



**Knowledge Management System  
Theme 6**

**Training VET Teachers and Trainers**

**Slovakia**

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This background study was prepared for the eKnowVet database of the European Centre for the Development of Vocational Training (Cedefop). There are in total 11 themes in the database broken into detailed topics (the so-called islands). The study served as a basis for a more precise analysis of Theme 6 – Training VET Teachers and Trainers. Respective paragraphs and references in the text are coded in accordance with respective codes of the database. These codes are applied by the member states, and the visitors of <http://www.trainingvillage.gr>, button National VET Systems, can find under them information about respective topics across Europe.

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**Classification according to statistics and education sector legislation**

Within Measure No. 16/2001 Coll. of the Statistical Office SR on the Classification of Occupations (Opatrenie č. 16/2001 Z.z. Štatistického úradu SR, ktorým sa vyhlasuje Klasifikácia zamestnaní) elaborated according to the UNO international ISCO-88 classification and EC international ISCO-88 (COM) classification, the pedagogical staff is comprised of 2 groups – category No. 23 Professional Pedagogical Staff (odborní pedagogickí zamestnanci) and category No. 33 Pedagogical Staff (pedagogickí zamestnanci). The former category is divided into 5 groups and 17 subgroups comprising a total of 81 occupations including teachers at all types of schools; the latter is divided into 4 groups and 9 subgroups comprising a total of 42 occupations including trainers in formal education, tutors, instructors, and trainers in continuing education.

Furthermore, the legal status of teaching and training occupations depends on their relation to educational institutions. Those in VET schools and establishments are called pedagogical staff by law (§ 50 of the School Act No. 29/1984 Coll. (Zákon č. 29/1984 Zb. o sústave základných a stredných škôl (školský zákon)), and specified as teachers, trainers, tutors and sport instructors. Tutors serve students residing at affiliated dormitories and take care of diverse activities of the students' personal interest. Sport instructors are in fact specialists at schools dedicated to the education of students who are at the same time (pre)professional sportsmen and sportswomen. Qualification requirements and further career options of the pedagogical staff are regulated in detail by Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff (Vyhláška Ministerstva školstva č. 41/1996 Z.z. o odbornej a pedagogickej spôsobilosti pedagogických zamestnancov) and Decree No. 42/1996 Coll. on the In-service Training of the Pedagogical Staff (Vyhláška Ministerstva školstva č. 42/1996 Z.z. o ďalšom vzdelávaní pedagogických pracovníkov).

**Types of IVET teachers and IVET trainers according to education sector legislation**

There are three categories of VET school teachers officially recognised by education sector legislation (and that are further categorised in detail according to their specific positions at school): teachers of general subjects, teachers of vocational subjects and teachers of practical instruction. The latter category of teachers is involved in practical lessons at school, e.g. in laboratories and practical lessons connected to workplaces specified within the curricula and aimed at applying theoretical knowledge gained during theoretical subjects.

Trainers are responsible for assisting in the gaining of respective skills (predominantly manual) during practical training. Although VET in Slovakia is dominantly school-based, in some cases companies are also involved in practical training of VET school students. There are two options in this sphere. These options influence the status of the people employed as trainers.

The first option comprises centres of practical training (SPV - stredisko praktického vyučovania) which is originally aimed at the practical training of students of secondary vocational schools (SOU- stredné odborné učilište), and centres of vocational practice (SOP - stredisko odbornej praxe) originally aimed at the practical training of students of secondary specialised schools (SOŠ – stredná odborná škola). Both types of institutions are recognised by education sector legislation, and their employees are, as a rule, fully qualified trainers.

These kinds of centres can be established by educational authorities or by companies. The former case, usually a throwback to traditional centres, are at risk of survival due to troubles in adjusting to technology development pressure and the unattractiveness of the low paying professions associated with them. The latter case, representing the desired yet rare case of future development, encompasses two positive features – market level related vocational qualification and higher remuneration of the staff on one hand, and full compatibility with VET system requirements, including pedagogical qualification of trainers on the other hand.

The second option is according education sector legislation an originally unintended and not institutionalised approach, which is however naturally based on common interest and professional contacts between schools and enterprises. Based on agreement between the school and company and often initiated by students, practical training can be provided directly by a company under the supervision of the school, however on company premises and performed by company staff. These people are experienced professionals, who may or may not have pedagogical qualifications, because they are not employees of an educational institution; they are just intuitively assessed as appropriate for working with youth. These professionals are often called instructors.

Thus, practical training for VET students may be offered

- at VET schools served directly by their own trainers (majster odbornej výchovy);
- at centres served directly by the centres' own trainers or in cooperation with these trainers and additional instructors (e.g. experienced cooks or car mechanics);
- at companies (on an individual basis and based on agreement) by regular experienced professionals called instructors (inštruktör) supervised at a distance by the trainers of the respective school.

There is also a specific category of teachers who are teachers of general subjects from the formal point of view but whose lessons have a strong impact on vocational skills. The subject *Technical Education* (technická výchova) offered in Grades 5 to 9 of basic school (ZŠ – základná škola) is aimed at the provision of IVET related knowledge, skills and attitudes, and teachers teaching this subject could be considered VET teachers, according to the content of the subject. These teachers are graduates of teacher training colleges and belong to the pedagogical staff. According to education sector legislation, their initial and in-service training is regulated by the same legislation as those of secondary education teachers.

### **CVET Staff**

There are no specific regulations concerning CVET trainers and there is no regulation concerning the provision of educational services within CVET (unless a specific regulation is valid for specialised educational service).

It is up to the CVET provider to decide which kind of qualification is sufficient and worth offering in the highly competitive market of courses for adults. Providers interested in active labour market policy funding and striving for cooperation with job centres in the training of the unemployed as well as those providers who wish to increase their credibility, apply for accreditation of respective courses from the Ministry of Education (Ministerstvo školstva). Within the accreditation process (§§ 5-7, Act No. 386/1997 Coll. on Further Education (Zákon č. 386/1997 Z.z. o ďalšom vzdelávaní)), lastly amended by Act No. 567/2001, the qualifications of respective trainers are taken into account and as a rule providers enlist there experienced trainers with the best possible qualifications.

An overview table based on occupational classification and place of teaching/training is offered below.

**Table 1: Occupational classification and place of teaching/training**

teacher of vocational subjects	school	pedagogical staff/ESL*
teacher of practical training	school, workplace	pedagogical staff/ESL*
tutors	school, dormitory, specialised out-of-school facility	pedagogical staff/ESL*
trainer at educational establishments of educational authorities	school, centre (SOP, SPV), workplace	pedagogical staff/ESL*
trainer at educational establishments of companies	centre (SPV at companies), workplace	employee of establishing institution(enterprise)/ESL*
instructors	workplace	company/respective professional qualification required, experience and pedagogical competence expected, however no pedagogical qualification required
IVET level 5+		
teacher	higher education institution	ESL*, no certification of pedagogical competence required
CVET		
adult education trainer	educational establishment, facilities leased by provider	no specific regulation; in practice relevant qualification expected
professional trainer	based on agreement with respective company/institution	relevant professional qualification required if stipulated by legislation
trainer at companies/institutions	company, training facilities of company	employer based status/regulation
professional instructor	based on agreement with respective company/institution, usually at workplace	sectoral regulation of professional qualification; pedagogical qualification might be required by respective sectoral regulation

Notes: \*ESL - Education sector legislation; main provisions: Act No. 29/1984 Coll., Decree No. 41/1996 Coll., Decree No. 42/1996 Coll., concerning schools; and Higher Education Act No. 131/2002 Coll. (Zákon č. 131/2002 Z.z. o vysokých školách) and Decree No. 68/1985 Coll. (Vyhláška Ministerstva školstva č. 68/1985 Zb. o doplňujúcom štúdiu študentov vysokých škôl a absolventov vysokých a stredných škôl pre získavanie pedagogickej spôsobilosti) concerning higher education institution.

### **060101 Differences between teachers and trainers**

The main difference between IVET teachers and IVET trainers can be expressed as follows: Teachers provide lessons that are predominantly theory based, and trainers provide lessons that are predominantly practice based. Furthermore, teachers are tertiary educated; trainers, as a rule, have only secondary education including a certificate of apprenticeship and at least of

three years of practice (see 060102 and 060201). Nevertheless, the pressure of technology is introducing changes: In high tech branches, tertiary education is becoming necessary in practice even for trainers. The influx of highly qualified people in the position of trainer is however hampered by legislation and low salaries regulated by wage tariff tables. On the other hand, in low skill branches (e.g. in bricklayers training), skilled practitioners with ISCED 3C certificate of apprenticeship, but without ISCED 3A secondary education, cannot become trainers, unless they are labelled as unqualified, and consequently subject to lower pay according to the law. In the case of VET schools for special education needs students, additional training in special education is required of all teachers and trainers.

Qualified teachers are required to teach over 50% of the full time teaching load (stipulated by the government regulation, e.g. 23 hours per week for secondary school teachers) in compliance with their qualification. Thus, qualified teachers might teach subjects in an unqualified way (predominantly subjects with a low number of lessons per week) in schools with declining demand, in small schools and in rural areas, whenever it is easier to cover the subject by the core staff instead of additional (part-time) teacher. Consequently, it is necessary to make a distinction when studying the qualification statistics in Slovakia between the number of lessons taught by qualified teachers and the number of lessons taught in a qualified way; the former might be taught by qualified teachers who are qualified in other subjects.

VET teachers at schools up to ISCED 4 level belong to the category of pedagogical staff, which is strictly regulated by education sector legislation. They must acquire professional qualification consisting of two components – educational competence and professional competence sensu stricto (vocational competence with regard to a specific branch). Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff stipulates in detail the entry requirements for all kinds of pedagogical staff.

VET teachers at ISCED 5+ level (in Slovakia this means universities only) are considered qualified after acquiring a PhD; no qualification in “pedagogy” is expected. Similarly, no pedagogical training is expected from diverse auxiliary staff like “technicians” and “lab assistants”, while their qualifications vary depending on the position.

In contrast to IVET, there are no formal qualification regulations within CVET.

## **060102 Development of policies for VET teachers, VET trainers and other learning facilitators**

### **Development in the second half of the 20<sup>th</sup> century**

Traditionally, teachers of primary and secondary schools are required to complete tertiary education. However, this regulation, introduced after World War II, was fulfilled by different ways in practice. There were four paths to achieving teaching qualification in the second half of the 20<sup>th</sup> century:

1. at teacher training colleges (faculties of education) with programmes predominantly focusing on “pedagogy” and training of primary school teachers and general education subjects;
2. at various other faculties with programmes predominantly focusing on “science” collaterally however also offering teacher training programmes in two general subjects (often seeing future teachers as teachers at grammar schools);

3. at universities of technology, economics and agriculture through specialised teacher training programmes (predominantly aimed at secondary specialised school vocational subjects);
4. at various universities with the option to achieve teacher qualifications by completing the complementary pedagogical study (DPŠ, doplňujúce pedagogické štúdium) simultaneously or consecutively after graduation from the master's programme.

The first two alternatives are typical for general subject teachers at VET schools. It is worth mentioning that although VET school teachers' status is equal to that of grammar school teachers, the status of teachers has declined from grammar to secondary specialised schools and secondary vocational schools, as viewed by public. This is why graduates of the second type usually accepted places at VET schools as the second best option.

The third and fourth paths are typical for teachers of vocational subjects and this is why they as a rule hold the title, Ing. The third path was a marginal case, almost non-existent in the late 1990s, but currently revived at the University of Economics (for economic subjects) and the Slovak University of Technology (for diverse subjects linked to technology).

### **Development since late 1990s**

Reforms of teacher training are predominantly bottom-up driven and substantially influenced by demographic changes. On one hand, a dramatic decrease in birth rate results in reduced demand for teachers; on the other hand, the aging of teachers and the severe brain drain to the private sector make large numbers of students accepted for teacher training programmes plausible. Also, universities originally less interested in teacher training develop new teacher training programmes to attract students. Nevertheless, many graduates with teacher qualifications try to enter other professions. Another important impulse came from the Bologna process and subsequent reform of study programmes. All higher education institutions have redesigned their programmes and submitted them to the Accreditation Commission (Akreditačná komisia), an advisory body affiliated to the government, for approval by the end of 2004. Although social partners influenced many other programmes at universities, there is no visible effective pressure of social partners to change teacher training programmes. Trade unions prefer to concentrate on social issues, predominantly wages, having no capacities for development of their own policies concerning teacher training, except commenting on already developed measures of the Ministry of Education. Similarly, the business sector has other priorities, and is interested in graduates of programmes close to their scope of activities rather than in future public employees.

Recently, a dispute emerged concerning the dominant model in the preparation of VET teachers (the fourth way). Criticism of this model is institutionally backed by teacher training colleges, and supported by important representatives of colleagues of the Accreditation Commission from these colleges. Complementary pedagogical studies are considered an outdated model initially inevitable due to the lack of qualified VET teachers and insufficient for acquiring "pedagogy skills"; specialised teacher training programmes are considered the only appropriate model, according to this criticism. As a consequence, universities of technology and economics started to develop specialised teacher training programmes and have redesigned their complementary pedagogical studies. This conflict is however artificial – what finally counts are the competences adopted by students regardless of the model of study. A quality complementary pedagogical study can offer both "pedagogical competence" and flexibility resulting in attracting practitioners to enter VET schools. Nevertheless, the Bologna process has a strong influence (see 06020102).

## Newest development

In contrast to aforementioned changes affecting initial teacher training, which were predominantly driven by schools initiatives, the most important top down policy reform concerns profession definition and consequently in-service training. According to the Ministry of Education work programme for 2005, a working group consisting of representatives of the ministry and pre-service and in-service teacher training institutions developed the Methodology Proposal for Developing Professional Standards for Individual Categories of Pedagogical Staffs (Návrh metodiky tvorby profesijných štandardov jednotlivých kategórií pedagogických zamestnancov). The proposal reflects "Education and Training 2010" goals as well as the work of European Commission Working Group B. Professional standard of pedagogical staff assigns the

- category (in a total of five formats, see below);
- qualification requirements (Master (Mgr., magister), Bachelor (Bc., bakalár), secondary, according to Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff and respective category);
- career level (novice, regular, after the first attestation, after the second attestation, expert);
- competence profile (composed of three dimensions "student", "education", "teacher's self-improvement" clustering several specific competences, e.g. in the case of IVET teachers: three, eleven and three competences respectively, each to be represented by achieved relevant knowledge, skills and attitudes);
- competence level indicators (each competence in terms of knowledge, skills and attitudes should be measured by respective instrument);
- career position (four managerial types, and a variety of specialists - nine are explicitly listed; see below).

Individual categories of pedagogical staff are processed according to the following five formats:

- teacher of
  - pre-primary education (kindergarten);
  - primary education (1<sup>st</sup> stage of basic school);
  - lower secondary and upper secondary education (2<sup>nd</sup> stage of basic school, and secondary school);
  - practical training (trainer);
  - special school (special kindergarten, basic school, and secondary school);
  - teacher at school not providing the level of education (basic school of arts, state language school, language school);
- tutor
  - in educational establishments;
  - in special education needs establishments;
- teacher assistant and tutor assistant;
- worker in educational counselling and therapeutic worker in education;
  - worker in educational counselling (school pedagogue, social pedagogue);
  - therapeutic worker in education (special and curative pedagogue in schools and educational establishments);
- teacher in organisations aimed at in-service training of pedagogical staff.

Furthermore, additional professional standards are assigned for managers and educational specialists, in accordance with their respective position.

The following are four career positions of managers: director of school/educational establishment, deputy director of school/educational establishment, head tutor, head teacher of practical training (head trainer).

Career positions of educational specialists are as follows: class teacher, tutor (supporting novice teachers), mentor (co-training student teachers), head of respective subjects' commissions (e.g. science, humanities, languages, elementary, etc), educational counsellor, career counsellor, drug addiction prevention specialist, ICT specialist, librarian, etc.

The core of the reform is linked to the elaboration of indicators for acquiring respective competences and related measuring instruments. This part of the reform is still in progress and will be subjected to permanent changes and criticism by practitioners.

Teachers together with all citizens have two strong instruments to influence policies at disposal. They are allowed to comment on laws in preparation even during the legislation process, and enforce the positive or negative standpoints of respective legislative bodies to their opinions. They can be deeply informed about the situation concerning any public issue and more effectively check implementation of policies in accord with Act No. 211/2000 Coll. on Free Access to Information (Zákon č. 211/2000 Z.z. o slobodnom prístupe k informáciám). Nevertheless despite the assistance of NGOs and dedicated websites, citizens including teachers do not make use of these instruments widely. Having a weak understanding of the process of policy making, regular people usually miss the opportunity to influence the development of respective policy.

Similar to other citizens, regular teachers are predominantly concerned with their daily agenda and the preservation of working places than with initiating strategic changes. Hence their role in the development of VET policy is limited.

There are no mechanisms facilitating exchange of experience between practitioners and middle level and top managers in support of monitoring every stage of the policy-making cycle, in particular those influencing school life indirectly. There are no specific professional organisations or they are relatively weak, living from individual activities of enthusiasts rather than representatives with mandates based on elaborated professional stances to relevant topics.

Directors of schools are substantially more active in the effort to adjust the school to students/parents requirements in the fight for every student resulting from the dramatic decline in student population. Their associations are also substantially more visible than those of teachers.

### **060103 Role of VET teachers and trainers in the VET system**

The importance of VET teachers and trainers within VET is often declared crucial; however their role within the VET system has been weakening. On one hand, with newfound freedom and responsibility with regard to curriculum development, their active participation became necessary for increasing the quality of VET. On the other hand, insufficient equipment in schools and the inability to keep up with the latest technology due to a lack of funding and the brain drain from the education sector makes the engagement of individuals and schools more difficult. The status of teachers is in decline despite recent minor improvements in remuneration, making the entry of successful practitioners into teaching/training professions unrealistic. Furthermore, teachers and trainers within the VET system are predominantly

focused on school-linked issues and have no resources to systematically build up links to businesses and the labour market.

Teachers have the right to change curricula, to influence profiles of programmes, and subsequently the qualifications of graduates, and they do so, however only within the framework of official documents. Currently, the Ministry of Education approves all curricula; in the case of VET, they are finalised under the supervision of sectoral expert commissions affiliated to the State Institute of Vocational Education (ŠIOV, Štátny inštitút odborného vzdelávania). Nevertheless, 10% of weekly instruction hours and up to 30% of the subjects' content may be changed by schools. Schools interested in more extensive innovations must submit a project for approval and comply with the procedure regulated by Decree No. 376/2005 Coll. of the Ministry of Education. The reform decentralising curriculum development is in progress and the current regulation should be replaced by the national framework curricula that will have to be completed and specified by school educational programmes. An experiment affecting at least 30 ISCED 3A secondary schools has already started, however with a predominant focus on general education. In contrast to the current regulation, it will be possible to change up to 40% of the subject content, and the school educational programme will not be subject to approval by the Ministry of Education. Similarly, there is a reform in progress affecting ISCED 3C training branches aimed at the development of national framework curricula for 16 (i.e. all in the future) clusters of training branches, which will have to be specified and completed by schools within school educational programmes. National framework curricula are being prepared by the ŠIOV in cooperation with social partners.

Teachers and trainers have full freedom in deciding on “pedagogical” tools. Their repertoire is based on their training and peer learning. Pedagogy skills should be improved and enhanced by in-service training offered by five regional in-service training institutions and ŠIOV. Currently, teachers are busy with the elaboration of “packages” of school leaving exams themes and questions that can be used by examiners. Since the 2005 school leaving examination reform, examiners are different from classroom teachers. In contrast to pedagogy, assessment in the classroom as well as final assessment is partly regulated, and 5-point marking (from 1- excellent to 5 – insufficient) is required by law. Nevertheless, teachers and trainers are free to decide on assessment instruments provided they stick to the final layout of the annual report card.

Within the VET system, very likely due to influence of the general education system of which the VET system is often considered a derivation, trainers are paid less attention than teachers. This is visible from government regulations as well as training possibilities offered by the public sector. The situation can be changed by a revival of guilds and professional associations that have started to take interest, but are short on resources.

IVET teachers and trainers within universities are free in their decisions concerning teaching/learning. State regulations are in accordance with the Bologna declaration and the process of creating a European higher education area.

Compared to IVET, there are absolutely no regulations of the Ministry of Education concerning the CVET staff, except that the CVET segment is affiliated to IVET schools and the CVET segment is aimed at financing from public sources. There could be regulations in the specific cases of trainers/instructors set by other sectors legislation (see 0603). Otherwise, the role of CVET teachers and trainers is influenced by client demand and the provider's professional credo.

## 0602 TYPES OF TEACHERS AND TRAINERS IN IVET

The following table is based on the table from section 0601. A specific category of managers (directors and deputy directors) is added here; as a rule they act as teachers/trainers at the same time.

**Table 2: Internal staff by type of school and type of occupation in the 2005/2006 school year**

Types of occupation	SOS	ZSS	SOU, U	SPV, SOP
<b>Managers</b>	605	445	515	28
<b>Teachers of general subjects</b>	3 241	2 077	1 674	-
<b>Teachers of vocational subjects</b>	3 820	2 076	1 580	
<b>Teachers of practical training</b>	203	112	-	
<b>Trainers</b>	-		2 718	123
<b>Instructors</b>	-			75
<b>Number of institutions</b>	245	126	210	29

Source: Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva)

Notes:

SOS - secondary specialised school (stredná odborná škola)

ZSS – associated secondary school (združená stredná škola)

SOU – secondary vocational school (stredné odborné učilište)

U - vocational school (učilište)

SPV – centre of practical training (stredisko praktického vyučovania)

SOP – centre of vocational practice (stredisko odbornej praxe) providing for practical training, usually outside the school

The number of other learning facilitators (tutors, counsellors) is marginal. More detailed data can be found in tables in the annex.

Regular statistics about the ages and qualification of VET educators are collected every four years and by institutions only. This statistics does not distinguish between teachers of general subjects and vocational subjects within VET schools and other VET establishments. The average age of pedagogical staff was 42.9 in 2005; 42.7 of males and 45.1 of females. Tables bellow present the ageing problem in detail.

**Table 3: Average age of educators (total, female, male) in VET in 2001 and 2005**

Schools as of 27 <sup>th</sup> April 2001	Teachers			Trainers			Sport instructors			Tutors			Other		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
<b>SOŠ</b>	43.5	42.1	46.5	47.6	44.9	52.5	50.5	-	50.5	45.8	45.3	47.1	51	46.4	53.9
<b>SOU, U</b>	43.9	42.2	46.8	44.2	41.7	46.0	43.0	37.0	43.2	45.7	44.7	47.6	48	46.1	49.4
<b>SPV, SOP</b>	-	-	-	44.2	42.9	45.8	-	-	-	37.6	37.6	-	-	-	-
Schools as of 25 <sup>th</sup> April 2005	Teachers			Trainers			Sport instructors			Tutors			Other		
	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
<b>SOŠ</b>	44.3	43.1	47.1	44.3	42.0	47.5	62.0	-	62.0	44.9	44.9	48.1	41.6	43.0	26.3
<b>SOU, U</b>	45.5	43.8	48.3	46.5	43.7	47.9	46.2	-	46.2	47.5	47.5	48.1	-	-	-
<b>SPV, SOP</b>	51	51.0	0.0	42.3	40.9	44.2	-	-	-	38.0	38.0	-	-	-	-

Source: ÚIPŠ

Notes: T – total, F- female, M – male

**Table 4: Teachers in VET schools by age groups in 2001 and 2005**

Schools as of 27 <sup>th</sup> April 2001		-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61+	Total	
SOŠ	N	442	1 308	1 276	1 608	2 058	2 044	1 600	1 075	572	11 983	
	%	3.7	10.9	10.6	13.4	17.2	17.1	13.4	9.0	4.8	100	
SOU, U	N	233	706	738	1 073	1 715	1 381	1 036	717	348	7 947	
	%	2.9	8.9	9.3	13.5	21.6	17.4	13.0	9.0	4.4	100	
Schools as of 25 <sup>th</sup> April 2005		-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total
SOŠ	N	377	1 274	1 471	1 387	1 739	2 297	2 135	1 499	731	302	13 212
	%	2.9	9.6	11.1	10.5	13.2	17.4	16.2	11.3	5.5	2.3	100
SOU, U	N	119	338	381	420	621	962	824	539	254	102	4 560
	%	2.6	7.4	8.4	9.2	13.6	21.1	18.1	11.8	5.6	2.2	100

Source: ÚIPS

There were 25.2% of teachers aged up to 35 years in 2001, according to the table above, however 43.6% of all teachers have 9 or less years of practice, according to the following table. This indicates a significant influx from other sectors to schools. Due to comparably lower remuneration, this however indicates an effort of schools to compensate for the brain drain of experienced teachers from education rather than the desired entering schools by successful experienced practitioners from businesses. Unfortunately, there are no 2005 data on teachers in VET schools by years of practice.

**Table 5: Teachers in VET schools by years of practice as of 27<sup>th</sup> April 2001 (%)**

Years of practice	-1	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31+
SOŠ	8.9	11.1	12.8	10.8	7.3	7.1	7.6	6.6	6.5	6.7	5.6	9.0
SOU, U	9.8	10.7	12.2	9.6	6.7	7.4	10.2	8.1	5.8	5.4	4.5	9.5

Source: ÚIPS

There are no efficient structures to attract people to IVET professions due to their low status and remuneration. Salaries of teachers, trainers and other learning facilitators in the public sector are heavily influenced by the effort of the government to balance the state budget.

**Table 6: Pedagogical staff average monthly salaries by type of school in 2004**

Type of school	SKK	%
ZŠ	15 299	96.7
G	16 194	102.3
SOŠ	16 580	104.8
ZŠŠ	15 301	96.7
SOU	14 812	93.6
<b>National economy</b>	<b>15 825</b>	<b>100</b>

Source: ÚIPS

Notes:

ZŠ – basic school (základná škola)

G – grammar school (gymnázium)

Salaries of pedagogical staff are only close to the national average, and the annual increase is as a rule lagging behind the inflation rate. Although there is collective bargaining on the top level among the Ministry of Education and trade unions, the agreed increasing of salaries is not sufficiently covered by the state budget and therefore establishers of schools and directors

of schools need to look for savings, i.e. in reducing bonuses for the best in the school. Thus bonuses are comparably very low and do not provide for sufficient stimuli.

**Table 7: Average monthly salary of selected staff in 2005 (without private organisations)**

		Salary basic	Bonuses	Other supplements	Salary gross	Tax and levies	Salary net
Teachers of vocational subjects	SKK	12 569	262	2 910	15 742	3 300	12 442
	EUR	324.0	6.8	75.0	405.8	85.1	320.7
Teachers of practical training	SKK	12 234	645	4 345	17 224	3 768	13 456
	EUR	315.3	16.6	112.0	444.0	97.1	346.8
Trainers and instructors	SKK	11 821	326	1 987	14 133	2 810	11 323
	EUR	304.7	8.4	51.2	364.3	72.4	291.9

Source: Ministry of Labour, Social Affairs and the Family (Ministerstvo práce, sociálnych vecí a rodiny), ISAI survey 2Q2005, sample 30% of total employed, exchange rate EUR 1 = SKK 38.796 as of 30<sup>th</sup> September 2005

The average gross salaries of vocational subject teachers, and trainers and instructors in private organisations are higher: they were SKK 24 017 and SKK 17 581, respectively, according to the same ISAI survey.

Remuneration in the public sector is traditionally tariff based and merit pay in schools is not used, although it can be introduced. Tariffs are regulated by a law that is regularly amended to introduce new tariffs. According to Act No. 553/2003 Coll. on remuneration, as amended by Act No. 131/2005 Coll., a pedagogical worker may be assigned wage categories 6 – 12 with basic tariffs SKK 8 730, SKK 9 660, SKK 10 730, SKK 12 710, SKK 13 100, SKK 13 790, SKK 14 950, respectively. Depending on the number of years of practice, this basic tariff is increased by 1 percentage point per year in the group of 1-16 years of practice, and 0.5 percentage points per year in the group of 17-32 years of practice.

Trainers with secondary level education are in wage category 8, thus those in the middle of their career with 16 years of experience have a gross monthly salary of SKK 12 450 (SKK 149 400 per year) and those with 32 years of experience have a gross monthly salary of SKK 13 310 (SKK 159 720 per year).

Trainers with higher education (often Bc.) are in wage category 9, thus, those in the middle of their career with 16 years of experience have a gross monthly salary of SKK 13 940 (SKK 167 280 per year) and those with 32 years of experience have a gross monthly salary of SKK 14 900 (SKK 178 800 per year).

Non-qualified teachers, i.e. graduates from technical university (and with the title Ing.) without completed complementary pedagogical study (pedagogical qualification) are in wage category 9.

Qualified teachers regardless their specialisation and initial training are placed in wage category 10 and those with their first qualification exam and 5 years experience are in wage category 11. Teachers in the position of the director (in Slovakia, they have reduced teaching duties) are in wage category 12.

Teachers in wage category 10 with 16 years of experience have a gross monthly salary of SKK 15 200 (SKK 182 400 per year) and those with 32 years of experience have a gross monthly salary (of SKK 16 250 (SKK 195 000 per year).

Teachers in wage category 11 with 16 years of experience have a gross monthly salary of SKK 16 210 (SKK 194 520 per year) and those with 32 years of experience have a gross monthly salary of SKK 17 330 (SKK 207 960 per year).

Teachers (directors) in wage category 12 with 16 years of experience have a gross monthly salary of SKK 17 350 (SKK 208 200 per year) and those with 32 years of experience have a gross monthly salary of SKK 18 540 (SKK 222 480 per year).

The exchange rate as of 28<sup>th</sup> November 2005 (ERM 2 fixing), was SKK 38.461 for EUR 1.

Two tables in the annex show staff size and gender balance in 2001 and 2005, from special surveys aimed at age and experience level of the staff.

### **060201 Pre-service training for IVET teachers**

The following groups were identified and described in section 0602: School managers, teachers of general subjects, teachers of vocational subjects, and teachers of practical training.

#### **School managers**

Directors and deputy directors are university graduates and as a rule teachers trained in management usually at methodological-pedagogical centres or universities within in-service training programmes regulated by Ministry of Education Decree No. 42/1996 Coll. on the In-service Training of the Pedagogical Staff. Two-year courses must be approved by the Ministry of Education and participants have to defend a thesis and pass an examination (in a form of discussion) with members of the committee appointed by the Ministry of Education. Entry requirements of participants are regulated by Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff. There are efforts of universities to offer Bachelor's study programmes for school management, but to date, no proposals have been accepted by the Accreditation Commission.

Individuals who have the title of manager may appear besides the director of school at private and/or church affiliated schools. They report to the establisher of the school, but are not considered pedagogical staff. Any coincidence with the duties of director or deputy director is not legal unless they fulfil entry requirements, including the aforementioned training.

#### **IVET teachers**

All secondary teachers must be graduates of higher education institutions. The influence of the four traditional paths toward initial teacher training mentioned in 060102 is still visible; however, the Bologna process is causing some changes.

Teachers of general subjects are prepared at universities within teacher training programmes designed for all types of schools, usually in two fields corresponding to respective subjects (e.g. *Mathematics* and *Physics*). There is no specific initial training for teachers of general subjects at VET schools. They adjust to VET schools demands within the first years of service, assisted by an appointed experienced colleague.

Teachers of *Technical Education* serving at the lower secondary level within basic schools also have to graduate from university teacher training programmes in two subjects.

Teachers of vocational subjects at VET schools are usually graduates from technical universities (with an Engineer's degree - Ing.) and from specific complementary pedagogical study (DPŠ, doplňujúce pedagogické štúdium) offered at universities for those interested in teaching careers. This study is aimed at the full provision of training in "pedagogy"; for example, at the Slovak University of Technology in Bratislava (STU, Slovenská technická univerzita v Bratislave) it represents 300 hours of direct training consisting of 12 obligatory modules and three optional modules out of six modules corresponding to six standards

objectivised by 44 indicators of achievement. These graduates are awarded the title Ing. Paed. IGIP, recognised by the International Society for Engineering Education (IGIP, Internationale Gesellschaft für Ingenieurpädagogik). There is no specific initial training for teachers of vocational subjects differentiating between the needs of ISCED 3A and ISCED 3C programmes.

Rarely are teachers of vocational subjects graduates from teacher training programmes at universities with other priorities than teacher training. In the 2005/2006 academic year there were in total 20 student-teachers of vocational economic subjects at the University of Economics in Bratislava (Ekonomická univerzita v Bratislave), and 15 student-teachers of technical subjects at STU. The following are the study programmes recognised by law:

- training of teachers of technical subjects (in electrotechnology, chemical technology, engineering, materials science, metallurgy, construction) and the recently named training of teachers of technical vocational subjects;
- training of teachers of vocational economic subjects;
- training of teachers of vocational art subjects;
- training of teachers of vocational agricultural and forestry subjects;
- training of teachers of vocational subjects for secondary health schools;

of which only the first three fields of studies were open, however the third field of study should not be considered typically vocational.

As a consequence of the Bologna declaration and the introduction of three levels studies into higher education, bachelor teacher training studies (for trainers or for the first phase of teacher training) are emerging as well as follow-up teacher training studies; for example there are 171 part-time student teachers in two-year study programmes of technical vocational subjects at the Matej Bel University in Banská Bystrica (Univerzita Mateja Bela v Banskej Bystrici). Furthermore, and quite surprisingly, even the newly accredited private higher education institution, Dubnica Institute of Technology in Dubnica nad Váhom (Dubnický technologický inštitút v Dubnici nad Váhom), intends to offer a bachelor's teacher training programme beginning in the 2006/2007 academic year. For further explanation of upcoming changes see section 06020102.

Teachers of practical training were usually teachers of vocational subjects appointed to take care of practical training, thus they were university graduates similar to other VET teachers. Recently, bachelor studies for this kind of teachers were elaborated by universities, accredited and offered predominantly on a part-time basis.

The training of VET teachers does not focus on a specific type of school. Although students of secondary specialised schools are as a rule more academically oriented than students at secondary vocational schools, no specific training in pedagogy is offered.

There is no specific system of guidance aimed at assistance for VET student teachers. They are served by educational counsellors or other counsellors outside schools similar to other clients.

### ***06020101 Admission requirements***

IVET teacher qualifications are regulated in detail by Annex 6 to Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff, as amended by decrees No. 14/1998, 379/2000, 200/2002, 374/2005. Annex 6 of this decree specifies different types of higher education required for respective programmes and/or specific subjects. It is a minimum four-year and maximum six-year programme (in human and veterinary medicine related subjects). In very rare cases, education accepted instead of higher education is mentioned; this is predominantly applicable for rare cases of teachers in long-year service who became originally qualified without higher education, according to older legislation. Qualification levels are essentially equivalent regardless a place of teaching and a type of subject. There are no regulations concerning recognition of non-formal and informal learning in order to obtain qualification. There are only two instruments to encourage access to VET schools. Tertiary educated practitioners without teacher qualification can enter DPŠ offered by universities at any time in order to acquire pedagogical qualification. This two- to three-semester study is usually offered on part-time basis and is content-related equal to complementary pedagogical study offered to university students of other than teacher training programmes interested in acquiring pedagogical qualification.

Tertiary educated practitioners can enter VET schools without pedagogical qualification and are not considered unqualified with regard to remuneration provided they enter DPŠ no later than two years after entering school, and complete the study no later than four years after entering the VET school.

### ***06020102 Training models and process***

#### **Traditional training models**

Teacher qualification is composed of two sets of competences - professional *sensu stricto* (vocational competence with regard to specific branch) and pedagogical, according to legislation. The former guarantees subject related proficiency, the latter communication, classroom management and methodology skills. Although criticised as a false dichotomy by experts in teacher training, it reflects the valid legislation. Consequently, there are two models of teacher training:

- teacher training programmes;
- non-teacher training programmes with DPŠ.

Teacher training programmes claim to resolve the aforementioned dichotomy offering comprehensive training interrelating the acquisition of both sets of competences. There are two types of training as regards the content, based on the history of respective institution (see also 040102): teacher training programmes of institutions that were teacher training colleges and still offer predominantly teacher training programmes, show the tendency to emphasise pedagogical competences, while other university faculties emphasise subject-related professional competences. Originally, in addition to the training of elementary school teachers (the first stage of basic school), teacher training colleges trained lower secondary teachers, thus they prepared teachers for basic schools. University faculties concentrated on the training of teachers of secondary schools. Currently, teacher training programmes make no distinction,

except in rare specific cases. One of these cases is the training of teachers of the subject *Technical Education* taught at basic schools only (see 0601).

Teacher training based on the second model dominates VET teacher training. As a rule, future VET teachers enter non-teacher training programmes. They have two options to achieve teaching qualification: they must enter specific three to four semester training programmes offered by the university in either simultaneous or consecutive form; the latter is usually offered as a part-time programme. As already mentioned in 060102, teacher training composed of a non-teacher training programme and DPŠ has been subject to strong criticism (i.e. as lacking sufficient training in pedagogy) by experts close to the Accreditation Commission. They consider this way as outdated and justified by the 20<sup>th</sup> century need to provide for qualified VET teachers in a simple and quick way (see also 040102). This criticism, although disputable, seems to be backed by recent developments. Teacher training studies in VET offering both competences appear to be more extensive. In addition to the revived master's studies programme, there is a new tendency to offer two-year master's follow-up studies programme, predominantly for bachelors to become qualified VET teachers.

### **Differences between recent models of study and newly introduced models**

Summarising the recent models, teachers of general subjects are trained in specific teacher training programmes, graduates from former teacher training colleges now transformed into universities, being trained with a focus on education, or graduates from other faculties being predominantly trained for respective science.

Teachers of vocational subjects and teachers of practical training currently in service are almost exclusively graduates from master's (engineer) non-teacher training programmes with DPŠ. Recently, subject related master's studies in VET aimed at the training of teachers of economics and technology related to respective branches (five years and follow-up two years after bachelor studies) are offered.

The changes affecting teacher training programmes as a consequence of the Bologna process are as follows: Study programmes and study plans were rewritten in accordance with the requirements of the newly issued list of fields of studies and the framework description prepared by the Accreditation Commission. A list of the fields of study issued by the Ministry of Education following Higher Education Act No. 131/2002 Coll. stipulates in which fields and under which conditions study programmes are eligible. The following fields of study concerning teachers are recognised on the bachelor's (three/four years) and master's (two/three years) levels:

- Chapter 1.1.1 Training of teachers with academic subjects specialisation;
- Chapter 1.1.2 Training of teachers of vocational/practical subjects;
- Chapter 1.1.3 Training of teachers of arts.

Bachelors from the first field (1.1.1) can only serve as auxiliary teachers for classroom or outdoor activities and also for administrative issues. Only masters are teachers of subjects (in practice they select one to three subjects) at the lower and upper secondary levels. They can also serve as methodologists and specialists in state/public administration.

Bachelors from the second field (1.1.2) can serve as teachers of practical training (odborný praktický výcvik) and other practice oriented activities at SOU and SOŠ. They can also serve as instructors for outdoor activities and administrators for the provision of practical training (praktické vyučovanie) in VET. Only masters are teachers of respective vocational subjects at

SOU and SOŠ. They can also serve as methodologists and specialists in state/public administration.

With regard to bachelors from the third field (1.1.3) the same applies as in the first field of study. Only masters are teachers of respective art-related subjects at primary, lower and upper secondary levels and at basic schools of arts (základná umelecká škola), as well as other facilities offering education in arts to students regardless of age. They can also serve as methodologists, specialists in state/public administration, and animators of free time activities.

The term “academic” replaces the commonly used term “general” in the list of study fields. This list reflects a legislative tradition of treating teachers of art separately as specific case of vocational teachers although they also have much in common with teachers of academic subjects.

After only one year of experience with the new study programmes and study plans, it is too soon to assess the results. There are no objections concerning master’s studies. Teachers of general subjects are expected to graduate from training programmes for teachers with academic subjects specialisation and teachers of vocational subjects and teachers of practical training are expected to graduate from training programmes for teachers of vocational/practical subjects. There are however doubts whether bachelors in both cases will be accepted by the labour market. Similarly, bachelors and masters of all three programmes wishing to enter state/public administration might lack the necessary experience. Teachers and trainers with backgrounds in management and in-service training management might be considered more suitable for service than fresh graduates.

Teacher training is traditionally strongly academically oriented; and practice focused on acquiring skills in pedagogy is traditionally a weak point of teacher training of all types. Student-teacher training includes a practical element; student teachers have to participate in classes of experienced teachers at schools, later teach regular classes under the supervision of a mentor and consequently demonstrate the ability to work in a classroom independently. Nevertheless, experienced teachers are not interested in mentoring due to low remuneration. This problem has been recognised by the Ministry of Education and special funding earmarked for substantially increasing the pay for mentors is envisaged for the fiscal year 2006. The involvement of employers would be very welcomed in order to strengthen access to the newest technologies. This kind of practice element in the teaching/learning process is visible in study programmes attractive for businesses needing new employees. It is an open question, whether the business sector will design similar activities and offer cooperation for teacher training programmes without special incentives from the government.

### ***06020103 Training content and curricula***

Universities are fully autonomous in designing study programmes. Teacher organisations are too weak to widen their scope of activities and influence teacher training. The only supervision of the content is based on internal university policies. The content-related quality of the course almost completely depends on the quality of the university teacher. The quality of study programmes is mostly influenced by the quality of the guarantor, i.e. the officially appointed professor in the case of master’s study and the professor or assistant professor in the case of bachelor’s study. The quality of the heads of relevant departments counts with

regard to the level of achievement of coherence among courses and consistency within the study. All study programmes can be influenced by the Scientific Board and the Senate, which finally endorse the study programme before submitting it to the Accreditation Commission.

Here are some examples of respective studies:

The Slovak University of Technology has a 40-year tradition of DPŠ. It is offered in a simultaneous four-semester form designed for students in the third and fourth years of regular study, or in a consecutive three-semester form for graduates of master's programmes who teach technical subjects at secondary schools. Both studies comprise 340 lesson hours.

The first year of simultaneous study programme includes compulsory subjects (the numbers of hours are in brackets) *Pedagogy* (30+30), *Psychology* (30+30), *Didactics of Technical Vocational Subjects* (30), and one of the following optional subjects chosen by the student, *Biology of School Adolescents* (20) and *The History of Technology* (20). In the second year of the programme the third semester includes the following compulsory subjects *Didactics of Technical Vocational Subjects* (30), and one of the following optional subjects *Adult Education* (20), *Mental Hygiene* (20), *The Foundation of Legal Education* (20), *Didactic Techniques* (20). The fourth semester comprises the following compulsory subjects *Pedagogical Practice Seminar* (20) and *Pedagogical Practice* (40).

The winter semester of the first year of the consecutive study programme includes the following compulsory subjects: *Pedagogy* (30), *Psychology* (30), *Biology of School Adolescents* (20). The second semester comprises *Pedagogy* (30), *Psychology* (30), *Didactics of Technical Vocational Subjects* (30). In the second year of study the third semester continues with the following compulsory subjects: *Didactics of Technical Vocational Subjects* (30), *Pedagogical Practice Seminar* (20), the optional subjects *Mental Hygiene* (20) and *Didactic Techniques* (20), and the compulsory subject *Pedagogical Practice* (40).

The study programme is organised in blocks of 13 weeks in the winter semester and 14 weeks in the summer semester. The programme is completed by passing final exams in *Pedagogy*, *Psychology* and *Didactics of Vocational Subjects*.

For comparison, a simultaneous form of DPŠ at the Technical University of Košice (Technická univerzita v Košiciach) consists of 280 lesson hours and comprises the following subjects (the numbers of hours are in brackets): *Pedagogy* (60), *Psychology* (60), *Didactics of Vocational Subjects* (60), *Educational Technology* (20), *Rhetoric* (10), *Biological Foundation of Development* (10) *Secondary School Management* (20), *Pedagogical Practice* (40). A combined form of study designed for university graduates consists of 300 hours. *Educational Technology* and *School Management* increase the number of hours by 10 each.

Both universities closely cooperated with other universities and experts involved in DPŠ in innovation aimed at the development of modules based on teacher competences standards. As a consequence, graduates are expected to acquire 25 credits, of which 22 are for completing 12 compulsory modules and three for completing three optional modules. Each credit represents the completion of 12 hours of direct instruction. DPŠ includes a total of 300 hours. The graduates must comply with 6 complex standards, represented by 40 indicators with explicitly set proofs.

Despite full autonomy in details of design, universities must reflect specific requirements imposed by the framework description of the study programme elaborated by the Accreditation Commission. Here are examples concerning master's study programmes for the training of teachers of vocational/practical subjects, i.e. teachers of vocational subjects,

according to the valid typology of teachers (this situation is also very similar with regard to other types of teachers). The teacher:

- must be able to adapt educational programmes for a specific type of school and a specific group of students (migrants are covered by this wording, however in practice, students with diverse special education needs are reflected by the designers of the programme only due to currently low numbers of migrants);
- must be able to effectively communicate with peers on a professional level and also with non-professional communities;
- must have competences in new technologies – the application of “e-learning in vocational education” is explicitly mentioned;
- must be able to deal with legislative, economic and ethical aspects including management and administration skills;

Although knowledge of professions and enterprises is considered important and

- familiarity with professions in terms of respective detailed operations are required at the bachelor level; and
- familiarity with occupational profiles and operations within respective branch are required at the master level;

no specific training aimed at managing links between IVET providers and enterprises is mentioned within the framework description.

University teachers were traditionally reluctant to improve their training despite frequent criticism of their ability to comply with pedagogical and psychological standards in teaching. Nevertheless, at technical universities where professionals acknowledged the gap in their professional preparation and were more positive towards training in pedagogy, some training for volunteers was organised since the 1960s. In the mid 1980s, a two-semester compulsory study programme for university teachers was designed, and over 400 university teachers graduated from it before its abolishment after 1989. In the 1990s a specialised training programme for engineers - teachers at technical universities - was developed in cooperation with the International Society for Engineering Education (IGIP, Internationale Gesellschaft für Ingenieurpädagogik) and redesigned in the early 2000s. The thirteen- module study programme allows for awarding the title ING-PAED IGIP, which is especially attractive for German speaking countries, the Czech Republic and Slovakia. A seven- module study programme comprising 140 hours (*Education* (36 hours), *Practice* (36), *Educational Technology* (12), *Creation of Pedagogical Texts* (16) *Communication Training* (12), *Rhetoric* (12), *Psychology* (16)) was opened in 2005 at the STU. This study has been accredited by the Accreditation Commission of the Ministry of Education (Akreditačná komisia Ministerstva školstva); it confers accreditation to continuing training programmes, which is a precondition for funding from public sources.

Teachers are not trained to fulfil other educational professions or roles. Tutors are trained within a separate programme; other learning facilitators (e.g. counsellors) are trained within in-service training under the assumption that this role requires working experience. Reflection of non-formal and informal settings is not required and very likely not covered by study programme designers. This topic is still the subject of academic debate rather than measures to be introduced into practice.

## ***06020104 Assessment and quality monitoring***

Higher education institutions are the only institutions awarding qualifications to IVET teachers. Their training is accredited by the Accreditation Commission (AK, Akreditačná komisia) established by the Government as its advisory body. According to § 82 (1) of Higher Education Act No. 131/2002 Coll., the AK “monitors, estimates and independently evaluates the quality of the teaching, research,” ...(and other)... “activities of higher education institutions and contributes to their improvement. It generally assesses conditions under which such activities are carried out at individual institutions of higher education and works out recommendations for improvement of the work in higher education institutions”. The AK’s statements are based on criteria elaborated by the AK itself but approved by the Ministry of Education, the Slovak Rectors Conference (Slovenská rektorská konferencia) and the Higher Education Council (Rada vysokých škôl). The influence of any other players, ministries and professional bodies is only indirect. Elaboration of statements is fully up to the AK and its work teams created for respective fields of study. Nevertheless, the AK only serves in an advisory capacity; the Ministry of Education is the decisive body. Disregarding the opinion of AK does not violate the law, but it could harm the integrity of the Minister if not substantiated.

It does not make sense to speak about the formal qualification accreditation of teachers in Slovakia, as the only way to become a qualified teacher is to graduate from a programme accredited by the AK. Thus, a student teacher has to graduate from such a programme. The failure to defend a diploma thesis or pass a state exam results in the failure to receive the qualification (diploma), regardless of successful attendance in the required amount of courses and acquiring the required number of credits.

Nevertheless, in practice the AK only assesses proposals. There is no monitoring process and output assessment. So far, the accreditation process in Slovakia has been exclusively input based. In the future, the AK will also carry out a “complex accreditation of activities of higher education institutions” (according to § 84 of Higher Education Act), which is expected to provide for a deeper evaluation of the quality of study programmes at institutions over a six years period. Furthermore, the Academic Ranking and Rating Agency (ARRA, Akademická rankingová a ratingová agentúra), an independent body, aims to assess the quality of teaching and research at universities. Its first report offering the 2004 year ranking of universities and university faculties is considered only a first attempt with disputable validity and no detailed impact on teacher training so far.

Directors of schools are responsible for monitoring the quality and performance of teachers in service. It is up to them, whether they do it on a regular or ad hoc basis. As a rule, complaints of students and/or parents addressed to the establisher or director of the school lead to action. The directors are preoccupied with other duties and often have no time to visit classes and observe the performance of teachers.

Indirectly, it is the State School Inspection (ŠŠI, Štátna školská inšpekcia) that could assess teacher performance, however its primary concern is to assess the performance of schools and the quality of education within a specific subject (e.g. *Mathematics*) or topic (e.g. *environmental education*).

Monitoring has little influence on the promotion or demotion of teachers. Teachers are on an equivalent level, the head of a subject commission (a group of teachers of the same subject) being the only substantial option for promotion within the school’s hierarchy. Financial awards are not an efficient instrument as there is not enough room for it within the tight budget; bonuses are generally too low to make a difference.

The career path in teaching, consisting of a first qualification exam (prvá kvalifikačná skúška) and a second qualification exam (druhá kvalifikačná skúška), are linked rather to aspiration (and interest in increased salary) than to a direct link to the quality of service of the respective teacher. Teachers follow a variety of proposals of in-service training institutions, among which specialised innovative studies (ŠIŠ, špecializačné inovačné štúdium) are designed for those striving to pass the first qualification exam and higher tariff wage. (See also 060202).

There is no continuation in career path for regular teachers after the first qualification exam.

Awarding of the academic title (RNDr., PhDr., PaedDr.) after passing an “examina rigorosa” and defending a related thesis at a university is considered the equivalent to the first qualification exam. Surprisingly, teachers with title Ing. (Engineer), i.e. all teachers of vocational subjects, who are automatically given the title after graduation from university, are also automatically considered equivalent to those who passed the first qualification exam. This creates a strange double standard situation at VET schools, as teachers of general subjects automatically awarded only the title magister – Mgr. (Master) have to pass the first qualification exam or acquire the aforementioned academic title, while teachers of vocational subjects do not.

The first qualification exam is the prerequisite to the second qualification exam, which is however restricted to those interested or already newly assigned for the managerial position.

Qualified teachers can also become qualified for teaching an additional subject by graduating from extended study (rozširujúce štúdium) programmes offered by universities within in-service training. Quite surprisingly, this study can also be recognised for promotion equivalent to the first qualification exam.

The current design of career paths of teachers is considered obsolete and a new policy is under preparation (see section “Newest development” in the part 060102).

## **060202 In-service, continuing training and development for IVET teachers**

In-service training for IVET teachers is regulated by Decree No. 42/1996 Coll. of the Ministry of Education on the In-service Training of the Pedagogical Staff. The following are the officially recognised forms of in-service training:

- introduction of new teachers to practice, organised internally at schools under the supervision of the director in cooperation with the methodological-pedagogical centres (MPC, metodicko-pedagogické centrum), National Institute for Education (ŠPÚ, Štátny pedagogický ústav) or other ministry affiliated training providers; it usually lasts one year, but could be prolonged by one additional year;
- refresher work (priebežné vzdelávanie) in-service training, which could be organised by specialised in-service training institutions of the Ministry of Education - the MPC, State Institute of Vocational Education (ŠIOV, Štátny inštitút odborného vzdelávania), ŠPÚ, other ministries’ affiliated training institutions and all kinds of schools and school establishments; the content is broadly connected to the improvement of professional competences of pedagogical staff and innovations in learning; the length of the course is determined by the provider only;
- specialised innovative study (ŠIŠ, špecializačné inovačné štúdium) for selected staff leading to the achievement of the first qualification exam and followed by a salary increase. This can be organised by the MPC, ŠIOV, ŠPÚ, universities and other ministries’ affiliated training institutions upon approval of the Ministry of Education; as a rule, the length of study is two years;
- specialised qualification study (špecializačné kvalifikačné štúdium) expanding the competence of qualified teachers to teach selected subjects and/or deal with children

with special needs for a limited period. It is organised in obligatory cooperation with universities by the MPC, ŠPÚ, other ministries' affiliated training institutions and upon approval of the Ministry of Education; the length of study is two years;

- training in leadership (príprava vedúcich pedagogických pracovníkov) for future or newly-appointed directors or deputy directors leading to achievement of the second qualification exam, which could be organised by the MPC, ŠIOV, ŠPÚ and other ministries' affiliated training institutions in cooperation with a university, upon approval of the Ministry of Education based on a submitted project for study; the length of the study is usually two years;
- extended study (rozširujúce štúdium) is a special service of universities exclusively and aimed at acquiring additional qualification (with unlimited validity in contrast to specialised qualification study) to teach selected subjects and/or deal with children with special needs.

According to the statistics of the Institute of Information and Prognoses of Education, in 2004 there were 7 798 participants and 828 graduates of ŠIŠ, 4 353 participants and 877 graduates of specialised qualification study, and 1 600 participants and 450 graduates of extended study. Within its 2004/2005 annual report, the State School Inspection announced the results of the survey aimed at in-service training carried out at schools and at the same time subject to school inspection. 29% of teachers, 25% of trainers, and 42% of tutors of secondary schools have participated in in-service training, or were already in training at 48 secondary schools (1 800 teachers, 508 trainers, 144 tutors) surveyed. No separate data about VET schools was announced.

Furthermore, data about 550 primary and secondary schools and school establishments about in-service training in the 2004/2005 school year was released: 813 teachers (including directors and deputy directors), 43 trainers, and 50 tutors started to participate in in-service training, while 369 teachers, 24 trainers and 22 tutors continued training, and 488 teachers, 52 trainers, and 33 tutors completed training in this school year. Thus, in-service training has recently touched 21% of the teachers from the sample group, while the share of trainers and tutors was below 2%. This data seems to confirm, that in-service training suffers from a lack of finances for institutional training offered by the MPC, the main provider of in-service training.

Participation at refresher courses, a typical form of in-service training for both regular teachers of general subjects and teachers of vocational subjects, is usually based on the individual interest of the teacher. There is neither a duty (e.g. due to officially identified low performance) nor a right for in-service training guaranteed by law. Participation at the latter three forms of training is indirectly enforced by higher remuneration. The first qualification exam (and by the decree specified substitutions) leads to a higher wage tariff, the second qualification exam is a must for directors and deputy directors and qualification study is necessary for qualification in serving students with special needs or for expanding one's competence to teach a subject not originally selected in the initial training.

The provision of in-service training is only partly demand driven; all MPC distribute their catalogues of courses among schools wishing to attract teachers by the provision of demanded courses. On the other hand, these in-service training institutions are privileged on the market, because being directly funded by the Ministry of Education, they offer training for free. Consequently, other institutions including universities can hardly compete (except in the case of qualification studies, and partly the studies leading to qualification exams), as they need to cover the costs of training from participants' fees. The means for in-service training are allocated to the MPC institutionally in a lump sum and are not linked to individual teachers so

they cannot be used as incentives for the personal development of teachers. Moreover, funds allocated for in-service training are insufficient and as opposed to tradition, participants have to cover their travel costs. Thus, teachers working outside the seats of in-service training institutions are disadvantaged. The low purchasing power of teachers is viewed as a serious factor for many teachers regarding the decision to participate in MPC in-service training, not to mention courses offered for a fee. As a consequence, those very dedicated to their profession participate in in-service training rather than those who might really need it.

There is no specific guidance available to advise IVET teachers on how to improve their skills, as there is no real pressure to improve skills, except the intrinsic motivation of teachers themselves. These teachers however manage to obtain advice from available sources. Only a limited quality assurance system in schools is in place. But it has gradually been introduced since the 2005/2006 school year. It is expected that schools' self-assessment reports, due for the first time in first half of 2006, will help address the training needs of teachers in a comprehensive way.

A long discussed financial scheme guaranteeing a certain claim for training to be purchased upon the choice of teacher could contribute not just to the enrichment of in-service training but also to the increase in innovation within initial training. Currently, despite efforts of providers to design courses in accordance with teachers needs, the supply side is stressed over the demand side.

IVET teachers also participate in multinational training programmes, however with limited impact - there were only two projects in 2004 with Slovak participation and one project with Slovak coordinator and two projects with Slovak participation in 2005 in Comenius 2.1 action. Nevertheless, there are many school partnerships linked to the Comenius 1 programme or based on other kinds of cooperation, which are generally considered of highest value due to the direct international contacts of the pedagogical staff and students. For VET schools and VET teachers, mobility projects of the Leonardo da Vinci programme are particularly valued. However simplification of administration could boost the amount of participants and school partnerships. Furthermore, there is the vivid experience from the twinning projects of the PHARE programme in the early 1990s always mentioned by VET community as the most effective in-service training: it is school based and focused as a consequence of mutual interest and with high impact due to immediate transferability of good practice. Since 2000, ICT related training dominates other contents in in-service training. The Infovek Association and Slovak Telecom (T-Com) are the main partners of the Ministry of Education in overcoming the existing digital divide between teachers.

### **060203 Pre-service training for IVET trainers and other learning facilitators**

In order to be considered qualified, trainers at VET schools must fulfil the minimum requirements of Ministry of Education Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff. Professional (vocational) and pedagogical requirements are distinguished and precisely stipulated as follows:

- full secondary vocational education (graduation from ISCED 3A study programmes at SOŠ or SOU), certificate of apprenticeship (from ISCED 3C at SOU) and at least three years of practice (since 2000, also associated secondary schools (ZŠŠ, združená stredná škola), the merging of SOŠ and SOU schools must be taken into account);
- graduation from complementary pedagogical study (DPŠ, doplňujúce pedagogické štúdium) of 200 to 250 lessons of direct contact and as a rule, lasting two years, focusing on pedagogy and psychology; in the case of special VET schools, in addition,

successful completion of training in special education qualification for work with special education needs students.

Here is an example of a typical trainer's background: graduation from ISCED 3C training in order to receive a certificate of apprenticeship, with subsequent ISCED 3A follow-up studies in order to receive a "maturita" school leaving certificate, and usually after some time in business and upon deciding to become a trainer at school, graduation from a training programme in pedagogy completed at MPC within in-service training, which will be recognised as a substitute for DPŠ until 2010.

Universities offered DPŠ programmes in four-semester full-time or three-semester part-time forms, in accordance with of the Ministry of Education Decree No. 68/1985 Coll., while MPC offered similar study programmes in cooperation with universities within one of their in-service formats (the so-called specialised qualification study).

Universities have gradually developed bachelor's programmes to replace DPŠ and attract participants by awarding a title. While traditional DPŠ was oriented almost exclusively on pedagogy and psychology offered in a universal format regardless of trainer specialisations; in post Bologna bachelor's programmes, a more profiled study is offered in accordance with the cluster (group of training branches, e.g. agriculture, or mechanical engineering) future trainers are trained for. These new bachelor's programmes vary in the ratio of practical training related to both pedagogy and vocation.

A window of opportunity also exists for the design of master's programmes providing full qualification of trainers, including professional (vocational); as opposed to recent practice, a certificate of apprenticeship will no longer be necessary. This programme is aimed at the training of trainers predominantly for hi-tech professions.

In addition, trainers at special VET schools must be qualified for work with special education needs students. The Faculty of Education of Comenius University (Pedagogická fakulta Univerzity Komenského) offers a four-semester programme including 221 lesson hours of direct contact. A fee is collected depending on the number of participants.

### ***06020301 Admission requirements***

Entry requirements are stipulated by the Ministry of Education through Decree No. 41/1996 Coll. on the Professional and Pedagogical Competence of the Pedagogical Staff, as amended. For explanation of professional (vocational) and pedagogical requirements see part 060203.

Qualification levels are uniform; they do not differ according to the school or subject.

There is no way of assessing non-formal/informal qualifications and/or professional experience. Legislation has been prepared at the Ministry of Education, however it has not been submitted for regular legislative approval. Individuals from practice are encouraged to enter schools by postponing the duty to be fully qualified in pedagogy (they can complete DPŠ while in service). In general they are rather discouraged by the low remuneration typical for the public sector. Thus centres of practical training affiliated to enterprises and offering experienced practitioners a market price become a solution to this trap. However, in this case, the business sector needs new young employees; currently it is the case of automotive industry.

### **06020302 Training models and process**

There are three trainer training models (see also 060203). Trainers do not obtain qualification in a specific subject. Traditionally, they possess a certificate of apprentice indicating their field of experience and consequently the focus in the field of training they are going to provide for, and a certificate from DPŠ confirming their pedagogical qualification. Thus, the first two models are as follows:

There is no specific training concerning the trainer's professional (vocational) competence because this is covered by the certificate of apprenticeship with regard to vocational skills and the ISCED 3A "maturita" school leaving certificate confirming a secondary level of education and relevant theoretical competence. Thus, the training programme concentrates on the adoption of competence in pedagogy. Within the first model of this long history, which is expected to terminate in 2010, pedagogical training is provided by methodological-pedagogical centres and officially known as specialised qualification study. Within the second model this training is offered by universities and known as DPŠ.

The third model, which has shown rapid growth after the post-Bologna reform, is based on university studies offering more comprehensive training; in contrast to previous models it does not solely focus on pedagogy and psychology. Within this recently emerging model, trainers graduating from already existing bachelor's, or master's study programmes that are already in preparation, are trained with a focus on a specific field (corresponding to a cluster of study/training branches at respective VET schools).

### **06020303 Training content and curricula**

The curriculum of IVET trainers is designed by training providers. Methodological-pedagogical centres design a form of specialised qualification study, usually in cooperation with teacher trainers from universities. Traditionally this training has been offered for free because MPC are in-service training institutions funded by the Ministry of Education. This form of training is often informally called DPŠ by the public because it has the same objective and content. It is however regulated by different legislation (Ministry of Education Decrees No. 41/1996 Coll. and 42/1996 Coll.) than DPŠ (Ministry of Education Decrees No. 41/1996 Coll. and 68/1985 Coll.). An example of this kind of study is below.

**Table 8: Complementary pedagogical study for trainers (in the form of specialised qualification study)**

<b>Subject</b>	<b>1<sup>st</sup> year (lessons)</b>	<b>2<sup>nd</sup> year (lessons)</b>	<b>Lessons total</b>
<b>Pedagogy</b>	31	19	50
<b>Psychology</b>	36	19	55
<b>Ecology and Hygiene of Workplace</b>	-	6	6
<b>Social Ethics</b>	12	-	12
<b>Drug Addiction Prevention</b>	-	14	14
<b>Methodology of Instruction</b>	-	10	10
<b>Didactic Techniques</b>	10	-	10
<b>Didactics of Vocational Training</b>	12	18	30
<b>Pedagogical Practice - passive</b>	15	-	15
<b>Pedagogical Practice - active</b>	-	8	8
<b>Total</b>	116	94	210

Source: Methodological-Pedagogical Centre of Bratislava Region (Metodicko-pedagogické centrum Bratislavského kraja)

At the end of the study programme, students are required to complete a final paper of 25 to 30 pages, which must be defended within the final exam. Admission to the final exam, supervised by a five-member commission appointed by the Ministry of Education, is conditioned on a practical presentation (1 lesson) of pedagogical skills in school.

The second model of training is represented by DPŠ at universities. Here are two examples: the DPŠ programme at the Slovak University of Technology is a four-semester programme, including 200 direct contact lesson hours. The tuition is SKK 16 000. At the Faculty of Education of Matej Bel University in Banská Bystrica (Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici), the DPŠ programme lasts three semesters and includes 235 direct contact lesson hours. The tuition is SKK 5 300 per semester.

A third model of training is represented by the bachelor's programme designed by the Slovak University of Technology. This three-year programme consists of 6 semesters, which comprise 20 compulsory and 8 optional weekly lesson hours in the first, second and sixth semesters, 20 and 10 weekly lesson hours in the third, fourth and fifth semesters. In the fourth semester there are 2 weeks of practice. In the last semester, four hours of practice and 9 hours dedicated to the preparation of a bachelor's thesis are included in the two aforementioned 20 compulsory hours. Students must obtain 33 credits per semester, of which 25 credits must be in compulsory subjects and 8 credits must be in optional subjects. The following is an example of a core study programme (the number of credits from compulsory plus optional subjects is in brackets): *Mathematics* (12), *ICT* (8 + 3 (CAD/CAM)), *Technology* (24 + 30), *Pedagogy and Psychology* (33 + 12), *Foreign Language* (6), *Humanities and Social Science* (6).

#### **06020304 Assessment and quality monitoring**

The assessing, awarding and accrediting of formal qualifications for IVET trainers in VET schools, school establishments are fully regulated by the Ministry of Education, as it is a consequence of graduation from schools (automatically accredited by registration into the register (network) of schools) maintained under the supervision of the Ministry of Education, or graduation from DPŠ, approved by the Ministry of Education.

There are no trainers organisations that are particularly visible in Slovakia, and only guilds, chambers of commerce and respective umbrella organisations show signs of life in commenting on current legislation and the performance of state bodies in monitoring and accrediting.

No official continuous assessment procedures are in place to monitor/evaluate the quality and performance of trainers in service, except for the routine monitoring by director of school or school establishment. The State School Inspection can focus on this based on a specific plan or requirements of the Ministry of Education. For example, a special report on practical training was elaborated in 2005 based on the supervision at SOŠ and SOU during the 2004/2005 school year.

Traditionally, no substantial consequences have resulted from monitoring in terms of career (promotion and wages) and no forced requirements for continuing in-service training in the case of bad performance have been introduced. This is a reason why a new policy is under preparation (see part 060102 paragraph Newest development).

Tutors are trained at universities within specific study programmes, however graduation from a teacher training programme or some other training programme (see 060201) offering teacher qualification is also considered appropriate. Furthermore, graduation from secondary level education in pedagogy (upbringing) is also sufficient, or as a minimum requirement, they can become qualified after graduation from complementary study at methodological-pedagogical centres. This possibility will exist up to 2010 and offers qualification in pedagogy in addition to any secondary education level (ISCED 3A). This profession is in decline due to the reduction of dormitories for SOU and SOŠ students.

Other learning facilitators, such as counsellors, are trained in service. However, pre-service training for them is in the process of piloting. A follow up ESF funded project based on the Leonardo da Vinci project should result in a programme of initial as well as in-service training offered by a specialised centre of professional counselling.

#### **060204 In-service, continuing training and development for IVET trainers and other learning facilitators**

There is no compulsory in-service training for trainers and other learning facilitators. They can however participate in the following forms of in-service training stipulated by Decree No. 42/1996 Coll. of the Ministry of Education on the In-service Training of the Pedagogical Staff: introduction of novices into practice, refresher work, specialised innovative study, specialised qualification study, training in leadership for trainers with higher education (see 060202 for details). This in-service training should be organised by MPC, or the State Institute of Vocational Education. However these institutions focus on pedagogy-related training, having limited capacities for provision of training aimed at increasing the professional competence of trainers. Thus, it is up to schools to look after the improvement of the quality of trainers in cooperation with businesses, private training providers and professional bodies. A good example of the provision of training is the Guild of Bakers and Pastry Makers, which organises a school for master bakers designed in cooperation with and recognised by the Chamber of Commerce in Trier, Germany (for further details see *Bakers' guild takes the initiative on training. In: Cedefop Info No. 3/2005*) The extent of this kind of training is however limited by the financial resources of schools and individual trainees. A unique example of public-private cooperation comes from the automotive industry where the Motor Vehicle Dealers and Services Guild initiated the establishment of a training centre affiliated to the Associated Secondary School in Senec (see also *No longer waiting for Godot. In: Cedefop Info No. 3/2003*).

Incentives for participation in CVET are insufficient and there is just one strong incentive for trainers - to be recognised for the higher tariff wage as a result of the attainment of a Bachelor's degree with further chances to advance to a managerial position. This is however not a typical CVET case. In fact, the provision of training targeted on trainers' needs is also insufficient. No official quality assurance system has been introduced; as a rule, it is up to the director of the school and the school establishment to monitor the quality of service as well as arrange for guidance on improving their skills.

No Socrates programme with Slovak participation aimed at the design or provision of in-service for IVET trainers/learning facilitators has been organised, only projects partly relevant to this topic. A total of 57 and 68 VET schools were involved in Comenius 1 projects in 2004

and 2005, respectively, within which informal training occurred within respective school, language and developments projects.

Within the Comenius 2.2.C programme, a total of 21 and 24 VET schools staff people participated at training courses in 2004 and 2005, respectively. Similarly there were 109 VET staff people involved in Leonardo da Vinci mobility projects in 2005. Nevertheless, this data includes all kinds of experts and not just trainers.

Among 21 Leonardo da Vinci pilot projects coordinated by Slovak entities since 2001, only one project was directly aimed at training: Transfer s.r.o., in cooperation with Volkswagen and other partners, developed training for trainers in the automotive sector. Furthermore, there was one pilot project with at least partial focus on training with the participation of a Slovak subject in 2004 and two in 2005.

### **060205 Issues of interest**

A dispute on DPŠ has been raised by academics with backgrounds in education/pedagogy who criticise DPŠ as a residuum of the previous regime and not appropriate for current needs (see 060102). In parallel, a reform of DPŠ has been introduced by technical universities based on a modular approach and an output based credit system complemented by a newly elaborated set of standards (see 06020103). At the same time, Bachelor's programmes have started to mushroom to replace DPŠ and attract participants by awarding titles and more comprehensive training than DPŠ. The emergence of these programmes was also encouraged by the Bologna process and in general by efforts to promote Bachelor's studies (see 06020102 and 060203).

One of the most significant recent changes is the government recognition of the importance of reforming teacher and other pedagogical staff training and aligning it to a newly formed career path.

Further to the development of the Strategy of Competitiveness of Slovakia till 2010, four action plans were elaborated including the Action Plan "Education and Employment". Within Part 6 *Development of the system of lifelong learning of pedagogical staff*, the objective "to improve the level and content of provided education at all school levels, and ensure higher flexibility of pedagogical staff concerning changes in instruction methods and needs" is explicitly mentioned and the following deadlines have been set:

- 30<sup>th</sup> June 2006: elaborating the concept of professional development of teachers within a career system;
- 31<sup>st</sup> August 2006: launching the national project of in-service teacher training.

The demand side of non-formal learning will be provided for on a grant basis through establishing teachers' clubs set up as non-governmental organisations of interest based on bottom-up initiatives. Tools for informal learning of pedagogical staff should comprise integrated internet portals. The measurable progress indicators will be as follows:

- percentage of teachers involved in continuing training through the national project;
- percentage of teachers involved in continuing training through teachers' clubs;
- number of visitors to the dedicated professional portal.

## 0603 TYPES OF TEACHERS AND TRAINERS IN CVET

Pursuant to Measure No. 16/2001 Coll. of the Statistical Office SR on the Classification of Occupations teachers and trainers in CVET are categorised within two major groups:

- within major group 2 Professionals, subgroup 2359 Other Teaching Professionals (e.g. instructors), explicitly mentions eight occupations (e.g. 235907 Flying Instructor, 235908 Driving School Instructor); the ninth code is for all other non specified teaching professions;
- within major group 3, three subgroups are relevant: 3343 Associate Instructors, among which 334301 Associate Driving School Instructors and 334302 Associate Flying Instructors are explicitly mentioned occupations. Furthermore, occupation 334902 Lecturers of Courses and Practical Training aimed at the labour market training is mentioned within subgroup 3349 Other Pedagogues. Additionally, four occupations are explicitly mentioned within subgroup 3342 Pedagogues in the Field of Continuing Education, among which are 334201 In-service Trainers of pedagogical staff and 334203 Lecturers in Educational Establishments of Companies, while code 334205 is left for all other teaching professionals.

It is quite surprising that subgroup 3342 is included in major group 3. Teaching professionals of subgroup 3342 are often tertiary educated and even have additional specialisation. Thus, the placement of this subgroup within major group 3, which in ISCO-88 reads Technicians and Associate Professionals, indicates a deviation in the national classification philosophy from ISCO-88 and reflects the unclear status of CVET professionals.

It is not appropriate to differentiate between teachers and trainers in CVET in Slovakia. These professionals are usually called *lecturers*, regardless of the content of their education or training and their status, while the terms *teacher* and *trainer* are related rather to the initial formal education system. In fact, lecturing is a job rather than an occupation. Lecturers are predominantly professionals of diverse occupations who are contracted for CVET by training providers or directly by institutions interested in training for their employees. In practice, lecturers are also sometimes called *instructors*, in particular when training affects practical skills.

There are no specific CVET statistics in Slovakia. It did not participate in the CVT2 survey and official CVET data could only be taken from the 2003 LLL module of the Statistical Office and from annual “further education statistics”. These data compiled by the Institute of Information and Prognoses of Education (ÚIPŠ, Ústav informácií a prognóz školstva) are harmonised with the Statistical Office’s annual survey and based on the Dalv (MŠ SR) 1-01 form elaborated by the Ministry of Education. Nevertheless, the response rate is very low. In 2004, out of 2 800 addressed training providers, only 605 responded. And only 387 of these responses were relevant for statistical processing. Lecturer is a category used also within official annual statistics prepared by the ÚIPŠ.

**Table 9: Lecturers in continuing training in 2004**

<b>Lecturers</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Of which women</b>
<b>Trained (ISCED 3C)</b>	204	479	683	381
of which with pedagogical qualification	89	106	195	101
with pedagogical qualification (in %)	43.6	22.1	28.6	26.5
<b>Secondary educated (ISCED 3A)</b>	610	1 311	1 921	958
of which with pedagogical qualification	209	307	516	223
with pedagogical qualification (in %)	34.3	23.4	26.9	23.3
<b>Tertiary educated</b>	3 174	7 947	11 121	5 827
of which with pedagogical qualification	2 245	5 282	7 527	4 110
with pedagogical qualification (in %)	70.7	66.5	67.7	70.5
<b>Total</b>	3 988	9 737	13 725	7 166
of which with pedagogical qualification	2 543	5 695	8 238	4 434
with pedagogical qualification (in %)	63.8	58.5	60.0	61.9

Source: ÚIPS

There are 7 166 female lecturers out of 13 725 lecturers (9 737 of which are external) registered in 2004 within these statistics provided by 387 institutions. 81 percent of the lecturers are tertiary educated, 14% secondary educated and 5% trained with a certificate of apprenticeship. In addition to lecturers, respondents indicated 1 828 organisational/administrative workers. This aggregate data about lecturers is biased by respondents (although key players are included, only those willing to respond were reflected) and by the merging of two specific categories into one set of figures: Over 20% of respondents are schools and over 32% are private physical persons. In total, about 37% respondents are in state/public ownership, and about 52% are in private ownership.

With regard to the segment of 177 responding private training providers, there are 772 female lecturers out of 1 660 lecturers (of which 559 are external). 70 percent of the lecturers are tertiary educated, 22% secondary educated and 8% trained with a certificate of apprenticeship. In addition to lecturers, respondents indicated 368 organisational/administrative workers.

**Table 10: Lecturers of private training providers in continuing training in 2004**

<b>Lecturers</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Of which women</b>
<b>Trained (ISCED 3C)</b>	44	95	139	62
of which with pedagogical qualification	14	40	54	23
with pedagogical qualification (in %)	31.8	42.1	38.8	37.1
<b>Secondary educated (ISCED 3A)</b>	136	230	366	125
of which with pedagogical qualification	11	50	61	34
with pedagogical qualification (in %)	8.1	21.7	16.7	27.2
<b>Tertiary educated</b>	214	941	1 155	585
of which with pedagogical qualification	101	469	570	334
with pedagogical qualification (in %)	47.2	49.8	49.4	57.1
<b>Total</b>	394	1 266	1 660	772
of which with pedagogical qualification	126	559	685	391
with pedagogical qualification (in %)	32.0	44.2	41.3	50.6

Source: ÚIPS

No data about the age of lecturers was available nor is there exact data about their salaries/honorariums. The salaries of those employed by schools and state/public in-service training institutions are based on the same tariff tables as pedagogical staff (see 0602). The salaries of internal lecturers of private training providers are not regulated and depend on market prices. The following figures are from the survey conducted on request of the Ministry of Labour, Social Affairs and Family (Trexima survey, 2005 2<sup>nd</sup> quarter data): SKK 18 556 per month is the net average wage within subgroup 2359 Other Teaching Professionals and SKK 22 302 per month is the net average wage within subgroup 3342 Pedagogues in the Field of Continuing Education based on 42 and 12 institutions, respectively (from a sample of total 3 063 institutions).

The contracts of lecturers are usually calculated per lesson hours. Fees are only regulated in the case of state/public institutions; otherwise they are negotiated between the lecturer and training provider, or in the case of a direct service, between the lecturer and the trainees or the institution providing for its staff training. The range is EUR 3 (usually within public institutions) up to EUR 150 for specific training (e.g. concerning legislative consultations). EUR 20 per lesson hour could be considered the market price average. With regard to labour market training organised at the request of labour offices, fees vary between EUR 3 to 20 depending on the content and number of trainees; the ceiling set by labour offices is SKK 10 000 (about EUR 260) per trainee. Honorariums within official in-service training of pedagogical staff is extremely low – a maximum of EUR 3. (The exchange rate as of 28<sup>th</sup> November 2005 (ERM 2 fixing) was SKK 38.461 for EUR 1.) This also explains why in-service training of teachers/trainers organised by methodological-pedagogical centres is not attractive for private lecturers). Data as well as estimations about company-based training performed by internal staff are not available. Remuneration could be calculated into the fixed monthly salary and considered a part of the duties of the staff.

There is no specific mechanism for attracting lecturers. Within external lecturing, recruiting is based on private contacts, earlier professional experience and negotiated remuneration. Internal staff is recruited by human resource managers (in larger companies) or heads of institutions according to company's own procedures. There are no entry requirements imposed by legislation except specific cases (see 06030101), the so-called lecturing minimum (see also 06030101) or previous experience from the education sector might be seen as an advantage.

It would make little sense to create a table of types or grouped typologies of teachers and trainers in CVET. The only reasonable typology would relate to the content of training they are able to deliver, because they are always reflected in terms of particular courses or a portfolio of courses they are able to offer rather than in terms of statistical or labour code classification. Most CVET lecturers offer training as external experts.

### **060301 Pre-service training for CVET teachers**

Systematic initial training for lecturers does not exist, nor it is officially required from a lecturer. Furthermore, there is no comprehensive concept of training for lecturers nor is there any established qualification for the performance of lecturing activities. Occupational and educational standards, as well as quality standards related to lecturing, are missing. At the time being there is no system of monitoring educational needs in this field since there are no clearly determined criteria for lecturing or the analysis of the performance of lecturers.

Educational establishments and companies develop their own inquiries in order to receive feedback on the lecturer's performance; nevertheless they are not analysed in detail. They serve mostly for short-term internal organisational needs.

There is no system of guidance to assist future lecturers in the choice of their training; they are usually advised upon request by professional partners, potential target groups of clients and social networks.

### ***06030101 Admission requirements***

Courses have been developed to improve lecturer skills; however, educational institutions usually do not require a certificate on the completion of training for lecturers. No system has been implemented for the certification of lecturer qualification. Although no qualification level is necessary to become a teacher in CVET, most lecturers are tertiary educated. Lecturers in the field of blue-collar professions, who generally have only secondary education, sometimes complete DPŠ, pursuant to sectoral legislation or based on their own initiative. DPŠ is however originally designed for trainers in formal IVET, thus it actually replaces genuine training in pedagogy for lecturers.

Continuing education is not a regulated trade and thus no evidence of professional qualification is needed for setting up an educational institution. The only requirement applies to accreditation of educational programmes (the accreditation is however only required when applying for public sources within active labour market policy) where it is declared that educational institutions are obliged to provide for a corresponding lecturing staff for accredited educational activity. Pursuant to Act No. 387/1997 Coll. on Further Education, the Accreditation Commission of the Ministry of Education requires submission of:

- photocopies of certificates (diplomas) on lecturers' professional competence;
- the characteristics of their expertise from the point of view of necessary key qualifications; and
- a history of their lecturing activities (a review of activities, experience, current place of work, position);

for accreditation of the educational programme.

A certificate of lecturing (pedagogical or andragogical) competence is not required by law. Although professional competence is required, the criteria and the value of certificates for proving professional competence have not been set. Submitting proof of professional competence is only consistently required in some specific cases, such as training in the field of occupational safety, fire protection, arts, healthcare, where such proof must be submitted in accordance with regulations stated by the Trade Licensing Act No. 455/1991 Coll. (*Živnostenský zákon č. 455/1991 Zb.*) or sectoral legislation (e.g. Act No. 124/2006 Coll. on Occupational Safety (*Zákon č. 124/2006 Z.z. o bezpečnosti a ochrane zdravia pri práci*), Act No. 125/2006 Coll. on Labour Inspection (*Zákon č. 125/2006 Z.z. o inšpekcii práce*), the Act No. 93/2005 Coll. on Driving Schools (*Zákon č. 93/2005 o autoškólách*)). In such cases a certificate of lecturing competence (the so-called lecturing minimum) is usually also required.

The situation in continuing education significantly changed after 1989. A number of educational institutions have appeared (2 800 in 2004 according to estimates by ÚIPŠ) and the educational market has developed, which has also had a significant impact on the increase of the lecturing staff. However, the recruitment of lecturers is carried out on an ad hoc basis and

sometimes according to entirely subjective opinion. There are no barriers for access to lecturing; thus non-formal/informal qualifications and/or professional experience is accepted without any formal process of assessment.

With the rising competitiveness on the market, efforts to establish quality control and quality self-regulation have come from the lecturing staff itself. Currently, a system for the certification of lecturers has been developed by the Association of Adult Education Institutions in the Czech and Slovak Republics in cooperation with the Department of Andragogy, Faculty of Arts of Comenius University, and the Department of Sociology and Andragogy, Palacky University in Olomouc. However, this system cannot be considered legally binding, since the Association of Adult Education Institutions (AIVD, Asociácia inštitúcií vzdelávania dospelých) is not a certifying or accrediting authority. A list of certified lecturers along with their field of activity is offered at the website of AIVD [www.aivd.sk](http://www.aivd.sk).

### ***06030102 Training models and process***

There are no formal study branches for the field of continuing education and consequently there are also no training models for the pre-service training of lecturers. Completion of secondary education or graduation from a higher education programme is considered initial training.

While teachers of basic schools and secondary schools receive full qualification just after completing training in pedagogy and psychology, this kind of training is not required from higher education teachers. A great number of lecturers in continuing education are from this group. Thus, due to insufficient training in methodology and psychology, lecturers recruited from the group of higher education teachers and practitioners do not know how to adjust their style of instruction to adults.

However, this kind of training has already appeared, e.g. the programme for higher education teachers at the Slovak University of Technology and the training course for lecturers organised by AIVD, see 06030101. The training programme offered by the Slovak University of Technology includes 140 lesson hours arranged in 7 modules. The programme ends with a final exam in the form of a colloquium and by defending a portfolio, which comprises elaborated tasks from individual modules. Graduates receive a certificate in which the modules are explicitly listed.

The course delivered by AIVD includes three months of study in a combined (distance and face-to-face) form including three compulsory two-day sessions. The course is completed by writing and defending a final paper and passing a final exam. The final examination commission consists of representatives of Comenius University in Bratislava (for Slovakia) and Palacky University in Olomouc (for the Czech Republic), as well as representatives of the Czech and Slovak associations of adult education institutions. Graduates receive a certificate valid in Slovakia and the Czech Republic. In Slovakia the certificate is signed by the Rector of Comenius University, the President of AIVD and the chairman of the final examination commission.

### **06030103 Training content and curricula**

Training for lecturers is not compulsory. Nevertheless, training of higher education teachers of technical universities has been revitalised. The Slovak University of Technology programme consists of the following modules: *Engineering Pedagogy* (36 hours), *Engineering Pedagogy Practicum* (36), *Educational Technology* (12), *Development of Texts* (16), *Communication and Training in Communication* (12), *Rhetoric* (12) and *Selected Chapters from Psychology* (16).

Several institutions offer courses focused on improving lecturing skills. The content of this training is aimed at methodology and communication skills. These courses are developed by institutions themselves and can but need not be submitted for accreditation to the Ministry of Education. The certification course provided by AIVD contains the following modules: *Socio-economic Fundamentals of Adult Education*, *Psychological Fundamentals of Adult Education*, *Educational Needs Analysis*, *Rhetoric and Communication*, *Designing Educational Activities*, *Modern Technology in Adult Education*, and *Assessment in Adult Education*.

The training of lecturers for specific types of education, such as distance learning and e-learning, is carried out rarely, within specific ad hoc projects, usually based on international cooperation.

### **06030104 Assessment and quality monitoring**

There is no lecturer output control and assessment system in the field of continuing training. The assessment of lecturers is performed based on inquiries after completing an educational/training activity and usually does not have any impact on the lecturer's formal career. The Accreditation Commission of the Ministry of Education requires the submission of diplomas in order to prove the lecturer's professional competence and not his/her competence to educate. However, it takes into account certificates on courses focused on pedagogy.

Output requirements of the certification course for lecturers provided by AIVD include:

- mastery of adult education theory;
- a video taped lecturing subject to the analysis of performance;
- a final paper in the form of the lecturer's course design and/or manual.

No regular procedures for assessing the quality of the performance of lecturers have been implemented. The lecturers' career path is fully his/her business, influencing and influenced by the demand for their services and the honorarium. The career path of an internal lecturer fully depends on the training provider, or company, where he/she is internally employed to provide training of employees. Consequently no weaknesses of CVET have been monitored and no recommendations for training for lecturer improvement have been developed.

### **060302 In-service, continuing training and development for CVET teachers**

No in-service, continuing training for CVET teachers, trainers and learning facilitators has been officially organised, unless training such as the training of higher education teachers offered by the Slovak University of Technology or the training of lecturers provided by AIVD are considered voluntary in-service courses. In-service training of internal lecturers may be set by individual training providers or companies in accordance to their training culture, however, no official evidence or impact surveys about these activities exists.

It is often hardly possible to label existing fragments of training as pre-service or in-service training. In fact, courses opened to the general public could be considered the latter or the former depending on the status of the participants, i.e., novice or lecturer already in-service. Furthermore, international project-based training e.g. within Socrates and Leonardo da Vinci programmes (see 060204) could also be considered CVET. In addition, 26 projects within Grundtvig 2 programmes with Slovak participation in 2005 and 2006 were approved (out of which six under Slovak coordination) offering diverse opportunities for non-formal and informal learning. Also, 35 professionals were accepted for visits within Arion, including individuals representing CVET and adult education professionals.

### **060303 Pre-service training for CVET trainers and other learning facilitators**

Systematic initial training for CVET trainers and other learning facilitators does not exist and is not officially required from a lecturer. The same is valid for them as for CVET teachers (see 060301). This is also why the term *lecturer*, comprising all types of CVET professionals, is used there.

### **060304 In-service, continuing training and development for CVET trainers and learning facilitators**

In Slovakia, it makes no sense to deal with in-service, continuing training and development for CVET trainers and learning facilitators in a specific way. See 060302 for some relevant comments about lecturers (which is also valid for the aforementioned group).

### **060305 Issues of interest**

The training of CVET teachers, trainers and learning facilitators is significantly less debated than that of IVET teacher and trainer training, which is considered in urgent need of reform. As CVET services are substantially less regulated by the state, it is predominantly up to professionals to initiate changes.

Undoubtedly, the quality of service is the hottest topic. Although the market is recognised as the eliminator of non quality service, it is currently unable to generate quality service. On the other hand, there is no agreement about instruments in support of quality. The accreditation of programmes/activities is considered only a partial solution because any evaluation on the input side cannot prevent deviation from proposed programmes in terms of content and quality. To date, there has been no evaluation of programmes/activities on the output side, nor is there any agreement about a new format of accreditation which should replace the current

format. Similarly, quality assurance initiatives of CVET providers are rare and isolated; however they are becoming an important topic of discussion.

As a consequence of the expansion of CVET in terms of the number of training providers as well as teachers and other facilitators, the importance of standards and certification is heavily discussed. Presentation and communication skills are often considered as secondary in contrast to expertise by training providers, with fatal consequences for the quality of training. There is agreement about the necessity of action in order to prevent the underestimation of “pedagogical skills”; there is however no agreement on whether a “lecturing minimum” certificate should be required nor on its content or training output.

Using ICT is not only a trendy topic but also an issue of pivotal importance. The lifelong learning conference held in March 2006 in Bratislava clearly demonstrated this by its share of contributions. Discussions regarding e-learning practice and in particular the pro’s and con’s of various learning management systems indicate that mastering ICT in the provision of CVET is considered a crucial advantage in the CVET services market.

Last but not least, networking is starting to be considered more important. The focus of the currently existing AIVD seems to be too wide, and so the establishment of the Association of Continuing University Education is being prepared. This association would like to address only those professionals involved in CVET at universities.

***Central government institutions:***

Ministerstvo školstva Slovenskej republiky [Ministry of Education of the Slovak Republic]

Initial VET:

Odbor odborného vzdelávania [Vocational Education Department]

<http://www.minedu.sk/RS/OVSS/ovss.htm>

CVET:

Odbor ďalšieho vzdelávania [Continuing Education Department]

<http://www.minedu.sk/DVZ/dvz.htm>

Ústav informácií a prognóz školstva [Institute of Information and Prognoses of Education]

<http://www.uips.sk/>

Štátny inštitút odborného vzdelávania [State Institute of Vocational Education]

<http://www.siov.sk/>

Štátny pedagogický ústav [National Institute for Education]

<http://www.statpedu.sk/>

Štátna školská inšpekcia [State School Inspection]

<http://www.ssiba.sk/>

***Institutions providing training to VET teachers and trainers:***

Metodicko-pedagogické centrum Banská Bystrica [In-service Teacher Training Centre Banská Bystrica]

<http://www.mpcbb.sk/>

Metodicko-pedagogické centrum Bratislavského kraja [Methodological and Pedagogical Centre of Bratislava Region]

<http://mcmb.sk/>

Metodicko-pedagogické centrum v Bratislave [Methodological and Pedagogical Centre in Bratislava]

<http://mctba.sk/>

Metodicko-pedagogické centrum Prešov [Methodological and Pedagogical Centre Prešov]

<http://www.mcpo.sk/>

Metodicko-pedagogické centrum v Trenčíne [Methodological and Pedagogical Centre in Trenčín]

<http://mpctn.edu.sk/>

***University faculties/departments delivering pre-service and in-service teacher/trainer training:***

Fakulta humanitných a prírodných vied, Prešovská univerzita [Faculty of Humanity and Natural Sciences, Presov University]  
<http://www.unipo.sk/fhvp/index.php>

Fakulta prírodných vied, Univerzita Mateja Bela [Faculty of Natural Sciences, Matej Bel University]  
<http://www.fpv.umb.sk/>

Katedra inžinierskej pedagogiky a psychológie, Materiálovotechnologická fakulta, Slovenská technická univerzita [Department of Engineering Pedagogy and Psychology, Faculty of Materials Science and Technology, Slovak University of Technology]  
[http://web.mtf.stuba.sk/sk/pracoviska/katedry/kipp/index\\_1024.htm](http://web.mtf.stuba.sk/sk/pracoviska/katedry/kipp/index_1024.htm)

Katedra inžinierskej pedagogiky, Technická univerzita v Košiciach [Department of Engineering Pedagogy, Technical University in Košice]  
<http://www.tuke.sk/tu/ustavy.html>

Katedra pedagogiky a psychológie, Fakulta ekonomiky a manažmentu, Slovenská poľnohospodárska univerzita [Department of Pedagogy and Psychology, Faculty of Economics and Management, Slovak Agricultural University]  
[http://www.fem.uniag.sk/IS/katedry\\_view/main.php?fem\\_katedry\\_id=1190&x=911](http://www.fem.uniag.sk/IS/katedry_view/main.php?fem_katedry_id=1190&x=911)

Katedra pedagogiky, Národohospodárska fakulta, Ekonomická univerzita v Bratislave [Department of Pedagogics, Faculty of National Economy, University of Economics in Bratislava]  
[http://nhf.euba.sk/katedry/kpg\\_a.htm](http://nhf.euba.sk/katedry/kpg_a.htm)

Pedagogická fakulta, Trnavská univerzita [Faculty of Education, Trnava University]  
<http://pdfweb.truni.sk/>

Pedagogická fakulta, Univerzita Komenského [Faculty of Education, Comenius University]  
<http://www.fedu.uniba.sk/>

Pedagogická fakulta, Univerzita Konštantína Filozofa [Faculty of Education, Constantine the Philosopher University]  
<http://www.pf.ukf.sk/>

Pedagogická fakulta, Univerzita Mateja Bela [Faculty of Education, Matej Bel University]  
<http://www.pdf.umb.sk/>

***Associations:***

Asociácia inštitúcií ďalšieho vzdelávania v SR [Association of Adult Education Institutions of the SR]  
<http://www.aivd.sk/>

Odborový zväz pracovníkov školstva a vedy na Slovensku [Trade Unions of Workers in Education and Science in Slovakia]

<http://www.ozpsav.sk/>

***International cooperation:***

Národná kancelária programu Leonardo da Vinci v SR [National Agency of the Leonardo da Vinci Programme in the SR]

<http://www.saaic.sk/leonardo/>

Národná kancelária programu Socrates v SR [National Agency of the Socrates Programme in the SR]

<http://www.saaic.sk/socrates/>

***Documentation centres:***

Centrum vedecko-technických informácií [Centre of Scientific and Technical Information]

<http://www.cvtisr.sk/>

Slovenská pedagogická knižnica [Slovak Pedagogical Library]

<http://www.spgk.sk/>

***Directories and resources:***

Directories of schools (including VET schools) and school facilities:

<http://www.uips.sk/rs/adresare.html>

Directory of universities and university faculties:

[http://www.uips.sk/download/vs/adresy\\_vs\\_a\\_fakult\\_december2005.doc](http://www.uips.sk/download/vs/adresy_vs_a_fakult_december2005.doc)

List of educational institutions and accredited activities in CVET:

[http://www.minedu.sk/DVZ/AK/20060227\\_zoznam\\_VU.pdf](http://www.minedu.sk/DVZ/AK/20060227_zoznam_VU.pdf)

Catalogue of activities in CVET intended for teachers of basic and secondary schools and school facilities delivered by higher education institutions and institutions managed by the Ministry of Education in 2006:

<http://www.uips.sk/vs/files/katalog2006.doc>

Lists of projects supported through the Scientific Grant Agency of the Ministry of Education and the Slovak Academy of Sciences (VEGA, Vedecká grantová agentúra Ministerstva školstva a Slovenskej akadémie vied):

[http://www.minedu.sk/VS/OVTVS/VEGA/PROJ/projekty\\_VEGA.htm](http://www.minedu.sk/VS/OVTVS/VEGA/PROJ/projekty_VEGA.htm)

Lists of projects supported through the Cultural and Educational Grant Agency of the Ministry of Education (KEGA, Kultúrna a edukačná grantová agentúra Ministerstva školstva):

<http://www.minedu.sk/VS/OVTVS/KEGA/FINKEGA/finKEGA.htm>

Lists and databases of projects supported by the Research and Development Agency (APVV, Agentúra na podporu výskumu a vývoja):

<http://www.apvv.sk/>

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ANNEX  
Educators statistics

*Secondary specialised schools (SOŠ, stredná odborná škola)*

Year	School	Number of schools	Internal teachers						External teachers									
			Total	Of which female	General subjects		Vocational subjects		Total	Of which female	General subjects		Vocational subjects		Total	Of which female		
					Total	Of which female	Total	Of which female			Total	Of which female	Total	Of which female				
<b>2002</b>	State	263	7723	5374	3317	2529	4094	2792	312	53	2054	1249	583	344	1405	895	66	10
	Private	32	234	180	113	85	117	91	4	418	272	132	81	282	189	4	2	
	Church	11	211	180	87	66	124	114	0	184	109	38	20	133	76	13	13	
	<b>Total</b>	<b>306</b>	<b>8168</b>	<b>5734</b>	<b>3517</b>	<b>2680</b>	<b>4335</b>	<b>2997</b>	<b>316</b>	<b>57</b>	<b>2656</b>	<b>1630</b>	<b>753</b>	<b>445</b>	<b>1820</b>	<b>1160</b>	<b>83</b>	<b>25</b>
<b>2005</b>	State	193	6485	4507	2864	2196	3430	2282	191	29	1057	626	310	192	715	424	32	10
	Private	38	457	339	237	180	208	151	12	8	669	458	275	214	377	234	17	10
	Church	14	322	242	140	97	182	145	0	114	62	35	17	79	45	0	0	
	<b>Total</b>	<b>245</b>	<b>7264</b>	<b>5088</b>	<b>3241</b>	<b>2473</b>	<b>3820</b>	<b>2578</b>	<b>203</b>	<b>37</b>	<b>1840</b>	<b>1146</b>	<b>620</b>	<b>423</b>	<b>1171</b>	<b>703</b>	<b>49</b>	<b>20</b>

Year	School	Number of schools	Directors and deputy directors		School counsellors	
			Total	Of which female	Total	Of which female
<b>2002</b>	State	263	599	312	209	172
	Private	32	59	37	13	8
	Church	11	25	21	5	5
	<b>Total</b>	<b>306</b>	<b>683</b>	<b>370</b>	<b>227</b>	<b>185</b>
<b>2005</b>	State	193	498	277	164	138
	Private	38	80	51	24	21
	Church	14	27	21	8	8
	<b>Total</b>	<b>245</b>	<b>605</b>	<b>349</b>	<b>196</b>	<b>167</b>

Source: ÚIPS

*Associated secondary schools (ZŠŠ, združená stredná škola)*

Year	School	Number of schools	Internal teachers						External teachers											
			Directors and deputy directors		Trainers		School counsellors		School psychologists		Special pedagogues		Total	Of which female	General subjects		Vocational subjects		Practical training	
			Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female			Total	Of which female	Total	Of which female	Total	Of which female
<b>2002</b>	State	64	2040	1516	979	765	1004	726	57	25	256	140	111	58	130	74	15	8		
	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Church	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	<b>Total</b>	<b>64</b>	<b>2040</b>	<b>1516</b>	<b>979</b>	<b>765</b>	<b>1004</b>	<b>726</b>	<b>57</b>	<b>25</b>	<b>256</b>	<b>140</b>	<b>111</b>	<b>58</b>	<b>130</b>	<b>74</b>	<b>15</b>	<b>8</b>		
<b>2005</b>	State	119	4132	2937	2012	1526	2012	1372	108	39	292	148	187	94	96	50	9	4		
	Private	5	94	64	47	34	43	29	4	1	91	65	37	27	53	37	1	1		
	Church	2	39	29	18	13	21	16	0	0	3	0	3	0	0	0	0	0		
	<b>Total</b>	<b>126</b>	<b>4265</b>	<b>3030</b>	<b>2077</b>	<b>1573</b>	<b>2076</b>	<b>1417</b>	<b>112</b>	<b>40</b>	<b>386</b>	<b>213</b>	<b>227</b>	<b>121</b>	<b>149</b>	<b>87</b>	<b>10</b>	<b>5</b>		

Year	School	Number of schools	Directors and deputy directors		Trainers		School counsellors		School psychologists		Special pedagogues	
			Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female
			Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female
<b>2002</b>	State	64	227	115	1036	634	66	53	2	2	0	0
	Private	0	0	0	0	0	0	0	0	0	0	0
	Church	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>64</b>	<b>227</b>	<b>115</b>	<b>1036</b>	<b>634</b>	<b>66</b>	<b>53</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>2005</b>	State	119	420	208	1968	1053	122	97	3	3	1	1
	Private	5	18	10	44	34	5	2	0	0	0	0
	Church	2	7	3	20	12	2	2	0	0	0	0
	<b>Total</b>	<b>126</b>	<b>445</b>	<b>221</b>	<b>2032</b>	<b>1099</b>	<b>129</b>	<b>101</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>

Source: ÚIPS

*Secondary vocational schools and vocational schools (SOU, středné odborné učilište a U, učilište)*

Year	School	Number of schools	Internal teachers				External teachers						
			Total	Of which female		Total	Of which female	General subjects		Vocational subjects			
				Total	Of which female			Total	Of which female	Total	Of which female		
<b>2002</b>	State	279	4427	2817	1553	2185	1264	697	330	430	206	267	124
	Private	15	198	136	64	104	72	61	31	29	17	32	14
	Church	5	56	34	17	25	17	14	4	7	2	7	2
	<b>Total</b>	<b>299</b>	<b>4681</b>	<b>2987</b>	<b>1634</b>	<b>2314</b>	<b>1353</b>	<b>772</b>	<b>365</b>	<b>466</b>	<b>225</b>	<b>306</b>	<b>140</b>
<b>2005</b>	State	181	2813	1785	1034	1380	751	292	154	189	98	103	56
	Private	24	385	275	152	175	123	109	69	66	40	43	29
	Church	5	56	35	21	25	14	13	7	6	4	7	3
	<b>Total</b>	<b>210</b>	<b>3254</b>	<b>2095</b>	<b>1207</b>	<b>1580</b>	<b>888</b>	<b>414</b>	<b>230</b>	<b>261</b>	<b>142</b>	<b>153</b>	<b>88</b>

Year	School	Number of schools	Directors and deputy directors		Trainers		Tutors*		Assistant tutors**		School psychologists		Special pedagogues	
			Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female	Total	Of which female
<b>2002</b>	State	279	718	252	3976	1409	392	253	27	19	5	4	0	0
	Private	15	45	19	142	64	a	a	a	a	1	1	0	0
	church	5	14	5	26	13	4	0	0	0	0	0	0	0
	<b>Total</b>	<b>299</b>	<b>777</b>	<b>276</b>	<b>4144</b>	<b>1486</b>	<b>396</b>	<b>253</b>	<b>27</b>	<b>19</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>2005</b>	State	181	134+296	29+142	2371	729	238	144	25	19	3	1	1	1
	Private	24	23+50	10+25	307	195	50	36	3	2	1	1	0	0
	Church	5	5+7	0+4	40	16	3	0	0	0	0	0	0	0
	<b>Total</b>	<b>210</b>	<b>162+353</b>	<b>39+171</b>	<b>2718</b>	<b>940</b>	<b>291</b>	<b>180</b>	<b>28</b>	<b>21</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>

Source: ÚJPŠ

Notes:

a – category not applicable

\* tutors at dormitories

\*\* assistant tutors at dormitories

## Staff size and gender balance in 2001 and 2005

### Educators in VET in 2001 and 2005

Schools as of 27 <sup>th</sup> April 2001	Teachers		Trainers		Sport instructors		Tutors		Other		Total	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
<b>Total SR</b>	96 674	86.54	6 348	5.68	375	0.34	8 172	7.32	136	0.12	111 705	100
of which												
<b>SOŠ</b>	11 983	96.86	60	0.48	2	0.02	310	2.51	17	0.14	12 372	11.08
<b>SOU, U</b>	7 947	56.68	5 445	38.83	27	0.19	560	3.99	43	0.31	14 022	12.55
<b>SPV, SOP</b>	0	0.00	265	98.15	0	0.00	5	1.85	0	0.00	270	0.24
Schools as of 25 <sup>th</sup> April 2005	Teachers		Trainers		Sport instructors		Tutors		Other		Total	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
<b>Total SR</b>	87 501	86.58	5 661	5.60	242	0.24	6 715	6.64	943	0.93	101 062	100
of which												
<b>SOŠ</b>	13 212	84.89	1 891	12.15	1	0.01	455	2.92	5	0.03	15 564	15.40
<b>SOU, U</b>	4 560	57.26	3 067	38.51	17	0.21	326	4.09	0	0	7 964	7.88
<b>SPV, SOP</b>	0	0	75	96.15	0	0	3	3.85	0	0	78	0.08

Source: Institute of Information and Prognoses of Education (UIPŠ, Ústav informácií a prognóz školstva)

Notes:

Total SR – all educators within regional schooling, i.e. without HEI staff

SOŠ - secondary specialised school (stredná odborná škola)

SOU – secondary vocational school (stredné odborné učilište)

U - vocational school (učilište)

SPV – centre of practical training (stredisko praktického vyučovania)

SOP – centre of vocational practice (stredisko odbornej praxe) providing for practical training, usually outside the school

**Educators in VET by gender in 2001 and 2005**

Schools as of 27 <sup>th</sup> April 2001	Teachers			Trainers			Sport instructors			Tutors			Other			Total		
	F	M	% M	F	M	% M	F	M	% M	F	M	% M	F	M	% M	Σ	M	% M
<b>Total SR</b>	77 872	18 802	19.4	2 764 3 584	56.5		61	314	83.7	6.1	90	46	33.8	111	23	705	244	<b>20.8</b>
<b>of which</b>																		
<b>SOŠ</b>	8 172	3 811	31.8	39	21	35.0	0	2	100	235	75	24.2	7	10	58.8	12 372	3 919	<b>31.7</b>
<b>SOU, U</b>	4 982	2 965	37.3	2 232	3 213	59.0	1	26	96.3	357	203	36.3	16	27	62.8	14 022	6 434	<b>45.9</b>
<b>SPV, SOP</b>	0	0	0.0	149	116	43.8	0	0	0.0	5	0	0.0	0	0	0.0	270	116	<b>43.0</b>
Schools as of 25 <sup>th</sup> April 2005	Teachers			Trainers			Sport instructors			Tutors			Other			Total		
	F	M	% M	F	M	% M	F	M	% M	F	M	% M	F	M	% M	Σ	M	% M
<b>Total SR</b>	70 666	16 836	19.2	2 544 3 117	55.1		52	190	78.5	6 162	552	8.2	742	201	21.3	101	20	20.7
<b>of which</b>																		
<b>SOŠ</b>	9 170	4 042	30.6	1 073	818	43.3	0	1	100	346	109	24	2	3	60	15 564	4 973	32
<b>SOU, U</b>	2 868	1 692	37.1	1 048	2 019	65.8	0	17	100	203	123	37.7	0	0	0	7 970	3 851	48.3
<b>SPV, SOP</b>	0	0	0	42	33	44	0	0	0	3	0	0	0	0	0	78	33	42.3

Source: ÚIPŠ

Note:

Total SR – all educators within regional schooling, i.e. without HEI staff

SOŠ - secondary specialised school (stredná odborná škola)

SOU – secondary vocational school (stredné odborné učilište)

U - vocational school (učilište)

SPV – centre of practical training (stredisko praktického vyučovania)

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