

National programme for the development of education (NPDE)

Národný program rozvoja výchovy a vzdelávania

POLICY INSTRUMENT

 Slovakia

Description

Country



Slovakia

Focus area

KEY TRAINING POLICY MEASURE

The NPDE, approved by the Government on 27 June 2018, introduces a 10-year implementation plan. Its three main cross-cutting priorities are: (1) development of lifelong learning, (2) integration of persons from marginalized Roma communities into society, and (3) compliance of the educational process with the requirements of the labour market. The purpose of the NPDE is to provide a long-term concept of the content of education, as well as further education with the aim of personal development and acquisition of relevant knowledge and skills necessary for successful employment of graduates.

Link

<https://www.minedu.sk/17786-sk/narodny-program-rozvoja-vychovy-a-vzdelavania/>

Implementation level

NATIONAL

Legal base

Government decree - Programme Statement of the Government of the Slovak Republic

Starting period

2018-2027

Perspective

The purpose of the NPDE is to provide a long-term concept of the content of education (incl. further education, informal education, personal development) covering the long-term objectives and goals of the Slovak Republic in a 10-year perspective. It is based on the forecasts and analysis developed mainly by the Institute of Information and Forecasts on Education, Value for Money Department of the Ministry of Finance of the Slovak Republic and

Policy area

EDUCATION

TRAINING

EMPLOYMENT

INNOVATION

SOCIAL INCLUSION

EQUALITY/EQUAL OPPORTUNITIES

Funding

FUNDED BY NATIONAL GOVERNMENT

Skill mismatch

Skill mismatch target

OTHER

NPDE tries to address all the potential causes for skills mismatches by focusing on aligning the education offers and labour market needs.

Skills matching focus

UPSKILL OR RESKILL EMPLOYED ADULTS

Assessing the most relevant skills and competences used in the labour market in order to better target the curricula of continuing education to labour market demands.

UPSKILL OR RESKILL NON-EMPLOYED ADULTS

Preparation of conditions for the national system of recognition of results of non-formal education and informal learning through a new System of Verification of Qualifications.

Methods

Methods

SKILLS FORESIGHT

Exploratory foresight through expert panels and scenario-building to better define the fields of education for which training programmes of post-

secondary specialization and higher professional study will be created.

EXPERT PANELS

Expert panels for regional education, higher education and science were created. A special standing group of foreign experts was created to support the 7 selected Slovak experts, among whom the authors of the document "Learning Slovakia" were consulted.

SKILL AUDITS

Assessing the skills needed for the 21st century to align continuing education curricula with labour market needs.

GRADUATE TRACING

Establishment of a harmonized system of mapping the future employment of graduates from the ministry level.

Use of skills intelligence

INFORMING THE DESIGN OF NATIONAL QUALIFICATION FRAMEWORKS (NQFS)

NPDE aims to develop a new national system of recognition of results of non-formal education and informal learning that will enable the elaboration of a qualification framework of competences harmonised at national level.

DESIGNING STANDARDS AND ACCREDITATION

NPDE aims to develop a new national system of recognition of results of non-formal education and informal learning that will enable the design of new standards and accreditation in the field of higher education, promoting student-oriented education, active involvement of stakeholders in curriculum development, planning, monitoring and evaluation.

INFORMING AND TRAINING CAREER GUIDANCE AND COUNSELLORS

The collected and analysed data on skills needs and other labour market demands will support the work of counsellors newly introduced at district and regional levels.

INFORMING CAREER-MAKING DECISIONS OF STUDENTS

Students will be able to make a more informed choice on their career through the professional support of counsellors supported by better information on labour market needs and available educational offers.

Stakeholders

Main responsible body

NATIONAL MINISTRY

Ministry of Education, Science, Research and Sport of the Slovak Republic

Other involved organisations

NATIONAL MINISTRY

Other ministries: Ministry of Finance - responsible for preparing financial prognosis and assessing the financial impact of the measures introduced; Ministry of Labour, Social Affairs and Family - bringing together the stakeholders for labour market and education policies in participatory approaches

REGIONAL MINISTRY

Regional and district administration bodies responsible for education - implementing measures at regional and district level

NATIONAL AGENCY

Advisory bodies at national level for the ministry in setting up new measures: Methodology and Pedagogy Centre; National Institute for Education; Slovak Centre of Scientific and Technical Information; IUVENTA - Slovak Youth Institute, other state administration bodies

SOCIAL PARTNER: EMPLOYER ORGANISATION

Professional organizations in the field of education and science - partners in consultation process for setting up new measures

SOCIAL PARTNER: TRADE UNION

Trade Union of Workers in Education and Science of Slovakia - partner in consultation process for setting up new measures

TRAINING PROVIDERS

Training providers at regional and district level involved in providing the training programmes developed within NPDE

RESEARCH CENTRES, UNIVERSITIES

Public consultation with the most relevant higher education and academic institutions on the potential causes of skills mismatches and future scenarios of labour market structure (new types of educational programmes)

OTHER

General public - public discussions about educational offers and labour market needs

Beneficiaries

YOUNG PEOPLE MAKING THE TRANSITION FROM EDUCATION INTO WORK

The career guidance and counseling is improved by introducing counsellors at district and regional levels in order to support the students' choice of career path early on during the formative years of their education. Transition between education and work is also supported by several measures raising the attractiveness of dual VET, including the promotion of in-company internships and dual VET uptake in tertiary education.

YOUNG PEOPLE WITH LOW LEVELS OF BASIC SKILLS /EARLY LEAVERS FROM EDUCATION OR TRAINING

The career guidance and counseling is improved by introducing counsellors at district and regional levels in order to support the students' choice of career path early on during the formative years of their education. Transition between education and work is also supported by several measures raising the attractiveness of dual VET, including the promotion of in-company internships increasing basic skills needed for labour market.

ADULTS WITH LOW BASIC SKILLS

Adults with low basic skills benefit from newly developed training offers developed after assessing the key competences of adults needed for the active participation in the labour market.

ADULTS IN EMPLOYMENT WITH UPSKILLING POTENTIAL

The increased flexibility of the qualifications system will ensure that adults in need of upskilling could choose from a variety of educational offers better aligned with key competences needed on the labour market and the acquired skills are certified in each region in a harmonized way.

ADULTS IN EMPLOYMENT WITH RESKILLING POTENTIAL

The increased flexibility of the qualifications system will ensure that adults in need of reskilling could choose from a variety of educational offers better aligned with key competences needed on the labour market and the acquired skills are certified in each region in a harmonized way.

MINORITY GROUPS IN THE POPULATION

NPDE specifically aims at supporting the minorities within the education system, in particular continuing education and lifelong learning (e.g. funding for providing basic needs of minority children, such as food or school materials, working group on analysing the support of minority children, quality system of education in the language of national minorities).

GROUPS UNDER-REPRESENTED IN CERTAIN SECTIONS OF THE LABOUR MARKET

NPDE specifically aims at supporting the traditionally underrepresented society segments within the education system, in particular continuing education and lifelong learning (e.g. funding for providing basic needs of children from underrepresented groups, such as food or school materials, working group on analysing the support of children from underrepresented groups, special measures, incl. legislative changes to support transition from primary to secondary education in order to mitigate early school-leaving).

OTHER

Teachers, representatives of schools and school facilities, pupils and students, parents, general public are invited to consult the programme measures and thus benefit from measures, such as new educational offers better aligned with their actual needs and requirements.

Sustainability

Success factors	The NPDE is based on a professional and public debate in which the broadest possible social agreement should be reached. The success factor relates to ensuring the highest possible involvement of all stakeholders in the development process of new measures aimed at providing equal opportunities and incentives to develop relevant labour market skills in the lifelong learning process.
Barriers	Given the long-term nature of the NPDE, the main barrier is that the initiative should have a continuous strategy, financial framework and implementation of measures beyond the general political framework cycle (until 2027). The main risk in implementation of concrete measures is related to the uncertainty of the financing system.
Monitoring and evaluation	The NPDE is a rolling document that is regularly revised in two-year cycles and supplemented as necessary depending on its state of implementation. The programme and its measures is monitored regularly according to the given Implementation Plan divided into five two-year action plans.
Updates	NO <i>But the NPDE counts with the updates, specially in relation to the continuous monitoring of labour market needs</i>
Effectiveness	Several reform steps were already taken in 2017 and 2018 under the "zero" action plan, such as the gradual reduction of the share of pupils admitted to 8-year grammar schools; increasing the normative financing for schools with the language of instruction of national minorities by approx. 5 percentage points; increase of funding for teaching assistants; measures aimed at diversifying and supporting the dual education system providers; change of the methodology for determining performance plans for secondary schools; change in the methodology of performance planning for 8-year grammar schools.
Sustainability	Given the long-term nature of NPDE, its development was based upon a broad participatory consultation process and expert input, which ensures that its strategy, objectives and measures are not modified along changing political agendas and bureaucratic procedures – main issue is financial sustainability, which was guaranteed until now by all central administrations.

Other instruments in Slovakia

- [A list of fields of study in an oversupply at the labour market and a list of fields of study in an undersupply in the labour market](#)
Zoznam študijných odborov a učebných odborov nad rozsah potrieb trhu prác
- [Education of job seekers - 2 and Education of young job seekers - 2](#)
Vzdelávanie uchádzačov o zamestnanie - 2 and Vzdelávanie mladých uchádzačov o zamestnanie - 2

- [Forecasting of Developments of Labour Market Needs](#)
Národný projekt: Prognózy vývoja na trhu práce
- [National project: Dual education and increasing the attractiveness and quality of VET](#)
Národný projekt: Duálne vzdelávanie a zvýšenie atraktivity a kvality OVP