

# Easing access to the teaching profession

**POLICY DEVELOPMENT****REGULATION/LEGISLATION** **SLOVAKIA**

## Timeline

|                     |                     |                     |
|---------------------|---------------------|---------------------|
| 2015 Implementation | 2016 Implementation | 2017 Implementation |
| 2018 Implementation | 2019 Implementation | 2020 Implementation |
| 2021 Implementation | 2022 Implementation | 2023 Implementation |
| 2024 Implementation |                     |                     |

**ID number 28580**

## Background

Given its low status and poor pay, a career in teaching, particularly in VET, has never been as attractive an option as a career in business and industry. That is why there is a need to make the profession more appealing.

## Objectives

To reduce the barriers for skilled practitioners to serve as VET teachers by making training in pedagogy more flexible.

## Description

The 2015 legislation amending the 2009 Pedagogical Staff Act made qualification requirements more flexible to attract (more) business and industry professionals to teaching and to facilitate changes of position or subject areas. Professionals teaching in occupation-oriented areas are not required to comply with qualification requirements in pedagogy provided they teach up to 10 hours per week (the responsibility for ensuring/assessing their teaching competences lies with school principals). Furthermore, regular staff who wish to move to another position, only need to complete the pedagogical part required for the new position.

**2015 Implementation****2016 Implementation****2017 Implementation****2018 Implementation****2019 Implementation**

A new Act on Pedagogical and Professional Staff (138/2019) was adopted addressing both aforementioned issues. It specifies that a practitioner not meeting qualification requirements can be hired as a teacher or trainer for a maximum of 10 hours per week or a maximum of 90 days during the school year.

This act also introduced modularisation of programmes of the so-called complementary pedagogical studies for practitioners. Those who have earlier completed such a programme for one position and would like to move to another position would only need to complete a module focused on the pedagogy part required for the new position.

### **2020 Implementation**

In November 2020, the education ministry, implementing the Act on Pedagogical and Professional Staff (138/2019), approved a new programme for those (non-qualified) interested in a VET-trainer position. This two-module programme is offered by the Methodological-Pedagogical Centre. A basic module of 140 hours focuses on general pedagogy, psychology and legislation and the second module (100 hours) is subject-specific, focusing on planning, methodology of instruction in workshops, and on occupational health and safety. Existing pedagogical staff not qualified for the training profession can acquire this qualification after successful completion of the second module.

### **2021 Implementation**

Within the new financial scheme, schools can apply for additional funding to cover the training costs of those employees who were already accepted for qualification studies up to EUR 400 per trainee. This can encourage skilled practitioners not meeting qualification standards to enter teaching/training positions in schools due to reimbursement of costs of their qualification studies.

According to the new amendment of the Act on pedagogical staff and professional staff (138/2019), adopted in October 2021, qualified trainers are now allowed to take over some lessons of the so-called practical exercises within the school-based VET that were previously taught by teachers. Higher education teachers can be encouraged to accept a teaching position in VET school by valuing their experience by skipping the initial phase of the teacher career path level, which is also linked to higher remuneration.

### **2022 Implementation**

The Education Policy Institute estimates that the shortage of teachers in secondary schools including VET schools varies regionally. While no excess demand is expected in Eastern Slovakia until 2030, a 42% increase in demand is estimated in the Bratislava region, while other regions are expected to see an increase of less than 10%. Therefore the Education Policy Institute, affiliated to the education ministry, suggested regional wage bonuses in November 2022. Bonuses vary across the 16 regions (eight seats of regions and eight vicinities of regional capital cities). This indicates that it is considered more important to prevent leaving schools for alternative jobs and to provide financial incentives to stay in school than further efforts to facilitate access to teaching professions by lowering qualification requirements.

The Bratislava self-governing region extremely suffers from a shortage of teachers. Therefore, in 2022, it fully covered the costs of complementary pedagogical studies to attract not qualified practitioners and the additional qualification studies for the already qualified staff to expand their competences. This was financed from the regional budget of the Bratislava self-governing region as the national financial scheme with a ceiling of EUR 400 per trainee adopted in 2021 was not activated in 2022.

### **2023 Implementation**

According to job portals, the biggest challenge is finding qualified teachers in physics.

According to job portals, the biggest challenge is finding qualified teachers in physics, informatics and mathematics. Data from the regional information system (RIS) of the education ministry indicate that the lowest share of lesson hours taught expertly (i.e., not only by a qualified teacher in general but by one specifically qualified for the respective subject) is in the subjects of technology in VET schools, IT and subjects with a low number of teaching hours in the programme, such as ethics or civics. In the case of technology and IT, it is due to the lack of qualified teachers. For ethics and civics, it is because of the internal policies: hiring subject specialists is not considered essential by school directors. Instead, coverage by other teaching staff is accepted and welcomed, especially by teachers interested in additional income. Finding solutions for easing access to teaching professions still remains challenging, given the combination of unattractive wages and increasingly demanding working conditions in schools.

### 2024 Implementation

The Act on adult education (292/2024), adopted on 30 October 2024, introduced the possibility of acquiring the so-called professional qualification 'Master' that can be acquired by assessment of a relevant competence portfolio, thereby easing access to the training position of in-company trainer (instructor) for experienced practitioners. However, no similar measure has been introduced for trainers or teachers in VET schools. Complementary pedagogical studies are still requested for experienced people from the business world, with no alternative option to meet the requirements via assessment of competence portfolios. Due to the ongoing staff shortages, reducing pedagogy-related requirements for these roles can be expected in the future.

## Bodies responsible

- Ministry of Education, Research, Development and Youth
- 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

Attractiveness of the teaching and training profession/career

## Subsystem

IVET CVET

## Further reading

[Act No 317/2009 on pedagogical and professional staff \[Zákon c. 317/2009 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch\]](#)

[Act No 138/2019 on pedagogical and professional staff \[Zákon c. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch\]](#)

## Related policy developments

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2024 **Approved/Agreed**

### Act on adult education (292/2024)

The education ministry initiated new legislation instead of the originally proposed law on lifelong learning, which was previously recommended by the Lifelong learning and counselling strategy for 2021-30 and approved by the government.

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#### Type of development

Regulation/Legislation

#### Subsystem

CVET

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2024 **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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2024 **Implementation**

### Requirements for trainers in companies

According to the 2015 Act on VET, in-company trainers should have certificates that are equivalent to, or of a higher level than, certificates offered to learners by programmes they are involved in. These certificates must be in the same or similar field of study.

**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**2024 Implementation**

**Incentives for companies to offer dual VET**

To encourage enterprise involvement in dual VET, the VET Act (61/2015) had introduced corporate tax reliefs for training companies:

**Type of development**

Regulation/Legislation

**Subsystem**

IVET

“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28580>