

## Slovak National Action Plan 2024-2027

	Current situation	Key challenges
<b>ECTS and Qualifications Frameworks</b>	Learning outcomes are partially reflected in the HE system, but their implementation could be further strengthened. Short-cycle programmes in higher education have not been implemented yet but we are currently analysing and preparing for their introduction in the new HE legislation. Nowadays ECTS system covers only higher education programmes, but connection to other education programmes such as micro-credentials is missing.	Ensuring completion of the necessary legislative and regulatory changes, supporting institutional adaptation and teacher training and other necessary accompanying processes.
<b>Recognition</b>	Automatic recognition was introduced from 2025 for EU and bilateral agreement countries. Fast-track recognition of the level of higher education is available for other countries (based on LRC, GRC); digital application is also available. National system is in place for displaced persons who cannot provide their credentials.	Expansion of automatic recognition, expansion of digitalization of processes and systems.
<b>Quality Assurance</b>	All HEIs underwent review in 2023-24 under the new standards aligned with ESG and gained institutional accreditation. Slovakia is participating in development of the new ESG standards. Micro-credentials are being integrated into the standards for internal quality assurance system of the Slovak Accreditation Agency for Higher Education (SAAHE).	After creation of institutional accreditation system, it is necessary to enhance responsibility in QA processes and support stakeholders' involvement by promoting culture of quality assurance

<b>Social Dimension of HE</b>	<p>Multiple structures and policies are already in place to support inclusion in HE (scholarships, measures for students with specific needs etc.). The strategic document for HE for 2023-2027 foresees introduction of a new concept of support measures for all students at all HEIs based on their distinct needs (not a diagnosis). New funding has been launched to expand provision of mental health at HEIs. Analyses and data gathering is taking place to inform further policy design and implementation.</p>	<p>Expanding representation of non-traditional students, also in the light of disparities in outcomes that already start forming at lower levels of education; building consensus and identifying effective interventions; designing new system of comprehensive student support at HEIs and securing sustainable funding; continuous data collection and monitoring.</p>
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**The main progress to be achieved by 2027, based on the detailed action plan below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments:**

- Adoption of a new legal framework on higher education, which will introduce components such as short cycle programmes and recognition of prior learning, and its effective implementation in the practice
- Improvements in the recognition system, including expansion of automatic recognition to EHEA countries
- Expanding of the diversity of student body at Higher Education Institutions (HEIs) and promoting inclusive environment, including through effective provision of support and counselling measures for all students
- Ensuring Slovak higher education system and legislation keeps track with and makes use of fast developments in Artificial Intelligence
- Increased share of foreign students at Slovak HEIs through ongoing implementation of measures such as scholarships, increased number of foreign language study programmes offered by HEIs and enhancement of quality of education by international cooperation.

1) ECTS and Qualifications frameworks

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
1.1 Analysis of options for strengthening the learning outcomes system in higher education	Allows countries to verify that their national qualifications frameworks align with the European Qualifications Framework (EQF) and Bologna Framework.	Ensuring that all students achieve a minimum standard of knowledge, skills, and competencies, leading to a more structured and high-quality education system.	2025-2026		
1.2 Introduction of short-cycle programmes in higher education legislation in close collaboration with labour market and HEIs	Promotes flexible learning paths and contributes to social dimension principle on flexibility of higher education systems	Inclusion - providing opportunities for a wider range of students, including working professionals, students who are parents, and individuals from disadvantaged backgrounds, to obtain formal	2025-2026		

		education; labour market integration - equipping students with practical skills and competencies tailored to meet labour market demands, ensuring a faster transition into employment.			
1.3 Introduction of new pathways for gaining credits during higher education, incl. recognition of prior learning and micro-credentials, into the new legislation	Promotes flexible learning paths and contributes to social dimension principle on flexibility of higher education systems	Inclusion of non-traditional students, stronger connection to labour market (micro-credentials)	2025-2027		
1.4 Self-certification of the compatibility of Slovak National Qualifications Framework (SKKR) with the European Qualifications Framework for Higher Education Area (QF-EHEA) and	Allows countries to verify that their national qualifications frameworks align with the European Qualifications Framework (EQF) and Bologna Framework.	Submission of the final self-certification report to the BFUG Secretariat	2025-2026		

preparation of the self-certification report (along with revision of NQF referencing report)					
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## 2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
2.1 Expansion of the automatic system to all EHEA countries (with the expected document on automatic recognition within EHEA, we will be preparing to introduce the automatic recognition system to EHEA countries. We may wait for the adoption of the document to include its conditions and contents.)	Contributes towards achieving automatic recognition	Similarly to EU and bilateral countries, holders of EHEA upper secondary and higher education qualifications will be able to download a digital recognition statement that presents the automatic recognition system.	by the end of 2027		

2.2 Introduction of digital system of verifying Slovak diplomas	Optimizing the potential of digital technology; impact of digital transition on higher education in the EHEA, including AI, and regarding the key commitments and the use of Bologna Process tools: Contributes to Articles VIII and IX of the Lisbon Recognition Convention offering increased transparency and authentication of domestic qualifications.	Increased trustworthiness, applicant can share the link to the verification electronically instead of working with paper documents, notarized copies. Expected decrease in apostille/superlegalization and verification requests from foreign recognition centres.	by the end of 2026		
2.3 Making the training of new credential evaluators standardized and more effective, establishing the distribution of work and responsibilities among the	Contributes to ensuring a fair recognition process.	Introducing resources and activities for training of credential evaluators	continuously		

competent institutions that have the right knowledge and capacity to carry out recognition procedures					
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### 3) Quality assurance

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
3.1 Continuous improvement of the culture of quality at all levels of QA - fostering a sense of responsibility among students, HEIs, and HEI's staff, through student support, better promotion of quality systems, and more intensive	Commitment to building a more closely connected and sustainable higher education community	Enhancing the quality of education and improving internal processes at HEIs.	2025-2027		

engagement of stakeholders at all levels.					
3.2 Effective processes and transparency with lower level of bureaucracy in QA processes by modernization of current IT systems	Principle on strategic approach and on monitoring and data collection	Modern, easy and transparent access to study program registers and other IT systems related to QA	2025-2026		
3.3 Creating the microcredentials environment by expanding quality assurance framework for the implementation of microcredentials (update of quality assurance standards and their implementation into internal quality systems of HEIs.	Promotes flexible learning paths	Quality and labour market relevance of the microcredentials offered by HEI	2025		
3.4 Strengthening the use of student feedback and their systemic assessment as a tool for quality improvement	Supporting student-centred learning	Enhancing the quality of learning and teaching by regular monitoring and evaluation of surveys	2025-2027		



#### 4) Social dimension

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
4.1 Developing a comprehensive system and funding mechanism of support / counselling services and measures for HEIs to address various student needs, as envisioned the Slovak HEIs strategy ( <i>The Slovak Ministry's long-term plan 2023-2027</i> )	Effective and available provision of counselling services (principle on counselling and guidance)	Increasing representativeness of student population at HEIs, reducing drop-out	2026- 2027		
4.2 Implementing funding call for HEIs to provide mental health services, staff training and methodological resources on topics such as inclusive teaching, as well as helping to increase the availability of information on social	Effective and available provision of counselling services (principle on counselling and guidance), principle on inclusive institutional culture (staff training)	Improving student mental health, reducing drop-out	2025-2027		

support, promoting social support activities and helping with student integration, for example through peer support called Buddies.					
4.3 Developing and publishing national strategy on social dimension of higher education, including corresponding data gathering and target setting (or integrating these topics into other relevant education strategy documents of the Ministry of Education)	Principle on strategic approach and on monitoring and data collection	Alignment of stakeholders on the importance of social dimension, starting point for data monitoring and evaluation of policies	by the end of 2027		
4.4 Strengthening connections between HE and lower levels of education, incl. outreach to potential students with information about available support at HEIs	Principle on the inclusiveness of the entire education system	Increasing representation of non-traditional students at HEIs	2025-2027		
4.5 Analysis and development of	Principle on the inclusiveness of the	Clear plan to guide investments into	2025- 2026		

investment plans to remove online barriers and physical barriers in the higher education institution	entire education system	higher accessibility of HEIs			
4.6 Management of a national stakeholder working group, active participation in international events and forums.	Principle on policy dialogue	Stakeholder alignment and dialogue; inputs for development of effective policy measures in the social dimension	2024- 2027		

#### 5) Enhancement knowledge sharing

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
5.1 Improving and strengthening the exchange of information between public institutions and HEIs through digital communication tools	Commitment to building a more closely connected higher education community and promoting knowledge-sharing activities related to	Increased awareness of BFUG topics, improved transparency, trust and responsiveness	continuously		

(e.g. MS Teams platform for sharing information and best practices; online webinars)	the EHEA				
5.2 Raising awareness of the Bologna Process for the public and HEIs	Promoting knowledge-sharing activities related to the EHEA	Increased awareness of BFUG topics, improved transparency trust and responsiveness	continuously		

**6) Other Bologna commitments (*fundamental values, AI, internationalisation and mobility*)**

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
6.1 Reflecting EHEA fundamental values in the legal framework (followed by specific amendments to the internal regulations of HEIs)	Commitment to protect, promote, and uphold academic freedom, values of academic integrity, institutional autonomy, participation of	Clear understanding of the fundamental values and anchoring in the legislation	2025-2026		

	students and staff in higher education governance, and public responsibility for and of higher education.				
6.2 Supporting HEIs in implementing Artificial Intelligence Tools in teaching and learning and in school administration through legislative changes, sharing best practices and methodological guidance, with an emphasis on ensuring sufficient technology security	Digital transition on higher education in the EHEA, including Artificial Intelligence	More individualized and personalized learning; improved efficiency of administration and management	continuously		
6.3 Enabling best-practice sharing among HEIs in their exploration of blended mobility and virtual exchanges	Commitment to enabling all learners and students to acquire international and intercultural competencies	Updated curricula at HEIs, blended mobility increase	continuously		
6.4 implementing scholarship schemes for foreign students and promoting Slovak HEIs abroad	Contributing towards the target “at least 20% of mobile students”	Higher share of foreign students at Slovak HEIs	2024-2027		

6.5 Completing audits of internationalization at selected HEIs and financing of the implementation of measures from audits	Commitment to enabling all learners and students to acquire international and intercultural competencies	Updated curricula at HEIs, implemented measures from audits	2024-2026		
6.6 Encouraging HEIs and students to make use of the mobility window defined in the legislation (including by supporting “internalization at home”) through ongoing promotion and communication and monitoring and removing barriers to opportunities to participate in academic mobility	Contributing towards the target “at least 20% of mobile students”	Higher share of Slovak students participating in mobility	By 2027		
6.7 Support of internationalization in higher education by support of joint study programmes, implementation of European approach for quality assurance of joint study programmes, support of European alliances of	Commitment to creating inclusive, innovative, and interconnected EHEA	Improving the connectivity of Slovak HEIs within the EHEA countries by introducing new forms of cooperation, mobility and awarded degrees	By 2027		

universities and preparing the way for implementation of European label and degree					
6.8 Analysis of well-being and career development needs of HEI staff and development of concrete measures (incl. through legislative changes)	Commitment to social dimension - principle on counselling and guidance (includes staff); high quality teaching and learning	List of ideas and changes to implement to support HEI staff	2025		
6.9 Supporting the development of pedagogical and other skills of future HEI teaching staff by implementing and supporting the concept of doctoral schools at HEIs	High quality teaching and learning	Changed legislation, creation and operation of doctoral schools at selected HEIs	2025-2027		