návrh koncepcie dvojúrovňového modelu vzdelávacích programov v oblasti odborného vzdelávania a prípravy v Slovenskej republike), approved by the government on 6th June 2007;
- Proposal of the System of Coordinating VET and the Labour Market in the Slovak Republic (Návrh systému koordinácie odborného vzdelávania a prípravy pre trh práce v Slovenskej republike), approved by MŠ in March 2007;
- Proposal of Motivation Criteria for Participation of Entrepreneurs' Associations and Entrepreneurs in VET (Návrh motivacných kritérií pre účasť zamestnávateľských zväzov a zamestnávateľov v odbornom vzdelávaní a príprave), adopted by MŠ on 24th September 2007;
- Sectoral Analysis of Employers' Needs and Graduates' Readiness to Enter Labour Market in the Slovak Republic (Odvetvová analýza potrieb zamestnávateľov a pripravenosti absolventov pre vstup na trh práce v Slovenskej republike), adopted by MŠ on 21st August 2007;
- The Draft Concept Paper for the Professional Development of Teachers in a Career System (Koncepcia profesijného rozvoja učiteľov v kariérovom systéme) was adopted by the government on 18th April 2007 with ambitious investment in continuing professional development of pedagogical staff as well as an increase of their wages, followed by adoption of legislative principles of the act on pedagogical staff in by the government on 10th November 2007;
- The Strategy of Lifelong Learning and Lifelong Guidance and Counselling (Stratégia celoživotného vzdelávania a celoživotného poradenstva) was adopted by the government on 25th April 2007 followed by the Action plan for strategy implementation adopted by MŠ on 13th November 2007.
- The Concept of the Pedagogical and Psychological Guidance System and its Implementation into the Practice (Koncepcia pedagogicko-psychologického poradenského systému a jeho implementácie do praxe) was adopted on 21st March 2007 stressing importance of career guidance and counselling that should complement for long-year existing systems of educational and psychological counselling

The Ministry of Labour, Social Affairs and Family (MPSVR, Ministerstvo práce, sociálnych vecí a rodiny) has concentrated on legislative changes of diverse acts with only indirect impact on VET (e.g. within the Labour Code), with some more important changes in Act No. 5/2004 Coll. on Employment Services (Zákon č. 5/2004 Z.z. o službách zamestnanosti) regulating ALMP, in particular training for the labour market and graduate practice. Creation of the new national system of occupations is backed by this amendment creating positive environment for creation of the National System of Qualifications aligned to the European Qualification Framework.

Although the National Action Plan of Employment for 2004–2006 (NAPE0406, Národný akčný plán zamestnanosti na roky 2004-2006) explicitly mentioned recommendations on “investing more and more effectively in human capital and lifelong learning” and in response to Employment Guideline 4 “Promote development of human capital and lifelong learning” (see Thematic Overview 2006, section 0201), provision of incentives to employers (financial, tax relief, etc.) were indicated, no measures of this kind have been implemented so far.

The National Reform Programme of the Slovak Republic 2006–2008 reflecting both the aforementioned Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy and the Integrated Guidelines for Growth and Jobs of the EU economic policy was adopted by the Government Decision No. 797/2005 of 12th October 2005. For description see Thematic Overview 2006, section 1101, and for further development see 1101 in this report.

A new strategy paper “Modernisation Programme Slovakia 21” was developed by the Ministry of Finance (MF, Ministerstvo financií) and the Government Office, and adopted by the government on 4th June 2008 reflecting criticism towards implementation of the Lisbon Strategy (see example of policy measure in section 1.2.1 of the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training).

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

According to § 42(2) of the Constitution of SR (*Ústava SR*), citizens have the right to free primary and secondary education, including secondary VET schools and if possible (“depending on the potential of the society”) also tertiary education. Non-state (non-public) schools are entitled by the Constitution to collect tuition fees.

The following fundamental laws are regulating IVET:

- School Act No. 29/1984 Coll. (Zákon c. 29/1984 Zb. o sústave základných a stredných škôl (školský zákon)), as amended; this law defined fundamentals of the education system, in particular primary and secondary schools and a set of decrees and other bylaws specifying details. A new Act No. 245/2008 Coll. on upbringing and education was adopted by the parliament on 22nd May 2008, coming in force since 1st September 2008 and abolishing Act No. 29/1984 Coll.
- Act No. 279/1993 Coll. on School Establishments (Zákon c. 279/1993 Z.z. o školských zariadeniach), lastly amended by Act No. 596/2003; this law specifies details concerning diverse establishments offering services for the education sector or offering education and training, however, considered “non schools” from the legislative point of view among which centres of practical training and centres of vocational practice are VET relevant. The act was abolished and replaced by Act No. 245/2008 Coll.
- Act No. 596/2003 Coll. on State Administration in Education and School Self-government (Zákon c. 596/2003 Z.z. o štátnej správe v školstve a školskej samospráve) lastly amended by Act No. 245/2008; this law regulates in detail procedure of establishing schools and school establishments, status of their managers, management of schools by local/regional and national authorities (state, public, self-governing, including specific self-governing bodies at schools and regions), supervision of schools and school establishments, etc.
- Act No. 597/2003 Coll. on Financing Primary Schools, Secondary Schools and School Establishments (Zákon c. 597/2003 Z.z. o financovaní základných škôl, stredných škôl a školských zariadení), lastly amended by Act No. 245/2008; this law and respective bylaws specify financing schools and school establishments on per capita principle (see 1002). Since January 2004 all primary and secondary schools receive equal per capita funding from the state budget regardless of their status in order to encourage the establishment of non-state schools.

- Higher Education Act No. 131/2002 (Zákon c. 131/2002 Z.z. o vysokých školách), lastly amended by Act No. 363/2007; this law with respective bylaws is fundamental for tertiary education. It also regulates financing. Tertiary education is free of charge in public universities; however it will be possible to collect fees for part time studies also in public universities since 2008. Private higher education institutions collect fees, and in addition they were supported by ad hoc contribution from the state budget to facilitate their start. No subsidy from the state budget is envisaged since 2008.

CVET

The relevant legislation regulating CVET:

- Act No. 386/1997 Coll. on Further Education (Zákon c. 386/1997 Z.z. o dalšom vzdelávaní), lastly amended by Act No. 365/2004 contains classification of institutions providing CVET, training activities, accreditation and certification rules. It also identifies sources of financing CVET, however only in a declaratory form, without any measures to provide for mandatory public or private financing CVET.
- Act No. 311/2001 Coll. of the Labour Code (Zákon c. 311/2001 Z. z. Zákonník práce), lastly amended by Act No. 200/2008 Coll., regulates employers' and employees' responsibilities for upgrading skills.
- Act No. 455/1991 Coll. on Trade Licensing (the "Trades Licensing Act"), lastly amended by Act No. 358/2007 Coll. (Zákon c. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon)) regulates trades. It indirectly stipulates that the provision of continuing training is a free trade, i.e. no professional qualification is requested when registering (unless the trade is explicitly listed in the law and qualification of trader explicitly required).

Establishment of private CVET providers can be based on the following acts:

- Act No. 513/1991 Coll. Trade Code as amended (Zákon c. 513/1991 Zb. Obchodný zákonník);
- Act No. 34/2002 Coll. on Foundations (Zákon c. 34/2002 Z. z. o nadáciách);
- Act No. 83/1990 Coll. on Associations of Citizens (Zákon c. 83/1990 Zb. o združovaní občanov), as amended; and
- Act No. 455/1991 Coll. on Trade Licensing as amended (Zákon c. 455/1991 Zb. o živnostenskom podnikaní v znení neskorších predpisov).

The following are additional norms relevant for financial management of IVET and CVET providing public institutions:

- Act No. 303/1995 Coll. on Budgetary Rules (Zákon c. 303/1995 Z.z. o rozpočtových pravidlách), last amendment by Act No. 609/2003;
- Act No. 523/2004 Coll. on Budgetary Rules in Public Administration (Zákon c. 523/2004 Z.z. o rozpočtových pravidlách verejnej správy), last amendment by Act No. 527/2006;
- Act No. 583/2004 Coll on Budgetary Rules in territorial self-government (Zákon c. 583/2004 Z.z. o rozpočtových pravidlách územnej samosprávy), amended by Act No. 611/2005;
- Act No. 291/2002 Coll. on the State Treasury (Zákon c. 291/2002 Z.z. o Štátnej pokladnici), last amendment by Act No. 198/2007;

Furthermore, there are four fundamental laws stipulating qualification requirements and/or the responsibility of employers to improve qualification of employees:

- Act No. 312/2001 Coll. with regard to state service (Zákon c. 312/2001 Z.z. o štátnej službe);
- Act No. 553/2003 Coll. with regard to public service (Zákon c. 553/2003 Z.z. o odmenovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov);
- Act No. 311/2001 Coll. of the Labour Code, already mentioned above;
- Act No. 455/1991 Coll. on Trade Licensing (the “Trades Licensing Act”), already mentioned above.

The full list of all legislative norms of the education sector, e.g. the Decree of the Ministry of Education No. 41/1996 Coll. on Professional and Educational Competence of the Educational Staff (*Vyhláška Ministerstva školstva c. 41/1996 Z.z. o odbornej a pedagogickej spôsobilosti pedagogických zamestnancov*), containing dozens of decrees and other regulations is available in Slovak at <http://www.minedu.sk/index.php?lang=sk&rootId=2791>, and in English partly within the Slovak education system description in Eurybase at http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/SK_EN.pdf

In addition to aforementioned norms there are many sectoral legislative norms stipulating in detail qualifications (vocational capabilities) for specific professions, e.g. Act No. 315/2001 Coll. on Fire Fighting and Rescue Corps (*Zákon c. 315/2001 Z. z. o Hasicckom a záchrannom zbore*) or the Decree of the Ministry of Interior SR No. 121/2002 Coll. on Fire Prevention (*Vyhláška Ministerstva vnútra c. 121/2002 Z.z. o požiarnej prevencii*) or the Regulation of the Government SR No. 743/2004 Coll. concerning further training of

healthcare workers (*Nariadenie vlády 743/2004 Z.z. o spôsobe ďalšieho vzdelávania zdravotníckych pracovníkov, sústave špecializačných odborov a sústave certifikovaných pracovných činností*).

A new act on lifelong learning is under preparation in the Ministry of Education. Legislative principles have been already agreed and the full version was expected to be submitted to the government by the end of 2008. Meanwhile the Act on VET got the higher priority under the pressure of businesses. Legislative principles of this act have been submitted to public discussion in September 2008. This act has to be submitted to the government earlier than the Act on LLL.

LABOUR MARKET TRAINING

The labour market training is regulated by the Ministry of Labour, Social Affairs and Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*) by

- Act No. 5/2004 Coll. on Employment Services (*Zákon c. 5/2004 Z.z. o službách zamestnanosti*), later amended and newly offered in full wording as Act No. 330/2008 Coll. It identifies respective tools of active labour market policy (§§ 49-61), provision of training of job seekers and employees in need of increasing their employability (§§ 44-48).

SOCIAL PARTNERSHIP

In Slovakia, social partnership has been introduced in early 1990s; however the social dialogue was interrupted in 1997 as a consequence of the conflict between the government and the trade unions. After elections in 1998, social dialogue has been renewed, backed by Act No. 106/1999 Coll. on the Economic and Social Partnership (Tripartite Act) (*Zákon c. 106/1999 Z.z. o hospodárskom a sociálnom partnerstve (zákon o tripartite)*). It was explicitly stated that the aim of partnership is to reach agreement on respective topics at the national level.

After gradual increase of tensions between social partners, the Tripartite Act was nullified by Act No. 585/2004. The Council of Economic and Social Partnership (*RHSP, Rada hospodárskeho a sociálneho partnerstva*) replaced the Council of Economic and Social Agreement (*RHSD, Rada hospodárskej a sociálnej dohody*) since December 2004. RHSP has been established as an advisory body to the government. Thus, the aim of creating room for mutual consultations has been pronounced over the inevitability of agreements among the three parts. Dissatisfaction of trade unions with this regulation of the social dialogue has been reflected by the parliament after the 2006 elections and new tripartite act is coming into the force since 1 April 2007.

A new Tripartite Act No. 103/2007 Coll. established a new consulting and concerting body the "Economic and Social Council of the Slovak Republic" (*HSR, Hospodárska a sociálna rada Slovenskej republiky*). The Council

consists of 21 members equally representing three partners with seven seats each. Trade unions are represented by seven representatives of Confederation of Trade Unions (*KOZ, Konfederácia odborových zväzov*) and employers' representatives are composed of four representatives of National Union of Employers (*RÚZ, Republiková únia zamestnávateľov*), two of the Federation of the Employers' Association of Slovakia (*AZZZ, Asociácia zamestnávateľských zväzov a združení Slovenskej republiky*) and one of ZMOS. RÚZ is a member of UNICE.

The Council concerters standpoints and recommendations and makes agreements (e.g. general agreements and diverse social agreement on employment, productivity, wages, etc.) in the field of economic development and development of employment, it concerters standpoints and recommendations in the field of state budget, and concerters standpoints to relevant legislation set by § 4 of the Tripartite Act. In contrast to Trade unions, RÚZ opposed adoption of this act considering recent practice satisfactory and not needing further regulation by law. Thus, dissatisfaction of trade unions with social dialogue under the right-wing government is going to be replaced by dissatisfaction of employers under the left-wing government.

Social dialogue at the highest level could result in the General Agreement (*Generálna dohoda*) between social partners (which however happened last time in 2000). On the branch level, social dialogue is carried out through collective bargaining. Partners for collective bargaining on this level are respective employers' organisation and respective union body and it results in a collective agreement at the master agreement level (*kolektívna zmluva vyššieho stupňa*).

Currently, the legislative framework setting the structure of the social dialogue is comprised of:

- Act No. 103/2007 Coll. on Tripartite Consultation at the National Level and on Amending and Supplementing Certain Acts (Tripartite Act) (*Zákon c. 103/2007 Z.z. o trojstranných konzultáciách na celoštátnej úrovni a o zmene a doplnení niektorých zákonov (zákon o tripartite)*);
- Act No. 575/2001 Coll. on Organisation of the Government and Organisation of Central State Administration (*Zákon c. 575/2001 Z.z. o organizácii cinnosti vlády a organizácii ústrednej štátnej správy*); lastly amended by Act No. 678/2006;
- Act No. 2/1991 Coll. on Collective Bargaining (*Zákon c. 2/1991 Zb. o kolektívnom vyjednávaní*), lastly amended by Act No. 555/2007;
- Act No. 311/2001 Coll. of the Labour Code (*Zákon c. 311/2001 Z.z. Zákonník práce*), already mentioned above.

Although social partners may participate in decision-making processes in curriculum development, education standards establishment and in qualification exams, their role in VET has been primarily that of advisors to the state administration as visible from the table below. With the introduction of a

curricular reform since 1st September 2008 and a subsequent new act on VET, social dialogue on regional level might be significantly improved and influence of employers increased (see the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training, parts 6.2.1. and 6.4.2.).

LEVEL	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY/DECISION-MAKING, DIRECT/INDIRECT)
NATIONAL LEVEL	Economic and Social Council (Hospodárska a sociálna rada)	consulting and concerting *
	Council for VET (Rada pre OVP)	advisory
	15 tripartite sectoral expert commissions for secondary VET education	Advisory in curriculum development and setting of standards
REGIONAL LEVEL	Learning region partnership**	advisory
REGIONAL LEVEL	VET/LLL councils in the process of being established	advisory
SECTORAL LEVEL	According to the result of social dialogue (collective agreement at the master agreement level)	depending on agreement
ENTERPRISE LEVEL	According to the result of social dialogue (collective agreement (kolektívna zmluva))	depending on agreement

* Decision-making till October 2004 under the name Council of Economic and Social Agreement, in practice it however did not influence LLL/VET issues substantially; advisory under the name Council of Economic and Social Partnership since December 2004 till April 2007.

** Functioning in 6 out of 8 regions, not established in Nitra region and in decay in Košice region.

0302 - INSTITUTIONAL FRAMEWORK: IVET

CENTRAL GOVERNMENT

After the chain of changes in responsibility towards VET since 1989, the Ministry of Education (*MŠ, Ministerstvo školstva*) is now the single national level authority essentially responsible for education. The ministry is responsible for the elaboration of all education policies making use of the services of directly managed institutions of which the most important ones are as follows:

- The National Institute for Education (ŠPÚ, Štátny pedagogický ústav) - general education curriculum including general subjects of VET schools; measuring educational output;
- The National Institute of Certified Measurement (NÚCEM, Národný ústav certifikovaných meraní) - national student assessment programmes (in 9th and 13th year of study) and international student assessment programmes (e.g. PISA);
- The State Institute of Vocational Education (ŠIOV, Štátny inštitút odborného vzdelávania) - VET curriculum in co-operation with 15 sectoral expert commissions;
- The Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva) - collecting information including UOE harmonised statistics in education, analytical studies;
- The Research Institute for Child Psychology and Pathopsychology (VÚDPaP, Výskumný ústav detskej psychológie a patopsychológie) - psychological aspects of child and youth development;
- Methodological and Pedagogical Centre (MPC, metodicko-pedagogické centrum) - in-service regional training of teachers and trainers with five regional subsidiaries, that lost their legal entity since 1st January 2008.
- The State School Inspection agency (ŠŠI, Štátna školská inšpekcia) is a state administration body headed by the Chief School Inspector (hlavný školský inšpektor) appointed for a 5-year period by the Minister of Education (minister školstva). By law the State School Inspection is independent in its performance of school inspection, which is based on the annual plan and results in the annual report on the status of education and upbringing.

Other ministries play a limited role, e.g. in support of specific secondary VET schools (health, police) within their professional scope.

REGIONAL/LOCAL GOVERNMENT

Slovakia underwent the process of decentralisation, with regional parliaments and heads of 8 self-governing regions elected for the first time in December 2001 for four-year terms. Responsibility for the establishment of schools was transferred to the self-governing bodies on 1st July 2002. A new system of self-governing offices and sectoral state administration offices was established on 1st January 2004, and fiscal decentralisation came into force on 1st January 2005. The responsibility for primary schools and other establishments of local importance were transferred to municipalities, and the responsibility for secondary schools and other establishments of regional importance to self-governing regions. Schools, which are of trans-regional importance, e.g. bilingual schools established under international agreements

or special schools for special education needs pupils, have remained under the responsibility of the state administration. Hence, the local/regional educational authority is currently of two types:

- the state administration, based on eight regional school offices;
- the self-governing administration, with offices of municipalities and eight offices of self-governing regions located in the same cities as the eight state administration regional school offices.

The first level of the state administration agenda in education is covered by school directors who are appointed to five-year terms; a school director selection process is obligatory every five years.

Before establishing or cancelling an education institution, a municipality/self-governing region is obliged to ask *MŠ* to register/de-register the institution. Without this registration/de-registration, the municipality and/or self-governing region cannot act. The law also requires a statement from the municipal school board or territorial school board concerning the intentions of the municipality or self-governing region.

Although limited freedom in finalising the curricula is given to schools (10% of the weekly instruction hours and 30% of its content may be adjusted according to local/regional needs) curriculum development remained centralised until coming in force of the new education act. Till September 2008 *MŠ* approved all curricula (the so-called basic pedagogical documents (*základné pedagogické dokumenty*); in case of VET finalised under the supervision of sectoral expert commissions affiliated to *ŠIOV*). Since September 2008 schools will make use of their own autonomously developed educational programmes based on by *MŠ* approved state educational programmes. *MŠ* provides for textbooks for free according to a specific list. Other textbooks recommended by *MŠ* can be used.

Higher education institutions are autonomous and represented in contacts with *MŠ* by the Slovak Rector's Conference (Slovenská rektorská konferencia) and the Board of Higher Education (Rada vysokých škôl).

OTHER INSTITUTIONS

The role of social partners is advisory. Their most important platform is the Economic and Social Council (*Hospodárska a sociálna rada*). Before submission to the government crucial policy papers relevant to VET must be discussed in a regular meeting of Economic and Social Council. E.g. the "Concept of Two-level Model of Educational Programmes in VET" aimed at decentralisation of curricula development competences to schools (see 0703) was discussed with social partners and accepted without contradiction.

All the other bodies mentioned in the table in 0301 regardless whether informal or formal with the written statute have limited possibility to influence decision making. They can however influence creation of policy papers in the period of their creation and or public commenting. Nevertheless, both

employers and trade unions lack specialists and specialised institutions focused on VET. Although there are signals that social partners miss this kind of bodies, experts wearing two hats with original background on the governmental sector are a typical feature.

There are many non-governmental organizations dealing with education, however no one with a special focus on VET policy. Depending on grant giving institutions and their priorities they adjust their activities to the sources of financing. The most visible non-governmental institutions are all right-wing related:

- the Slovak Governance Institute (SGI, Inštitút pre dobre spravovanú spoločnosť, www.governance.sk);,
- Institute of Social and Economic Reforms (INEKO, Inštitút pre ekonomické a sociálne reformy, www.ineko.sk);,
- Conservative Institute of M.R. Stefanik (KI, Konzervatívny inštitút M.R. Štefánika, www.konzervativizmus.sk).

There are many VET related NGOs affiliated to diverse institutions, among which schools create a specific category. These NGOs were as a rule created to bypass fiscal and legal barriers imposed on state/public organizations. Of course there are also various associations set up to protect particular interests and to lobby for them, e.g. Association of Vocational Schools of Slovakia (*Združenie odborných učilíšť Slovenska*), Association of Schools of Higher Professional Studies in the Slovak Republic (*Združenie škôl vyššieho odborného štúdia v Slovenskej republike*).

0303 - INSTITUTIONAL FRAMEWORK: CVET

The Ministry of Education (*MŠ, Ministerstvo školstva*) is responsible for legislation for CVET, however, there are no clear borders between responsibilities of the MŠ focusing on “further” education and other governmental institutions engaged in lifelong learning, in particular the Ministry of Labour, Social Affairs and Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*) with responsibility to labour market training.

MŠ has one directly managed institution Academia Istropolitana with a mission in this field. Academia Istropolitana is education and training provider, and at the same time it develops draft policy papers, proposals of measures concerning CVET and lifelong learning. It was appointed to carry out the ESF project “Creation, Development and Implementation of an Open System of Life-long Learning in the Slovak Republic for the Labour Market”, one result of which was the Strategy of Lifelong Learning and Lifelong Guidance and Counselling (*Stratégia celoživotného vzdelávania a celoživotného poradenstva*) adopted by the government on 25th April 2007.

The Institute of Information and Prognoses of Education (*ÚIPŠ, Ústav informácií a prognóz školstva*) also serves MŠ, e.g. by provision of statistics or specific research studies, if required by MŠ; This institute maintains a list of CVET providers stemming from the registry of the Ministry of Interior (*Ministerstvo vnútra*) and publishes offers for further education of pedagogical staff.

Other ministries have also specific institutions taking care of further training in the sector, among which the most important is the Institute for Public Administration (*Inštitút pre verejnú správu*), offering professional training for officers at all levels of government including self-governing bodies. This institute similarly to other sector institutes also offers expert consultancy to respective ministries. Within the Ministry of Health (*Ministerstvo zdravotníctva*) sector even, the institution providing professional training and LLL for doctors and health care personnel was transformed to the state university, the Slovak Medical University, established in 2002.

The Ministry of Labour, Social Affairs and Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*) is responsible for labour market training funding and organisation. Labour market training together with other employment services are provided through the Centre of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*), the network of offices of labour, social affairs and family, and detached (annexed) branch offices, all headed by the Centre.

The Institute for Labour and Family Research (*Inštitút pre výskum práce a rodiny*) originated from merging of diverse independent institutions under MPSVR. In contrast to the former labour market research institute from 1980s and 1990s it has only limited research capacities. The Social Policy Institute (*Inštitút sociálnej politiky*) has been set up in 2004 by MPSVR in support of policy making in the social sector, transformed into the Department of Social Analyses and Strategies in 2006 (*Oddelenie sociálnych analýz a stratégií*) was finally abolished in 2007 and its activities are to be covered by the Section of Social and Family Policies of MPSVR.

The Social Development Fund (*FSR, Fond sociálneho rozvoja*, www.fsr.gov.sk) has been created to assist and promote regional and local partnerships and financing bottom up driven projects supporting groups at risk of social exclusion. FSR serves as the national support structure of EQUAL, and since 2007 it has been launching calls as the ESF intermediary body under the managing authority to fight poverty and social exclusion.

There is no specialised institution monitoring in-company training. Training provided on commercial basis is not regulated. Accreditation of the programme can be required by clients. Thus, training providers offering programmes on the market usually ask for accreditation at *MŠ*, although accreditation is not required by law anymore even in case of labour market training organised by labour offices.

Publicly promoted programmes and courses open to all interested citizens might be provided by public (in particular schools), private or non-state providers. Private providers can act as trade organisations, small traders, foundations and associations of citizens (see respective legislation listed in 0301).

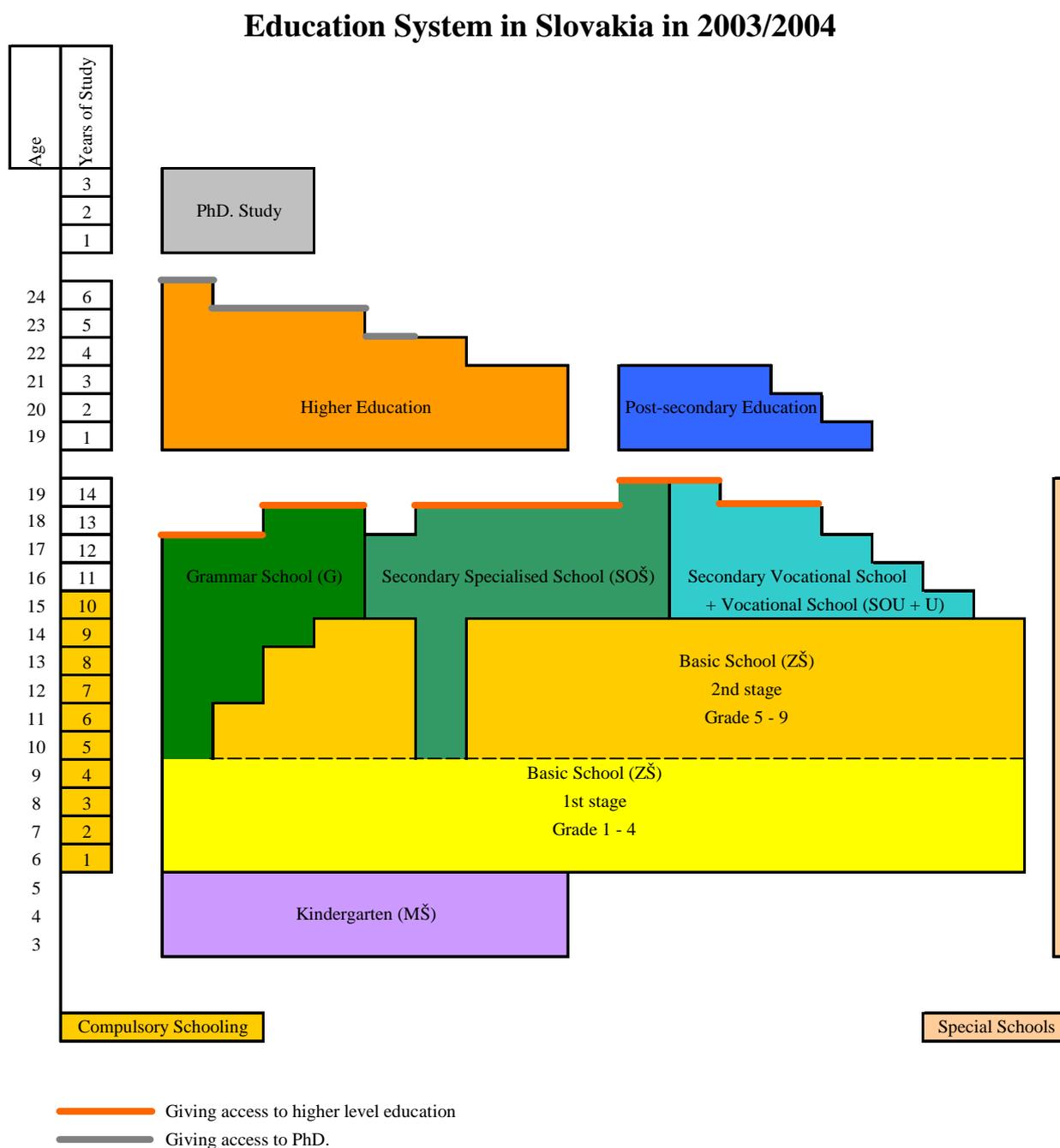
An important lobbyist in CVET is the Association of Adult Education Institutions in the Slovak Republic (*Asociácia inštitúcií vzdelávania dospelých v SR*), however large enterprises and/or associations in branch industries are much stronger in lobbying for training benefits at the government.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

The structure of the education and training system hasn't changed essentially since the 1970s.

Figure 1: Education System in Slovakia 2003/2004



Associated secondary schools (ZŠ) featuring in the system since 2002 result from administrative merging of SOŠ and SOU. Therefore they are not depicted in the chart.

Vocational schools (U) are affiliated to SOU not being a legal entity.

KINDERGARTEN

Kindergarten (*MS, materska skola*) provides pre-school education for children aged 2-6 and prepares them for compulsory school attendance. Due to population decline, there is competition for children which has encouraged staff to think of how to attract as many children as possible; as a consequence, they were considered the most innovative segment among formal education institutions in 1990s.

BASIC SCHOOL

Basic school (*ZS, zakladna skola*) is composed of primary and lower secondary level education. Many schools in rural areas provide primary level education only (30% of the population is situated in villages with less than 2 000 inhabitants). Children enter basic school aged 6. Instruction is provided by primary level class teachers and by teachers typically with a double specialisation (e.g. mathematics and physics) at lower secondary level. Technical education is provided one hour per week within the mainstream lower secondary level children and is the first specialised VET subject.

Three years lasting gradual expansion of basic school from eight to nine years has been decided by the government in 1996. Since 1999/2000 school year, all students leave basic school after completion of 9th grade, except for those who transfer to long form grammar schools (typically after the 4th grade), or low achievers. The latter leave after 10 years of compulsory education before completing the 9th grade, including the repetition of some of grades. After completion of basic school, students, typically aged 15, attend secondary school.

UPPER SECONDARY EDUCATION

There are three streams of upper secondary education: general academic provided by grammar schools (*G, gymnazium*); and two vocational streams provided by secondary specialised schools (*SOS, sredna odborná skola*) and secondary vocational schools (*SOU, stredne odborne uciliste*). Merging of schools of these streams became necessary as a consequence of a severe decline of population in early 2000s. Associated secondary schools (*ZSS, zdruzena sredna skola*) and joined schools (*SS, spojena skola*) are officially recognised by law in order to stimulate smooth merging schools. In the former case a new legal subject is established, usually but not exclusively resulting from merging *SOS* and *SOU*, in the latter case merging can affect different sorts of establishments (e.g. *ZS, G* and *SOU*), while original legal subjects can remain preserved as organisational units. Since September 2008 all VET schools regardless their original title and profile will be named *SOŠ*, according to the new education act.

After completion of basic school, students, typically at the age of 15, decide to attend secondary school. As the minimum length of compulsory education is fixed at 10 years, students participate in at least one year of upper secondary

schooling. The end of compulsory education is not certified, it is expected that everyone, except for extremely low achievers, will finish at least a 3-year ISCED 3C level education to obtain a certificate of completion of secondary vocational education (*stredne odborné vzdelanie*). Those VET students who finish 4 or 5-year ISCED 3A courses with an upper secondary school leaving certificate (*maturitné vysvedcenie*) are considered to have achieved a "complete secondary vocational education" (*uplne stredne odborné vzdelanie*). These terms often lead to confusion in international comparisons. Students who do not achieve a complete secondary vocational education (ISCED 3A) might complete secondary vocational education (ISCED 3C).

VOCATIONAL (UPPER) SECONDARY SCHOOLS (I.E. SECONDARY VOCATIONAL SCHOOLS (SOU) AND SECONDARY SPECIALISED SCHOOLS (SOS))

Of the two vocational streams, SOU are predominantly aimed at blue-collar professional training. Until the 1990s, students were employed by enterprises and, in contrast to other secondary schools, they were offered financial bonuses. Generous expenditure supported by enterprises enabled the creation of so-called complex SOU, offering theoretical education as well as school based practical vocational training of ISCED 3C level. Furthermore, ISCED 3A type VET expanded within SOU in addition to the ISCED 3C level training. With the fall of communism, SOU not only lost their social and political status, but also their economic base. Enterprises facing restructuring and privatisation were no longer able to employ students. To prevent the SOU network from collapsing, the state took over the responsibility for financing all students. SOU lost almost all contact with enterprises and are now run by regional authorities together with G. Links to enterprises are to be revitalised and in some sectors have been carried out (e.g. in the automotive industry).

SOŠ represent a variety of schools preparing students for both higher education and/or the labour market in professions requiring a good quality general and professional education with a firm grounding in theory. Typically, they provide for ISCED 3A level education corresponding to respective sectors of economy.

A special stream of SOS and SOU for students with special needs also exist.

ACADEMIC UPPER SECONDARY EDUCATION

Grammar school is the alternative to VET schools. It is a very demanding general educational institution aimed at deepening the students' theoretical knowledge and academic skills, and considered the best preparatory programme for university studies. The course of study lasting 4-8 years ends with a school leaving examination (*maturitna skuska*) which is an obligatory precondition for admission into higher education. Standard courses of study last 4 years. The bilingual version (with English, German, French, Spanish or Italian as a complementary language of instruction) lasts 5 years. The so-called long form of G study (for pupils completing Grade 4 or exceptionally Grade 5 of ZS) lasts 8 years. It was originally aimed at pupils considered as

exceptionally academically gifted. Currently it predominantly attracts parents who expect a better academic environment and/or prefer bypassing the rigorous secondary school admission procedure after the completion of basic school. In large municipalities about 20% of respective age cohort attends the long form of G in contrast to originally projected 5%.

SERVING SPECIAL EDUCATION NEEDS (SEN) STUDENTS

Special schools provide education and training to mentally and physically challenged students. Since the early 90s, the trend to integrate SEN students is increasing and inclusion efforts are supported by legislation and fiscal reward. Despite this, a system of special schools continues to play an important role in assisting SEN students to cope with the demands of society and the labour market. There are both general stream special schools (basic schools and grammar schools) and vocational stream schools.

The curricula in special SOŠ and SOU are equivalent to mainstream schools but are adjusted to the needs of the students. As of 15th September 2007 there were six SOŠ (with 192 students, 34 full-time teachers and 14 part-time teachers) and 13 SOU (with 712 students, 99 full-time teachers and 24 part-time teachers) offering secondary education, and 48 vocational schools (with 3 908 pupils, 233 full-time teachers and 68 part-time teachers) for mentally challenged students. The latter are not considered secondary schools. They provide for training with three levels of training designation: trained, fully trained, and trained with qualification.

There were also 47 practical schools (with 566 pupils, 100 full-time teachers and 20 part-time teachers) for those unable to enter secondary vocational training; graduates are expected to perform simple work in households and/or sheltered workshops.

OTHER ESTABLISHMENTS

The formal education system is completed with a set of specialised facilities providing assistance to schools, parents and students (e.g. school service centres, school catering facilities, school clubs, centres of leisure, youth centres, in-country schools, pedagogical and psychological counselling centres) and offering additional specialised education (e.g. language schools, etc.). Basic schools of arts are state subsidised institutions offering paid education (with symbolic fees) in music, dance, fine arts, and drama for gifted and/or motivated children and adults. Trend indicates increasing attractiveness for children as visible from statistical data (without adults), 98 395 students in 2003, 105 573 in 2005, 117 086 in 2006 and 122 278 in 2007. Centres of practical training (*strediska praktickeho vyučovania*) provide for the practical training of students who receive theoretical education at SOU without the full option of school based practical training.

NETWORK OF EDUCATIONAL INSTITUTIONS

Register of regional schools and educational establishments (named as a "network" according to legislation) is maintained by the Institute of Information and Prognoses of Education (*UIPS, Ustav informacii a prognoz skolstva*). The numbers and types of secondary schools and centres of practical training are presented in Table 1.

Table 1: Network of institutions* in 2004/2005 to 2007/2008					
TYPE OF SCHOOL		NUMBER OF SCHOOLS			
		2004/2005	2005/2006	2006/2007	2007/2008
GRAMMAR SCHOOLS	STATE (PUBLIC)	160	154	152	152
	PRIVATE	22	33	39	42
	CHURCH-AFFILIATED	52	47	43	42
SECONDARY SPECIALISED SCHOOLS	STATE (PUBLIC)	238	196	190	191
	PRIVATE	42	51	58	67
	CHURCH-AFFILIATED	14	15	15	15
SECONDARY VOCATIONAL SCHOOLS	STATE (PUBLIC)	189	135	131	130
	PRIVATE	13	23	24	24
	CHURCH-AFFILIATED	5	5	4	4
ASSOCIATED SECONDARY SCHOOLS	STATE (PUBLIC)	90	103	103	104
	PRIVATE	2	6	7	7
	CHURCH-AFFILIATED	1	1	1	1
JOINED SECONDARY SCHOOLS	STATE (PUBLIC)	1	51	61	63
	PRIVATE	0	1	0	0
	CHURCH-AFFILIATED	0	10	14	15
VOCATIONAL SCHOOLS**	STATE (PUBLIC)	92	91	93	93
	PRIVATE	0	1	2	2
	CHURCH-AFFILIATED	0	0	0	0
CENTRES OF PRACTICAL TRAINING	STATE (PUBLIC)	41	12	12	12
	PRIVATE	4	37	38	38
	CHURCH-AFFILIATED	0	0	1	1
SCHOOLS AND CENTRES TOTAL	STATE (PUBLIC)	811	742	742	745
	PRIVATE	83	152	168	180
	CHURCH-AFFILIATED	72	78	78	78
TOTAL		966	972	988	1003

Source: ÚIPŠ, Network of secondary schools

Notes: *Secondary schools, vocational schools and centres of practical training

** Vocational schools (U, učilištia) - affiliated with SOU (see 0402)

*** Centres of practical training (SPV, strediská praktického vyučovania)

The numbers of respective secondary schools and centres of practical training active in respective school year and in case of joined schools deciphered according to the sort of respective constituents are presented in Table 2. In contrast to the network data based on legal status and offered in the earlier mentioned table, this data is based on collected statistical sheets and is source of *UOE* harmonised statistics.

TYPE OF SCHOOL		NUMBER OF SCHOOLS				
		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
GRAMMAR SCHOOLS	STATE/PUBLIC	158	161	160	162	162
	PRIVATE	19	22	24	30	35
	CHURCH-AFFILIATED	46	51	54	54	55
SECONDARY SPECIALISED SCHOOLS	STATE/PUBLIC	238 + (2)	216 + (1)	196 + (1)	189 + (2)	171+ (2)
	PRIVATE	32 + (4)	35 + (4)	38 + (4)	46 + (4)	57 + (4)
	CHURCH-AFFILIATED	11	14	14	16	16
SECONDARY VOCATIONAL SCHOOLS	STATE/PUBLIC	193	155	135	135	115
	PRIVATE	15 + (1)	26	23	20	21
	CHURCH-AFFILIATED	5	5	5	4	4
ASSOCIATED SECONDARY SCHOOLS	STATE/PUBLIC	88 + (1)	105	119	122	130
	PRIVATE	1	3	5	6	6
	CHURCH-AFFILIATED	0	1	2	1	1
VOCATIONAL SCHOOLS**	STATE/PUBLIC	54	47	46	50	40
	PRIVATE	0	0	1	1	1
	CHURCH-AFFILIATED	0	0	0	0	0
CENTRES OF PRACTICAL TRAINING	STATE/PUBLIC	27	10	10	10	9
	PRIVATE	6	19	19	23	22
	CHURCH-AFFILIATED	0	0	0	0	0
SCHOOLS AND CENTRES TOTAL	STATE/PUBLIC	758	695	667	670	629
	PRIVATE	73	109	114	130	146
	CHURCH-AFFILIATED	62	71	75	75	76
TOTAL		893	875	856	875	851

Source: Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva)

Notes: * Secondary schools, vocational schools and centres of practical training; schools offering only part-time studies are in brackets

** Vocational schools (učilištia) - affiliated with SOU (see 0402)

*** Centres of practical training (SPV, strediská praktického vyučovania)

0402 - IVET AT LOWER SECONDARY LEVEL

There are no "regular" VET schools on any level lower than ISCED 3 in the Slovak Republic. There are only fragments of VET in relevant subjects of basic school (ZŠ, *základná škola*) of which the subject technical education (*technická výchova*) is worth stressing. Nevertheless, there is a specific school, the so-called vocational school (U, *učilište*), affiliated with the secondary vocational school (SOU, *stredné odborné učilište*) and making use of the premises of SOU. U typically provides two-year training courses with specially adjusted curricula for marginal low achievers from basic school (ZŠ, *základná škola*). This programme is rated as level ISCED 2C, though it is offered to students of mainstream upper secondary education age. The official document on the completion of education within programmes with specially adjusted curricula is a final exam certificate and a special kind of certificate of apprenticeship.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

As outlined in 0401, students typically enter upper secondary VET at the age of 15 after completing 9-years basic school (ZŠ, *základná škola*). There are 3 types of upper secondary school: grammar schools (G, *gymnázium*) for academic education; and secondary specialised schools (SOŠ, *stredná odborná škola*) and secondary vocational schools (SOU, *stredné odborné učilište*), both providing vocational education. Entry requirements are set by schools within a framework defined by the Decree of the Ministry of Education (Ministerstvo školstva). The supply/demand ratio influences the level of difficulty of entrance exams; exams may not even be required.

There are two types of educational programmes:

- study branch (*študijný odbor*). Students following a study branch finish with an upper secondary education exam (*maturitná skúška*) which is equivalent to ISCED 3A. The length of study is usually 4 and sometimes 5 years
- training branch (*ucebný odbor*). This provides ISCED 3C equivalent level of education and is completed with a final exam (*záverečná skúška*) and a certificate of apprenticeship (*výucný list*). The typical length of study is 3 years.

Officially approved study and training branches are annexed to Ministry of Education Decree No. 80/1991 Coll. on Secondary Schools, as amended by Decree No. 424/2005 Coll. and the current register, annually updated, is maintained by the Institute of Information and Prognoses of Education (Inštitút informácií a prognóz školstva). The national classification of education containing scientific fields, study branches at higher education institutions, study and training branches at secondary schools for statistical purposes has been set by the Decree of the Statistical Office SR No. 571/2006 Coll. (Vyhláška Štatistického úradu SR c. 571/2006 Z.z., ktorou sa vydáva Štatistická klasifikácia odborov vzdelania).

The number of all study programmes offered at SOU and SOŠ as of March 2008 is provided in Table 1 and Table 2. Since the 2008/2009 school year, with starting of curricular reform, study programmes will be redesigned and their number reduced.

Table 1: Number of study programmes at SOU as of March 2008

	AREA OF STUDY	ISCED		
		2C	3C	3A
11	PHYSICS AND MATHEMATICS			
21	MINING AND MINING GEOLOGY		1	1
22	METALLURGY			3
23	ENGINEERING AND OTHER METAL-PROCESSING			1+ 1*
24	ENGINEERING AND OTHER METAL-PROCESSING (SOU)	2	75	24
26	ELECTROTECHNICS	1	32	31+ 4*
27	TECHNICAL CHEMISTRY OF SILICATE CHEMISTRY	2	25	6
28	TECHNICAL CHEMISTRY (W/O SILICATE CHEMISTRY)	1	22	17
29	FOOD-PROCESSING	1	19	13+ 1*
31	TEXTILE AND CLOTHING	3	18	15+ 1*
32	PROCESSING OF HIDES, PLASTICS, RUBBER, SHOES PRODUCTION	3	14	5
33	WOOD-PROCESSING AND MUSICAL INSTRUMENTS PRODUCTION	1	7	8
34	PULP, PAPER PROCESSING AND PRINTING		6	6
36	BUILDING, GEODESY AND CARTOGRAPHY	4	17	10
37	TRANSPORT, POST AND TELECOMMUNICATION		5	27
39	SPECIAL TECHNICAL SPECIALISATIONS			
42	AGRICULTURE AND FORESTRY			
43	VETERINARY SCIENCES			
45	AGRICULTURE AND FORESTRY (SOU)	2	26	16
53	HEALTHCARE			
62	ECONOMIC SCIENCES			
63	ECONOMICS AND ORGANISATION, RETAIL AND SERVICES			1*
64	ECONOMICS AND ORGANISATION, RETAIL AND SERVICES (SOU)	1	33	24
68	LEGAL SCIENCES			
72	LIBRARY AND INFORMATION SCIENCES			
75	PEDAGOGICAL SCIENCES			
76	PEDAGOGY			
82	ARTS, APPLIED ARTS AND FOLK CRAFTS			
85	ARTS, APPLIED ARTS AND FOLK CRAFTS (SOU)		12	27
92	SECURITY SERVICES			
94	NON-STATE SECURITY SERVICES			
95	SECONDARY SCHOOL MILITARY BRANCHES			
	TOTAL	21	312	234+8*

Source: Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva)

Note: * 2-year experimental programmes not offering qualification, serving as a common base for continuation within ISCED 3C or ISCED 3A programmes at SOU or even ISCED 3A programme at SOŠ

Table 2: Number of study programmes at SOŠ as of March 2008

	AREA OF STUDY	ISCED		
		3C	3A, 4	5B
11	PHYSICS AND MATHEMATICS		1	
21	MINING AND MINING GEOLOGY		14	1
22	METALLURGY		15	1
23	ENGINEERING AND OTHER METAL-PROCESSING		20	5
24	ENGINEERING AND OTHER METAL-PROCESSING (SOU)			
26	ELECTROTECHNICS		18	5
27	TECHNICAL CHEMISTRY OF SILICATE CHEMISTRY		5	
28	TECHNICAL CHEMISTRY (W/O SILICATE CHEMISTRY)		18	
29	FOOD-PROCESSING		13	2
31	TEXTILE AND CLOTHING		12	6
32	PROCESSING OF HIDES, PLASTICS, RUBBER, SHOES PRODUCTION		3	
33	WOOD-PROCESSING AND MUSICAL INSTRUMENTS PRODUCTION		11	2
34	PULP, PAPER PROCESSING AND PRINTING		4	
36	BUILDING, GEODESY AND CARTOGRAPHY		15	
37	TRANSPORT, POST AND TELECOMMUNICATION		25	1
39	SPECIAL TECHNICAL SPECIALISATIONS		18	2
42	AGRICULTURE AND FORESTRY		54	20
43	VETERINARY SCIENCES		11	1
45	AGRICULTURE AND FORESTRY (SOU)			
53	HEALTHCARE	1	11	8
62	ECONOMIC SCIENCES		1	
63	ECONOMICS AND ORGANISATION, RETAIL AND SERVICES	1	35	10
64	ECONOMICS AND ORGANISATION, RETAIL AND SERVICES (SOU)			
68	LEGAL SCIENCES		2	1
72	LIBRARY AND INFORMATION SCIENCES		9	
75	PEDAGOGICAL SCIENCES			1
76	PEDAGOGY	1	5	
82	ARTS, APPLIED ARTS AND FOLK CRAFTS		100	22
85	ARTS, APPLIED ARTS AND FOLK CRAFTS (SOU)			
92	SECURITY SERVICES	9	10	
94	NON-STATE SECURITY SERVICES		2	
95	SECONDARY SCHOOL MILITARY BRANCHES			
	TOTAL	12	432	88

Source: Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva)

SOŠ

SOŠ traditionally provide for ISCED 3A level education and occasionally ISCED 3C, and in special cases, post-secondary education (ISCED 4, and 5B). In SOS, general subjects represent 42-45% of instruction time. VET

subjects represent 55-58% of instruction time, out of which 25-30% is practical training.

SOŠ consist of the following types of schools: secondary industrial schools, secondary geodetic schools, secondary agricultural schools, secondary forestry schools, secondary horticultural schools, secondary wine-and-fruit-growing schools, secondary health schools, commercial schools, commercial academies, hotel academies, social-law academies, schools of library and information studies, secondary pedagogical schools, specialised schools for girls, schools of applied art, conservatories, dance conservatories, secondary schools of art, pedagogical and social academies, pedagogical and cultural academies, secondary veterinary schools, secondary schools of apprenticeship, and specialised schools.

There are several types of secondary industrial schools whose specialisations are indicated in their names, e.g. secondary industrial schools of machinery, of construction, etc., all typically offering 4-year courses of study finishing with a "*maturita*" school leaving certificate and often considered as preparatory for subsequent education at technical university. Conservatories are a special case, closer to non-university tertiary education offering a 4-year course of study finishing with a "*maturita*", and 6-8 year courses of study finishing with an "*absolutorium*" (ISCED 5B rated with regard to the content). Few SOŠ offer ISCED 3C courses.

SOU

SOU can provide VET in ISCED 3C training branches and 3A study branches. SOU represent the vocational stream of training for workers. In ISCED 3A branch curricula, general subjects represent 25-50% of instruction time. VET subjects represent 50-75% of instruction time, out of which 35-40% is practical training. In ISCED 3C branches, general subjects represent 20-40% of instruction time; VET subjects 60-80% of instruction time, out of which 50% is practical training. Vocational schools (*ucilištia*) affiliated to SOU and making use of SOU premises are oriented toward low demanding professions and pupils with learning difficulties and who usually did not succeed in completing the full 9 grades of basic schooling.

There are several types of secondary vocational schools whose specialisation are indicated in their names, e.g. secondary vocational schools of agriculture, of chemistry, of construction, of food processing, of machinery, etc.

Training branch graduates (ISCED 3C) are qualified workers. They are not eligible for tertiary education. Due to the low absorption of the labour market and the higher social status of the "*maturita*", graduates often apply for a two years post-graduate programme ending with a "*maturita*". Study branch graduates (ISCED 3A) are allowed to apply for higher education although they are trained for the labour market (in contrast to the similar educational programme at SOŠ). The share of students of study branches (ISCED 3A) is gradually increasing. Nevertheless, in comparison with grammar school (G) and SOS graduates, it is more difficult for SOU ISCED 3A graduates to pass

an admission test or graduate from technical universities. Diversification within tertiary education has yet to come about, however, a window has been opened for non-university and short track professional education by Higher Education Act. No 131/2002 Coll.

ASSOCIATED SECONDARY SCHOOLS (ZSŠ, ZDRUŽENÁ STREDNÁ ŠKOLA)

Give the population decreases, *SOU* and *SOŠ* have been encouraged to merge to form associated secondary schools.

0404 - APPRENTICESHIP TRAINING

There is no typical apprenticeship training in Slovakia and there are no apprentices, although ISCED 3C students from secondary vocational schools (*SOU*, stredné odborné učilištia) are often considered and called apprentices. They are regular secondary school students, according to the law, and as a rule, with no contract with employers. Their practical training is usually school based. Even if organised outside the school, in centres (or workplaces) of practical training, it is ensured by a contract between the school with the provider. Nevertheless, students may be educated for individuals and legal entities at *SOU* in theory, receiving practical training at the workplace of this entity. This is however a marginal case, permanently below 1% in contrast to the 1980s, when *SOU* students were under contract with an organisation co-financing their training and offering students pocket money.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Slovakia is among the countries with the lowest number of dropouts and early school leavers. Nevertheless, this is not true for the Roma minority, in particular the Roma population living in segregated settlements. Specific intervention programmes are carried out by NGO's in co-operation with labour offices and/or assisted by international partners: a second chance schools pilot project has started in Košice and a pilot alphabetisation project is under way in Lucenec.

The PHARE sponsored Roma Educational Centre (Rómske vzdelávacie centrum), an integral part of the Methodological and Pedagogical Centre in Prešov (Metodicko-pedagogické centrum v Prešove), is aimed at supporting the effective education of the Roma minority and includes the provision of advisory services for teachers at schools with a high Roma concentration in order to retain young Roma in education and training.

As a first step, specific pre-vocational education and training must be developed, in order to achieve a better qualification structure within the Roma population. Mainstream basic schools (základné školy), despite constant reminders by the Ministry of Education (Ministerstvo školstva) about the responsibility of pedagogical staff to provide individual intervention services for Roma minority pupils, often fail to do so.

Vocational schools (*ucilištia*), affiliated with the secondary vocational schools (*stredné odborné ucilištia*) should be considered an intervention programmes rather than a brick and mortar institutions with regular students. Although officially indicated in the statistics, vocational school students are low achievers with learning difficulties or social disabilities enrolled in a less demanding educational programme and based on officially adjusted curricula.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Traditionally, there are two types of post-secondary non-tertiary programmes in Slovakia.

Follow-up programmes are offered to ISCED 3C graduates from secondary vocational schools (*SOU, stredné odborné ucilištia*). As a rule, the course of study lasts two years and finishes with a *maturita* examination certifying an ISCED 3A level of education. This kind of programme is offered to adults of all ages as a part time study. Quite often, 18-year old graduates of ISCED 3C programmes enter this programme in full-time study immediately after finishing the ISCED 3C programme.

Post-*maturita* programmes (full-time and part time) are offered in three forms:

- refresher programmes;
- specialising programmes;
- qualifying programmes.

Refresher programmes are of at least 6 months in length and are completed by a final exam. These studies are rated as an ISCED 4A level of education. The programmes are aimed at the updating of previously acquired knowledge and skills.

Specialising programmes are of at least 1 year in length and completed by an *absolutorium*. These studies are rated as an ISCED 5B level of education. The programmes are aimed at acquiring new specific knowledge and skills usually related to the previously received education and training.

Qualifying programmes are of at least one year in length and completed by a *maturita* examination. These studies are rated as an ISCED 4A level of education. These programmes are aimed at gaining additional qualification.

In all these cases ISCED codes are assigned by the Institute of Information and Prognoses of Education (*Ústav informácií a prognóz školstva*) with regard to the content and exit procedure of the programmes. There is no legislative backing for this rating. Refresher programmes and qualifying programmes are certified at the same level of education as ISCED 3A certificates according to Slovak legislation.

However, even specialising programmes certified at ICSED 5B are not recognised as tertiary education, according to the Slovak legislation.

There is also a specific type of education, the so-called complementary pedagogical study (doplňujúce pedagogické štúdium), aimed at acquiring pedagogical qualification for trainers. These studies for ISCED 3C students wishing to serve as trainers at SOU or centres of practical training are rated as an ISCED 4C level of education.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

All Slovak higher education institutions were expected to provide university type education in accordance with Act No. 172/1990 Coll. on Higher Education. Within the new Higher Education Act No. 131/2002 Coll. (*Zákon č. 131/2002 Z.z. o vysokých školách*), it is proposed to allow for the existence of non-university education and non-research based tertiary education. Short track tertiary education should be promoted in order to change the attitude of the population of graduates of secondary schools that usually consider it as uncompleted master study. Currently, the master study in Slovakia usually lasts five years, and sometimes four, or six years. Bachelor studies lasting three years have limited popularity, partly due to the fact that tertiary education is free. All higher education institutions have reshaped their studies to a three-cycle model: with bachelor, master and doctoral studies in order to be compatible with the Bologna declaration.

In 2007, there were 20 public universities, 10 private universities and 3 state universities (military academy, police academy; and the former institute of post-graduate studies in the health sector, which was transformed into the Slovak Medical University (*Slovenská zdravotnícka univerzita*)). In addition to the two traditional universities in Bratislava and *Košice*, new universities have emerged around teacher training colleges in many regional seats. Traditional VET providers are the technical universities in Bratislava and *Košice* (*Slovenská technická univerzita v Bratislave*, *Technická univerzita v Košiciach*) and the University of Economics in Bratislava (*Ekonomická univerzita v Bratislave*). Besides these institutions, new technical universities have emerged from branch higher educational institutions; for example, the Technical University of *Zvolen* (*Technická univerzita vo Zvolene*) was previously the higher school of forestry. The current network of universities is considered too large with only ten universities with more than 9 000 students in the 2006/2007 academic year. The friendly merging of universities is promoted by the Ministry of Education (*Ministerstvo školstva*) but there is no instrument for making the network more efficient. In 2002, the Catholic University in *Ružomberok* (*Katolícka univerzita v Ružomberku*) offering Catholic religion-based education and in 2004 *Selye* University in *Komárno* (*Univerzita J. Selyeho v Komárne*) serving the Hungarian minority in Hungarian as the language of instruction, were established. Worth mentioning is also the Dubnica Institute of Technology (*Dubnický technologický inštitút v Dubnici nad Váhom*) accredited in 2005, offering as the first private university three years Bachelor studies for teachers of vocational/practical subjects, VET administrators and instructors.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

There is a long tradition of adult education in Slovakia, however, with a focus on serving adult learners' personal interests rather than increasing their employability. Continuing vocational education and training (CVET) was originally provided predominantly at training centres linked to enterprises and branch industries. In the early 1990s the two systems - adult education and CVET, underwent dramatic changes. Sectoral industry-affiliated CVET centres closed down or after privatisation, widened their scope of services beyond education and training. Similarly, traditional adult providers started to operate as any other private body offering education and training demanded by the market. Many new players established under diverse legislation such as the Trade Code (*Obchodný zákonník*), the Act on Foundations (*Zákon o nadáciách*), the Act on Associations of Citizens (*Zákon o združovaní občanov*), the Trade Licensing Act (*Zákon o živnostenskom podnikaní*) emerged. The latter act considers the provision of training as a free trade and when filing for registration, no professional qualification and experience is requested. As a consequence, many small free trade license holders nominally involved in education and training do not provide this kind of services. 2007 estimations of the Ministry of Education (*MŠ, Ministerstvo školstva*) indicate about 2 500 entities with registered educational services; however less than a half, including schools, deliver education and training actively. The largest from the non-state training institutions and the only one with a regional network is the Academy of Education (*Akadémia vzdelávania*) with centres in 36 cities spread over the whole country. Higher education institutions gradually expand their provision of education and training for inhabitants under the umbrella of lifelong learning deriving from the study programmes of their faculties. Institutionalised centres of lifelong learning or continuing education have been established at several universities. With progressing restructuring and an inflow of strategic investors, enterprise-based education and training has revived, predominantly based on the company culture of the investor.

The Strategy of Lifelong Learning and Lifelong Guidance and Counselling till 2015 (*Stratégia celoživotného vzdelávania a celoživotného poradenstva do roku 2015*) was adopted by the government on 25th April 2007 however without elaborated tools and clear measures in support of LLL. The Strategy reflected trends in EU, the Lisbon strategy and Copenhagen process and recognise importance of adoption of Copenhagen principles and development of Copenhagen tools. Nevertheless, creation of working groups and institutions to develop and adopt these tools were proposed rather than concrete know-how discussed and innovative measures identified. Important deadlines were however set in 15 measures, of which the following ones are worth stressing:

- LLL act should have been elaborated till September 2007, according to measure 8.2;
- identifying an institution responsible for managing integral system of LL counselling and establishing a working group of experts for setting quality standards for Lifelong Guidance and Counselling (LLCG) till July 2008 (8.5 and 8.6);
- establishing a national authority for recognition of non-formal and informal learning till September 2008 (8.7);
- introducing the quality management system in LLL and LLCG till September 2008 (8.8);
- introducing monitoring and forecasting educational needs reflecting labour market needs till 2009;
- establishing a national qualification system and national qualification framework till 2009 in draft version (8.11).

Nevertheless, submission of act on lifelong learning to the government was postponed to 2009 as the higher priority has been given to adoption of the act on VET. For further details see Theme 3 within the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training.

Although CVET is under the responsibility of *MŠ*, two of the three fundamental acts pertain to the sector of the Ministry of Labour, Social Affairs and the Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*). Act No. 386/1997 Coll. on Further Education (*Zákon č. 386/1997 Z.z. o ďalšom vzdelávaní*) elaborated by *MŠ* provides the general institutional framework while Act No. 5/2004 Coll. on Employment Services (*Zákon č. 5/2004 Z.z. o službách zamestnanosti*) stipulates instruments of active labour market policy including labour market training provisions, and Act No. 311/2001, the Labour Code (*Zákon č. 311/2001 Z.z. Zákonník práce*), regulates employers' and employees' responsibility for upgrading skills.

ACCESS TO LEARNING

Although there is a solid provision of CVET/LLL on the market and education is highly valued by the population, the share of adult population in training (3.9% in 2007; Eurostat) is lagging behind the EU27 average (9.7% in 2007) and 2010 EU benchmark (12.5%). Thus, further decrease instead of expected increase caused by ESF funded training is indicated. Apparently no new segments of population were affected by ESF projects significantly.

Regardless this disappointment, the reason for this is the low purchasing power of the inhabitants and a lack of capital in a predominant share of companies facing a permanent need of investment in their businesses and mainly in new technology. There are no fiscal incentives for inhabitants or

employers to invest in education and training. The government considered the introduction of the flat 19% tax rate a sufficient stimulus for enterprises to invest, leaving the decision about the kind of investment up to them. Nevertheless, a shift from the corporate and personal income tax burden to the consumption taxes and VAT (19% for all goods and services, except medicaments and medical aids where 10% is applied since 2007) does not make citizens, in particular those in the most urgent need of education and training, positive towards personal investment in this area. The share of those below the poverty line was 11.6% in 2005, according to EU SILC 2006 data. The preliminary SILC 2007 data points to 10.5% in the whole population, 16.1% in age group 0-15 and 13.8% in age group 16-24. Children and young people are the most vulnerable group.

Loan to GDP ratio was 15% in 2007, far below the EU average. Nevertheless, the indebtedness of households is dangerously growing (e.g from 5% in 2001) fuelled by weakened standards of banks visible also from an increasing share of loans to value over 100%. In contrast to macroeconomic health however, the National Bank of Slovakia indicated risks from the macroeconomic point of view within its 2007 Report on Financial Stability. Individual households' debt burden makes them more sensitive to any disposable income decrease. Thus, fiscal incentives for training should become a hot topic of political discussion during preparation of two acts of VET and LLL. There is an exception from the recent prudent stance of the Ministry of Finance (*MF, Ministerstvo financií*) towards this kind of fiscal incentives, as tax allowance for CVET has been introduced since January 2008 for some categories of medical staff (see *Cedefop Info No. 1/2008 "Parliament breaks a taboo: tax incentives for lifelong learning"*).

In contrast to initial VET, there is no obligatory provision of continuing VET. In all items of legislation CVET/LLL is considered an option or possibility. There are no measures that guarantee learning opportunity in terms of number of days and there is no financial scheme support of learning or delivery of education and training.

Provision of quality distance learning making use of ICT is developing slowly and hampered by a lack of means within the public education sphere, digital divide in particular of older and rural population; and by the insufficient purchasing power of potential clients concerning private educational institutions. On the other hand, part-time studies at the tertiary level are often organised in the form of distance learning in order to save costs. Distance and lifelong learning centres at universities are the most dedicated promoters of e-learning. On the other hand, there is no legislative backing for the validation and accreditation of prior and experiential learning. This topic is developing into the agenda as a consequence of the Copenhagen/Maastricht process. However, only limited experience has been collected in this field; mostly within the Leonardo da Vinci projects.

PLANNING AND FORECASTING MECHANISMS

The lack of ability and experience in the early identification of skill needs as well as the pending restructuring of regional economies in particular in some parts of Central and Eastern Slovakia make the efficiency of specific professional training questionable. With the high unemployment rate and the slowly reviving rate of job creation, there are no signals expected for specific professions related to education and retraining in regions lacking foreign investment. Nationally, there is however a very clear call for increased supply of ISCED 3C trainees for automotive and electro industries, the most growing sectors of the country.

The training needs of small and medium-sized enterprises and small entrepreneurs are generally not yet sufficiently known. With increasing stability and the continued high growth of the national economy, a new market could soon emerge. National and regional authorities therefore face the urgent need to reinforce efforts to adopt efficient know how for identifying skill needs and for the adoption of quality assurance system for education and training.

It is hoped that establishment of 'four-partite' regional VET councils consisting of representatives of state administration, self-governing administration, employers and representatives of employees envisaged by the act on VET, which is under preparation, will bring about closer co-operation among regional players in planning VET and in forecasting regional skill needs. Centres of VET established from selected and upgraded VET schools, spread regionally and sectorally, should offer both quality benchmarks for VET and at the same time serve as an information clearinghouses, i.a. collecting data for forecasting of skill needs. Furthermore, the National VET Council is envisaged to cover transregional topics. No doubt, all planned forecasting activities will need methodological assistance, and similarly, all already undertaken forecasting needs will need improvement of its research instruments. Expected methodological discussion could be fruitfully assisted by Cedefop's Skillsnet project. In 2008, a strategy paper on forecasting labour market needs should be elaborated by MPSVR and submitted to the government, making use of Slovak Academy of Science econometric forecasting model.

In six regions monitoring of learning needs has been declared within the mission statements of learning region partnerships and in some regions results already achieved are respectable, e.g. in *Banská Bystrica* region (see www.celozivotne.sk). For more about learning regions projects co-funded by ESF, see section 6.4.2 within the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Within the 2007-2013 ESF programming period 'learning regions' are prioritised within the measure 2.1 Support for continuing education.

0502 - PUBLICLY PROMOTED CVET FOR ALL

According to Act No. 386/1997 Coll. on Further Education (*Zákon c. 386/1997 Z.z. o ďalšom vzdelávaní*), continuing vocational education and training has become a legitimate part of the education system of the Slovak Republic. Everyone, regardless of age and education, has the right to continue his/her education in accordance with his/her abilities and interests. The act specifies the establishment of continuing training institutions, conditions of accreditation, issuance of certificates of completed training, etc. However, no mandatory sources for financing continuing training have been stipulated. Sources that could be earmarked for financing training are listed, but this is just a demarcation of financing possibilities and no funds are secured and no incentives for allocation of own means towards companies and individuals have been set. Thus, the declarative essence of the law simply provides for the institutional backing of the establishment of educational institutions and their activities.

In contrast to statistical data in the initial VET, which has been gathered in the standard way for many years and currently is fully harmonised with UOE standards, available national CVET statistics are not reliable. Although statistical instruments developed by the Institute of Information and Prognoses in Education (ÚIPŠ, Ústav informácií a prognóz školstva) have been legislatively anchored since 1996 and CVET providers are obliged by law to provide required data, the response rate is very low. In 2007, the institute addressed 2 775 providers and received a total of 410 positive responses and 153 negative responses. Thus, just some partial data is available. On the other hand, positively responding institutions are considered the most important players on the market.

The following table offers a distribution of training providers calculated from the positive responses.

Table 1: Educational institutions offering CVET/LLL in 2007 by type/sector						
TYPE OF EDUCATIONAL INSTITUTIONS (EI)	EI		TRAINEES		GRADUATES	
	N	%	N	%	N	%
SECONDARY SCHOOLS	51	12.44	7,963	1.65	6,094	2.19
HIGHER EI	19	4.63	44,678	9.27	33,816	12.15
EI OF STATE ADMINISTRATION BODIES	20	4.88	101,817	21.13	71,275	25.61
EI OF MUNICIPALITIES AND CITIES	14	3.41	4,456	0.92	2,717	0.62
EI OF PROFESSIONAL ASSOCIATION	26	6.34	7,767	1.61	4,998	1.80
EI OF CO-OPERATIVES	0	0.00	0	0.00	0	0.00
EI OF CIVIC ASSOCIATIONS	19	4.63	5,840	1.21	5,249	1.89
EI OF TRADE UNIONS	0	0.00	0	0.00	0	0.00
EI OF CHURCHES AND RELIGIOUS SOCIETIES	3	0.73	517	0.11	110	0.04
EI OF ENTITIES FROM CULTURE SECTOR	7	1.71	10,998	22.28	5,196	1.87
EI OF INDIVIDUALS AND LEGAL ENTITIES	170	41.46	133,469	27.70	58,602	21.05
OTHERS	81	19.76	164,415	34.12	91,297	32.80
EI NOT INCLUDED - MISSING DATA	0	0.00	0	0.00	0	0.00
TOTAL	410	100.00	481,920	100.00	278,354	100.00

Source:UIPS

A dominant share of institutions is private institutions. The number of domestic private institutions increased from 199 in 2004 to 259 in 2005. The number of institutions owned by municipalities increased from 44 to 56, those owned by associations increased from 28 to 43, while state owned institutions decreased from 99 to 89. The 2005 data can be seen from the following table:

OWNERSHIP OF EI	EI		TRAINEES		GRADUATES	
	N	%	N	%	N	%
NOT KNOWN	9	2.20	21,178	4.39	17,116	6.15
INTERNATIONAL WITH PUBLIC MAJORITY	2	0.49	777	0.16	9	0.00
PRIVATE DOMESTIC	205	50.00	156,180	32.41	77,690	27.91
CO-OPERATIVE SOCIETY	1	0.24	3	0.00	3	0.00
STATE	96	23.41	150,581	31.25	102,613	36.86
MUNICIPAL	50	12.20	22,925	4.76	10,294	3.70
ASSOCIATIONS*	39	9.51	120,972	25.10	61,974	22.26
FOREIGN	6	1.46	9,091	1.89	8,627	3.10
PRIVATE INTERNATIONAL	0	0.00	0	0.00	0	0.00
COMBINATION OF FORMS ABOVE	2	0.49	213	0.04	28	0.01
NOT AVAILABLE (DATA ARE MISSING)	0	0.00	0	0.00	0	0.00
TOTAL	410	100.00	481,920	100.00	278,354	100.00

Source:ÚIPŠ

* Including political parties and churches

The following is the data describing the aforementioned institutions from the networking point of view.

Table 3: Educational institutions offering CVET/LLL in 2007 by form of networking						
NETWORK OF EI	EI		TRAINEES		GRADUATES	
	N	%	N	%	N	%
INDEPENDENT EI, LOCAL OPERATION	134	32.68	62,275	12.92	50,600	18.18
INDEPENDENT EI, R/NW OPERATION	219	53.41	270,630	56.16	138,745	49.84
NETWORK OF EI IN REGIONS (NUTS 3)	10	2.44	14,952	3.10	13,962	5.02
NETWORK OF EI IN EACH DISTRICT (NUTS 4)	12	2.93	112,048	23.25	55,606	19.98
OTHER	31	7.56	20,180	4.19	17,897	6.43
NOT AVAILABLE (DATA ARE MISSING)	4	0.98	1,835	0.38	1,544	0.55
TOTAL	410	100.00	481,920	100.00	278,354	100.00

Source:ÚIPŠ

R/NW - regional/nationwide

It is easy to see from the table above (Table 3), that there is much room for the restructuring of institutions on the market, in particular for vertical networking. A modest share of institutions spread throughout the country is trying to cover the market as a whole with subsidiaries in all sub-markets (districts). Training institutions with a chain of facilities in various Slovak regions represent some 2.4% and in every district some 2.9%.

There are no detailed analyses available concerning programme types as well as the quality of programmes, trainers, working methods, etc.

In 2007 according to the aforementioned limited statistical data of ÚIPŠ, 15.35% of educational activities were aimed at entrepreneurship and administration training; 15.21% were related to diverse aspects of the humanities, including soft skills training, 7.97% to computers, 8.22% to health-related topics, and 3.21% in agriculture, forestry and fishery.

Despite criticism, e.g. within the consultation process to the Memorandum on LLL, the quality of service remained unmonitored, unregulated and left up to market forces only. In 2007, 1 776 out of 3 551 (50.01%) educational programmes were neither accredited nor regulated by other means compared to 1 587 out of 3 301 (48.08%), 1 221 out of 3 323 (36.74%), 862 out of 2 711 (31.8%) educational programmes in 2006, 2005 and 2004 respectively. In 2007, 1 060 programmes were accredited by the Ministry of Education (MŠ,

Ministerstvo školstva) and 715 developed complying with other legal regulations, e.g. decrees of the Ministry of Economy (*MH, Ministerstvo hospodárstva*), Ministry of Health (*Ministerstvo zdravotníctva*), etc.

An alternative picture can be obtained from the MŠ data on accredited programmes (educational activities in vocabulary of relevant legislation) in the following table.

Table 4: Programmes accredited by MŠ		
FIELDS	PROGRAMMES	
	N	%
PEDAGOGY	98	2.1
HUMANITIES AND ART	120	2.57
GENERAL PROGRAMMES	237	5.07
AGRICULTURE, VETERINARY	238	5.09
TECHNOLOGY, PROCESSING, CONSTRUCTING	437	9.34
HEALTH CARE, SOCIAL SECURITY	465	9.94
SERVICES	476	10.18
LANGUAGES	650	13.9
NATURAL SCIENCES, MATHEMATICS, INFORMATICS	699	14.95
SOCIAL SCIENCES, ENTREPRENEURSHIP, LAW	1240	26.51
OTHER	17	0.36
TOTAL	4677	100

Source: MŠ

* listed are programmes accredited between 9th October 2003 to 23rd June 2008

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

Education and training for unemployed is provided for by employment services headquarters of the Centre of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*) and its network of regional offices, according to identified regional priorities, and through training providers selected by public procurement. Furthermore, agreement on training must be based on a specific procedure finalised by a written agreement. Both public and private providers are accepted.

Originally, according to § 48 of the initial wording of Act No. 5/2004 Coll. on Employment Services (*Zákon c. 5/2004 Z.z. o službách zamestnanosti*), the

accreditation of courses offered within labour market training by the Accreditation Commission of the Ministry of Education (*Akreditacná komisia Ministerstva školstva*) were required.

This provision was later cancelled in order not to push international investor introducing well-established company training practice to apply for accreditation in Slovakia in case of training co-financed by Slovak employment services. It was replaced by § 46(13), stipulating the condition of the agreement between the office and the service supplier of VET, where requiring accreditation was left to discretion of the labour office. In current practice within the calls for tenders, labour offices require a certificate of accreditation and a list of lecturers (trainers). Nevertheless, explicit pronouncement of accreditation of labour market training courses is envisaged within the 2008 act amendment.

There is no specific statistics on types of providers, except overall CVET statistics offered in 0501. Paragraphs 44-47 of the Act No. 5/2004 Coll. stipulate the provision of labour market training distinguishing between job seekers (unemployed), people interested in employment (although they are not registered as unemployed), and employees.

Disadvantaged groups are in detail identified by the paragraph 8(1) as follows:

- a. A citizen below 25 years of age, who has completed his/her systematic vocational preparation in full-time study courses less than two years ago and failed to acquire his/her first regularly paid employment (hereinafter referred to as “graduate”);
- b. A citizen older than 50 years;
- c. A citizen maintained in the register of job seekers for at least 12 months in the last 16 months (hereinafter referred to as as “long-term unemployed citizen”);
- d. A citizen who did not perform gainful activity not even prepared for a profession in the framework of systematic vocational preparation or further education, due to inability of harmonizing duties at work with his/her parental obligations;
- e. A citizen, who is a parent, or a person, pursuant to a special regulation, who cares for three or more children, or a lone citizen caring of a child;
- f. A citizen who has lost the ability to carry out his/her current employment for health reasons and who is not a disabled citizen;
- g. A citizen moving or moved within the territories of Member States of the European Union, or a citizen staying in the territory of a Member State of the European Union in order to carry out an employment;
- h. A disabled citizen;
- i. An alien who has been granted asylum.

A refinement and expansion of the list of disadvantaged groups is planned and envisaged to be introduced by the amendment of the Act No. 5/2004 Coll.

Active labour market policy aimed at labour market assertion of disadvantaged groups is explicitly stated as employment service target according to paragraph 11(1)d, and substantially co-funded by the European Social Fund (see data in 1101).

Table 1: People affected or places created in 2004 and 2007				
ALMP TOOLS	2004	2005	2006	2007
§ 46	27,208	35,689	8,377	8,890
§ 47	0	64	1,228	12,537
§ 49	5,618	9,908	10,477	10,038
§ 50	1,778	3,087	3,490	2,550
§ 51	14,462	24,838	14,503	8,937
§ 52	219,876	137,446	218,071	257,299
§ 53	51	77	- *	- *
§ 56	138	362	638	862
§ 57	107	271	405	389
§ 59	18	58	61	73
§ 60	0	2 731	2 793	2 674
§ 110	4,098	1,891	0	0
TOTAL	273,354	216,422	260,043	304,249

Source: ÚPSVaR

* not implemented

§ 46 Education and Training for the Labour Market of the Job Seeker and Person Interested in Employment, § 47 Education and Training for the Labour Market of Employee, § 49 Contribution for Self-Employment, § 50 Contribution for Employing a Disadvantaged Job Seeker, § 51 Contribution for the Graduate Practice, § 52 Contribution for Activation Activity, § 53 Contribution for Commuting to Work, § 56 Contribution for Establishing and Maintaining the Sheltered Workshop or Sheltered Workplace, § 57 Contribution for Operating or Performing Self-Employment to Disabled Citizens, § 59 Contribution for Activities of the Assistant at Work, § 60 Contribution to Cover Operating Costs of the Sheltered Workshop or Sheltered Workplace and Employees/ Transport Costs;

§ 110 of the older act on employment (387/1996 Coll.) subsidies for sheltered workshops and workplaces

ESF related national projects addressing disadvantaged groups were designed and managed by ÚPSVaR within the Sectoral Operational Programme Human Resources addressing all regions except the Bratislava

region. Analogously, similar national projects, however substantially smaller in budget were implemented within the Single Programming Document NUTS II Bratislava Objective 3.

Table 2: National projects aimed at training of unemployed and others vulnerable to exclusion from LM managed by ÚPSVaR	
TITLE OF THE NATIONAL PROJECT (NP)	RELEVANCE TO THE ACT NO. 5/2004 COLL. ON EMPLOYMENT SERVICES
NP III – Education and training of the unemployed for the labour market followed by modified NP III A Education and training for the labour market and employee practice since 2007	§ 46 education and training for the labour market for the job-seeker and the job changer
NP IX – School leaver's job experience ("Graduate practice")	§ 51 allowance for carrying out school leaver's job experience
NP XI – Theoretical and practical training of employees for acquiring new knowledge and professional skills	§ 47 education and training for the labour market of employee

Source: ÚPSVaR

In 2007, there were 4 538 trainees out of all 8 890 placed trainees identified as disadvantaged job seekers. They were categorised into following (overlapping) groups: 543 school graduates, 1 552 citizens older than 50 years, 2 550 long-term unemployed citizens, and 374 disabled citizens.

1 115 trainees from the group of registered unemployed were placed in jobs within one month after completing training, 1 613 up to three months, 648 up to six months and 291 after six months. In total, there were 3 667 placed, which represents 40.7% of 9 019 registered unemployed with finished training in 2007. When it comes to persons interested in employment, in total 14 were placed in jobs out of 22 with finished training (13 up to one month and one up to six months).

There is no detailed information about course types available. Only the National Project III data for 2004 offers this kind of information split into two tables. It interestingly indicated the difference between two parts of Slovakia: the rich Bratislava region with almost no unemployment and the less developed rest of the country with the high unemployment rate. In both parts of the country the greatest interest was in training focused on information technology (21.4% and 33.6% of the total number of applications), followed by accounting and trade/services in the Bratislava region and trade/services and blue-collar professions in the rest of the country.

In 2007, NP XI - Theoretical and practical training of employees for acquiring new knowledge and professional skills, was fully implemented (see § 47 in Table 1). In contrast to 2006 with 1 228 beneficiaries, there were 12 537 beneficiaries in 2007, according to 2007 ALMP reporting of ÚPSVaR. The project was aimed at preventing dismissal of staff by means of provision of individualised training on request of companies, in particular to strengthen

innovativeness and adaptability of institutions; with a special focus on reducing regional disparities.

According to § 47 of Act No. 5/2004 Coll. on employment services, labour offices are entitled to make contracts with employers at risk of collective dismissal declaring to stop it, reduce it, or to retain trainees employed at least 12 months after completion of training. In 2007, 298 contracts were agreed.

Table: Training for labour market in Slovakia except the Bratislava region in 2004

COURSE TYPE	INTERESTED IN TRAINING		PLACED IN TRAINING		TRAINEES HAVING COMPLETED TRAINING (RETRAINED)	RETRAINED PLACED IN THE LM	
	N	%	N	% OF INTERESTED	N	N	% OF RETRAINED
ICT	14 342	21.4	4 932	34.4	4 121	798	19.4
ACCOUNTING	8 235	12.3	3 010	36.6	2 388	555	23.2
ADMINISTRATIVE TECHNIQUES	1 195	1.8	519	43.4	439	62	14.1
MANAGEMENT, ENTREPRENEURSHIP	6 352	9.5	3 821	60.2	3 477	1 244	35.8
TRADE AND SERVICES	13 685	20.4	4 529	33.1	3 681	729	19.8
BLUE COLLAR PROFESSION	12 677	18.9	4 054	32.0	3 692	929	25.2
OTHER	3 749	5.6	1 452	38.7	1 422	306	21.5
COUNSELLING BASED	6 900	10.3	2 686	38.9	2 077	543	26.1
TOTAL	67 135	100.0	25 003	37.2	21 297	5 166	24.3

Source: Central Office of Labour, Social Affairs and Family, (ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny), SOP HR National Project III, 2004 Data

Table: Training for labour market in Bratislava region in 2004

COURSE TYPE	INTERESTED IN TRAINING		PLACED IN TRAINING		TRAINEES HAVING COMPLETED TRAINING (RETRAINED)	RETRAINED PLACED IN THE LM	
	N	%	N	% OF INTERESTED	N	N	% OF RETRAINED
ICT	1 584	33.6	793	50.1	558	171	30.6
ACCOUNTING	866	18.4	372	43.0	310	114	36.8
ADMINISTRATIVE TECHNIQUES	194	4.1	66	34.0	50	17	34.0
MANAGEMENT, ENTREPRENEURSHIP	559	11.9	455	81.4	316	133	42.1
TRADE AND SERVICES	680	14.4	297	43.7	283	78	27.6
BLUE COLLAR PROFESSION	489	10.4	161	32.9	142	43	30.3
OTHER	15	0.3	15	100.0	8	0	0.0
COUNSELLING BASED	322	6.8	170	52.8	167	73	43.7
TOTAL	4 709	100.0	2 329	49.5	1 834	629	34.3

Source: Central Office of Labour, Social Affairs and Family, (ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny), SPD Bratislava National Project III, 2004 Data

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

According to § 153 of the Act No. 311/2001 Coll. the Labour Code (*Zákon č. 311/2001 Z.z. Zákonník práce*), as amended, an employer “shall attend to deepening the employees’ qualification, or to its increase ... employer shall negotiate with employees’ representatives measures aimed at attending to the employees’ qualification, its deepening and increase”. According to § 155(1) the employer can make a written agreement with the employee enabling “the employee for increasing his/her qualification by providing time off, wage compensation and reimbursement of other costs pursuant to study, and the employee commits himself/herself to remaining in an employment relationship with the employer for a determinate period upon completion of study, or to repay costs associated with the course of study, even when the employee terminates the employment relationship prior to the completion of study.”

Thus, it is up to employer and employees who might be assisted by their representatives whether or under what conditions the training is enabled and carried out. The act obliges the employer to ensure the upgrading of skills of employees’ only in the case of the newly employed and in the event of relocation to a new working place and/or new job.

On the other hand, according to § 154(3) “employee shall be obliged to systematically deepen the qualification for work performance agreed in the employment contract“. Consequently he/she may be forced to undergo further education, for which he/she is entitled to receive wage compensation. In addition to generally valid legislation there are specific measures for continuing training within a specific profession, e.g. a pedagogical staff, which is stipulated in detail by decrees of the Ministry of Education (*MŠ, Ministerstvo školstva*), health staffs, diverse financial sector professions, justice professionals and others.

A specific example of the effort to increase the quality and efficiency of training is the Concept for Training in Civil Service (*Koncepcia vzdelávania štátnych zamestnancov*). This document defines the general framework of civil servant training, the tasks of educational subjects, the objectives of training and training type priorities. The measures for the institutional, financial and personal provision of civil servant training should finish in 2007. The training will predominantly focus on the training of superior officers, the training of civil servants on issues relating to the integration of the Slovak Republic into the EU, and the training of newly hired civil servants. The concept was approved on 28th January 2004 by the Government Resolution No. 79/2004.

The national legislation concerning regulated professions is fully harmonised with EU legislation.

Company collective agreements could contain a detailed list of obligations on education/learning. In practice, social partners have different approaches: Learning programmes for individual employees are mainly implemented by large employers, predominantly those with foreign capital. Middle-sized

employers occasionally provide education/learning. In small companies learning is usually carried out by recruiting new employees.

There are many CVET at the initiative of enterprises within the ESF Sectoral Operational Programme Human Resources and the Single Programming Document NUTS II Bratislava Objective 3.

There are national projects, which however reflect demands of institutions identified within the programming period, i.e. National project XI - Theoretical and practical training of employees for acquiring new knowledge and professional skills (SOP and SPD), NP XII - Modernisation of employment services through education and training of staff of offices of labour, social affairs and family (SOP) and NP XX - Training of public administration employees designed for acquisition of digital literacy preparing for ECDL certification through e-learning (SPD).

Furthermore, there were following projects launched within SPD Bratislava:

- NP 1/2007 aimed at increasing competitiveness and employability in the Bratislava region;
- NP 4/2007 aimed at training of staff of Social Insurance Agency (SP, Socálna poisťovňa) in order to improve its services;
- NP 5/2007 “Excellent university” aimed at human resource development at Comenius University, linking education, research and development, and innovation efforts to improve competitiveness of the Bratislava region;
- NP 6/2007 aimed at training of civil servants in policy documents development.

There are also demand driven projects in support of training of employees promoted within Sectoral Operational Programme Human Resources Priority 3 “Increasing the qualification and adaptability of employees and persons”, Measure 3.2 “Increasing the scope, improvement and broader provision of further education with the aim of improving the qualifications and adaptability of employees”, and within SPD Bratislava Priority 2 “The development of lifelong learning and the support for research and development in the context of human resources quality improvement“, Measure 2.1 “Stimulating and improving provision for qualifications relevant to employers and businesses”.

There is no detailed analysis available concerning enterprise-based training in Slovakia, and there is no national data on particular target groups subjected to training in respective enterprises and about types of providers of such training. It is assumed that in enterprises, besides obligatory training (e.g. safety at work) and specific workplace-related training, soft skills training is in progress, as well as diverse management training for middle and top management staff. Slovakia did not participate in CVTS2 survey. First relevant data are from 2006 CVTS3 survey.

Aggregate data indicates that the share of training enterprises is close to EU27 data and confirms earlier assumption that the share of training enterprises increases with the size class of enterprises, similarly to other EU countries.

Table 1: Training enterprises as % of all enterprises, by size class in 2005				
	TOTAL (%)	10 TO 49 (%)	50 TO 249 (%)	250 OR MORE (%)
EU27	60	55	78	91
SLOVAKIA	60	56	74	92

Source: Eurostat; Continuing Vocational Training Survey (CVTS3, 2005) Date of extraction: 23/06/2008

Large enterprises offer more training opportunities than SMEs, usually due to introduction of already developed investor's training culture into privatised enterprises. In contrast, many SMEs did not train due to a lack of disposable funds for training. The following table confirms the need to support CVT by specific measures as the share of enterprises indicating impact of public measures is very low. In particular financial incentives are very rare. In fact, only strategic investors received it within state aid incentives aimed to attract them to settle in Slovakia.

Table 2: Enterprises with impact of public measures on their CVT plans as a % for all training enterprises in 2005						
	ANPMS	PBFAD	FINSIB	TXRELI	PRSTD	PRCER
EU27	36	9	17	10	11	20
SLOVAKIA	21	4	2	1	6	18

Source: Eurostat; Continuing Vocational Training Survey (CVTS3, 2005) Date of extraction: 21/08/2008

Notes:

anpms - Any public measure

pbfad - Publicity-funded advisory service aimed at identifying training needs and/or developing training plans

finsib - Financial subsidies towards the costs of training persons employed

txreli - Tax relief on expenditure on training persons employed

prstd - Procedures to ensure the standards of trainers (e.g. by national registers, assessment)

prcer - Provision of recognised standards and frameworks for qualification and certification

Interestingly, in the light of importance of CVT within flexicurity approach towards labour market policy, a huge difference in the share of enterprises with training centre between Denmark and Slovakia, where respective shares are also far behind the EU27 data can be seen from the following table.

Table 3: Enterprises with a training centre used exclusively or partly for CVT as % of all enterprises by size class in 2005 (any type of training)				
	TOTAL (%)	10 TO 49 (%)	50 TO 249 (%)	250 OR MORE (%)
EU27	12	10	17	33
SLOVAKIA	4	4	4	20
DENMARK	47	41	68	89

Source: Eurostat; Continuing Vocational Training Survey (CVTS3, 2005) Date of extraction: 21/08/2008

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

Despite the developed CVET/LLL market, the share of adult population in training is insufficient (see 0501). The reason for this is the low purchasing power of inhabitants.

Only 9% (64.7 out of total 718.3 thousand) trainees of population aged 15 years and more were identified as participating outside paid working hours in the first non-formal learning activity and 12.6% (20.2 out of 160.2 thousand) in the second non-formal learning activity within ad hoc LFS module on lifelong learning in the 2nd quarter of 2003. Only 7% of this survey respondents participated in training for personal or social reasons, compared to 15.9% on the EU level. Job related reasons are more dominant in Slovakia than in EU as a whole.

There is no statistics offering precise distribution of training initiated by individuals by type of training. Nevertheless it could be seriously assumed that foreign language training (predominantly English) and ICT related training dominate. Office administration, in particular accountancy, which offers a good opportunity for self-employment is also very popular. Among those popular and at the same time driven by personal interest, diverse nature knowing and healthy lifestyle focused courses are mentioned by providers

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

CLASSIFICATION OF STAFF

Within Measure No. 16/2001 Coll. of the Statistical Office on the Classification of Occupations (*Opatrenie c. 16/2001 Z.z. Štatistického úradu*), the pedagogical staff is comprised of 2 groups – category No. 23 Professional Pedagogical Staff (*odborní pedagogickí zamestnanci*) and category No. 33 Pedagogical Staff (*pedagogickí zamestnanci*). The former category is divided into 5 groups and 17 subgroups comprising a total of 81 occupations including teachers at all types of schools; the latter is divided into 4 groups and 9 subgroups comprising a total of 42 occupations including trainers in formal education, tutors, instructors, and trainers in continuing education.

Furthermore, the legal status of teaching and training occupations depends on their relation to educational institutions. Those in VET schools and establishments are called pedagogical staff by law (§ 50 of the School Act No. 29/1984 Coll. (*Zákon c. 29/1984 Zb. o sústave základných a stredných škôl (školský zákon)*), and specified as teachers, trainers, tutors and sport instructors. Nevertheless, the new Education Act No. 245/2008 Coll., came into force in 1st September 2008, does not address the legal status of pedagogical staff, leaving this for a specific act on pedagogical staff, which is under preparation. There are three categories of VET school teachers officially recognised by education sector legislation: teachers of general subjects, teachers of vocational subjects and teachers of practical instruction. The latter category of teachers is involved in practical lessons at school, e.g. in laboratories and practical lessons connected to workplaces specified within the curricula and aimed at applying theoretical knowledge gained during theoretical subjects.

Trainers are responsible for assisting in the gaining of respective skills (predominantly manual) during practical training. Although VET in Slovakia is dominantly school-based, in some cases practical training is offered outside the school. The first option comprises centres of practical training (*SPV, stredisko praktického vyučovania*) which is originally aimed at the practical training of students of secondary vocational schools (*SOU, stredné odborné učilište*), and centres of vocational practice (*SOP, stredisko odbornej praxe*) originally aimed at the practical training of students of secondary specialised schools (*SOŠ, stredná odborná škola*).

The second option is according education sector legislation an originally unintended and not institutionalised approach, which is however naturally based on common interest and professional contacts between schools and enterprises. Based on agreement between the school and company and often initiated by students, practical training can be provided directly by a company under the supervision of the school, however on company premises and performed by company staff. These professionals are often called instructors.

Tutors serve students residing at affiliated dormitories and take care of diverse activities of the students' personal interest.

Sport instructors are in fact specialists at schools dedicated to the education of students who are at the same time (pre)professional sportsmen and sportswomen.

Table 1: Role of VET teachers and trainers in the VET system			
TYPE	PLACE OF TEACHING/ TRAINING	CURRICULUM DEVELOPMENT	ASSESSMENT
TEACHER OF GENERAL SUBJECTS	school	Limited autonomy*	Ministry of Education (MS, Ministerstvo skolstva)
TEACHER OF VOCATIONAL SUBJECTS	school	Limited autonomy*	MS
TEACHER OF PRACTICAL TRAINING	school, workplace	Limited autonomy*	MS
TUTORS	school, dormitory, specialised out-of-school facility	Limited autonomy*	MS
TRAINER AT EDUCATIONAL ESTABLISHMENTS OF EDUCATIONAL AUTHORITIES	school, centre (SOP, SPV), workplace	Limited autonomy*	MS
TRAINER AT EDUCATIONAL ESTABLISHMENTS OF COMPANIES	centre (SPV at companies), workplace	Limited autonomy*	MS
INSTRUCTORS	workplace	Limited autonomy*	MS
IVET LEVEL 5+			
TEACHER	higher education institution	Full autonomy	Accreditation Commission (Akreditacna komisia)
CVET			
ADULT EDUCATION TRAINER	educational establishment, facilities leased by provider	Full autonomy	Provider (could be based on feedback from client)
PROFESSIONAL TRAINER	based on agreement with respective company/institution	Full autonomy	Provider/Client
TRAINER AT COMPANIES/INSTITUTIONS	company, training facilities of company	Full autonomy	Company
PROFESSIONAL INSTRUCTOR	based on agreement with respective company/institution, usually at workplace	Full autonomy	Provider/Client

* to be expanded since September 2008

Teachers and trainers have the right to change curricula, to influence profiles of programmes, and subsequently the qualifications of graduates, and they do so, however only within the framework of official documents. Currently, the MŠ approves all curricula; in the case of VET, they are finalised under the supervision of sectoral expert commissions affiliated to the State Institute of Vocational Education (ŠIOV, Štátny inštitút odborného vzdelávania). Nevertheless, 10% of weekly instruction hours and up to 30% of the subjects' content may be changed by schools. Schools interested in more extensive innovations must submit a project for approval and comply with the procedure regulated by MŠ Decree No. 376/2005 Coll. Since the new Education Act came into force, the decentralisation of curriculum development is envisaged.

Teachers and trainers have full freedom in deciding on “pedagogical” tools. Their repertoire is based on their training and peer learning. Pedagogy skills should be improved and enhanced by the Methodological – Pedagogical Centre with five regional in-service training branches and ŠIOV.

Since the 2005 school leaving examination reform is in progress. This reform is substantially accompanied by retraining of pedagogical staff supported by ESF. The National Institute for Education (ŠPÚ, Štátny pedagogický ústav) and ŠIOV retrained teachers to adjust to new requirements, e.g. changes in organisation as well as identification of appropriate topics for examination and their translation into relevant tasks. In case of vocational subject teachers special attention was paid to the development of comprehensive, interlinked topics for both the theoretical and the practical part of the exam. A fundamental reform is however envisaged by introducing of the new act on pedagogical staff (see the following subchapter).

Within the VET system, very likely due to influence of the general education system of which the VET system is often considered a derivation, trainers are paid less attention than teachers. This is visible from government regulations as well as training possibilities offered by the public sector. The situation can be changed by a revival of guilds and professional associations that have started to take interest, but are short in human and financial resources.

There is no system of monitoring training relevance introduced in Slovakia. So far, the accreditation processes of all kinds have been exclusively input based. No national quality assurance model has been introduced yet either.

In the higher education segment, the Accreditation Commission started to carry out a “complex accreditation of activities of higher education institutions” (according to § 84 of Higher Education Act), It is expected, that this will result in a deeper evaluation of all activities and not just the quality of the study programmes. This process is expected to last until 2009 and no findings are available so far. As a consequence, a division into university and non university higher education will be implemented into practice. Higher vocational schools will offer the first cycle of higher education and concentrate on applied research.

REFORMS OF VET TEACHER/TRAINER TRAINING

For a long period, reforms of teacher training were predominantly bottom–up driven and substantially influenced by demographic changes. As a consequence institutions originally less interested in teacher/trainer training develop new teacher and trainer training programmes to attract students. Furthermore, a dispute emerged concerning the dominant model in the preparation of VET teachers (i.e. the one containing complementary pedagogical studies). Complementary pedagogical studies were labelled an outdated model initially inevitable due to the lack of qualified VET teachers and insufficient for acquiring “pedagogy skills” and specialised teacher training programmes were marked the only appropriate model. As a consequence, universities of technology and economics started to develop specialised teacher training programmes and have redesigned their complementary pedagogical studies.

It is worth mentioning, that the VET teacher training providers led by the Slovak University of Technology in Bratislava (Slovenská technická univerzita v Bratislave) developed VET teacher standards with regard to pedagogical competences: Graduates from teacher training in pedagogy must comply with 6 complex standards, represented by 40 indicators with explicitly set proofs. There are no similar standards set for trainer training.

Another important impulse came from the Bologna process and subsequent reform of study programmes. All higher education institutions have redesigned their programmes according to Bologna process, which also contributed to emerging of new programmes – bachelor studies for trainers.

The most important top down policy reform concerns profession definition and consequently in-service training. By the MŠ established working group consisting of representatives of the ministry and pre-service and in-service teacher training institutions developed the Methodology Proposal for Developing Professional Standards for Individual Categories of Pedagogical Staffs (Návrh metodiky tvorby profesijných štandardov jednotlivých kategórií pedagogických zamestnancov). The proposal reflects “Education and Training 2010“ goals as well as the work of European Commission Working Group B. Furthermore, a Draft Concept Paper for the Professional Development of Teachers in a Career system (Konceptcia profesijného rozvoja učiteľov v kariérovom systéme) was elaborated and was approved by the government on 18th April 2007. It aims to improve teacher qualification by using a model of continuous professional development (CPD). Four career levels are recognised in four categories (teacher, trainer, tutor and counsellor). Respective professional standards, as well as a credit system based continuous education are in a process of elaboration.

A new act on the pedagogical staff has been prepared following the aforementioned draft concept and submitted to the legislation process by the 20th of December, 2007. After the commenting phase closed in January 2008 the process has been preliminary stopped and the Ministry of Education concentrated on new legislative priorities: new Education Act, which has been

already approved, and the act on vocational education and training. Meanwhile, experts concentrate on the development of professional standards. Several categories of pedagogues were identified, including teacher (with 6 subcategories), trainer, tutor, pedagogical assistant (to teacher/tutor), etc. The following four career path levels have been proposed within each category: beginner; independent; first attestation holder; second attestation holder. Furthermore, pedagogues-specialists (e.g. career counsellor or mentor for beginners) and leading pedagogues (e.g. director of school, head trainer) are recognised. Professional standards will be set by the regulation of the government. Proposals of standards for teachers and directors of schools have been already elaborated and subjected to academic discussion.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

OVERVIEW OF TYPES OF IVET STAFF

The following table offers an overview of types, numbers and places of activity of respective IVET teachers and trainers. A specific category of managers (directors and deputy directors) is added here; as a rule they act as teachers/trainers at the same time. The number of other learning facilitators (tutors, counsellors mentioned in 0601) is marginal and therefore not included into the table.

Table 1: Internal staff by type of school and type of occupation in the 2007/2008 school year				
TYPES OF OCCUPATION	SOŠ	ZSŠ	SOU, U	SPV, SOP
MANAGERS	587	489	427	28
TEACHERS OF GENERAL SUBJECTS	2,592	2,150	1,267	-
TEACHERS OF VOCATIONAL SUBJECTS	3,075	2,153	1,183	-
TEACHERS OF PRACTICAL TRAINING	122	92	-	-
TRAINERS	-	1,957	2,033	139
INSTRUCTORS	-	-	-	78
NUMBER OF INSTITUTIONS	242	137	-	31

Source: Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva)

Notes:

SOŠ - secondary specialised school (stredná odborná škola)

ZSŠ – associated secondary school (združená stredná škola)

SOU – secondary vocational school (stredné odborné učilište)

U - vocational school (učilište)

SPV – centre of practical training (stredisko praktického vyučovania)

SOP – centre of vocational practice (stredisko odbornej praxe) providing for practical training, usually outside the school

PRE-SERVICE TRAINING

SCHOOL MANAGERS

Directors and deputy directors are university graduates and as a rule teachers trained in management usually at methodological-pedagogical centres or universities within in-service training programmes regulated by Ministry of Education (MŠ, Ministerstvo školstva) Decree No. 42/1996 Coll. on the In-service Training of the Pedagogical Staff. Two-year courses must be approved by MŠ and participants have to defend a thesis and pass an examination (in a form of discussion) with members of the committee appointed by MŠ.

Individuals who have the title of manager may appear besides the director of school at private and/or church affiliated schools. They report to the establisher of the school, but are not considered pedagogical staff.

TEACHERS

All secondary teachers must be graduates of higher education institutions. Teachers of general subjects are prepared at universities within teacher training programmes designed for all types of schools, usually in two fields corresponding to respective subjects (e.g. Mathematics and Physics). There is no specific initial training for teachers of general subjects at VET schools. They adjust to VET schools demands within the first years of service, assisted by appointed experienced colleagues.

Teachers of technical education serving at the lower secondary level within basic schools also have to graduate from university teacher training programmes in two subjects.

Teachers of vocational subjects at VET schools are usually graduates from technical universities (with an Engineer's degree - Ing.) and from specific complementary pedagogical study (DPŠ, doplnujúce pedagogické štúdium) offered at universities for those interested in teaching careers. This study is aimed at the full provision of training in "pedagogy". There is no specific initial training for teachers of vocational subjects differentiating between the needs of ISCED 3A and ISCED 3C programmes. Although students of secondary specialised schools are as a rule more academically oriented than students at secondary vocational schools, no specific training in pedagogy is offered.

Teachers of vocational subjects were rarely graduates from teacher training programmes at universities with other priorities than teacher training. E.g., in the 2005/2006 academic year there were in total 20 student-teachers of vocational economic subjects at the University of Economics in Bratislava (Ekonomická univerzita v Bratislave), and 15 student-teachers of technical subjects at the Slovak University of Technology in Bratislava (Slovenská technická univerzita v Bratislave). In contrast to this, there were 297 and 949 students in full-time and part-time master programmes, respectively, at public universities as of October 2007.

Worth mentioning is the last amendment No. 374/2005 of the MŠ Decree No. 41/1996 Coll. stipulating that newly introduced subject Introduction to the World of Work must be taught by regular teacher or technical university graduated with aforementioned DPŠ and specialised qualification study (špecializacné kvalifikačné štúdium) aimed at this topic, however just with terminated validity till 2010.

TRAINERS AND OTHER LEARNING FACILITATORS

Trainers and other learning facilitators at VET schools must also fulfil the minimum requirements of aforementioned MŠ Decree No. 41/1996 Coll. otherwise they are considered unqualified and paid less than qualified staff.

Professional (vocational) and pedagogical requirements concerning trainers are as follows: full secondary vocational education, certificate of apprenticeship, at least three years of practice and graduation from DPŠ. Qualification levels are uniform; they do not differ according to the school or subject, with one exemption: Trainers at special VET schools must be qualified for work with special education needs students and e.g. graduate from a four-semester programme at the university.

Here is an example of a typical trainer's background: graduation from ISCED 3C training at SOU in order to receive a certificate of apprenticeship, with subsequent ISCED 3A follow-up studies in order to receive a "maturita" school leaving certificate, and usually after some time in business and upon deciding to become a trainer at school, graduation from a training programme in pedagogy completed at the Methodological-Pedagogical Centre (MPC, metodicko-pedagogické centrum) within in-service training, which will be recognised as a substitute for DPŠ until 2010.

Bachelor's studies for trainers are newly emerging, as a consequence of the reform caused by the Bologna declaration. There were 264 and 1409 students in full-time and part-time bachelor programmes, respectively, at public universities, and 1801 part-time students at the private Dubnica Institute of Technology (Dubnický technologický inštitút v Dubnici nad Váhom) as of October 2007.

Tutors are trained at universities within specific study programmes, however graduation from a teacher training programme or some other training programme offering teacher qualification as well as graduation from secondary level education in pedagogy (upbringing) is also considered appropriate. Furthermore, graduation from any secondary level education in pedagogy (upbringing) is also sufficient in coincidence with graduation from complementary study at methodological-pedagogical centre. This possibility will exist up to 2010 and offers qualification in pedagogy in addition to any secondary education level (ISCED 3A). This profession is in decline due to the reduction of dormitories for SOU and SOŠ students.

Counsellors are trained in service. However, pre-service university training programmes for them are under the discussion for decades and currently in process of preparation.

In contrast, instructors are skilled practitioners and no in-service training was offered or under discussion for them. They are in fact just complementing trainers and if any training is considered appropriate for them, it is offered ad hoc within in-service training.

A full list of study branches which can be subjected to accreditation and consequently offered for training of teachers, trainers and other learning facilitators is available within the Decree of the Statistical Office SR No. 571/2006 Coll. (Vyhláška Štatistického úradu SR c. 571/2006 Z.z., ktorou sa vydáva Štatistická klasifikácia odborov vzdelania).

IN-SERVICE TRAINING

IVET TEACHERS (INCLUDING MANAGERS)

In-service training for IVET teachers is regulated by Decree No. 42/1996 Coll. of MŠ on the In-service Training of the Pedagogical Staff. The following are the officially recognised forms of in-service training:

- introduction of new teachers to practice, organised internally at schools under the supervision of the director in cooperation with regional branches of the Methodological-Pedagogical Centre (MPC, metodicko-pedagogické centrum), National Institute for Education (ŠPÚ, Štátny pedagogický ústav) or other ministry affiliated training providers; it usually lasts one year, but could be prolonged by one additional year;
- refresher work (priebežné vzdelávanie) in-service training, which could be organised by specialised in-service training institution of the MŠ - the MPC, State Institute of Vocational Education (ŠIOV, Štátny inštitút odborného vzdelávania), ŠPÚ, other ministries' affiliated training institutions and all kinds of schools and school establishments; the content is broadly connected to the improvement of professional competences of pedagogical staff and innovations in learning; the length of the course is determined by the provider only;
- specialised innovative study (ŠIŠ, špecializacné inovacné štúdium) for selected staff leading to the achievement of the first qualification exam (prvá kvalifikačná skúška) and followed by a salary increase. This can be organised by the MPC, ŠIOV, ŠPÚ, universities and other ministries' affiliated training institutions upon approval of MŠ; as a rule, the length of study is two years;
- specialised qualification study (špecializacné kvalifikačné štúdium) expanding the competence of qualified teachers to teach selected subjects and/or deal with children with special needs for a limited period. It is organised in obligatory cooperation with universities by the MPC, ŠPÚ, other ministries' affiliated training institutions and upon approval of the MŠ; the length of study is two years;

- training in leadership (príprava vedúcich pedagogických pracovníkov) for future or newly-appointed managers (directors or deputy directors) leading to achievement of the second qualification exam (druhá kvalifikačná skúška), which could be organised by the MPC, ŠIOV, ŠPÚ and other ministries' affiliated training institutions in cooperation with a university, upon approval of the MŠ based on a submitted project for study; the length of the study is usually two years;
- extended study (rozširujúce štúdium) is a special service of universities exclusively and aimed at acquiring additional qualification (with unlimited validity in contrast to specialised qualification study) to teach selected subjects and/or deal with children with special needs.

Participation at refresher courses, a typical form of in-service training for both regular teachers of general subjects and teachers of vocational subjects, is usually based on the individual interest of the teacher. There is neither a duty (e.g. due to officially identified low performance) nor a right for in-service training guaranteed by law. Participation at the latter three forms of training is indirectly enforced by higher remuneration. The first qualification exam (and by the decree specified substitutions) leads to a higher wage tariff, the second qualification exam is a must for directors and deputy directors and qualification study is necessary for qualification in serving students with special needs or for expanding one's competence to teach a subject not originally selected in the initial training.

The provision of in-service training is only partly demand driven; all regional branches of MPC distribute their catalogues of courses among schools wishing to attract teachers by the provision of demanded courses. On the other hand, these in-service training institutions are privileged on the market, because being directly funded by MŠ, they offer training for free. Consequently, other institutions including universities can hardly compete (except in the case of qualification studies, and partly the studies leading to qualification exams), as they need to cover the costs of training from participants' fees.

TRAINERS AND OTHER LEARNING FACILITATORS

There is no compulsory in-service training for trainers and other learning facilitators. They can however participate in the following forms of in-service training stipulated by the aforementioned Decree No. 42/1996 Coll.: introduction of novices into practice, refresher work, specialised innovative study, specialised qualification study, training in leadership for trainers with higher education. This in-service training should be organised by specialised in-service training institutions of MŠ - methodological-pedagogical centres, or the State Institute of Vocational Education. However these institutions focus on pedagogy-related training, having limited capacities for provision of training aimed at increasing the professional competence of trainers. Thus, it is up to schools to look after the improvement of the quality of trainers in cooperation with businesses, private training providers and professional bodies (e.g. guilds or chamber of commerce).

ASSESSMENT AND QUALITY MONITORING

Higher education institutions are the only institutions awarding qualifications to IVET teachers. Thus, their training is accredited by the Accreditation Commission (AK, Akreditacná komisia) established by the government as its advisory body.

The assessing, awarding and accrediting of formal qualifications for IVET trainers in VET schools and school establishments are fully regulated by MŠ, as it is a consequence of graduation from regional schools and graduation from DPŠ, approved by MŠ.

There is no specific guidance available to advise IVET staff on how to improve their skills, as there is no real pressure to improve skills, except the intrinsic motivation of staff people themselves. No official quality assurance system has been introduced; as a rule, it is up to the director of the school and the school establishment to monitor the quality of service as well as arrange for guidance on improving their skills.

Only a limited quality assurance system in schools has been in place since the 2005/2006 school year introduced by the Decree of the Ministry of Education No. 9/2006 Coll. on the Structure and Content of Reporting on Educational Activities, Outcomes and Conditions of School and School Facilities (Vyhláška Ministerstva školstva Slovenskej republiky c. 9/2006 Z.z. o štruktúre a obsahu správ o výchovno-vzdelávacej činnosti, jej výsledkoch a podmienkach škôl a školských zariadení). It introduced self-evaluation within annual reporting on educational activities. All schools are expected to address the quality of staff and identify training needs within a SWOT analysis being a regular part of the report.

Furthermore, a new act on pedagogical staff should contribute to the substantial change in this field as it should result in setting professional standards by the subsequent regulation of the Government.

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

OVERVIEW OF TYPES OF CVET STAFF

Pursuant to Measure No. 16/2001 Coll. of the Statistical Office on the Classification of Occupations (*Opatrenie c. 16/2001 Z.z. Štatistického úradu, ktorým sa vyhlasuje Klasifikácia zamestnaní*) teachers and trainers in CVET are categorised within major group 2 Professionals, with explicitly mentioned eight occupations (e.g. 235908 Driving School Instructor) and within major group 3, where diverse “associate” professionals are categorised as well as “lecturers of courses and practical training”; and “pedagogues in the field of continuing education” among which “in-service trainers of pedagogical staff” are explicitly mentioned.

It is not appropriate to differentiate between teachers and trainers in CVET in Slovakia. CVET professionals are usually called lecturers, regardless of the

content of their education or training and their status; and sometimes instructors, in particular when training affects practical skills. Terms teacher and trainer are related rather to the initial formal education system. Lecturers are predominantly professionals of diverse occupations who are contracted for CVET by training providers or directly by institutions interested in training for their employees. Thus, lecturing is often a job rather than an occupation. A level of education of lecturers from 410 positively responding organizations within regular annual data collection can be seen from the following table.

LECTURERS	INTERNAL	EXTERNAL	TOTAL	OF WHICH WOMEN
TRAINED (ISCED 3C)	159	421	580	293
OF WHICH WITH PEDAGOGICAL QUALIFICATION	51	73	124	53
WITH PEDAGOGICAL QUALIFICATION (IN %)	32.1	17.3	21.4	18.1
SECONDARY EDUCATED (ISCED 3A)	326	1,306	1,632	915
OF WHICH WITH PEDAGOGICAL QUALIFICATION	131	476	607	343
WITH PEDAGOGICAL QUALIFICATION (IN %)	40.2	36.4	37.2	37.5
TERTIARY EDUCATED	3,524	11,482	15,006	8,641
OF WHICH WITH PEDAGOGICAL QUALIFICATION	2,641	6,512	9,153	5,503
WITH PEDAGOGICAL QUALIFICATION (IN %)	74.9	56.7	61.0	63.7
TOTAL	4,009	13,209	17,218	9,849
OF WHICH WITH PEDAGOGICAL QUALIFICATION	2,823	7,061	9,884	5,899
WITH PEDAGOGICAL QUALIFICATION (IN %)	70.4	53.5	57.4	59.9

Source: ÚIPŠ

For comparison a similar table is offered about private institutions. A lower share of lecturers with pedagogical qualification among internal staff is apparently visible in contrast to external lecturers, as visible from following table offering 2007 data from 205 positively responding organizations of the aforementioned data collection. Both these differences are naturally

explicable, as private institutions are targeting enterprises which value professional focus rather than pedagogical qualification.

LECTURERS	INTERNAL	EXTERNAL	TOTAL	OF WHICH WOMEN
TRAINED (ISCED 3C)	85	71	156	46
OF WHICH WITH PEDAGOGICAL QUALIFICATION	7	13	20	7
WITH PEDAGOGICAL QUALIFICATION (IN %)	8.2	18.3	12.8	15.2
SECONDARY EDUCATED (ISCED 3A)	151	366	517	234
OF WHICH WITH PEDAGOGICAL QUALIFICATION	33	196	229	128
WITH PEDAGOGICAL QUALIFICATION (IN %)	21.9	53.6	44.3	54.7
TERTIARY EDUCATED	245	1,507	1,752	942
OF WHICH WITH PEDAGOGICAL QUALIFICATION	119	965	1,084	652
WITH PEDAGOGICAL QUALIFICATION (IN %)	48.6	64.0	61.9	69.2
TOTAL	481	1,944	2,425	1,222
OF WHICH WITH PEDAGOGICAL QUALIFICATION	159	1,174	1,333	787
WITH PEDAGOGICAL QUALIFICATION (IN %)	33.1	60.4	55.0	64.4

Source: ÚIPŠ

PRE-SERVICE TRAINING

Continuing training education is not a regulated trade and thus no evidence of professional qualification is needed for setting up an educational institution and a certificate of lecturing (pedagogical or andragogical) competence is not required by law. Although professional competence is required, the criteria and the value of certificates for proving professional competence have not been set. Submitting proof of professional competence is only consistently required in some specific cases, such as training in the field of occupational safety, fire protection, arts, healthcare, where such proof must be submitted in accordance with regulations stated by the Trade Licensing Act No. 455/1991

Coll. (*Živnostenský zákon c. 455/1991 Zb.*) or sectoral legislation (e.g. Act No. 124/2006 Coll. on Occupational Safety (*Zákon c. 124/2006 Z.z. o bezpečnosti a ochrane zdravia pri práci*), Act No. 125/2006 Coll. on Labour Inspection (*Zákon c. 125/2006 Z.z. o inšpekcii práce*), the Act No. 93/2005 Coll. on Driving Schools (*Zákon c. 93/2005 o autoškolách*)). In such cases a certificate of lecturing competence (the so-called lecturing minimum) is usually also required. Thus, lecturers in the field of blue-collar professions, who generally have only secondary education, often complete complementary pedagogical study (*DPŠ, doplnujúce pedagogické štúdium*) pursuant to such a sectoral legislation or based on their own initiative. DPŠ is however originally designed for trainers in formal IVET, thus it is a substitution of a genuine training in pedagogy.

While teachers of basic schools and secondary schools receive full qualification just after completing training in pedagogy and psychology, this kind of training is not required from higher education teachers. A great number of lecturers in continuing education are from this group. As a consequence, due to insufficient training in methodology and psychology, lecturers recruited from the group of higher education teachers and practitioners do not know how to adjust their style of instruction to adults.

Thus, systematic initial training for lecturers does not exist, nor is it officially required from a lecturer. Courses have been developed to improve lecturer skills; however, educational institutions usually do not require a certificate on the completion of training for lecturers.

IN-SERVICE TRAINING

Systematic in-service training for CVET trainers and other learning facilitators does not exist and continuing training is not officially required from a lecturer. In-service training of internal lecturers may be set by individual training providers or companies in accordance to their training culture, however, no official evidence or impact surveys about these activities exists.

Nevertheless, a certified course for lecturers was developed and is offered by the Association of Adult Education Institutions (AIVD, *Asociácia inštitúcií vzdelávania dospelých*), to all interested to improve their lecturing skills. Output requirements of the certification course for lecturers provided by AIVD include mastery of adult education theory; a video taped lecturing subject to the analysis of performance; and a final paper in the form of the lecturer's course design and/or manual. The list of certified lecturers is maintained by the association and displayed at the association's website with expected comparable advantage on the market for graduates.

It is often hardly possible to label existing fragments of training as pre-service or in-service training. In fact, courses on lecturing could be considered the latter or the former depending on the status of the participants, i.e., novice or lecturer already in-service.

ASSESSMENT AND QUALITY MONITORING

There is no lecturer output control and assessment system in the field of continuing training. The assessment of lecturers is performed based on inquiries after completing an educational/training activity and usually does not have any impact on the lecturer's formal career. The lecturers' career path is fully his/her business, influencing and influenced by the demand for their services and the honorarium. The career path of an internal lecturer fully depends on the training provider, or company, where he/she is internally employed to provide training of employees.

With the rising competitiveness on the market, efforts to establish quality control and quality self-regulation have come from the lecturing staff itself and unofficial system for the certification of lecturers has been developed (see section 0602). However, this system is not legally binding, since *AIVD* is not a certifying or accrediting authority. Furthermore, *AIVD* promotes quality management in adult education; it also participated in the elaboration and issuing of a quality management manual.

Certification of lecturers is proposed within a preliminary draft of the act on lifelong learning, which should be submitted to the government in 2009. It is intended to set certification of lecturers as obligatory requirement, which is heavily disputed and can be changed within the forthcoming public debate.

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The transformation to a market driven economy has created new challenges for regional VET schools. School policies, which were originally purely supply-driven, had to be aligned to the changing regional labour markets but also to the newly emerging educational services market.

The VET school input market has been created as a consequence of the introduction of freedom and democracy. Students and their parents are fully aware of their right to free choice of profession and access to education and training. They are more active in pressing towards opening positions in VET schools corresponding to their desires. A significant demographic decrease is adding an additional dimension to the demand/supply interaction in this market. Schools must be more sensitive to student demands in this more competitive environment and they have to fight hard for students, in particular with grammar schools (*gymnázia*). VET schools therefore show two tendencies: preferences for ISCED 3A over ISCED 3C programmes and the introduction of new programmes.

The output market of VET schools has been volatile. Regional economies are subject to dramatic changes; many large enterprises have declared bankruptcy and some traditional sectors are in irreversible decline. New strategic investors are still mapping the territory and the new regional economy priorities for the next 15 years are currently being developed. Also, small and medium size enterprises are far from becoming stabilised. Business people fighting for their daily survival usually offer very broad signals concerning labour force needs. Employers' typical remarks are that they require flexibility, reliability, ICT skills and language skills, together with a general criticism of the low quality of graduates. Only the most successful and restructured sectors offer clear signals to VET schools (e.g. the automotive industry and financial services).

Until recently, VET schools have not been very output focused. They have considered recruitment activities and meeting the needs and desires of students and parents in formal qualifications more important than labour market analyses. With accession to the EU, increasing political stability and economic improvement, regional economic policies are more visible and in more advanced regions with new investments and plants, human resource policy development is in progress assisted by EU structural funds. There is however a large gap between western Slovakia and the Capital region, and other regions, especially southern and eastern Slovakia. Since accession into EU attractiveness of labour market in rich European countries heavily influence the labour market in Slovakia. Suddenly, there is a dramatic lack of professionals. People with low employability or reluctance to mobility dominate in labour offices, even in regions with high unemployment rates.

The early identification of skill needs in regions has developed into urgent policy and all regions indicate efforts to start surveys to gather relevant data. In support of forecasting labour market needs ESF SOP measure 3.3.B has been set, however, there was no project submitted until the end of 2007 and as a consequence nationally recognised methodology has not been agreed. There is no institution involved in research in this field nationwide. Sectoral and regional initiatives will soon create demand for comparison of used methodologies and development of sophisticated know-how.

For detailed information about activities indicating interest in forecasting and anticipating skill needs see chapter 5.4 of the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Two separate institutions directly managed by the Ministry of Education (*Ministerstvo školstva*) provide (mainly curricular) support for regional schooling:

- National Institute for Education (*Štátny pedagogický ústav*) for general education; and
- State Institute of Vocational Education (*Štátny inštitút odborného vzdelávania*) for VET.

The two institutions must co-operate to provide basic pedagogical documents for general subjects of VET schools and in the introduction of the new form of school leaving exams at secondary schools. With the increasing recognition of the importance of measuring educational output and the implementation of quality assurance, the co-operation of the two institutions will be strengthened.

Co-operation between secondary schools and institutions of higher education is foreseen with the nationwide introduction of standardised tests within the school leaving exams. While higher education institutions still set their own entrance exams a natural field of co-operation between the two levels will develop.

There are traditionally close links between VET schools and corresponding faculties of technical universities in their respective sectors. Similar to VET schools, technical universities, facing a decline in population and a shift in interest towards humanities and arts, are trying to attract VET schools graduates; as a consequence diverse activities among these institutions are emerging. Nevertheless, there is no institutional co-operation between tertiary and secondary levels in the content of education; tertiary level specialists participate in curricular innovations in secondary VET education on a personal basis. With the establishment of the National Curriculum Board (*Národná kurikulumná rada*) in 2007, the institutional backing of co-operation appears possible in the future. Furthermore, a new act on VET being set a priority of MŠ for the second half year of 2008 will substantially restructure the links

among respective players and stakeholders. This act envisages the establishment of four-partite “regional VET councils” affiliated to self-governing regions, consisting of representatives of state administration, self-governing administration, employers and representatives of trade unions and/or employees’ councils. A similar, four-partite body, the “National VET Council” is planned at the national level to cover trans-regional topics.

0703 - RENEWAL OF CURRICULA

The National Curriculum Board (*NKR, Národná kurikulárna rada*) composed of 10 experts was established in April 2007 with the aim to coordinate a curricular reform. With regard to VET the standpoints of NKR concerning results of experiments aimed at introduction of modular approach in secondary VET study and training branches will be of crucial importance. Modular curricula have been experimented for more than 10 years however dissemination of experience did not happen. It might be further boosted by the Copenhagen process, such as the introduction of credits in secondary VET (ECVET).

Currently, curricula design is educational sector driven, which may not reflect business sector needs. Although social partners were invited to contribute to curricula development, employers and trade unions have not yet been of substantial influence (except for within the automotive and financial sectors). Curricula renewal is a permanent process which in more recent years aims to cover a wider range of specialisations: new curricula are more widely constructed and overarch former sub-specialisations while, at the same time, trying to provide more room for individual tailoring.

Fifteen expert commissions on curricula have been established at the national level to cover all sectors of the economy. They are affiliated to the State Institute of Vocational Education (*Štátny inštitút odborného vzdelávania*) providing administrative infrastructure as well as methodological advice. Curricula agreed within the commissions must be approved (and are subject to change) by the Ministry of Education (*Ministerstvo školstva*). While there are no regional bodies involved in curricula development, all schools have the opportunity to adjust curricula to regional/local needs. Schools are free to change 10% of the weekly hours of instruction and 30% of the content within certain subjects.

New curricula contain explicitly stated competences, among which new basic skills are embedded. Although the importance of new skills is fully recognised and the importance of the introduction of new methods such as e-learning is recommended and supported, progress in this field has been hampered by a lack of equipment and an insufficiently developed learning environment as well as by rather traditional teacher and trainer training. Digital resources are limited and despite the successful fulfilment of the PCs for Schools project (all basic and secondary schools are wired to the Internet as a result of massive investment in 2004) computer assisted learning and e-learning is applied very selectively and promoted predominantly by highly motivated individuals.

Despite solid policy papers and activities (*Infovek project*) mainstreaming in this field is a challenge for both secondary and tertiary education.

On 6th June 2007 the government approved a “Concept of Two-level Model of Educational Programmes in VET”. A state level curriculum should set state education policy requirements within ISCED 2C, 3A, 3C, 4A, 5B state educational programmes (*štátny vzdelávací program*) elaborated under the leadership of ŠIOV, while schools will receive the right to develop their own curricula, the school educational programme (*školský vzdelávací program*), based on the respective state educational programme. School educational programmes should be elaborated by respective schools in cooperation with regional players. Alignment with regional labour market needs and regional development and subsequent successful assertion of graduates at the labour market should become the highest priority in curricula development at the school level. Thus, totally new conditions for curriculum development are expected to be created in 2008.

The ESF co-funded project “Improving the Quality of Vocational Education and Training in the Slovak Republic at ISCED 3C level” carried out by the State Institute of Vocational Education (*ŠIOV, Štátny inštitút odborného vzdelávania*) is aimed at creating of 15 state educational programmes covering respective fields of national economy and training of teachers – future multipliers of know-how for development of school educational programmes. DACUM methodology adopted by ŠIOV within the cooperation with the Saskatchewan Institute of Applied Science and Technology (SIAST), Canada, supported by the Canadian International Development Agency (CIDA), can be used for the development of curricula based on the analysis of professions. DACUM is an abbreviation of the term “Developing a Curriculum”, however the methodology is based on analyses of professions and jobs in cooperation with employers, and can be very supportive for the development of the competence based qualification system.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

BACKGROUND

The VET national qualification system is very strictly regulated by in detail elaborated basic pedagogical documents stipulating educational requirements, and diverse sectoral legislation setting additional professional/occupational requirements on graduates of schools, which may but do not have to be fulfilled by graduates when receiving a graduation certificate.

The validation of formal learning in primary and secondary education level is till September 2008 regulated by School Act No. 29/1984 Coll. (*Zákon c. 29/1984 Zb. o sústave základných a stredných škôl (školský zákon)*), as amended, Act No. 596/2003 Coll. on State Administration in Education and School Self-government (*Zákon c. 596/2003 Z.z. o štátnej správe v školstve a školskej samospráve*), as amended, and by subsequent decrees, and it follows a traditional pattern. Schools providing primary and secondary education have to adopt the curricula (represented by basic educational documents (*ZPD, základné pedagogické dokumenty*), see 0703 for details, in essence approved by the Ministry of Education (*MŠ, Ministerstvo školstva*) and subjected to supervision by the State School Inspection (*Štátna školská inšpekcia*). In order to align education output to employers' requirements, representatives of employers are allowed to participate in both curriculum development and final exams. Methodology for creation ZPD was elaborated by the State Institute of Vocational Education (*ŠIOV, Štátny inštitút odborného vzdelávania*) and approved by *MŠ*.

Within ZPD, the profile of graduates is described including occupations and/or professions explicitly listed. In specific cases, additional exams according to sectoral legislation might be required, e.g. MPSVR Decree No. 718/2002 Coll. regarding safety at work. Since the 2008/2009 school year the decentralisation of curriculum development will come into force (see 0703) creating a new environment for validation of formal learning.

There is no specific institution involved in accumulating learning and facilitating the transfer and there are no partial qualifications recognised and registered. However, individual schools can offer studies of individual subjects followed by individual subjects exams and eventually by final exam leading to certificate of apprenticeships or a "maturita" certificate. The "maturita" certificate entitles graduate for applying for higher education.

In addition to the aforementioned education sector legislation, labour market is regulated by the Trade Licensing Act No. 455/1991 Coll. (*Živnostenský zákon c. 455/1991 Zb.*) and subsequent Ministry of Interior Decree No 323/2001 Coll. specifying the details on required knowledge and skills,

examining and certifying. The Slovak Chamber of Craftsmen is authorised to organise qualifying exams (in extent corresponding to respective VET study curriculum) in cooperation with the Ministry of Interior regional authority. In period of 2001-2007 3 792 out of 3 897 applicants received certificate on passing the exam and at the same time certifying professional competence for running respective small business (trade). This kind of exam entitling for receiving a license could be also considered in practice as an instrument for recognition of prior learning.

Influence of labour market on education and training is becoming stronger in particular due to the lack of qualified workers escalating after accession in to EU. During 1990s, in the period of restructuring economy, links between VET schools and businesses were interrupted and schools evolved autonomously regardless the real need of industries. With progressing restructuring in respective industries and involvement of strong investors looking for new labour force the cooperation of schools and businesses is becoming more pronounced by all players.

Tertiary VET programmes are accredited by the Accreditation Commission (*AK, Akreditacná komisia*) of the Slovak Government, pursuant to criteria laid down for the individual branches of studies. This accreditation is only relevant to input; the mechanisms of educational output assessment and quality assurance are still in the process of development. Every six years the so-called complex accreditation must be undertaken with a more detailed assessment of schools performance. In 2008 and 2009, all public higher education institutions (HEI) will be for the first time in history subjected to such an accreditation. At the same time, they will be classified into three categories: universities, higher vocational schools and other HEI, based on the classification criteria issued by *MŠ* on 12th December 2007.

Continuing training institutions submit applications to the Accreditation Commission of the Ministry of Education (*Akreditacná komisia Ministerstva školstva*), pursuant to Act No. 386/1997 Coll. on Further Education, as amended. The quality of the output of CVET is purely market driven with no nation-wide requirements for the implementation of quality assurance.

Since the run-up to EU accession, private providers have increasingly offered VET with compatible qualification requirements to other EU countries. Thus, graduates of these programmes receive qualifications that are recognised by private enterprises co-operating or managed by international entrepreneurs but not necessarily by Slovak legislation.

It can be summarised that there are accreditation procedures to become a provider (input accreditation), and there are also standards and criteria gradually developed and refined, which have to be met, but there are no reliable external mechanisms developed to check a quality of learning outputs (output accreditation – evaluation). There are some changes in this, visible in formal secondary education, but there is still no progress in tertiary education and CVET.

MECHANISMS

Accreditation of formal learning is strictly education institutions based. Secondary schools are accredited as institutions by registration in the network of schools by the *MŠ* and education programmes are automatically accredited by adoption of official basic pedagogical documents approved by *MŠ*. Vertical and horizontal mobility between schools, access to specific exams and exemption from part of courses is in full responsibility of the director of school within limits of curricula (basic pedagogical documents).

Modular systems and credit points are in experimental form only – tested by some schools. There is no officially recognised secondary IVET programme in a modular and credit form.

In the tertiary education sector the Bologna declaration has been reflected and the credit system in all studies introduced, however alignment of the number of credits to learning outcomes and study load of respective courses is not generally achieved.

IMPACT OF POLICY

European policies on accumulating, accrediting and validating learning have still a limited impact on education/learning in IVET. Reforms in secondary education are hampered by insufficient promotion of modularisation of VET and a lack of fiscal incentives to transform programmes into a modular form. Thus, an important precondition for introduction of instruments of recognition and validation learning is not fulfilled.

0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING

BACKGROUND

Validation and recognition of non-formal and informal learning is still only addressed by particular activities, e.g. within Leonardo da Vinci projects (e.g. the Czech project Epanil within which cooks were for the first time in Slovakia certified by the Secondary Specialised School using evaluation standards developed within this project aimed at recognition of non-formal and informal learning), ESF projects (e.g. SOP HR 2004/1-189 of Atena - Centre for development of non-formal learning and personal development); and/or it is a subject to academic discussions. Nation-wide, this discussion was opened by the Memorandum on Lifelong Learning and the subsequent consultation process.

Despite the positive approach towards the Copenhagen process and the recognition of the importance of this topic, no policy has been implemented so far.

MECHANISMS

There is no mechanism to accredit non-formal/informal learning established nation-wide and backed by legislation. Non-formal/informal learning cannot be accredited to give access to further formal education, unless by the director of school within the framework of curricula, as mentioned in 0801. Furthermore, within section 0801 mentioned qualifying exams induced by Trade Licensing Act No. 455/1991 Coll. organised in cooperation with regional state authorities and the Slovak Chamber of Craftsmen could be seen as a scheme to access regulated professions via recognition of non-formal/informal learning.

IMPACT OF POLICY

As policies on accumulating, accrediting and validating learning have not yet been implemented it is not possible to assess the impact on other parts of the training system. Nevertheless, the Strategy of Lifelong Learning and Lifelong Guidance adopted by the government on 25th April 2007 indicated the aim to establish the national authority for validation of non-formal and informal learning and implement a system of validation. On the other hand, according to some voices, it should be very important to avoid over-regulation concerning a new model of continuing professional development of teachers and trainers, and find appropriate balance between non-formal/informal learning and formal in-service teacher training in the law on the status of pedagogical staff which is already under preparation

0803 - IMPACT OF EU POLICY COOPERATION

Creation of prerequisites for recognition of non-formal and informal learning by the end of 2008 has been explicitly set as a medium-term objective within the Position of the SR towards Lisbon Strategy (*Pozícia Slovenskej republiky k Lisabonskému procesu*), approved by the Government Resolution No. 251/2004 of 24th March 2004. The Strategy of Lifelong Learning and Lifelong Guidance (*Stratégia celoživotného vzdelávania a celoživotného poradenstva*) adopted by the government on 25th April 2007 again stressed the importance of validation and recognition of non-formal and informal learning. The institutional infrastructure was proposed, however no details on methodology have been set so far. Subsequently, act on lifelong learning will be prepared. Originally expected by the end of 2007, this act legislatively backing the establishment of the National Authority and respective certification rules has been postponed until 2009. It is hoped that discussions about appropriate methodologies to recognise and validate experiential learning will not be omitted. Agreement on methodologies is more important than legislative backing itself, as formal education system representatives are rather suspicious about the accreditation of non-formal and informal learning.

A working group for implementation of EQF has been created. The national system of qualifications linked to EQF should be elaborated till 2009 supported by the ESF project. It was originally planned that the project will be managed by the State Institute of Vocational Education (*ŠIOV, Štátny inštitút*

odborného vzdelávania). The decision about this is however pending (i.a. due to lacking personal capacities), and respective project will not start before the end of 2008.

The consultation process on ECVET resulted in a preliminary deadline for implementation of ECVET, however the introduction of a credit system in secondary VET is considered controversial and questioned by some experts. Modularisation of programmes is a necessary precondition for introduction of ECVET and therefore a valid debate about ECVET could start after wider introduction of modules into secondary VET.

0804 - FACILITATING EU MOBILITY

National legislation has been harmonised with EU Directive 2005/36/EC on the recognition of professional qualifications. Transposition of this directive was executed by the Act No. 293/2007 Coll. on the Recognition of Professional Qualifications (*Zákon c. 293/2007 Z.z. o uznávaní odborných kvalifikácií*) adopted by the parliament on 17th May 2007. A list of professional associations or organizations, where membership is a sufficient proof, study programmes and qualifications directly recognised, is annexed. The recognition based on professional experience and practice is stipulated by § 22 of this law.

Mobility of students depends on the flexibility of respective schools and is hampered by low remuneration of participants. See also National Report on Implementation and Impact of programmes SOCRATES and Leonardo da Vinci in the Slovak Republic 2000-2006 (*Národná správa o implementácii a dopade programov Socrates a Leonardo da Vinci v Slovenskej republike*) and the MoVE-iT comparative study on mobility in IVET in 33 European countries elaborated by CINOP in 2006.

0901 - STRATEGY AND PROVISION

Guidance and counselling is provided within the traditional guidance system of the educational sector, which is represented by individual counsellors at schools and by specific counselling institutions.

- School counsellors (výchovní poradcovia) are appointed to all basic schools (základné školy) providing both primary and lower secondary level education (they are not appointed at small rural schools providing primary education), grammar schools (gymnaziá) and most VET schools. Occasionally, they are supported by a school psychologist (školský psychológ). In the 2007/2008 school year there were 143 school psychologists, of which 29 were for VET schools. Special pedagogues (školskí špeciálni pedagógovia) provide special care for special educational needs (SEN) children which could also include guidance services. The services of school special pedagogues traditionally working at special schools (špeciálne školy) is also required by mainstream schools as a consequence of the growing integration of SEN children into basic schools. Such counsellors provide a wider range of support services than guidance. In the 2007/2008 school year there were 349 school special pedagogues, of which 16 were at VET schools.
- In the 2007/2008 school year there were 85 (83 + two detached) educational and psychological counselling centres (pedagogicko-psychologické poradne) with 753 professionals, of which 411 were psychologists, 230 pedagogues and 112 social workers. Among these centres 8 regional centres were traditionally serving prominently secondary school youth (usually up to 19/20 years of age), the rest is serving predominantly pre-school children and basic school pupils up to age 16. All centres provide guidance services as part of their wider mission, which includes consultations for students, parents and educators, psychological diagnoses and submitting proposals for the improvement of the psychological and social development of students. The latest performance data is from the 2004/2005 school year. In this school year centres served 217,317 clients of which 28% were individual interventions, 32% group interventions, 22% seminars and tutorials for school counsellors and coordinators of drug addiction prevention and 18% other activities, e.g. professional consultations. For 19,706 clients out of 72,574 clients who visited centres the purpose of the visit was professional guidance and counselling. A process of merging of regional and district centres was initiated by the Concept of the Pedagogical and Psychological Guidance System and its Implementation into the Practice (Konceptia pedagogicko-psychologického poradenského systému a jeho implementácie do praxe) adopted on 21st March 2007, strengthened by the new Education Act coming in force since September 2008.

- In the 2006/2007 school year there were 77 special education counselling centres (špeciálnopedagogické poradne), of which eight private and one church affiliated, which served SEN children and youth attending special schools (27,377 clients in total). There were also 17 child integration centres (detské integracné centrá), of which seven private and two civic associations, for children with various types of disabilities (8,523 clients in total). This sub-system started to emerge in early 90s and first four centres were established in 1991.
- Four school computation centres (školské výpočtové strediská) with an education information system provide information about higher education institutions and secondary schools and their admission procedures.

GUIDANCE AND COUNSELLING WITHIN WIDER FAMILY COUNSELLING SERVICES

The 46 regional branch offices of the Psychological Counselling Centre (*Centrum poradensko-psychologických služieb*), traditionally offered services to adults and their families. Since the 1990s they have been confronted with increased vocational guidance and counselling requirements for unemployed people or those at risk of unemployment. However, their original agenda was different and this target group should have been primarily addressed by the first contact staff of labour offices. Following the Act No. 305/2005 Coll. on social and legal protection of children and social curatorship (*Zákon o sociálnoprávnej ochrane detí a o sociálnej kuratele*) regional branch offices were integrated into offices of labour, social affairs and family and the Psychological Counselling Centre into the Centre of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*).

GUIDANCE AND COUNSELLING WITHIN THE EMPLOYMENT SERVICES

Guidance and counselling is an integral part of the services provided by 45 Offices of Labour, Social Affairs and Family (*úrad práce, sociálnych vecí a rodiny*) headed by *ÚPSVaR*, which in turn is directly managed by the Ministry of Labour, Social Affairs and Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*). Since January 2004, this network replaced the public legal National Labour Office (*Národný úrad práce*) with eight regional and 79 district offices.

OTHER INITIATIVES

Public sector services are complemented by private sector activities. Internet-linked services are the most popular. Predominantly university educated individuals make use of specific portals, e.g. www.profesia.sk or www.askforjob.sk. A detailed list of portals focused on career counselling and provision of information of jobs is included in the bibliography (see section

110302). The co-operation of public employment services with this kind of digital service provider, as well as district labour offices with private local service providers is gradually increasing. The Regional Chamber of Slovak Chamber of Commerce and Industry (*Slovenská obchodná a priemyselná komora*) in *Žilina*, which has been engaged for long years in promotion of cooperation of businesses with VET (e.g. in final exams of graduates of secondary vocational schools (*SOU, stredné odborné učilištia*)), has created the school leavers labour exchange website www.absolvent.sk.

The Euroguidance Centre (National Resource Centre for Vocational Guidance) was established in 1998 and is affiliated to the National Agency of the Leonardo da Vinci Programme. Other instruments have been developed with international co-operation. In cooperation of private Czech and Slovak companies under surveillance of the MPSVR, an Integrated System of Typical Positions was developed with a registry offering

- a set of information describing the structure, contents and requirements of typical “representatives” of real jobs across all sectors of the Slovak national economy;
- describing aspects of job practice (activities, conditions) and defining requirements to be met by the job practitioner.

The register is available at <http://www.istp.sk>.

The Strategy of Lifelong Learning and Lifelong Guidance and Counselling (*Stratégia celoživotného vzdelávania a celoživotného poradenstva*) adopted by the government on 25th April 2007 proposed to interlink the currently autonomous system of lifelong guidance and counselling (LLGC) and declared urgent need to increase the number of professionals experienced in policy making in this field. Some measures identified within this policy paper address explicitly LLGC. The most relevant are the introduction of the integrated system of LLGC backed by the governmental institution (8.5), the establishment of the national expert group to set quality standards for LLGC (8.6), the introduction of the quality assurance system in LLGC (8.8), and the development of university study programme at the master level in LLGC (8.13).

A little bit earlier two policy papers concerning two aforementioned subsystems of future modern LLGC were adopted by the government.

The Concept of the Pedagogical and Psychological Guidance System and its Implementation into the Practice (*Koncepcia pedagogicko-psychologického poradenského systému a jeho implementácie do praxe*) was adopted on 21st March 2007 stressing importance of career guidance and counselling that should complement for long-year existing systems of educational and psychological counselling in schools (and redefined the role of education counsellor and school psychologist) and in educational and psychological counselling centres. 678 professionals in these centres, of which 389 psychologists, are considered missing, compared to the optimal number of employees of centres in 2006.

The Concept of Special Education Counselling (*Koncepcia špeciálnopedagogického poradenstva*) complementing the Concept of the Pedagogical and Psychological Guidance System was also adopted by the government on 21st March 2007. As already mentioned earlier special education counselling is evolving strongly. There were 19,917 children in special basic schools, 6,922 children in SEN classes of mainstream basic schools, and 13,074 SEN pupils individually integrated in mainstream schools (in total 39,913 at primary and lower secondary level) and 4 645 students in (upper) secondary schools, of which 709 in special school and 3,936 individually integrated students as of September 2006, according to this policy paper. As there were still less than 50% SEN students individually integrated, gradual demand for counselling services can be expected. The paper envisaged the need to specify missions of especial education pedagogues/counsellors in schools and field special education counsellors.

0902 - TARGET GROUPS AND MODES OF DELIVERY

As indicated in 0901, guidance and counselling services are provided in the education and social sectors simultaneously.

GUIDANCE AND COUNSELLING IN THE EDUCATION SECTOR

School counsellors (*výchovní poradcovia*), school psychologists (*školskí psychológovia*) and special pedagogues (*školskí špeciálni pedagógovia*) provide guidance services to children and young people. School counsellors should offer information about subsequent educational possibilities, professions for which schools offer VET, and about the situation on the labour market. In practice, the educational counsellor's ability to provide good quality information depends on their co-operation with the next level of schools and the local labour office. Educational counsellors are not expected to assess individual abilities and aptitudes, this is offered in co-operation with specialists from Educational and Psychological Counselling Centre (*školská pedagogicko-psychologická poradna*). Traditionally there were centres serving all schools in the 79 administrative districts, and eight are serving educational institutions (predominantly secondary schools) established by eight administrative regions in Slovakia. Merging of these centres is envisaged serving all clients within one centre in the respective district.

Education counselling is regulated by Ministry of Education Decree No. 43/1996 Coll. (*Vyhláška Ministerstva školstva c. 43/1996 Z.z. o podrobnostiach o výchovnom poradenstve a o poradenských zariadeniach*). Although all Educational and Psychological Counselling Centres serve educational institutions, they are also open to parents and students looking for advice and they cover a wide range of services to prevent mental, emotional and social disorders among pupils and students of primary and secondary school age.

Higher education institution students are served by psychological counselling centres established at university seats, however vocational guidance and counselling represents a rather a marginal segment.

GUIDANCE AND COUNSELLING WITHIN THE EMPLOYMENT SERVICES

The information and counselling services of labour offices for the job seekers and persons interested in employment are stipulated by Act No. 5/2004 Coll. on Employment Services (*Zákon c. 5/2004 Z.z. o službách zamestnanosti*), as amended, and the related Decree of the Ministry of Labour, Social Affairs and Family No. 31/2004 Coll. (*Vyhláška Ministerstva práce, sociálnych vecí a rodiny c. 31/2004 Z. z.*).

These services provide assistance in selecting professions and occupations suitable for individuals, and in the selection of employees for employers. According to § 43 of the act, the office may organise professional consultancy in the form of individual and group consultations and guarantees the preparation of an individual action plan (IAP) to support jobseekers on file in the register for a specified time. The individual action plan is based on an evaluation of personality, abilities and professional skills of the applicant and is prepared by the jobseeker in co-operation with the professional consultant. It determines the type and scope of assistance required for facilitating his/her occupational reintegration. According to § 8 of the act, disadvantaged job seekers include school graduates; citizens older than 50 years; long-term unemployed; citizens who did not perform gainful activity not even prepared for a profession in the framework of systematic vocational preparation or further education, due to inability of harmonizing duties at work with his/her parental obligations; parents, or persons, pursuant to a special regulation, who cares for three or more children, or lone citizens caring of a child; citizens who have lost the ability to carry out his/her current employment for health reasons and who are not disabled citizens; citizens moving or moved within the territories of Member States of the European Union, or citizens staying in the territory of a Member State of the European Union in order to carry out an employment; disabled citizens; and aliens who have been granted asylum (see also 0503).

Two European Social Fund mirror projects managed by the Central Office of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*) were set to improve employment services by means of career counselling (see Thematic Overview 2007, section 0902).

- within the Sectoral Operational Programme Human Resources National Project VII “Increasing the scope and quality of employment services via information and advice and career advice instruments and services”;
- within Single Programming Document NUTS II Bratislava Objective 3 National Project VII “Extension and improvement of employment services through information and counselling and specialised counselling tools and services”.

These projects were analogously followed by two subsequent national projects:

- VIIA Modernisation of employment services by support of information and counselling services tools development;
- VIIB Improving the effectiveness, modernisation and extension of specialised counselling services;
- both within SOP and SPD:
- SOP HR National Project VIIA aimed at the development of tools and forms of information services and career guidance and counselling for all interested clients with the budget EUR 2,903,010 (SKK 110,314,400) for the period 1st August 2005 to 30th June 2008;
- SOP HR National Project VIIB aimed at professional counselling for job seekers, with the budget EUR 6,315,789 (SKK 240 million) for the period 1st December 2005 to 30th June 2008;
- SPD Bratislava national Project VIIA with the budget EUR 733 164 (SKK 27 860 215) for the period 1st August 2005 to 30th September 2008,;
- SPD Bratislava national Project VIIB with the budget EUR 377,632 (SKK 14,350,000) for the period 1st December 2005 to 30th June 2008.

In 2007, within NP VIIA, 304 233 people were served individually and 139,677 in groups by information and counselling services. As some people were served repeatedly, 1,645,223 information activities were offered, out of which 52,875 for long-term unemployed, 38,534 for school graduates and 50 638 for people over 50 years of age, as regards the most vulnerable groups. Uncalculated are also 26,713 pupils from basic schools and 42,542 students from secondary schools who were provided information services in effort to match their future related desires with labour market needs.

Career guidance services were offered within NP VIIB and also outside this project. In total there were 142,058 clients served in 2007. As some people were served repeatedly, 507,968 career guidance and counselling related activities were offered, out of which 116,075 for long-term unemployed, 47,235 for school graduates and 97,513 for people over 50 years of age, as regards the most vulnerable groups.

Individual action plans (IAP) have gradually become a standard tool of career guidance services. They are elaborated up to 6 months after the day of registration. Since 2004 IAP is the crucial prerequisite of effectiveness of employment services. Therefore, numbers of IAPs are offered within the following table.

Table 1: Number of individual action plans elaborated in 2004 to 2007				
IAP	2004	2005	2006	2007
IAPS TOTAL	245,324	226,404	163,093	110,208
IAPS WITHIN NATIONAL PROJECTS	63 095	26 626	67 783	46 039

Source: ÚPSVaR

Computer based services and specialised Internet portals (see also 0901) attract the young and better educated, while job fairs and print publications including specialised weeklies remain popular with the older and less educated. ESF offers considerable opportunity for the development of ICT linked services, e.g. publicly accessible points of Internet based services are to be established.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

GUIDANCE AND COUNSELLING IN THE EDUCATION SECTOR

- Educational (school) counsellors (výchovní poradcovia) at schools are qualified subject teachers, often with special in-service training but without special qualifications. As a rule, an experienced teacher is identified by the school head for this service and sent to a part-time training course provided within in-service teacher training and/or specific lectures. In-service training programmes are usually offered by methodological-pedagogical centres and approved by the Ministry of Education (MŠ, Ministerstvo školstva) after reviews by two independent experts. There has been a lengthy discussion about the qualification requirement for counselling services. For example, the association of school counsellors has proposed qualification requirements and the Research Institute for Child Psychology and Pathopsychology (VÚDPaP, Výskumný ústav detskej psychológie a patopsychológie) should elaborate detailed job descriptions for the educational counsellor at school, school psychologist and psychologist in psychological counselling centres, with special focus on career guidance and services.
- Special pedagogues (školskí špeciálni pedagógovia) working at the Educational and Psychological Counselling Centre (školská pedagogicko-psychologická poradna) are graduates from special pedagogical master degree programmes. Traditionally, the Comenius University Faculty of Education (Pedagogická fakulta Univerzity Komenského) was the only higher education institution offering this programme. Currently, also other universities offer, or prepare to offer this kind of programme, based on the experience of the Comenius University.

- School psychologists (školskí psychológovia) are graduates from university masters programmes in psychology or educational psychology.

Currently there are no pre-service study programmes focusing on career information, guidance or counselling. Within the State Institute of Vocational Education (*ŠIOV, Štátny inštitút odborného vzdelávania*) led Leonardo da Vinci MODILE-EUROCARCO project, a professional guidance and counselling educational programme has been developed. The programme is based on eleven modules: Module 1 – General Aspects, Module 2 – Information Management, Module 3 – Quality Management, Module 4 – Community Cooperation, Module 5 – Labour Relations, Module 6 – Occupational, Educational and Career Counselling Psychology, Module 7 – Sociology, Module 8 – Minority Groups in Career Counselling, Module 9 – Ethics in Career Counselling, Module 10 – Marketing in Career Counselling, Module 11 – Statistics. A part of the Educational Program includes the Handbook of Applicable Legislation and the Terminological Dictionary. It is already accredited for in-service training of career counsellors and education (school) counsellors and was used in Technical University in Košice within ESF project. It depends on the universities whether they make use of this product in order to turn it into an accredited bachelor's study programme. In addition, the ESF project aimed at the implementation of the MODILE-EUROCARCO project modified according to specific target groups has been approved for the period 2005-2008.

GUIDANCE AND COUNSELLING WITHIN THE EMPLOYMENT SERVICES

Counsellors at labour offices are required to have at least a bachelor's degree with a major in social or human science. At the moment, there are many graduates from the university social work study programme working in the field, however, many of the counsellors employed in the 1990s had no more than secondary school education. Counsellors of former psychological counselling centres are also graduates from university master programmes in psychology or educational psychology.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

HOW MUCH TO INVEST IN EDUCATION

The Slovak government has declared its commitment in policy documents (National Programme of Upbringing and Education in the Slovak Republic (*Národný program výchovy a vzdelávania v Slovenskej republike na najbližších 15 až 20 rokov, see 0201*) to increasing public expenditure on education from less than 4% of GDP to a minimum of 5% until 2006 and to a minimum of 6% until 2010. Specific commitments were also made to increasing expenditure on tertiary education (according to article 10 (2a) of the Concept for the Further Development of Tertiary Education for the 21st Century (*Koncepcia ďalšieho rozvoja vysokého školstva na Slovensku pre 21. storočie*)) by 0.1% of GDP measured on a yearly basis for 2001, 2002 and 2003. Nevertheless, such policy statements have been revised in the context of the need to reduce the state budget deficit to below 3% to meet the Maastricht criteria and Slovakia has remained at the bottom of the EU in expenditures on education (expressed as a share of GDP). In 2005 it was 3.85% GDP far below the estimated EU25 average 5.06%, according to the Eurostat harmonised data. The national data in time series shown in Table 1 below demonstrates the downward trend following the population decrease insufficiently focusing on improvement in quality of educational environment.

	1995	2002	2003	2004	2005	2006	2007**
% OF GDP	4.75	4.17	4.17	4.03	4.15	4.15	3.89
% OF TOTAL PUBLIC EXPENDITURE	9.76	9.70	9.90	10.00	10.58	10.80	10.90

Source: Ministry of Finance (MF, Ministerstvo financií), submitted on request for purposes of this report

*all expenditures of the government, of municipalities and self-governing regions, including private sources of regional schooling; expenditures of private higher education institutions are not included (they are not available)

** preliminary data

Moreover, the Convergence Programme of Slovakia for Years 2007 to 2010 as well as the indicative state budget proposal for three consecutive years do not suggest substantial increase in investment as important contribution is expected from the European Structural Funds. Nevertheless, there are

serious doubts whether project based funding can compensate for wide and long-lasting under-financing.

DEBATING THE REFORM ON FINANCING VET

Despite many reforms, there were no substantial changes in the origin of funding IVET which has remained predominantly a state (public) budget issue. Reform involving the business sector in both direct IVET co-financing and consequently the quality check of VET is pending.

A number of financing reforms have been suggested. From the perspective of practitioners they have wanted:

- unify school management modes - removing the current division between contributory and budgetary organisations (see 1002);
- enable the establishment of schools as non-profit organisations;
- establish a VET Development and Support Fund.

Opinions of the Ministry of Finance (*MF, Ministerstvo financií*) have differed. They have stressed:

- fiscal discipline and the introduction of hard budget constraints (managers cannot expect that the government will bail them when they incur losses);
- on-line monitoring of expenditures in all public organisations by the State Treasury (*Štátna pokladnica*).

MF did not support the creation of the levy type VET fund nor any other tax-linked fiscal incentives in support of VET/LLL by enterprises and individuals. The only appropriate tool according to MF was the reduction of corporate and income tax (now at a flat rate of 19%).

Similarly, there were also all proposals to introduce fiscal incentives in support of CVET rejected.

2007 is a year of change in discussion, and establishment of a levy based Vocational Fund came into consideration when preparing a new act on VET. Furthermore, tax incentives in support of CVET of some medical professions have been approved for 2008, breaking criticism of the MF and the National Bank of Slovakia (see *Cedefop Info No. 1/2008 "Parliament breaks a taboo: tax incentives for lifelong learning"*).

FUNDING FLOWS CHANGES TO VET

In 2004, the funding system changed whereby state funds were distributed to school establishers, i.e. municipalities, self-governing regions, and newly

created regional (school) offices (*krajské školské úrady*). For explanation of establishers' responsibilities see 0301. Funds were distributed from:

- Ministry of Education (MŠ, Ministerstvo školstva) and its budget chapter (over 76% of the total regional schooling budget) via eight regional school offices, which cannot redistribute funds received but must earmark the funds and pass them to establishers (inclusive private and church affiliated) for financing wages and operational expenditures of schools (regional school offices are at the same time establishers of some educational institutions – see 0301);
- MF directly to establishers (i.e. local municipalities and/or regional governments) for financing additional activities e.g. school clubs, canteens, etc.

Establishers received means calculated exactly according to per capita normatives (see 1002) but they could partly redistribute them. They had to transfer to schools 80 % of the wage normative and 75% of the operational normative. In order to prevent hard impact of per capita funding to respective schools (predominantly small rural schools) a minimum guaranteed funding was envisaged for the next three years, e.g. 95% of previous year expenditures for current expenditures are guaranteed by MŠ; in 2004.

From 2005, fiscal decentralisation came into force through redefinition of income tax revenue: 70.3% was earmarked for municipalities, 23.5% for self-governing regions and 6.2% remaining with the state as the reserve. Municipalities and regions also became responsible for setting the amount of some other taxes (predominantly the property tax).

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

As explained in 0401, there are two main types of upper secondary schools providing VET qualifications: secondary specialised schools (*SOŠ, stredné odborné školy*) and secondary vocational schools (*SOU, stredné odborné učilištia*). In recent years, the main VET providers (*SOŠ and SOU*) have been merging to form associated secondary schools (*ZSŠ, združené stredné školy*) and/or joined schools (*SŠ, spojené školy*).

FINANCIAL MANAGEMENT TYPES

The funding for these schools has differed. *SOŠ* have been classified as budgetary organisations whereby they were purely state funded whereas *SOU* have been classified as contributory organisations whereby they were only co-funded by the state (due to their historical links with enterprises and the funding they used to receive from them). *ZSŠ* and *SŠ* tend to be contributory organisations, however, it is up to educational authorities to decide on the financial management type in the phase of the merging of original schools.

The most important difference in management was this: budgetary organisations were due to return their income to the state budget, while contributory organisations were not. The most important difference affecting the accountancy of contributory organisations concerns depreciation, which is not applied within the accountancy of budgetary organisations.

CURRENT EXPENDITURES

All VET schools are legal entities and have their own budgets, albeit, operated under strict regulations. Budgets are set through a formula comprised of normatives. All schools regardless of type and ownership (i.e. also private schools) are subsidised from the state budget equally based on normatives figures. Class normatives introduced in 2001 were later replaced by per capita normatives (for funding flows see 1001). The following tables offer an overview of current expenditure normatives (per student contributions from the state budget).

Table 1: Current expenditure normatives per student in 2004 - 2007 (in EUR****)

SCHOOL CATEGORY***	WAGE NORMATIVE				OPERATIONAL NORMATIVE (MINIMUM)				NORMATIVE TOTAL (MINIMUM)**			
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
REGULAR ZŠ	409.0	458.1	486.7	593.1	98.2	112.9	122.4	152.5	507.2	571.0	609.1	745.7
REGULAR G	490.5	549.3	632.3	720.8	99.8	115.2	126.1	156.0	590.2	664.6	758.4	876.8
SOŠ	682.6	764.5	812.3	926.0	103.6	120.7	130.7	161.5	786.2	885.2	943.0	1,087.4
CA	682.6	549.3	659.8	752.1	103.6	115.2	126.8	156.8	786.2	664.6	786.6	908.9
SOŠ OF HEALTH	792.5	1,014.4	1,077.8	1,228.6	105.8	127.0	137.5	169.6	898.2	1,141.5	1,215.3	1,398.2
SOŠ OF ART	792.5	1,171.5	1,484.0	1,418.9	105.8	131.0	147.9	174.6	898.2	1,302.5	1,631.9	1,593.5
CONSERVATORIES	1,707.9	1,912.9	2,371.1	2,702.9	123.8	149.9	170.6	209.0	1,831.7	2,062.8	2,541.7	2,912.0
SOU AND U	746.7	836.3*	888.6	1,079.1	120.6	142.7	153.2	190.5	867.4	979.0*	1,041.9	1,269.5
SPV	309.3	346.4	368.0	419.5	96.2	110.1	119.4	147.9	405.5	456.5	487.4	567.4
G, SOŠ FOR DISABLED	1,056.6	1,198.6	1,489.2	1,482.8	142.5	165.1	226.04	201.3	1,199.2	1,363.7	1,715.3	1,684.1
SOU FOR DISABLED	1,056.6	1,198.6	1,489.2	1,791.7	142.5	165.1	226.04	209.6	142.5	165.1	1,715.3	2,001.3
OU AND PRACTICAL SCHOOL	1,056.6	1,198.6	1,787.1	2,045.8	142.5	165.1	232.7	216.4	142.5	165.1	2,019.8	2,262.2

Source: Ministry of Education (*MŠ, Ministerstvo školstva*)

* In case of *SOU* and *U* without practical training normatives were only 394.5 and 505.8 respectively

** sum of two normatives (wage and operational); the range in operational normatives (only minimum is presented in the table) is in detail regulated according to specific variables (one of variables was represented by eight climate categories with different heating requirements), the maximum normative was higher in each category by EUR 22.3 in 2004 and 21.6. in 2005. In 2006, it represented EUR 24.5, however in case of special schools normatives varied more (also depending on the category of disability) with maximum Euro 5721.8

*** ZŠ - basic schools (*základné školy*). G - grammar schools (*gymnázia*). CA - Commercial academies. U – vocational schools (*ucilištia*). SPV – centres of practical training (*strediská praktického vyučovania*); ZŠ and G data are presented for the sake of comparison, special ZŠ for disabled and G specialising on sports are not included

**** 2004 data according to the exchange rate EUR 1 = SKK 41.16 as of 31st December 2003; 2005 data according to the exchange rate EUR 1 = SKK 38.796 as of 31st December 2004, 2006 data according to the exchange rate EUR 1 = SKK 37.848 as of 30th December 2005, 2007 data according to the exchange rate EUR 1 = SKK 34.573 as of 29th December 2006

SCHOOL CATEGORY	MATERIALS, EQUIPMENT, ETC.				CONTINUING TRAINING OF PEDAGOGICAL STAFF		
	2004	2005	2006	2007	2005	2006	2007
REGULAR ZŠ	14.2	16.4	17.6	22.0	2.3	2.4	3.0
REGULAR G	15.8	18.3	20.6	24.8	2.8	3.2	3.6
SOŠ	19.6	22.7	24.3	29.3	3.8	4.1	4.6
CA	19.6	18.3	21.2	25.5	2.8	3.3	3.8
SOŠ OF HEALTH	21.8	27.8	29.8	35.9	5.1	5.4	6.1
SOŠ OF ART	21.8	31.0	38.1	40.0	5.9	7.4	7.1
CONSERVATORIES	39.8	46.1	56.4	68.0	9.6	11.9	13.5
SOU AND U	20.9	24.2**	25.9	32.6	4.2**	4.4	5.4
SPV	12.2	14.1	15.1	18.3	1.7	1.8	2.1
G, SOŠ FOR DISABLED	27.0	24.1	44.1	41.4	6.0	7.5	7.4
SOU FOR DISABLED	27.0	24.1	44.1	48.2	6.0	7.5	9.0
OU AND PRACTICAL SCHOOL	27.0	24.1	49.3	53.7	6.0	8.9	10.2

Source: MŠ

* means out of total normatives per student intended for direct funding of learning environment

** In *SOU* and *U* not offering practical training normatives were reduced - only 15.1 and 2.0 respectively

For abbreviations explanation of the school category see the previous table; for exchange rates see the previous table

No means were specified for staff training in 2004

CAPITAL BUDGETS

Capital investment is sensitive to the state budget capacity and the limits set by the fiscal policy of the Ministry of Finance (*MF, Ministerstvo financi*). With regard to current expenditures, only public/state schools are funded from the state budget. Before funds are sent to school establishers a certain amount is deducted for centrally supervised activities. In case of public VET schools funds are funnelled and finally allocated by offices of self-governing regions. Schools' requirements have exceeded these limits for a long period. Thus, a modernisation dept is even officially proclaimed. For an example of capital funding with detailed figures see Thematic Overview 2006 section 1002.

IMPACT OF FUNDING CHANGES FOR IVET

While the introduction of normative funding has meant a more transparent allocation of funds to schools as well as a more realistic allocation reflecting the real costs of educational programmes, in practice the normative figures have been set and adjusted to the possibilities of the state budget. For three consecutive years, after having set normatives MŠ allowed further negotiation in order to temper the effect of normative funding for some (predominantly small) schools. Within these three years school establishers (in particular municipalities and self-governing regions) have had the possibility to adjust to normative financing and resolve the problem of schools at risk by merging or closing schools unable to survive. Nevertheless, fighting for students is coupled with softening of educational standards, as there is no efficient quality assurance introduced in schools. Gradually, regional authorities intensify their policies with regard to school networks and study programmes, trying to promote quality. In the light of a decreasing number of public/state schools and mushrooming private and church-affiliated schools (see Table 1 in 0401) political controversies seem to loom on the horizon. Public/state schools claim that they are discriminated compared to private schools. The latter earn money from parents and are not affected by reductions of normatives by authorities establishing public schools that do this in order to create a temporary reserve fund at the regional level and to differentiate among schools. On the other hand, private schools feel discriminated concerning capitals and indications of MŠ to reduce their normatives as a consequence of suspected rather than undisputable stated low quality of education.

PRIVATE INVESTMENT IN IVET

Parents pay for school supplies and special textbooks (e.g. foreign language books printed abroad and considered by the school to be more appropriate than those available for free). They are also usually required to contribute to the budget maintained by the Association of Parents (*Rodicovské združenie*) by a small lump sum about EUR 10 yearly. There are no detailed analyses of these marginal sources. Private schools are however entitled to charge parents with admission and tuition fees.

2% of the income tax and corporate tax could be allocated for activities of NGO's, school-affiliated NGO's earn from this source successfully for the improvement of the learning environment. All schools can apply for diverse grants from public or private grant giving programmes, and submit projects to earn from European structural funds and various sub programmes of the Lifelong Learning Programme, in particular Leonardo da Vinci. Schools can also accept gifts from sponsors based on a deed of gift. There are no direct mandatory contributions to IVET from businesses to VET schools.

Schools can also earn from their own entrepreneurial activities. This is however regulated by the MŠ, currently by the Methodological Guideline No. 5/2007/-R valid since 1st March 2007 (*Metodický pokyn c. 5/2007-R z 1.*

marca 2007, ktorým sa urcuje postup škôl a školských zariadení pri vykonávaní podnikateľskej činnosti).

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Funding for CVET is not regulated by any specific legislation. Few institutions report systematically on their CVET activities. Therefore distribution of means is offered rather than the absolute numbers in the following table. Analysed data does not cover part-time studies in formal education. 2005 nominal data are added to indicate the total amounts within respective lines.

Table 1: Distribution of sources of financing of CVET* in 1997-2007 (% in 1000s EUR)										
TYPE OF SOURCES	1997	1999	2001	2002	2003	2004	2005	2006	2007	2007
	%	%	%	%	%	%	%	%	%	1000S EUR
STATE BUDGET SUBSIDIES	17	19	21	24	23	36.36	21.34	23.82	25.88	11,191.8
EXTRA-BUDGETARY SOURCES	2	4	4	-	-	-	-	-	-	-
EMPLOYERS	30	16	18	13	14	13.34	22.04	23.83	18.44	7,974.9
TRAINEES	25	37	36	43	38	39.30	35.09	25.46	38.70	16,735.0
LABOUR OFFICES	9	1	6	10	8	7.07	9.15	4.00	2.65	1,146.6
DONATIONS OF NATURAL AND LEGAL PERSONS	1	0	2	2	2	0.46	0.23	-	-	-
MUNICIPALITIES	-	-	-	-	-	-	2.11	2.33	3.02	1,305.4
OTHER ACTIVITIES OF EDUCATIONAL INSTITUTIONS	7	8	4	-	-	-	-	-	-	-
FOUNDATIONS	-	-	-	-	-	-	-	0.78	1.36	587.9
EU FUNDS	-	-	-	-	-	-	-	14.61	7.95	3,439.6
OTHERS	9	15	9	8	15	3.47	10.03	5.17	1.99	862.2
TOTAL	100	43,243.3								

Source: Institute of Information and Prognoses in Education (*ÚIPŠ, Ústav informácií a prognóz školstva*)

Note: EUR 1 = SKK 33.603 as of 31st December 2007

* Data from well-disciplined institutions (e.g. 380 in 2007) and at the same time the most important providers

These data do allow for the identification of some trends such as citizens needs to use their own resources to fund their training either to improve or maintain their potential employability. The highest share in financing of CVET came from trainees, followed by subsidies from the state budget and employers.

It is estimated, that per-trainee expenditures are similar to per-student costs in initial VET, in the case of training similar to comparable programmes of formal education.

Eurostat LLL data on participation of 25-64 olds in education and training with 3.9% in 2007 confirmed five consecutive years below 5%. It is far from surprisingly highest share (8,5%) among acceding countries in 2002. Changes in the methodology of measuring in 2003 could explain the difference, but not the steadily low figure. Thus, the promotion of CVET/LLL and re-thinking fiscal incentives are gaining in importance.

There are no specialised measures promoting CVET, except for ESF Sectoral Operational Programme Human Resources and Single Programming Document NUTS II Bratislava Objective 3 (see 0504) and legislatively backed initiatives concerning specific professions (e.g. in-service training of teachers or civil servants in administration). On the other hand, there are diverse instruments promoting CVET on the Internet created by CVET providers and/or professional associations. Companies recruiting staff gradually pronounce training options in effort to attract applicants. Nevertheless, CVET is not a crucial topic of social dialogue in general. There are exceptions depending on the individual efforts of the trade union's head negotiators.

Slovakia did not participate in the international survey CVTS 2. The first reliable EU comparable data about enterprise-based CVET are from CVTS3 available at the Eurostat portal (see also 0504). A national analysis of CVTS3 results should appear in 2009. For data about funding of training for employed people and a number of people affected within active labour market policy see 1004.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

In early 2000s, active labour market policies were regulated by respective paragraphs of Act No. 387/1996 Coll. on employment (*Zakon c. 387/1996 Z.z. o zamestnanosti*), as amended, and managed by the public legal National Labour Office (*NUP, Narodny urad prace*).

Table 1: Funding active labour market policies (ALMP) in 2002 and 2003				
ALMP TOOLS	ALMP IN 2002		ALMP IN 2003	
	BUDGET ASSIGNED (IN EUR)	PEOPLE AFFECTED OR PLACES CREATED	BUDGET ASSIGNED (IN EUR)	PEOPLE AFFECTED OR PLACES CREATED
§ 82	10,494,950.90	48,143	4,904,197.11	24,711
§ 84	297,375.10	1,513	47,941.59	329
§ 86	2,840,944.34	17,719	82,409.14	530
§ 88	16,354,205.44	9,122	10,098,240.96	7,588
§ 89	14,667,219.95	11,815	6,710,036.39	4,185
§ 90	2,809,962.29	1,309	952,490.14	444
§ 90	191,678.96	410	28,698.06	54
§ 90B	1,137,826.41	4,428	655,731.20	2,738
§ 91	20,012,853.40	22,973	13,162,997.04	11,718
§ 91A	8,281,871.40	17,472	929,300.53	1,696
§ 92	4,370,782.68	2,191	2,050,306.78	998
§ 93	5,899,967.57	4,871	1,458,858.75	1,332
§ 107	7,314,322.13	1,960	4,494 681.71	1,361
§ 108	551,180.76	157	468,882.77	151
TOTAL	95,225,141.33	144,083	46,044,772.16	57,835

Source: NUP and Central Office of Labour, Social Affairs and Family (2003 data)

Notes: EUR 1 = SKK 41.16 as of 31st December 2003

§ 82 - Re-training of Registered Unemployed, § 84 - Re-training of Employees, § 86 - Travel Costs Reimbursement, § 88 - Negotiated Placement in Self-employment, § 89 - Negotiated Placement with Employer, § 90 - Negotiated Placement for Graduates and Youth, § 90a - Short-term Negotiated Placement for Graduates and Youth, § 90b - Graduates' Placement, § 91 - Negotiated Placement in Community Service, § 91a - Negotiated Placement in Community Service for Long-term Registered Unemployed, § 92 - Specific Negotiated Placement, § 93 - Short-term Negotiated Placement, § 107 - Sheltered Places Created by Employers, § 108 - Sheltered Places Created by Self-employers

In 2004, National Labour Office was replaced by a state-managed network of 45 Offices of Labour, Social Affairs and Family headed by the Centre of Labour, Social Affairs and Family (UPSVaR, Ustredie prace, socialnych veci a rodiny) and labour market polices became regulated by Act No. 5/2004 Coll. on employment services. Since 2004, active labour market policies were paid from the budget of the Central Office as well as from European Social Fund. The following table offers the list of active labour market policies related to the respective paragraphs (see explanation below Table 2) of the act on employment services and their results in 2004 to 2007.

Table 2: Funding active labour market policies in 2004 and 2007

ALMP TOOLS	PEOPLE AFFECTED OR PLACES CREATED				BUDGET ASSIGNED (IN EUR)				AVERAGE CONTRIBUTION PER PLACE OR PER PERSON (IN EUR)			
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
§ 46	27,208	35,689	8,377	8,890	5,455,898.5	6,967,597.8	1,594,530.6	1,923,460.1	200.5	195.2	190.3	216.4
§ 47	0	64	1,228	12,537	0.0	13,125.4	632,095.8	7,097,743.8	0.0	205.1	514.7	566.1
§ 49	5,618	9,908	10,477	10,038	8,250,424.5	15,882,106.6	19,508,380.7	20,647,259.6	1,468.6	1,468.6	1,862.0	2,056.9
§ 50	1,778	3,087	3,490	2,550	2,823,537.4	6,049,290.3	7,702,562.1	6,241,442.9	1,588.0	1,959.6	2,207.0	2,447.6
§ 51	14,462	24,838	14,503	8,937	5,152,065.6	8,832,972.4	3,998,896.1	2,526,441.7	356.2	355.6	275.7	282.7
§ 52	219,876	137,446	218,071	257,299	25,414,077.6	21,894,778.4	31,667,960.1	27,624,551.3	115.6	159.3	145.2	107.4
§ 53	51	77	- *	- *	11 820.5	18 706.3	- *	- *	231.8	242.9	- *	- *
§ 56	138	362	638	862	359 044.6	1 447 851.6	3 303 613.5	4 926 230.8	2601.8	3999.6	5 178.1	5 714.9
§ 57	107	271	405	389	275 596.0	1 114 856.6	2 211 229.8	2 496 066.3	2575.7	4113.9	5 459.8	6 416.6
§ 59	18	58	61	73	53 850.9	239 812.3	440 864.3	356 504.3	2991.7	4134.7	7 227.3	4 883.6
§ 60	0	2 731	2 793	2 674	0.0	2 881 544.5	3 511 118.5	3 761 704.0	0.0	1055.1	1 257.1	1 406.8
§ 110	4 098	1 891	0	0	3 269 257.3	144 738.1	0.0	0.0	797.8	76.5	0.0	0.0
TOTAL	273 354	216 422	260 043	304 249	50 789 976.9	65 487 380.2	74 571 251.6	77 601 404.9	185.8	302.6	286.8	255.1

Source: UPSVaR

Note: EUR 1 = SKK 38.796 as of 31st December 2004; EUR 1 = SKK 37.848 as of 30th December 2005, EUR 1 = SKK 34.573 as of 29th December 2006; EUR 1 = SKK 33.603 as of 31st December 2007

* not implemented

§ 46 Education and Training for the Labour Market of the Job Seeker and Person Interested in Employment, § 47 Education and Training for the Labour Market of Employee, § 49 Contribution for Self-Employment, § 50 Contribution for Employing a Disadvantaged Job Seeker, § 51 Contribution for the Graduate Practice, § 52 Contribution for Activation Activity, § 53 Contribution for Commuting to Work, § 56 Contribution for Establishing and Maintaining the Sheltered Workshop or Sheltered Workplace, § 57 Contribution for Operating or Performing Self-Employment to Disabled Citizens, § 59 Contribution for Activities of the Assistant at Work, § 60 Contribution to Cover Operating Costs of the Sheltered Workshop or Sheltered Workplace and Employees/ Transport Costs;

§ 110 of the older act on employment (387/1996 Coll.) subsidies for sheltered workshops and workplaces

Since the late 1990s, expenditure on labour market training was not of substantial importance either in budgetary volume or in the number of trained individuals (except for 2002). Training for unemployed people was not considered an efficient tool for fighting unemployment as a consequence of the high dead weight and low absorption of the labour market. Since 1st January 2006 applicants for training were filtered and only those identified as able to capitalise from training in terms of increased employability, according to a specialist assisting in the development of his/her Individual Action Plan, were considered appropriate for training. Furthermore, trainees were required to co-finance their training in order to increase their commitment.

In 2007, 8 869 job seekers and 21 persons interested in employment were placed into training selected from 21 748 interested applicants. 3 667 trainees were placed in jobs, 1 613 out of them up to 3 months after completing training. Taking into account that EUR 1 923 460.1 were invested within § 46, one placement costs were EUR 524.53.

A gradual decrease in training for the labour market in the share of total ALMP investment is transparently visible from Table 3 (see § 46). At the same time, an increase in funding of education and training of employees (§ 47) aimed at increasing employability and prevention from unemployment of already working people can be seen.

ALMP TOOLS	2004	2005	2006	2007
§ 46	10.7	10.6	2.1	2.5
§ 47	0.0	0.0	0.8	9.1
§ 49	16.2	24.3	26.2	26.6
§ 50	5.6	9.2	10.3	8.0
§ 51	10.1	13.5	5.4	3.3
§ 52	50.0	33.4	42.5	35.6
§ 53	0.0	0.0	- *	- *
§ 56	0.7	2.2	4.4	6.3
§ 57	0.5	1.7	3.0	3.2
§ 59	0.1	0.4	0.6	0.5
§ 60	0.0	4.4	4.7	4.8
§ 110	6.4	0.2	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

Source: UPSVaR

* not implemented

The largest share was spent on the activation of the long-term unemployed and the unemployed with low motivation dependent on the social assistance benefit (§ 52 in the table above) within which unemployed are engaged in paid working activities without contracts just to preserve their work habits. 228 011 out of 257 299 activated unemployed in 2007 were people receiving social assistance benefits. Not surprisingly, just 8.5% of activated were finally placed in jobs. It could be estimated that placement costs were EUR 1 263 per one activated person placed in job.

The decrease of funding of “activation” tool can be considered a positive feature as this tool is seen controversial and even less successful than earlier “minor works for municipalities” tool. Municipalities would prefer to return to the former practice based on contracts, as they miss an instrument to discipline people interested in activation, however with low performance.

A relative decrease in investment in graduate practice (§ 51) is accompanied by a decrease in a number of placed, as it is no more possible for graduates to be placed in graduate practice repeatedly.

Labour offices may by written agreement refund costs in amount as follows: According to:

- § 46(4) up to 100% (75%, 50%) of the costs of first (second, any further) provision of education and training for the labour market of the job seeker; it is expected that 100% of the costs will be reimbursed, according to the new regulation proposed for 2008;
- § 46(6) up to 100% of the costs of one education activity in the course of two years of the registration as a person interested in employment;
- § 47(5) up to 90% of the justified costs of the employee’s education and training “... if upon their completion the employer continues employing him/her for at least 12 months, or when the employee’s education ... is being organised within measures toward precluding or restricting collective redundancy”.

According to § 46(7) unemployed in such training may receive reimbursement of boarding, accommodation and travel expenses. According to § 46(8) the same apply to persons interested in employment belonging to specific target groups: parents with children in pre-school age and elderly over 50 years of age.

As ESF has become the crucial instrument for co-funding public services, the government is trying to prevent the exclusion of low capitalised but capable applicants from the competition. Hence, no co-financing is required from non-profit institutions and by central government directly managed public institutions, 5% from other public institutions and minimum 5% (and in practice exactly 5%) from private subjects, when applying to ESF.

ESF related national projects addressing disadvantaged groups were designed and managed by UPSVaR within the Sectoral Operational

Programme Human Resources (valid for all regions except the Bratislava region) and the Single Programming Document NUTS II Bratislava Objective 3 (see Table 2 in 0503).

The SOP HR National Project III “Education and training of the unemployed for the labour market” with project realisation period 1st February 2004 to 30th April 2006 and the budget EUR 16 974 000 (SKK 645 012 000) was aimed at training of unemployed in all regions except the Bratislava region. The SPD Bratislava National Project III “Education and training of the unemployment for the labour market” with a project realisation period of 1st February 2004 to 30th April 2006 and a budget of EUR 1 774 737 (SKK 67 440 000) was aimed at the training of the unemployed in the Bratislava region. NP III projects were followed by the SOP National Project IIIA “Education and training for the labour market and employee practice” with a project realisation period of 15th March 2006 to 31st December 2008 and a budget of EUR 4 868 421 (SKK 185 000 000), and the SPD Bratislava National Project IIIA with a project realisation period of 15th March 2006 to 31st December 2008 and a budget of EUR 1 052 632 (SKK 40 000 000). It is expected that the SOP National Project IIIA budget will be increased up to SKK 305 000 000 in 2008.

The SOP HR National Project IX “Graduate Practice” with a project realisation period of 1st July 2004 to 31st October 2008 and a budget of EUR 21 912 017 (SKK 832 656 655) was aiming at enabling the participation of unemployed graduates of schools on companies life, working 20 hours per week for six months to acquire practical skills at work place to increase their employability. Similarly, the SPD Bratislava National Project IX with a project realisation period of 1st July 2004 to 31st October 2008 and a budget of EUR 470 736.84 (SKK 17 888 000) addressed the Bratislava region.

The SOP HR National Project XI “Theoretical and practical training of employees for acquiring new knowledge and professional skills” with a project realisation period of 1st March 2006 to 31st December 2008 and a budget of EUR 6 052 631 (SKK 230 000 000) and the similar SPD Bratislava National Project XI with a project realisation period of 1st March 2006 to 31st December 2008 and a budget of EUR 921 052.6 (SKK 35 000 000).

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

Most VET is funded from the state budget and a debate on the need to increase the amount and efficiency of public investment and how to attract more private funding goes on without results. In 2004 promising changes were visible, as reported in the Thematic Overview 2007, e.g. the National Action Plan of Employment for 2004–2006 explicitly mentioned recommendations of the Council of EU on “more effective investment in human capital and lifelong learning“ and “greater incentives to invest in training and to facilitate access to education” and proposed i.a. a tax relief scheme for employers aimed at increasing their investment in the training of their employees.

The Strategy of Lifelong Learning and Lifelong Guidance (Stratégia celoživotného vzdelávania a celoživotného poradenstva) adopted in 2007 again reiterated introduction of financial tools for development of LLL in measure 8.15, however without any concrete proposal of financial scheme. In measure 8.1 structural funds were identified as a source for implementation of the accepted strategy. Thus, the debate is continued, however apparently dominated by two untouchable fundamentals and a basic reluctance of all Slovak governments

- considering efficient tax policy incompatible with any kind of tax related incentives for VET/LLL;
- inability of governments to reduce government costs and/or redirecting more resources to investment in education, LLL and R&D at the expense of other public expenditures.

Significantly, a proposal to establish a levy-type fund backed by a new act on VET popped up again in the late 2007 supported by some large employers in a need of investment in a labour force. Meanwhile, non-obligatory contribution to the fund is proposed as a consequence of criticism of other subjects. Critics were disappointed by double funding of VET, as no relief compensating such investment is offered by the government. Thus, there is a threat that the fund turns into an inefficient instrument suffering from a lack of liquidity and benefitting only its administrators.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

Further to 2005 Spring summit of the European Council and re-launching the Lisbon strategy the National Reform Programme (NRP) for 2006-2008 was adopted by the Government Resolution No. 797/2005 of 12th October 2005. It reiterated reform programme main principle: responsible macroeconomic and fiscal policy; and two main goals: completing structural reforms and development of knowledge economy. There are three parts of the document highly relevant to VET: III.1. "Modern education policy"; IV.2. "Science, research and innovation"; IV.3. "Information society". For more details see Thematic overview 2006 section 1101. For reflection of NRP by European Commission see the Thematic overview 2007 section 1101. NRP also reflected substantially a Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy (*Stratégia konkurencieschopnosti Slovenska do roku 2010: Národná Lisabonská stratégia*) adopted by the government a little bit earlier (Government Resolution No. 140/2005 on 16th February 2005). Subsequently, four action plans corresponding to four areas: Information society; Science, R&D and innovations; Education and employment; Business environment; were approved and the interrelated Minerva Programme was created to implement and finance identified measures. Nevertheless, no substantial results were achieved during a short time of implementation stopped by elections in mid 2006. A new policy paper Modernisation Programme Slovakia 21 has been developed by the Ministry of Finance and the Government Office and adopted by the government on 4th June 2008 to be followed by four Action Plans: Research, development and innovation; Education; Employment; and Entrepreneurial environment, expected in October 2008. Short-term and medium-term measures identified within the Action Plan Education should be interlinked with 2007-2013 ESF SOP Education.

For details about the Modernisation Programme Slovakia 21 see also part 1.2.1. of the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training.

Despite some improvements commented in detail in the aforementioned national report, the fundamental criticism of local experts and of the Commission and the indication to increase investment in human capital inevitably remain unaccepted.

EUROPEAN SOCIAL FUND AS EXPRESSION OF IMPLICIT NATIONAL STRATEGIES

MPSVR became the main stakeholder in the field of VET/LLL through the ESF programming phase. Priorities and measures indicated within the

Sectoral Operational Programme Human Resources (*Sektorový operacný program Ľudské zdroje*) and the Single Programming Document NUTS II Bratislava Objective 3 (*Jednotný programový dokument NUTS II Bratislava cieľ 3*) have led to the development of concrete measures in support of VET and LLL and in fact replace the specialized lifelong learning policy paper. The Ministry of Labour, Social Affairs and Family (*MPSVR, Ministerstvo práce, sociálnych vecí a rodiny*) is the managing authority which empowered the Ministry of Education (*MŠ, Ministerstvo školstva*) to implement selected specific measures. In contrast to open calls allowing for bottom up initiatives, the so-called national projects are those which could be considered as an expression of the national policy. National projects should be systemic and therefore worth of more detail commenting. The following is the list of institutions appointed to manage national projects:

Centre of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*), Social Development Fund (*FSR, Fond sociálneho rozvoja*), Ministry of Transport, Post and Telecommunications (*MDPT, Ministerstvo dopravy, pôšt a telekomunikácií*), Slovak Chamber of Commerce and Industry (*SOPK, Slovenská obchodná a priemyselná komora*), Social Insurance Agency (*SP, Sociálna poisťovňa*), Comenius University (*UK, Univerzita Komenského*), Centre of Education of the Ministry of Labour, Social Affairs and Family (*CV MPSVR, Centrum vzdelávania Ministerstva práce, sociálnych vecí a rodiny*), National Institute for Education (*ŠPÚ, Štátny pedagogický ústav*), State Institute of Vocational Education (*ŠIOV, Štátny inštitút odborného vzdelávania*), Institute of Information and Prognoses of Education (*ÚIPŠ, Ústav informácií a prognóz školstva*), Academia Istropolitana (AI), Methodological-Pedagogical Centre Banská Bystrica (*MPC, Metodicko-pedagogické centrum Banská Bystrica*), Entrepreneurs Association of Slovakia (*ZPS, Združenie podnikateľov Slovenska*).

VET and employment relevant national projects designed and managed by the Central Office of Labour, Social Affairs and Family (*ÚPSVaR, Ústredie práce, sociálnych vecí a rodiny*), are summarised in the following table (Table 1).

Table 1: VET related ESF funded national projects managed by UPSVaR

TITLE OF THE NATIONAL PROJECT (NP)	RELEVANCE TO THE ACT NO. 5/2004 COLL. ON EMPLOYMENT SERVICES IN CASE OF OF PROJECTS MANAGED BY UPSVAR
NP I - Support for employing the unemployed with an emphasis on the long-term unemployed and disadvantaged groups in the labour market.	§ 49 Contribution for Self-Employment, § 50 Contribution for Employing a Disadvantaged Job Seeker
NP II - Employment support for disabled persons"	§ 56 Contribution for Establishing and Maintaining the Sheltered Workshop or Sheltered Workplace, § 57 Contribution for Operating or Performing Self-Employment to Disabled Citizens, § 59 Contribution for Activities of the Assistant at Work, § 60 Contribution to Cover Operating Costs of the Sheltered Workshop or Sheltered Workplace and Employees' Transport Costs
NP III – Education and training of the unemployed for the labour market followed by modified NP III A Education and training for the labour market and employee practice since 2007	§ 46 education and training for the labour market for the job-seeker and the job changer
NP V – Activation of the long-term unemployed and the unemployed with low motivation dependent on the social assistance benefit	§ 52 allowance for activation
NP VII – Extension and improvement of employment services through information and counselling and specialised counselling tools and services followed by NP VIIA Modernisation of employment services by support of information and counselling services tools development NP VIIB Improving the effectiveness, modernisation and extension of specialised counselling services	NP VII and NP VIIB § 43 provision of reimbursement of part of travel costs relating to the jobseeker's participation in the activities determined in the individual action plan NPVIIA § 42 Information and guidance services
NP VIII – Increasing the scope and quality of the provision of intermediary services	§ 32 provision of reimbursement of part of travel costs relating to the jobseeker's participation in the entry interview or tender
NP IX–School leaver's job experience ("Graduate practice")	§ 51 allowance for carrying out school leaver's job experience
NP XI – Theoretical and practical training of employees for acquiring new knowledge and professional skills	§ 47 Education and Training for the Labour Market of Employee
NP XII* – Modernisation of employment services through education and training of staff of offices of labour, social affairs and family	§ 47 Education and Training for the Labour Market of Employee
NP XIV* – Targeted training of staff dealing with social affairs and family issues at offices of labour, social affairs and family	§ 47 Education and Training for the Labour Market of Employee

Source: MPSVR

Notes: * Projects prepared to start in 2008

Two projects NP XII and NP XIV belong to sub-measure 3.3.B Systems linking VET and labour market where projects aimed at forecasting of qualification needs and anticipation of skill needs were originally envisaged (see 0701). Despite the importance of employment services staff training implementation of these two projects must be considered as the indirect recognition of inability of authorities to launch forecasting/anticipation of skill needs due to lacking know-how.

Although ÚPSVaR is the most important player in the labour sector, there also other important projects supervised by MPSVR, e.g. National Project VI -- Improving the employability of groups affected by or at risk from social exclusion by means of social inclusion partnerships, managed by the Social Development Fund, the aim of which is to improve employability of socially marginalised groups by means of social inclusion partnerships; or projects already presented within 0504:

- NP XX - Training of public administration employees designed for acquisition of digital literacy preparing for ECDL certification through e-learning (SPD), managed by MDPT;
- NP 1/2007 aimed at increasing competitiveness and employability in the Bratislava region, managed by SOPK;
- NP 4/2007 aimed at training of staff of Social Insurance Agency (SP, Socálna poisťovňa) in order to improve its services, managed by SP;
- NP 5/2007 "Excellent university" aimed at human resource development at Comenius University, linking education, research and development, and innovation efforts to improve competitiveness of the Bratislava region, managed by UK;
- NP 6/2007 aimed at training of civil servants in policy documents development, managed by CV MPSVR.

Similarly, national projects carried out by institutions directly managed by the Ministry of Education (*MŠ, Ministerstvo školstva*) are summarised in the following table (Table 2).

Table 2: ESF National projects in the education sector

PROJECT NAME, MANAGING INSTITUTION AND DURATION	PROJECT OBJECTIVES
<p>Creation, development and implementation of an open system of life-long learning in the SR for the labour market Academia Istropolitana, Bratislava 01/12/2004 – 30/06/2008</p>	<p>Creating and implementing</p> <ul style="list-style-type: none"> - system for monitoring, research and design of educational needs, derived from technologies applied in individual sectors of the economy; - system of quality management and certification for further-education establishments and programmes; - mutual horizontal and vertical cohesion of the further-education system and the formal education system with the help of introducing credits - system for financing further education and LLL
<p>In service-training of VET teachers regarding completing the study in secondary schools State Institute of VET, Bratislava 01/03/2006 – 31/12/2008</p>	<p>VET teachers training in support of reform in completing the study in secondary schools, development of school leaving exams procedures, design and assessment methodology</p>
<p>In service-training of general subjects teachers regarding completing the study in secondary schools, National Institute for Education, Bratislava 01/03/2006 – 31/12/2008</p>	<p>Supporting educational policy intentions with regard to learning outcomes evaluation</p>
<p>Provision of secondary-school stipends for secondary-school students whose parents are dependent on welfare benefits Institute of Information and Prognoses, Bratislava 01/06/2004 – 30/06/2006</p>	<p>Improving access to education for students of parents in material need by provision of secondary-school stipends.</p>
<p>Curricular transformation of teaching the general-education part of the secondary-school education in the process of preparing young people for the needs of the labour market National Institute for Education, Bratislava 01/12/2004 – 31/06/2008</p>	<p>Transformation of the vocational training system in general-education subjects with regard to the needs of the labour market, with an emphasis on the needs of a knowledge-based society and increasing the quality of vocational training</p>
<p>Improving the level of measuring and monitoring the quality of education in the process of the preparing young people for the needs of the labour market National Institute for Education, Bratislava 01/12/2004 – 30/06/2008</p>	<p>Building an expert workplace ensuring regular monitoring of the quality of primary and secondary education; improvement of instruments of quality measurement</p>
<p>Improving the effectiveness of teaching foreign languages in connection with Slovakia's accession to the European Union National Institute for Education, Bratislava 01/12/2004 – 30/06/2008</p>	<p>Ensuring links between teaching foreign languages at individual levels and types of schools for the purpose of improving the overall level of results achieved and thus to prepare graduates for the needs of European labour market.</p>
<p>Increasing the qualification potential of members of the Romany community by introducing a new study field "Romany studies" in the secondary school education system National Institute for Education, Bratislava 01/03/2005 – 31/03/2007</p>	<p>Creating of a new study field; graduates from "Romany studies" will be qualified to master the Romany language, know Romany literature and history, as essential preconditions for operating in Romany communities and institutions dealing with Romany issues.</p>
<p>Vocational training of people interested in working in public administration Academia Istropolitana, Bratislava 01/04/2007 – 31/10/2008</p>	<p>Improving employability of target groups to meet labour market requirements, in particular in internal and external public administration</p>
<p>National project – Development of new educational programmes in vocational education for the needs of the automotive industry State Institute of VET, Bratislava 01/08/2007 – 30/11/2008</p>	<p>Improving the quality the labour market supply by focused vocational education and training aimed at the development of key competences, including entrepreneurial knowledge and skills in the area of ICT</p>
<p>Opening doors of languages for teachers MPC Banská Bystrica 05/01/2007 – 30/11/2008</p>	<p>Increasing language and methodological-didactical competences of qualified foreign language teachers (English, German, French, Italian, Spanish)</p>
<p>Quality at school – successful in life Association of Entrepreneurs of Slovakia 05/01/2007 – 30/10/2008</p>	<p>Increasing students' potential in terms of competitiveness, labour market requirements, qualified labour force, increase of flexibility and social inclusion, by transformation of the part of the vocational education system</p>

Source: MPSVR

In 2007, new programming documents were developed. The government has defined four priorities: infrastructure and regional accessibility, knowledge based economy, human resources and education. Nine operational programmes will be financed from the Cohesion Fund and European Fund of Regional Development, and two programmes from the European Social Fund. The Operational Programme Education with the managing authority the Ministry of Education was approved by the European Commission on 7th November 2007 with a budget of EUR 617 801 578; together with EUR 109 023 811 from national sources it is EUR 726 825 389 in total. The Operational Programme Employment and Social Inclusion with the managing authority the Ministry of Labour, Social Affairs and Family (MPSVR, Ministerstvo práce, sociálnych vecí a rodiny) was approved by the Commission on 26th October 2007 with a budget of EUR 881 801 578; together with EUR 155 612 045, from national sources it is EUR 1 037 413 623 in total. In contrast with the previous programming period MŠ became independent from MPSVR in managing projects.

The following are priorities of the Operational Programme Education:
Priority axis 1 Reform of the education and vocational training system

- Measure 1.1 Transformation of traditional school into a modern one;
- Measure 1.2 Higher education institutions and research & development as the driving forces in the development of a knowledge-based society.

Priority axis 2 Continuing education as an instrument of human resource development

- Measure 2.1 Support of continuing education;
- Measure 2.2 Support of continuing education in the health sector.
- Priority axis 3 Support to education of persons with special education needs
- Measure 3.1 Raising the educational level of members of the marginalised Roma communities;
- Measure 3.2 Raising the educational level of persons with special educational needs.

Priority axis 4 Modern education for a knowledge-based society for the Bratislava region

- Measure 4.1 Transformation of traditional school into a modern one for the Bratislava region;
- Measure 4.2 Raising competitiveness of the Bratislava region through the development of higher and continuing education;
- Measure 4.3 Technical assistance for the regional competitiveness and employment objective.

Priority axis 5 Technical assistance for the convergence objective

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Slovakia is fully involved in all subprogrammes of Lifelong Learning Programme, with Leonardo da Vinci projects decisively supporting bottom-up reforming steps in VET. In fact, contacts with institutions abroad are together with employers' requirements the two most significant stimulators of innovations in VET schools. The importance of mobility is recognised as an important tool for the dissemination and sharing experience. Nevertheless, the volume of mobility and access to other countries' courses and qualifications are limited and as a rule only specific project-based. Nevertheless, 92 mobility projects were approved in 2007, the best result ever (see also MoVE-iT : a comparative study on mobility in IVET in 33 European countries, National report on implementation and impact of programmes Socrates and Leonardo da Vinci in the Slovak Republic 2000-2006).

Slovakia participates in the process of transparency improvement; including the introduction of EUROPASS related documents with the national reference point established at the ENIC/NARIC centre. Unfortunately, there is just limited assistance offered to schools and individuals interested in Europass documents within the website of the Slovak National Europass Centre.

After years of stagnation, significant improvement is visible in ICT introduction in schools, which is followed by ICT-supported learning promoted by specific programmes. Not just public authorities but also private sector often with international backing offers ICT based learning opportunities and/or support for schools. While the ECDL infrastructure is already established, with a set of accredited bodies and certified specialists placed nationwide, ICT supported learning initiatives apparently need more time to come into decisive effect in schools daily work and interested individuals.

Despite strong commitment to Copenhagen process and already set deadlines, e.g. national qualification system compatible with EQF elaborated by 2009 (which is very vulnerable), the progress is rather slow and incoherent. The most visible weaknesses regarding the Copenhagen process are

- non existence of a nationally recognised quality assurance model(s);
- slow progress with regard to the validation of non-formal and informal learning;
- hesitation to expand the national qualification system beyond formal system and the education sector.

For detailed information about improving quality in VET see Theme 4, about validation non-formal and informal learning chapter 3.4 and about other EU tools see Theme 7, of the National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training.

1103 - AUTHORS, SOURCES AND BIBLIOGRAPHY

AUTHORS

The report was prepared by Juraj Vantuch with support of Dagmar Jelínková.

SOURCES, REFERENCES AND WEBSITES

SOURCES AND REFERENCES

Theme 1

0101

REFERENCES:

<http://www.government.gov.sk/10887/government-office-of-the-slovak-republic.php>

0102

SOURCES:

Blecha, Branislav, Vaňo, Boris: Prognóza vývoja obyvateľstva SR do roku 2025 (aktualizácia) [Prognosis of the development of population in SR till 2025 (update)]. Bratislava : Infostat, 2007, 57 p., <http://www.infostat.sk/vdc/pdf/prognoza07.pdf>

Štatistická ročenka Slovenskej republiky 2006 = Statistical yearbook of the Slovak Republic 2006. Bratislava : VEDA 2006, ISBN 80-224-0937-5, 680 p.

Štatistická ročenka Slovenskej republiky 2007 = Statistical yearbook of the Slovak Republic 2007. Bratislava : VEDA 2006, ISBN 978-80-224-0990-2, 688 p.

REFERENCES:

<http://www.statistics.sk>

<http://www.infostat.sk>

0103

SOURCE:

Štatistická ročenka Slovenskej republiky 2006 = Statistical yearbook of the Slovak Republic 2006. Bratislava: VEDA 2006, ISBN 80-224-0937-5, 680 p.

Štatistická ročenka Slovenskej republiky 2007 = Statistical yearbook of the Slovak Republic 2007. Bratislava : VEDA 2006, ISBN 978-80-224-0990-2, 688 p.

REFERENCES:

<http://www.statistics.sk>

<http://www.upsvar.sk>

<http://epp.eurostat.ec.europa.eu>

<http://www.socpoist.sk/pocet-poberatelov-davok-v-nezamestnanosti/1662s>

0104

SOURCES:

Štatistická ročenka školstva [Statistical yearbook of education], Bratislava : ÚIPŠ, prepared on annual basis, <http://www.uips.sk/statistiky/statisticka-rocenka>

REFERENCES:

<http://www.statistics.sk>

<http://epp.eurostat.ec.europa.eu>

Theme 2

0201

SOURCES:

Koncepcia pedagogicko-psychologického poradenského systému a jeho implementácie do praxe [Concept of the Pedagogical and Psychological Guidance System and its Implementation into the Practice], approved by the government on 21st March 2007. Bratislava : MŠ SR, 2006, 14 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/A637C04B755E271EC1257291002F7EDB?OpenDocument>

Koncepcia profesijného rozvoja učiteľov v kariérovom systéme [Draft Concept Paper for the Professional Development of Teachers in a Career System], approved by the government on 18th April 2007. Bratislava : MŠ SR, 2006 20 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/0C16E62FCEADAE3CC12572C1002C6FAF?OpenDocument>)

Modernizačný program Slovensko 21 [Modernisation Programme Slovakia 21], approved by the government on 4th June 2008. Bratislava, ÚV SR, 2008, <http://www.rokovania.sk/appl/material.nsf/0/D3CDBBA86AC1B334C125745200418846?OpenDocument>

Národný akčný plán zamestnanosti na roky 2002 a 2003 = National action plan of employment for 2002 and 2003. Bratislava : MPSVR SR, 2002, 69 p.

Národný akčný plán zamestnanosti na roky 2004 - 2006 = National action plan of employment for 2004 - 2006. Bratislava : MPSVR SR, 2004, 53 p. plus annexes = 38 p. + annexes.

Návrh koncepcie dvojúrovňového modelu vzdelávacích programov v oblasti odborného vzdelávania a prípravy v Slovenskej republike [Concept of Two-level Model of Educational Programmes in VET in the Slovak Republic], approved by the government on 6th June 2007. Bratislava : MŠ SR, 2006, <http://www.rokovania.sk/appl/material.nsf/0/6F16469462C3C049C12572ED00291F3E?OpenDocument>

Návrh motivačných kritérií pre účasť zamestnávateľských zväzov a zamestnávateľov v odbornom vzdelávaní a príprave [Proposal of Motivation Criteria for Participation of Entrepreneurs' Associations and Entrepreneurs in VET], adopted by MŠ on 24th September 2007. Bratislava : MŠ SR, ŠIOV, 2007, <http://www.minedu.sk/index.php?lang=sk&rootId=1351>

Návrh systému koordinácie odborného vzdelávania a prípravy pre trh práce v Slovenskej republike [Proposal of the System of Coordinating VET and the Labour Market in the Slovak Republic], approved by MŠ in March 2007. Bratislava : MŠ, ŠIOV, 2007, <http://www.minedu.sk/index.php?lang=sk&rootId=1224>

Odvetvová analýza potrieb zamestnávateľov a pripravenosti absolventov pre vstup na trh práce v Slovenskej republike [Sectoral Analysis of Employers' Needs and Graduates' Readiness to Enter Labour Market in the Slovak Republic], adopted by MŠ on 21st August 2007. Bratislava : ŠIOV, 2007, <http://www.minedu.sk/index.php?lang=sk&rootId=1225>

Programové vyhlásenie vlády Slovenskej republiky = The Manifesto of the Government of the Slovak Republic. Bratislava, 2006, 56 p. = 59 p., <http://www-8.vlada.gov.sk/index.php?ID=1671> = <http://www-8.vlada.gov.sk/index.php?ID=1672>

Rosa, Vladislav, Turek, Ivan, Zelina, Miron: Milénium : Národný program výchovy a vzdelávania na najbližších 15 až 20 rokov = Millennium : The National programme of training and education in the Slovak Republic for forthcoming 15 – 20 years. Bratislava : IRIS, 2002, ISBN 80-89018-36-X, 186 p.

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance], approved by the government on 25th April 2007. Bratislava : MŠ SR, 2006, 30 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

Stratégia konkurencieschopnosti Slovenska do roku 2010 - Akčné plány [Competitiveness [Strategy for the Slovak Republic until 2010 – Action plans], approved by the government on 13th July 2005, 66 p.,

<http://www.rokovania.sk/appl/material.nsf/0/78E1018474DCCB25C1257038003E2E62?OpenDocument>

Stratégia konkurencieschopnosti Slovenska do roku 2010: Národná Lisabonská stratégia = Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy. Bratislava : MF SR, 2005, 15 p. = 18 p., the English version available at http://www.finance.gov.sk/EN/Components/CategoryDocuments/s_LoadDocument.aspx?categoryId=115&documentId=43

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2006. Thessaloniki : Cedefop, 2006, (eKnowVet thematic overviews; 2006), 74 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2006_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

REFERENCES:

<http://www.esf.gov.sk>

<http://www.iminerva.sk>

Theme 3

0301

SOURCES:

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://www.azzz.sk>

<http://www.ruzsr.sk>

<http://www.kozsr.sk>

<http://www.siov.sk>

0302

REFERENCES:

<http://www.minedu.sk>
<http://www.statpedu.sk>
<http://www.siov.sk>
<http://www.uips.sk>
<http://www.vudpap.sk>
<http://www.mctba.sk>
<http://www.mcmb.sk>
<http://www.mpcbb.sk>
<http://www.mcpo.sk>
<http://www.mpctn.sk/>
<http://www.ssiba.sk>
<http://www.srk.sk>
<http://www.radavs.sk/>
<http://www.governance.sk/>
<http://www.konzervativizmus.sk/>
<http://vov.sk/>

0303

SOURCES:

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance and Counselling] adopted by the government on 25th April 2007. Bratislava : MŠ SR, 2007, 30 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

REFERENCES:

<http://www.employment.gov.sk>
<http://www.minedu.sk>
<http://www.acadistr.sk>
<http://www.uips.sk>

<http://www.minv.sk>

<http://www.upsvar.sk>

<http://www.sspr.gov.sk>

<http://www.aivd.sk>

Theme 4

For all the subchapters the relevant sources and references are as follows:

SOURCES:

Rosa, Vladislav, Turek, Ivan, Zelina, Miron: Milénium : Národný program výchovy a vzdelávania na najbližších 15 až 20 rokov = Millennium : The National programme of training and education in the Slovak Republic for forthcoming 15 – 20 years. Bratislava : IRIS, 2002, ISBN 80-89018-36-X, 186 p.

Vantuch, Juraj: Current status of vocational education and training in Slovakia : Vocational education and training on the verge of the Millennium. Bratislava : ŠIOV, 2002. ISBN 80-969021-2-1, 136 p.

Vantuch, Juraj et al.: Detailed thematic analysis – theme 4: initial vocational education and training : Slovakia. Thessaloniki : Cedefop, 2005 (eKnowVet detailed thematic analysis),
http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/etv_kms_subtheme_list.asp?th_id=04&th_type=T&subtype=THAN&trans

Vantuch, Juraj et al.: Modernisation of vocational education and training in Slovakia. Bratislava : ŠIOV, 2001. ISBN 80-969021-0-5, 136 p.

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2005. Thessaloniki : Cedefop, 2005, (eKnowVet thematic overviews; 2005), 58 p.,
http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2005_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2006. Thessaloniki : Cedefop, 2006, (eKnowVet thematic overviews; 2006), 74 p.,
http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2006_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007),
http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Vantuch, Juraj: Recent development in education, training and employment policy in Slovakia. Bratislava : ŠIOV, 2003. ISBN 80-969021-3-X, 53 p.

Vantuch, Juraj et al.: Recent development in education, training and employment policy in Slovakia (2003 Short country report). Report prepared for ETF. Bratislava : SNO, 2004, 44 p. (mimeo).

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://epp.eurostat.ec.europa.eu>

<http://www.uips.sk/publikacie-casopisy/statisticke-rocenky>,
<http://www.uips.sk/regionalne-skolstvo/>, <http://www.uips.sk/vysoke-skoly/>
(statistics and databases of ÚIPŠ)

<http://www.minedu.sk>

<http://www.rocepo.sk/modules/ktosme/>

Theme 5

For all the subchapters the relevant sources and references are as follows:

SOURCES:

Koncepcia celoživotného vzdelávania v Slovenskej republike [Concept of lifelong learning in the Slovak Republic], approved by the government on 25th February 2004. Bratislava : MŠ SR, 2004, 15 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/F27594E2C767166BC1256E3C00341334?OpenDocument>

Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2006 [Report on social situation of population in the Slovak Republic for 2006]. Bratislava : MPSVR SR, 2007, 103 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/CAFAB1C80DD9F731C12572ED0049EEF5?OpenDocument>

Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2007 [Report on social situation of population in the Slovak Republic for 2007]. Bratislava : MPSVR SR, 2008, 110 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/F59364EC3298E05EC125746400438D06?OpenDocument>

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance], approved by the government on 25th April 2007. Bratislava : MŠ SR, 2006, 30 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

Vantuch, Juraj: Current status of vocational education and training in Slovakia : Vocational education and training on the verge of the Millennium. Bratislava : ŠIOV, 2002. ISBN 80-969021-2-1, 136 p.

Vantuch, Juraj et al.: Modernisation of vocational education and training in Slovakia. Bratislava : ŠIOV, 2001. ISBN 80-969021-0-5, 136 p.

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2005. Thessaloniki : Cedefop, 2005, (eKnowVet thematic overviews; 2005), 58 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2005_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2006. Thessaloniki : Cedefop, 2006, (eKnowVet thematic overviews; 2006), 74 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2006_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

Vantuch, Juraj: Recent development in education, training and employment policy in Slovakia. Bratislava : ŠIOV, 2003. ISBN 80-969021-3-X, 53 p.

Vantuch, Juraj et al.: Recent development in education, training and employment policy in Slovakia ((2003 Short country report). report prepared for ETF. Bratislava : SNO, 2004, 44 p. (mimeo).

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://epp.eurostat.ec.europa.eu>

<http://www.minedu.sk>

<http://www.employment.gov.sk>

<http://www.upsvar.sk>

<http://www.esf.gov.sk>

<http://www.celozivotne.sk>

0501

SOURCES:

Správa o finančnej stabilite 2007 [Report on Financial Stability 2007]. Bratislava: NBS, 2008, 98 p., <http://www.nbs.sk/ZAKLNBS/PUBLIK/SFS/SFS2007.PDF>

0502

SOURCES:

Srnánková, Ľubomíra, Omastová, Monika, Lehoťan, Ján: Informačný systém o ďalšom vzdelávaní v SR : štatistické výstupy rok 2007 [Information system on further education in the SR: statistical data year 2007]. Bratislava : ÚIPŠ, 2008, 29 p.,
<http://www.uips.sk/sub/uips.sk/images/MK/DalVzdel/ISDV2007.pdf>

0503

SOURCES:

Realizácia nástrojov aktívnej politiky trhu práce v roku 2005 [Implementation of active labour market policy tools in 2005]. Bratislava : ÚPSVaR, 2006, 62 p. + annexes.

Realizácia nástrojov aktívnej politiky trhu práce za rok 2007 [Implementation of active labour market policy tools in 2007]. Bratislava : ÚPSVaR, 2008, 74 p. + annexes.

Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2005 [Report on social situation of population in the Slovak Republic for 2005]. Bratislava : MPSVR SR, 2006, 63 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/FAF790402C9CC939C125715600327936?OpenDocument>

Správa o sociálnej situácii obyvateľstva Slovenskej republiky za rok 2007 [Report on social situation of population in the Slovak Republic for 2007]. Bratislava : MPSVR SR, 2008, 110 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/F59364EC3298E05EC125746400438D06?OpenDocument>

REFERENCES:

<http://www.esf.gov.sk/new/esf/index.php?id=65&sID=69835b162986ae52678239fba3501793>

0504

Koncepcia vzdelávania štátnych zamestnancov [Concept for Training in Civil Service], approved by the government on 28th January 2004. Bratislava : Office for State Service, 2004, 20 p. + annexes,
<http://www.rokovania.sk/appl/material.nsf/0/6D90828A1997F730C1256E23004981B8?OpenDocument>

REFERENCES:

<http://www.esf.gov.sk>

<http://epp.eurostat.ec.europa.eu>

0505

SOURCES:

Labour force sample survey results in the Slovak Republic : ad hoc module 2003 on lifelong learning. Bratislava : ŠÚ SR, 2005, 64 p.

Theme 6

For all the subchapters the relevant sources and references are as follows:

SOURCES:

Vantuch, Juraj: Current status of vocational education and training in Slovakia : Vocational education and training on the verge of the Millennium. Bratislava : ŠIOV, 2002. ISBN 80-969021-2-1, 136 p.

Vantuch, Juraj et al.: Detailed thematic analysis – theme 6 : training VET teachers and trainers : Slovakia. Thessaloniki : Cedefop, 2005 (eKnowVet detailed thematic analysis), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/etv_kms_subtheme_list.asp?th_id=06&th_type=T&subtype=THAN&trans

Vantuch, Juraj et al.: Modernisation of vocational education and training in Slovakia. Bratislava : ŠIOV, 2001. ISBN 80-969021-0-5, 136 p.

Vantuch, J.: Slovakia : Overview of the vocational education and training system in 2005. Thessaloniki : Cedefop, 2005, (eKnowVet thematic overviews; 2005), 58 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2005_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the vocational education and training system in 2006. Thessaloniki : Cedefop, 2006, (eKnowVet thematic overviews; 2006), 74 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2006_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the vocational education and training system in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Vantuch, Juraj: Recent development in education, training and employment policy in Slovakia. Bratislava : ŠIOV, 2003. ISBN 80-969021-3-X, 53 p.

Vantuch, Juraj: Situation of VET teachers and trainers in Slovakia. Bratislava : ŠIOV, 2002. ISBN 80-969021-1-3, iv, 41 p.

Získavanie, rozvoj a udržiavanie efektívnosti učiteľov = Attracting, developing and retaining effective teachers. Bratislava : ÚIPŠ, 2003, 97 s. = 92 p.

0601

SOURCES:

Černotová, Marta et al: Metodika tvorby profesijných štandardov jednotlivých kategórií pedagogických zamestnancov [A guide to developing professional standards for individual categories of pedagogical staff]. In: Pedagogické rozhľady, 17th year, No. 3/2007, p. 7-9, ISSN 1335-0404, <http://www.rozhlady.pedagog.sk/cisla/pr3-2007.pdf>

Hrmo, R., Turek, I. et al.: Doplnujúce pedagogické štúdium : kurikulum následného doplnujúceho pedagogického štúdia učiteľov technických odborných predmetov na stredných školách, absolventov univerzít technického zamerania [Complementary pedagogical study : curricula of consecutive complementary pedagogical study for teachers of technical vocational subjects at secondary schools, graduates of technical universities]. Bratislava : STU, 2003, ISBN 80-227-1909-9, 68 p.

Návrh metodiky tvorby profesijných štandardov jednotlivých kategórií pedagogických zamestnancov [Methodology proposal for the development of individual pedagogical staff categories standards]. Ministry of Education internal material. Bratislava, June 2005.

Koncepcia profesijného rozvoja učiteľov v kariérovom systéme [Draft Concept Paper for the Professional Development of Teachers in a Career System], approved by the government on 18th April 2007. Bratislava : MŠ SR, 2006 20 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/0C16E62FCEADAE3CC12572C1002C6FAF?OpenDocument>)

Porubská, Gabriela, Šnídlová, Mária, Valica, Miroslav: Návrh profesijných štandardov učiteľov - učiteľ nižšieho a vyššieho sekundárneho vzdelávania : diskusia [Proposal of professional standards for teachers – lower and upper secondary teacher : discussion.] Pedagogické rozhľady, 18th year, No. 4/2008, annex, ISSN 1335-0404, <http://www.rozhlady.pedagog.sk/cisla/p4-2008.pdf>

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://jaspi.justice.gov.sk>

<http://www.akredkom.sk/>

0602

REFERENCES:

<http://jaspi.justice.gov.sk>

<http://www.uips.sk/statistiky/statisticka-rocenka>

<http://www.akredkom.sk/>

<http://www.aivd.sk/>

0603

SOURCES:

Srnánková Ľubomíra, Omastová, Monika, Lehoťan, Ján : Informačný systém o ďalšom vzdelávaní v SR : štatistické výstupy rok 2007 [Information system on continuing education : statistical outputs year 2005]. Bratislava : ÚIPŠ, 2008, <http://www.uips.sk/sub/uips.sk/images/MK/DalVzdel/ISDV2007.pdf>

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://www.akredkom.sk/>

<http://www.uips.sk/dalsie-vzdelavanie/>

<http://www.aivd.sk/>

Theme 7

For all the subchapters the relevant references are as follows:

REFERENCES:

http://www.statpedu.sk/buxus/generate_page.php?page_id=267

<http://www.siov.sk>

0701

SOURCE:

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://www.esf.gov.sk>

0702

REFERENCES:

<http://siov.cmsromboid.sk/ukoncovanie-studia-na-strednych-skolach/9421s>

http://www.statpedu.sk/buxus/generate_page.php?page_id=315

0703

SOURCES:

Návrh koncepcie dvojúrovňového modelu vzdelávacích programov v oblasti odborného vzdelávania a prípravy v Slovenskej republike [Concept of two-level Model of educational programmes in VET in the Slovak Republic], approved by the government on 6th June 2007. Bratislava : MŠ SR, 2006, 22 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/6F16469462C3C049C12572ED00291F3E?OpenDocument>

Skvalitnenie odborného vzdelávania a prípravy v Slovenskej republike na úrovni ISCED“ 3C [Improving the Quality of Vocational Education and Training in the Slovak Republic at the ISCED 3C]. ESF project, http://www.siov.sk/siov/dokhtm/esfprojekty/2_skvalitnenie_ov.htm

REFERENCES:

<http://www.siov.sk/siov/dokhtm/1vzdprog/13oksiov.htm>

<http://www.slovaktelekom.sk/En/Default.aspx?CatID=1482&Section=3>

Theme 8

0801

SOURCES:

Vyhláška MŠ SR č. No 510/2004 Z.z. o ukončovaní štúdia na stredných školách a ukončovaní prípravy v odborných učilištiach, učilištiach a praktických školách [Decree No 510/2004 Coll. on completion of education at secondary schools and completion of training at vocational schools for SEN students, vocational schools and practical schools].

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

www.siov.sk/siov/dochtm/1vzdprog/11zpd.htm

http://www.statpedu.sk/buxus/generate_page.php?page_id=315

<http://www.minedu.sk/index.php?lang=sk&rootId=415>

<http://www.akredkom.sk/>

0802

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

0803

SOURCES:

Implementácia Európskeho paktu mládeže na podmienky Slovenskej republiky a jej začlenenie do stratégie konkurencieschopnosti Slovenskej republiky do roku 2010 – Akčné plány [European youth pact implementation under the conditions of the Slovak Republic and its incorporation into the Competitiveness strategy of the Slovak Republic until 2010 - Action plans], approved by the Government Resolution No. 6/2006 of 11th January 2006. Bratislava : MŠ SR, 2006, 8 p., the English version available at http://www.minedu.sk/data/USERDATA/MSPolupraca/MsDaM/EUDaM/2005_implementation_EPM.pdf

Pozícia Slovenskej republiky k Lisabonskému procesu [Position of the SR towards Lisbon strategy], approved by the government on 24th March 2004. Bratislava, 2004, 56 p., [http://www.rokovania.sk/appl/material.nsf/0/987D2B7F4D6CFF14C1256E5A00415EED/\\$FILE/Zdroj.html](http://www.rokovania.sk/appl/material.nsf/0/987D2B7F4D6CFF14C1256E5A00415EED/$FILE/Zdroj.html)

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance], approved by the government on 25th April 2007. Bratislava : MŠ SR, 2006, 30 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

0804

SOURCES:

MoVE-iT : a comparative study on mobility in IVET in 33 European countries. CINOP, 2006, 693 p.

Národná správa o implementácii a dopade programov Socrates a Leonardo da Vinci v Slovenskej republike = National report on implementation and impact of programmes Socrates and Leonardo da Vinci in the Slovak Republic 2000-2006. Bratislava, 2007, 64 p., http://www.minedu.sk/data/USERDATA/EUZAL/KProg/Narodna_sprava_programov_Socrates_Leonardo_2000_2006.pdf

Theme 9

0901

SOURCES:

Grajcár, Štefan, Fonodová Irena, Detko, Jozef: Review of career guidance policies : final report : Slovakia. Turin : ETF, 2002, 64 p.

Kolektív autorov: Svet práce [World of Work]. Bratislava, LOGOS, 2000. 16 brochures.

Národný akčný plán zamestnanosti na roky 2002 a 2003 = National action plan of employment for 2002 and 2003. Bratislava : MPSVR SR, 2002, 69 p.

Koncepcia pedagogicko-psychologického poradenského systému a jeho implementácie do praxe [Concept of the Pedagogical and Psychological Guidance System and its Implementation into the Practice], approved by the government on 21th March 2007. Bratislava : MŠ SR, 2006, 14 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/A637C04B755E271EC125729102F7EDB?OpenDocument>

Koncepcia špeciálnopedagogického poradenstva [Concept of Special Education Counselling], adopted by the government on 21st March 2007. Bratislava : MŠ SR, 2007, 13 p., <http://www.rokovania.sk/appl/material.nsf/0/6BA9899E04BCAA57C1257291002AA323?OpenDocument>

Vantuch, Juraj: Current status of vocational education and training in Slovakia : Vocational education and training on the verge of the Millennium. Bratislava : ŠIOV, 2002. ISBN 80-969021-2-1, 136 p.

Vantuch, Juraj et al.: Modernisation of vocational education and training in Slovakia. Bratislava : ŠIOV, 2001. ISBN 80-969021-0-5, 136 p.

Vantuch, Juraj: Recent development in education, training and employment policy in Slovakia. Bratislava : ŠIOV, 2003. ISBN 80-969021-3-X, 53 p.

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance], approved by the government on 25th April 2007. Bratislava : MŠ SR, 2006, 30 p. + annexes, <http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://www.upsvar.sk>

<http://www.uips.sk>

<http://www.istp.sk>

<http://www.absolvent.sk>

<http://www.profesia.sk>

<http://www.askforjob.sk>

<http://www.topjobs.sk>

<http://www.bezhranic.sk>

<http://www.kamposkole.sk>

<http://www.ckp.stuba.sk>

<http://web.tuke.sk/apic/?go=vyst>

<http://www.povolania.eu>

0902

SOURCE:

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

REFERENCES:

<http://www.esf.gov.sk/new/esf/index.php?id=65&sID=69835b162986ae52678239fba3501793>

0903

REFERENCES:

<http://siov.cmsromboid.sk/modularne-a-distančne-vzdelavanie-karierovych-poradcov-pre-europsku-mobilitu/9450s?PHPSESSID=3095a59eb28431a7997aae8cdaba73ae>

Theme 10

For all the subchapters the relevant sources and references are as follows:

SOURCES:

Vantuch, Juraj: Financing of vocational education and training (VET) in the Slovak Republic. Report prepared for ETF. Bratislava : SNO, 2004, 104 p. (mimeo)

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

1001

SOURCES:

Koncepcia ďalšieho rozvoja vysokého školstva na Slovensku pre 21. storočie [Concept of further development of higher education in Slovakia for 21 century], approved by the government on 30th August 2000. Bratislava : MŠ SR, 2000.

Rosa, Vladislav, Turek, Ivan, Zelina, Miron: Milénium : Národný program výchovy a vzdelávania na najbližších 15 až 20 rokov = Millennium : The National programme of training and education in the Slovak Republic for forthcoming 15 – 20 years. Bratislava : IRIS, 2002, ISBN 80-89018-36-X, 186 p.

1002

SOURCES:

Vantuch, Juraj et al.: Modernisation of vocational education and training in Slovakia. Bratislava : ŠIOV, 2001. ISBN80-969021-0-5, 136 p.

Vantuch, Juraj et al.: Recent development in education, training and employment policy in Slovakia (2003 Short country report). Report prepared for ETF. Bratislava : SNO, 2004, 44 p. (mimeo).

Tóth, František, Korintuš, Karol: Financovanie regionálneho školstva v roku 2004 [Financing of regional schools in 2004]. Bratislava : MŠ SR, 2004, 78 p.

Thematic Overview – 2006 : Slovakia,

http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

REFERENCES:

<http://www.minedu.sk/index.php?lang=sk&rootId=827>

<http://www.minedu.sk/index.php?lang=sk&rootId=1797>

1003

SOURCES:

Brixová, Janette: Informačný systém o ďalšom vzdelávaní : štatistické výstupy [Information system on further education : statistical data]. Bratislava : ÚIPŠ, prepared on annual basis till 2006.

Srnánková, Ľubomíra, Hrušovská Júlia, Lehoťan, Ján: Informačný systém o ďalšom vzdelávaní v SR : štatistické výstupy rok 2006 [Information system on further education in the SR: statistical data year 2006]. Bratislava : ÚIPŠ, 2007, 26 p.,

<http://www.uips.sk/sub/uips.sk/images/MK/DalVzdel/ISDV2006.pdf>

Srnánková, Ľubomíra, Omastová, Monika, Lehoťan, Ján: Informačný systém o ďalšom vzdelávaní v SR : štatistické výstupy rok 2007 [Information system on further education in the SR: statistical data year 2007]. Bratislava : ÚIPŠ, 2008, 29 p.,

<http://www.uips.sk/sub/uips.sk/images/MK/DalVzdel/ISDV2007.pdf>

1004

SOURCES:

Realizácia nástrojov aktívnej politiky trhu práce v roku 2005 [Implementation of active labour market policy tools in 2005]. Bratislava : ÚPSVaR, 2006, 62 p. + annexes,

<http://www.upsvar.sk/rsi/rsi.nsf/0/430B4BB4A3B46672C125715C002448D8?OpenDocument>

Realizácia nástrojov aktívnej politiky trhu práce za rok 2007 [Implementation of active labour market policy tools in 2007]. Bratislava : ÚPSVaR, 2008, 74 p. + annexes.

Vantuch, Juraj: Recent development in education, training and employment policy in Slovakia. Bratislava : ŠIOV, 2003. ISBN 80-969021-3-X, 53 p.

Výročná správa o činnosti a hospodárení Národného úradu práce 2003 [2003 Annual report on activity and budgetary control of the National Labour Office]. Bratislava : ÚPSVaR, 2004, 80 p. plus annexes.

REFERENCES:

<http://www.zbierka.sk> (Collection of laws)

<http://www.esf.gov.sk>

1005

SOURCES:

Koncepcia celoživotného vzdelávania v Slovenskej republike [Concept of lifelong learning in the Slovak Republic], approved by the government on 25th February 2004. Bratislava : MŠ SR, 2004, 15 p. + annexes,

<http://www.rokovania.sk/appl/material.nsf/0/F27594E2C767166BC1256E3C00341334?OpenDocument>

Národný akčný plán zamestnanosti na roky 2004-2006 [National action plan of employment for 2004 to 2006]. Bratislava : MPSVR SR, 2004, 53 p. plus annexes.

Stratégia celoživotného vzdelávania a celoživotného poradenstva [Strategy of Lifelong Learning and Lifelong Guidance], approved by the government on 25th April 2007. Bratislava : MŠ SR, 2006, 30 p. + annexes,

<http://www.rokovania.sk/appl/material.nsf/0/72D2F96631133B00C12572BA002D7D25?OpenDocument>

Stratégia konkurencieschopnosti Slovenska do roku 2010: Národná Lisabonská stratégia = Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy. Bratislava : MF SR, 2005, 15 p. = 18 p., the English version available at http://www.finance.gov.sk/EN/Components/CategoryDocuments/s_LoadDocument.aspx?categoryId=115&documentId=43

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Theme 11

SOURCES:

Modernizačný program Slovensko 21 [Modernisation Programme Slovakia 21], approved by the government on 4th June 2008. Bratislava, ÚV SR, 2008, <http://www.rokovania.sk/appl/material.nsf/0/D3CDBBA86AC1B334C125745200418846?OpenDocument>

Národný program reforiem Slovenskej republiky na roky 2006 – 2008 [National reform program of the Slovak Republic 2006-2008], approved by the government on 12th October. Bratislava, 2005, 47 p., <http://www.rokovania.sk/appl/material.nsf/0/A35BA410DD17C130C12570930032546F?OpenDocument>; the English version available at http://www.finance.gov.sk/en/Documents/IFP/nrp_2005_en.pdf

Operačný program Informatizácia spoločnosti = Operational Programme Informatisation of Society. Bratislava : ÚV SR, 2007, http://www.nsrr.sk/operacne-programy/informatizacia_spolocnosti/>Slovenská verzia = <http://www.nsrr.sk/operacne-programy/informatizacia-spolocnosti/>>English version

Operačný program Vzdelávanie = Operational Programme Education. Bratislava : MŠ SR, 2007, <http://www.nsrr.sk/operacne-programy/vzdelavanie/>>Slovenská verzia = <http://www.nsrr.sk/operacne-programy/vzdelavanie/>>English version

Operačný program Zamestnanosť a sociálna inklúzia = Operational Programme Employment and Social Inclusion. Bratislava : MPSVR SR, 2007, <http://www.nsrr.sk/operacne-programy/zamestnanost-a-socialna-inkluzia/>>Slovenská verzia = <http://www.nsrr.sk/operacne-programy/zamestnanost-a-socialna-inkluzia/>>English version

Správa o pokroku v implementácii Národného programu reforiem Slovenskej republiky na roky 2006 – 2008 [Progress report on the implementation of the National reform programme of the Slovak Republic for the period 2006-2008], approved by the government on 11 th October 2006. Bratislava, 2006, 100 p., <http://www.rokovania.sk/appl/material.nsf/0/51D71B8EEE2C96E5C1257202004E7C08?OpenDocument>; the English version available at http://ec.europa.eu/growthandjobs/pdf/nrp/SK_nrp_en.pdf

Slovakia. In: Implementing the renewed Lisbon strategy for growth ad jobs : "A year of delivery" assessment of national reform programmes. European Commission, 2007, 187 p., <http://register.consilium.europa.eu/pdf/en/07/st05/st05074-ad01.en07.pdf>

Stratégia konkurencieschopnosti Slovenska do roku 2010 - Akčné plány [Competitiveness [Strategy for the Slovak Republic until 2010 – Action plans], approved by the government on 13th July 2005, 66 p., <http://www.rokovania.sk/appl/material.nsf/0/78E1018474DCCB25C1257038003E2E62?OpenDocument>

Stratégia konkurencieschopnosti Slovenska do roku 2010: Národná Lisabonská stratégia = Competitiveness Strategy for the Slovak Republic until 2010: the National Lisbon Strategy. Bratislava : MF SR, 2005, 15 p. = 18 p., the English version available at http://www.finance.gov.sk/EN/Components/CategoryDocuments/s_LoadDocument.aspx?categoryId=115&documentId=43

The Commission's assessment of national reform programmes for growth and jobs : Slovakia. European Commission, 2006, 6 p., http://ec.europa.eu/growthandjobs/pdf/2006_annual_report_slovakia_en.pdf

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2006. Thessaloniki : Cedefop, 2006, (eKnowVet thematic overviews; 2006), 74 p., http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2006_TO_SK.pdf

Vantuch, J.: Slovakia : Overview of the Vocational Education and Training System in 2007. Thessaloniki : Cedefop, 2007, (eKnowVet thematic overviews; 2007), http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Výročná správa o implementácii Sektorového operačného programu Ľudské zdroje za rok 2007 [Annual report on implementation of Sectoral Operational Programme Human Resources for 2007]. MPSVR : Bratislava, 2008, 163 p. + annexes.

Výročná správa o implementácii Jednotného programového dokumentu NUTS II – Bratislava Cieľ 3 za obdobie od 1.1.2007 do 31.12.2007 [Annual report on implementation of Single Programming Document NUTS II – Bratislava Objective 3 for the period since 1st January 2007 to 31st December 2007]. MPSVR : Bratislava, 2008, 85 p.

REFERENCES:

<http://www.esf.gov.sk>

<http://www.iminerva.sk>

<http://www.upsvar.sk>

<http://www.siov.sk>

<http://www.statpedu.sk>

<http://www.mpcbb.sk>

<http://www.uips.sk>

<http://www.acadistr.sk>

<http://www.fsr.gov.sk>

<http://www.telecom.gov.sk>

<http://web.sopk.sk>

<http://www.socpoist.sk>

<http://www.uniba.sk>

<http://www.cvmprsvr.sk>

<http://www.zps.sk/>

1102

SOURCES:

MoVE-iT : a comparative study on mobility in IVET in 33 European countries. CINOP, 2006, 693 p.

Vantuch, J. et al: National Report on Progress in the Slovak Republic in the Policy Priority Areas for Vocational Education and Training. Bratislava : SNO, 2008, 110 p.

Národná správa o implementácii a dopade programov Socrates a Leonardo da Vinci v Slovenskej republike = National report on implementation and impact of programmes Socrates and Leonardo da Vinci in the Slovak Republic 2000-2006. Bratislava, 2007, http://www.minedu.sk/data/USERDATA/EUZAL/KProg/Narodna_sprava_programov_Socrates_Leonardo_2000_2006.pdf

REFERENCES:

<http://www.saaic.sk/leonardo/>

<http://www.minedu.sk/index.php?lang=sk&rootId=415>

<http://www.minedu.sk/index.php?lang=sk&rootId=1353>

<http://www.siov.sk/siov/dokhtm/1vzdprog/13oksiov.htm>