

	Indicators	Organization(s)	Observations
1	<p>No 1</p> <p>Relevance of quality assurance systems for VET providers:</p> <p>(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative</p> <p>(b) share of accredited VET providers</p>	<p>a) ...</p> <p>b) - Slovak Centre of Scientific and Technical Information</p> <p>- The Statistical Office</p> <p>- Ministry of Education, Science, Research and Sport of SR</p> <p>- State Vocational Education Institute</p>	<p>All working quality system mechanisms in IVET are inherent in the education system. No strong accountability- inducing mechanism has been implemented and no national policy on quality management adopted.</p> <p>In CVET and training for the labour market, quality control is conducted by the Accreditation Committee of Ministry of Education, Science, Research and Sport of SR.</p>
2	<p>No 2</p> <p>Investment in training of teachers and trainers:</p> <p>(a) share of teachers and trainers participating in further training</p> <p>(b) amount of funds invested</p>	<p>a), b) - Slovak Centre of Scientific and Technical Information</p> <p>- The Statistical Office</p> <p>- Ministry of Education, Science, Research and Sport of SR</p>	<p>Although the Slovak government has declared its commitment in policy documents (National Programme of Upbringing and Education in the Slovak Republic¹) to increasing public expenditure on education from less than 4% of GDP to a minimum of 5% by 2006 and to a minimum of 6% by 2010, Slovakia has remained at the bottom of the EU in terms of expenditure on education.</p>
3	<p>No 3</p> <p>Participation rate in VET programmes:</p> <p>Number of participants in VET programmes, according to the type of programme and the individual criteria</p>	<p>- Slovak Centre of Scientific and Technical Information</p> <p>- Ministry of Education, Science, Research and Sport of SR</p> <p>- The Statistical Office</p> <p>- Centre of Labour, Social Affairs and Family collects the data on further education.</p>	<p>The data is used to design/activate/deactivate state/school curricula in relation to labour market needs, e. g. to strengthen the cooperation between basic schools and secondary VET schools with the aim of increasing the information flow and enhancing the attractiveness of VET.</p>
4	<p>No 4</p> <p>Completion rate in VET programmes:</p> <p>Number of persons having successfully completed/abandoned VET programmes, according to</p>	<p>- Slovak Centre of Scientific and Technical Information</p> <p>- Ministry of Education, Science, Research and Sport of SR</p>	<p>The data is used to design/activate/deactivate state/school curricula in relation to labour market needs.</p>

¹ http://www.refernet.org.uk/documents/Country_Reports_Slovakia.pdf

	Indicators	Organization(s)	Observations
	the type of programme and the individual criteria	- The Statistical Office	
5	<p>No 5</p> <p>Placement rate in VET programmes:</p> <p>(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p> <p>(b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>- Central Office of Labour, Social Affairs and the Family,</p> <p>- Slovak Centre of Scientific and Technical Information</p>	<p>Placement of graduates is considered the ultimate goal of the policy, however it is impossible to check the efficiency of the tool individually. Only aggregated data are available, without specific analyses.</p> <p>The data is used to design/activate/deactivate state/school curricula in relation to labour market needs.</p>
6	<p>No 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>(b) satisfaction rate of individuals and employers with acquired skills/competences</p>	---	<p>Not measured systematically; the feedback is collected only individually from employers/employees</p>
7	<p>No 7</p> <p>Unemployment rate according to individual criteria</p>	<p>Statistical Office,</p> <p>Centre of Labour, Social Affairs and Family</p>	<p>The data is used to design/activate/deactivate state/school curricula in relation to labour market needs including further adult education programmes</p>
8	<p>No 8</p> <p>Prevalence of vulnerable groups:</p> <p>(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p>	<p>Statistical Office,</p> <p>Centre of Labour, Social Affairs and Family</p> <p>Slovak Centre of Scientific and Technical Information</p> <p>The Statistical Office</p>	<p>The data is used to adapt state curricula to the requirements of vulnerable groups at national level</p>

	Indicators	Organization(s)	Observations
	(b) success rate of disadvantaged groups according to age and gender		
9	<p>No 9</p> <p>Mechanisms to identify training needs in the labour market:</p> <p>(a) information on mechanisms set up to identify changing demands at different levels</p> <p>(b) evidence of their effectiveness</p>	<p>national level:</p> <p>Ministry of Education, Science, Research and Sport of SR – by the Government Council for VET²</p> <p>regional level:</p> <p>regional governing bodies</p> <p>regional education office</p>	<p>This policy measure resulted from the increased requirements for effective communication with employers, a more flexible response from VET to labour market needs, and promoting innovations in branches of study and training.</p>
10	<p>No 10</p> <p>Schemes used to promote better access to VET:</p> <p>(a) information on existing schemes at different levels</p> <p>(b) evidence of their effectiveness</p>	---	<p>However policy measures are in place (e.g. Lifelong guidance and counselling), taken by the government as part of the Strategy of Lifelong Learning and Lifelong Guidance (2011). This policy measure intends to create a system of lifelong guidance and counselling to enhance access to acquisition of new qualifications through quality learning within formal, non-formal and informal settings.</p>

² <http://www.radavladyovp.sk/>

Sources Legislation

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