

# A list of fields of study in an oversupply at the labour market and a list of fields of study in an undersupply in the labour market

Zoznam študijných odborov a učebných odborov nad rozsah potrieb trhu prác

POLICY INSTRUMENT

 Slovakia

## Description

Country



**Slovakia**

Focus area

### MAIN SKILLS ASSESSMENT/ANTICIPATION INITIATIVE

*In accordance to § 29 par. 2 of Act no. 61/2015 Coll. on Vocational Education and Training, the Ministry of Education, Science, Research and Sport of the Slovak Republic, in cooperation with the relevant institutions in the field of vocational education and training, prepares these lists at least once every three years. The last update was on 1 September, 2020. The tool was designed to regulate the structure of initial VET programmes according to the labour market needs.*

Link

<https://www.minedu.sk/zoznam-studijnych-odborov-a-ucebnych-odborov-s-nedostatoc...>

Implementation level

NATIONAL

Legal base

Ministerial order

Starting period

Since 2014, still in operation, updated every three year, last updated in 2020.

Perspective

The lists are based on several related data inputs. The key indicators are: graduate unemployment rate, replacement demand for a particular field of study, the number of students currently enrolled in a field of study, regional VET strategies, and sectoral VET strategies.

These data are combined, discussed and debated, in order to produce widely agreed lists of fields of study, which are then considered in the IVET funding scheme.

#### Policy area

EDUCATION

TRAINING

#### Funding

FUNDED BY NATIONAL GOVERNMENT

## Skill mismatch

#### Skill mismatch target

Please tick all that apply

OTHER

*Lists have been implemented in order to better align the structure of education/IVET to labour market needs.*

#### Skills matching focus

MATCH YOUNG GRADUATES' SKILLS TO LABOUR MARKET

*A list of fields of study in an oversupply and in an undersupply in the labour market are drawn up to support which fields of study should be funded in the IVET scheme.*

ADDRESS SECTORAL OR OCCUPATIONAL SKILL SHORTAGES

*A list of fields of study in an oversupply and in an undersupply in the labour market are drawn up to support which fields of study should be funded in the IVET scheme.*

## Methods

#### Methods

OTHER

*The lists are based on several related data inputs. The key indicators are: graduate unemployment rate, replacement demand for a particular field of study, the number of students currently enrolled in a field of study, regional VET strategies, and sectoral VET strategies. These data are combined, discussed and debated, in order to produce widely agreed lists of fields of study, which are then considered in the IVET funding scheme*

#### Use of skills

## intelligence

### INFORMING DECISIONS ON COURSE FUNDING/PROVISION

*The data collected are discussed by stakeholders to elaborate widely agreed lists of fields of study, which are then considered in the IVET funding scheme.*

## Stakeholders

### Main responsible body

#### NATIONAL MINISTRY

*Ministry of Education, Science and Sport of the Slovak Republic*

### Other involved organisations

#### NATIONAL MINISTRY

*Ministry of Labour, Social Affairs and Family of the Slovak Republic - participating in drawing up the lists by providing strategies*

#### REGIONAL MINISTRY

*Representatives of departments responsible for education in self-governing regions - consulted for drawing up the lists through regional strategies*

#### NATIONAL AGENCY

*Centre for science and technical information and data (CVTI), State Vocational for Education Institution (SIOV), Council of the Government of the Slovak Republic for Vocational Education - consulted for drawing up the lists by providing data inputs*

#### SOCIAL PARTNER: EMPLOYER ORGANISATION

*National Council for Vocational Education and Training, Employer Council for Dual VET (RZSDV) - consulted for opinion*

#### SOCIAL PARTNER: TRADE UNION

### Beneficiaries

#### YOUNG PEOPLE MAKING THE TRANSITION FROM EDUCATION INTO WORK

*Young people starting their career should benefit from the lists drawn up as the IVET funding scheme will include such fields of study that will be tailor-made to their need - this benefits companies by finding more appropriately educated workforce and the state by saving on regulations on e.g. youth unemployment, retraining costs.*

#### YOUNG PEOPLE WITH LOW LEVELS OF BASIC SKILLS /EARLY LEAVERS FROM EDUCATION OR TRAINING

*Young people with low levels of basic skills should benefit from the lists drawn up as the IVET funding scheme will include such fields of study that will be tailor-made to their need - this benefits companies by finding more appropriately educated workforce and the state by saving on regulations on e.g. youth unemployment, retraining costs.*

## Sustainability

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<b>Success factors</b>	The instrument engages a wide range of stakeholders, which increases its acceptance. Financial incentives tied to the list make regions more likely to adapt the structure of initial VET (through the number of entry classes) according to the lists.
<b>Barriers</b>	A soft barrier may be a weak link between the tool and information accessible to pupils entering secondary education, which would enable them to make better informed choices about the selection of their fields of study, but to our knowledge no studies on barriers have been undertaken until now.
<b>Monitoring and evaluation</b>	Indicators presented in an analysis of the instrument made by Education Policy Institute compares the number of entry classes suggested by schools and the number approved by the regional authorities. It shows a partial impact of the instrument.
<b>Updates</b>	<div><p>NO</p><p><i>No major updates in process of drawing up lists but the concrete group of stakeholders involved in the process varies per period, according to the possibilities stipulated by law.</i></p></div>
<b>Effectiveness</b>	Partially effective in the sense that regions mobilised their resources more to adapt the number and fields of study of IVET classes but struggle to attract students to the fields of study in undersupply. No concrete analysis available for the latest period.
<b>Sustainability</b>	The instrument will continue with its regular updates every three years, as given in § 29 par. 2 Act on Dual Education 61/2015 Coll., as amended by the Act No 209/2018.

## Other instruments in Slovakia

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- [Education of job seekers - 2 and Education of young job seekers - 2](#)  
Vzdelávanie uchádzačov o zamestnanie - 2 and Vzdelávanie mladých uchádzačov o zamestnanie - 2
- [Forecasting of Developments of Labour Market Needs](#)  
Národný projekt: Prognózy vývoja na trhu práce
- [National programme for the development of education \(NPDE\)](#)  
Národný program rozvoja výchovy a vzdelávania
- [National project: Dual education and increasing the attractiveness and quality of VET](#)  
Národný projekt: Duálne vzdelávanie a zvýšenie atraktivity a kvality OVP

