

# CPD credit system and teaching career opportunities

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 SLOVAKIA

## Timeline

2018 Implementation 2019 Discontinued

ID number 28582

## Background

The 2009 reform (Act 317/2009) introduced a new model of in-service training, career progress, and remuneration via credit-based in-service training. The limited validity of credits (seven years) and related risk of reduced income after expiry of the validity of credits resulted in criticism from the teaching profession. There were only two options to prevent dissatisfaction: to continue the current (criticised) model resulting in credit hunting by additional opportunities for accumulation of credits, or to abolish the limited validity of credits already gained.

## Objectives

The education ministry decided to abolish the limited validity of credits to prevent a fall in teacher incomes. This measure was considered as a temporary solution, as preparing new legislation introducing a new approach to CPD and in-service training already started.

## Description

The steps taken until 2018 focused on amending legislation and policy commitments for further continuing professional development (CPD) improvements. The newest and the most visible of such improvements is the abolition of the limited validity (seven years) of credits received within CPD. Staff can move from beginner to independent teacher status and then to attestation at first and second (advanced) level. Since the 2009 Pedagogical Staff Act, a wide range of in-service programmes/courses have awarded credits that allow for reaching the attestation level. Long-lasting criticism of limited validity of credits (a maximum of seven years) triggered a policy change. Credits originally expiring after 1 January 2018 will remain valid without limits. The rationale behind the change is that the effects of CPD related to these credits are permanent, and expiration of credits creates additional reasons for credit hunting. Credits expiring before 1 January 2018, as well as benefits related to these credits, are 'lost'. The change is important for those who have exploited the accumulated credit points for a temporary salary benefit and not for their career path progress (attestations resulting in a higher wage category). Expiration of credits resulted in losing the aforementioned temporary salary benefit. At the same time, opportunities to acquire credits through other activities than in-service training have been reduced. There is a need to address this, as CPD relates to a variety of learning opportunities.

## 2018 Implementation

### 2019 Discontinued

A new Act on Pedagogical and Professional Staff (138/2019) has abolished the credit system; instead of credit payment, bonuses have been introduced for specific cases of in-service training. In contrast to the earlier legislation, many other types of in-service training do not prompt a salary increase.

## Bodies responsible

- Ministry of Education, Science, Research and Sport (until 2024)

## Target group

### Education professionals

Teachers  
Trainers  
School leaders

## Thematic categories

### Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

## Subsystem

IVET CVET

## Further reading

[Act No 138/2019 on pedagogical and professional staff](#)

## Related policy developments

### 2025 Implementation

## A continuing professional development model for pedagogical and professional staff

A new act was adopted on pedagogical staff and professional staff (138/2019) in 2019 complemented by two decrees (361/2019 on education for professional development and 1/2020 on qualification requirements). The act cancelled:

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### Type of development

Regulation/Legislation

### Subsystem

CVET

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## 2025 Implementation

### Professional standards for pedagogical staff and experts

The 2016 government manifesto also aimed at further changing the system of career development. It envisaged certification in line with professional standards for pedagogical staff and experts employed by regional schools.

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET CVET

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