



VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

SLOVAKIA

SYSTEM DESCRIPTION



VET IN EUROPE 2022

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Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
 - 3.1. Demographics.
 - 3.2. Economics.
 - 3.3. Labour market.
- Chapter 4. Education attainment.
 - 4.1. Share of high, medium and low level qualifications.
 - 4.2. VET learner share of the total VET population.
 - 4.3. VET learners by level.
 - 4.4. Female share.
 - 4.5. Early leavers from education and training.
 - 4.6. Participation in lifelong learning.
 - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
 - 9.1. VET teacher types.
 - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
 - 10.1. Anticipating skill needs.
 - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
 - Lower secondary VET programmes leading to EQF level 2 and 3, ISCED 253 (učebný odbor na získanie nižšieho stredného odborného vzdelania).
 - 3- and 4-year upper secondary VET programmes leading to EQF 3, ISCED 353 (učebný odbor na získanie stredného odborného vzdelania).
 - Practice-oriented 4- and 5-year upper secondary VET programmes leading to EQF 3 or 4, ISCED 354 (študijný odbor s praktickým vyučovaním formou odborného výcviku).
 - Theory-focused school-based 4- and 5-year VET programmes leading to EQF 4, ISCED 354. (študijný odbor s praktickým vyučovaním formou odbornej praxe); changes apply for arts programmes and sport education.
 - Follow-up programmes leading to EQF 4, ISCED 454 (nadstavbové štúdium).
 - Programmes leading to a (second) VET qualification (also called 'qualifying programmes') leading to EQF 4, ISCED 454 (pomaturitné kvalifikačné štúdium).
 - Higher professional programmes leading to EQF level 5, ISCED 554 (vyššie odborné štúdium).
 - Specialising programmes leading to EQF level 5, ISCED 554 (pomaturitné špecializačné štúdium).
 - Refresher programmes leading to ISCED 454 (pomaturitné inovačné štúdium, pomaturitné zdokonaľovacie štúdium).

- Performing arts programmes covering: 8-year ISCED 554 programme leading to EQF 5 qualification in dance conservatory (tanečné konzervatórium); 6-year ISCED 554 programmes leading to EQF 5 qualification in music and drama conservatory (hudobné a dramatické konzervatórium).
- Lower secondary VET programmes for SNE learners leading to EQF level 1 to 3, ISCED 352 ([114]) (učebný odbor odborného učilišťa).
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Despite growing interest in general education, secondary vocational education and training (VET) remains a strong pillar of the education system. In 2020, 68% of secondary education students graduated from VET; 76% of them studied programmes enabling continuation in higher education. In 2020/21, 444 approved VET programmes could be offered by secondary schools; 25 of these were under the responsibility of the health and interior ministries. The education ministry has overall responsibility for initial VET (IVET). Secondary VET schools are usually maintained by self-governing regions and all schools including private and church-affiliated are financed equally from the State budget. 'Dual VET' has been offered since 2015. From 2018/19, school-based and dual VET are based on the same national curricula, opening the door for all secondary programmes to be offered as school-based or as dual VET. Schools can offer the following IVET programmes at secondary education level:

- 4-year school-based (occasionally 5-year) programmes (in total 155 programmes; ISCED 354). These are mainly theory-focused and lead to a *maturita* school leaving certificate confirming level of education and VET qualifications attained;
- 4-year (occasionally 5-year) programmes (60 in total; ISCED 354) with extended practical training. They lead to a VET qualification, certified by a *maturita* school leaving certificate, and to a certificate of apprenticeship, if they include at least 1 400 hours of practice;
- 3-year (occasionally 4-year) programmes (112 in total; ISCED 353). These lead to a VET qualification (nationally referred to as a certificate of apprenticeship);
- 2- or 3-year programmes (16 in total; ISCED 253) for low achievers without completed lower secondary education. In individual cases, a certificate of apprenticeship is awarded. These learners can also enrol in a 1-year bridging programme (ISCED 244), which gives access to upper secondary education.

Programmes at conservatories (20), specific art education programmes and a sports management programme are not regulated by the Act on VET, despite offering a VET qualification.

Special education schools also offer VET programmes tailored to students with special education needs.

Post-secondary non-tertiary VET programmes comprise:

- 2-year follow-up study programmes (ISCED 454) for VET graduates (ISCED 353) leading to a *maturita* school leaving certificate (33);
- 2-year qualifying programmes (ISCED 454) leading to a second VET qualification certified by a *maturita* and, in some cases, also to a certificate of apprenticeship (17 together with refresher programmes);
- refresher programmes (ISCED 454) with a minimum 6-month duration ending with a post-*maturita* exam;
- 2-year specialising programmes and 3-year higher professional programmes (ISCED 554) leading to a non-university diploma and title DiS (31); some of the latter are offered as dual VET.

Tertiary education currently does not include universities of applied science. Practice-oriented

bachelor programmes are newly under development.

Continuing VET provision is semi-regulated: according to the Lifelong Learning Act, all programmes for adults without a relevant qualification who are interested in starting a business regulated by the Trade Licensing Act must be approved by the accreditation commission of the education ministry. Some qualifications are regulated by sectoral authorities. Many training programmes offered by companies, and adult education per se, are not regulated. The labour ministry regulates labour market training via the central and district labour offices.

Distinctive features (2)

Combining provision of general education and developing key competences with vocational skills within a broad variety of upper secondary programmes, predominantly school-based, is a result of tradition and historical development. The characteristic pattern of the education system, featuring a high share of secondary education and a low share of tertiary, has changed dramatically since EU accession. The share of population aged 30 to 34 with ISCED 3 to 4 levels of education was 81.0% in 2004 and 52.6% in 2020, while the data for the same cohort and years for ISCED 5-8 levels were 12.9% and 39.7%.

Ties between VET schools and the business world loosened during the economic transformation in the 1990s. Since 2015, specialised legislation supports the involvement of companies in the provision of 'dual VET' via direct financing from the State budget; it explicitly sets the rights and duties of professional and employer organisations regarding VET. Stronger engagement of the business world in informing VET schools about skill needs via sectoral (skills) councils should help VET adjust better to a rapidly changing labour market.

A 10-year compulsory education generally guarantees that learners should attend at least 1 year of upper secondary education after completing 9-year integrated primary and lower secondary general education. Despite a negative trend, this contributes to preventing early leaving from education and training. There has been a slight improvement (7.6% in 2020) but this remains over the national benchmark of 6%. The improvement can be attributed to the provision of new programmes combining completion of lower secondary general and vocational education.

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- [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
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qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from stručni (professional), and 'sv' from sveučilišni (university).

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CHAPTER 2.

Main challenges and policy responses

Deterioration compared to the past in many international indicators calls for action:

- a share of underachievers in PISA 2018 in all three domains reading, maths, science combined is with 16.9% above the EU-27 average; this negatively affects technical VET programmes, endangering the supply of technically skilled graduates in the labour market;
- early leaving from education and training in Eastern Slovakia has been above the EU 2020 target of 10% since 2015; this indicates the need to complement formal education with alternative ways of acquiring qualifications;
- participation in lifelong learning is well below the EU-27 average (2.8% compared to 9.2% in 2020); this led to the discussion on introducing individual learning accounts in support of adult learning.

The 2020 Council country-specific recommendations have advocated strengthening digital skills and ensuring equal access to quality education. This also corresponds to difficulties encountered during the COVID-19 pandemic hampering replacement of face-to-face education by distance learning. Therefore, the Recovery and resilience plan (3) indicated a focus on inclusive education and the acquisition of digital skills. According to the National broadband plan, schools will have access to gigabit connectivity by 2030. The expansion of digital services is expected to boost possibilities for distance learning.

The pandemic also confirmed the insufficient provision of digital educational content at all levels of education, particularly in VET. Well-organised repositories of open educational resources, appropriate also for individual offline learning, are urgently needed. Retraining of teachers to cope with the inevitable digital transformation of schools and with the increasingly diversified needs of individual learners is also an important challenge (4).

A new staff category school digital coordinator has been suggested by the amendment of the Act on Pedagogical and Professional Staff (138/2019) approved by the government in August 2021 in response to the challenges of digitisation of education arising from the pandemic and incoming digital transformation. Although not yet adopted by the parliament, schools are encouraged to apply for financial support and hiring a school digital coordinator whose responsibility is set as a synthesis of 'technically oriented activities and guidance concerning the usage of digital technologies as a teaching tool'. Professional standards for school digital coordinators have been developed by the project IT Academy and digital coordinators must complete training developed within this project.

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[3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on www.mon.bg. VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the

education ministry website <https://mon.bg/bg/143>

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CHAPTER 3.

External factors influencing VET

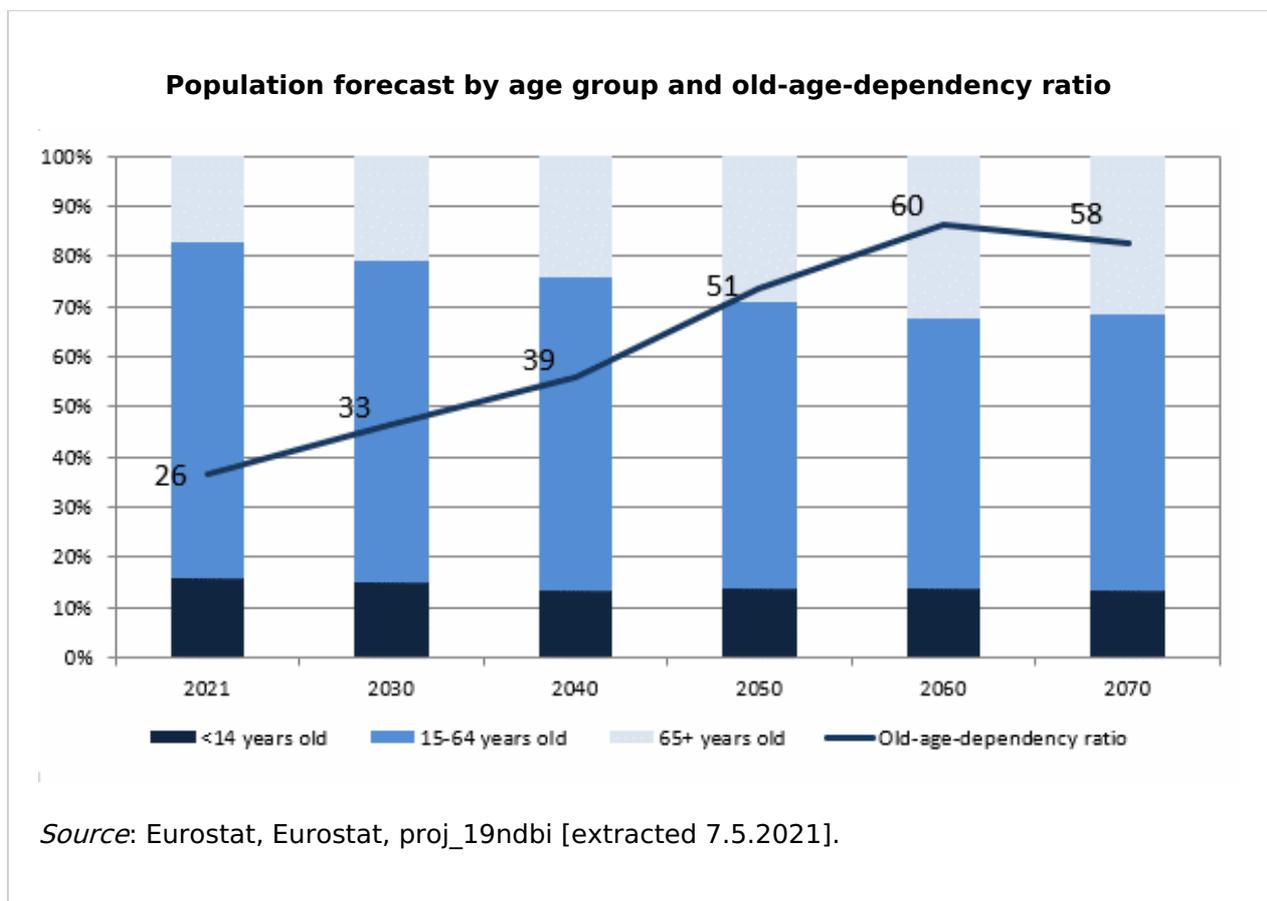
3.1 Demographics

Population in 2020: 5 459 781 (5).

It increased by 0.9% since 2013 (6).

As in many other EU countries, the population is ageing.

The old-age-dependency ratio is expected to increase from 26 in 2021 to 58 in 2070 (7).



Births fell significantly from 73 256 in 1993 to 50 841 in 2002, followed by a slight increase to 56 650 in 2020. Population decline resulted in a surplus of places in schools and caused intensifying competition among education providers. The number of secondary VET schools decreased from 506 in 2008/09 to 440 in 2020/21 (performing arts schools excluded).

A shift towards ISCED 354 programmes, permitting applying for higher education, to the detriment of ISCED 353, programmes has led to a lack of skilled workers in some professions, and craftsmen in particular: only 20% of upper secondary VET graduates completed ISCED 353 programmes, while 80% completed ISCED 354 programmes in 2020.

The population is composed of Slovaks (80.7%), Hungarians (8.5%), Roma (2%) and other

minorities (less than 1% each) (8). About three quarters of ethnic Roma declared other than Roma nationality. The Hungarian minority is served by schools with Hungarian as the language of instruction, from kindergartens to higher education; provision of VET is limited compared to general education. In 2020, there were 440 VET schools, of which 385 had Slovak as the language of instruction, 23 had Hungarian and Slovak, 14 had Hungarian, 15 had English and Slovak, one had French and Slovak, and 2 had German and Slovak.

3.2 Economics

As of 31 December 2020, 242 927 out of the 258 813 companies registered in Slovakia were micro-sized (0-9 employees).

A quarter of the employees (25.8%) are employed in large enterprises, with 74.2% in other enterprises; 47.4% of employees are working in micro companies, 12.1% in small companies and 14.7% with medium-sized companies (9).

Main economic sectors:

- manufacturing;
- wholesale and retail trade; repair of motor vehicles;
- construction;
- health and social work activities;
- transportation and storage.

The Slovak economy is among the most open in the EU, heavily depending on exporting industry products, mostly automotive; the country is a world leader in manufacturing of cars per capita.

The strongest sector - manufacturing - grew by 20% in 2019 compared to 2010, while information and communication was the fastest growing sector (37%). It is the only one significantly growing sector also during the COVID-19 pandemic (21% in 2020 compared to 2019).

3.3 Labour market

There are 298 professions in Slovakia, according to the EU regulated professions database (10).

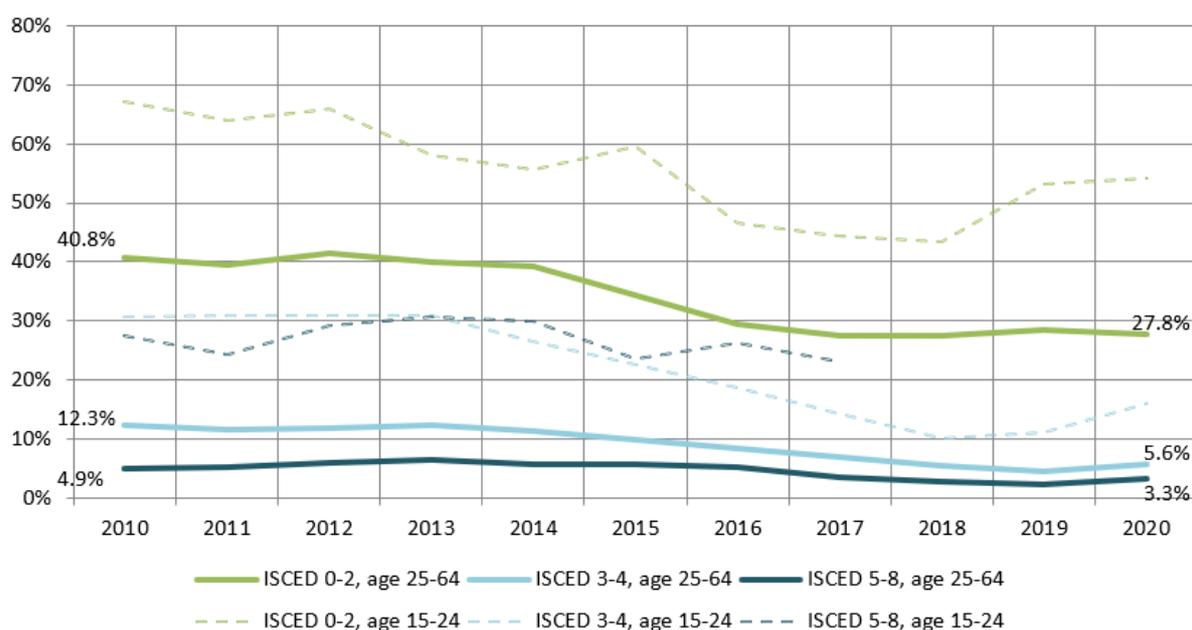
The Trade Licencing Act (455/1991) is relevant for secondary VET. It stipulates preconditions for starting a business via listing the crafts requiring a certificate of apprenticeship (or fulfilling other prescribed requirements) and a list of trades requiring a variety of certificates of proficiency, often in addition to formal education certificates.

There is also a variety of sectoral legislation prescribing requirements for entering respective working positions, sometimes set in cooperation with professional organisations.

A full list of regulated professions is available (in Slovak) at the education ministry portal (11).

Total unemployment (12) (2020): 5.9% (6.2% in EU-27); it fell by 2.8 percentage points (pp) since 2016 (13).

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2010-20



NB: Data based on ISCED 2011; breaks in time series; low reliability for ISCED 5-8, age 15-24.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

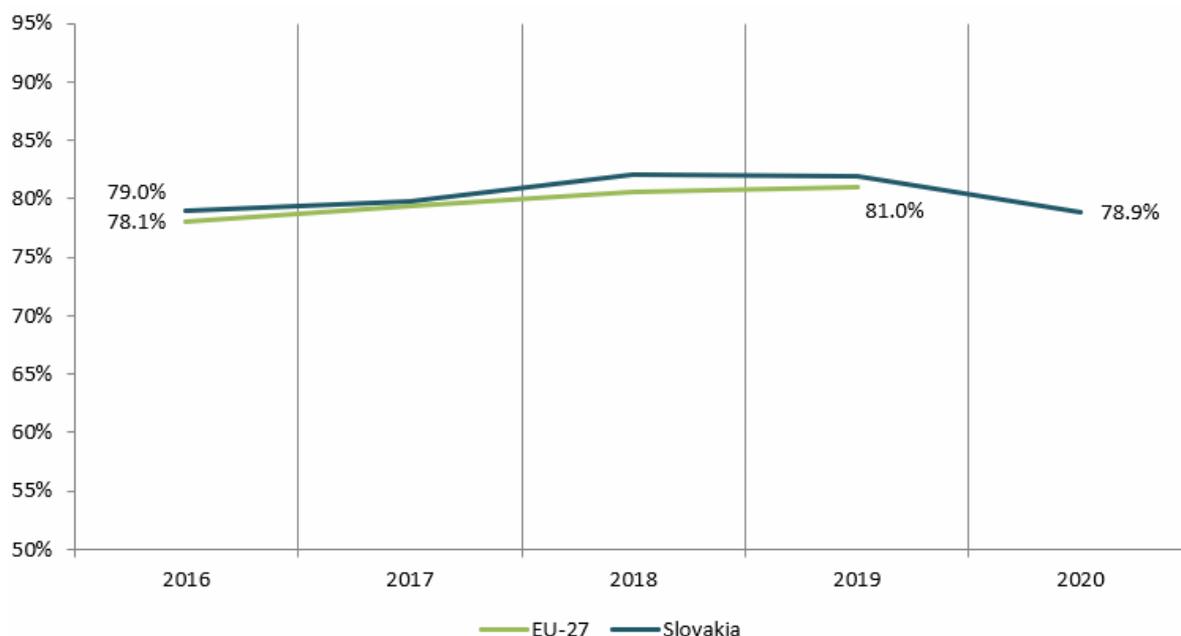
Source: Eurostat, Ifsa_urgaed [extracted 6.5.2021].

Unemployment of the low-qualified is extremely high compared to the medium- and high-qualified. Compared to 2015, unemployment declined, with the exception of small number of high-educated young people; there was a turning point in 2019, even before the pandemic, with low- and medium-qualified young people being hit hard. The impact of the pandemic on unemployment in 2020 was stronger for medium-qualified young people (a deterioration of five pp compared to 2019) than for low-qualified young people (0.9 pp) who saw strong deterioration in the preceding year (9.7 pp).

Many low-skilled Roma living in segregated communities of low living standard struggle to escape the poverty trap without specific interventions. Emerging new VET programmes offering completion of lower secondary general education, together with VET qualification for early leavers from general education and social enterprises for adults, are policies now targeting disadvantaged groups.

Employment rate of VET graduates aged 20 to 34 increased from 73.8% in 2014 to 82.1% in 2018.

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat_ifse_24 [extracted 6.5.2021].

After an earlier steep increase, the employment of VET graduates aged 20 to 34 was almost stable in 2016-20 and higher compared to all graduates of that age. However, it fell again below the EU-27 average (78.9% compared to 79.6% in 2020).

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

[17] Source: Eurostat, une_rt_a [extracted 27.8.2021].

[18] Eurostat table edat_ifse_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat_ifse_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat_ifse_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[5] Source: Statbel.be

[6] <https://economie.fgov.be/fr/publications/apercu-de-leconomie-belge-note>

[7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en->

[belgique](#)

- [8] Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [7] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat, une_rt_a [extracted 6.5.2021].
- [10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: <https://www.etek.org.cy/>
- [10] Percentage of active population, 25 to 64 years old
- [11] Eurostat table une_rt_a [Extracted 6.5.2021]
- [12] Source: Eurostat, edat_lfse_24 [Extracted 6.5.2021].
- [11] Czech Statistical Office (ČSÚ), Population of territorial units of the Czech Republic, 1 January 2021 [Počet obyvatel v regionech soudržnosti, krajích a okresech České republiky k 1. 1. 2021]. [accessed 12.11.2021] <https://www.czso.cz/documents/10180/142756350/1300722101.pdf/5957c9a9-24b5-4b96-ba77-2fa7a5bfb1b5?version=1.1>
- [12] Czech Statistical Office (ČSÚ), Development of the population of the Czech Republic, Migration [Vývoj obyvatelstva České republiky, migrace], [accessed 12.11.2021] <https://www.czso.cz/documents/10180/121768528/13006920a07.pdf/ac66a9b9-6075-4ae7-9868-cf3b72be2db9?version=1.1>
- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
- [17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004–2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.)], [accessed 12.11.2021] https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0 .
- [18] Eurostat table, sbs_sc_sca_r, [extracted 17.8.2021]; calculations done by NVF.
- [19] Eurostat. Employment by sex, age and economic activity (LFS, table lfsa_egan2): http://ec.europa.eu/eurostat/web/products-datasets/-/lfsa_egan2 [extracted 17.8.2021].
- [20] This sector includes public administration and defence, education, and health and social work.
- [21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] www.nsp.cz
- [22] Defined in the Trade Licensing Act.

- [23] Percentage of active population, 25 to 64 years old.
- [24] Eurostat table une_rt_a [extracted 17.8.2021].
- [25] Eurostat table edat_lfse_24 [extracted 18.8.2021].
- [26] Eurostat table edat_lfse_24 [extracted d 17.8.2021]
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj_19ndbi [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [11] Results of the employment accounts within the national accounts (VGR):
https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une_rt_a [extracted 6.5.2021].
- [17] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
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- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: www.etk.fi/en/statistics-2/statistics/effective-retirement-age/
- [9] https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025
- [10] Source: https://tilastokeskus.fi/til/tyti/index_en.html [accessed 25.11.2021].
- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une_rt_a [extracted 6.5.2021].
- [13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

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- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une_rt_a [extracted 31.8.2021].
- [15] Eurostat table edat_ifse_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See: https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar__mannfjoldi__1_yfirlit__Yfirlit_mannfjolda/MA [Accessed 14.9.2021]. See also Eurostat, proj_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64). <https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland. https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun__3_voruthjonust_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une_rt_a [extracted 20.5.2019].
- [14] Source: Eurostat, lfsa_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat_ifse_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [Extracted 6.5.2021].
- [7] Percentage of active population, 25 to 64 years old.
- [8] Source: Eurostat, une_rt_a [extracted 6.5.2021].
- [9] NB: Breaks in time series. Source: Eurostat, edat_ifse_24 [extracted 6.5.2021].
- [10] NB: Breaks in time series. Source: Eurostat, edat_ifse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table DEMO_PJAN [extracted 23.07.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 23.07.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Foreign citizens residing in Luxembourg can obtain Luxembourgish nationality by naturalisation. Legislation requires them to attend citizenship training and to pass an oral

Luxembourgish language exam.

- [8] The latest population census available from 2011.
- [9] Percentage of active population, 25 to 74 years old.
- [10] Eurostat table tps00203 [extracted 06/05/2021].
- [11] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [12] Time series for the 15-24 group must be considered with caution due to the small number of observations taken into account.
- [13] Time series must be considered with caution due to the small number of observations taken into account.
- [14] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une_rt_a [extracted 7.5.2021.].
- [12] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [13] NB: Data for population as of 1 January, Eurostat tps00001 [extracted 7.5.2021].
- [14] These are estimates for 2018 produced by DIW Econ, based on 2008-16 figures from the structural business statistics database (Eurostat). They are extracted from the Small Business Act (SBA) fact sheet 2019.
<https://ec.europa.eu/docsroom/documents/38662/attachments/20/translations/en/renditions>
- [16] Recent GDP growth is mostly driven by services. Between 2019 and 2020 professional, scientific and technical activities and the manufacturing sector as a percentage of GDP, increased by 0.4 percentage points when compared to that of the previous year. Information and communication activities together with financial and insurance activities increased by 1.2 percentage points. For arts, entertainment and recreation, the increase was around 0.4 percentage points (Eurostat, 2020). Contrary to the increasing trend observed in the last 3 years, the administrative and support service activities experienced a decline of 0.4 pp when compared to the previous year. The share of added value by agriculture remained stable at a rate of 0.5% of GDP, resulting in the country being dependent on imported food supplies. In contrast, the shares of sectors such as i-gaming, financial services and IT services, legal and accounting services have increased significantly.
- [17] MCAST Gateway to Industry (MG2i). <https://shortcourses.mcast.edu.mt/index>
- [18] Percentage of active population, 25 to 64 years old.
- [19] Eurostat, une_rt_a [extracted 6.5.2021].
- [21] NB: Breaks in time series, Eurostat, edat_lfse_24 [extracted 6.5.2021].
- [6] White Paper 2020-21
- [7] SSB. Statistics Norway. <https://www.ssb.no/befolkning/faktaside/befolkningen>
- [8] NB: Data for population as of 1 January 2018. Eurostat table tps00001 [extracted 16.5.2019].

- [9] SSB. Statistics Norway: <https://www.ssb.no/utdanning/statistikker/vopp1>
- [10] SSB. Statistics Norway. www.ssb.no and Norwegian Directorate for Education and Training. www.udir.no
- [11] SSB. Statistics Norway. <https://www.ssb.no/utdanning/statistikker/vgu/aar>
- [12] SSB. Statistics Norway. [Statistics Norway, h](#)
- [13] SSB. Statistics Norway. [Statistics Norway, i](#)
- [14] SSB. Statistics Norway. [Statistics Norway, b](#)
- [15] Norway. National Agency for Quality Assurance in Education. www.nokut.no
- [16] Percentage of active population, 25 to 64 years old.
- [17] Eurostat table une_rt_a [extracted 20.5.2019].
- [18] Eurostat, Unemployment by sex and age – annual data, Eurostat table: une_rt_a https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=une_rt_a&lang=en
- [19] Eurostat table edat_ifse_24 [extracted 16.5.2019].
- [4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] Learners in vocational programmes at upper secondary and post-secondary levels
- [9] ACT of 6 January 2005 on national and ethnic minorities and on the regional languages: http://ksng.gugik.gov.pl/english/files/act_on_national_minorities.pdf
- [10] Ministry of the Interior and Administration: Polish legislation and solutions regarding the protection of languages of minorities [Ustawodawstwo i rozwiązania polskie w zakresie ochrony języków mniejszości]. <http://mniejszosci.narodowe.mswia.gov.pl/mne/oswiata/informacje-dotyczace-o/8302,Ustawodawstwo-i-rozwiazania-polskie-w-zakresie-ochrony-jezykow-mniejszosci.html> [extracted 30.4.2019].
- [11] First stage sectoral schools and vocational upper secondary schools.
- [12] Ministry of National Education: information on the education of foreigners in the Polish education system [Informacja o kształceniu cudzoziemców w polskim systemie oświaty]. <https://www.gov.pl/web/edukacja/informacja-o-ksztalceniu-cudzoziemcow-w-polskim-systemie-oswiaty> [extracted 30.4.2019].
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- [17] European Commission – Regulated professions database [accessed 6.7.2021]: <https://ec.europa.eu/growth/tools-databases/regprof/>
- [18] Percentage of active population, 25 to 64-year-olds.
- [19] Eurostat table une_rt_a [extracted 6.5.2021].
- [20] Eurostat table edat_ifse_24 [extracted 16.5.2019].
- [9] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [10] NB: Data for population as of 1 January. Eurostat, tps00001 and proj_19ndbi [Extracted 7.5.2021].
- [11] Source: Eurostat. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_structure_and_ageing
- [12] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65

and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

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https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0009082&xlang=pt&contexto=bd&selTab
- [15] Percentage of active population, 25 to 64 years old.
- [16] Source: Eurostat, une_rt_a [Extracted on 6.5.2021].
- [17] Source: Eurostat, t2020_10 [Extracted 9.8.2021].
- [18] NB: Breaks in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January 2020; break in series. Eurostat table tps00001and proj 19 ndbi [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January 2020; break in series. Eurostat table tps00001 and proj 19 ndbi [extracted 7.5.2021].
- [6] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [7] INS-TEMPO-online database: education units, by categories of units, ownerships, macro regions, development regions and counties [SCL101A] at the beginning of school year; exclude 'vocational' high schools (military, theology, sports, music, visual arts, theatre, cultural heritage, choreography, pedagogy).
- [8] INS (2011). Recensământul Populației și al Locuințelor [Census of population and housing]. http://www.recensamantromania.ro/wp-content/uploads/2013/07/REZULTATE-DEFINITIVE-RPL_2011.pdf
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- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table une_rt_a [extracted 20.5.2019].
- [12] Eurostat Unemployment rates by sex, age and educational attainment level (%) [lfsa_urgaed]
- [13] Eurostat table edat_lfse_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001.
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001.
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- [8] <https://kartlaggningsverktyget.skolverket.se/start>
- [9] Information is based on: Skolverket; ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe
- [10] <https://www.ekonomifakta.se/fakta/foretagande/naringslivet/naringslivets-struktur/>
- [11] Percentage of active population aged 25 to 64.
- [12] Eurostat table une_rt_a

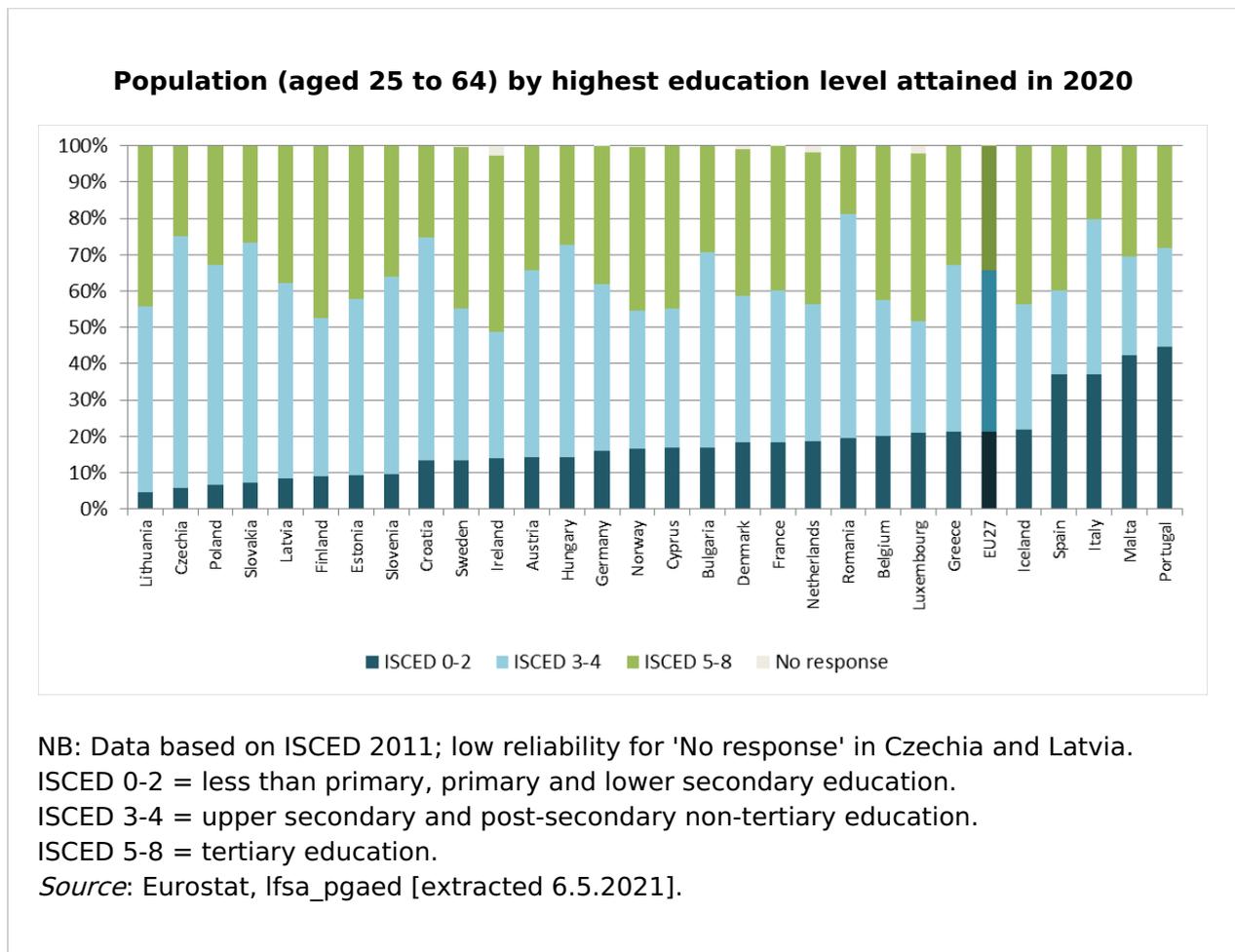
- [13] NB: Breaks in time series. Eurostat table edat_lfse_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.9.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.9.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [10] http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=regprofs&id_country=25&quid=1&mode=asc&maxRows=*#top
- [11] <https://www.minedu.sk/regulovane-povolania-v-slovenskej-republike/>
- [12] Percentage of active population, 25 to 64 years old.
- [13] Eurostat table une_rt_a [extracted 6.5.2021].

CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

Eurostat data show that in Slovakia the share of medium-level educated population in the age group 25 to 64 is the second highest in EU in 2020 (65.9% compared to 44.5% in EU-27), while the share of low-educated is the fourth lowest (7.3% compared to 21.3% in EU-27). Despite only a slightly lower share of young tertiary educated people in 2020 (39.7% compared to 41.8% in EU-27) and almost a fourfold growth in the share since 2000, the share of high-educated is the fifth lowest (26.8% compared to 34.0% in EU-27 in 2020) (14).



4.3 VET learners by level

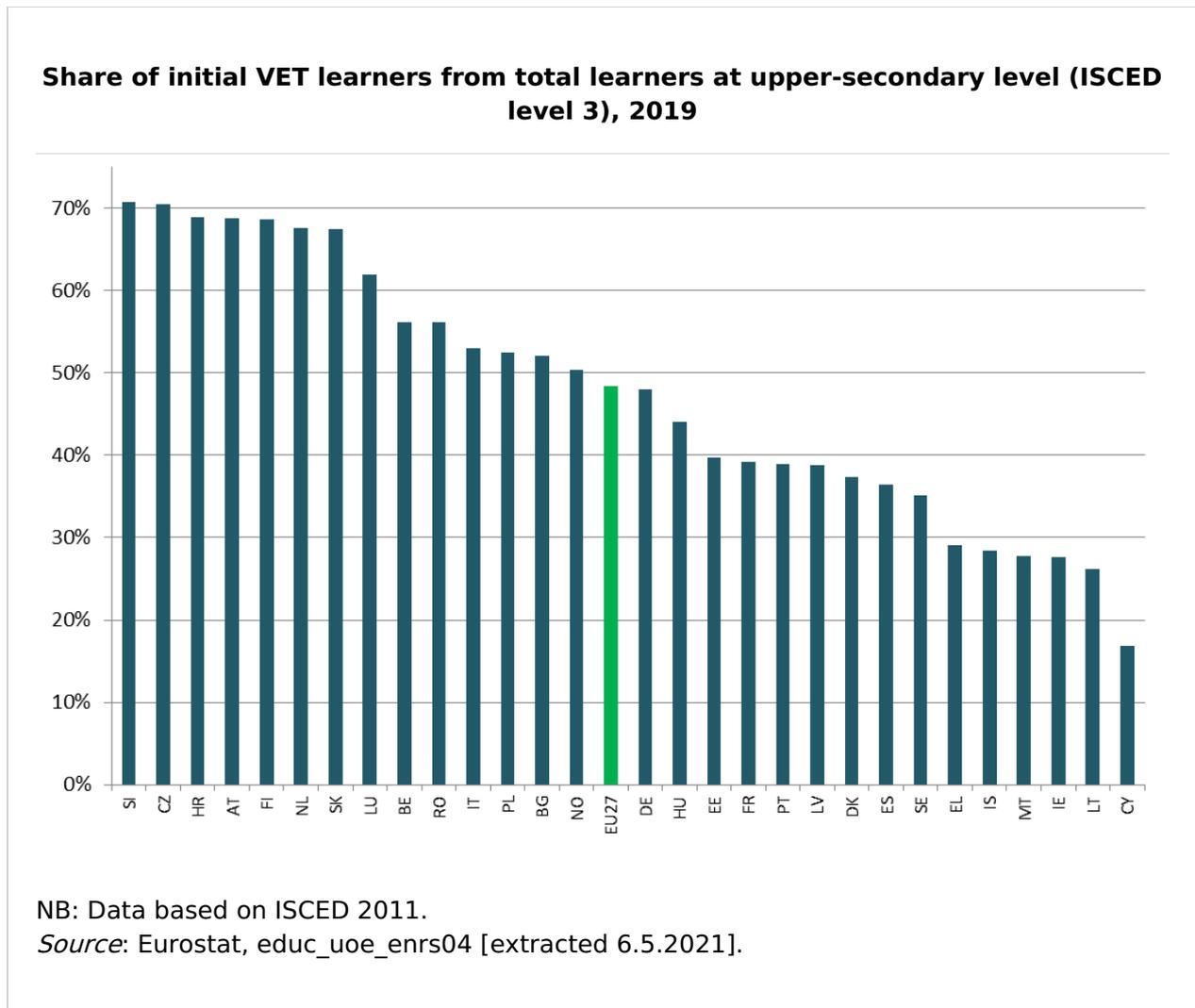
Share of learners in VET by level 2015-19

	lower secondary	upper secondary	post-secondary
2015	2.5%	69.0%	100.0%
2019	2.2%	67.5%	100.0%
Change 2015-2019	-0.2 pp	-1.6 pp	-

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted

6.5.2021].

The share of learners in VET decreased slightly, but substantially compared to 75% in 2005. Due to a population decline, the numbers of both VET learners and general education learners fell compared to 2005. The fall was more severe in VET (53.2%) than in general education (73.7%). This translates to a gradual decline in the share of initial VET learners in the comparison across EU countries, to seventh place in 2019.



4.4 Female share

In 2019/20, 45% of VET learners in full-time programmes were females; in part-time programmes females accounted for 67% (15).

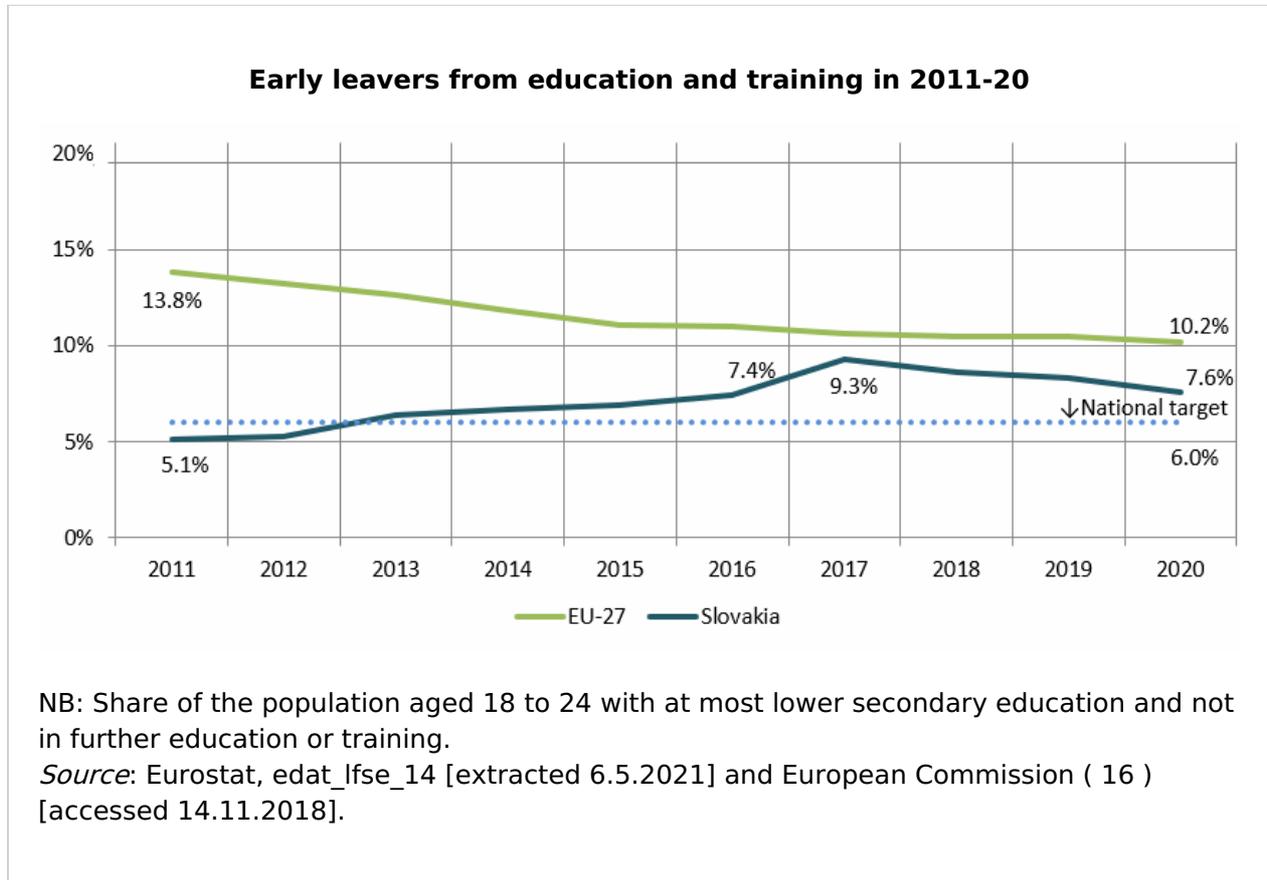
In textile and clothing, and teacher training (including child and social care) full-time programmes more than 90% of learners are females, while in healthcare and veterinary females are more than 80%. In technical studies, such as mechanical engineering, electrical engineering, wood-processing and ICT, more than 90% of learners are males, while in construction more than 80% are males.

74% of part-time learners participate in healthcare, teacher training and economics and

organisation programmes, which are programmes that females chose more often. Professions related to these studies are also more strictly regulated compared to others.

4.5 Early leavers from education and training

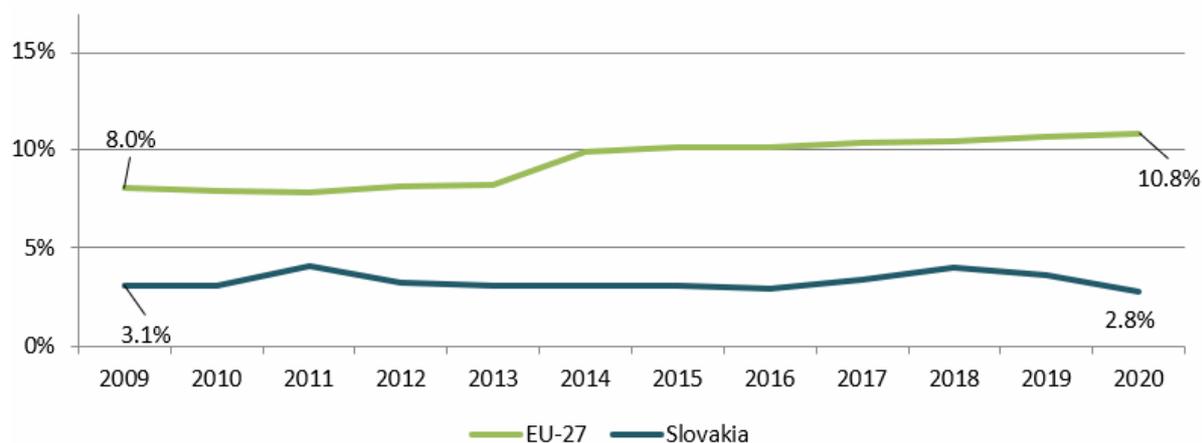
The share of early leavers from education and training has increased from 4.9% in 2009 to 7.6% in 2020. Although it is still better than the EU-27 average, it is well above the national target for 2020 of not more than 6.0%.



Early leaver data deteriorate from West to East. In 2020, the figure for central Slovakia was 7.4%, exceeding the national target of 6%; for eastern Slovakia it was 12%, over the EU target of 10%. The share of female early leavers from education is a long-term problem in eastern Slovakia as it is permanently over the national target of 6% and over the EU target since 2014 (17).

4.6 Participation in lifelong learning

Participation in lifelong learning in 2009-20



NB: Share of adult population aged 25 to 64 participating in education and training.

Source: Eurostat, trng_lfse_01 [extracted 6.5.2021].

Participation in lifelong learning in Slovakia has remained stable, but very low in the past decade, well below the EU average and EU target of 15%.

[24] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[25] Eurostat table edat_lfse_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union->

labour-force-survey

- [27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.
- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121.
https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70.
https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ_uoe_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.
- [15] Data from the 2018/19 school year.
- [16] The European Union labour force survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. At the moment, the LFS microdata for scientific purposes contain data for all Member States plus Iceland, Norway and Switzerland. The EU labour force survey is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More

information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [17] Istat (2021), Levels of education and participation in training. Year 2020. The gap with the EU in education levels is growing, Statistics Report, 8 October 2021 (Istat (2021), Livelli di istruzione e partecipazione alla formazione. Anno 2020. Cresce il divario con l'Ue nei livelli di istruzione, Statistiche Report, 8 ottobre 2021). www.istat.it
- [18] Chamber of Deputies-MLPS-INAPP-ANPAL, XX/XXI Report on Continuing Vocational Training in Italy. Annuality 2018-2019-2020, XVIII Legislature, Parliamentary Act: Document XLII No 2 (Camera dei Deputati-MLPS-INAPP-ANPAL, XX/XXI Rapporto sulla Formazione continua. Annualità 2018-2019-2020, XVIII Legislatura, Atto Parlamentare: Documento XLII No 2). https://www.camera.it/leg18/494?idLegislatura=18&categoria=042&tipologiaDoc=elenco_categoria
- [19] Chamber of Deputies-MLPS-INAPP-ANPAL, XIX Report on Continuing Vocational Training in Italy. Annuality 2017-2018, XVIII Legislature, Parliamentary Act: Document XLII No 1 (Camera dei Deputati-MLPS-INAPP-ANPAL, XIX Rapporto sulla Formazione continua. Annualità 2017-2018, Senato della Repubblica - XVIII Legislatura, Atto Parlamentare: Documento XLII No 1 < <http://www.senato.it/leg/18/BGT/Schede/docnonleg/40068.htm>
- [20] Angotti R, Polli C., Lavoratori over 50 a bassa qualificazione e crisi economica in Italia, Osservatorio Isfol, VI (2016), No 3. pp.37-57. <https://isfoloa.isfol.it/xmlui/handle/123456789/1637>
- [10] Source: Eurostat tables educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [accessed 7.5.2021.].
- [22] Norwegian Directorate for education and training. www.udir.no
- [23] Norwegian Directorate for higher education and competence. www.hkdir.no
- [24] White Paper 2020-21
- [25] Norwegian government web page. www.regjeringen.no
- [26] The Norwegian Directorate for Education and Training. <https://www.udir.no/om-udir/>
- [28] Statistics Norway. <https://www.ssb.no/>
- [19] DGEEC (2021). Estatísticas da educação 2019/20. <http://estatisticas-educacao.dgeec.mec.pt/eef/2020/>
- [20] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC). Information available only in Portuguese at: <https://www.anqep.gov.pt/np4/RVCC.html>
- [14] Source: Eurostat tables educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [extracted 6.5.2021].
- [15] School dropout rate is the difference between the number of learners enrolled at the beginning and registered at the end of the same school year divided by the total number of learners enrolled at the beginning of the school year.
- [17] Eurostat, edat_lfse_16 [extracted on 07.10.2021].
- [19] https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-64_en
- [20] On 26 and 27 September 2018, in Bucharest.
- [21] The figures for 2013/14 relate to the 2-year professional programmes organised after the ninth grade of technological high school that have been replaced starting with the school year 2014/15 with the current 3-year professional programmes organised after grade 8.
- [15] https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800

- [17] <https://www.skolverket.se/publikationer?id=4005>
- [18] Information is based on: Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe
- [14] Source: Eurostat, table t2020_41 [extracted 6.5.2021].
- [15] Organised as evening classes for adults.
- [17] Eurostat LFS edat_ifse_16 [extracted 6.5.2021].

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- pre-school education (ISCED 0);
- integrated primary (4 years, ISCED 1; EQF 1) and lower secondary general education (5 years, ISCED 2; EQF 2), (nationally referred to as basic education);
- lower secondary VET (ISCED 2; EQF 2-3);
- upper secondary general education (ISCED 3; EQF 4);
- upper secondary VET (ISCED 3; EQF 3 and 4);
- post-secondary non-tertiary VET (ISCED 4 and 5; EQF 4 and 5);
- academic higher (tertiary) education (ISCED 6 to 8; EQF 6 to 8).

Pre-school education starts at the age of three, with obligatory participation one year before entering primary education. The increased demand can be offered by regular kindergartens, via home schooling under the supervision of the kindergarten, or by those offering childcare services as regulated by the labour ministry, provided they registered with the education ministry confirming compliance with pre-primary education standards. A certificate on completion of obligatory pre-primary education will be awarded for the first time in the 2021/22 school year.

Compulsory education starts at the age of six and includes 9 years of basic education (integrating 4-year primary and 5-year lower secondary education) and at least 1 year of upper secondary education. This mechanism is intended to prevent leaving education early, as learners usually stay at upper secondary education after the mandatory first year.

Upper secondary general education can take the form of either an 8-year programme starting after completing grade five of basic education () or of a 4-year programme after completing basic education (bilingual programmes are 5 years). Upper secondary general education graduates receive the *maturita* school leaving certificate allowing access to higher education.

Higher (tertiary) education comprises bachelor, master (or integrated bachelor and master) and PhD programmes. Labour-market-oriented bachelor programmes emerged, supported by the ESF. Professional bachelor studies in mechanical engineering started in 2017/18. Tertiary educational attainment in the age group 30-34 is rising steeply; it has almost tripled since entering the EU: from 12.9% in 2004 to 39.7% in 2020.

Special programmes cater for learners with special education needs.

The Slovak education and training system is still based on the 1970s model aimed at providing all learners with at least upper-secondary education, mainly through school-based VET. In addition to work-based learning backed by school-company contracts, 'dual' VET providing work-based learning in companies based on contracts with individual learners was introduced in 2015 (19).

VET at lower, upper and post-secondary levels is delivered by secondary VET schools (*SOĀ , strednĀ; odbornĀ; Ā;kola*). VET schools, similarly to general education schools, are highly regulated through legislation and detailed curricula, although they are legal entities and are also obliged to adjust their curricula within the limits set by the national curricula. Most VET schools are public.

VET can currently be offered as:

- school-based programmes with practical training (mainly) in school workshops;
- dual VET, where learners (or their legal representatives) have contracts with enterprises for provision of in-company training, while companies and schools have agreements on provision of dual VET specifying in detail duties of both partners;
- mixed scheme, with school-based learning along with training provided by a company within the framework of school-company contract specifying numbers of trainees and a share of training performed by the company.

Most VET programmes are provided at upper secondary level. Most secondary VET graduates receive the *maturita* school leaving certificate, allowing access to higher education. There are programmes with extended component of practice that offer the *maturita* school leaving certificate and a certificate of apprenticeship.

3-year VET programmes, regardless of whether school-based or offered in cooperation with companies, offer a VET qualification (nationally referred to as certificate of apprenticeship). Graduates of these programmes can enter a 2-year programme to receive a *maturita* school leaving certificate.

4-year (occasionally 5-year) and 3-year (occasionally 4-year) upper-secondary programmes (ISCED 354 and 353 respectively) can be offered as school-based or 'dual VET'. From 2018/19 school-based and 'dual VET' are based on the same national curricula.

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- [10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.
- [11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.
- [12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.
- [13] Zentrum für Aus- und Weiterbildung.
- [14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.
- [15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.
- [12] Education is compulsory until the age of 16.
- [16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:
- a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
 - b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.
- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης (<http://www.dipae.ac.cy/index.php/el/>)
- [19] Private institutions of tertiary education offer a wide range of academic as well as

vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.

- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].
- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach> [accessed 10.11.2021].
- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: www.narodni-kvalifikace.cz
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz, NPI's ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).
- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigieksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: <https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related

courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.

- [22] In 2019 the Ministry of Education, Universities and Research (MIUR) was divided into two ministries, the Ministry of Education and the Ministry of Universities and Research.
- [23] Information retrieved from Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en
- [18] Following the Law of 29 August 2017 (SCL, 2017d) on secondary education 'general secondary education' is nationally referred to as 'classical secondary education' (éducation secondaire classique - ESC) while 'technical secondary education' is referred to as 'general secondary education' (éducation secondaire générale - ESG). However, to allow comparison at EU level, the previous terminology will be kept.
- [24] <https://www.um.edu.mt/>
- [25] https://eacea.ec.europa.eu/national-policies/eurydice/content/malta_en
- [26] Directorate for Research, Lifelong Learning and Employability (DRLLE): <https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>
- [27] Eurostat, Enterprises providing training by type of training and size class - % of all enterprises [trng_cvt_01s]
- [22] For vocational upper secondary programmes, it also defines the learning outcomes that must be achieved by a person in the process of attaining the qualification of the matura certificate.
- [23] An additional new form – the student apprenticeship – will be available for learners of vocational upper secondary programmes and first stage sectoral programmes as of September 2019.
- [21] Students' profile at the end of compulsory education [Perfil dos alunos à saída da escolaridade obrigatória]: https://cidadania.dge.mec.pt/sites/default/files/pdfs/studentsprofileen_0.pdf
- [22] [Decreto-Lei \(Decree-Law\) n.º 11/2020, de 2 de abril](#)
- [23] No 2 of the Article 4 of [Decreto-Lei \(Decree-Law\) n.º 65/2018 de 16 de agosto](#) and the mission of HE institutions is reinforced by No 1 of the Article 2 of [Decreto-Lei n.º 27/2021 de 16 de abril](#).
- [24] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf
- [22] Also called 'gymnasium' (gimnaziu).
- [23] învățământ secundar superior/liceu.
- [24] Postliceu.
- [25] Gimnaziu.
- [26] A qualifications certificate and, after passing a qualifications examination, a Europass supplement to the certificate.
- [27] Available since 2014/15, approved by the Education Minister Order No 3136/2014.
- [28] A qualifications certificate and, after passing a qualifications exam, a Europass supplement to the certificate.
- [29] The 3-year professional programmes are organised only as daytime learning.
- [30] Regulated by Government Ordinance No 129/2000 on adult vocational training and other acts.
- [31] Also by individuals (trainers for adults, formatori de adulti) acting as vocational training providers.

- [32] Currently apprenticeships are provided according to Law No 279/2005 (last amendments in November 2018).
- [18] From 2019/20, only 5% of respective age cohort is allowed to enter this programme. Shares may differ among regions based on a decision of the education ministry.
- [19] Act on VET 61/2015 amended in 2018. <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2015/61/20180901>

CHAPTER 6.

Apprenticeship

Dual VET was introduced in 2015/16. Companies can sign individual training contracts with learners for in-company practical training, complemented by an institutional contract between secondary VET schools and companies. Learners are considered VET students and not employees. Training in dual VET is offered by company instructors in specific company training premises. It can also be complemented by training in school workshops or other companies' premises.

Companies participating in dual VET are expected to contribute to respective school education programme development. Although enrolment in dual VET has been gradually increasing, its overall share is still low: at the beginning of the 2020/21 school year, dual learners represented only 6.9% of all full-time VET school learners obliged to participate in practice, while 37.9% participated in other forms of work-based learning outside school and 55.2% in school premises ().

Participation in lower secondary VET and post-secondary programmes is low.

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- [16] Information is based on following publication where you can find also further information on this topic:
Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe - Belgium. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg
- [18] Institut für Aus- und Weiterbildung des Mittelstandes - the Institute for vocational and educational training in small and medium-sized enterprises.
- [13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.
- [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
- [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
- [41] <https://www.bibb.de/uebs-digitalisierung>
- [46] https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [48] BMBF. Report on vocational education and training
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
- [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
- [23] Salaries, training materials and maintenance (such as heating and electricity).
- [20] <https://mzo.gov.hr/UserDocImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.

<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>

- [21] In Icelandic: IÐAN fræðslusetur.
- [21] <https://legilux.public.lu/eli/etat/leg/rgd/2021/08/06/a616/jo>
- [28] <http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=28680&l=1>
- [29] MCAST (2021). Administrative data.
- [30] Cedefop. European database on apprenticeship schemes.
<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [25] Based on Cedefop (2021). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. https://www.cedefop.europa.eu/files/8138_en.pdf
- [26] https://www.refernet.pt/wp-content/uploads/2018/10/Apprenticeship_programmes.pdf
- [33] Based on the Government Emergency Ordinance No 81/2016.
- [22] <http://www.cedefop.europa.eu/en/news-and-press/news/sweden-apprenticeship-centre-established-2014>
- [24] Eurostat table tps00203 [extracted 25.1.2019].
- [25] Source: Apprenticeship centre at Skolverket.
- [20] According to the calculation of ReferNet Slovakia based on the Slovak Centre of Scientific and Technical Information data.

CHAPTER 7.

VET governance

Institutions of VET governance

A new VET governance architecture was created in 2009 and revised in 2015 and 2018 (21). It consists of the following coordinating and advisory bodies:

- the National VET Council is the coordinating body affiliated to the government (22) that discusses VET policy, such as regional and sectoral strategies. 18 working groups covering selected study fields support adjustments in VET programmes, better matching them to labour market needs. A working group for the verification of labour market needs focuses on assessing self-governing regions' activities related to secondary VET regulation;
- regional VET councils are composed of representatives of State, self-government, employers and employees. They are advisory bodies to the heads of the eight self-governing regions; they prepare regional VET policy documents, discuss number of places to be offered in respective schools and programmes, etc.;
- sectoral (skills) councils (23) are voluntary independent associations of employers' representatives, trade union representatives, education institutions, State administration and self-government authorities regulated by the Act on Employment Services (5/2004). The Alliance of Sectoral Councils is their umbrella organisation (24). Sectoral (skills) councils provide expertise to policy-makers concerning labour market needs in terms of knowledge, skills and competences required in occupations; they cater for delivery of occupational standards for labour sector-driven information on the labour market (25), and support the creation of a national qualifications system (NQS) (26);
- sectoral assignees â institutions of the world of work selected from chambers and employers' associations â represent employers' interests in each VET study field as professional counterparts to education authorities and experts. Sectoral assignees should play a prominent role in adjusting VET to labour market needs and in assuring its quality. The Employer Council for Dual VET (27) encompassing sectoral assignees involved in dual VET, coordinating their activities, was renamed Employer Council for Vocational Education and Training, based on the amendment of the Act on VET adopted by the government in August 2021;
- expert groups and ad hoc working groups affiliated to the State institute of vocational education covering respective fields of study focus on diverse curriculum issues and conditions of provision of VET (material, spatial and equipment-related requirements).

Schools are headed by directors appointed by school establishers for a 5-year term, based on a tender organised by a school board (*rada školy*). The school board can also have impact on development plans of schools and can also suggest dismissing the director. The board is usually composed of 11 members representing school staff, parents, school establisher, students, and, if requested, also sectoral assignees. The school director is not a member of the school board.

In 2020, there were 440 VET schools, out of which 83 private and 19 church-affiliated. The remaining schools are established by self-governing regions, with a few exemptions established by the State.

Since 2009, the influence of employers on VET policy has been gradually increased in relation to school-based VET. VET schools must submit their educational programmes (autonomously elaborated school curricula reflecting and adjusting national curricula to local/regional needs) to sectoral assignees, unless they were devised in cooperation with companies participating in dual VET or discussed with companies offering practical training within the mixed scheme (28

). In 2017/18, sectoral assignees, for the first time, checked assignments related to school leaving examinations. There is also strong engagement of sectoral assignees in dual VET in assessment and certification of companies offering practical training and in training of in-company trainers (instructors). The amendment to the Act on VET allows for the annual financing of the activities of respective sectoral assignees. Their involvement was expanded to cover all secondary VET, following the renaming of the Employer Council for Dual VET to Employer Council for VET. This enabled replacement of activities initially conducted by expert groups of the State Institute of Vocational Education by expert groups under the control of employers.

Regulation of secondary VET

Self-governing regions are responsible for maintaining public secondary VET schools and for regulating inflow of learners into respective programmes and schools in their territory. VET programmes and numbers of students are strictly regulated based on macroeconomic forecasting data and graduate tracking data, corrected by opinions of regional stakeholders. The education ministry supports schools by issuing national curricula and regulates conditions of provision of education, for example qualification and continuing professional development of staff. Some VET schools are under the responsibility of the interior and health ministries.

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- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
- [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
- [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
- [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).
- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional

qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).

- [50] BBiG: https://www.gesetze-im-internet.de/bbig_2005/
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.
- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.
- [26] Training chain (filiera formativa): set of pathways to achieve technical education and vocational education diplomas, at the end of the five-year school courses, of technical institutes and professional institutes.
- [27] National Institute for Documentation, Innovation and Educational Research: <http://www.indire.it/en/>
- [28] As defined in Inter-ministerial Decree dated 7 February 2013, professional technical hubs are intended to be the functional interconnection between the subjects in the training chain and companies in the production chain and are therefore identified as 'training venues for learning in situ', established thanks to network agreements for sharing public and private workshops that are already operating; this interconnection also establishes venues dedicated to learning in applicative contexts, in order to make full use of existing professional resources, even based on 'workshop at school' and 'enterprise school' modes.
- [24] Ministère de l'Éducation Nationale, de l'Enfance et de la Jeunesse (MENJE). Hereinafter referred to as education ministry.
- [25] Ministère de l'Enseignement Supérieur et de la Recherche (MESR). Hereinafter referred to as higher education ministry.
- [26] Ministère du Travail, de l'Emploi et de l'Économie Sociale et Solidaire (MTE). Hereinafter referred to as labour ministry.
- [28] Chambre de Commerce.
- [29] Chambre des Métiers.
- [30] Chambre d'Agriculture.
- [31] Chambre des Salariés.

- [32] Chambre des Fonctionnaires et Employés Publics.
- [37] Conseil national des programmes.
- [38] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [15] Izglītības un zinātnes ministrija.
- [16] Valsts izglītības satura centrs (VISC).
- [17] Izglītības kvalitātes valsts dienests (IKVD).
- [18] Valsts izglītības attīstības aģentūra (VIAA).
- [19] Labklājības ministrija (Ministry of Welfare).
- [20] Nodarbinātības valsts aģentūra (NVA).
- [21] Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome. It was founded in 2000 by the ministries of welfare, economy, finance, justice, agriculture, education and science, regional development and local government affairs, the Free Trade Union Confederation of Latvia and the Employers' Confederation of Latvia.
- [30] <https://mcast.edu.mt/>
- [31] <https://its.edu.mt/>
- [26] Vocational School Directors Council: <https://www.gov.pl/web/edukacja-i-nauka/minister-edukacji-narodowej-powolala-rade-dyrektorow-szkol-zawodowych>.
- [28] Number of adjustment weights are ascribed to different groups of learners (e.g. learners with special education needs, ethnic minorities, students in small schools, in rural regions, in sport classes); teacher qualifications are also included in the algorithm.
- [27] [Decreto-Lei \(Decree-Law\) n.º 14/2017, de 26 de janeiro](#)
- [28] <https://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>
- [29] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).
- [30] Quadro Nacional de Qualificações (QNQ) <https://www.dgert.gov.pt/qnq-quadro-nacional-de-qualificacoes>.
- [31] Catálogo Nacional de Qualificações (CNQ): <http://www.catalogo.anqep.gov.pt/Home/CNQ/>
- [32] The Qualifica Passport is a technological tool for recording qualifications and skills acquired or developed throughout life and for guiding towards learning paths. By capitalising the learning results already achieved and the competences acquired by adult, the Qualifica Passport simulates several possible qualification paths for obtaining new qualifications and/or school and professional progression.
https://www.passaportequalifica.gov.pt/faq/perguntasFrequentes.xhtml;jsessionId=1g20aKCbpd_ksXd3uuxFd!-1906387818
- [33] https://www.anqep.gov.pt/np4/?newsId=692&fileName=20210728_mtsss_acordo_documento.pdf;
<https://www.portugal.gov.pt/pt/gc22/comunicacao/documento?i=acordo-de-formacao-profissional-e-qualificacao-assinado-entre-governo-e-parceiros-sociais>
- [34] For continuing VET, certificates are awarded by both labour and education ministries.
- [35] According to Order of the Ministry of Education No 4456/2015 for the approval of general framework of organisation and functioning of consultative partnership structures in VET.
- [36] Casa Corpului Didactic (CCD).
- [37] Law 87/2006.
- [38] In line with Government Ordinance No 129/2000.

- [21] Act on VET 184/2009 and Act on VET 61/2015 as amended.
- [22] <http://radavladypvp.sk/>
- [23] Sectoral (skills) councils are a voluntary independent association of employer representatives, trade union representatives, education institutions, State administration and self-government authorities regulated by the Act on Employment Services (5/2004). They were originally established as working groups participating in creation of the National System of Occupations.
- [24] https://www.sustavapovolani.sk/aliancia_sr
- [25] www.istp.sk
- [26] Responsibility for NQS and Slovak qualifications framework lies with the education ministry.
- [27] The Employer Council for Dual VET is set by the Act on VET 61/2015: <https://rzsdv.sk/>
- [28] VET can be also offered as a mixed scheme of school-based learning along with training provided by a company within the framework of school-company contract specifying numbers of trainees and a share of training performed by the company.

CHAPTER 8.

VET financing mechanisms

In relative terms, total public expenditure on education in Slovakia is lower than in EU-27. Substantial inflow comes from the European structural and investment funds.

General government expenditure on education in Slovakia and EU-27

	2009	2011	2013	2015	2016	2017	2018	2019
EU27 % of GDP	5.1	4.9	4.9	4.8	4.7	4.7	4.7	4.7
SK million EUR	2 889.2	3 084.3	3 073.5	3 331.9	3 129.6	3 294.7	3 557.2	3 951.1
SK % of GDP	4.5	4.3	4.1	4.2	3.9	3.9	4.0	4.2

Source: Eurostat, table gov_10a_exp; last update: 22.3.2021 [extracted 2.9.2021].

Expenditure on secondary education including secondary VET in 2019 (1.4% of GDP) was substantially lower than the EU-27 average (1.8% of GDP). Despite more generous support for dual VET, financing of secondary education, and particularly VET, remains critically low.

Initial VET

Initial VET, regardless of ownership, is subsidised from the State budget. In 2021, per capita contribution ranged from EUR 2 249.81 to EUR 4 321.18, depending on school category (29). This type of financing often forces VET schools to attract learners regardless of their capabilities and personal aspirations. Capital expenditures are covered by bodies that establish schools, and - in emergency - the State. Schools must attract additional funding to complement the State subsidy. Private schools can collect fees. Church-affiliated VET schools can benefit from parish community donations.

Continuing VET

Continuing VET is funded by learners, employers, public finances and EU funds. Cost per person is substantially lower compared to EU-27.

Cost of CVET courses (EUR)

CVT main indicator	CVTS 3 (2005)	CVTS 4 (2010)	CVTS 5 (2015)
Cost of CVT courses - cost per person employed in all enterprises - EU27	496	595	644
Cost of CVT courses - cost per person employed in all enterprises - SK	144	267 (b)	256
Cost of CVT courses - cost per person employed in enterprises providing CVT courses - EU27	661	733	780
Cost of CVT courses - cost per person employed in enterprises providing CVT courses - SK	213	351	312

Source: Eurostat Continuing Vocational Training Survey (CVTS) [trng_cvt_17s], last update: 8.2.2021, [trng_cvt_18s], last update: 8.2.2021 [extracted 10.12.2021].

Labour market training

Labour market training for unemployed and employed job seekers depends heavily on European social funds.

Trends in training expenditure within labour market polices (million EUR)

	2004	2005	2007	2008	2009	2011	2017	2018	2019
Total LMP (EUR mill.)	170.5	232.5	321.8	446.9	581.5	546.8	473.0	492.1	527.7
Training (EUR mill.)	3.4	9.3	2.7	6.8	7.3	0.2	9.6	24.6	18.6
Share in LMP (%)	2.0	4.0	0.8	1.5	1.3	0.0	2.0	5.0	3.5
Share in GDP (%)	0.01	0.02	0.01	0.01	0.01	0.00	0.01	0.03	0.02
PPS/per person*	11.7	34.4	11.0	29.9	26.0	0.8	40.0	119.0	100.2

(*) Expenditures on training per person wanting to work, in purchasing power standard (PPS).

NB: mill. = million; LMP = labour market expenditure.

Source: European Commission, LMP_IND_EXP, LMP_IND_EXP, last update: 17.6.2021 [extracted 2.9.2021].

[25] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en

[26] See also: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl

[27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized

companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

- [39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21]. <https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi-2010-11-2020-21> [accessed 18.8.2021].
- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbände.
- [69] Specific information on all public funding activities is available on <http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov_10a_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018
- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].
- [25] See more information on the fund here at Rannis' website: <https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website: <https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>
- [39] Eurostat - Table gov_10a_exp [accessed 02.08.2021].

- [40] OCDE (2020), Regards sur l'éducation 2020 : Les indicateurs de l'OCDE, Éditions OCDE, Paris, <https://doi.org/10.1787/7adde83a-fr>
- [43] <https://guichet.public.lu/fr/citoyens/enseignement-formation/etudes-superieures/aides-logement/aide-financiere.html> [accessed 2.8.2021].
- [31] Cedefop (2019). Spotlight on VET – 2018 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>
- [30] Poland zlotys (PLN); 1 PLN = 0.21294 EUR, InforEuro [extracted 14/12/2021].
- [31] <https://bdl.stat.gov.pl/BDL/start>
- [32] <https://bdl.stat.gov.pl/BDL/start>
- [33] PLN 83.9 billion.
- [34] European Commission (2020). Education and training monitor 2020.
<https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/portugal.html>
- [40] Approximate values, based on euro exchange rate.
- [41] Government Decision No 72/2013 on the approval of the methodological norms for determining the standard cost per learner and the establishment of the basic financing of the State pre-university education units. This ensured from the State budget, from sums deducted from VAT through the local budgets, based on the standard cost per learner (last updated by Government Decision No 169/2019 and Government Decision No 107/2020).
- [42] This refers to geographic areas with difficult weather conditions, especially during winter.
- [43] According to Government Ordinance No 129/2000.
- [28] <https://skr.se/skr/skolakulturfritid/forskolagrundochgymnasieskola/vagledningsvarpavanliga>
- [29] <https://skl.se/skolakulturfritid/forskolagrundochgymnasieskola/vagledningsvarpavanligafrag>
- [31] EUR 525 million as of 10.4.2019.
<https://skl.se/skolakulturfritid/forskolagrundochgymnasieskola/vagledningsvarpavanligafrag>
- [32] The State grants to adult municipal VET awarded for 2018 amounted to SEK 1 579 billion which corresponds to 32 914 full-time learners; SEK 280 million was awarded for apprentices in municipal adult VET which corresponds to 3 154 full-time learners for 1 year. In addition, SEK 130 million was awarded in State grants to education of professional drivers which corresponds to 1 732 full-time learners for 1 year (EUR 1 was equivalent to SEK 10.33 as of 7.8.2018).
- [29] Detailed data on financing of schools in 15 categories are available at
<https://www.minedu.sk/data/att/20393.zip>

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

In VET, there are:

- general subject teachers;
- vocational subject teachers;
- trainers in school (nationally referred to as 'masters of practical training');
- in-company trainers (nationally referred to as 'instructors'); from 2018, head instructors can also be employed by companies.

Teachers and trainers in VET schools

	2010/11	2015/16	2017/18	2020/21	Change 2021/2011 (%)
Teachers	13 247	10 874	10 230	9 764	-26.3
Trainers in school	3 470	2 840	2 621	2 563	-26.1

NB: Full-time teachers only, including (deputy) directors. Data on in-company trainers are not available.

Source: Slovak Centre of Scientific and Technical Information. Data as of 15 September. Calculated and tabled by ReferNet Slovakia.

The number of in-company trainers has been gradually increasing, though it is still limited as the share of dual learners is low: dual learners represent only 6.9% of all full-time VET school learners obliged to participate in practice.

Companies often employ former trainers from schools where there is a lack of own employees able to serve as in-company trainers.

General and vocational subject teachers are university graduates. Graduates from non-pedagogical programmes also need to complete pedagogical studies to obtain a full VET teacher qualification.

General subject teachers are trained and fully qualified for the general education stream. They are adjusted to VET learner needs within their continuing professional development and in-service training.

Trainers in VET schools are formally required to have a *maturita* school leaving certificate or completed pedagogical studies. However, many have a bachelor degree, which provides better remuneration.

The 2015 legislation amending the 2009 Pedagogical Staff Act has made qualification requirements more flexible to attract more people from business and industry to teaching and make it easier to change subject areas/positions:

- specialists in occupation-oriented areas are not required to comply with qualification requirements in pedagogy provided that they teach, at most, 10 hours per week; ensuring/assessing their teaching competences is the school director's task;
- those who would like to move to other areas/positions would only need to do the pedagogy part required for the new position.

In-company trainers are not considered pedagogical staff. Since the introduction of dual VET in 2015, in-company trainers are required to:

- have at least a certificate of apprenticeship in the respective study field;
- have 3-year experience as a fully qualified worker in the respective occupation;
- have completed an 'instructor training' offered by sectoral assignees (30) within 1 year of their first appointment.

9.2 Continuing professional development of teachers/trainers

Responsibility for teachers' continuing professional development (CPD) is with school directors and is based on annual plans. Provision of in-service training is very sensitive to European social funds. Traditionally, most of the training is provided by the Methodological-Pedagogical Centre; much of it focuses on pedagogy and general issues. There is a lack of training aimed at innovations and changes in the business world. Although it is not their responsibility, professional and employer organisations also provide CPD for teachers. Some offer places in courses for business and industry professionals for reduced fees or for free. Eligibility for public funding is linked to competence development in areas covered by the respective professional standards.

In April 2019, a new Act on Pedagogical and Professional Staff (138/2019) was approved by the government, replacing the Act on Pedagogical and Professional Staff (317/2009) (31). The new act speaks about professional development and financial bonus for completion of training specified by the law or passing the State examination in foreign languages. It abolished the heavily criticised credit system and the Accreditation Board responsibility for accreditation of continuing training programmes. CPD has again been reduced to traditional in-service training, also visible in renaming in-service teacher trainers to trainers of professional development.

Pre-service training of teachers and trainers also faces changes due to the transformation of higher education already in progress (32). New accreditation procedures interlinked with assessment of internal quality assurance system by a newly established independent Slovak Accreditation Agency for Higher Education are in the pipeline.

Gradually increasing difficulties in attracting qualified teachers and trainers to the service resulted in a call for applications for financing costs of pedagogical studies to obtain a full qualification for non-qualified teachers and trainers, as well as additional in-service training for qualified staff to expand their qualification to other subject matters.

Additional measures addressing the lack of staff are contained in a substantial amendment of the Act on Pedagogical and Professional Staff adopted by the government in August 2021. This supports hiring of student teachers, provision of teaching and training over regular teaching load by staff already employed, and hiring of professionals without a teaching qualification. While previous regulation allowed professionals from other sectors to be employed as teachers only part-time, now such professionals can serve as full-time teachers during the 6 months in classes with dual learners. Although these compensation measures are helpful, a risk of insufficient quality of teaching/training remains.

[35] For detailed information about the training of teachers and trainers in Austria, see Eurypedia: <https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and->

[education-staff-1_en](#)[accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>[accessed 31.8.2021].

- [36] See Federal Law Gazette https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211 [accessed 31.8.2021].
- [29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels. Le Forem : Office wallon de la Formation professionnelle et de l'Emploi / The Walloon Office for Vocational Training and Placement.
- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [18] <http://iropk.mon.bg/>
- [19] https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf
- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, maturita certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.
- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národná soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf
- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf
- [84] Vorbereitungsdienst

- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [88] AEVO, Ausbildereignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge
- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: https://www.kutsereregister.ee/en/standardid/standardid_top2/
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluus/palk-2007-2019> Õpetajate keskmine brutokuupalk 2007-19
- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ_uae_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.
- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, www.althingi.is). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into

several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en . More information on Bologna process and the European higher education area available at: https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [47] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [26] Izglītības un zinātnes ministrija
- [32] Information taken from <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [35] The previous sectorial agreement between the Government and the Malta Union of Teachers (MUT) included a statutory requirement for teachers to attend an in-service course (INSET) of 3 days duration every 2 years. Educators could also attend CPD on a voluntary basis. This agreement increases the duration of CPD as well as widening the range of CDP provision. It also places responsibility of the school to cover at least 40 hours of CPD out of 80 hours. The current agreement was signed in December 2017 and covers the years 2018-22.
- [36] Up to 2018 Malta College of Arts, Science and Technology (MCAST) regularly offered its staff with the opportunity to take a 30 credit EQF level 6 teacher training course to acquire pedagogical skills.
- [38] Haaga Helia is a Finnish private educational institution which started collaborating with the Institute of Tourism Studies (ITS) in 2015. <http://www.haaga-helia.fi/en/about-haaga-helia/organization?userLang=en>. The organisation helped ITS develop a process for validating informal and non-formal prior learning and therefore customise lecturing staff training programmes. More information on the collaboration available at: Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [39] Institute of Tourism Studies (2018). News. ITS Graduation – The first ITS Bachelor degree graduates and a certificate with a link to the blockchain certificate. <https://its.edu.mt/newsitem?id=49>
- [40] In 2014, the DRLLE launched a national diploma programme in teaching adults at EQF level 5. In 2018, the University of Malta launched a course leading to a master in adult education for those who had graduated from the diploma course.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [32] Education Act
- [35] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC).

- [36] The requirements for general and vocational education teachers are the same.
- [37] [Portaria \(Ordinance\) n.º 214/2011, de 30 de maio](#)
- [38] This certification can be acquired through the completion of an initial pedagogical training at tertiary level; recognition, validation and certification of pedagogical competences acquired through prior experience; and recognition of an equivalent degree, for example higher education diploma or certificate including pedagogical training compatible with the skill referential of the position.
- [39] More information at: <https://netforce.iefp.pt/pt-PT/WPG/Home/RVCC>
- [40] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop RVCC. See also general theme 15.
- [41] [Portaria \(Ordinance\) n.º 232/2016, de 29 de agosto](#)
- [42] Adult education and training (EFA) programmes target learners who want to complete lower or upper secondary education and/or obtain a professional qualification at EQF 2 to 4.
- [43] [Portaria \(Ordinance\) n.º 230/2008, de 7 de março](#)
- [44] [Decreto-Lei \(Decree-Law\)n.º 22/2014, de 11 de fevereiro](#)
- [45] Conselho Científico-Pedagógico da Formação Contínua (CCPFC).
<https://dre.pt/application/file/a/158176148>
- [46] [Despacho \(Dispatch\) n.º 779/2019, de 18 de janeiro](#)) modified by [Despacho n.º 2053/2021, de 24 de fevereiro](#)
- [47] Schools association training centres (Centros de Formação de Associação de Escolas, CFAE).
- [48] [Portaria \(Ordinance\) n.º 213/2011, de 30 de maio](#)
- [49] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).
- [44] Maistru instructor.
- [46] Usually by the Department for the Teaching Staff Training within an accredited higher education institution.
- [47] Definitivat.
- [48] Based on data from National Institute of Statistics for the school year 2017/18.
- [52] Definitivat.
- [53] The Ministry of Education provides rules for promotion and methodologies for the exams.
- [54] Regulation No 1/2011, Article 242.
- [37] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [38] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [30] Institutions of the world of work selected from chambers and employer associations to represent employer interests as professional counterparts to education authorities and experts.
- [31] The Act on Pedagogical and Professional Staff (317/2009) specified four career levels of teachers/trainers: beginner, independent teacher and attested teacher (first and second (advanced) level attestation); it also defined the professional standards of each level and introduced credits in continuing training
- [32] See Act on Quality Assurance in Higher Education (269/2018) that came into force on 1 November 2018, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2018/269/20181101>

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Responsibility for analysing and forecasting labour market development lies with the central labour office according to the Act on Employment Services (5/2004). In initial VET, as stipulated by the VET Act (61/2015), chambers and/or employer representatives, empowered as sectoral assignees (33), should support the central labour office in analysing and forecasting labour market development (34).

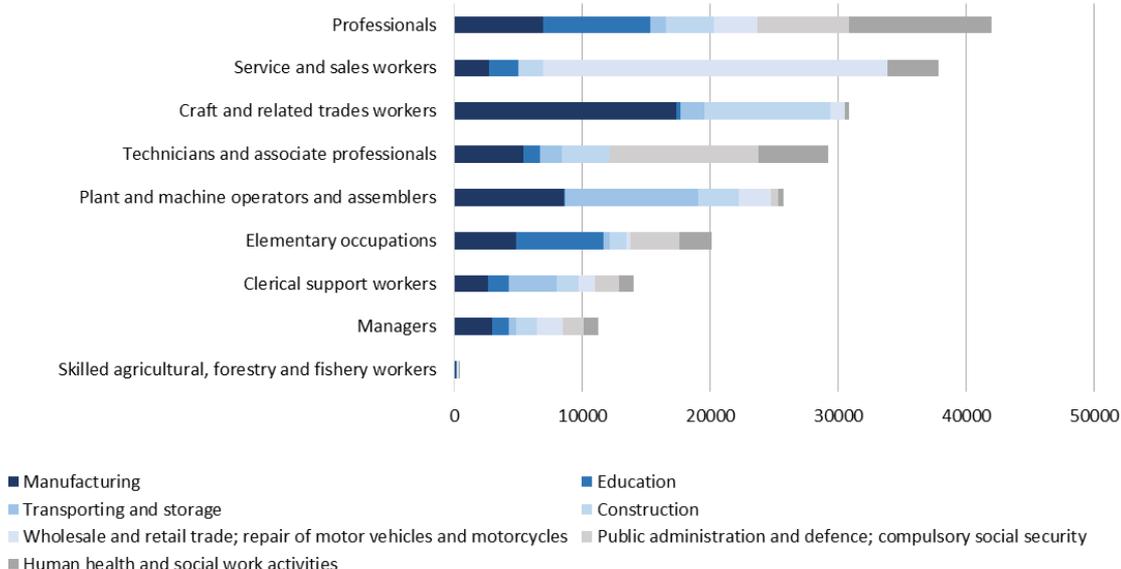
There are two models of macroeconomic forecasting available (35). The model supervised by the labour ministry forecasts additional labour market needs by ISCO (36) groups. The forecasting data are transformed into estimation of ceilings for each programme and each school, and used for further negotiation on regulation of the inflow of new entrants into secondary schools and secondary programmes. Analyses of job vacancy data from online job portals (37) and information on regional players can also influence decisions of self-governing regions' heads on VET entrants and, subsequently, graduate supply.

Detailed data on graduates from respective programmes (average wages, employment and unemployment rates, and estimation of prospects) regionally and nationally, have been available since 2019. These data are offered at a specialised portal (38) to inform students, education counsellors and career guidance counsellors about the prospects of respective professions and fields of study. They also contribute to corrections of ceilings for each programme and each school by regional authorities.

New lists of jobs have been developed by the labour ministry to indicate professions lacking labour force in five regions in Slovakia (39). This also indicates what kind of graduates from secondary VET and what kind of labour market training for the unemployed is needed.

In districts with very low unemployment, short-track procedures for employment of foreign labour force in relevant professions have been introduced.

Occupations requirement in main sectors until 2025



NB: ISCO-08 categories; Statistical Classification of Economic Activities in the European Community (NACE Rev.2) sectors in the legend.

Source: Trexima Ltd.

The most significant employment growth is forecast in manufacturing (51 587) and wholesale and retail trade, repair of motor vehicles and motorcycles sectors (37 856).

See also Cedefop's skills forecast (40) and European Skills Index (41).

10.2 Designing qualifications

Three sets of standards are under development and/or further refinement:

- educational;
- occupational;
- qualification.

Educational standards were developed backed by the 2008 Education Act (245/2008) under the lead of the State Institute of Vocational Education and National Institute for Education (42) and predominantly driven by educator experience. Educational standards are composed of so-called content and performance standards, as stipulated by the Education Act (245/2008).

Performance standards can be seen as learning outcomes that students are supposed to achieve during their studies and demonstrate when completing them. Assessment standards are considered a tool to help evaluate whether learners have achieved the performance standards. Assessment standards are to be developed by schools and set within school educational programmes (school curricula) specifying criteria and assessment procedures for achieving performance standards corresponding to the respective school environment.

Occupational standards were developed by the sectoral (skills) councils (43). Their development was initiated by the labour ministry, backed by the Act on Employment Services

(5/2004). Development of occupational standards has been significantly affected by employers' representatives active in sectoral (skills) councils. Occupational standards have an important information function and contributed also to improved job seeker information within the information system on the labour market managed by the labour sector (44). However, occupational standards have no normative power for recognition of qualifications.

Qualification standards started to be developed under the supervision of the education ministry backed by the Lifelong Learning Act (568/2009) and supported by the European social fund (ESF) project Creation of the national qualifications system. Within this project, an online qualification register (45) and the Slovak Qualifications Framework (SKKR) have been created.

Qualification standards in the register should inform the education sector, and particularly schools, in updating their school educational programmes. Qualification standards and assessments manuals, to be developed within the national ESF project System of verifying qualifications, should be instrumental for piloting processes of validation of non-formal and informal learning.

Curriculum development

Since 2008, curriculum development has been decentralised. The State is responsible for developing national curricula, officially titled State educational programme (*štátny vzdelávací program*). These contain educational standards. Subsequently, schools prepare their own school curricula, officially titled School educational programme (*školský vzdelávací program*) based on a respective State educational programme. School educational programmes must be discussed with sectoral assignees and representatives of companies offering practical training. For dual VET, companies offering practical training directly participate as co-authors of respective school educational programmes.

Currently there are 27 State educational programmes for VET prepared by the State Institute of Vocational Education (46). These documents are developed in cooperation with expert commissions comprising experienced practitioners from the world of education and the world of work (47). They are also discussed with sectoral assignees. A draft document is submitted for discussion to the respective tripartite working group of the National VET Council. Thus, State educational programmes are commented by representatives of social partners specified by law (48) before submission for final approval and issue by the education ministry. These programmes cover all major VET fields under the responsibility of the education ministry and include specific framework requirements for all relevant ISCED levels and educational standards for individual programmes. The ministries of health and interior are autonomous in programming initial VET under their responsibility.

State educational programmes also reflect all key competences set by the European reference framework (49). Originally, they reflected all individual competences separately; from 2013/14, only three overarching key competences are set and subsequently also reflected in school educational programmes:

- act independently in a social and working life;
- use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language;
- work in heterogeneous groups.

In 2021, efforts to address all respective key competences separately are back and respective changes in State educational programmes are in preparation to reflect the 2018 Council recommendation on key competences for lifelong learning ().

To cover general education requirements in VET, the National Institute for Education responsible for national curricula for general education also develops educational standards for

all relevant general subjects for VET programmes by ISCED level (51). Standards for foreign languages are set in compliance with the respective levels (A1 to C1) of Common European framework of reference for languages.

Since 2015, developing curricula for dual VET has been in progress based on requirements from chambers and employer representatives. From 2019, the same curriculum documents apply for school-based and dual VET.

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- [37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].
- [38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].
- [39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].
- [40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].
- [32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>
- [33] <https://www.steunpuntwerk.be/>
- [34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.
- [35] Previously Brussels Observatory of Employment and Training.
- [36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.
- [37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.
- [41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for alternating training and small and medium enterprises.
- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvet-opt/>

- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>
- [52] Available at www.infoabsolvent.cz.
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-/34>[accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. www.mpsv.cz
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. www.msmt.cz
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] www.narodnikvalifikace.cz
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [62] www.narodnikvalifikace.cz
- [63] In Czech: Vyšší odborné školy.
- [64] In Czech: Vysoké školy.
- [65] www.nsp.cz
- [66] <https://www.narodnikvalifikace.cz/>
- [67] www.nsp.cz
- [68] [https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky-;](https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky-) <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100] Referenz-Betriebs-System (RBS).
- [101] <https://www.bibb.de/de/12471.php>
- [102] <https://www.bibb.de/en/49603.php>
- [107] Arbeitsmarktbarometer.
- [108] <https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109] <https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ; https://www.bitkom.org/de/markt_statistik/806.aspx .

- [110] <https://www.boeckler.de/index.htm>
- [111] <https://www.fes.de/>
- [112] <https://www.kas.de/>
- [113] <https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>
- [115] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117] Ausbildungsberufe.
- [120] Bundesministerium für Wirtschaft und Energie (BMWi)
- [121] Bundesministerium für Bildung und Forschung (BMBF)
- [124] Berufsbildungsgesetz (BBiG)
- [125] Bundesministerium für Wirtschaft und Energie (BMWi).
- [127] Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne‘ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications:
<http://www.kutsekoda.ee/kutsereregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.
- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series.
http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland
- [27] A reduction in the number of employees, which is achieved by not replacing those who leave.
- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle).
<http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.

- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf
- [32] <http://www.unioncamere.gov.it/>
- [33] Information and data collected through the surveys is organised on the basis of the 2011 Classification of occupations and the Classification of economic activities (ATECO).
- [34] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [35] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [37] The Atlas of work and qualifications (work atlas) is a classification and information tool created on the basis of the descriptors of the Classification of economic and professional sectors, also pursuant to Art. 8 of Legislative Decree 13/2013 and Art. 3, para. 5 of the Inter-Ministerial Decree of 30 June 2015 and an integral part of the information systems pursuant to Arts. 13 and 15 of Legislative Decree 150/2015.
- [38] Vocational schools (Istituti professionali).
- [39] Repertorio nazionale delle qualifiche.
- [40] Istituti tecnici e istituti professionali.
- [41] Profilo Educativo culturale e professionale P.E.Cu.P.
- [42] Decreto del Presidente della Repubblica, 15 marzo 2010, No 88 and Decreto del Presidente della Repubblica 31 luglio 2017, No 134.
- [43] Decreto Legislativo, 13 aprile 2017, No 61:
<https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00069/sg>
- [44] Istruzione e formazione tecnica superiore.
- [45] Istituti di Istruzione Tecnica superiore. More information available at:
<http://www.sistemait.it/istituti-tecnici-superiori-its.php>
- [48] This survey is conducted in collaboration with the Luxembourg Bankers' Association, the Luxembourg Confederation of Commerce, the Chamber of Commerce, the Public employment services (Adem) and the education ministry, with support from the European Union (EURES).
- [50] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [51] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[forecast](#)

- [52] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [57] Based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [27] Ekonomikas ministrija.
- [28] Nodarbinātības valsts aģentūra (NVA).
- [29] Darba tirgus prognozēšanas konsultatīvā padome.
- [31] <https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/>
- [32] Centrālā statistikas pārvalde (CSB).
- [33] <https://www.cedefop.europa.eu/en/tools/skills-forecast>
- [34] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [42] <https://jobsplus.gov.mt/>
- [43] Organised by the Malta Chamber of Commerce, Enterprise and Industry and PricewaterhouseCoopers. Findings are frequently used in Central Bank of Malta reports.
- [44] For the latest edition, see Ernst & Young Limited (2016). The survey includes information on recruitment problems and skill mismatch.
- [45] Ministry for Finance and Employment, 2021. The National Employment Policy 2021-2030. [online] Government of Malta, pp.232-240. Available at: <https://finance.gov.mt/nep/Documents/NATIONAL%20EMPLOYMENT%20POLICY%202021.pdf>
- [46] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [47] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [50] The structure of qualifications and the procedure of accrediting programmes is to be found in the referencing report 2016 <https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf>
- [33] One for each VET programme.
- [34] Section 3-1 of the Education Act.
- [35] <https://www.udir.no/tall-og-forskning/statistikk/statistikk-videregaende-skole/analyser/forsteinntak-til-videregaende-opplaring-2021/>
- [36] Meld.St. 28 (2015-16) Fag – Fordypning – Forståelse — En fornyelse av Kunnskapsløftet {Report No 28 to the Storting, 2015-16, on in-depth learning and better understanding; a renewal of the Knowledge promotion reform} <https://www.regjeringen.no/contentassets/e8e1f41732ca4a64b003fca213ae663b/no/pdfs/st>
- [47] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>.
- [51] The term 'qualification' is defined in the School Education Act, as in the European qualifications framework Recommendation 2008.
- [50] Agência Nacional para a Qualificação e o Ensino Profissional (National Agency for Qualification and VET).
- [51] Direção-Geral dos Estabelecimentos Escolares (Directorate-General for Schools).
- [52] [Decreto-Lei \(Decree-Law\) n.º 14/2017, de 26 de janeiro](#)
- [53] One of the sources used in the preparation of this list are SANQ data.
- [54] More information at IEFP: https://www.iefp.pt/documents/10181/227378/2019-12-12_%C3%81reas+e+saidas+priorit%C3%A1rias+%28Anos+2020-

[2021%29.pdf/64755994-80d4-4918-beb2-0578ef13601c](https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaquas&DESTAQUESdest_boui=415476762&DESTAQUEStema=55)

- [55] Direção-Geral de Estatísticas da Educação e Ciência (Directorate-General for Education and Science Statistics)
- [56] More information at INE: https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_destaquas&DESTAQUESdest_boui=415476762&DESTAQUEStema=55
- [57] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [58] <https://catalogo.anqep.gov.pt/>
- [59] Recognition of prior learning – Recognition, validation and certification of competences process (RVCC).
- [60] Direção-Geral do Emprego e das Relações de Trabalho (Directorate-General for Employment and Industrial Relations)
- [55] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [56] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [57] Standard de pregatire profesionala
- [39] <https://www.arbetsformedlingen.se/For-arbetssockande/Valj-yrke/Yrkeskompassen.html#/>
- [40] <https://www.arbetsformedlingen.se/For-arbetssockande/Hitta-jobb/Inspiration-i-jobsokandet/Nyheter/Nyheter-for-Arbetssockande/2018-08-29-Har-ar-listan-med-heta-yrken-dar-du-bor.html>
- [41] In municipal adult education, the governing board of the organiser, i.e. the political body of the municipality, decides which courses the municipality will offer but there is always a right for adults to study courses to become eligible for admission to tertiary education.
- [43] Information is based on Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [47] The National Agency for Education (Skolverket) is the central administrative authority for the public school system, publicly organised pre-schooling, school-age childcare and for adult education. Visit their website at: <https://www.skolverket.se/>
- [48] What a learner is expected to know, be able to do and understand at the end of a learning sequence.
- [49] The Swedish ordinance defining SeQF uses the term 'competences' for the EQF category 'responsibility and autonomy.'
- [50] The organisation Riksföreningen Teknikcollege Sverige uses the term Teknikcollege in English: <http://www.teknikcollege.se/teknikcollege-i-english/> Since Teknikcollege is used as a brand name, it is not translated in this report.
- [52] Information is based on: Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe
- [33] Institutions of the world of work selected from chambers and employers' associations and defined by law (Decree 251/2018) to represent employers' interests as professional counterparts to education authorities and experts, see more in Cedefop (2016). Vocational education and training in Slovakia: short description. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/831200>

- [34] Act on VET 61/2018, § 32, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2015/61/20180901>.
- [35] Developed by the Institute of Economic Research of the Slovak Academy of Sciences (2014) and Trexima Bratislava and supervised by the labour ministry.
- [36] International standard classification of occupations.
- [37] <https://www.profesia.sk/> and <https://www.istp.sk/>
- [38] www.trendyprace.sk
- [39] https://www.upsvr.gov.sk/sluzby-zamestnanosti/zamestnavanie-cudzincov/zoznam-zamestnani-s-nedostatkom-pracovnej-sily.html?page_id=806803
- [40] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [41] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [43] Sectoral (skills) councils are a voluntary independent association of employers' representatives, trade union representatives, education institutions, State administration and self-government authorities.
- [44] <https://www.istp.sk/kartoteka-zamestnani>
- [45] <https://www.kvalifikacie.sk/kartoteka-kariet-kvalifikacii#/>
- [46] See the website of State Institute of Vocational Education at <https://siov.sk/vzdelavanie/odborne-vzdelavanie-a-priprava/> covering 32 major VET fields and <https://siov.sk/statne-vzdelavacie-programy/> for national curricula for all general subjects valid for VET.
- [47] State educational programmes explicitly state names of all authors and institutions they represent.
- [48] Act on VET 61/2015, § 28 (2).
- [49] See in European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Official Journal of the European Union, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.
- [50] See in Council of the European Union (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union, C 189, pp. 13. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC.
- [51] See the website of State Institute of Vocational Education at <https://siov.sk/statne-vzdelavacie-programy/> containing educational standards for general subjects.

CHAPTER 11.

Quality assurance

The national/regional quality assurance approaches applied so far are traditional in terms of governance and methodology. Nevertheless, some improvement is visible. The State Institute of Vocational Education is also an active member in the European Peer Review Association and the European Peer review manual for VET has been translated into Slovak. The institute initiated piloting the peer-review methodology in one VET school in Bratislava and subsequently in the Trenčín region. Expansion to three other regions is under preparation. Support for implementing the European quality assurance in VET (EQAVET) principles is now more visible (52).

Regional schooling including VET schools

The State School Inspectorate is a main stakeholder that checks VET quality. It is an independent State administration body headed by the chief school inspector appointed for a five-year period by the education minister; its evaluation work is based on annual plans and results in yearly reports presented to the parliament.

According to the Act on State Administration and Self-governance (596/2003), directors are responsible for the quality of their schools' performance. They can be replaced by a self-governing region upon the chief school inspector's request based on justified severe failures.

The National Institute for Certified Educational Measurements is responsible for developing national testing instruments and implementing national and international testing. It details results and suggests improvements. It is responsible for monitoring and assessing education quality, as stipulated by the Education Act (245/2008). The institute develops, on an annual basis, tests in mathematics and languages that are used in *maturita* school leaving exams in grammar schools and ISCED 354 programmes of VET schools. Introduction of an online *maturita* school-leaving examination is envisaged from 2025, supported by the Recovery and Resilience Plan for Slovakia in response to the COVID-19 pandemic-related restrictions.

Both institutions predominantly focus on general education subjects. Despite envisaged expansion of national testing and quality checking, both would require extra staff to cover respective VET fields. Employer representatives are expected to help more to check the quality of VET. They are, however, not assigned the ultimate responsibility for quality assurance in practical training and achieving qualification standards by individual learners due to lack of personal and financial capacities. Currently, sectoral assignees (53) focus primarily on input and process, such as on certifying company premises established for provision of practical training within dual VET, certifying instructors and head instructors responsible for practical training within dual VET, and awarding a title VET centre to outstanding VET schools according to their criteria (). Sectoral assignees only assist the State School Inspectorate, in quality checking of practice-oriented training provided by companies within dual VET, and schools in quality checking within final examinations.

According to the law, schools are still responsible for the quality of their graduates in both theory and practice, but with an increasing share of training in companies they have no sufficient control to guarantee it.

Continuing VET and adult learning

Detailed accreditation of further education programmes and authorised institutions for examinations are stipulated by the Lifelong Learning Act (568/2009). Despite addressing

quality in its recent amendments, this legislation focuses predominantly on 'input' assessment. Evaluation processes are still under development. Assessing course provision by graduate rating was suggested by the education ministry, but has not been put in place so far. The new legislation is already under preparation, *inter alia* to address quality assurance in more detail and in the full range, as the current Lifelong Learning Act applies to programmes provided by the education sector only. Quality assurance in other sectors depends on sectoral authorities and is regulated in various ways.

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- [41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf; 31.8.2021]), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.
- [43] for more information see Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].
- [44] see Federal Institute for Quality Assurance in the Austrian School System. <https://www.iqs.gv.at/> [accessed 31.8.2021].
- [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].
- [36] Decision No 82.592.
- [37] It does not apply in the case of preparatory apprenticeship.
- [38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.
- [39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>
- [70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.
- [130]Berufsprinzip.
- [132]Berufsbildungsgesetz (BBiG): https://www.gesetze-im-internet.de/bbig_2005/
- [133]Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BjNR014110953.html>
- [134]In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.
- [136]Kultusministerkonferenz (KMK).
- [137]Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>
- [138]<https://www.test.de/thema/weiterbildungsberatung/>
- [139]<https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>
- [140]Deutsches Institut für Erwachsenenbildung (DIE).

- [141] <https://wbmonitor.bibb.de>
- [142] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [51] Comprising more than 50% self-learning.
- [52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).
- [54] <https://www.haridussilm.ee>
- [33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.
- [34] The term used in the legislation.
- [42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.
- [43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.
- [44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.
- [45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.
- [46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.
- [50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].
<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>
- [51] <http://e-kvaliteta.asoo.hr>
- [33] IDAN (in Icelandic: IDAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IDAN has been heavily involved with the implementation of validation of prior learning in Iceland. IDAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at:
<http://viskaproject.eu/about-us/idan/>
- [46] National Institute for the Evaluation of the Education and Training System / Istituto nazionale per la valutazione del sistema di istruzione e formazione (INVALSI):

<http://www.invalsi.it/invalsi/index.php>

- [47] National Institute for Documentation, Innovation and Educational Research / Istituto nazionale di documentazione, innovazione e ricerca educativa (INDIRE):
<http://www.indire.it/>
- [48] www.inapp.org
- [58] See EQAVET recommendation at [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN) [accessed 6.3.2017].
- [59] Plan de développement de l'établissement scolaire (PDS).
- [62] Cellule de développement scolaire (CDS).
- [63] Division du développement des établissements scolaires.
- [65] <https://www.developpement-scolaire.lu/>
- [67] Observatoire national de la qualité scolaire.
- [69] Brevet de technicien supérieur.
- [71] Contrat d'établissement pluriannuel entre l'Etat et l'Université du Luxembourg, 2018-21.
- [72] Although there are no agencies registered in Luxembourg three foreign EQAR agencies operate in the country.
- [75] Commission Consultative à l'Éducation des Adultes.
- [76] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxe
- [43] Izglītības kvalitātes valsts dienests (IKVD).
- [44] Examination centre is an accredited commercial company or association in arranging professional qualification exams, which does not implement education programmes.
- [45] Valsts izglītības satura centrs (VISC).
- [46] Augstākās izglītības padome.
- [47] Augstākās izglītības kvalitātes aģentūra (AIKA).
- [48] Akadēmiskās informācijas centrs (AIC).
- [49] ENQA
- [50] <https://www.aika.lv/>
- [37] New gender neutral name from 1.1.2021
- [53] Legal compliance auditing aims to check whether the activities of schools comply with legislation.
- [54] System Ewaluacji Oświaty. Nadzór Pedagogiczny [Education evaluation system: pedagogical supervision]: <https://www.npseo.pl/action/raports> (accessed 2.7.2021). There is no legal obligation to publish the summaries of evaluation reports, so not all of them are published by the education authorities.
- [56] The ten thematic areas of the quality standards are: (1) teaching programmes; (2) school staff; (3) school material resources; (4) organisation of teaching; (5) learners with special needs; (6) cooperation with employers; (7) cooperation with domestic and international partners; (8) assessment and validation of learning outcomes; (9) counselling; (10) strategic management of the school.
- [61] [Portaria \(Ordinance\) n.º 208/2013, de 26 de junho.](#)
- [62] More information at Cedefop: <http://www.cedefop.europa.eu/en/news-and-press/news/portugal-certification-training-providers>
- [58] Law No 87/2006.

- [59] Before June 2018, two years (Government Emergency Ordinance No 48/2018).
- [60] Until the programme is accredited, examinations and issuing diploma/certificates take place in another (accredited) school.
- [42] State Institute of Vocational Education and National Institute for Education directly managed by the education ministry
- [52] <https://okvalite.sk/>
- [53] Institutions of the world of work selected from chambers and employer associations to represent employer interests as professional counterparts to education authorities and experts.
- [54] VET school complying with quality requirements in terms of learning environment, equipment, staff and school-businesses cooperation is identified based on approval of establisher, Regional VET Council and final decision of sectoral assignee.

CHAPTER 12.

Validation of prior learning

There is no genuine and appropriately developed national model for validation of non-formal and informal learning. The Lifelong Learning Act (568/2009) created some preconditions for gradual progress but it refers only to certification of the ability to run a business originally restricted to certificate of apprenticeship holders.

The following are data indicating the trend in issuing qualification certificates 'verifying professional competence', entitling people without a certificate of apprenticeship (required by the Trade Licensing Act) to start a business.

Number of certificates of professional competences in 2013-20

Year	Number of certificates issued
2013	640
2014	805
2015*	819
2016	786
2017	1 044
2018	1 167
2019	1 335
2020	1 333

NB: (*) Except 2 387 certificates issued by the National Lifelong Learning Institute within the ESF project targeting employed job seekers.

Source: Education ministry.

Qualification certificates 'verifying professional competence' are not equivalent to those from formal education. They substitute a 'certificate of apprenticeship' for the purpose of starting a business only. These certificate holders are entitled to start a craft regulated by the Trade Licensing Act (455/1991), but they are not allowed to progress within formal education based on these certificates, as they do not certify the respective education level.

The 2019-23 national European social funds (ESF) project System of verifying qualifications should create a fully fledged model of validation of non-formal and informal learning. Institutions and processes should be piloted for about 300 qualifications selected from the national qualifications system. By August 2021, manuals and methodologies were created to initiate processes of validation and establishment of their institutional backing.

[47] See https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf [[accessed 31.8.2021].

[44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

- [28] <https://www.mon.bg/bg/57>
- [29] <https://www.mon.bg/bg/59>
- [30] <https://www.mon.bg/bg/100053>
- [31] <https://www.mon.bg/bg/100305>
- [32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napool/>
- [33] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf
- [40] Decision No 82.592.
- [41] Council Recommendation 2012/C398/01.
- [42] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf
- [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
- [73] There are 182 complete vocational qualifications in the NSK.
- [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [143] Fachoberschulreife.
- [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; www.validierungsverfahren.de;
- [146] Gleichwertigkeitsfeststellung.
- [147] <https://www.valikom.de/fachtagung/content/impressionen/>
- [148] <https://www.validierungsverfahren.de/en/home>
- [149] www.ihk-fosa.de
- [150] <https://www.bibb.de/en/68882.php>
- [151] <https://www.anererkennung-in-deutschland.de/html/de/>
- [152] Bundesamt für Migration und Flüchtlinge (BAMF).
- [153] <https://www.anererkennung-in-deutschland.de/html/en/skillsanalysis.php>
- [154] <https://www.anererkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155] This section is based on: Hippach-Schneider, U.; Huisman, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22]. <https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf
- [52] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

- [82] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [52] Izglītības kvalitātes valsts dienests (IKVD).
- [54] <http://www.haaga-helia.fi/en/frontpage>
- [55] <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=11928&l=1>
- [57] <https://jobsplus.gov.mt/>
- [58] <https://bicc.gov.mt/en/Pages/HOME.aspx>
- [38] Cedefop. European database on validation of non-formal and informal learning. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [59] By taking extramural exams adults might also acquire certificate of completion of the general education programme (primary and secondary).
- [60] Documents confirming the fulfilment of these requirements are, in particular, school certificates, transcripts, education certificates or employment certificates related to work in a specific occupation, including those obtained abroad.
- [61] European database on validation of non-formal and informal learning: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [63] DGEEC (2021), Estatísticas da educação 2019/2020, page 52 (<http://estatisticas-educacao.dgeec.mec.pt/eef/2020/>).
- [64] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [61] Government Ordinance No129/2000, Article 45; Law of National Education No 1/2011, Article 340-34; Ministry of Education and Ministry of Labour joint Order No 468/2004 on validation procedures; Ministry of Education Order No 3629/2018 on national register of evaluators.
- [62] Government Emergency Ordinance No 49 of 26.6.2014.
- [63] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [53] Information is based on: Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe

CHAPTER 13.

Incentives for learners

The following incentives for learners are in place:

- performance-based state-funded motivation scholarships for learners in programmes related to occupations that are in high demand on the labour market. These equal 25%, 45% and 65% of the national subsistence minimum, depending on their school performance;
- company scholarships amounting up to four times the national subsistence minimum;
- remuneration for productive work during training, which has no ceiling to allow companies to better value quality performance of learners;
- State scholarships for socially disadvantaged learners who perform well to support completion of secondary VET;
- pregnancy scholarship: this came in force from 1 April 2021 for learners aged 18 and more from the 13th week of pregnancy to cover additional costs of living and to prevent dropping out from education. Currently, it is EUR 200 monthly and is subject to change.

The Government agreed to pilot individual learning accounts of EUR 200 annually for adults, and fiscal incentives in support of employee training. In total, EUR 15 640 000 had to be allocated between 2020 and 2027 in support of adult learning and CVET. However, implementation is pending and the new impetus is expected from the 2030 Strategy of lifelong learning and counselling, submitted for public discussion in September 2021 (55).

Incentives for unemployed learners (covering travel costs, meals, childcare during participation) can also be offered by public employment services. Currently, the most attractive and successful retraining schemes for the unemployed (RE-PAS and KOMPAS) can be considered as learning vouchers. Requalification passport (RE-PAS) entitles an unemployed person to attend a retraining course of his/her choice for free. The choice of training can be drawn from a list of accredited or some specific non-accredited courses (e.g. ICT-related) offered by public or private providers. The cost of the selected course must be approved by the labour office. The administrative burden lies with training providers who actively attract the unemployed and not individual learners. The KOMPAS (acronym for competence passport) scheme focuses on provision of courses aimed at strengthening key competences important for transition to the labour market. Both schemes are supported by the ESF under the responsibility of public employment services and currently operated as RE-PAS+ and KOMPAS+ schemes indicating further improvement of the original schemes. In 2020, the number of participants slightly decreased, but success in placement in the labour market increased (56).

[48] For more information about funding in education, see Eurypedia:

https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en
[accessed 31.8.2021].

[49] See [https://www.ris.bka.gv.at/GeltendeFassung.wxe?](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531)

[Abfrage=Bundesnormen&Gesetzesnummer=10009531](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531) [accessed 31.8.2021].

[50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].

[43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. http://www.moec.gov.cy/ypiresia_foititikis_merimnas/foititiki_chorigia.html

[156] https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html

[157] BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1

https://www.bibb.de/datenreport/de/datenreport_2021.php

- [158]https://www.die-duale.de/dieduale/de/home/home_node.html
- [159]Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.
https://dejure.org/gesetze/SGB_III/58.html ; www.bafoeg.bmbf.de ;
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...> ;
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>
- [161]<https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>
- [162]Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163]Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164]Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). www.arbeitsagentur.de
- [165]Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [166]Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167]Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169]Integration measures for refugees (BMW i, update 4.2019)
https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6
- [170]www.bamf.de
- [171]<https://handbookgermany.de/en.html>
- [172]Vocational orientation – provision for refugees (BOF)
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html>
- [173]Federal ESF integration guideline for asylum seekers and refugees (IvAF)
<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>
- [174]<http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html;jsessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1
- [175]Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anerkennung-in-deutschland.de/html/en/immigration.php>
- [176]https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html
- [177]<https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178]Bundesministeriums für Bildung und Forschung (BMBF).
- [180]<https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182]Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183]<http://www.bildungspraemie.info/>
- [185]KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186]Several projects on partial qualifications are taking place: DIHK-TQ project website. <https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/> Website of employer initiative on partial qualification (Bundesweite Initiative zur

Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency
<https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen>

[187] www.arbeitsagentur.de

[188] <http://kursnet-finden.arbeitsagentur.de/kurs/>

[189] Legislation promoting further training amended (AWStG) (7.2016)

<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html>

[190] Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018)

<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html>

[191] <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html>

[192] BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>

[62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.

[64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.

[67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>

[35] Learners pay taxes from their allowances if they receive income from other source(s).

[36] In one or multiple periods.

[37] <https://www.tyollisyysraha.fi/en/adult-education-allowance/>

[52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.

[53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.

[53] Endowment consists of a nominal monetary amount that the beneficiary can use on the services included in a tailored intervention programme drawn up in agreement with public or private operators (training providers) accredited to provide such services. The amount of the endowment varies in proportion to the level of employability of the subject and the services included in the individual programme. The beneficiary is never given the sum allocated directly: the financial relationship is only established between the providing public body and the accredited public or private operator that provides the service. For some services, the operator receives the relevant public refund based on the outcome of the specific activity and not on its simple provision.

[54] <<https://www.regione.toscana.it/-/industria-4.0-voucher-formativi-per-professionisti-e-imprenditori-al-via-i-due-band>>

[55] This is a specific initiative by Tuscany Region. Maximum amount: EUR 2 500.
<https://por.regione.puglia.it/-/miformoelavoro>

[56] Amount given varies and depends on different factors (e.g. economic sector).
http://www301.regione.toscana.it/bancadati/atti/Contenuto.xml?id=5123588&nomeFile=Decreto_n.7981_del_29-07-2016-Allegato-A

[57] The voucher can cover between 50 and 70% of total training cost. It can vary in relation to the class size of the company. The beneficiary must be at least 18 years old.

[58] Legge 8 marzo 2000, No 53, art. 5 <http://www.parlamento.it/parlam/leggi/000531.htm> and : XV Rapporto sulla Formazione Continua in Italia: <https://www.isfol.it/primo-piano/pubblicato-il-xv-rapporto-sulla-formazione-continua>

- [60] Valsts ieņēmumu dienests.
- [59] Students' maintenance grants' board administers the students' maintenance grant scheme. <https://education.gov.mt/en/studentsgrants/Pages/About%20Us/The-SMGB.aspx>
- [60] Students who progress to a top-up degree course at the Malta College of Arts, Science and Technology will have EUR 465.87 made available every year in which they follow a top-up degree course, instead of EUR 232.94, to partly cover expenses related to educational material and equipment and a one-time grant of EUR 465.87.
- [62] The term 'sponsor' refers to organisations or individuals registered and approved by a VET provider to provide the work-based learning component as part of a training programme leading to a qualification.
- [63] In Malta, government bonuses are mandatory quarterly payments made by the employer to the employee, regardless of industry or organisation type. These bonuses are paid in addition to the monthly wage. Over the period of a calendar year an employee would therefore be paid EUR 512.48 under this bonus scheme.
- [64] Directorate for Research, Lifelong Learning and Employability (DRLLE): <https://researchandinnovation.gov.mt/en/Pages/Research%20and%20Innovation.aspx>
- [65] <https://jobsplus.gov.mt/>
- [65] Voluntary Labour Corps (OHP), <https://www.ohp.pl/en/> (accessed 30.6.2021).
- [66] The Labour Fund (Fundusz Pracy) is a State special-purpose fund operating under the Act of 20 April 2004 on the promotion of employment and labour market institutions (Journal of Laws 2004, No 99, item 1001, with further amendments).
- [67] [\[67\]](https://psz.praca.gov.pl/documents/10828/14585645/broszura%20statystyczna%202015-2019.pdf/ef919f57-ff51-4846-945f-4b30188c870f?t=1614341376704)
- [64] Government Decision No 951/2017.
- [65] See the press release published on the Ministry of National Education portal: 114 million euros of European funds for education through 'High school money' and 'professional bursa' : <https://www.edu.ro/114-milioane-euro-fonduri-europene-pentru-educa%C8%9Bie-prin-%E2%80%9Ebani-de-liceu%E2%80%9D-%C8%99i-%E2%80%9Ebursa-profesional%C4%83%E2%80%9D?fbclid=IwAR2yMchXsNmQUn2wS4iTeOlzKKljUrwbpqVYgytc4Z58OKLeTyVJuKMwA3U>
- [58] The Swedish Board of Student Finance (CSN) web page on education entry grants: <https://www.csn.se/bidrag-och-lan/studiestod/studiestartsstod.html>
CSN. New student loan from 2022 with an increased age limit <https://www.csn.se/bidrag-och-lan/studiestod/studiemedel/nytt-studielan-for-alla-fran-ar-2022.html>
- [61] YA-delegationens (2018) <http://www.ya-delegationen.se/wp-content/uploads/2016/10/arsrapport-2018.pdf>
- [62] Information is based on Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe
- [55] www.siov.sk/verejna-konzultacia-strategia-czvp/
- [56] https://www.upsvr.gov.sk/buxus/docs/SSZ/OAOTP/Vyhodnotenie_AOTP/Vyhodnotenie_AOTP_

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Since 2015, the new Act on VET (61/2015) has introduced corporate tax reliefs for enterprises involved in dual VET; additional stimuli were introduced by the amendment of this act in 2018:

- a tax exemption for certified companies that train VET learners reduces training costs by 21%;
- companies also receive a 'tax bonus' of EUR 1 600 or 3 200 for each learner depending on the hours (200 or 400) of training provided per year;
- the remuneration for learners for productive work is equal to at least 50% of a minimum wage and exempted from levies up to 100% of a minimum wage;
- companies that offer 200 to 400 hours of training per year will receive a direct per capita payment of EUR 300, and those offering more than 400 hours will receive EUR 700. SMEs qualify for EUR 1 000.

In 2021, 865 companies, of which 727 were SMEs, received a total EUR 5.8 million to cover part of costs of dual VET for 7 065 learners. An ad hoc per capita contribution of EUR 1 000 per learner, covered from the ESF project Dual education and increasing attractiveness and quality of VET, was offered to companies to encourage them to sign contracts with learners to meet challenges of the COVID-19 pandemic. Up to August 2021, EUR 2.1 million in total was paid to 467 companies, of which 385 were SMEs.

Non-financial incentives were also introduced, simplifying administrative procedures or expanding the period for entering dual VET.

[51] See https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;

- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

- [193] According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.
- [194] For further information on this, please consult: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf
- [195] Information on federal government website (English)
<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>
- [196] www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216
- [197] BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs-digitalisierung>
- [199] Website of the Alliance for initial and further training <https://www.aus-und-weiterbildungsallianz.de/AAW/Navigation/DE/Home/home.html>
- [200] JOBSTARTER website <https://www.jobstarter.de/index.html>
- [201] www.bmwi.de/passgenaue-besetzung
- [203] Bundesministerium für Wirtschaft und Energie, BMWi.
- [204] www.arbeitsagentur.de/personalentwicklung
- [205] <https://www.unternehmen-integrieren-fluechtlinge.de/>
- [206] Information on the chambers Welcome Guides (ZDH)
<https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>
- [207] KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>
- [54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.
- [37] In Icelandic: Verkiðn: <http://verkidn.is/>
- [59] See: <https://www.mise.gov.it/index.php/it/incentivi/impresa/credito-d-imposta-formazione>
- [60] The 2019 Italian financial Law has introduced a new measure, Transition plan 4.0, aiming to support enterprises in the transition toward the 4.0 model. In this Law, all the previous government interventions are included (industry 4.0, 2017-18). Law 27 December 2019, No 160. State budget for 2020 (Legge 27 dicembre 2019, No 160. Bilancio dello Stato per il 2020) <https://www.gazzettaufficiale.it/eli/id/2020/12/30/20G00202/sg>
- [85] Vocational aptitude diploma (diplôme d'aptitude professionnelle, DAP).
- [86] Vocational capacity certificate (certificat de capacité professionnelle, CCP).
- [88] This section is based on: INFPC (2019). Vocational education and training in Europe: Luxembourg. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Luxembourg
- [66] The term 'exposure phase' refers to the on-the-job training that takes place at the employer's premises where the trainee is placed. During the scheme the trainee must attend 240 hours of placement within a maximum period of 12 weeks.
- [67] Jobplus subsidies prospective employee training through European social fund.

- [68] Malta Enterprise (2020). Skills Development 2020.
<https://maltaenterprise.com/sites/default/files/Skills%20Development%20Scheme%202020>
- [65] <https://portugal2020.pt/>
- [66] More information at: <https://www.iefp.pt/apoios-a-contratacao>
- [68] Law No 279/2005 on apprenticeship.
- [69] Law No 335/2013 on the completion of the traineeship for graduates of higher education.
- [70] ANOFM.
- [71] 18 months for disabled people.
- [72] Article 58 of Government Ordinance No 129/2000 on Adult Vocational Training.
- [73] Article 47 of Government Ordinance No 129/2000 on Adult Vocational Training.
- [63] Information is based on: Skolverket, ReferNet Sweden (2019). Vocational education and training in Europe: Sweden. Cedefop ReferNet VET in Europe reports 2018.
http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Swe

CHAPTER 15.

Guidance and counselling

According to the Education Act (245/2008) guidance and counselling in the education sector is provided by:

- centres of educational and psychological counselling and prevention;
- centres of special education guidance and counselling;
- individuals directly employed in schools.

The services are provided by educational counsellors, school psychologists, school special pedagogues, therapeutic pedagogues, social pedagogues and prevention coordinators. They address learners at primary and secondary schools. Educational counsellors are regular teachers with specialisation gained through continuing training. They can offer information and some guidance, but not genuine counselling as they are not professional psychologists.

Positions of educational counsellors and specialised career counsellors were newly set in 2019 (57). In August 2021, the government adopted an amendment of the Education Act 245/2008 transforming the current system of guidance and counselling services. Instead of horizontal specialisation, a vertically structured system is envisaged composed of five levels of supportive services. The first level is offered in schools by individual specialists, the second level by newly introduced school support teams that can be created by the director of school encompassing specialists in support of inclusive education. The third and fourth levels are offered by centres of counselling and prevention, serving all children in need, and the fifth level by specialised centres of counselling and prevention offering highly specialised services. Support for activities of school support teams and creation of quality standards for respective activities of counsellors that should ensure quality service of all centres are offered by the Research Institute of Child Psychology and Psychopathology.

In the labour sector, offices of labour, social affairs and family offer career guidance and counselling for job seekers. In addition to internal counsellors, external counsellors are involved in developing personal portfolios for the unemployed. The 2030 Strategy of lifelong learning and counselling () suggests the creation of an overarching system of lifelong guidance and counselling to overcome current institutional fragmentation of services and discontinuity in the provision of services.

Two institutions capitalise on international networking and guidance experience. Euroguidance Slovakia (59) focuses on guidance practitioners and policy-makers from both the education and employment sectors. The Association for Career Guidance and Career Development (60) has developed into an important professional body commenting and influencing policies.

[54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.

[55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].

[56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].

[58] <https://www.bic.at> [accessed 31.8.2021].

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].

[61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].

- [62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].
- [47] https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] www.infoabsolvent.cz
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [209] <https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210] <https://www.jba-hamburg.de/English-71>
- [211] <https://www.servicestelle-jba.de/wws/9.php#/wms/ueber-uns.php>
- [212] <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213] <https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214] <https://www.studienabbruch-und-dann.de/>
- [215] <https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216] https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html
- [217] BIBB. Überaus. <https://www.ueberaus.de/wms/dossier-uebergangsmanagement.php>
- [218] BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
- [219] <https://www.arbeitsagentur.de/karriere-und-weiterbildung> ;
<https://berufenet.arbeitsagentur.de> ; <https://con.arbeitsagentur.de/prod/berufetv/start> ;
<https://kursnet-finden.arbeitsagentur.de> ;
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220] <https://www.bibb.de/dienst/abp/de/index.php>
- [221] <https://planet-beruf.de/schuelerinnen>
- [222] <https://abi.de/>
- [223] <https://studienwahl.de/>
- [224] <https://www.bildungserver.de/>
- [225] <https://www.iwwb.de/kurssuche/startseite.html>

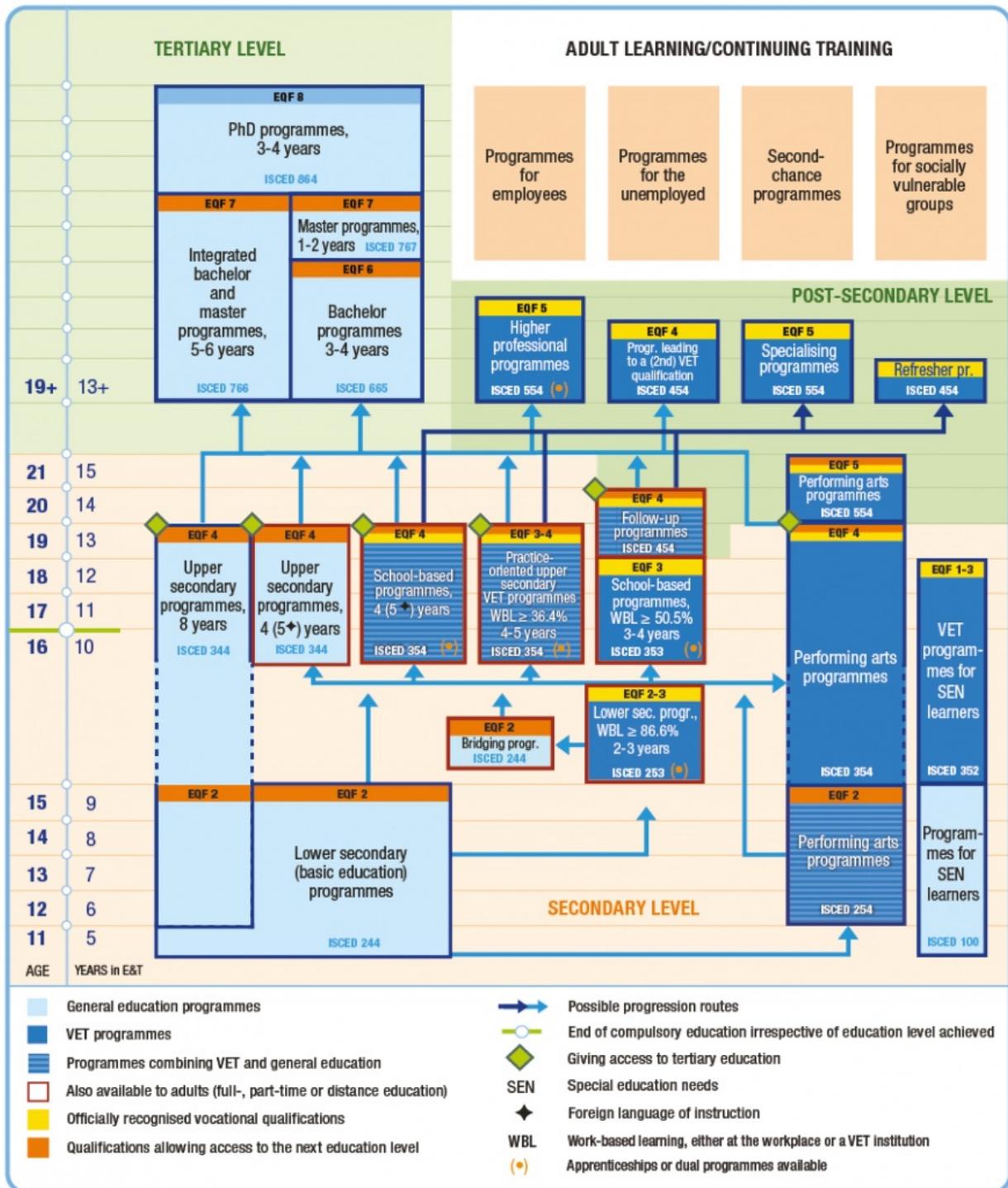
- [226] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] www.e-Usmjeravanje.hzz.hr
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [58] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [38] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [64] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [65] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [93] <https://www.beruffer.anelo.lu/>
- [94] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [95] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [96] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [68] See www.niid.lv [accessed 11.10.2021].
- [69] See www.profesijupasaule.lv [accessed 11.10.2021].
- [70] See Karjeras pakalpojumi: <http://www.nva.gov.lv/karjera> [accessed 11.10.2021.].
- [72] See www.prakse.lv [accessed 11.10.2021].
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

- [70] Career guidance platform can be accessed at: <http://exploremoreproject.eu/en/>
- [72] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [39] Under the Education Act (Opplæringsloven); came into force 1.1.2009.
- [40] NOU 2016:7 NOU 2016:7 Norge I omstilling – karriereveiledning for individ og samfunn [Career guidance for individuals and society].
<https://www.regjeringen.no/en/topics/education/voksnes-laring-og-kompetanse/artikler/sammendrag-av-nou-20167-karriereveiledning-for-individ-og-samfunn/id2485528/>
- [69] Regulation of the Minister for National Education of 16 August 2018 on the vocational/career guidance (Journal of Laws 2018, item 1675).
<http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20180001675/O/D20181675.pdf> (accessed 1.7.2021).
- [70] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>.
- [71] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>.
- [67] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).
- [68] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop recognition, validation and certification of competences process (RVCC).
- [69] Cedefop (2020). Inventory of lifelong guidance systems and practices – Portugal. CareersNet national records. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidancesystems-and-practices-portugal>
- [70] More information at: <https://iefponline.iefp.pt/IEFP/web/guest/sobre-orientacao-profissional>
- [71] More information at: <https://worldskillsportugal.iefp.pt/>
- [72] More information at: <https://www.qualifica.gov.pt/#/>
- [73] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
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- [75] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [74] www.jobsproject.ro
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [66] <https://utbildningsguiden.skolverket.se/>
- [67] <https://arbetsformedlingen.se/for-arbetssokande/sa-hittar-du-jobbet/tips-inspiration-och->

[nyheter/artiklar/2021-06-29-hitta-yrkesprognoser---nya-tjansten-som-hjalper-dig-att-valja-yrke](#)

- [68] <http://www.folkhogskola.nu>
- [69] For example, the building industry's vocational board. See <http://www.byn.se/> and Svensk Handel's career web: <http://www.karriarihandel.n.se/>
- [72] <http://www.myh.se>
- [73] <http://www.yrkeshogskolan.se>
- [74] <http://www.studera.nu>
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
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- [77] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [78] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-sweden>
- [57] Act on Pedagogical and Professional Staff 138/2019: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/20191015.html>.
- [58] The 2030 Strategy of lifelong learning and counselling was submitted for public discussion in September 2021.
- [59] http://web.saaic.sk/nrcg_new/_main.cfm?clanok=2&menu=2&open=1&jazyk=sk
- [60] <https://rozvojkariery.sk/>

Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Slovakia, 2022.

VET Programme Types

EQF 2-3
Lower secondary Programmes, WBL =/> 86.6% 2-3 years ISCED 253

Lower secondary VET programmes leading to EQF level 2 and 3, ISCED 253 (učebný odbor na získanie nižšieho stredného odborného vzdelania)	
EQF level 2-3	ISCED-P 2011 level 253
Usual entry grade 10	Usual completion grade 11-12
Usual entry age 15+	Usual completion age 17+ or 18+
Length of a programme (years) 2-3	
Is it part of compulsory education and training? ✓ but it depends on an individual learner track. Compulsory education starts at the age of six and usually includes 9 years of basic education and at least 1 year of upper secondary education. Thus, a learner can be in his/her 10th year or a higher year (inter alia due to repetition of classes at basic school). In the first case it is a part of compulsory education, in the latter case it is not.	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗

Is it offered free of charge? ✓	Is it available for adults? ✓
ECVET or other credits	No credits applied
Learning forms (e.g. dual, part-time, distance)	<p>According to law, these programmes can be offered as:</p> <ul style="list-style-type: none"> • school-based; with practical training in own workshops or facilities; • school-based; with contracted segments of practical training in companies; • dual VET. <p>In practice, it is school-based due to a specific target group, often not attractive for companies.</p> <p>Part-time (evening) and distance forms are envisaged and described within State educational programmes (national curricula).</p>
Main providers	Secondary VET schools (<i>stredná odborná škola</i>)
Share of work-based learning provided by schools and companies	≥86.6%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Currently, practical training is offered predominantly in schools. It can also be offered within a mixed scheme, with school-based learning complemented by training provided by a company based on a school-company contract specifying numbers of trainees and a share of training hours performed in the company.
Main target groups	<p>These programmes target low achievers, who have not completed lower secondary education.</p> <p>Programmes are available for young people and also for adults.</p> <p>Some programmes are also offered for special education needs learners within a special schools stream (e.g. technical services in car repair shops, textile manufacturing).</p>
Entry requirements for learners (qualification/education level, age)	Incomplete lower secondary (basic) education due to repeating grades or insufficient performance in the final year of basic school. There are no age limits.

Assessment of learning outcomes	<p>To complete a VET programme, learners need to pass a final examination composed of</p> <ul style="list-style-type: none"> • a written part; • a practical part; • an oral part. <p>Those who fail the examination can repeat it within a time period stated by law.</p>
Diplomas/certificates provided	<p>These programmes offer qualifications that allow performing simple tasks.</p> <p>In individual cases a certificate of apprenticeship (<i>výučný list</i>) is awarded.</p> <p>These certificates are officially recognised.</p>
Examples of qualifications	<p>Certificates do not usually indicate a specific profession. Thus, qualifications relate to performing simple tasks in respective sectors of economy of study fields.</p> <p>For girls the most popular qualification is garment worker, while for boys the most popular qualification is construction worker.</p>
Progression opportunities for learners after graduation	<p>Learners can also enrol in a 1-year bridging programme (ISCED 244) which gives access to upper secondary education that is often also offered simultaneously. They can also enter the labour market without completion of this bridging programme.</p>
Destination of graduates	<p>Information is only available for individual programmes/qualifications (61).</p>
Awards through validation of prior learning	<p>✗</p>
General education subjects	<p>✓</p> <p>General subjects represent 8.33% of study time in 2-year programmes and 6.67% in 3-year programmes. In addition, there are 8.33% and 6.67% of study time, respectively, left for school decision. A coming reform will increase the share of general education in order to harmonise entering ISCED 353 programmes without the need to start from the first class for learners interested in receiving higher qualification.</p>

Key competences ✓

State educational programmes (national curricula) also reflect all key competences set by the European reference framework (62) within three groups of key competences:

- act independently in a social and working life;
- use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language;
- work in heterogeneous groups.

These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).

Application of learning outcomes approach

National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards), universal for the field of study at this level and specific for each programme, are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

ISCED 253 learners account for 3.67% out of all secondary and post-secondary VET learners (63).

[61] <https://www.uplatnenie.sk/>

[62] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[63] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 3

School-based
Programmes,
WBL =/> 50.5%
3-4 years
ISCED 353

3- and 4-year upper secondary VET programmes leading to EQF 3, ISCED 353 (učebný odbor na získanie stredného odborného vzdelania)

EQF level 3	ISCED-P 353 2011 level
Usual entry grade 10	Usual completion grade 12 or 13
Usual entry age 15 to 16	Usual completion age 18 or 19
Length of a programme (years) 3 or 4	
Is it part of compulsory education and training? ✓ Compulsory education starts at the age of six and includes 9 years of basic education and at least 1 year of upper secondary education. Thus, the first year of this programme (16 years of age) usually belongs to compulsory education to facilitate transition from lower secondary to upper secondary education.	Is it part of formal education and training system? ✓

Is it initial VET? ✓

Is it continuing VET? ✗

In individual cases it could be considered CVET provided that these learners progress in training is content-related, linked to previous training and following the period of working in a relevant working position. Legislation does not make a strong difference between initial and continuing VET.

Is it offered free of charge? ✓

In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.

Is it available for adults? ✓

Adults usually apply for part-time (evening and distance) forms.

ECVET or other credits ✗ (64)

Learning forms (e.g. dual, part-time, distance)

These programmes can be offered as:

- school-based, with practical training in own workshops or facilities;
- school-based, with contracted segments of practical training in companies;
- dual VET.

Since dual VET was introduced in 2015/16, it has allowed companies to sign individual training contracts with learners for in-company practical training, complemented by an institutional contract between schools and companies. Learners in dual are VET students and not employees. Final responsibility for assessment and certification lies with schools concerning both theory and practice.

Part-time (evening and distance) forms are envisaged and described within State educational programmes (national curricula). Part-time forms are only offered as school-based.

The so-called 'shortened studies' were introduced from 2015/16. Based on the mainstream 3-year programmes, they focus on occupation-related areas and last either 1 or 2 years. The 2-year study leads to a certificate of apprenticeship; participants of the 1-year study are attendance and exam certified.

Main providers

Secondary VET schools (*stredná odborná škola*)

Share of work-based learning provided by schools and companies

>= 50.5%, depending on individual schools, in a dual form it is usually over 60%

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- Practical training at school
- in-company training

Training in school-based programmes can be offered in school workshops/labs, but also combined with in-company training based on a school-company contract. Training in dual VET is offered by company instructors in specific company training premises, but can also be complemented by training in school workshops or other companies' facilities.

Main target groups

Programmes are available for learners who have completed lower secondary education and also for adults who want to acquire an attractive qualification in the labour market.

Some programmes are also offered for special education needs learners within a special schools stream (e.g. machinery mechanic). Some might be slightly adjusted to take into account their challenges.

Entry requirements for learners (qualification/education level, age)

Completion of lower secondary (general) education (grade 9 of basic school equal to ISCED 244) and in some cases, specific requirements for skills or a state of health may apply.

Drop-outs from lower secondary (general) education qualify after completion of a 1-year bridging programme.

Assessment of learning outcomes

To complete this programme, learners need to pass a final examination composed of:

- a written part, where the knowledge of a topic drawn from up to 10 topics is assessed;
- a practical part, where the student's skills and abilities are assessed in a topic drawn from up to 15 topics;
- an oral part, within which knowledge of a topic drawn from at least 25 topics is assessed.

Topics for the written part and the oral part of the final exam are elaborated by teachers of vocational subjects in cooperation with trainers.

Topics for the practical part of the final exam are elaborated by trainers in cooperation with the teachers of vocational subjects, all must be approved by the school director. Topics are discussed with sectoral assignees.

The written part of the final exam lasts from 45 to 120 minutes. The practical part lasts for a maximum of 24 hours and, if required by the nature of the exam, it can take up to 4 weeks. The oral exam lasts for no more than 15 minutes.

The practical and oral examination is open to the public and an officially nominated employer representative can actively assess learners.

Those who fail in the examination can repeat it within a time period stated by law.

Diplomas/certificates provided

These programmes lead to a VET qualification (nationally referred to as certificate of apprenticeship) and to a school-leaving certificate.

The certificate of apprenticeship (*výučný list*) attests that graduates are qualified to work in the respective occupation, while the school-leaving certificate (*vysvedčenie o záverečnej skúške*) is considered as attesting the level of education entitling graduates to progress to subsequent formal education programmes.

These certificates are officially recognised.

Examples of qualifications

Carpenter, cook, gardener, hairdresser, metal-worker, motor vehicle repairer – automotive electrician, plumber, shop sales assistant

Progression opportunities for learners after graduation Those who complete these programmes can enter the labour market or continue their studies at post-secondary follow up programmes (EQF 4, ISCED 454).

Destination of graduates Information is only available for individual programmes/qualifications (65).

Awards through validation of prior learning ✗
Validation of non-formal and informal learning does not allow for receiving a certificate of apprenticeship. However, it allows for receiving a qualification certificate 'verifying professional competence' (*osvedčenie o kvalifikácii*) (66). This certificate is not equivalent to a certificate of apprenticeship, but it is an equivalent substitute for a specific reason: entitling to run a business requiring a certificate of apprenticeship.

General education subjects ✓
General subjects represent 22.22% of study time in 3-year programmes and 18.56% in 4-year programmes: 11.62% and 9.47% of study time, respectively, are left for school decision. Thus, general education can be expanded, if considered relevant.

Key competences ✓
State educational programmes (national curricula) also reflect all key competences set by the European reference framework (67) within three groups of key competences:

- act independently in a social and working life;
- use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language;
- work in heterogeneous groups.

These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).

Application of learning outcomes approach ✓

National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards), universal for the field of study at this level and specific for each programme, are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

ISCED 353 learners account for 15.21% of all secondary and post-secondary VET learners (68).

[64] ECVET credits are only used within geographic mobility.

[65] <https://www.uplatnenie.sk/>

[66] Act on Lifelong Learning 568/2009.

[67] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[68] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 3 or 4
Practice-oriented upper secondary VET programmes, WBL =/> 36.4% 4-5 years ISCED 354

Practice-oriented 4- and 5-year upper secondary VET programmes leading to EQF 3 or 4, ISCED 354 (študijný odbor s praktickým vyučováním formou odborného výcviku)

EQF level 3 or 4	ISCED-P 2011 level 354
Usual entry grade 10	Usual completion grade 13 or 14
Usual entry age 15 to 16	Usual completion age 19 or 20
Length of a programme (years) 4 or 5	
Is it part of compulsory education and training? ✓ Compulsory education starts at the age of six and includes 9 years of basic education and at least 1 year of upper secondary education. Thus, the first year of this programme (16 years of age) usually belongs to compulsory education to facilitate transition from lower secondary to upper secondary education.	Is it part of formal education and training system? ✓

Is it initial VET? ✓

Is it continuing VET? ✗

In individual cases it could be considered that CVET provided these learners progress in training that is content-related, linked to previous training and following the period of working in a relevant working position. Legislation does not differentiate strongly between initial and continuing VET.

Is it offered free of charge? ✓

In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.

Is it available for adults? ✓

Adults usually apply for part-time (evening and distance) forms.

ECVET or other credits ✗ (69)

Learning forms (e.g. dual, part-time, distance)

These programmes can be offered as:

- school-based, with practical training in own workshops or facilities;
- school-based, with contracted segments of practical training in companies;
- dual VET.

Since dual VET was introduced in 2015/16, it has allowed companies to sign individual training contracts with learners for in-company practical training, complemented by an institutional contract between school and companies. Learners in dual are VET students and not employees. Final responsibility for assessment and certification lies with schools concerning both theory and practice.

Part-time (evening) and distance forms are envisaged and described within State education programmes (national curricula). Part-time forms are only offered as school-based.

Main providers Secondary VET schools (*stredná odborná škola*)

Share of work-based learning provided by schools and companies

>=36.4%, depending on individual schools, in a dual form it is usually over 50%

**Work-based learning
type (workshops at
schools, in-company
training /
apprenticeships)**

- Practical training at school
- in-company training

Training in school-based programmes can be offered in school workshops/labs, but also combined with in-company training based on school-company contract. Training in dual VET is offered by company instructors in specific company training premises, but can also be complemented by training in school workshops or other companies' facilities.

Main target groups

Programmes are available for young people and also for adults who have completed lower secondary education.

Some programmes are also offered for special education needs learners within a special schools stream (e.g. computer network mechanic, digital media graphic designer, beautician). Some might be slightly adjusted to take into account their challenges.

**Entry requirements for
learners
(qualification/education
level, age)**

Completion of lower secondary (general) education (grade 9 of basic school equal to ISCED 244) and, in some cases, specific requirements for skills or a state of health may apply.

Drop-outs from lower secondary (general) education qualify after completion of a 1-year bridging programme.

Assessment of learning outcomes

To complete a VET programme, learners need to pass a *maturita* school leaving examination. It is composed of external testing organised by the National Institute for Certified Measurements (in foreign languages; language of instruction and literature; and the Slovak language and Slovak literature (where the language of instruction differs) and internal examination comprising general component (two subjects) (70) and vocational component (theoretical and practical part). Up to 15 topics for the practical part and 25 topics for the theoretical part and general component subjects are prepared, approved by the school director.

Legislation only prescribes assessing relevant knowledge within the theoretical part and skills and abilities within practical part. It is left up to the examination commission (and partly also to examination topics) to what extent standards in State and school education programmes (school and national curricula) are followed and in what detail they are reflected.

The topics for the theoretical and practical parts of the vocational component of the examination are discussed with sectoral assignees. An officially nominated employer representative can actively assess learners.

The practical part of vocational component lasts for a maximum of 24 hours (33 hours in two specific cases), and, if required by the nature of the exam, it can take up to 4 weeks.

The theoretical part of vocational component is open to public.

Those who fail in the examination can repeat it within a time period stated by law.

Diplomas/certificates provided

These programmes lead to a VET qualification, certified by a *maturita* school leaving certificate (*vysvedčenie o maturitnej skúške*), and to a certificate of apprenticeship (*výučný list*), provided that they include at least 1 400 hours of practice-oriented training (*odborný výcvik*).

The *maturita* school leaving certificate is considered as certifying both level of education and qualification. In this case 'qualification' refers to the ability to perform professional activities covered by the curriculum; it is often called 'wider' qualification. The certificate of apprenticeship offers a more specific qualification related to an occupation in addition to the wider qualification.

These certificates are officially recognised.

Examples of qualifications	Beautician, computer network mechanic, operation and economics of transport operator, plant and equipment mechanic, pharmaceutical production operator.
Progression opportunities for learners after graduation	Those who complete these programmes can enter the labour market or continue their studies at post-secondary programmes leading to a (second) VET qualification, specialising programmes or higher professional programmes; they can also progress to higher education programmes.
Destination of graduates	Information is only available for individual programmes/qualifications (71).
Awards through validation of prior learning	Validation of non-formal and informal learning does not allow for receiving a certificate of apprenticeship. However, it allows for receiving a qualification certificate 'verifying professional competence' (<i>osvedčenie o kvalifikácii</i>) (72). This certificate is not equivalent to a certificate of apprenticeship, but it is an equivalent substitute for a specific reason: qualifying to run a business requiring a certificate of apprenticeship.
General education subjects	✓ General subjects represent 34.85% of study time in 4-year programmes and 35.15% in 5-year programmes: 18.18% and 20% of study time, respectively, are left to school decision. Thus, general education can be expanded, if considered relevant.
Key competences	✓ State education programmes (national curricula) also reflect all key competences set by the European reference framework (73) within three groups of key competences: <ul style="list-style-type: none"> • act independently in a social and working life; • use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language; • work in heterogeneous groups. These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).

Application of learning outcomes approach ✓

National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards) universal for the field of study at this level and specific for each programme are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

Learners of ISCED 354 programmes with extended practical training account for 23.47% of all secondary and post-secondary VET learners (74).

[69] ECVET credits are only used within geographic mobility.

[70] In schools with other language of instruction in three subjects.

[71] <https://www.uplatnenie.sk/>

[72] Act on Lifelong Learning 568/2009.

[73] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[74] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 4

School-based
Programmes,
4 (5*) years
ISCED 354

Theory-focused school-based 4- and 5-year VET programmes leading to EQF 4, ISCED 354. (študijný odbor s praktickým vyučovaním formou odbornej praxe); changes apply for arts programmes and sport education

EQF level 4

ISCED-P 354
2011 level

Usual entry grade 10

Usual completion grade 13 or 14

Usual entry age 15 to 16

Usual completion age 19 or 20

Length of a programme (years) 4 or 5 (for bilingual programmes); up to 5 years also for special schools serving special education needs learners.

Is it part of compulsory education and training? ✓

Compulsory education starts at the age of six and includes 9 years of basic education and at least 1 year of upper secondary education. Thus, the first year of this programme (16 years of age) usually belongs to compulsory education to facilitate transition from lower secondary to upper secondary education.

Is it part of formal education and training system? ✓

Is it initial VET? ✓

Is it continuing VET? ✗

In individual cases it could be considered that CVET provided that these learners progress in training is content-related linked to previous training and following the period of working in a relevant working position. Legislation does not differentiate strongly between initial and continuing VET.

Is it offered free of charge? ✓

In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.

Is it available for adults? ✓

Adults usually apply for part-time (evening and distance) forms.

ECVET or other credits ✗ (75)

Learning forms (e.g. dual, part-time, distance)

These programmes are school-based; they focus on VET theory and have a lower share of work-based learning, for example, in school labs, workshops and short-term internships.

Expanding dual into this segment of VET is envisaged from the 2019/20 school year (76).

Part-time (evening and distance) forms are envisaged and described within State educational programmes (national curricula). It is up to individual schools and learner demand whether these forms are offered. Data about part-time studies are collected, but data on a distance learning form are not distinguished.

Main providers Secondary VET schools (*stredná odborná škola*) (77).

Share of work-based learning provided by schools and companies

These (non-bilingual) programmes have a prescribed minimum coverage of 4 224 hours, of which a share of general education is 36.36%, VET theory 22.73%, VET practice 19.70% and 21.21% left to school decision. These 'free' hours can be used for general education, VET theory or VET practice.

VET practice is composed of hours of working in labs in schools or companies and internships. Lengths of internship differ across fields of study and the total VET practice depends on individual schools (and the decision of schools about 'free' hours).

Thus, the share of work-based learning also differs depending on school educational programme (school curricula).

Work-based learning type (workshops at schools, in-company training / apprenticeships)

Usually, work-based learning takes the form of short-term individual internships in companies. Practical training in groups in companies can be agreed, but practical training in school (in school labs, specialised classrooms and workshops) is more typical and cannot be considered a genuine work-based learning.

Main target groups

Programmes are available for young people and also for adult graduates of lower secondary education.

Some programmes are also offered for special education needs learners within a special schools stream (e.g. promotional graphics, social-educational worker, commercial academy), or exclusively for these learners (masseur for the visually impaired). Some might be slightly adjusted to take into account their challenges.

Entry requirements for learners (qualification/education level, age)

Completion of lower secondary (general) education (grade 9 of basic education equal to ISCED 244) and in some cases specific requirements for skills or a state of health may apply.

Assessment of learning outcomes

To complete a VET programme, learners need to pass a *maturita* school leaving examination. It is composed of external testing organised by the National Institute for Certified Measurements (in foreign languages; language of instruction and literature; and the Slovak language and Slovak literature if the language of instruction differs) and internal examination comprising general component (two subjects (78)) and vocational component (theoretical and practical part).

Up to 15 topics are prepared for the practical part and 25 topics for the theoretical part and general component subjects, approved by the school director.

Legislation only prescribes assessing relevant knowledge within the theoretical part and skills and abilities within the practical part. It is left up to the examination commission (and partly also to examination topics) to what extent standards in State and school educational programmes (school and national curricula) are followed and in what detail they are reflected.

The practical part of vocational component lasts for a maximum of 24 hours (33 hours in two specific cases), and, if required by the nature of the exam, it can take up to 4 weeks.

The theoretical part of the vocational component is open to the public.

Those who fail in the examination can repeat it within a time period stated by law.

Diplomas/certificates provided

These programmes lead to a *maturita* school leaving certificate (*vysvedčenie o maturitnej skúške*) confirming level of education and VET qualifications attained.

These certificates are officially recognised.

Examples of qualifications

In these programmes, qualifications only rarely address one specific profession. They usually certify the ability to perform professional activities related to the respective studies in fields, such as agriculture, forestry and rural development, food-processing; mechanical engineering, electrical engineering, economics and organisation, retail and services, and healthcare.

There are qualifications naming respective professions, such as healthcare assistant, and there are qualifications indicating areas of performance, such as mechatronics, tourism services, agribusiness – farming.

Progression opportunities for learners after graduation	Those who complete these programmes can enter the labour market or continue their studies at post-secondary programmes leading to a (second) VET qualification, specialising programmes or higher professional programmes; they can also progress to higher education programmes.
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Destination of graduates	Information is only available for individual programmes/qualifications (79).
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Awards through validation of prior learning	✗
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General education subjects	✓ General subjects represent 36.36% of study time in 4-year programmes and 54.55% (of which two thirds are Slovak and foreign languages) in 5-year bilingual programmes; 21.21% and 16.36% of study time, respectively, are left to school decision.
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Key competences	✓ State educational programmes (national curricula) also reflect all key competences set by the European reference framework (80) within three groups of key competences: <ul style="list-style-type: none">• act independently in a social and working life;• use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language;• work in heterogeneous groups. These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).
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Application of learning outcomes approach ✓

National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards) universal for the field of study at this level and specific for each programme are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

Learners of school-based ISCED 354 programmes account for 43.62% of all secondary and post-secondary VET learners (81).

[75] ECVET credits are only used within geographic mobility.

[76] This is about efforts to strengthen work-based learning rather than about genuine dual, as a share of VET practice in these programmes is comparably low.

[77] Similarly to conservatories, art education schools (*škola umeleckého priemyslu*) and sport schools are not subsumed under the term secondary VET schools to indicated their specificity newly backed by legislation.

[78] In schools with other language of instruction in three subjects.

[79] <https://www.uplatnenie.sk/>

[80] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[81] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 4

Follow-up
programmes

ISCED 454

**Follow-up programmes leading to EQF 4, ISCED 454
(nadvstavbové štúdium)**

EQF level	4	ISCED-P 2011 level	454
Usual entry grade	13	Usual completion grade	14
Usual entry age	18 to 19	Usual completion age	20
Length of a programme (years)	2		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	It depends on the individual learner. If continuing in this programme after completion of an ISCED 353 programme, it is sometimes seen as initial VET. Legislation does not address this issue.	Is it continuing VET?	It depends on the individual learner. If there is a break after completion of an ISCED 353 programme, it is seen as continuing VET. Legislation does not address this issue.
Is it offered free of charge?	✓ In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.	Is it available for adults?	✓

ECVET or other credits ✗ (82)

Learning forms (e.g. dual, part-time, distance)	<p>These programmes are school-based; they focus on VET theory, as learners already possess the certificate of apprenticeship (<i>výučný list</i>).</p> <p>Part-time (evening and distance) forms are envisaged and described within State educational programmes (national curricula). It is up to individual schools and learner demand whether these forms are offered. Data about part-time studies are collected, but data on a distance learning form are not distinguished.</p>
Main providers	Secondary VET schools (<i>stredná odborná škola</i>)
Share of work-based learning provided by schools and companies	<p>These are usually school-based programmes. All these programmes have a prescribed minimum coverage of 2 112 hours, of which the share of general education is 34.85%, VET theory 22.73%, VET practice 12.12% and 30.30% left to a school decision. These 'free' hours can be used for general education, VET theory or VET practice.</p> <p>Thus, the share of VET practice differs depending on school educational programme (school curricula). Internships or provision of some practice in companies can be agreed based on the school decision.</p>
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training is usually offered in school. It is possible to agree some in-company practice depending on the school decision.
Main target groups	<p>These programmes are designed for graduates of ISCED 353 upper secondary VET programmes (<i>učebný odbor</i>) who originally received a certificate of apprenticeship and wanted to deepen their theoretical studies in order to increase their employability and/or to open the option to apply for higher education.</p> <p>Some programmes are also offered for special education needs learners within a special schools stream: they include mechanical engineering - manufacturing, installing and repair of devices, machinery and equipment; wood and furniture manufacturing, entrepreneurship in crafts and services. Some might be slightly adjusted to take into account their challenges.</p>
Entry requirements for learners (qualification/education level, age)	Learners should have graduated from ISCED 353 upper secondary VET programmes (<i>učebný odbor</i>) with a similar professional orientation.

Assessment of learning outcomes

To complete a VET programme, learners need to pass a *maturita* school leaving examination. It is composed of external testing organised by the National Institute for Certified Measurements (in foreign languages; language of instruction and literature; and the Slovak language and Slovak literature where the language of instruction differs) and internal examination comprising general component (two subjects (83)) and vocational component (theoretical and practical part).

Up to 15 topics are prepared for the practical part and 25 topics for the theoretical part and general component subjects, approved by the school director.

Legislation only prescribes assessing relevant knowledge within the theoretical part and skills and abilities within practical part. It is left up to the examination commission (and partly also to examination topics) to what extent standards in State and school educational programmes (school and national curricula) are followed and in what detail they are reflected.

The practical part of vocational component lasts for a maximum of 24 hours (33 hours in two specific cases), and, if required by the nature of the exam, it can take up to 4 weeks.

The theoretical part of the vocational component is open to public.

Those who fail in the examination can repeat it within a time period stated by law.

Diplomas/certificates provided

These programmes lead to a *maturita* school leaving certificate (*vysvedčenie o maturitnej skúške*).

These certificates are officially recognised.

Examples of qualifications

Within this segment of VET, qualifications only rarely address one specific profession. They usually certify the ability to perform professional activities related to the respective field of study.

Qualifications indicate areas of performance rather than specific professions: catering, entrepreneurship in crafts and services, electrical engineering – manufacturing and operation of machinery and equipment.

Progression opportunities for learners after graduation

Those who complete these programmes can enter the labour market or continue their studies at post-secondary programmes leading to a (second) VET qualification, specialising programmes or higher professional programmes; they can also progress to higher education programmes.

Destination of graduates	Information is only available for individual programmes/qualifications (84).
Awards through validation of prior learning	✗
General education subjects	✓ General subjects represent 34.85% of study time; 30.30% of study time is left to a school decision. Thus, general education can be expanded, if considered relevant.
Key competences	✓ State educational programmes (national curricula) also reflect all key competences set by the European reference framework (85) within three groups of key competences: <ul style="list-style-type: none"> • act independently in a social and working life; • use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language; • work in heterogeneous groups. These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).
Application of learning outcomes approach	✓ National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes. <p>National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards) universal for the field of study at this level and specific for each programme are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.</p>
Share of learners in this programme type compared with the total number of VET learners	Learners of ISCED 454 follow-up programmes account for 4.62% of all secondary and post-secondary VET learners (86).

- [82] ECVET credits are only used within geographic mobility.
- [83] In schools with other language of instruction in three subjects.
- [84] <https://www.uplatnenie.sk/>
- [85] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.
- [86] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 4

Programmes leading
to a (2nd)
VET qualification
ISCED 454

Programmes leading to a (second) VET qualification (also called 'qualifying programmes') leading to EQF 4, ISCED 454 (pomaturitné kvalifikačné štúdium)

EQF level	4	ISCED-P 2011 level	454
Usual entry grade	14+	Usual completion grade	15+
Usual entry age	19+	Usual completion age	21+
Length of a programme (years)	2		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	Legislation does not address this issue.	Is it continuing VET?	Legislation does not address this issue. In practice it is often considered CVET.
Is it offered free of charge?	✓ In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.	Is it available for adults?	✓

ECVET or other credits ✗ (87)

Learning forms (e.g. dual, part-time, distance)	<p>These programmes are usually school-based and of two types: one focusing on theory and one including an element of practical training that can be offered also in a company.</p> <p>Part-time (evening and distance) forms are envisaged and described within State educational programmes (national curricula). It is up to individual schools and learner demand whether these forms are offered. Data about part-time studies are collected, but data on a distance form are not distinguished.</p>
Main providers	<p>Secondary VET schools (<i>stredná odborná škola</i>)</p>
Share of work-based learning provided by schools and companies	<p>Predominantly theory-focused 2-year VET programmes have a prescribed minimum coverage of 2 112 hours, of which a share of VET theory 33.33%, VET practice 21.21%, and 45.45% is left to a school decision. These 'free' hours can be used for theory or practice.</p> <p>2-year VET programmes with extended practical training, offering also a certificate of apprenticeship, have a prescribed minimum coverage of 2 176 hours, of which a share of VET theory 32.35%, VET practice 64.71%, and 2.94% is left to a school decision.</p> <p>The share of VET practice differs depending on the school educational programme (school curricula). Usually, no work-based learning is offered, unless internships or provision of some practice in companies is agreed based on the school decision.</p>
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<p>A share of work-based learning depends on the individual school's decision. It is usually higher in programmes offering both a <i>maturita</i> school leaving certificate and a certificate of apprenticeship. It can be offered in school workshops/labs, but also combined with in-company training.</p>
Main target groups	<p>Programmes are available for graduates of at least upper secondary (general or VET) programmes with the <i>maturita</i> school leaving certificate who want to obtain a VET qualification or other VET qualification than previously studied.</p> <p>Some programmes are also offered for special education needs learners within a special schools stream (e.g. social legal activities, public administration).</p>
Entry requirements for learners (qualification/education level, age)	<p><i>Maturita</i> school leaving certificate is the only requirement, unless specific health requirements apply. Learners should have graduated from an upper secondary general or vocational education programme, a performing arts programme or a follow-up programme.</p>

Assessment of learning outcomes	<p>To complete a VET programme, learners need to pass a final examination that is composed of a vocational component (theoretical and practical part) of the <i>maturita</i> school leaving examination.</p> <p>Up to 15 topics are prepared for the practical part and 25 topics for the theoretical part, approved by the school director.</p> <p>Legislation only prescribes assessing relevant knowledge within the theoretical part and skills and abilities within the practical part. It is left to the examination commission (and partly also to examination topics) to what extent standards in State and school educational programmes (school and national curricula) are followed and in what detail they are reflected.</p> <p>The practical part of the vocational component lasts for a maximum of 24 hours and, if required by the nature of the exam, it can take up to 4 weeks.</p> <p>The theoretical part of the vocational component is open to the public.</p> <p>Those who fail in examination can repeat the examination within a time period stated by law.</p>
Diplomas/certificates provided	<p>These programmes lead to a school leaving certificate indicating a specific <i>maturita</i> vocational component (<i>vysvedčenie o maturitnej skúške</i>). Some of these programmes also offer a 'certificate of apprenticeship' (<i>výučný list</i>), provided they include at least 1 400 hours of practice-oriented training.</p> <p>These certificates are officially recognised.</p>
Examples of qualifications	<p>Some qualifications offered indicate a particular profession, such as dental technician; some indicate the ability to perform professional activities related to the respective field of study, such as economic informatics, social-legal activities or security service - basic police training.</p>
Progression opportunities for learners after graduation	<p>Those who complete these programmes can enter the labour market or continue their studies at specialising programmes or higher professional programmes; they can also progress to higher education programmes.</p>
Destination of graduates	<p>Information is only available for individual programmes/qualifications (88).</p>
Awards through validation of prior learning	<p>✗</p>

General education subjects ✘

Key competences ✔

State educational programmes (national curricula) also reflect all key competences set by the European reference framework (89) within three groups of key competences:

- act independently in a social and working life;
- use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language;
- work in heterogeneous groups.

These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).

Application of learning outcomes approach ✔

National authorities consider both State educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards) universal for the field of study at this level and specific for each programme are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

Learners of ISCED 454 programmes leading to a (second) VET qualification account for 3.50% of all secondary and post-secondary VET learners (90).

[87] ECVET credits are only used within geographic mobility.

[88] <https://www.uplatnenie.sk/>

[89] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[90] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 5

Higher professional
programmes

ISCED 554

Higher professional programmes leading to EQF level 5, ISCED 554 (vyššie odborné štúdium)

EQF level 5	ISCED-P 2011 level 554
Usual entry grade 14+	Usual completion grade 16+
Usual entry age 19+	Usual completion age 22+
Length of a programme (years) 3	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? Legislation does not address this issue.	Is it continuing VET? Legislation does not address this issue. In practice it is often considered CVET.
Is it offered free of charge? ✓ In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.	Is it available for adults? ✓

ECVET or other credits ✗ (91)

Learning forms (e.g. dual, part-time, distance)	<p>These programmes can be offered in dual form or as school-based with internships or parts of in-company training.</p> <p>Part-time (evening and distance) forms are envisaged and described within State education programmes (national curricula). It is up to individual schools and learner demand whether these forms are offered. Data about part-time studies are collected, but data on a distance form are not distinguished.</p>
Main providers	Secondary VET schools (<i>stredná odborná škola</i>) (92)
Share of work-based learning provided by schools and companies	<p>These programmes have a prescribed minimum coverage of 3 168 hours, of which a share of VET theory 26.26%, VET practice 26.26%, and 40.40% is left to school decision. These 'free' hours can be used for theory or practice.</p> <p>The share of VET practice differs depending on school educational programme (school curricula).</p>
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<p>The share of work-based learning differs across fields of study and individual schools.</p> <p>For dual VET, training is offered by company instructors in a specific contracted company but can be complemented by training in school workshops or other companies' premises.</p>
Main target groups	<p>These programmes target secondary graduates with the <i>maturita</i> school leaving certificate who prefer further studies outside higher education offering attractive training required by the labour market.</p>
Entry requirements for learners (qualification/education level, age)	<p>The <i>maturita</i> school leaving certificate is the only requirement, unless specific health requirements apply.</p>
Assessment of learning outcomes	<p>To complete a VET programme, learners need to pass an exam (<i>absolventská skúška</i>), consisting of defending a written paper, and a comprehensive examination corresponding to a respective field; for healthcare programmes, corresponding to the respective profession.</p> <p>Examination is open to public.</p> <p>Those who fail in examination can repeat the examination within a time period stated by law.</p>

Diplomas/certificates provided	<p>These programmes lead to certificate on passing examination (<i>vysvedčenie o absolventskej skúške</i>), documenting attaining a higher professional education level, and to a non-university diploma (<i>absolventský diplom</i>) certifying the achieved qualification, with the right to use the title Diploma specialist, DiS (<i>diplovaný špecialista</i>).</p> <p>These certificates are officially recognised.</p>
Examples of qualifications	<p>Some qualifications offered indicate a particular profession, some indicate the ability to perform professional activities related to the respective field of study, such as computing systems, hotel and travel agency management, international business, and rural tourism.</p>
Progression opportunities for learners after graduation	<p>Those who complete these programmes can enter the labour market or progress to higher education programmes based on the <i>maturita</i> school-leaving certificate they received after completion of their previous studies.</p>
Destination of graduates	<p>Information is only available for individual programmes/qualifications (93).</p>
Awards through validation of prior learning	<p>✗</p>
General education subjects	<p>✗</p>
Key competences	<p>✓</p> <p>State educational programmes (national curricula) also reflect all key competences set by the European reference framework (94) within three groups of key competences:</p> <ul style="list-style-type: none"> • act independently in a social and working life; • use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language; • work in heterogeneous groups. <p>These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).</p>

Application of learning outcomes approach ✓

National authorities consider both state educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular the component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards), universal for the field of study at this level and specific for each programme, are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

Learners of ISCED 554 higher professional programmes account for 0.84% of all secondary and post-secondary VET learners (95).

[91] ECVET credits are only used within geographic mobility.

[92] Similarly to conservatories, art education schools (*škola umeleckého priemyslu*) and sport schools are not subsumed under the term secondary VET schools to indicated their specificity newly backed by legislation.

[93] <https://www.uplatnenie.sk/>

[94] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[95] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 5

Specialising
programmes

ISCED 554

**Specialising programmes leading to EQF level 5, ISCED 554
(pomaturitné špecializačné štúdium)**

EQF level 5	ISCED-P 554 2011 level
Usual entry grade 14+	Usual completion grade 15+
Usual entry age 19+	Usual completion age 21+
Length of a programme (years) 2	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? Legislation does not address this issue.	Is it continuing VET? Legislation does not address this issue. In practice it is often considered CVET.
Is it offered free of charge? ✓ In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.	Is it available for adults? ✓

ECVET or other credits ✗ (96)

Learning forms (e.g. dual, part-time, distance)	<p>These programmes are currently offered as school-based, with internships or parts of in-company training as set by school educational programmes (school curricula) of individual schools.</p> <p>Part-time (evening and distance) forms are envisaged and described within state educational programmes (national curricula). It is up to individual schools and learner demand whether these forms are offered. Data about part-time studies are collected, but data on a distance form are not distinguished.</p>
Main providers	<p>Secondary VET schools (<i>stredná odborná škola</i>) (97)</p>
Share of work-based learning provided by schools and companies	<p>These programmes have a prescribed minimum coverage of 2 112 hours, of which a share of VET theory 34.85%, VET practice 22.73%, and 42.42% is left to school decision. These 'free' hours can be used for theory or practice.</p> <p>The share of VET practice differs depending on school educational programme (school curricula).</p>
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<p>The share of work-based learning differs across fields of study and individual schools.</p>
Main target groups	<p>These programmes target secondary graduates with a <i>maturita</i> school leaving certificate in need of further specialisation in the field, for which tertiary education is not needed.</p>
Entry requirements for learners (qualification/education level, age)	<p>The <i>maturita</i> school leaving certificate in the relevant field is the only requirement. Learners can only enter a programme in a field related to their previous studies.</p>
Assessment of learning outcomes	<p>To complete this programme, learners need to pass an exam (<i>absolventská skúška</i>), consisting of defending a written paper and a comprehensive examination corresponding to the respective field.</p> <p>The examination is open to public.</p> <p>Those who fail in the examination can repeat it within a time period stated by law.</p>

Diplomas/certificates provided	<p>These programmes lead to a certificate of passing examination (<i>vysvedčenie o absolventskej skúške</i>), documenting attaining a higher professional education level, and to a non-university diploma (<i>absolventský diplom</i>) certifying the achieved qualification, with the right to use the title Diploma specialist, DiS (<i>diplovaný špecialista</i>).</p> <p>These certificates are officially recognised.</p>
Examples of qualifications	<p>These qualifications indicate the ability to perform professional activities related to the respective field of study, such as quality management in chemical laboratory, special pedagogy, tax services.</p>
Progression opportunities for learners after graduation	<p>Those who complete these programmes can enter the labour market or progress to higher education programmes based on the <i>maturita</i> school-leaving certificate they received after completion of their previous studies.</p>
Destination of graduates	<p>Information is only available for individual programmes/qualifications (98).</p>
Awards through validation of prior learning	<p>✗</p>
General education subjects	<p>✗</p>
Key competences	<p>✓</p> <p>State educational programmes (national curricula) also reflect all key competences set by the European reference framework (99) within three groups of key competences:</p> <ul style="list-style-type: none"> • act independently in a social and working life; • use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language; • work in heterogeneous groups. <p>These are adjusted to this education level and further detailed within individual school educational programmes (school curricula).</p>

Application of learning outcomes approach ✓

National authorities consider both state educational programmes (national curricula) and school educational programmes (school curricula) as learning-outcome based. Educational standards (in particular its component 'performance standards') in both national and school curricula are seen as prescribing learning outcomes.

National curricula address key competences, vocational competences and personal competences for the field of study (group of similar programmes) at this level. Educational standards (composed of performance and content standards) universal for the field of study at this level and specific for each programme are set in the national curricula and addressed in school curricula. The State School Inspectorate is responsible for assessing compliance of school curricula with national curricula.

Share of learners in this programme type compared with the total number of VET learners

Learners of ISCED 554 specialising programmes account for 0.26% of all secondary and post-secondary VET learners (100).

[96] ECVET credits are only used within geographic mobility.

[97] Similarly to conservatories, art education schools (*škola umeleckého priemyslu*) and sport schools are not subsumed under the term secondary VET schools to indicated their specificity newly backed by legislation.

[98] <https://www.uplatnenie.sk/>

[99] See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[100]2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry

EQF 4

Refresher
programmes
ISCED 454

Refresher programmes leading to ISCED 454 (pomaturitné inovačné štúdium, pomaturitné zdokonaľovacie štúdium)

EQF level	4	ISCED-P 2011 level	454
Usual entry grade	14+	Usual completion grade	14+
Usual entry age	19+	Usual completion age	19+
Length of a programme (years)	Depends on the school decision		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✗	Is it continuing VET?	✓
Is it offered free of charge?	✓	Is it available for adults?	✓
	In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.		

ECVET or other credits ✗ (101)

Learning forms (e.g. dual, part-time, distance) It fully depends on the school decision; they can be part-time (evening or distance).

Main providers Secondary VET schools (*stredná odborná škola*)

Share of work-based learning provided by schools and companies It fully depends on the school decision.

Work-based learning type (workshops at schools, in-company training / apprenticeships)	It fully depends on the school decision.
Main target groups	Learners interested in innovation within their field of study or in better mastering a profession or respective professional skills. Legislation speaks about <i>post-maturita</i> innovative study (<i>pomaturitné inovačné štúdium</i>) and <i>post-maturita</i> improvement study (<i>pomaturitné zdokonaľovacie štúdium</i>).
Entry requirements for learners (qualification/education level, age)	Learners should have a <i>maturita</i> school leaving certificate in the respective field of study, as this study builds on previous education.
Assessment of learning outcomes	To complete these programmes learners have to pass a final examination specified as final <i>post-maturita</i> examination by law.
Diplomas/certificates provided	A certificate on final <i>post-maturita</i> examination (<i>vysvedčenie o pomaturitnej záverečnej skúške</i>) These certificates are officially recognised.
Examples of qualifications	Certification does not specify a profession. This certification is for attendance and meeting examination requirements rather than explicit qualification requirements. It indicates which study programme it relates to. The content of the study can be visible from the certificate supplement indicating details of the study.
Progression opportunities for learners after graduation	These programmes aim to update learners' knowledge and skills.
Destination of graduates	Data on these programmes are not collected and there are therefore no data on potential graduates.
Awards through validation of prior learning	✗
General education subjects	✗
Key competences	✗

Application of learning outcomes approach

It depends on schools. There are no requirements stipulated by law concerning the design of these programmes.

Share of learners in this programme type compared with the total number of VET learners

<1% (102)

[101]ECVET credits are only used within geographic mobility.

[102]Data on these programmes are not collected. This is just an option based on tradition, however, in severe decline, as learners prefer alternatives.

EQF 5

Performing arts
programmes

ISCED 254, 354, 554

Performing arts programmes covering: 8-year ISCED 554 programme leading to EQF 5 qualification in dance conservatory (tanečné konzervatórium); 6-year ISCED 554 programmes leading to EQF 5 qualification in music and drama conservatory (hudobné a dramatické konzervatórium)

EQF level 5**ISCED-P** 554 (103)
2011 level**Usual entry grade** 6 (dance conservatory)
10 (music and drama conservatory)**Usual completion grade** 13 (dance conservatory)
15 (music and drama conservatory)**Usual entry age** 11 to 12 (dance conservatory)
15 to 16 (music and drama conservatory)**Usual completion age** 19 (dance conservatory)
21 (music and drama conservatory)**Length of a programme (years)** 8 (dance conservatory)
6 (music and drama conservatory)**Is it part of compulsory education and training?** ✓
Compulsory education starts at the age of six and includes 9 years of basic education and at least 1 year of upper secondary education. Thus, the fifth year in dance conservatory and the first year in music and drama conservatory (both 16 years of age) usually belong to compulsory education.**Is it part of formal education and training system?** ✓**Is it initial VET?** ✓**Is it continuing VET?** ✗

Is it offered free of charge? ✓
In public schools it is for free with no age limit, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.

Is it available for adults? ✓
adults with no age limit can enter full-time programmes

ECVET or other credits ✗ (104)

Learning forms (e.g. dual, part-time, distance) No part-time (evening and distance) studies are possible, according to law. An extraordinary form for extremely talented children combining a mainstream education programme with selected parts of a programme in a conservatory (in drama or music) is possible (105).

Main providers Dance conservatory
Music and drama conservatory

Share of work-based learning provided by schools and companies Not applicable

Work-based learning type (workshops at schools, in-company training / apprenticeships) Not applicable. Performing arts related training is regulated by individual schools, composed of training in school premises complemented by training through organised performance in school or agreed between schools and other players.

Main target groups Children and young people talented and interested in performing arts.

Entry requirements for learners (qualification/education level, age) Passing entrance examination including talent assessment

Assessment of learning outcomes

To complete these programmes, learners need to pass an exam (*absolventská skúška*), consisting (106) of:

- artistic performance corresponding to specialisation at music and drama conservatory or dance conservatory;
- defending a written paper related to specialisation at music and drama conservatory;
- comprehensive examination in pedagogy corresponding to specialisation at music and drama conservatory or dance conservatory (107).

The examination is open to public.

Those who fail the examination can repeat it within a time period stated by law.

In diverse music and drama conservatory programmes, students pass a *maturita* school leaving examination after first 4 years of a 6-year programme.

It is composed of external testing organised by the National Institute for Certified Measurements (in foreign languages; language of instruction and literature; and the Slovak language and Slovak literature if the language of instruction differs) and internal examination comprising general (two subjects (108)) and vocational components (theoretical and practical part).

For the theoretical part of the vocational component and for general component subjects, 25 topics are prepared approved by the school director. The practical part of the vocational component contains prescribed artistic performance.

Those who fail the examination can repeat it within a time period stated by law.

Similarly, learners in dance conservatory pass a *maturita* school leaving examination in the final year of an 8-year programme. To allow participants of this programme to enter other upper secondary schools, e.g. due to health problems, a lower secondary education certificate (109) is offered after completion of the fourth year to all learners.

Diplomas/certificates provided These programmes lead to a certificate on passing examination (*vysvedčenie o absolventskej skúške*), documenting attaining a higher professional education level, and to a non-university diploma (*absolventský diplom*) certifying the achieved qualification, with the right to use the title Diploma specialist in arts, DiS.art (*diplovaný špecialista umenia*). They also certify qualifications for teaching in specific performing arts programmes.

In music and drama conservatory, learners receive a *maturita* school leaving certificate (*vysvedčenie o maturitnej skúške*) after the first 4 years.

In dance conservatory, learners receive a *maturita* school leaving certificate (*vysvedčenie o maturitnej skúške*), also in the final year, and a lower secondary education certificate (*vysvedčenie*) after the fourth year.

These certificates are officially recognised.

Examples of qualifications A dance conservatory programme offers three specialisations (classical, modern and folk dance) after 4 years of the first phase (ISCED 254).

Performing arts studies at music and drama conservatory offer 18 programmes in total in four fields: music and drama, dance, singing, music (including composition, conducting, playing the piano).

Progression opportunities for learners after graduation Graduates can enter higher education, teach in specific performing arts programmes and/or be active in performing arts.

Destination of graduates Information is only available for individual programmes/qualifications (110).

Awards through validation of prior learning ✗

General education subjects ✓
as specified in respective State educational programmes (national curricula) (111)

Key competences ✓

Key competences are reflected in a specific way in State educational programmes (national curricula) and further in school educational programmes (school curricula) of individual schools, not necessarily corresponding to the European reference framework (112), adjusted to respective conservatory programme needs.

Application of learning outcomes approach ✓

Learning outcomes are formulated in State educational programmes (national curricula).

Share of learners in this programme type compared with the total number of VET learners

Learners of 8-year dance programmes account for 0.18% and learners of 6-year performing arts programmes (singing, music, dance, music and drama) account for 2.07% of all secondary and post-secondary learners (113).

[104]ECVET credits are only used within geographic mobility.

[105]Education Act 245/2008, § 103 (9) and education ministry Decree 65/2015, § 8.

[106]See information of State Institute of Vocational Education on music and drama conservatories at <http://siov.sk/vzdelavanie/konzervatorium/hudobne-a-dramaticke-konzervatorium/> and dance conservatories at <http://siov.sk/vzdelavanie/konzervatorium/tanecne-konzervatorium/>.

[107]To fulfil qualification requirements for teaching in specific performing arts programmes.

[108]In schools with other language of instruction in three subjects.

[109]Although the first phase of this programme is labelled ISCED 254, learners receive the certificate equivalent to ISCED 244, according to Law 245/2008.

[110]<https://www.uplatnenie.sk/>

[111]See Section A, Part 7, for music and drama conservatory and Section B, Part 7, for dance conservatory at <http://siov.sk/wp-content/uploads/2019/02/Statny-vzdelavaci-program-Konzervatoria.pdf>

[112]See European Parliament; Council of the European Union (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Official Journal of the European Union*, L 394, pp.10-18. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>.

[113]2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

EQF 1-3

VET programmes
for SEN learners
ISCED 352

Lower secondary VET programmes for SNE learners leading to EQF level 1 to 3, ISCED 352 ([114]) (učební odbor odborného učiliště)

EQF level	1-3	ISCED-P 2011 level	352
Usual entry grade	10+	Usual completion grade	12+
Usual entry age	16+	Usual completion age	18+
Length of a programme (years)	3		
Is it part of compulsory education and training?	These learners are served regardless of their age and years of schooling, also after the end of compulsory education (10 years), to achieve maximum potential. This programme can be seen as not belonging to compulsory education, but this has no implications on attendance provided learners and families are interested in participation. Legislation explicitly indicates that learners should be accepted even after completion of compulsory education.	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ In public schools it is for free, but private and church-affiliated schools can collect fees. Church-affiliated schools do not make use of this option.	Is it available for adults?	✗
ECVET or other credits	No credits applied		
Learning forms (e.g. dual, part-time, distance)	School-based with practical training at school or sheltered workshops		

Main providers	Vocational school (<i>odborné učilište</i>) for special education needs learners, a component of special schools stream
Share of work-based learning provided by schools and companies	Depends on individual learners and individual schools
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • Practical training at school • Practical training in sheltered workshop • Practical training in-company (in individual cases)
Main target groups	<p>Mentally challenged children that are expected to at least partly meet standards set for achieving lower secondary vocational education, entitling them to perform simple tasks or work under supervision.</p> <p>Children with other challenges enter regular VET programmes slightly adjusted to their needs. Children and adults with severe mental challenges enter practical school programmes (<i>praktická škola</i>) (115).</p>
Entry requirements for learners (qualification/education level, age)	Completion of the last year of basic school in any age.
Assessment of learning outcomes	To complete a VET programme, learners need to pass a final examination. Performance in practical component results in receiving different certificates and qualifications. Three levels of achievement are officially recognised by law (<i>zaškolenie, zaučenie, vyučenie</i>) and specified in school educational programmes (school curricula). All levels indicate qualifications, but only the highest level leads to a certificate of apprenticeship.
Diplomas/certificates provided	<p>There are four certificates and three qualifications an individual can obtain depending on fulfilment of requirements:</p> <ul style="list-style-type: none"> • certificate on completing some part of the programme (that is further specified) (<i>osvedčenie o absolvovaní časti vzdelávacieho programu</i>); • certificate on acquiring some skills (that are further specified) (<i>osvedčenie o zaškolení</i>); • certificate on achieving some vocational level (that is further specified) (<i>osvedčenie o zaučení</i>); • certificate of apprenticeship (<i>výučný list</i>). <p>These certificates are officially recognised.</p>

Examples of qualifications	Auxiliary works in several areas: preparing meals, gardening, bricklaying, painting, pastry.
Progression opportunities for learners after graduation	Those who complete this programme with a certificate of apprenticeship can enter the labour market and be employed in companies informed about their challenges. Others can enter the labour market and be employed in the companies informed about their limits. Sheltered workshops are usually the best for their long-term employment.
Destination of graduates	There are no individualised data about graduates. These graduates do not progress in education to achieve a higher level of education, but they can participate in diverse training.
Awards through validation of prior learning	✗
General education subjects	✓
Key competences	State educational programmes (national curricula) (116) also reflect all key competences set by the European reference framework (117) within three groups of key competences: <ul style="list-style-type: none"> • act independently in a social and working life; • use interactively knowledge, information communications technology (ICT), communicate in Slovak, mother tongue and foreign language; • work in heterogeneous groups. <p>These are adjusted to the special needs of mentally challenged learners and reflected within individual school educational programmes (school curricula).</p>
Application of learning outcomes approach	Learning outcomes are embedded into assessment criteria or learner profiles in school educational programmes (school curricula) used for description of three performance levels of learners (<i>zaškolenie, zaučenie, vyučenie</i>).
Share of learners in this programme type compared with the total number of VET learners	ISCED 352 special education needs learners account for 2.55% of all secondary and post-secondary VET learners (118). Children who are mentally challenged to the extent that they do not qualify for entering this programme can enter practical schools (<i>praktická škola</i>). There are also learners with special needs in regular VET programmes that are only slightly adjusted to their needs and are therefore subsumed in the shares of respective regular programmes.

- [115] There were 1 211 learners in this programme in 2020/21.
- [116] National curricula for special education needs learners are prepared by the National Institute for Education; see <http://www.statpedu.sk/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/stredne-vzdelavanie-nizsie-stredne-odborne-vzd.html>.
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- [118] 2020/21. ISCED 2 to 5 full-time and part-time VET learners including special education needs learners, learners from conservatories and specific art education programmes, and except learners from practical schools and schools of interior ministry.

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