



INT VET DUAL
Introduction of Vocational Education and Training

Action plan for setting up a Danube Academy Pilot of Continuous Education of VET Teachers and Trainers in Slovakia with Involvement of Employers

**Within Erasmus +, KA3
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Introduction of Elements of DUAL VET in Slovak Republic**



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Introduction

VET teacher and trainer professional development is one of the strategic priorities of the Riga conclusions (2015). In 2015, ReferNet partners from the EU Member States, Iceland and Norway prepared these thematic perspectives, providing excellent snapshots of the situation of teaching and training professionals who work in initial VET, both in school and work-based settings, and including apprenticeship schemes.

There are four distinct categories of VET teachers and trainers across the countries:

- teachers of general and vocational theoretical subjects in VET schools/centres;
- teachers of practical subjects in school workshops or simulated learning environments;
- apprentice tutors (mentors) in companies;
- practical training instructors who accompany students during work-based learning parts of school-based programmes, taking place in companies.

The reports describe how the countries support initial and continuing professional development (CDP) of teachers and trainers, how they organise cooperation and partnerships between the worlds of education and of work, and national and EU-funded projects on the theme. They also address country-specific challenges, such as introduction of apprenticeship in the country, ageing teaching force, lack of teachers, and need for competences to deal with emerging issues or new requirements. **Country reports were published in 2016 in a uniform format Cedefop at:**

www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers

Evaluation of the current document the current state of education of teachers in vocational education is a **"Report on the implementation of quality in vocational education and training in response to the recommendation of the European reference framework for quality assurance in VET EQAVET."** The report comes at a time when Slovakia has made significant progress in the process of transformation of vocational education and training at secondary vocational schools (hereinafter "GMP"). The report noted the cyclical indicators EQAVET quality assurance and general description as set EQAVET Recommendation. One of the criteria as well as investments in education teaching staff, which is assessed at:

- a. the proportion of teaching staff participating in training activities;
- b. the level of investment.

For evaluating and assessing the fulfillment of this criterion in the Slovak Republic report assesses:

- a) share of teachers participating in further training;
- b) the amount of funds spent on this training.

The conclusions of the indicator reads: **"weaker points in quality assurance in the Slovak Republic are teachers, which offer continuing education programs for teachers of vocational subjects and teachers of vocational training is very weak. A just salary of teachers of vocational subjects and teachers of vocational training does not create sufficient incentives for professionals from practice to go teach at secondary vocational school "**. Unfortunately the report's conclusions contain a specific task or recommendations for education teaching staff in VET systems. The experience from the time when the act or sectoral training facilities. Methodological Centre for Vocational Training, however, could be helpful in addressing this deficiency.

Another document, which highlights the need for changes in the continuing education of teachers in vocational education, is a **"Report on the vocational education and training in Slovakia", which was presented in February 2016. It was made by the years 2014 to 2015**

OECD experts who have dealt with the system vocational education and training at secondary schools in Slovakia. The report assessed positively the high percentage of pupils enrolled in secondary vocational education of the total number of high school students in which we are among the top five countries in the OECD. The material on the other hand, notes that Slovakia is in education in enterprise environments minority of pupils, but these are already beginning to change after the introduction of the dual system of education. Underdeveloped in our country higher vocational education that OECD should pay more attention. **The weakness of our system is** the lack of information on graduates and their further professional application, as well as **insufficient practical experience in vocational teachers and masters in vocational education and limited opportunities to get them in the real environment.** The reports are available on the website:

www.oecd.org/education/oecd-reviews-of-school-resources-slovak-republic-2015-9789264247567-en.htm

www.oecd.org/education/a-skills-beyond-school-review-of-the-slovak-republic-9789264233348-en.htm

1. Analysis and position of VET teachers, trainers and instructors in Slovakia

a) The current legislative - VET teachers, trainers

Operating conditions for **teachers of vocational subjects and conditions of vocational teacher training and operating conditions of vocational training and preparation conditions of vocational education** is governed by Act no. 317/2009 Coll. of 24 June 2009 on the teaching staff and specialists and on amendments to certain laws.

To qualify for educational activities and to pursue professional activities is to acquire professional competence by completing the program of study or training program in the field of study required providing the **required level of education. The required level of education for teachers is at least a master's degree.**

A teacher who was educated completing the study program or educational program other than the desired field of study of the performance of educational activities complement the qualification requirements for the category and sub-category teaching staff getting an education in pedagogy, psychology and didactics subjects or didactic training (hereinafter as "pedagogical competence").

Education to supplement the educational qualification of teaching staff with a university education is provided by universities in supplementary pedagogical study.

The required level of education for teachers of vocational training is a university first degree and apprenticeship in the relevant field of study or a related course of study or complete secondary education and apprenticeship in the relevant field of study or a related course of study; in those fields in which apprenticeship is not exercised, the achievement of the required level of education and secondary vocational education in the relevant field of study or related fields and complement skills acquired education in pedagogy, psychology and didactics subjects or didactic training (the "pedagogical competence").

Education to supplement the educational qualification of teaching staff with secondary education completed by the higher and technical education ending with graduation exam provides vocational schools to the extent provided relevant training programs qualifying post-secondary

studies.

Preparation of VET teachers

Professional competence of vocational teachers receives university studies at the respective universities (for technical vocational training at technical universities). Acquire teaching skills in the context of supplementary pedagogical study.

As an example of some universities we offer:

Department of Technical Education at Slovak Technical University in Bratislava provides an additional study on the basis of accreditation granted MŠVVaŠ SR on 12. 9. 2014 on the performance of educational activities teaching vocational subjects:

- engineering and material and technological subjects.
- Chemical Technology and food items,
- construction and architectural items,
- electrical and IT subjects.

Faculty of Comenius University in Bratislava offers the following types of supplementary pedagogical study:

- Education to complete the qualifications for obtaining teaching skills for graduates in the fields of musical instruments and singing. The study is designed for graduates of non-teaching university studies II. degree in musical instruments and singing.
- Education to complete the qualifications for obtaining educational qualification of teachers for pedagogical and social academies. The study is designed for graduates of non-teaching a Master courses in social work.

Slovak University of Agriculture in Nitra currently has the following accredited programs DPŠ graduate engineering curricula valid until 31. 12. 2019

- the teaching carried teacher professional economic subjects
- the teaching carried teacher professional technical subjects
- the teaching carried teacher professional food items
- the teaching carried teacher professional agricultural items

The training staff provides the Methodological and pedagogical centre, which is in accordance with § 14 of Act no. 596/2003 Coll. on state administration in education and school self-government and on amending and supplementing certain acts as amended budget organization established MŠVVaŠ SR. MPC activity is focused on methodological guidance and continuing education of teachers and non-teaching staff. In this context, MPC provides the following activities:

- organizes and carries out continuous education of teaching and non-teaching staff of schools and school facilities
- provides professional and methodological activities in the field of continuing education teachers and other employees.

Preparation of trainers

They currently offer training programs for teachers of vocational training colleges and training institutes. Examples include:

Faculty of Comenius University in Bratislava offers the following types of supplementary pedagogical study:

- Education to complete the qualifications for obtaining teaching skills for teachers of vocational training. The study is designed for graduates I or II. Degree of university study.

Faculty of Natural Sciences of Matej Bel offers the following types of study:

- Bachelor's full-time and part-time study teaching practical training. The study is designed for graduates of secondary vocational schools. The study plan includes compulsory, elective and optional subjects that are focused on vocational schools not only in the technical field. It is about

student knowledge of the problems of pedagogical-psychological disciplines and didactics of vocational subjects and vocational training. As part of optional courses, the student has the opportunity to focus on those areas that are closest to him professionally and which correspond to its secondary vocational education (specialist). Successful completion of bachelor thesis defence and state examination of pedagogy, psychology and selected parts of didactic training and vocational subjects and graduate a bachelor's degree (Bc.). On the basis of educational attainment can work as a master of vocational training on the type secondary vocational school.

• Postgraduate part-time study Teaching technical vocational subjects. The study is designed for graduates SP Teaching practical training. The study plan includes compulsory, elective and optional subjects that are focused on vocational schools in the technical field. In the context of compulsory and compulsory optional subjects, the student has the opportunity to focus on those areas that are closest to him professionally and which correspond to its secondary vocational education (specialist). The master study is the attention given to selected areas - materials and technologies of metals, non-metals and wood, electrical, machinery and equipment. Successful completion of the thesis defence, the state examination at least one selected special subjects and didactics of vocational subjects, graduate obtained a master's degree (Mgr.). On the basis of educational attainment can graduate to work as a master of vocational training, respectively after meeting other criteria, as well as a teacher of vocational subjects in secondary vocational schools.

Dubnica Technology Institute in Dubnica offers teaching staff the opportunity to supplement your teaching skills for teaching in schools and educational establishments (adding qualifications) undergoing supplementary pedagogical study for masters in vocational training.

b) The current legislative - Instructor

The instructor operates from **April 1, 2015 in vocational education and training, that person** does not belong to teaching staff, **but operates in the preparation of students as part of practical training with an employer.**

The in-company trainer is a natural person under whose guidance the pupil pursues practical education and training at the employer's workplace or the workplace of practical training, provided that the in-company trainer

a) has a contractual employment relation with the employer or is the actual employer acting as a self-employed person,

b) has acquired at least the level of

1. secondary vocational education in the particular training branch or related training branch to that in which the pupil is trained,

2. complete secondary vocational education in the particular study branch or related study branch to that in which the pupil is trained, or

3. higher vocational education in the particular study branch or the related study branch to that in which the pupil is trained,

c) has practised the occupation or the professional activities for the minimum of 3 years within the extent of the educational standards prescribed for the relevant study branch or within the extent of the educational standards for the relevant training branch within which the pupil is trained,

d) holds a certificate or another proof of professional licence, if such professional licence is required, and

e) **has a certificate of completion of the in-company trainer training issued by the relevant professional/employer's organisation focused on**

1. safeguarding the pupil's rights and duties in the course of practical training,
2. the organisation of practical training,
3. the measures of health and safety at work during practical training,
4. the educational standards for practical training in the particular study branch or the particular training branch,
5. the frame teaching plan for the particular study branch or the frame teaching plan for the particular training branch, and the frame syllabi for vocational training, vocational practise and art practise in the particular study branch or the frame syllabi for vocational training, vocational practise and art practise in the particular training branch, if the in-company trainer gives instructions at the workplace of practical training, and
6. the scope of the in-company trainer's participation in the pupil's assessment and classification.

(2) A natural person acting as an in-company trainer for the first time without meeting the condition set in paragraph 1 e), must satisfy this condition within one year of the commencement of his/her activities connected to practical training of pupils.

Preparation of Instructors

The success of the introduction of the dual education system stands or falls on the preparedness of companies to cope with the task of training young people for their future careers. Key role in the process will play instructors and their professional preparedness. Who wants to educate young people, he needs a solid teaching skills.

Training and certificate on completion of training is within the scope of the professional or professional organizations that in addition to the legally stipulated requirements to adapt their conditions and needs.

As an example of how to approach education instructors may also serve experience of the instructors for the company in collaboration with WKO or SNOBK.

In Germany, within the framework of the instructors working for years been run and practice-tested concept of "Ausbildung der Ausbilder" (ADA), which provides uniform qualification standards according to the German Decree on eligibility trainers (AEVO). The demand for this concept by German companies abroad gave rise worldwide operational training facilities adapted to their local conditions "Ausbildung der Ausbilder International".

Under license from DIHK Bildungs SNOBK GmbH offers from 2015 companies in Slovakia this training course, adapted to Slovak conditions. The aim of the training is to provide basic labour pedagogical competencies. Future instructors will receive an overview of the legislative and legal basis of the instructor. To know the process of learning to plan properly, they need an overview of how the school system works. The key is knowledge and competence in pedagogy and didactics, preparation of curricula, pupil assessment.

Training is completed by a written test and a practical test where the future instructor demonstrates the acquired teaching skills. Graduates receive bilateral training certificate entitling to perform work under the Slovak instructor, as well as the German criteria. ADA International Training instructors are offering the quality and comparability at international level.

1.1. Continuous education in Slovakia

Continuous education as part of lifelong learning is an ongoing process of acquiring knowledge, skills and competences with a view to maintaining, restoring, improving, expanding and updating of professional competencies of teaching staff and specialists needed to conduct

educational activities and to pursue professional activities.

The provider can be:

- a) school or school facility under a special regulation
- b) College,
- c) an organization established by the Ministry or to ensure the fulfilment of tasks in the field of continuing education.
- d) educational organization of another central state administration body under a special regulation,
- e) church or religious society or other legal entity that is the subject of learning activities.

Types of continuing education are:

- a) adaptation training,
- b) update training,
- c) educational innovation,
- d) specialized education
- e) action learning

The training of staff provides Methodological and pedagogical centre, which is in accordance with § 14 of Act no. 596/2003 Coll. on state administration in education and school self-government and on amending and supplementing certain acts as amended budget organization established MŠVVaŠ SR. MPC activity is focused on methodological guidance and continuing education of teachers and non-teaching staff. In this context, MPC provides the following activities:

- organizes and carries out continuous education of teaching and non-teaching staff of schools and school facilities
- provides professional and methodological activities in the field of continuing education teachers and other employees.

Methodological and Pedagogical Centre (MPC) adoption of Act No. 317/2009 Z. z. can provide practical training teachers in collaboration with college education to complete qualifications in the field of education, psychology and methodology of training. The project "Modern education for knowledge-based policy" develops a methodological and pedagogical centre program of continuous education - qualification courses for teachers of vocational training to obtain a teaching qualification.

As a supplement to the MPC, the **State Institute of Vocational Education** is also authorized to provide continuing education for teachers of vocational subjects and masters, but due to lack of resources, can provide only vocational training ESF projects.

1.2. SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• the legislation governing the assumptions, the conditions of training and further training of teaching staff• teaching staff interested in lifelong learning	<ul style="list-style-type: none">• Lack of opportunities for skills upgrading in various fields of education,• insufficient links between the education and further training of teaching staff with employers,• inappropriate setting of credit

<ul style="list-style-type: none"> • the experience of sectoral activities or educational facilities, methodological training centres in the years 1985-1996 	<p>system.</p>
Opportunities	Threats
<ul style="list-style-type: none"> • Cooperation of institutions providing education and long life education for VET teachers and secondary vocational school trainers with employers. • Professionalization of employers structures in relation to the performance of tasks in the system of vocational education and training. 	<ul style="list-style-type: none"> • Isolation of the education system to labour market needs. • Financial security of Employers structures (membership optional)

Summary

Slovakia has a relatively well elaborated system of professional training for teachers and trainers of vocational training. The problems are educational activities ensuring greater expertise in relation to the field of education or vocational subjects of theoretical instruction and training. Such educational activities not offered accredited educational institutions and those offered by employers as part of their workers does not reflect the credit system.

The problem can also be considered excessive emphasis on educational attainment. This requirement is a serious problem, especially in the Champions training. It is worth attention Austrian model where, in the context of educational attainment is a possible career path without requiring an increase in the level of education and completion of a master test can be achieved qualifications suitable for the performance of the master training. Thus achieved qualification level corresponds to a degree that reaches undergraduate level.

Currently, there are no systemic security solutions raising the skills of teachers and trainers of vocational training.

For instructors, the process of their education is set by means of employers ensure that the conditions for their training.

2. The experience of the Continuous professional development (CPD) of VET teachers, trainers and instructors abroad

The vocational education and training in EU countries is not uniform and therefore vary the operating conditions for teaching specialized subjects, practical training teachers and instructors, and not their existence and inclusion in the structure of education in this sense as they know the law and school system Slovakia Republic. Here are two examples of countries that have inspired to create the conditions and legislative amendments to implement a dual system of education in vocational education and training in Slovakia.

Austria

Professional status the graduates of Vocational Schools and Technical Colleges:

The graduates of the Bachelor study course are awarded the degree of Bachelor of Education and have the following qualifications: the teaching qualification to teach specialised subjects in secondary education in the dual education system, for example: engineering and industry and the proficiency to accomplish an optional Master Study course in a chosen subject.

There are the future-orientated Bachelor Study Course for teaching specialised subjects in secondary education in the dual education system, for example: engineering and industry, is suitable for people who: like working with pupils and young adults, want to acquire pedagogical skills for teaching in a vocational school or for teaching at a (BHMS) vet school or college, would like to educate young adults in the specialised subject.

Admission requirements are:

- general university requirements,
- minimum of three year's work experience in the specialised field or completion of a course in a higher educational institute, training or master craftsman's examination, or a university degree or college of higher education which is of the same merit. (see § 3 Abs. 2 Z 1 to 7 HZV),
- current employment as a teacher, according to the regulations of BDGH for teaching subjects at a vocational school or (BHMS) vet school or college,
- assigned by the relevant education authority,
- the qualification to teach at other educational institutes offering adult education.

92.1% of apprenticeship graduates in 2014 were either employed or economically active in line with their qualification – i.e. at least at the skills level corresponding with their previous IVET pathway.

Conclusions for the company-based VET sector in Austria

Although the overwhelming part of apprenticeship training is held in companies and IVET trainers need to take on the role of trainers, mentors, educators and superiors towards their apprentices, the legal requirements for basic qualifications are very low and no requirements are made on their CET.

Two reasons are mentioned for this situation: on the one hand, because the task of IVET trainer should be as easily accessible as possible and open to as many people as possible, on the other hand, because apprenticeship training is most often provided by IVET trainers in addition to their activity as skilled workers. This means for company-based training, much more so than for school-based training, that the level of professionalization, especially regarding the pedagogical element, is fairly low.

Apprenticeship training is considered a self-organising process, the quality of training is seen as being sufficiently ensured by the given standards (declaration, job profile, activity description), by the training companies' own interests in well-qualified staff, and by apprenticeship-leave exams. It is true that Austrian apprentices frequently achieve good results in international competitions. But there are also indications of problems connected with quality such as failed

apprenticeship-leave exams, non-appearance at the exam (despite the fact that the training period was completed) and apprenticeship graduates who have difficulties becoming established on the labour market (cf. Lassnigg/Laimer 2013, Dornmayr/Löffler 2014).

More information on:

https://cumulus.cedefop.europa.eu/files/vetelib/2016/ReferNet_AT_TT.pdf

Germany

Trainers in companies and teachers at vocational schools are the backbone of VET in Germany. They work in partnership at the interface between the educational sector and the labour market and assume joint responsibility in training tomorrow's skilled professionals. They are thus a key factor in the quality and attractiveness of VET. The standards set for the initial and further training of trainers and for the university education of vocational school teachers are essential elements of quality assurance. The possible fields of activity of the training staff have significantly expanded and become more attractive due to the close interlinking of IVET and CVET.

Diverse paths of professional development are established by opportunities for specialisation and the possibility of university access with all its offers. Not only subject-specific aspects of the respective occupation but also pedagogical aspects must be learned and put into practice by the training personnel. Trainers and teachers are therefore not just imparters of knowledge in a professional and vocational perspective and with an educational policy assignment but also act as general educators. They accompany the young people on their path into a profession and pave the way to a self-determined life as an empowered and mature citizen.

The demands on the training staff, however, are constantly changing, for example due to the media habits or the changing expectations of the young people and society as a whole. Teaching and learning methods must be adapted to meet these challenges. It is no longer possible for trainers or teachers to just stick to the knowledge once acquired. Instead it becomes an individual process of lifelong learning that starts with the decision to participate in the training of young people.

More information:

https://cumulus.cedefop.europa.eu/files/vetelib/2016/ReferNet_DE_TT.pdf

3. Pilot of Continuous Education of VET teachers and trainers with involvement of employers in Slovakia

Based on the analysis of the current state of the Slovak Republic, comparison of the conditions for further education of VET teachers in the EU, but mainly based on the comments that were raised during the discussions on this subject of the meetings of the Ministry of Education, Science, Research and Sport of the Slovak Republic and representatives of secondary vocational schools founders, district offices at the county, directors of secondary vocational schools involved in the system of dual education and employers' representatives, which took place from September to December 2016 and based on documentation of VET coordination bodies, other operators and stakeholders, was created the following draft of further education of pedagogical staff with the involvement of employers.

Continuous education provided by employers will share the educational programs and internships. Content of training programs and internships will be able to create the employer to the demands of the labour market will focus primarily on obtaining information about innovations in production processes, new educational media and new methods of vocational education and training. Their main objective is to upgrade and update the expertise of pedagogical staff.

When designing training programs for staff will be the starting model curricula and model curricula discussed by the Council for Vocational Education and Training and approved MŠVVaŠ SR in addition to the SEP. Specifically, the content focus will result from the proposals of employers and the needs of the teaching staff. Part of each training activity will be practical demonstrations through a learning hours or model "Sample learning day".

The flexibility of the system would be preferable if training programs and internships are not accredited, but this should now face resistance from teaching staff who require accredited training programs from which to obtain credit and the subsequent increase in salary. The credit system does not create conditions for raising the level of education of teachers it would be appropriate to find another way to upgrade and update the professional skills of the teaching staff and also to provide them with career and salary advancement.

At the beginning of the transformation of continuous education of VET teachers and trainers - pedagogical staff (PS) to be resolved as follows:

1. untie the continuing education of the only accredited training programs,
2. create a new accreditation / certification committee composed of 31 experts from professional and professional organizations representing groups of vocational training (Professional organisations)
3. define precisely the conditions, criteria for allocating credits / benefits for the successful completion of education and in non-accredited provider of continuing education,
4. plan for education of pedagogical staff particularly useful for obtaining specific skills
5. enshrine in legislation the **possibility for employers** to some aspects of further education:
 - through training programs
 - through internships
 - developing training programs for pedagogical staff
 - creating internships for pedagogical staff
 - acting as a guarantor of educational programs and internships
 - acting as an assessor in the accreditation
 - acting as teacher training
 - financing education or part,
6. enshrine in legislation **the employer's obligation in dual education** to provide a certain part of further education:
 - through training programs
 - through internships
 - developing training programs for pedagogical staff
 - creating internships for pedagogical staff
 - acting as a guarantor of educational programs and internships
 - acting as an assessor in the accreditation
 - acting as teacher training
 - financing education or part,

7. to define in legislative for teachers conditions of further education at the employer:
 - determine what type of training programs and internships pedagogical staff can and must complete
 - determination of the frequency options or obligations graduation education
 - time limits space for further education
 - determine the number of days, weeks or months learning
 - granting credits or other benefits for women's learning needs
 - demonstrate the foreground / skills practical demonstration
8. to define in legislative conditions of further education for schools:
 - incorporated into further education and internships to contract of dual education
 - give the head teacher legal instruments to maintain a teacher at school for example make participation in further education teaching responsibilities remain a certain period at the school, respectively. when leave school to reimburse the cost of this training
 - the director of the secondary vocational school will be allowed to accept as teachers of vocational subjects the teachers from nonpedagogical staff in the interim period until a sufficient amount of pedagogical staff would be trained by employers

3.1. The way of implementation to existing structures of VET

Although the provision of continuing education programs for teaching staff is also open to non-governmental organizations in the market of educational services is still dominated by **public organizations MPC, ŠIOV and NÚCŽV, the three institutions directly controlled MŠVVŠ which have only limited opportunities to enrich the market due to lack of funds and specialists cover various fields of vocational training.**

In view of this, the basis for proposals training staff become knowledge from Germany, where this activity is provided by the Academy of further education and experience in preparing teaching staff of vocational education in Slovakia from 1993 to 1995.

In the Slovak Republic we consider as usefulness to use existing networks of **Centres of vocational education and training (CVETs).**

Implementation into existing centres of vocational education and training (CVETs) and change them to Lifelong Learning centres would really help.

CVETs are based on existing secondary vocational school, which had been chosen by Professional organisations, self-government regions and employers because of its uniqueness. There are more than 40 functional CVETs in Slovakia which concentrate professional education and training for various industry sectors, not all of them are on the same quality level. It will be necessary to differentiate between them and find the best. We could ensure that CVETs in the future will be able to respond flexibly to the needs of the labour market in the context of lifelong learning. This is the main motive of optimizing secondary schools in each autonomous region of Slovakia.

Lifelong learning has a high priority in Slovakia these days, as well as in European Union, so to start the process we need to analyse the form and extent of the full involvement of secondary vocational education in the LLL system by CVETs. It will help that schools could work together

more effectively with employers to support the restoration project on vocational education and training and focus the learning process in different fields to CVETs. During the transition process vocational school should be the bearer of vocational education and training according to labour market needs and not just formal but also informal education.

There are another educational centres for example employer training centres and training departments, which carry on further education these days and can act as supportive educational centres.

Secondary vocational schools currently have unused capacity. Employees complain of low salaries and therefore seek other sources of income outside of school. Use of existing CVETs as well as lifelong learning centres and the creation of on the basis of the needs of employers, would be an excellent opportunity for some vocational schools to recoup their lost credit and for other would finally create a competitive environment that lifted their quality.

These centres meet their technology with the latest requirements of employers, because they were created based on their needs. The quality of education would be increased by the fact that the educational staff who would be involved in teaching pupils in full-time study followed the teaching unemployed people would collect feedback on what is really essential to the practice.

CVETs could become the next period of qualifying centres which could take place qualifying exam to obtain certification in accordance with the standards.

The next important step is the establishment of institution that ensure the involvement of employers in the whole educational process.

After the experience of EU countries, **it should be a state-funded, directly managed organization of the Ministry of Education, Science, Research and Sport of the Slovak Republic focused** on supporting vocational education and training / education in the dual system of VET.

In the event that it would be financially and staffing support for **ŠIOV – State institute of vocational education, could have become The Danube Academy, which will be able to carry out further training of VET teacher and trainers.**

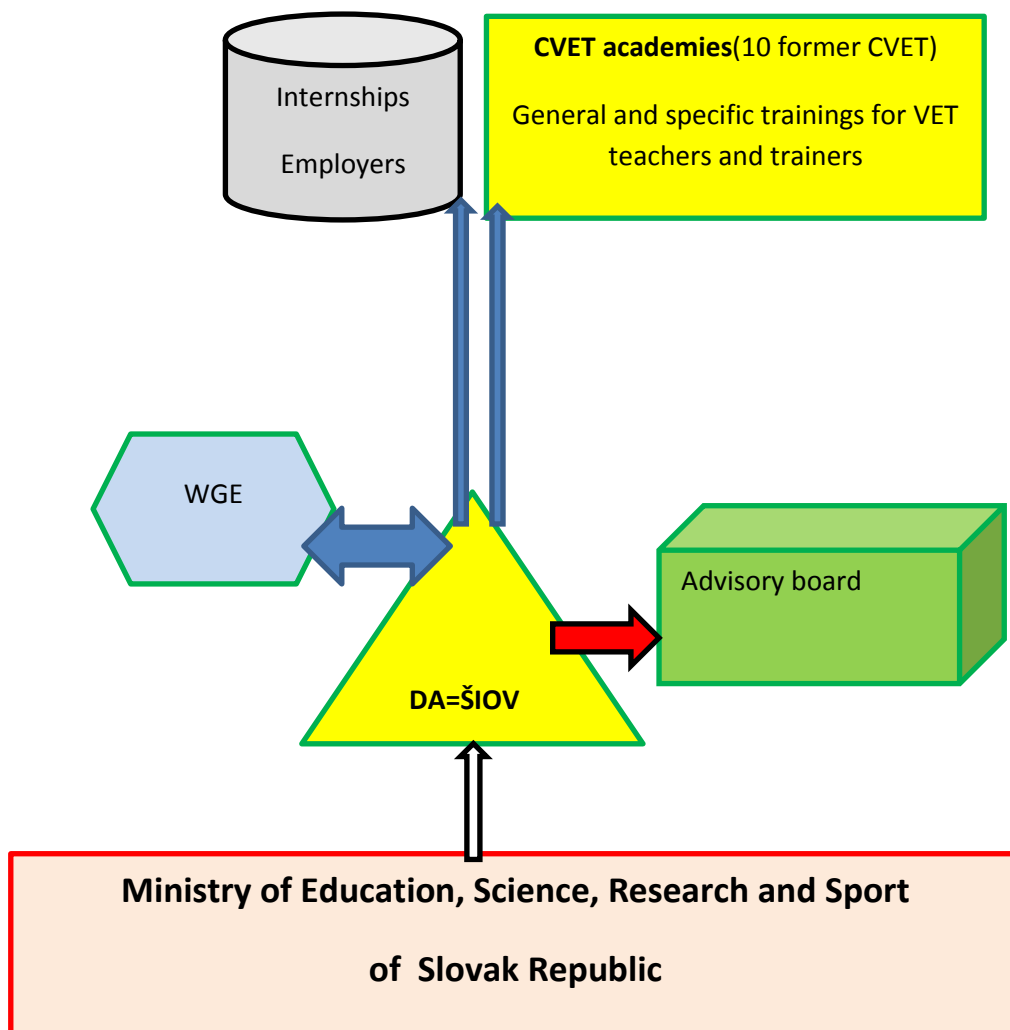
If do not, we need to create a new organization (**Danube Academy** for further education) whose functions within Slovakia **will be to carry out further training of VET teachers and trainers of vocational training.**

DA - Danube Academy

It is a state-funded, directly managed organization of the Ministry of Education, Science, Research and Sport of the Slovak Republic focused on supporting vocational education and training / education in the dual system of VET. Its operation is based on close cooperation with professional and occupational organizations, secondary vocational schools, employers and other stakeholders who are interested in developing further training of target groups through formal and informal education.

1. Target groups: VET teachers and trainers

2. Structure:



- **Ministry of Education, Science, Research and Sport of the Slovak Republic** manages and finances the organization and has supervision on the content of continuing education.
- **WGE - Working group of experts** is composed of 31 experts from employer organizations representing the fields of studies (Unions and Associations who are responsible for content of further education (courses, programs, internships) according to the needs of employers, universities and teachers.

- **Advisory Board** is responsible for strategy of further education and is made up of representatives from different ministries, chambers and associations.
- **CVET Academies - Centres of Vocational Education and Training** are former CVET(secondary vocational schools) to be determined by employer organizations the best ones (in terms of quality, equipment, supplies in the region,) can also be two of the same fields of studies, but in the future be reckoned with only one in Slovakia with a view to specialization of schools. They are the places where the further education will be provided for target groups.
- **ŠIOV – State institute of vocational education** provides consulting services in the field of further education of target groups following content of state curricula for students on secondary vocational schools.

3. Its main tasks are:

- provide the further education for VET teachers and trainers of vocational training,
- create a database of educational programs and internships,
- create a database of three groups of lecturer: experts from secondary vocational schools (teachers, masters, instructors), experts in the field of science and research (experts from universities), experts from industry, agriculture, trade and services (from companies, organizations, self-employed),
- manage COVET Academies in Slovakia,
- act as a first contact institution of communication and marketing in the Danube region in Slovakia in VET / system of dual education,
- organize exchanges of good practice in VET / system of dual education in the Danube region,
- develop VET with maximum support of system of dual education,
- create strategy for promoting the VET / system of dual education nationwide,
- be a consultative centre for employers in VET / system of dual education,
- be the competence centre for VET / system of dual education for students, parents, primary schools, secondary schools,
- cooperate in VET / system of dual education with universities.

4. Its other tasks include:

- in cooperation with ŠIOV, professional and occupational organizations, secondary vocational schools, employers and other stakeholders, to create courses, internship programs and continuing education of VET teachers and trainers of vocational training,
- create a database of courses, programs and internships,
- create a database of trainers,
- inform the target groups about education,
- provide free education to target groups except for internships to be paid by the employer,
- encourage lifelong learning activities by target groups

Conclusion

Implementation of dual education in vocational education and training joined in 2016 to the second school year of its existence, in which all interested stakeholders in Slovakia and also the structure of VET in the European Union expect that the planned changes in our school system will move forward, and therefore **Ministry of Education, Science, Research and Sport of the Slovak Republic in response to European documents, Agenda 2030** and the current program of the government with regard to the involvement of employers in training of VET teachers and trainers **plans in 2017:**

- **meetings with the Ministry of Economy and the Ministry of Finance for the creation the Danube Academy as a centre of further education for VET teachers and trainers at the State Institute of Vocational Education,**
- **negotiate proposals in relation to the involvement of employers in further training of VET teachers and trainers,**
- **arrange legislative conditions for the establishment of a new accreditation centre,**
- **find out level of changes needed for transformation of some CVET to the real centres of further education for VET teachers and trainers.**