

VET graduate tracking

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 SLOVAKIA

Timeline

2017 Implementation	2018 Implementation	2019 Implementation
2020 Implementation	2021 Implementation	2022 Implementation
2023 Implementation	2024 Implementation	2025 Implementation

ID number 28756

Background

The lack of detailed graduate tracking data has been discussed for several years. Improvement on this was advocated by strategy papers, such as Learning Slovakia and the Cedefop country review on skills anticipation and matching.

Objectives

Offering data to reduce the supply-demand mismatch.

Description

The Central Office of Labour, Social Affairs and Family (public employment service) coordinates the national project Prognosis of labour market development, which is carried out under the supervision of the Ministry of Labour, Social Affairs and Family. The complex electronic system developed by Trexima based on the interlinking of administrative data sources along with surveys tracks graduates from the time they graduate. It is thus possible to identify various aspects for specific groups of graduates, such as their number, whether they continued their studies at secondary school or university, found employment, took maternal/parental leave, registered at the labour office or decided to start a business. In cases of employment, the system provides information on the average gross monthly salary, median salary, commonly accepted job positions and industries. These data are important for policymakers and administrators but the visualisation of data by the dedicated Graduate tracking portal is also attractive for career counsellors, learners deciding on the school choice and schools themselves as it offers not only the aforementioned types of data but also allows for the comparison between schools and programmes.

An important part is also the information on how many graduates have found a job corresponding to their field of study. Data on the transition from school to work of school graduates were published for the first time in 2017. Data showed that, in 2016, up to 60% of secondary and tertiary graduates were working in jobs that did not fully correspond to their fields of study five years after graduation. Only 20% (secondary) and 25% (tertiary) of

graduates worked in jobs fully compatible with their fields of study. In 2018, 64% of secondary school graduates and 54% of tertiary graduates worked outside their fields of study.

2017 Implementation

2018 Implementation

2019 Implementation

In 2019, detailed graduate tracking data were for the first time offered to national and regional authorities (see PD Forecasting model of labour market needs).

2020 Implementation

In February 2020, a new website was launched offering detailed data regarding graduate tracking from 733 secondary schools and 366 fields of study, and from 33 tertiary schools and 1 415 fields of study.

The following indicators on the status of graduates are presented: employment (optimal, alternative, or 'outside the field of study'), short-term contract, self-employment, registered unemployment, continuing in secondary or tertiary studies, maternity or parental leave, and others (including working abroad and voluntary unemployment). This information is based on daily data interlinked from several administrative sources (information systems of the education sector, employment services, social insurance agency, and labour cost information systems). The use of data from the health insurance agency is currently being considered.

Also available are geographic distribution of placement, top three jobs, top three sectors of the economy, average and median wages, registered unemployment rate, the average number of days needed to find the first job. The website allows for comparison between two schools and also between any two items (selected school, school/programme, and aggregated regional or national data).

These graduate tracking data can be a valuable source in informed school/field of study choice for young people and better-informed decisions of self-governing regions on the regulation of the number of learners entering secondary programmes. These data can contribute to substantial improvement compared to using only the labour market forecasting model.

The portal was enriched by the 2019 data. Graduate tracking activities currently funded by ESF need to be embedded in regular national policy and funding from the State budget. The draft Lifelong learning strategy 2030, to be completed in April 2021, contains explicit measures to cover graduate tracking of VET students.

To support the European higher education graduate tracking initiative envisaged for 2022, 'country strategic roadmaps' were developed at the request of the European Commission to assess in-country capacities and identify capacity building needs. Capacity building aimed at improving higher education graduate tracking is also relevant for VET graduate tracking that should be supported by the State Institute of Vocational Education.

2021 Implementation

Data needed for updating the Trexima graduate tracking portal have been collected. However, no agreement has been reached yet concerning the portal update. The labour ministry indicated its intention to adopt the methodology developed and embed the respective data in the portal under its direct control.

A Lifelong learning and counselling strategy for 2021-30 was adopted by the government on 24 November 2021. The strategy proposes the creation of a comprehensive system of graduate tracking composed of three elements. The first is represented by the annual collection of administrative data, such as information

systems of the education sector, employment services, social insurance agency and health insurance. The second is composed of the national questionnaire-based survey on higher education graduates, planned in 2022, corresponding to the European graduate tracking survey, and the national questionnaire-based survey on secondary graduates. The third comprises specialised graduate tracking surveys focusing on respective schools and their programmes related feedback. This element should be piloted in 10 faculties of higher education institutions and 10 secondary schools by 2023.

2022 Implementation

The Lifelong learning and counselling strategy action plan 2022-24, approved by the government on 20 April 2022 and also linked to the National implementation plan (NIP), set out in more detail all three pillars of the graduate tracking system, with estimated costs and timelines. The first pillar, which is based on administrative data with already developed know-how, has already been embedded in the draft new act on LLL. The second pillar, represented by two national surveys (on higher education and secondary education graduates), is under development between 2022 and 2024. In the case of higher education graduates, it draws on the data and experience of the Eurograduate survey, which started in 2022 and will be completed in 2023. Secondary education graduate survey will follow, run also by the Slovak Centre of Scientific and Technical Information. A pilot under the third pillar, focusing on specific school-based activities, is planned for 2023 and 2024. The estimated costs of the second and third pillars are in total EUR 4 million, according to the action plan 2022-24.

2023 Implementation

In December 2023, the national ESF+ project, Introducing quality management in VET and adult education, run by the State Institute of Vocational Education, was approved. The project supports the development of the 2nd pillar of the graduate tracking system by introducing a national survey of secondary VET graduates, conducted by the State Institute of Vocational Education, and also includes a pilot for the 3rd pillar in cooperation with selected VET schools.

2024 Implementation

On 15 October 2024, a national survey for VET schools was launched to collect online graduate tracking data within the 2nd pillar of the graduate tracking system. 1 784 VET school graduates responded to the questionnaire in the pilot phase of the survey.

In November 2024, a webinar informed VET schools on the 3rd pillar, which focuses on knowledge, skills and competences acquired by graduates. It is aimed at receiving feedback on the relevance of curricula. During the webinar, a framework questionnaire (template) was presented to VET schools. Subsequently, 74 VET schools started to work on school questionnaires making use of the template and assistance from the dedicated website of the State Institute of Vocational Education. Collection of data must be completed by April 2025 as the conference aimed at sharing experience and improving questionnaires is envisaged for May 2025.

2025 Implementation

The first pillar of the graduate tracking system is covered by the cooperation between the Education Policy Institute and the Social Policy Institute (SPI), both bodies of respective ministries. A new portal, maintained by SPI, replaced the earlier developed portal piloted by Trexima, which contained data of 2018 and 2019 graduates.

A 'National report on piloting VET school graduate tracking in Slovakia 2024', commenting on the first results of the 2nd pillar of the graduate tracking system (national survey), was issued by the State Institute of Vocational Education (SIOV) in January 2025. SIOV created the national survey with 17 items and offered the link to the Jotform application-based survey to individual schools. In the future, a representative sample survey is envisaged, but within the pilot, it was up to the

individual schools to decide how many graduates they would address with the survey. The piloting was aimed at motivating schools to collect data, maintain contacts with graduates, and conduct their own school-based surveys (3rd pillar).

In April 2025, piloting 3rd pillar of graduate tracking started. VET schools conducted their own school surveys in cooperation with the SIOV, backed by its methodological support.

In July 2025, SIOV published the results of the survey aimed at gathering feedback from both pillars of the graduate tracking experience and the visibility of graduate tracking-related activities. 209 VET schools responded in the survey out of all 430 VET schools. 88 schools (42% of respondents) participated in the 2nd pillar and 70 schools (33%) in the 3rd pillar.

A manual 'Recipe book for school questionnaire' was published by SIOV in October 2025 to assist schools in the creation of their school survey and to prepare them for the next round of data collection.

A revised national survey (with 19 items) addressing 2023/24 graduates was prepared for the second piloting of the national survey (2nd pillar). Any VET school, including those not participating in the first piloting, was invited to join the national survey. The survey started on 20 October 2025.

Bodies responsible

- Central Office of Labour, Social Affairs and Family (COLSAF)
- Trexima Ltd.

Target group

Learners

Learners in upper secondary, including apprentices

Education professionals

School leaders
Guidance practitioners

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies
Establishing and developing skills intelligence systems

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET

Further reading

[Employment of secondary and tertiary graduates by occupation in 2016 \(in Slovak\)](#)

[Graduate tracking pilot portal](#)

[Graduate tracking 1st pillar portal](#)

[Employment services job portal](#)

[Lifelong learning and counselling strategy for 2021-30 \(in Slovak\)](#)

[Lifelong learning and counselling strategy for 2021-30 \(in English\)](#)

[Lifelong learning and counselling strategy action plan 2022-24 \(in Slovak\)](#)

[Lifelong learning and counselling strategy action plan 2022-24 \(in English\)](#)

[National report on piloting VET school graduate tracking in Slovakia 2024 \(in Slovak\)](#)

[Results of the survey aimed at feedback from both pillars of the graduate tracking \(in Slovak\)](#)

Related policy developments

2025 Implementation

National implementation plan: Slovakia

Eight priority areas were identified in relation to the achievement of the objectives, five of which explicitly target VET, two target lifelong learning in parallel with VET ((f) and (h)) and one targets interlinking general education and VET (e):

 SLOVAKIA

Type of development

Strategy/Action plan

Subsystem

IVET CVET

2025 Implementation

Lifelong learning and counselling strategy for 2021-30

LLCS 2030 focuses on four thematic areas: the qualification system; basic skills and civic education; lifelong learning, counselling, and motivation of citizens for lifelong learning; and building a system of skills management and identification of lifelong learning needs.

 SLOVAKIA

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2025 Implementation

Forecasting model for labour market needs

A forecasting model was developed in 2015 under the supervision of the Central Office of Labour, Social Affairs and Family (COLSAF, public employment services authority). The labour ministry presents the forecast of labour market needs, structured by fields of study and regions, every year.

 SLOVAKIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

National EQAVET implementation plan

The national EQAVET implementation report (2016-20), containing measures to strengthen quality assurance in IVET, has been prepared. At the end of 2016, ŠIOV, the quality assurance national reference point (QANRP), joined a European project aiming to introduce peer review in the country.

 SLOVAKIA

Type of development

Practical
measure/Initiative

Subsystem

IVET

2020 Completed

Cedefop country review on skills anticipation and matching

Slovakia participates in Cedefop's country reviews on Governance of EU skills anticipation and matching systems.

 SLOVAKIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

National programme for the development of education

On 27 June 2018, the government approved the National programme for the development of education (NPDE). The NPDE was adopted, with 106 measures to be fulfilled until 2027. Some measures related to regional schooling and higher education are relevant also to VET.

 SLOVAKIA

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2018 Completed

Learning Slovakia strategy paper

In September 2017, the education ministry published the Learning Slovakia strategy paper, following a public discussion on a draft version from March 2017.

 SLOVAKIA

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” **Cite as**

Cedefop, & ReferNet. (2026). VET graduate tracking: Slovakia. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28756>