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Traditionally, vocational education and training (VET) has been a strong pillar of the Slovak education system. Despite growing interest in general education, participation in secondary VET is still an important part of the education system in Slovakia. VET programmes offer a high level of flexibility and choice to learners, allowing them to pursue their interests and career goals. VET programmes are offered at both secondary and post-secondary levels, providing learners with the opportunity to develop the skills and knowledge they need to succeed in the labour market.

VET in Slovakia focuses on preparing learners for the workforce through a combination of theoretical and practical instruction. VET programmes are designed to meet the needs of the labour market and are continually updated to reflect changes in industry and technology. VET institutions in Slovakia work closely with businesses and employers to ensure that programmes are relevant and meet the needs of the workforce.

VET is strongly State-regulated, predominantly school-based, combining provision of general education with technical and vocational training. Slovakia’s VET programmes, leading to shortage of supply of technically skilled graduates in the national economy;

- Linking learning, due to lacking fiscal incentives for with only 3-15 to 25 year-olds participating in 2015, the country will meet the EU 2020 benchmarks. The 2012 European Council country-specific recommendations have identified three areas for their labelling and training systems:

- Treating the VET teacher as a professional and employer associations identified by legislation as counterparts to education authorities with regard to the respective fields of study (lateral arrangements);
- Employer Council for dual VET to coordinate training, employment and training strategies;
- Sectoral (skills) councils, responsible for setting occupational/qualification standards and providing expertise to policy makers;
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VET in Slovakia

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Traditionally, vocational education and training (VET) has been a strong pillar of the Slovak education system. Despite growing interest in general education, participation in secondary VET is still among the highest in the EU. VET programmes offer access to higher education through apprenticeships. The overview of VET programmes in Slovakia is based on information obtained from the Ministry of Education, Science, Research and Sport of the Slovak Republic, the Agency for Social and Labor Market Affairs, VET schools, and companies. The 2020/21 school year is the first to offer 353 programmes for performing arts students leading to an ISCED 554 title (specialist in arts diploma, DiS art).

The initial VET in Slovakia has traditionally been school-based, with periods of work-based learning taken from institutional contracts between VET schools (SOŠ) and companies. Since the 2010/11 school year, SOŠ have been allowed to offer dual VET programmes. These programmes are providing work-based learning in the context of education and have been aimed at students who want to learn while working. The dual VET system in Slovakia is the result of reforms in the next decade to address this.

VET programmes for performing arts students usually offer two or three-year programmes (ISCED 253) for upper secondary education and three-year (rarely four-year) programmes (ISCED 353) for tertiary level. Employers consider this a good combination as it is able to meet the needs of schools and labour market in a balanced way.

VET strongly State-regulated, predominantly school-based, combining provision of general education with specific vocational education. A broad variety of upper secondary education (ISCED 500) is available for key occupations, such as hairdressing and controlling animal health, which includes one-year bridging programmes. Performing arts VET programmes for acting students include an ISCED 554 title (specialist in arts diploma, DiS art). Special education schools offer similar VET programmes.

VET continues to be one of the key priorities of the Slovak government, with a focus on improving the quality of VET and increasing its attractiveness. The Slovak government has set targets for increasing the proportion of adults participating in VET programmes and improving the conditions for VET providers. The government has also been working closely with the business community to ensure that VET programmes meet the needs of the labor market.

Despite the country's relatively good recent performance on some international indicators, others call for action:

- decreasing performance in reading, mathematics and science, according to international assessments, negatively affects participation in mechanical and electrical engineering VET programmes, leading to shortage of supply of technically skilled graduates in the national economy;
- lacking learning maps, due to lacking fiscal incentives for with 0.1% of 25 to 54 year-olds participating in 2015, the country will not meet the EU 2020 benchmark. The 2012 European Council country-specific recommendations have identified three areas for action:
  - strengthening labour market relevance of education and vocational training;
  - improving education of vulnerable groups, including Roma;
  - ensuring market-relevant formation of adults.

Since 2015/16, ‘dual’ programmes are offered with 50-60% in-company learning and access to tertiary education. Giving access to tertiary education is also available to adults (full-, or part-time or distance education). Possible progression routes are: a. refresher programmes (Refresher pr.), b. professional development programmes (PD programmes), c. master programmes (Master programmes), d. PhD programmes, e. integrated university programmes combining VET and university education (Integrated) and postgraduate programmes (PGD programme) giving access to upper secondary education. The national programme for the development of performing arts (in preparation) envisions substantial reforms in the next decade to address this.

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Further information


This Spotlight is based on input from ReferNet Slovakia.
Further information


http://www.minedu.sk

http://www.upsvar.sk

http://www.refernet.sk

http://www.radavladyovp.sk

http://www.siov.sk

http://www.saaic.sk

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http://www.refernet.sk/spotlight-on-vet

http://www.statistika.sk

http://www.eurovoc.org

http://www.eurostat.europa.eu

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Slovak Centre of Scientific and Technical Information (VČTISR)

National VET Council (NAC)

European Centre for the Development of Vocational Training (Cedefop)

EU-2020=15

Further information

Spotlight on VET

SLOVAKIA

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2014

Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training

% of early leavers from education and training, 2014

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014