

# National skills strategy

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 SLOVAKIA

## Timeline

2019 Design 2020 Completed

ID number 28568

## Background

In 2018, the education ministry asked the OECD to make use of its expertise to support policy-making in lifelong learning and skills development. Slovakia needs to renew the legislation on lifelong learning. The OECD was also expected to contribute indirectly to the development of a new lifelong learning strategy that was already in progress.

## Objectives

Enrich the public discourse on lifelong learning and skills development, learn from international experience in preparing a new lifelong learning strategy, a new act on lifelong learning, and in achieving coherence in future policies on skills development.

## Description

The education ministry has started an international project (with a budget of EUR 350 000) aimed at elaborating a National skills strategy for the Slovak Republic, in cooperation with the OECD. A launch conference was held on 29 January 2019 and a final OECD report is expected by the end of March 2020.

### 2019 Design

A launch conference was held on 29 January 2019. After a period of field visits, workshops, focus group discussions, interviews, and questionnaires, two draft reports were produced (August and October 2019).

### 2020 Completed

Crucial findings and recommendations were presented to the Slovak audience on 27 January 2020 together with the distribution of the summary of the report. Key findings and opportunities for improving the Slovak Republic's skills performance were summarised into three important themes:

- (a) equipping younger and older generations with the right skills for the future;
- (b) ensuring inclusiveness in the development of skills;

(c) strengthening the governance of skills policies.

A full version of the report is accessible from the OECD portal. Opinions of stakeholders concerning the OECD recommendations and underlying methodology varies. Support for the development of a new lifelong learning strategy and new lifelong learning legislation, originally expected from this report, cannot yet be estimated.

## **Bodies responsible**

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

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Young people not in employment, education or training (NEETs)  
Learners with migrant background, including refugees  
Learners at risk of early leaving or/and early leavers  
Learners with disabilities  
Adult learners  
Older workers and employees (55 - 64 years old)  
Unemployed and jobseekers  
Persons in employment, including those at risk of unemployment  
Low-skilled/qualified persons  
Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

### **Education professionals**

Teachers  
Trainers  
School leaders  
Adult educators  
Guidance practitioners

### **Entities providing VET**

Companies  
Small and medium-sized enterprises (SMEs)  
VET providers (all kinds)

### **Other stakeholders**

Social partners (employer organisations and trade unions)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Coordinating VET and other policies  
Engaging VET stakeholders and strengthening partnerships in VET  
Establishing and developing skills intelligence systems

### **Modernising VET offer and delivery**

Acquiring key competences

### **Supporting lifelong learning culture and increasing participation**

Providing for individuals' re- and upskilling needs  
Lifelong guidance  
Ensuring equal opportunities and inclusiveness in education and training

## Subsystem

IVET CVET

## Further reading

[Cedefop ReferNet Slovakia \(2019\): Major events promoting lifelong learning](#)

[OECD \(2020\). OECD Skills strategy Slovak Republic: assessment and recommendations](#)

## Related policy developments

2025 Implementation

### National basic skills improvement initiative

The following five measures are set by the Lifelong learning and counselling strategy for 2021-30:

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#### Type of development

Strategy/Action  
plan

#### Subsystem

CVET

2025 Implementation

### Digital transformation strategy

In the short term, three priority areas have been identified by the strategy, forming a basis for the 2019-22 action plan:

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#### Type of development

Strategy/Action  
plan

#### Subsystem

IVET CVET

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.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

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2025 Implementation

## Projects promoting key competences in IVET

In 2019, ESF-funded projects were launched aiming to improve learners' literacy, mathematics and science competences. They were also carried out in VET schools.

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### Type of development

Practical  
measure/Initiative

### Subsystem

IVET

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2025 Implementation

## Strategy for enhancing the level and continuous development of reading literacy

In 2016, the education ministry submitted to the government a Strategy for enhancing the level and continuous development of reading literacy. The 2016/17 school year was declared 'year of reading literacy', accompanied by diverse activities, including competitions.

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### Type of development

Strategy/Action  
plan

### Subsystem

IVET

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2025 Implementation

## Measures to support the low-qualified and the long-term unemployed

Five-year action plans were launched in 2016 to address unemployment in the most vulnerable districts. Training centres and regional education centres, i.e.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28568>