

Evaluation of the survey: Identification of Labour Market Needs for Vocational Education and training (VET) in the Slovak Republic

Program ERASMUS+

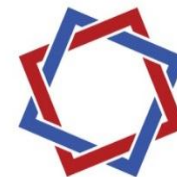
*National Authorities for Apprenticeships:
- Introduction of Elements Dual VET Slovak Republic*



Željka Šenkovič
Head of Project & Education Department



Deutsch-Slowakische
Industrie- und Handelskammer
Slovensko-nemecká
obchodná a priemyselná komora



INT VET DUAL
Introduction of Vocational Education and Training

Survey Data

Identification of Labour Market Needs for Vocational Education and Training (VET) in the Slovak Republic

- Work Package 3
- Target: 72 industrial companies (technical focus)
- Period: February/March 2015



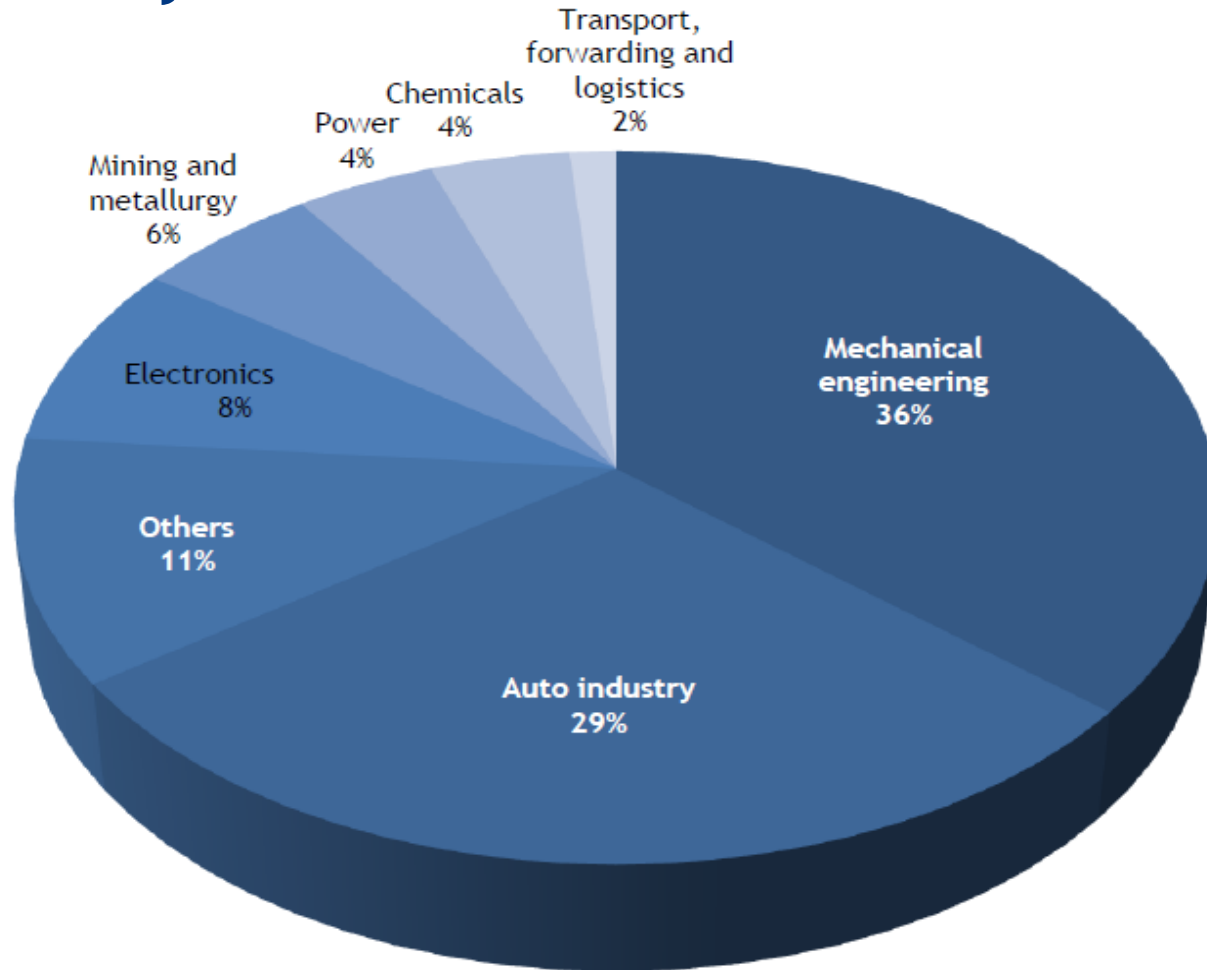
**Prioritization of professions and supporting
the reform of the Slovak VET system**

Survey - 4 areas

- Basic company details
- Labour force education and composition
- In-company practice
- Dual education in Slovakia

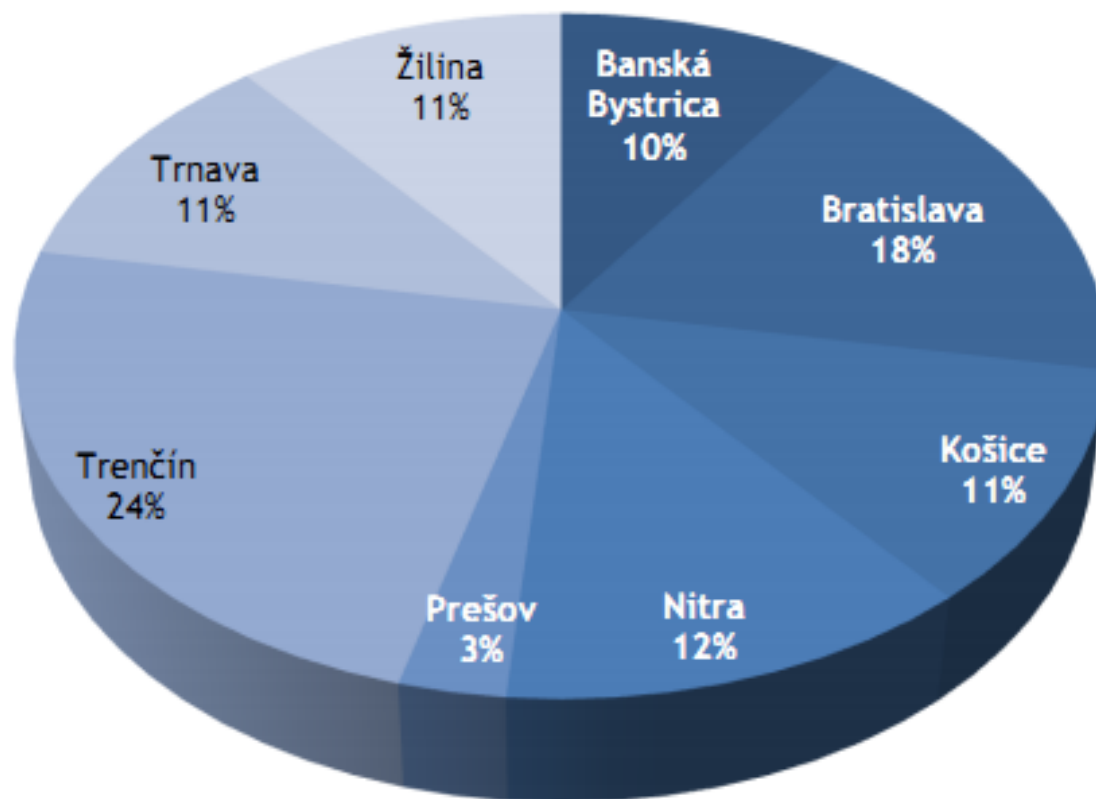
Basic company details

Companies by sectors



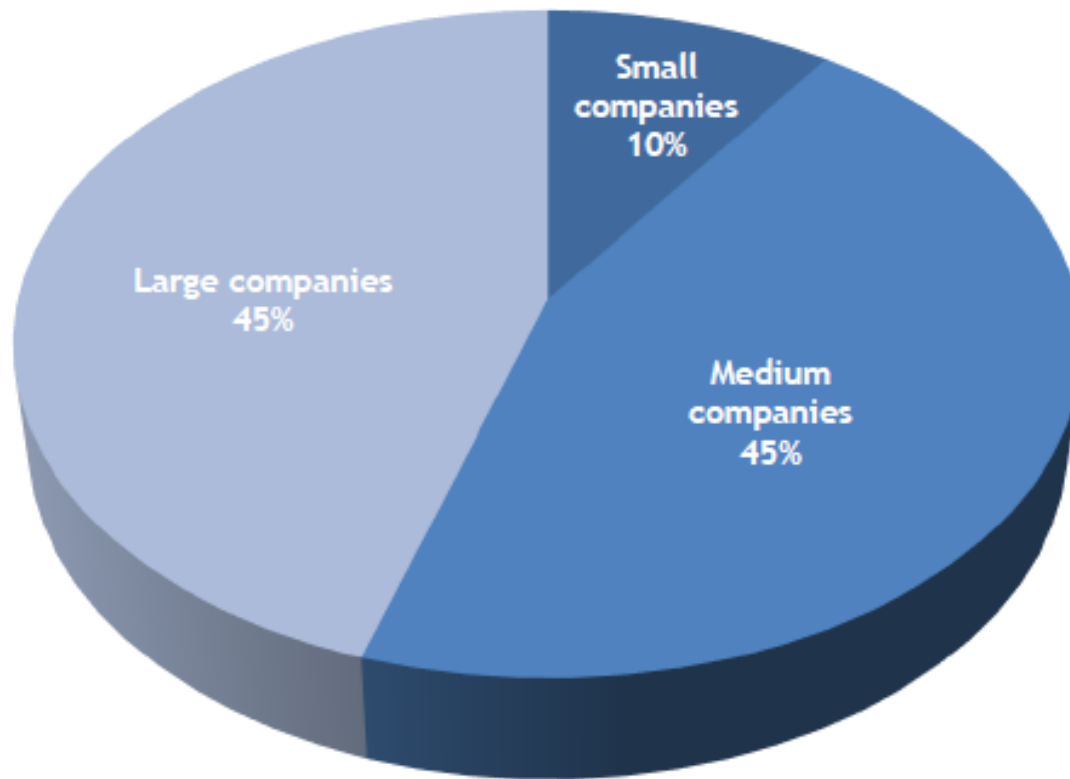
Basic company details

Companies by region



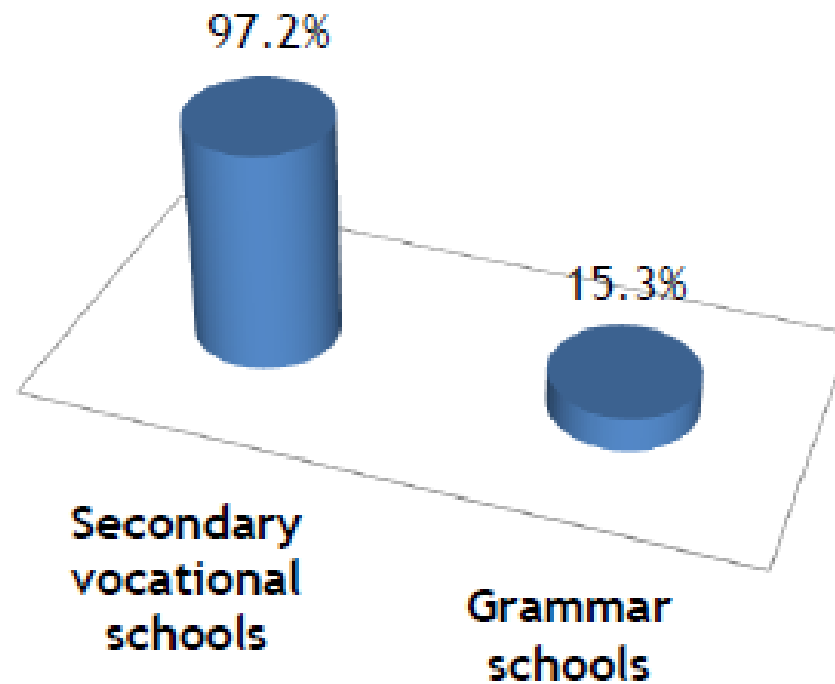
Basic company details

Companies by size



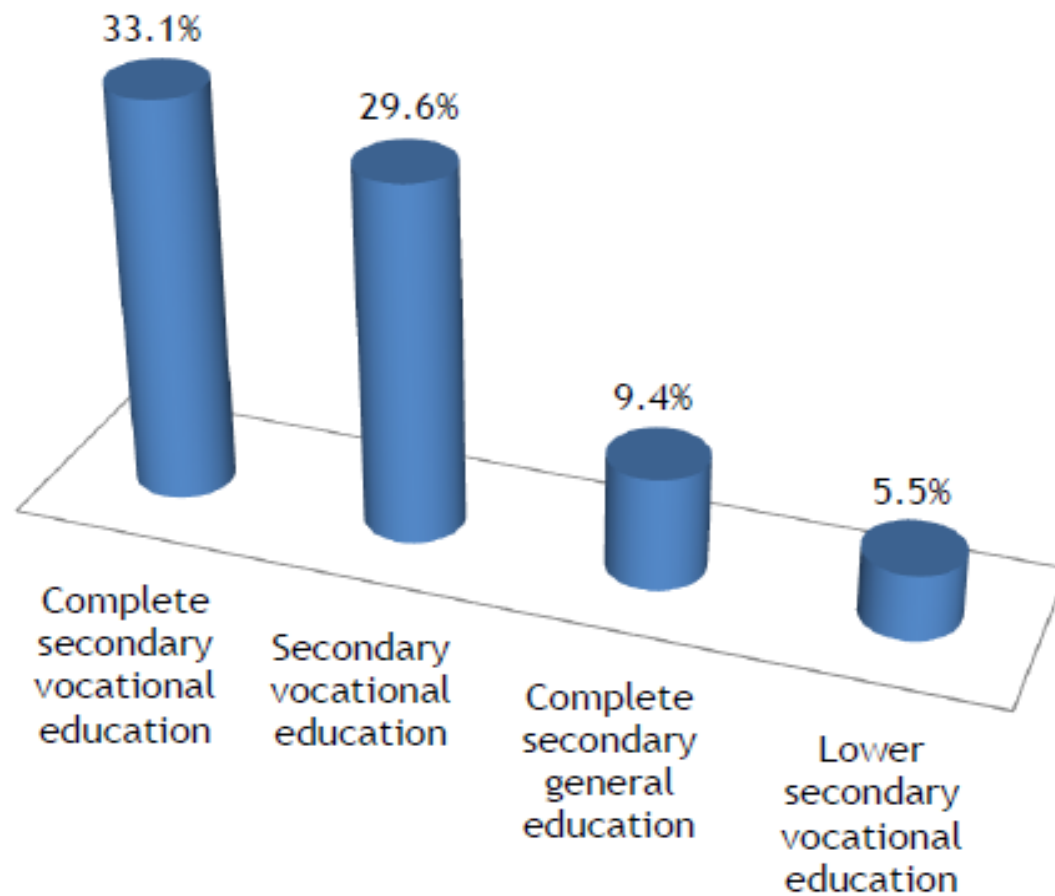
Labour force education and composition

Employee education and training



Labour force education and composition

Secondary education



Labour force education and composition

Verified schools

- SPŠ Nové Mesto n. Váhom
- SPŠ elektrotechnická Bratislava
- SOŠ Handlová
- SOŠ technická Šurany
- SOŠS Kysucké Nové Mesto
- SPŠ strojnica Košice
- SOŠ polytechnická Prievidza
- SOUS Považská Bystrica

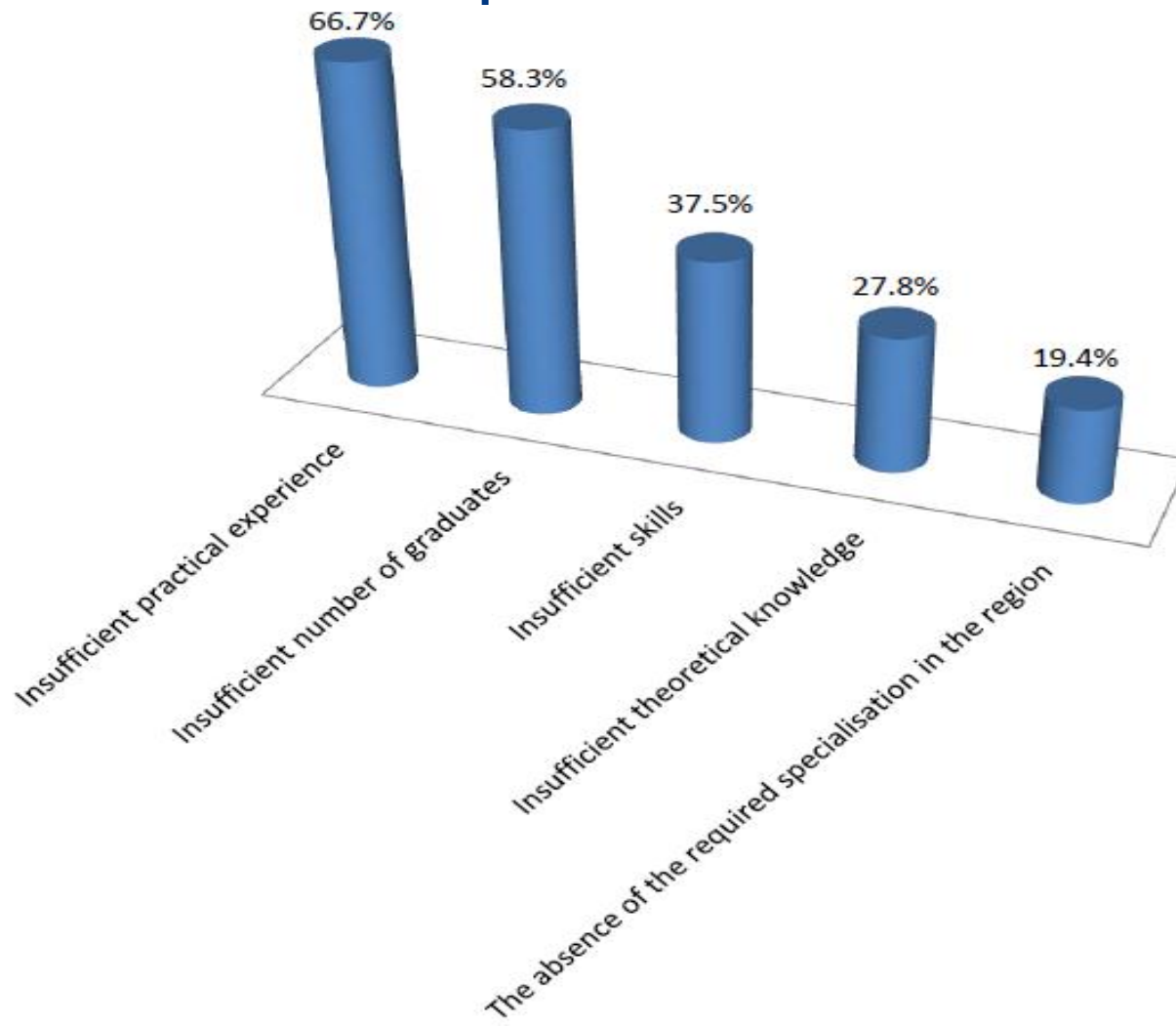
Labour force education and composition

Vocations with insufficient qualifications

Overview of vocations	
1.	Tool setter, electrician
2.	Mechatronics technician
3.	CNC/NC operator
4.	Tool maker
5.	Machinery and equipment programmer
6.	Machinist
7.	Form builder
8.	Auto mechanic, auto electrician
9.	Coach-builder, auto body painter

Labour force education and composition

Causes of insufficient qualification



Labour force education and composition

Insufficient knowledge

Overview of knowledge	
1.	Machines and equipment
2.	Metal processing and machining technologies
3.	Electronics and electrical engineering
4.	Technical drawing
5.	Tools and jigs
6.	Properties of materials
7.	Applied informatics, work with software
8.	Health and safety at work

Labour force education and composition

Insufficient skills

Overview of insufficient skills	
1.	Machinery and tool set-up and maintenance
2.	Knowledge of standards and technical documentation
3.	Operating machinery and instruments
4.	Programming machinery
5.	Assembling and disassembling equipment
6.	Methods of measurement
7.	Hand working and machining materials, quality control
8.	Information and communication technologies

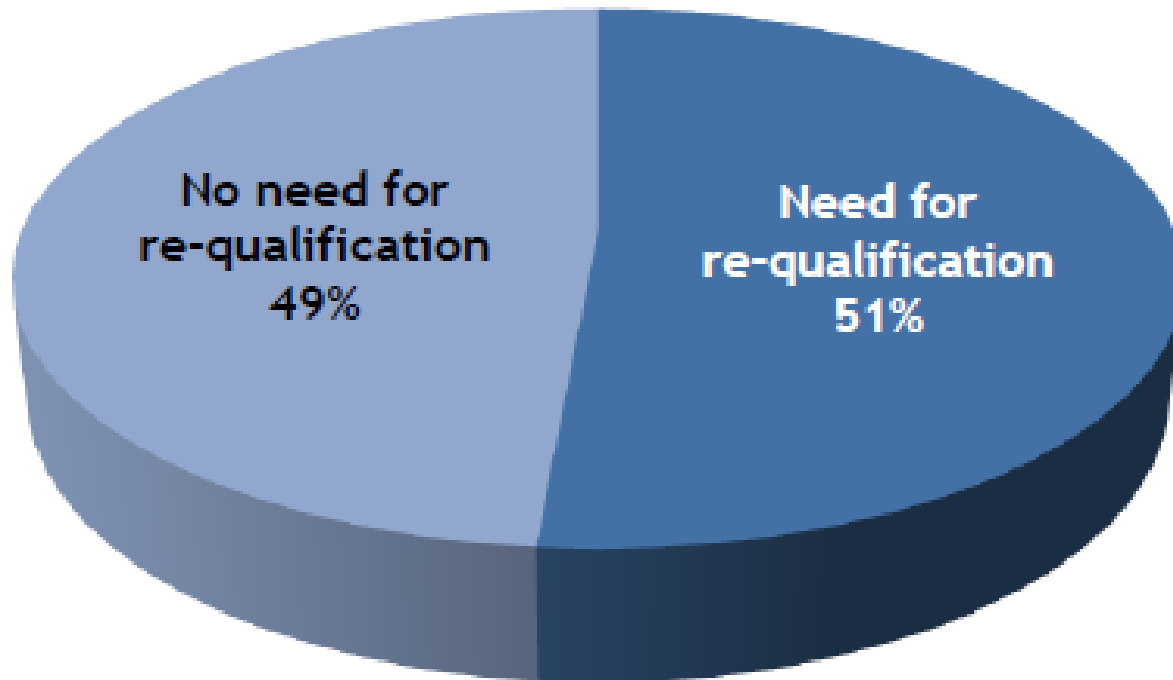
Labour force education and composition

Ranking of the most in-demand vocations

Overview of vocations	
1.	Tool setter
2.	Electrician
3.	CNC/NC operator
4.	Machinist
5.	Tool maker
6.	Mechatronics technician
7.	Machinery and equipment programmer
8.	Form builder
9.	Auto mechanic
10.	Auto body painter
11.	Auto electrician
12.	Coach-builder

Labour force education and composition

Need for employee re-qualification



Labour force education and composition

Duration of the re-qualification

- from **3 months to 2 years**
- Most frequently - **6 months or 1 year**
(51 % of contacted companies)

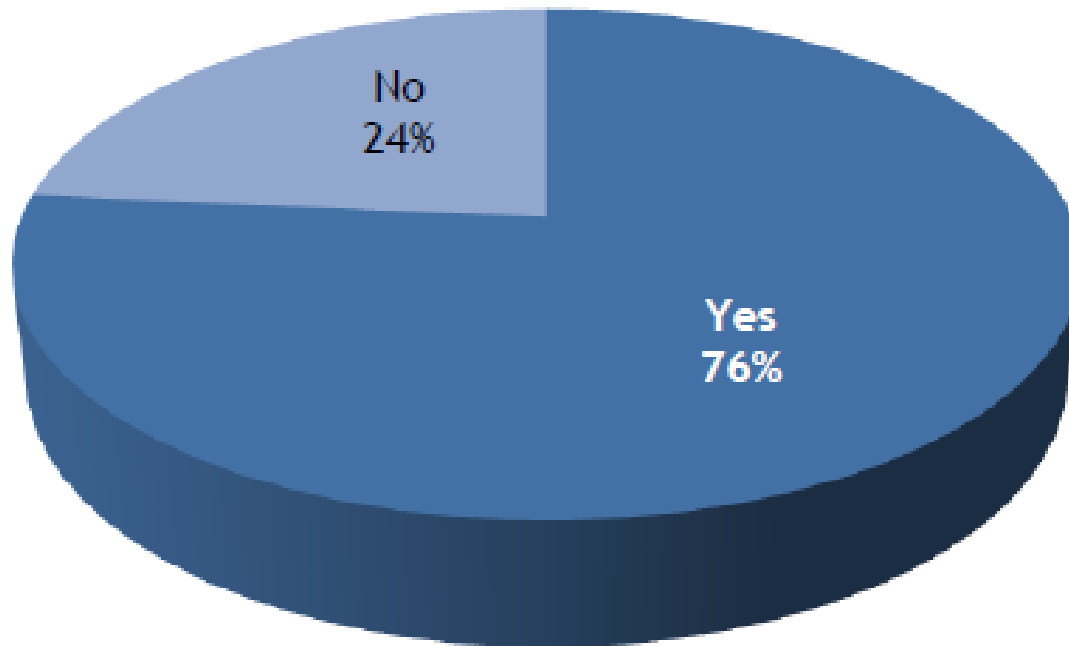
Labour force education and composition

Employees from socially-disadvantaged backgrounds

- 60 % of the approached companies do not keep this kind of record
- 40 % of the companies reported an average of **6,3 %** of all its employees were from socially-disadvantaged backgrounds

In-company practice

Cooperation with secondary vocational schools



In-company practice

Forms of cooperation

- pilot project, providing premises for the practical part of the education, training company, summer apprenticeships, re-qualification courses, further education for teachers, lectures for students
- material or financial sponsorship, organisation of various lectures and open houses

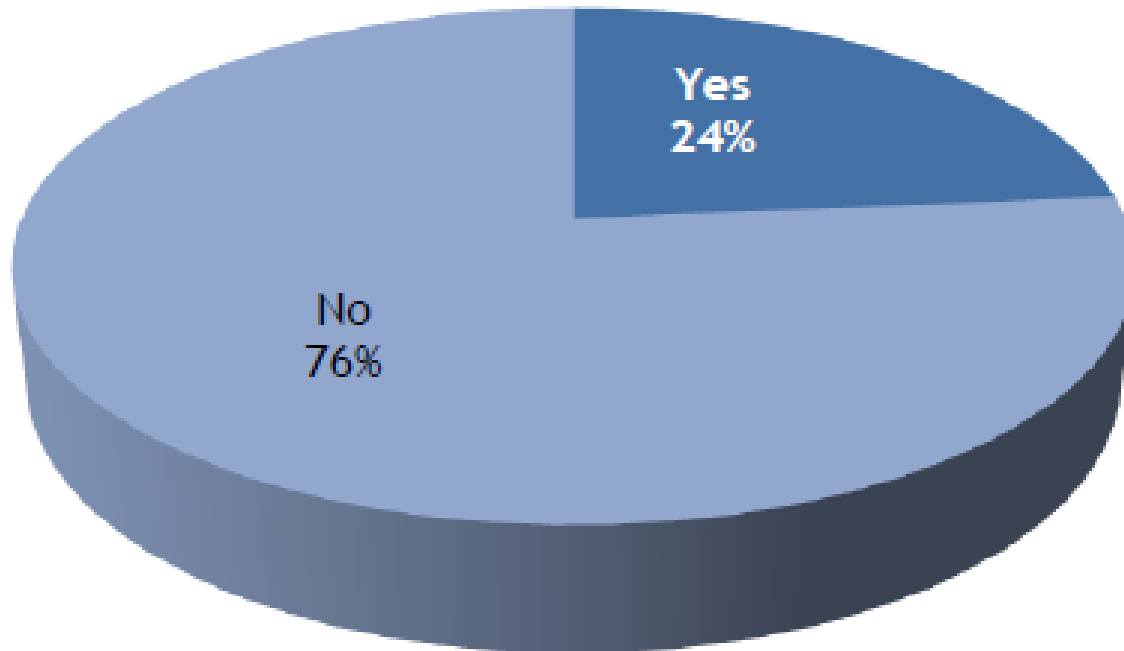
In-company practice

Employing apprentices after completing education and training

- **58.3%** of the companies responded to this question
- after successfully completing vocational education and training **47.9%** of graduates could be employed by the companies

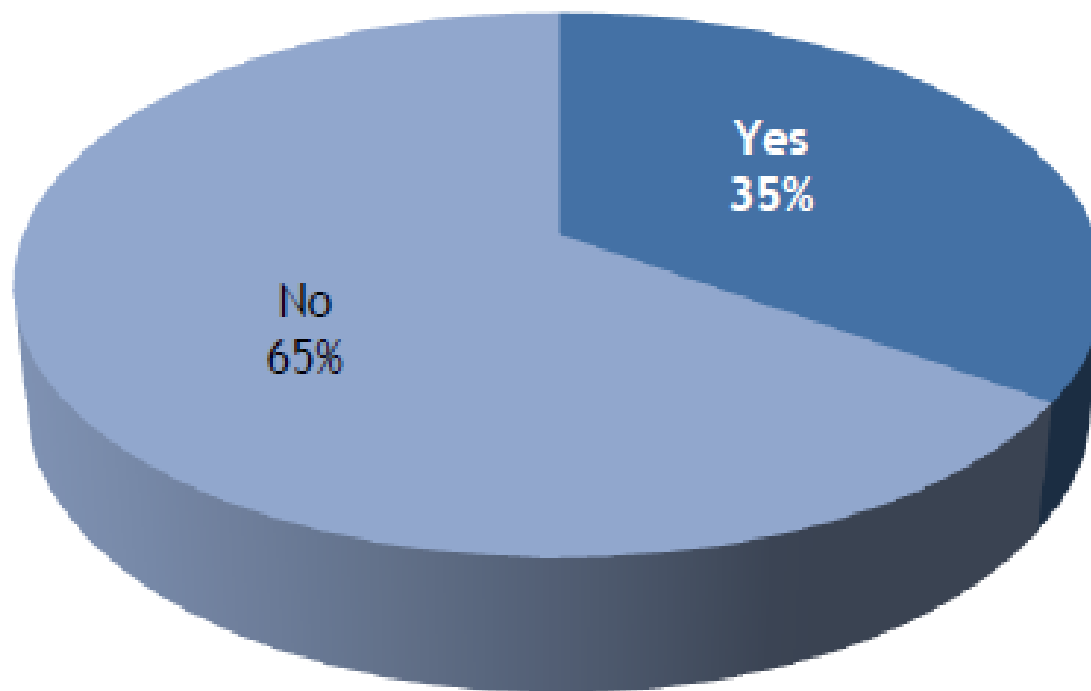
In-company practice

Dedicated VET facilities in the company



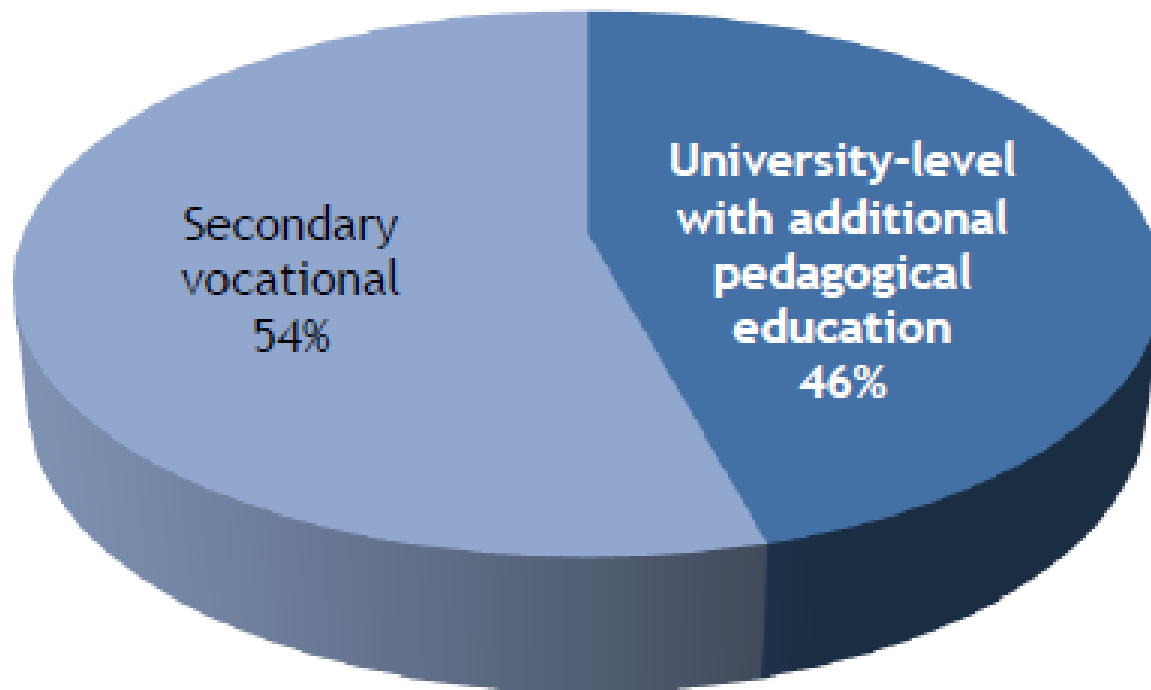
In-company practice

Special in-company vocational education
masters, apprenticeship teachers, instructors



In-company practice

Education of in-company vocational education masters, apprenticeship teachers, instructors



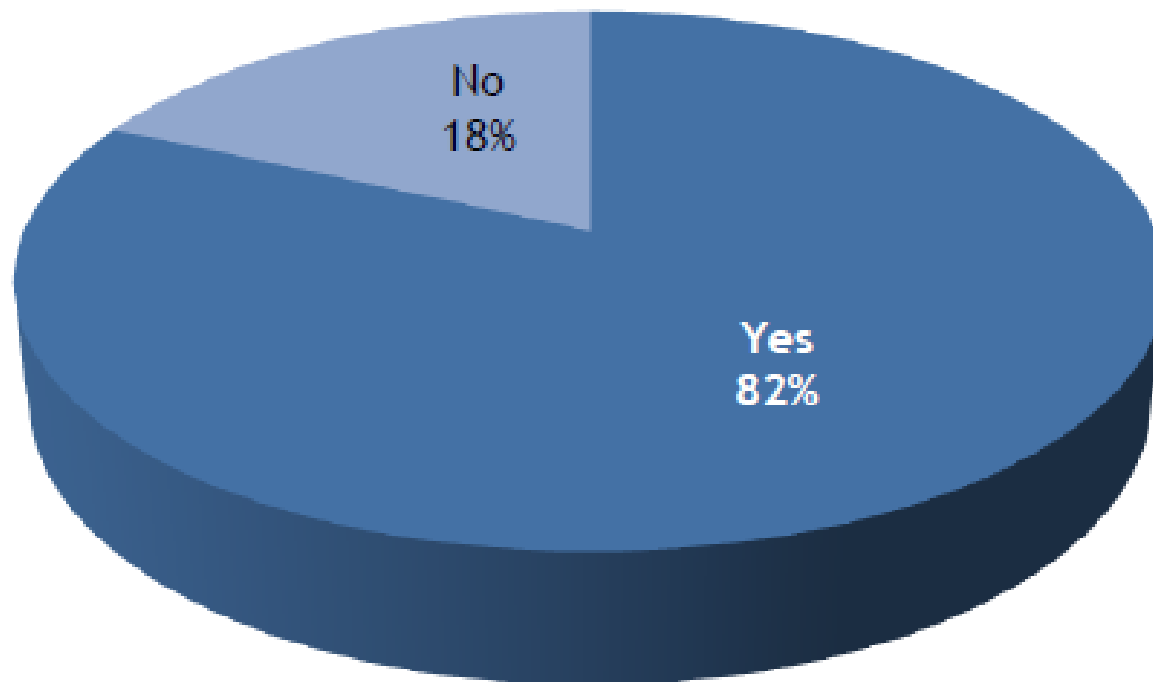
In-company practice

Further education of in-company vocational education masters, apprenticeship teachers, instructors

- in **100%** of cases
(if the company has such a specialised staff)
- They are using unspecified re-qualification trainings, courses and workshops

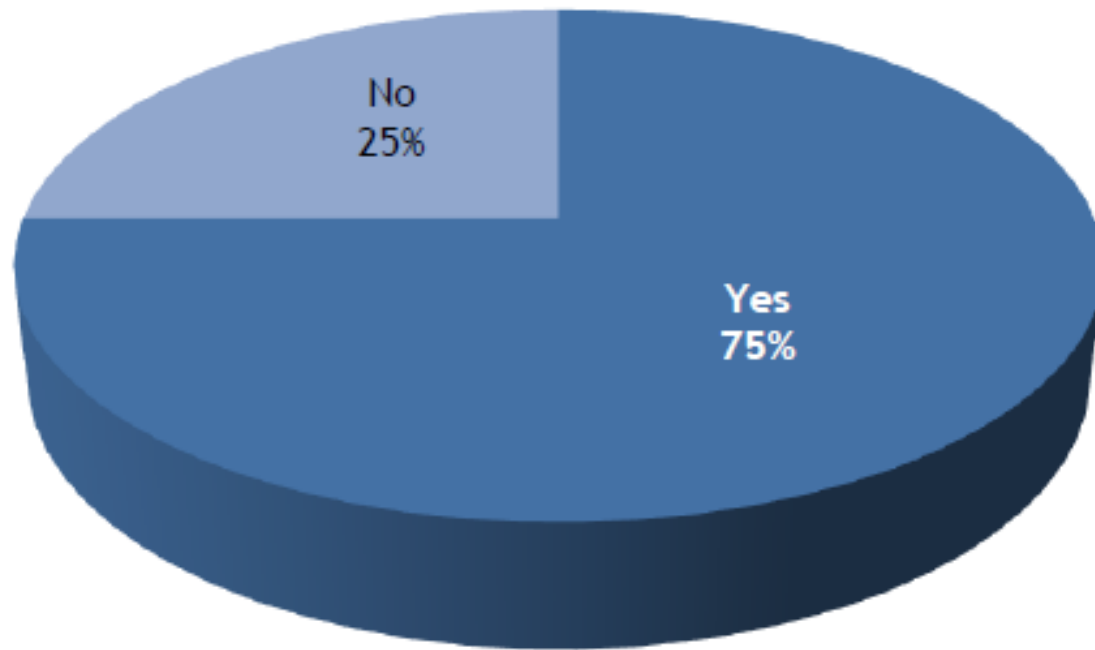
Dual education in Slovakia

Interest in dual education



Dual education in Slovakia

Interest of companies to participate financially in dual education



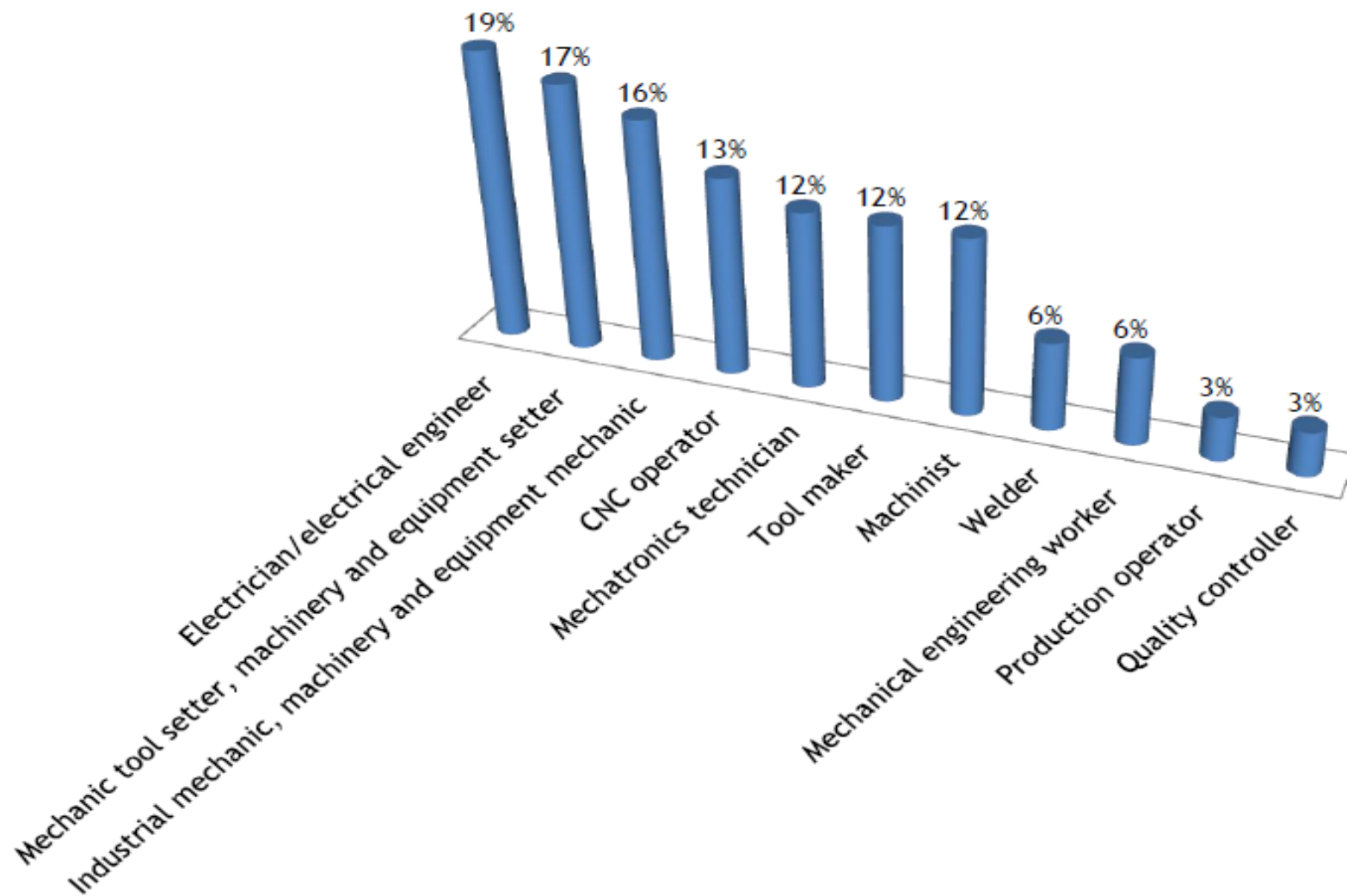
Dual education in Slovakia

Number of position for dual education students

- 86.1% queried companies responded to this question
- This companies are able to create **13 positions** for dual education students on average per year

Dual education in Slovakia

Vocations for dual education



Workshop recommendations

Agreed prioritisation of professions for further elaboration within the project (WP4):

- Tool Setter
- Electrician
- CNC/NC Operator
- Machinist
- Toolmaker
- Mechatronics Technician
- Machinery and Equipment Programmer

With the requirement that the German occupations requested by companies of industrial mechanic (Industriemechaniker IHK) and electronics engineer for automation engineering (Elektroniker für Automatisierungstechnik IHK) will be compared with existing Slovak occupations, with the possibility of creating new vocations.



**Deutsch-Slowakische
Industrie- und Handelskammer**
Slovensko-nemecká
obchodná a priemyselná komora

Thank you for your attention



Co-funded by the
Erasmus+ Programme
of the European Union