



Status and perspectives of vocational education and training in the Slovak Republic

September 2018

Country report

Created as part of the
project "unions4Vet"

Imprint

Editor:

bfw – Unternehmen für Bildung

Berufsbildungswerk Gemeinnützige Bildungseinrichtung des DGB GmbH (bfw)

Schimmelbuschstr. 55

40699 Erkrath

Germany

Tel. +49 (0)2104-499-0

Email: info@bfw.de

www.bfw.de

Responsible:

Executive director: Klaus Knapstein

Head of the Strategy, Projects & HR Services Department: Dr. Monika Stricker

Prepared by:

Trade Union of Workers in Education and Science of Slovakia (OZPŠaV).

Editorial work: Project team unions4VET

Layout: bfw

© 2019 Berufsbildungswerk Gemeinnützige Bildungseinrichtung des DGB GmbH (bfw), reprinting, even in extracts, only with the permission of the publisher.

Erkrath (Germany), May 2019

Table of Contents

Foreword	1
1. Introduction	2
2. Historical framework	3
3. Context, Principles and Definitions of Vocational Education and Training from 2008 to the present.....	10
3.1 Structure of the education system in Slovakia	10
3.2 Legislative framework	11
3.3 System of educational departments	13
3.4 Types of schools	15
3.5 System of dual education in Slovakia.....	21
3.6 Termination of education	23
3.7 Quality assessment of education	25
3.8 Role of trade unions in VET.....	25
4. Perspectives of vocational education and training in Slovakia	27

Foreword

The Unions4VET project has been promoting international cooperation between labor unions in the field of vocational training since 2015. The aim of the project is to improve the quality of vocational training and to strengthen the role of trade unions in the governance of vocational training through the transnational exchange of knowledge, experience and good practice.

Since the beginning of the project, meetings, workshops, conferences and projects with partner labor unions from Costa Rica, Greece, Italy, Latvia, Portugal, Slovakia, and the USA have been organised. In the next three years, the international labor union network will be deepened and expanded to other partner countries.

The basis for cooperation with the partner labor unions is in each case an analysis of the vocational training policy situation and challenges in the partner countries from a labor union perspective. This report on the vocational education and training system in Slovakia is based on secondary analyses and numerous expert interviews with Slovakian vocational education and training stakeholders.

The report was prepared in 2018 by the **Trade Union of Workers in Education and Science of Slovakia (OZPŠaV)**. OZPŠaV is a professional-trade union organization which advocates the rights of its members (teachers and other education personnel in Slovakia) in labor relations but at the same time it is responsible for the professional level through its professionals directly from the practice.

The Unions4VET project is jointly coordinated by the Confederation of German Trade Unions (DGB) and bfw - Unternehmen für Bildung and funded by the Federal Ministry of Education and Research (BMBWF).

Further information is available at www.unions4vet.de

1. Introduction

Secondary vocational education in Slovakia is undergoing a problematic period. Unemployment among young people is a serious problem not only in Slovakia but also in other countries of the European Union (also referred to as the "EU").

The EU has faced an extremely high unemployment rate for many years. The economic crisis has increased since 2008 with the difficulties of young people to integrate into the labor market. This is illustrated by the fact that the unemployment rate of young people (15-24 years) increased by 8.8 percentage points between the first quarter of 2008 and the first quarter of 2013, when it reached its highest level (23.9%). Although this situation has improved since mid-2013, more than 4.2 million young people under the age of 25 were still unemployed in the EU at the end of June 2016 (average unemployment rate 18.8%). The unemployment rate for young people (under 25 years) in June 2016 was more than 20% in Slovakia, according to Eurostat.¹

Vocational education and training is the key factor to the economic growth and employment in the Slovak Republic. However, the problem is mainly the lack of flexibility and the low ability of the education system to reflect the needs of the labor market and to produce sufficiently practically prepared graduates according to the employers' requirements. The growing shortage of professionals, especially in manufacturing, and the high level of youth unemployment, is one of the main challenges in vocational education and training. It is precisely this fact that creates an effort on the part of the professional public stakeholders to create the education system in Slovakia more efficient and thereby to increase the economic growth of the country.

¹ Special Report No. 5/2017 (under the second subparagraph of Article 287 (4) of the TFEU) Unemployment among young people - do they have an impact on EU policies? Guarantee assessment for young people and initiatives to promote youth employment. 2017, p. 9 - 10.
Available at: https://www.eca.europa.eu/Lists/ECADocuments/SR17_5/SR_YOUTH_GUARANTEE_EN.pdf [cit. 2018-06-28]

2. Historical framework

The year 1989 and for the whole nineties were the breaking years for the Slovak Republic when the socialist society was transformed into a democratic society. This process brought about changes at all levels of society and in all sectors, including education. The second turning point became 1st January 1993, when the independent Slovak Republic was formed after the Czech-Slovakian division.

The change from the socialist society to the democratic brought new challenges that the emerging state had to face. The stagnant economy failed to respond in a timely manner to market developments. Its individual parts have become inconsistent with existing economic indicators within the country and with conditions on foreign markets. It has become ineffective. The structure of the Slovak economy was characterized by "(...) over-sized primary and secondary and undersized tertiary sector, both in the creation of added value as well as in employment. During the first years of transformation, with a significant drop in GDP (between 1990 and 1993 by 25.0%) and employment (of 15.4% over the same period), the overall structure was adapted to a level comparable to less developed market economies. In the following years, this process continued, but significantly slower."² In the period 1995 - 2013, the change in the sectoral structure is confirmed, which means reducing the share of agriculture and industry, and the processing industry, on the one hand, and increase of the share of services on the other.

Table: Development of the share of economic sectors of the SR in value added and employment (in%).

	1995	2000	2004	2008	2013	1995- 2013	1995- 2004	2004- 2013	
	Share in the economy in %					Change of share in % points			
	Added value								
Agriculture	5,7	4,5	4,1	4,1	3,0	-2,8	-1,6	-1,1	
Industry	31,1	28,8	30,0	28,8	26,7	-4,4	-1,0	-3,4	
processing industry	25,0	23,8	23,3	22,4	21,9	-3,1	-1,7	-1,4	
Construction	5,3	7,2	6,4	10,0	7,6	2,3	1,1	1,2	
Services	58,0	59,5	59,5	57,1	62,8	4,9	1,6	3,3	
market services	43,9	45,0	45,9	45,0	49,4	5,5	2,0	3,5	
non-market services	14,1	14,4	13,6	12,1	13,5	-0,6	-0,4	-0,2	

² Šikulová, Ivana and colleagues: The Slovak economy: ten years of membership in the European Union. Selected topics and issues. Bratislava: Economic Institute of the Slovak Academy of Sciences, 2014, p. 55 - 56.

	1995	2000	2004	2008	2013	1995- 2013	1995- 2004	2004- 2013
	Share in the economy in %					Change of share in % points		
Employment								
Agriculture	9,6	6,2	4,7	3,6	3,2	-6,4	-4,9	-1,5
Industry	29,8	28,2	27,0	26,3	23,6	-6,2	-2,7	-3,5
processing industry	26,2	24,5	24,1	23,9	21,4	-4,8	-2,2	-2,6
Construction	6,5	6,0	6,8	8,1	7,6	1,1	0,3	0,8
Services	54,1	59,6	61,5	62,0	65,6	11,5	7,4	4,2
market services	31,6	37,1	39,6	42,0	45,2	13,6	8,0	5,6
non-market services	22,5	22,4	21,9	20,0	20,4	-2,0	-0,6	-1,4

1990s represented a new stage in the development of Slovak society. The young state has had to cope with the whole complex of changes and problems, starting with a stagnant economy and ending with an absolutely centralized education system that has only slowly responded to individual changes. However, the stagnant economy required far more steps to, in addition to streamlining the national economy, open up the education system and reform it so as to respond with its output to the demands of a changing society. New laws on pre-school facilities, on primary and secondary schools, on universities and on state administration in education have been adopted. At that time, the education system has undergone radical and complex transformation at all levels. Strong centralization was gradually disrupted and the system partially relaxed.

Vocational education and training (hereinafter referred to as "VET")³ has been implemented at the level of **secondary vocational schools** (hereinafter referred to as "**SOŠ**") and **secondary vocational "institutes"** (also referred to as "**SOU**"). These are two types of schools that provided secondary vocational education in the nineties. Since 1990, after the legislative changes, non-state schools and postgraduate studies at secondary vocational schools have been created, and wider departments have been set up with specialized subjects with a range of optional subjects.⁴ SOUs underwent fundamental changes, culminating in their overall integration into secondary vocational schools thanks to the National Program of Education and Training in the Slovak Republic for the next 15-20 years – "MILÉNIUM"

³ We talk about initial VET

⁴ Organization of the education system in Slovakia 2009/2010. Eurydice, 2010, p. 115. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_SK.pdf [cit. 2018-06-28]

„MILÉNIUM“ - The National Program of Education and Training in the Slovak Republic for the next 15-20 years was a "(...) long-term concept of the development of the education system in the Slovak Republic in the spirit of humanization of the schools adopted in 2001. The program summarizes the main priorities to be respected and implemented by state and public authorities, individual schools and school facilities, educators and all other actors in education policy in Slovakia. It identified 12 pillars that should underpin the reform of our education system."⁵ Next strategic objectives of the education policy were declared in the following years also in several measures of the National Reform Program 2008-2010.

Since the 1970s until transformation change, three types of schools provided secondary education in Slovakia: grammar schools, secondary vocational schools and SOUs. Vocational training was provided by secondary vocational schools providing mainly theoretical preparation of pupils, and the study was completed by a school-leaving examination, consisting of preparation for university studies. SOUs provided practically oriented education. In 1976, when the reform of the education system was carried out, the SOUs started to provide also four-year programs together with two-year and three-year education programs. In the given period, the SOUs prepared mainly for the working professions and were designed for 60% of the population.⁶ In this period, the system of "so-called" complex SOUs that provided complete education and internship services, including practical teaching in school workshops, has risen sharply. The practical teaching in schools has since begun to be favored, but in the difficult times of transformation into the market economy⁷ and after the restructuring or collapse of many large enterprises, it ultimately resulted in an unhealthy interruption of the links between the SOU and the world of work.⁸

In the 1990s there was a dramatic decrease in the number of SOUs compared to grammar schools and secondary vocational schools. In the case of grammar schools there was increase from 128 in 1989 to 223 in 2003 and in the case of secondary vocational schools from 181 in 1989 to 281 in 2003. SOUs in this period decreased from 311 to 267."⁹ This fact resulted, together with the collapsing economy, in abolishing the system of contracting pupils for particular enterprises and abolishing the system of co-financing the training of pupils in enterprises. SOUs have been approached and transformed into SOŠs. "In 2003, there was 89 Associated Secondary Schools (ZSŠs). Private and church schools, newly established in the 1990s, represented 13% of all secondary schools providing VET in 2003. In 1989, 14.5% of graduates were from grammar schools, 26 % from SOŠs and 59.5% from

⁵ List of Wiki Contributions - MILÉNIUM – National Program of Education and Training in the Slovak Republic. Available at: <https://www.iedu.sk/Wiki/Mil%C3%A9nium.aspx> [cit. 2018-06-28]

⁶ Vantuch, Juraj - Jelínková, Dagmar: Initial Vocational Education and Training in the Slovak Republic at the Beginning of the 21st Century. Bratislava / Thessaloniki: ŠIOV / Cedefop, 2007, p. 11

⁷ Since 1990

⁸ Ibid, p. 11

⁹ Ibid, p. 12

SOU. In 2001 there were 18.4% graduates from grammar schools, 34.7% from SOŠs and 46.9% from SOUs."¹⁰¹¹

At present, secondary schools (except for specific exceptions of private and church schools) are set up by self-governing regions. As part of the changes that have taken place since 1990, reforms in the area of school funding and management have taken place within the education system. "Following the administrative reform completed by fiscal decentralization in 2005, the **self-governing regions are responsible for funding the initial VET** on the basis of the pupil-based funding scheme introduced in 2003."¹² However, no complete curricular reform has been implemented until that moment. The individual changes that the education system has undergone in Slovakia have had the character of administrative or financial reforms. After 2000, partial changes were introduced, such as the school-leaving examination reform, which allowed a partial change in the curriculum documents, but we cannot talk about a comprehensive reform until 2008. In 2008, the reform process of the Slovak education system started, which provided a space for comprehensive change. On 1st September 2008, Act No. 245/2008 Coll. on Education and Upbringing (Education Act) came into force. A legislative process was concluded in 2009 and all the legislation needed for the reform to be implemented was adopted. For education and training, Act No. 184/2009 Coll. on Vocational Education and Training was adopted to improve and re-establish the link between VET and practice.

The adoption of the Education Act created the legislative conditions for the implementation of the curricular reform as part of the systemic change in Slovak education. The ideas presented in MILÉNIUM were transformed into laws (Education and Upbringing Act, Act on Professional Employees) and other new documents¹³ that allowed the whole system to be reformed and that introduced new elements aimed at enhancing the quality of education in Slovakia. In this respect, however, we must state that neither these reforms prepared the educational system **to be able to respond fully and effectively to the changes that have taken place in society over the next few years**. This is particularly sensitive in the field of **vocational education and training, which should be advanced to respond immediately to labor market needs**, mainly in connection with the economic crisis, which has begun to change its image from the point of view of the necessary qualification and types of occupations necessary to improve the country's economy.

¹⁰ Ibid, p. 12

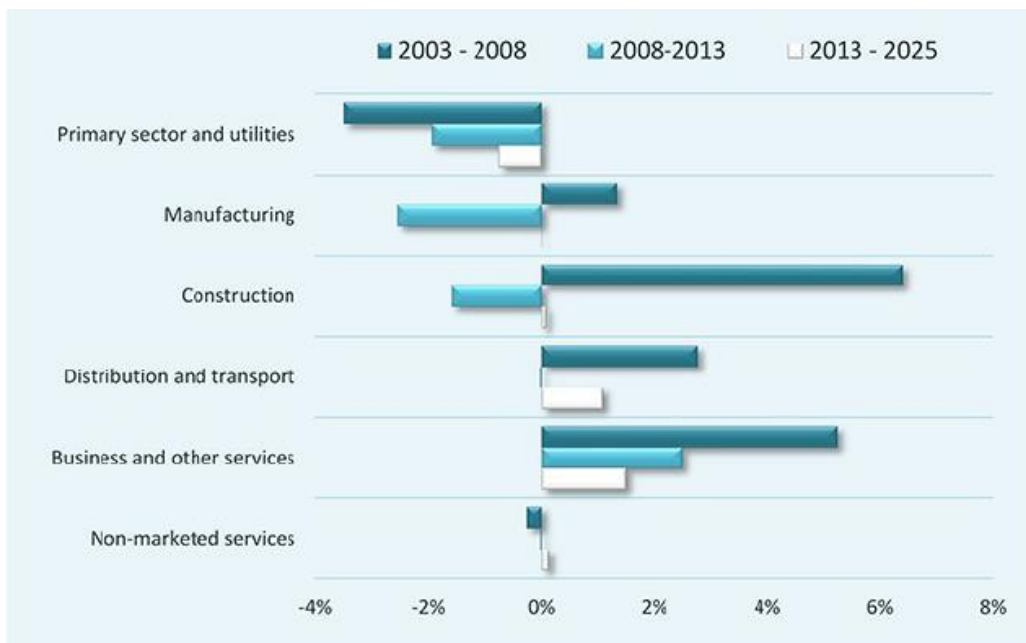
¹¹ The data used is from 2001 as newer data is distorted by a regulated influx of pupils into secondary schools during the gradual expansion of the elementary school from eight years to nine years.

¹² Vantuch, Juraj - Jelínková, Dagmar: Initial Vocational Education and Training in the Slovak Republic at the Beginning of the 21st Century. Bratislava / Thessaloniki: ŠIOV / Cedefop, 2007, p. 12

¹³ Organization of the education system in Slovakia 2009/2010. Eurydice, 2010, p. 78. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_SK.pdf [cit. 2018-06-28]

„The economic crisis reduced employment mainly in the primary, manufacturing and construction sectors between 2008 and 2013 (Figure 1). In contrast, employment in business and other services increased over the same period. Future employment growth in Slovakia, up to 2025 will be concentrated in business and other services and the distribution and transport sectors. The employment share of the manufacturing and construction sectors is expected to be stable; however, in the primary sector employment will continue to fall.“¹⁴

Figure: Employment trends by sector, average annual growth rate 2003-25, Slovakia (%)



Source: Cedefop skills forecasts (2015)

In order to ensure the economic growth of the countryside and employment, quality education is important. The education system should be able to prepare pupils to flexibly respond to labor market developments, adapt to new professions and their requirements in line with labor market trends. „In Slovakia, most job opportunities, around 20%, will be for service and sales workers, followed by technician and associate professionals (occupations applying scientific or artistic concepts, operational methods and regulations in engineering, healthcare, business and the public sector), with around 19% (Figure 2). The proportion of job opportunities for service and sales in Slovakia, at 20%, is significantly higher than the 16% forecast for the EU as a whole.“¹⁵

¹⁴ Slovakia country forecasts: Skill supply and demand up to 2025, 2015, s. 3 Dostupné na: <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/slovakia-skills-forecasts-2025> [cit. 2018-06-28]

¹⁵ Ibid, p. 2

The curriculum reform implemented in school practice in 2008 has created the basic prerequisite for creating a system that is sufficiently flexible at the level of curricular documents and enabling schools to respond to the needs and development of the labor market.

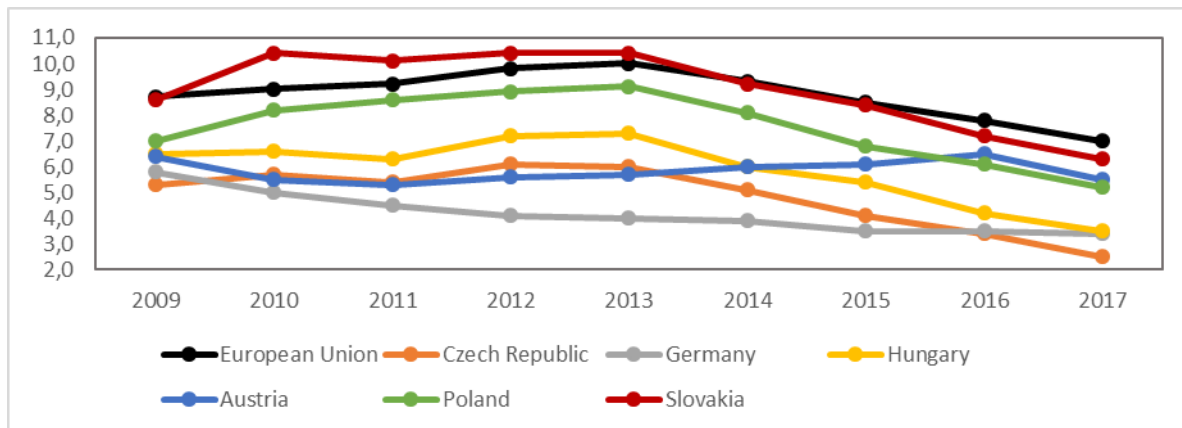
Figure: Distribution of total job opportunities by occupation 2013-25, Slovakia and the EU (%)



Source: Cedefop skills forecasts (2015)

Although the curricular documents created space, **the increasing demands of the labor market and its increasingly frequent changes caused the continued mismatch between the skills of graduates and the needs of economic practice and the knowledge society**, which had a share in the higher unemployment rate of young people in Slovakia than the EU average. In the last two years, the youth unemployment rate has fallen below the EU average but is still higher than the unemployment rate of young people in the surrounding countries.

Graph: Youth unemployment ratio age from 15 to 24 years. Source: Eurostat (2017)



A strategy for reducing youth unemployment is to ensure a **better link between the education system and the labor market and employers** who should be actively involved in the creation and innovation of curricular documents, as well as directly entering vocational education and training through partnerships with the school as a provider of education, respectively with students.

Table: Number of unemployed and unemployment rates of secondary school graduates by type of education programs and groups of departments - in May 2016

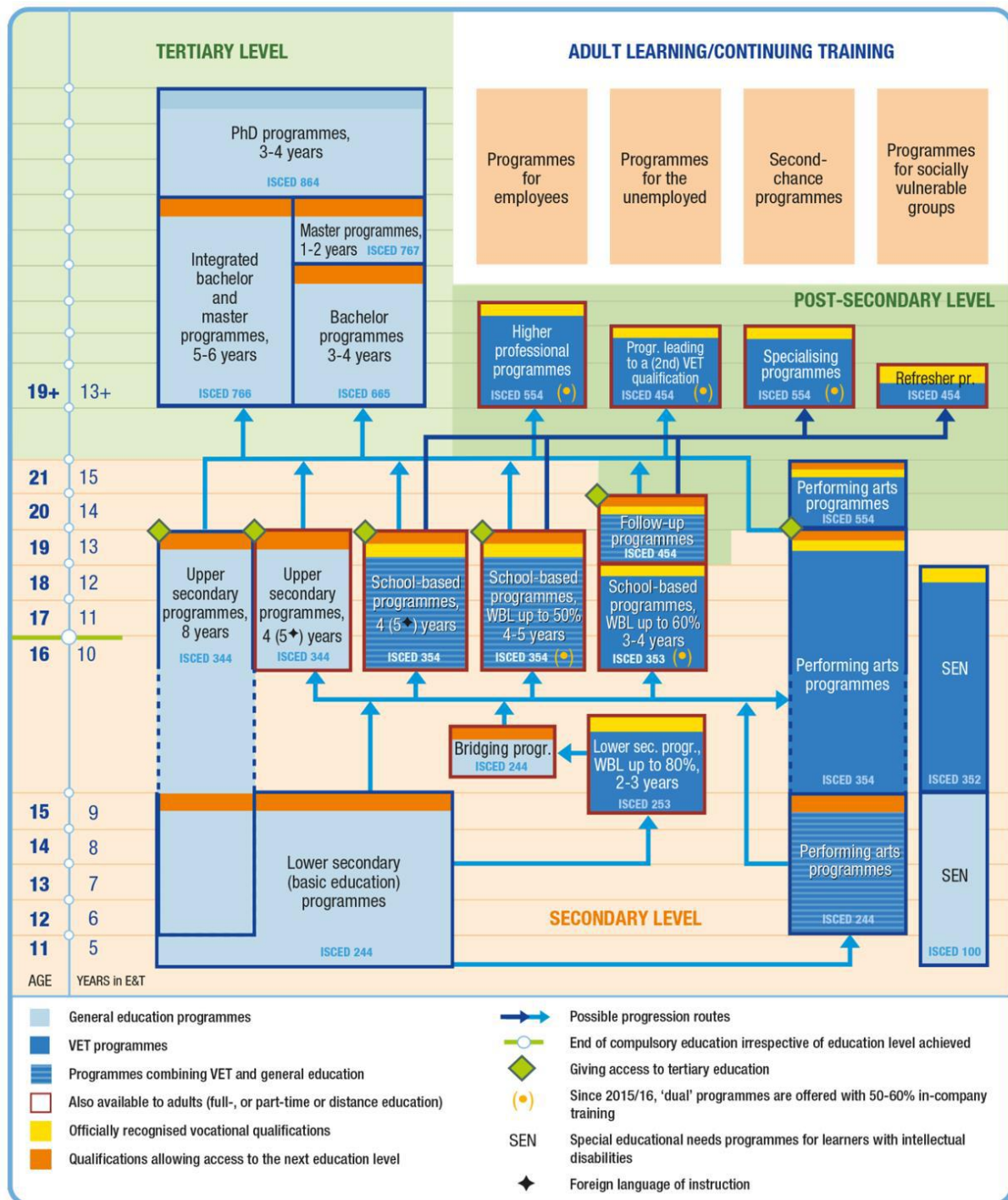
Number of unemployed and unemployment rate of graduates in May 2016	Study departments		Training departments	
	Number	Rate	Number	Rate
technical departments	1897	8,50%	1367	15,32%
agroforestry and veterinary departments	167	8,54%	166	24,92%
medical and pharmaceutical departments	176	4,85%	-	-
social departments and services	2614	9,75%	979	15,99%
culture and art	303	8,07%	11	27,50%

Source: Center for Scientific and Technical Information of SR (CVTI SR)

3. Context, Principles and Definitions of Vocational Education and Training from 2008 to the present

3.1 Structure of the education system in Slovakia

Figur: VET in the Slovak education and training system in 2016



Source: Cedefop and ReferNet Slovakia

Pupils generally start their **secondary school at the age of 15** after completing their primary school. **Compulsory school attendance is 10 years.**

3.2 Legislative framework

One of the fundamental changes in the education system in Slovakia was the adoption of the new Education Act No. 245/2008 Coll. on Education and Upbringing (the **Education Act**), which has **enabled the implementation of comprehensive curricular reform.**

"The proposed legislation has created a legislative space for the implementation of reform changes in education and upbringing, through the definition of concepts and basic principles concerning education and upbringing in regional education, determination of how to undertake education and upbringing through two-level education-upbringing programs in schools settled in the net of schools and educational facilities in relation to the level of education attained. It laid down a ten-year compulsory schooling, determined the process and system of education and upbringing in kindergartens, elementary schools and secondary schools, enabled individual education and training, defined the assessment and classification of pupils, the process of accepting and terminating education, monitoring and evaluation of the quality of education as well as education and upbringing scheme, set the process and conditions of education and upbringing of children of foreigners, gifted children and pupils and children and pupils with special educational needs. At the same time, it has modified the status and role of statutory representatives of children and pupils in the process of education and upbringing. We have aligned the levels of education at our schools with an international classification of ISCED."¹⁶

The Education Act established a legislative framework that defined that education and upbringing in schools will be implemented through educational programs approved by the Ministry of Education, Science, Research and Sport of the SR (hereinafter referred to as "**MŠVVaŠ SR**"). Mandatory content has been identified in state education programs implemented by schools in their own school education programs. **State educational programs** were the **first level** of a two-level curriculum model.

¹⁶ Organization of the education system in Slovakia 2009/2010. Eurydice, 2010, p. 23. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_SK.pdf [cit. 2018-06-28]

The **second level** was represented by **individual school education programs**. National education programs were set for all levels of education and school types. The two-level curriculum model provided **schools with a greater degree of freedom and autonomy**. Schools have been given the opportunity to specify and better approximate the content of education to school and regional conditions, and last but not least, the two-level model has allowed them to respond flexibly to labor market conditions thanks to centrally allocated hours in the framework curriculum, which has enabled them to strengthen individual learning areas through, for instance, creating new subjects. The **state** education programs are prepared by **two directly managed organizations of the Ministry of Education, Youth and Sports**, namely:

State Educational Institute, which has the competence for general subjects;
- **State Institute for Vocational Education** responsible for vocational education and training.

New Act No. 245/2008 Coll. on Education and Upbringing (Education Act) regulated the principles, objectives, conditions, scope, content, forms and organization of education and upbringing in schools and in educational facilities, educational levels and other aspects and elements of the education system. However, it did not pay too much attention to vocational education and training. The solution was the approval of **Act No. 184/2009 Coll. on Vocational Education and Training**, which **regulated the conditions for the provision of vocational education and training** of pupils at secondary vocational school, practical training center, school farm, vocational training center, health facility, practical workplace and on a workplace of another person or legal entity in accordance with labor market needs. It further regulated the status and role of state administration bodies, self-governing regions, employers and employees in the provision of vocational education and training, financial security and material provision for pupils through VET development fund. In view of the decline in vocational education and training and the lack of qualified force in Slovakia, additional provisions had to be approved, focusing in particular on employers and support for vocational training. For this reason, **Act No. 184/2009 Coll. was replaced by new Act No. 61/2015 Coll.** on Vocational Education and Training, which regulates vocational education and training of a secondary vocational school pupil, types of secondary vocational schools, practical training, dual education system, verification of the employer's ability to provide practical instruction in the system of dual education, regulation of mutual rights and obligations of the pupil, secondary vocational school and employer in practical teaching, material provision of the pupil and financial provision of the pupil and coordination of vocational education and training for the labor market.

From the point of view of vocational education, a system of education and training departments is important, which defines areas of vocational education and training. As part of the legislative changes in 2008, **Decree No. 314/2008 Coll.** on Secondary Schools and a List of Study Departments and Training Departments requiring verification of special abilities, skills or talents was adopted, and subsequently Decree No. 282/2009 Coll. on Secondary Schools. Both of these decrees defined a set of departments in the annex part. In the framework of legislative reforms, the regulation No. 282/2009 Coll. was repealed by the currently valid **Decree No. 64/2015 Coll.** on a set of education departments and on competence to the education departments.

3.3 System of educational departments

Decree No. 64/2015 Coll. on the system of education departments and on competence to the education departments is the most frequently amending regulation due to the emergence or termination of new departments. Its innovation is conditioned by the **constantly changing and evolving demands of the labor market** and the development of human knowledge within individual sectors. The last significant reduction of the system of education departments was implemented in 2012. With effect from 1st September 2012, **171** departments were **excluded** from the education system. The reason for their exclusion was substantive duplication with other education departments or lack of interest of the labor market for graduates of those departments.¹⁷ The currently valid decree brings together 32 department groups at secondary vocational schools and conservatories with a total number of 461 departments.

The current education system breaks down secondary vocational schools into the competence of several ministries, depending on the substantial scope of the departments. Out of the **total number of 461, 25 departments can be taught only at secondary vocational schools** within the competence of the Ministry of Health of the SR and the Ministry of Interior of the Slovak Republic.

A **system of education departments** is divided into **groups of study departments and groups of training departments**, while groups of study departments or groups of training departments also include education departments that prepare pupils for the pursuit of related professions and professional activities. These are groups of education departments that can be provided at secondary vocational schools and conservatories:

¹⁷ A team of authors: Analysis and comparison of existing education departments and evaluation of their inclusion in the labor market system of education departments. Optimization of study departments within the group.

11 Physical-Mathematical Sciences; 21 Mining, Geology and Geotechnics; 22 Metallurgy, 23,24 Mechanical engineering and other Metalworking I, II; 25 Information and Communication Technologies; 26 Electrical Engineering; 27 Technical Chemistry of Silicates; 28 Technical and Applied Chemistry; **29 Foodstuffs**; 31 Textiles and Clothing; 32 Processing of Leather, Fur and Footwear; **33 Woodworking**; 34 Polygraphy and Media; 36 Construction, Geodesy and Cartography; 37 Transport, Mail and Telecommunications; 39 Specialized Technical Departments; **42,45 Agriculture, Forestry and Rural Development I, II**; 43 Veterinary Sciences; 62 Economics; 63 Economics and Organization, Trade and Services I; **64 Economics and Organization, Trade and Services II**; 68 Legal Sciences; 72 Journalism, Library and Scientific Information; 75 Pedagogical Sciences; 76 Teaching; 82,85 Arts and Fine Arts I, II; **82 Arts and Crafts** - Conservatories; 92 Security services.¹⁸

The exhaustiveness of each department group varies and depends mainly on the requirements of schools, the labor market and the development of knowledge in the relevant sector. On the basis of these factors, some departments ceased to exist or new departments are formed, which must be passed through an experimental verification, which in most cases is guaranteed by ŠIOV before entering into the decree. At present, the system of education departments comprises four groups of departments, which include only one department each (11 Physics and Mathematics, 62 Economics, 72 Journalism, Library and Science and 75 Pedagogical Sciences). **The most departments are within the following groups:** 82 Arts and Crafts I (71 departments), 24 Mechanical Engineering and other Metalworking II (35 departments).

From the point of view of the frequency of the formation of the departments, the largest number of departments was formed in the last three years in the groups 42,45 Agriculture, Forestry and Rural Development I, II (together 21 departments), 82 Arts and Crafts I (together 17 departments) and 64 Economics and Organization, Trade and Services II (together 15 departments). In the case of the group 64 Economy and Organization, Trade and Services II, which include the services sector, there is an increase in departments in line with the development of this sector. In the case of departments in the agricultural sector, new departments are emerging related to the development and advent of new technologies within the sector. The increase in arts and craft industries was partly linked to the introduction of new IT technologies into art, but also to effort of schools to attract pupils and to create a more strategic marketing department, while the new department did not bring much more innovation. For this reason, there is now a comprehensive review of the group of departments 82 Arts and Crafts so that the number of departments is reduced and transformed into a new group of departments. At the same time, a new kind of secondary vocational school is emerging - a school of arts industry, which will only provide education in the given departments.

¹⁸ We present only groups of departments within the competence of the Ministry of Education, Science, Research and Sports of the Slovak Republic.

Graph: The number of experimentally verified disciplines



Source: Processed according to MŠVVaŠ SR data

3.4 Types of schools

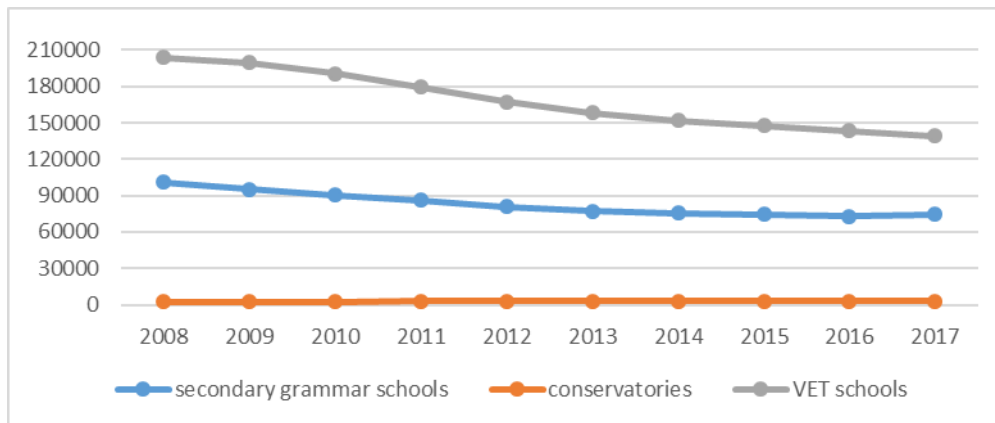
Secondary education in Slovakia has been run in three types of secondary schools since the reform in 2008:

- **grammar schools,**
- **secondary vocational schools,**
- **conservatories**

From the point of view of the development trend, there is an **overall decrease in pupils** in all types of schools, which is caused by **declining fertility** in the country. This development is also reflected in the fulfillment of secondary schools. Concerning the number of pupils in each type of school for the period 2008 - 2018¹⁹, we observed **that the number of pupils in grammar schools in 2018 decreased by 26.48% compared to 2008, a decrease of 31.51% occurred also in secondary vocational schools.** By contrast, the number of pupils grew by 29.10% in conservatories. **Conservatories are a specific type of schools,** which is attended only by exceptionally gifted pupils in the field of **music, drama and dance.** Currently, there is an expert discussion at the level of the Ministry of Education, Science, Research and Sports and the Ministry of Culture on a unified concept of education in the field of arts, which should also regulates conservatories issues and the increase of graduates followed by their application in the labor market.

Graph: Number of pupils per type of school in 2008-2017

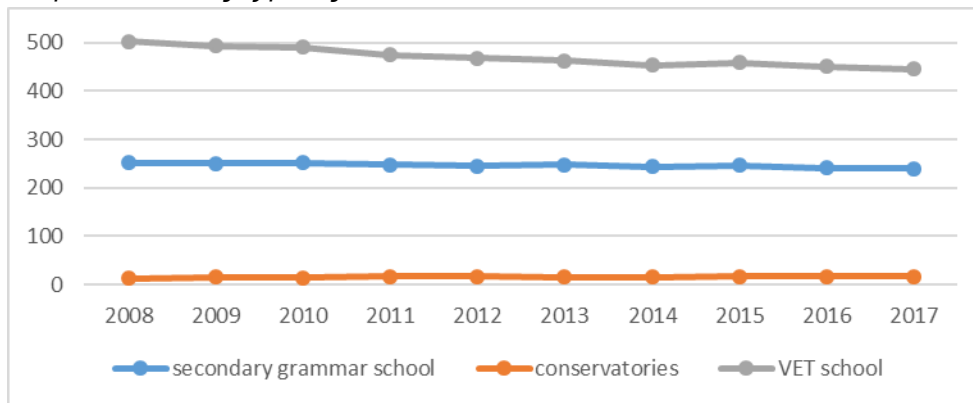
¹⁹ Data for the school year 2017/2018



Source: Processed by CVTI data

The decrease in the number of pupils also results in a decrease in the number of secondary schools. The biggest fall was recorded by secondary vocational schools. Their number decreased by 11.16% for the period 2008 - 2018²⁰, while grammar school dropped by 4.38%. The number of conservatories, on the other hand, grew by 30.77%.

Graph: Number of types of schools in 2008-2017



Source: Processed by CVTI data

²⁰ Data for the school year 2017/2018

Grammar school is a general-purpose, internally differentiated secondary school that prepares pupils in a four-year, five-year or eight-year education program and provides comprehensive secondary general education. **Grammar school education** programs are mainly focused on **preparing for study at universities**, they can also prepare for the performance of some activities in public administration, culture and sports.²¹

The primary objective of **secondary vocational schools** is to **prepare** pupils for a wide range of **professional activities** that require technology, economics, middle management and administration. The secondary vocational school is internally differentiated, preparing pupils in a **minimum of two years** and a **maximum of five years** of education in the relevant education department. Secondary vocational education programs are primarily focused on the pursuit of occupations and professional activities in various sectors, and may also prepare for further study. Vocational education and training at the secondary vocational school develops the knowledge, skills and abilities of the pupil acquired in previous education and provides the knowledge, skills and competences necessary for the pursuit of the profession and professional activities.²²

The **conservatory** provides comprehensive **artistic and artistic-pedagogical education**. It prepares pupils for professional artistic applications and for the teaching of artistic and vocational subjects in educational programs of artistic focus. Education and training takes place according to a **six-year education program** in which the pupil completes his/her school-leaving examination at the end of the fourth year and, after completing the sixth year, carries out the **graduate exam**. In the field of dance, the study is carried out according to the eight-year educational program, which ends in the last year with a school-leaving examination and graduate examination and according to a six-year education program in which the pupil, after completing the fourth year, passes the school-leaving examination and at the end of the sixth year he/she takes the graduation exam. The conservatory provides lower secondary education by successfully completing the fourth year of the eight-year education program, full secondary vocational education by passing a school-leaving examination and higher vocational education by passing a graduate exam.²³

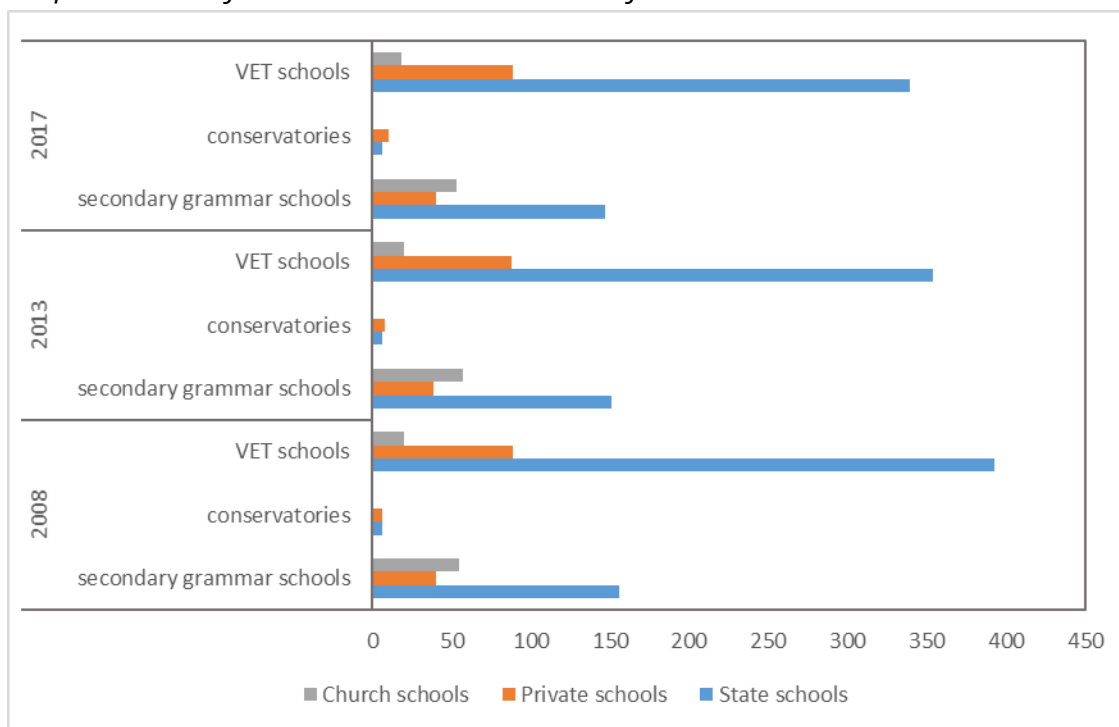
²¹ Organization of the education system in Slovakia 2009/2010. Eurydice, 2010, p. 119. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/EN_SK.pdf [cit. 2018-06-28]

²² Ibid, p. 119

²³ Organization of the education system in Slovakia 2009/2010. Eurydice, 2010, p. 120. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_SK.pdf [cit. 2018-06-28]

From the point of view of the **founder**, each type of school may be state, private or **religious**. Education received in church and private schools is equivalent to education at state schools and can be provided for remuneration. The aim of the church and the private school and the school facility is to offer alternative education and training, new methods and forms, along with quality education and upbringing. Their establishment ensures that parents' right to choose their school and school facility for their children of their conviction and conscience is ensured, as well as the creation of a competitive environment, with the possibility to increase the motivation for improving the school system. The number of schools in each founding competence for the years 2008-2018 is shown in the following chart:

Graph: Number of schools in each establishment for 2008-2018



Source: Processed by CVTI data

By completing each type of school, pupils receive the following **level of education**:

- **Lower secondary education (lower secondary)** obtained by the successful completion of the last year of a minimum two-year and three-year education program at the secondary vocational school or by successful completion of the final year of the training program of the „vocational education institute“²⁴ finalized by the final examination; by completing the third year of a practical school education program; the final stage of the qualification and the qualification obtained is proved by a certificate of the final examination; in the training departments designated by the state education program, the qualification certificate and the apprenticeship certificate may also be evidence; evidence of the acquired level of education in a practical school is final certificate;
- **secondary vocational education (secondary)** that the pupil will receive by successful completion of the last year of at least three-year and four-year education program of the education department at the secondary vocational school which ends with the final examination or successful completion of the last year of the two-year education program of the education department of the secondary vocational school, which ends with a final
- exam; an evidence of the obtained level of education is a certificate of the final examination and evidence of the acquired qualification is an apprenticeship certificate;
- by completing the last year of at least a four-year and a maximum of eight years of education program at the grammar school, which ends with a school-leaving examination; evidence of the level of education obtained is the **certificate of the school leaving examination**;
- **full secondary vocational education (upper secondary)** which the pupil gains by successfully completing the last year of a four-year and a maximum of five years education program at the secondary vocational school ending with a school leaving examination. By successfully completing the last year of a at least two-year education program of the postgraduate education at a secondary vocational school ending with a school-leaving examination or by a successful completion of the last year of a minimum two-year education program of the postgraduate qualification in a study department at a secondary vocational school ending with a specialized part of school leaving examination. An evidence of the obtained level of education and of the obtained qualification is a certificate of the school leaving examination and in the study departments, where the practical training is carried out in the form of vocational training according to a special regulation, an apprenticeship certificate is a proof of acquired qualification as well as.

²⁴ Relating to the development, we did not classify that kind of school.

In addition to graduating from secondary schools, the pupil can also receive **higher education (post-secondary or tertiary)** if he/she graduates from:

- at least a two-year and a maximum of three-year education program of the education department at a **secondary vocational school, ending with a graduate examination**; evidence of the level of education obtained is a certificate of graduation and a graduation diploma with the right to use the title of "**qualified specialist**" with the abbreviation "DiS"; the title is used after a surname, for health education departments according to a special regulation;
- the last year of the six-year continuous education program in education department at a **conservatory**, which ends with a graduate exam, or the last year of a continuous eight-year educational program in education department at a dance conservatory; an evidence is a certificate of graduation and a graduation diploma with the right to use the title "**diploma art specialist**" with the abbreviation "DiS.art", the title being mentioned after a surname.^{25 26}

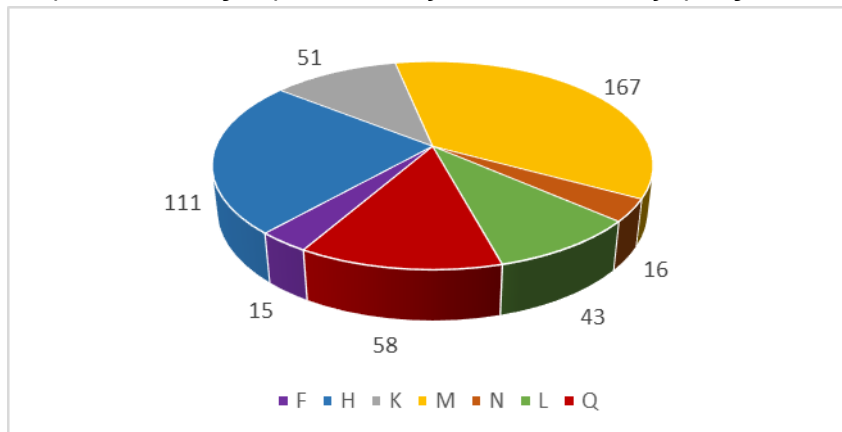
In vocational education and training, individual educational departments are firmly linked to a particular level of qualification. The most represented are the study departments and the specializations of study departments, where the pupil receives full secondary vocational education with practical teaching in the form of professional practice or artistic practice (**degree "M"**) – together 167 departments and their specializations (of which 10 departments are at secondary health schools). In these departments, education is also provided in the postgraduate qualifying study (**grade "N"**). The second most numerous departments are training departments and the specializations of the training departments by graduation of which pupils receive secondary vocational education (**degree "H"**) – together 111 departments and specializations, of which there is 1 department at secondary health schools. The system includes 51 study departments and their specializations, whereby the pupil obtains complete secondary vocational education with practical training in the form of vocational training (**degree "K"**). The study departments and the specializations of study departments at secondary vocational schools, where the pupils receive full secondary vocational education for the graduates of the training departments – the postgraduate study (**degree „L"**), are represented by 43 departments.

²⁵ Act No. 245/2008 Coll. on Education and Upbringing (the Education Act) and on the amendment and supplementation of some laws as amended. [Cit. 2018-06-28]

²⁶ At secondary schools various levels of secondary education can be obtained – lower secondary vocational education (ISCED 252-253), secondary vocational education (ISCED 352), full secondary general education (ISCED 344), full secondary vocational education (ISCED 353-354), post-secondary education (ISCED 454) and higher vocational education (ISCED 554).

The study departments, which can only be studied in postgraduate qualifying, innovative and improving study ("**grade N**"), are the most represented by departments of schools within the competence of the Ministry of Interior of the SR, they represent 9 out of 16 departments of this category. The system includes 58 study departments and their specializations, where the pupils receive higher education (**degree "Q"**), of which are: 20 departments at conservatories, 4 departments at secondary health schools and 1 department within the competence of Ministry of Interior of the SR. The least numerous are the departments, where pupils receive lower secondary vocational education (**degree "F"**) - 15 departments.²⁷

Graph: Number of departments by education and by qualification



3.5 System of dual education in Slovakia

Currently ŠIOV is the solver of the **national project Dual Education and Improving the Attractiveness and Quality of Vocational Education and Training**, whose main aim is to **implement the dual education system in all appropriate training and study departments**. A wider introduction of the dual education system assumes that the negative trend of youth unemployment will begin to moderate. The practice from abroad shows that mentioned system contributes to better and faster employability of graduates in the labor market, to their better practical readiness, higher productivity and better use in the field studied.

²⁷ A team of authors: Analysis and comparison of existing education departments and evaluation of their inclusion in the education sector with a link to the labor market. Optimization of study departments within the group 82,85 Arts and Crafts I, II. Bratislava: ŠIOV, 2018, p. 9 - 10. [unpublished]

"The dual education system is a regulatory framework whereby secondary vocational schools and employers prepare pupils for the performance in a future profession, group of occupations or professional activities. The relationship between the pupil and the employer and the employer and the secondary vocational school through the dual education contract and the training agreement promoted the enhancement of the quality and attractiveness of vocational education and training in the Slovak Republic."²⁸

Table: Total number of pupils and schools involved in dual education system

School year	2016/2017	2017/2018
Number of pupils	998	1241
Number of schools	53	93
Number of certified employers	222	441

Source: ŠIOV

In addition, the **dual education system („DES“)** enables the graduates of secondary vocational schools to be prepared in the best possible way according to the needs of the labor market and employers. The dual education system represents a **new systemic element** in the Slovak education system, which requires constant optimization and implementation of various changes from legislative modifications to modification and change of curriculum documents. In implementing the dual education system, it appears that in realistic conditions, present curricular documents are not inflexible. **One of the key steps** towards the effective implementation of the dual education system is also the **innovation of curricular documents and their better adaptation to the system's requirements.**

In terms of legislation, it is also necessary to implement a number of changes that remove barriers and enable better implementation of DES in school practice. For this reason, an **amendment to Act No. 61/2015 Coll. on Vocational Education and Training has recently been adopted, which responds mainly to practical suggestions.** It creates the prerequisite for easier entry of secondary vocational schools and employers into DES, thus enabling the number of all participants in the dual education system to increase.

²⁸ Reasoning report. 2018. Available at:
<https://www.nrsr.sk/web/Default.aspx?sid=zakony/zakon&MasterID=6783> [cit. 2018-06-28]

3.6 Termination of education

The termination of education in vocational education and training is regulated by Decree 318/2008 Coll. on Graduation at secondary schools. Pursuant to this Decree, the study at a secondary vocational school and conservatory is terminated depending on the type of acquired education by the form of:

- **secondary vocational education - final exam,**
- **full secondary general education – school-leaving examination,**
- **full secondary vocational education - school-leaving examination,**
- **higher education - graduate exam.**

The goal of the final exam is to verify pupils' knowledge and skills within the scope of the curriculum defined by the educational standards of the state education program for vocational education and training. As well as to verify how the pupils are prepared to use the competences acquired in the pursuit of the professions and the professional activities they are preparing for.

School-leaving examination at secondary vocational schools and conservatories consists of a **specialized part and a general part**. It aims at verifying knowledge and skills in the scope of the curriculum determined by the target requirements for the knowledge and skills of the pupils from the respective general school-leaving examination subject and the educational standards of the vocational subjects defined by the educational standards of the state education program for vocational education and training. The school-leaving examination is divided into **general subjects** (compulsory subjects: Slovak language and literature, foreign language) and the **professional part** of the examination, which consists of the **theoretical part and the practical part**. In the case of **general education subjects**, the pupil must complete the **external and internal part** of the school-leaving examination. The **external part** of the school-leaving examination is prepared by the Ministry of Education Science, Research and Sports of SR directly managed by the National Institute of Certified Measurements in the form of a **standardized test**. The **internal part** of the school-leaving examination for general education subjects and the special part of the examination is the responsibility of the school. The student may also voluntarily take a school-leaving examination from other subjects. Performing a voluntary examination is also understood as passing only the external part of the examination, the internal part, one of the forms of the internal part of the examination or a combination thereof.

The **professional part of the school-leaving examination has two components**. The **theoretical part** is realized in the oral form in the school. The student can take the **practical part** in the form of:

- **practical realization and presentation of a complex task,**
- **defending his/her own project,**
- **implementation and defense of the experiment,**
- **defense of successful competition work,**
- **performing artistic performance.**

A graduate exam is a comprehensive professional exam which verifies the level of specific knowledge and skills of a pupil to perform specific work activities. The test can also verify the level of artistic and pedagogical-artistic activities. **Graduate exam contains of:**

- at a **conservatory**, graduate performance from the main study department/s, the graduate written work and its defense, and a comprehensive examination of pedagogical preparation;
- at a **dance conservatory**, graduate performance from the main study department and a comprehensive examination of pedagogical preparation;
- at a **secondary vocational school** where pupils are prepared for the pursuit of professions and professional activities in the arts, a practical examination from the main study department, including the defense of graduate work, a theoretical examination of specialized subjects according to the nature of the relevant study department; Part of the graduate exam may also be a comprehensive test of pedagogical preparation;
- at a **secondary medical school** a comprehensive theoretical and practical examination from the relevant study department, the written graduate work and its defense,
- at **other secondary vocational schools**, the written graduate work, its defense and the comprehensive examination of professional subjects.

3.7 Quality assessment of education

The quality of education is assessed at school and state level. The school has the obligation to prepare an annual report on the educational activities, its results and the conditions of the school or school facility. This report is a self-assessment tool for the school and provides information on the state of education and training for the relevant school year. The director presents the report to the founder and is also available to the general public at the school's web site.²⁹

An **external evaluation of schools and school facilities at the state level is carried out by the State school inspectorate**, which prepares a yearly report on the state and level of education and training in schools and educational institutions in the Slovak Republic for the respective school year. The elaboration of this report follows from Decree No. 137/2005 Coll. on School inspection. "The report is an information resource on the current state and level of pedagogical management, the process and conditions of education and training in schools and school facilities."³⁰

Other state-level assessment tools for schools and pupils include:

- external measurements at the national level (Testing 9, "Maturita") carried out by the National Institute of Certified Measurements,
- international surveys (PISA, PIRLS, TIMSS, TALIS, etc.), outcomes of knowledgeable competitions.³¹

3.8 Role of trade unions in VET

The only trade union organization which represents rights and interests of teachers and other education personnel in Slovakia is the **Trade Union of Workers in Education and Science of Slovakia (OZPŠaV)**. OZPŠaV is professional-trade union organization which advocates the rights of its members in labor relations but at the same time it is responsible for the professional level through its professionals directly from the practice.

²⁹ National Program for Development of Education and Upbringing. 2018. p. 8 - 9. Available at: <https://www.ozpsav.sk/files/nprvv.pdf> [cit. 2018-06-28]

³⁰ Report on the state and level of education and training in schools and school facilities in the Slovak Republic in the school year 2016/2017. p. 7. Available at: <https://www.ssiba.sk/Default.aspx?text=g&id=3&lang=en> [cit. 2018-06-28]

³¹ National Program for Development of Education and Upbringing. 2018. p. 8 - 9. Available at: <https://www.ozpsav.sk/files/nprvv.pdf> [cit. 2018-06-28]

In the field of expertise, it oversees the needs of the labor market and the appropriate setting of requirements for graduates of schools, the number of graduates of individual studying and training departments. This function is carried out by the **representatives of OZPŠaV in the Government Council for Vocational Education** and also through the **Regional Vocational Education and Training Councils**, whereby the representatives of the union can take action on issues related to the expansion/reduction of classes, the exclusion/inclusion of schools from/into the school network. Unfortunately, such outputs have until recently been only recommended for members of self-governing regions. At present, the competence of the chairman of the self-governing region, who will be able to decide without approval of members of regional parliament, has been strengthened. A **very important role** is the **participation of the trade union through its president at the Economic and Social Council of the Slovak Republic**, which is the **last instance in submitting all laws to the legislative** procedure. **OZPŠaV actively participates in the legislative process** and comments on all laws relating to education or remuneration of employees. The legal issues are in the hands of three high-qualified lawyers of the trade union. They also help solve questions related to professional issues, the correct inclusion of education staff according to their level of qualification, and much more. OZPŠaV also fulfills the **information role** and informs all its members and non-members through the web site, trade union magazine and other available means about the adopted changes in the legislation, as well as the activities that it has carried out to achieve those changes.

OZPŠaV actively **negotiates** with members of the national parliament, the Ministry of Education, Science, Research and Sports and its officers, other ministries that have some constitutive competencies for some types of schools, as well as directly managed organizations of the ministry set up to meet various tasks. Trade union **regularly communicates** also with other organizations that create statistical surveys - **TREXIMA**, the Slovak National Center for Human Rights, or other relevant partners such as many associations of directors of different types of schools. For the implementation of professional needs it calls at irregular intervals its professional sections organizes conferences, round tables and workshops. Partnerships with surrounding countries are also very significant.

The Trade Union of Workers in Education and Science of Slovakia is a member of the Confederation of Trade Unions of the Slovak Republic as well as of the European Trade Union Committee for Education and of Education International. In the field of vocational education and training, the union is represented in an Advisory Committee of the European Commission on Vocational Education and Training. In addition to the Government Council for Vocational Education, there is a commission for the different types of training and study departments in the State Institute for Vocational Education in which trade union members

are also actively involved. OZPŠaV has a representative in CEDEFOP and in European Alliance for Apprenticeship.

Another activity of the trade union is the implementation of various projects and training. It is the **provider of eight continuing education programs accredited by MŠVVaŠ SR**, which are offered to the broad pedagogical and professional public and other necessary areas to extend the offer of education are being prepared. OZPŠaV has **participated in the creation of the National System of Occupations (NSP)** as well as the **creation of the National Qualifications Framework (NSS)** which help to target individuals to join professions relating to their competencies and skills. NSP and NSS are keys for the future and are available online through www.ISTP.sk.

Safety and health at work is an important part of the work of the union, which is secured by three union inspectors. They not only help to provide secure workplaces to teachers and other employees, but also help to address the shortcomings in health protection at work, as well as in companies involved in dual education.

The success of the trade unions is also dependent on the active participation of its members in the implementation of large, demanding but necessary tasks and goals for the employees themselves as well as for the state or the general public. Few important words say it all: "Without trade unionism, it would not be possible".

4. Perspectives of vocational education and training in Slovakia

The basic idea of innovation and improvement of the state of vocational education in Slovakia is its constant optimization and adaptation to the demands of the changing labor market. The job market requires high-quality graduates who can respond flexibly to the demands of employers. At the same time, the education system needs to be able to respond to the changes the country is going through. At present, there are several steps that should start and improve vocational education and training in Slovakia as well as the entire education system. In the framework of the expert discussion, **two lines of action are implemented, namely measures within a short-term perspective**, which can be implemented immediately and **measures of long-term perspective**, meaning measures that require a longer time to implement.

In the short term, we can talk about measures that have already begun or are being implemented at the level of vocational education and training. First of all, it is an open discussion between education professionals and employers' representatives, which was launched mainly by the national project implemented by the State institute of vocational education and training "*Dual education and increase of the attractiveness and quality of vocational education and training*". **Reintegration of employers' representatives into VET** formation can be assessed as a positive step towards better preparedness of graduates of secondary vocational education for the labor market. In order to make system of dual education more efficient, the amendment to Act No. 61/2015 Coll. on Vocational education and training was created after general discussion, in which all relevant stakeholders participated such as vocational education and training professionals, Ministry of Education Science, Research and Sports of SR, representatives from secondary vocational schools and conservatories, trade unions and, last but not least, representatives of employers.

The introduction of a **new system element in form of a dual education** into the education system creates the prerequisite for better interconnection of school practice and employers' requirements, which enables the pupil to be prepared in accordance with the requirements of the labor market. For this reason Ministry of education science, research and sports of SR has committed to support the implementation of dual education into practice. Amendment to Act No. 61/2015 Coll. on Vocational education and training supports this tendency. **Dual education system is now open not only to large employers, but also becomes easier for self-employers. It also eliminates the barrier for schools for which entering into dual system** meant a **shortening of financial contribution for practical teaching**, which means that schools were cut the part of their budget. Moreover it streamlines the process of verifying employers' ability to provide practical lessons in dual education by **reducing administrative burdens**. There is an increase in the share of practical teaching with another employer operating in the dual education system, which will better allow the self-employers small businesses to enter into the system, as they do not usually have their own capacity to meet material and technical equipment, or to provide personnel with practical training.

Improving the quality of vocational education and training is also ensured by an institute of the corporate school, which aims to support employers who are founders of secondary vocational schools and prepare their future labor force or prepare them for other employers within this school. Because of its specificities, the school is excluded from the planning process for determining the number of classes of the first year for secondary schools by the self-governing region, thereby increasing the flexibility of its scope.

The amendment further improves the system of setting up secondary school performance plans, which means the competence of self-governing regions to determine in their territorial jurisdiction for secondary schools the number of first year classes in the daily form of study divided into study departments or teaching departments for the admission

procedure for the next school year. **Criteria for determining the number of pupils and secondary schools within the territorial jurisdiction of the self-governing region** will be elaborated by a generally binding legal regulation issued by the Ministry of Education, Science, Research and Sports of the Slovak Republic.

One step towards ensuring an increase in the proportion of pupils at secondary vocational schools is also an **improvement in the career guidance system**. The amendment introduces a system of coordination and management of **career counseling** so that effective cooperation of all stakeholders is achieved in order to define the individual interests and possibilities of the pupil as well as his orientation in choosing his future profession.

From the point of view of the **long-term perspective** of the development and improvement of the education system in Slovakia, there is an **overall professional discussion** on this subject, with the debate on improving the quality across the whole system, starting with the elementary school and ending with the reform of higher education. As a result of this expert discussion, which is implemented in accordance with the "Program Declaration of the Government of the Slovak Republic" (hereinafter referred to as "**PVV**"), a National Program for the Development of Education and Upbringing (hereinafter referred to as "**NPRVV**") was set up and presented to the general public by the Minister of Education, Science, Research and Sports of SR Martina Lubyová.

NPRVV represents the long-term concept of content of education and upbringing and covers the whole education system in Slovakia. It was prepared on the basis of the tasks contained in the PVV, the Teaching Slovakia document and the Statement on the state of education in Slovakia in 2013. Its main focus is on promoting integration and inclusion, drawing on the Finnish model of education, promoting horizontal integration within education levels, vertical integration - permeability between levels of education and improving the status of teacher as a central element of the reform. The National Program for the Development of Education and Upbringing sets out **three strategic objectives**:

- **Quality** (for example, improving quality through a new management, financing and evaluation system),
- **Availability** (such as expanding the availability of a quality education and upbringing system for all through support for integration and inclusion),

- **Modernization** (for example, the modernization of educational content and its alignment with international standards – e.g. the European Qualifications Framework, modernization of testing methods, diagnostics, etc., as well as linking with the needs of society and economic practice - the labor market).³²

"NPRVV is a living document that will be revised on a regular basis in two-year cycles and supplemented if necessary depending on the state of implementation. In order to maintain the basic philosophy and concept of NPRVV in the long term, it is necessary to observe the following three elements:

1. orientation towards enhancing system integrity,
2. transition to a pure one-dimensional model in regional (primary/secondary) education,
3. total refinancing of system."³³

Based on the above, we can say that a strong platform is being created to start the change and to make the education system in Slovakia and its vocational education part more efficient and supportive for the needs of future society.

³² The Minister of Education presented the bases for the National Program for Development of Education and Upbringing. 2018. Available at: <https://www.minedu.sk/ministerka-skolstva-predstavila-vychodiska-pre-narodny-program-rozvoja-vychovy-a-vzdelavania/>

³³ National Program for Development of Education and Upbringing. 2018. p. 5. Available at: <https://www.ozpsav.sk/files/nprvv.pdf> [cit. 2018-06-28]