



Fostering Sustainable Labour Market Integration of Third-Country Nationals: Skills Matching Policies and Instruments – Contribution of the Slovak Republic

EMN Slovak Republic Study – Questionnaire
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This study was prepared within the European Migration Network (EMN), which provides up-to-date, objective, reliable, and comparable information on migration and asylum to support policymaking in the European Union (EU) and EMN Member States. The EMN is funded by the EU and the Ministry of Interior of the Slovak Republic (MI).

EMN activities are focused on topics related to migration of third-country nationals. The activities are implemented through National Contact Points for EMN Member States (EU Member States except Denmark) and EMN Observer States (Norway, Georgia, the Republic of Moldova, Ukraine, Montenegro, Armenia, Serbia, North Macedonia and Albania) in coordination with the European Commission (EC), specifically the Directorate-General for Migration and Home Affairs (DG HOME).

The study was elaborated by the International Organization for Migration (IOM) Bratislava as the coordinator of the EMN National Contact Point for the Slovak Republic (EMN Slovakia). EMN Slovakia comprises the Ministry of Interior of the Slovak Republic (Bureau of Border and Foreign Police of the Police Force Presidium, Migration Office, Department of Foreign and European Affairs of the Office of the Minister of Interior), the Ministry of Labour, Social Affairs and Family of the Slovak Republic (Department of International Relations and European Affairs), the Statistical Office of the Slovak Republic (Section of Social Statistics and Demography) and the IOM.

This study conducted in a questionnaire form was produced with the financial assistance of the EU. The views expressed herein can in no way be taken to reflect the official opinion of the EU. Equally, the opinions presented herein do not necessarily represent the opinions of the Government of the Slovak Republic or of the IOM.

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Except for the questionnaire specification, the text of the study is an unofficial translation prepared by IOM Slovakia as the coordinator of the EMN National Contact Point for the Slovak Republic provided for reference only. In the event of any ambiguity about the meaning of certain translated terms or of any discrepancy between the Slovak version and the translation, the Slovak version shall prevail. Users are advised to consult the original Slovak language version of the study.

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PREFACE

The aim of the EMN study *Fostering Sustainable Labour Market Integration of Third-Country Nationals: Skills Matching Policies and Instruments* is to contribute insights into effective policies and measures which support skills matching and address both horizontal and vertical mismatch between the skills in demand and those offered by migrants from non-EU/EEA countries in European countries.¹ Specifically, the study aims to:

- provide an overview of how migrants from non-EU/EEA countries are affected by skills mismatches in European countries;
- identify the root causes of the mismatch between the skills in demand and those offered in different migrant groups;
- examine the policies and tools that countries use to address the mismatch and promote skills alignment, and to provide an overview of the responsible actors;
- identify challenges that hinder the effective resolution of the skills mismatch and gain insights into how to overcome these challenges, drawing on collected best practices and initiatives.

The study, which describes the situation as of June 2025, combines descriptive analysis with the identification of barriers and opportunities based on available data and expert inputs. The questionnaire is based on data from the Ministry of Labour, Social Affairs and Family of the Slovak Republic, the Central Office of Labour, Social Affairs and Family of the Slovak Republic, the Ministry of Education, Science, Research and Youth of the Slovak Republic, the State Institute of Vocational Education and Training (ŠIOV), the Migration Office of the Ministry of Interior of the Slovak Republic, and IOM Slovakia, as well as other secondary sources (OECD statistics provided for the purposes of drafting of this text, policy and strategic documents, legislation, publications and media monitoring). The availability of statistical data on the skills of third-country nationals is limited, which affected the scope of the quantitative analysis. Some information is based on qualitative estimates and expert opinions.

In the questionnaire, terms *foreigner* and *migrant* are used as synonyms for persons who are not citizens of the Slovak Republic. The term *third-country national* is used to refer to a foreigner/migrant who is not a national of any EU or EEA Member State. The study further uses the following definitions from the EMN and international organizations: *skills* are understood as a combination of knowledge, abilities and competencies necessary to perform work tasks, and *skills mismatch* refers to a situation where an individual's skills do not match the requirements of a job. Skills mismatch can be vertical (overqualification) or horizontal (working outside one's field of qualification).

Based on national studies from EMN member and observer states, the European Commission prepares a summary report outlining the main findings. This questionnaire-based national study for the Slovak Republic, as well as the summary report, are available on the EMN Slovakia website www.emn.sk.

¹ EMN Member States (EU Member States except Denmark) and EMN Observer States (Norway, Georgia, the Republic of Moldova, Ukraine, Montenegro, Armenia, Serbia, North Macedonia and Albania).

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LIST OF ABBREVIATIONS

BoTPs – beneficiaries of temporary protection

Coll. – Collection of Laws of the Slovak Republic

EEA – European Economic Area

EMN – European Migration Network

EU – European Union

EU-LFS – European Union Labour Force Survey

Eurostat – Statistical Office of the European Union

GDP – gross domestic product

IOM – International Organization for Migration

MESRY SR – Ministry of Education, Science, Research and Youth of the Slovak Republic

MIC – IOM Slovakia's Migration Information Centre

NEET – Not in Education, Employment or Training

OECD – Organisation for Economic Co-operation and Development

PIAAC – Programme for the International Assessment of Adult Competencies

SCA – Sector Councils Alliance

SK – Slovak Republic

ŠIOV – State Institute of Vocational Education and Training

TCN(s) – third country national(s)

Offices(s) of Labour – Office(s) of Labour, Social Affairs and Family of the Slovak Republic

VET – Vocational Education and Training

SUMMARY

This questionnaire was prepared as the Slovak Republic's contribution to a European Migration Network (EMN) study on policies and tools for aligning the skills of third-country nationals² with labour market needs as of June 2025. In the context of a deepening labour shortage, labour turnover and dynamic changes in the labour market, the effective utilization of migrants' skills is key to sustainable integration and economic growth. The study analyses the scope of the mismatch between skills that are offered and those that are in demand, identifies causes of this mismatch and examines existing policies, tools, as well as challenges, best practices, and lessons learned. The aim is to provide policymakers with insights for strategic decision-making and to support measures to improve the utilization of migrants' professional potential in Slovakia.

The analysis shows that the mismatch between the migrants' skills offered and those in demand in Slovakia is relatively significant, particularly as the vertical mismatch (overqualification) and, to some extent, horizontal mismatch (employment outside one's field of qualification). Migrants from non-EU/EEA countries, including beneficiaries of temporary protection and beneficiaries of international protection, often work in jobs below their respective level of education and skills. This phenomenon is more pronounced among women and older migrants.

The main reasons for the mismatch include language barriers, lengthy qualification recognition processes, differences in education systems, limited information about the labour market, discrimination and lack of affordable housing. Low foreign language proficiency among the Slovak population is another significant factor, as it increases the pressure on migrants to learn the Slovak language (while, at the same time, not all migrants in the Slovak Republic are proficient in some foreign language).

During the surveyed period (as of June 2025), relevant policies and tools in the Slovak Republic tended to rely on projects rather than on comprehensive strategies. There were initiatives focused on language education, re-skilling, individual guidance and support for employers in integrating foreigners, but a unified platform allowing for identification and recognition of migrants' skills, a central website offering career guidance and systemic measures for skills alignment have been missing.

Among the challenges were the absence of a national strategy, a lack of data, complicated coordination of integration policies and a limited offer of affordable language courses.

Best practices are yet to be identified, but key findings so far include the need for intersectoral cooperation, streamlining of administrative processes, intensive language education and the development of mentoring and community-based activities.

Preparation of the EMN study *Fostering Sustainable Labour Market Integration of Third-Country Nationals: Skills Matching Policies and Instruments* was selected by the EMN Steering Committee as part of the 2025 work programme. The study is prepared by participating EMN member and observer states based on a common specification – the questions listed in the following section. Based on the national studies, the European Commission prepares a joint summary report with key findings.

² The study focuses on the following groups: migrant workers from non-EU/EEA countries, migrants from non-EU/EEA countries arriving for the purpose of family reunification, beneficiaries of international protection (asylum and subsidiary protection) and beneficiaries of temporary protection (BoTPs).

SECTION 1: STATISTICAL OVERVIEW OF SKILLS (MIS-)MATCH PHENOMENON

This section provides an overview of the latest available statistical data on skills mismatch (Eurostat, EU-LFS and PIAAC).

The data, which was only available to a limited extent for the SR³, suggest the following situation in the country:

In the Slovak Republic, migrants – especially those from non-EU/EEA countries – often work in jobs below their qualification/education level. The overqualification rate among the people born in Slovakia is 22.5%, but in case of highly-qualified migrants born abroad, one in three women and nearly one in five men are not working. Migrants report higher overqualification rates than local residents (3% higher), which means that their skills are underutilized in the workplace. The barriers include language proficiency levels, qualifications recognition, and career advancement.

Differences between males and females can be seen in the following areas: males are more likely to perform lower-skilled jobs while females face higher unemployment rates.

SECTION 2: DRIVERS OF SKILLS MISMATCH

1. Based on available literature and expert opinions, what are migrant-specific drivers for skills mismatches, i.e. drivers related to the migrant populations in your country?⁴ For example, migrants' awareness prior to arrival in Slovakia, insufficient qualifications, recognition of qualifications, age, language barriers, cooperation and information sharing among government agencies, and communication with migrants.

Driver	Applicable (Yes/No)	Explanation (including information on source)
Country of origin related drivers (e.g. lack of documentation of qualifications)	Yes	This may concern, primarily, beneficiaries of international protection who were unable to complete their formal education or who cannot access their documents.⁵ This is confirmed, inter alia, by practical experience with the integration of beneficiaries of international protection.⁶ Third-country nationals (TCN) who have been granted temporary protection (citizens of Ukraine), international protection or who have applied for international protection often cannot document their education or professional qualification due to the lack of documents. Many beneficiaries of international protection do not have formal education from their country of origin but many have years of experience in a particular field; hence they can have abilities and skills that are necessary to perform a similar occupation in Slovakia, which they are also unable to demonstrate with the required documents. Procedure for assessing and verifying educational attainment in the case of beneficiaries of international protection, who cannot submit a document of education that would demonstrate completed education required to perform a profession in their country of origin, is regulated by the Act No. 422/2015 Coll. on the recognition of educational documents and on the recognition of professional qualifications and on amendments and supplements to certain acts (falling under the jurisdiction of MESRY SR).⁷ One of the reasons for the lack of relevant documents among foreigners who were forced to leave Ukraine due to the military conflict there may be

³ Data from the OECD and ICF provided to the EMN for the purposes of this study.

⁴ This question addresses drivers for skills mismatches that are specifically related to certain features of migrants.

⁵ International Organization for Migration (IOM) Slovakia.

⁶ Migration Office of the Ministry of Interior of the Slovak Republic.

⁷ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

		the fact that forcibly displaced persons often leave their homes in a hurry and cannot prepare adequately for their departure. Thus, they have no opportunity to assess their language or professional skills beforehand and they often lack the necessary certificates and documents of qualification. This also applies to other countries where there are military conflicts. Due to Ukraine's proximity and the larger sample of people to whom this cause applies in this context, the context of Ukrainian citizens who have fled the war is highlighted.^{8,9}
Disparities in education system between country of origin and receiving country (e.g. strong vocational focus in receiving countries not present in countries of origin)	Yes	The education systems in the countries of origin and in the Slovak Republic vary significantly, in particular in terms of vocational training.¹⁰ For example, the Ukrainian and Slovak higher education systems are formally based on the same principles of the Bologna Process, but in practice several significant differences exist between them. The most obvious difference concerns the actual structure of the studies: in Ukraine, duration of the bachelor's degree studies is typically four years, while in Slovakia the standard duration of a bachelor's program is three years. The subsequent master's program is slightly shorter in Ukraine (1 to 1.5 years), while in Slovakia it typically takes two years. Moreover, Ukraine retains an intermediate level known as the "Certificate of (Vocational Secondary) Education: <i>Diplom mladšoho specialista (Junior Specialist Diploma)</i>" for which there is no direct equivalent in the Slovak system.¹¹ From the perspective of the Department of Secondary Education at MESRY SR, differences between the educational systems of the country of origin and of the Slovak Republic are among the important factors that may indirectly contribute to a mismatch between the migrants' skills offered and those in demand. In case of students who are third-country nationals these differences are particularly evident in: • placement of the students in the appropriate grade and type of school (comprehensive secondary school vs. vocational secondary school), • assessment of the content and level of education attained, • transition between general and vocational education. Differences also concern, inter alia, the length of compulsory schooling, the proportion of practical instruction in vocational education and qualification outcomes (certificates, apprenticeship certificates) in migrants' countries of origin, which can complicate clear matching of the migrant's prior education to Slovak qualifications at the International Standard Classification of Education (ISCED) 3 level and may affect graduates' future employability in the labour market.¹² In particular, differences are evident in certain study fields, such as psychology, where qualification requirements differ between Ukraine as the country of origin and the Slovak Republic. The same applies to medical

⁸ https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/analyticke-komentare/komentare_2023/veselkova_habel_2023_pracovnym_migrantom_z_ua_sa_na_sk_dari_lepsie_ako_odiden_com.pdf, p. 6, consulted on 21 October 2025.

⁹ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic.

¹⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic, <https://employment.gov.sk/sk/informacie-cudzincov/vzdelavanie-cudzincov/profesijne-uznavanie-dokladov-vzdelani-odbornych-kvalifikacii.html>, consulted on 21 October 2025.

¹¹ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic, https://www.minedu.sk/data/files/11251_podklady_sudv_vzdelavaci_system-vs_ua_060522.pdf, consulted on 21 October 2025.

¹² Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic.

		study fields, especially concerning nurses (14 June 2023) ¹³ and paediatricians (21 March 2023). ^{14,15}
Disparities in skill requirements for specific professions between country of origin and receiving country	Yes	In case of beneficiaries of international protection, it is often challenging to match their work skills and experience they acquired in their country of origin within the Slovak labour market conditions.¹⁶ The competencies and skills of beneficiaries of international protection often do not meet the requirements, needs, and expectations of employers. This particularly applies with regard to their insufficient computer skills or incomplete or missing education. Some professions are regulated differently, require specific certificates¹⁷ as well as communication with employers. In the Slovak Republic, compliance with qualification requirements established by specific regulations is required for the performance of regulated professions. For example, in healthcare and education nostrification, language exams, etc. are required.¹⁸ The Regulated Professions Database is administered by MESRY SR.¹⁹ Differences in skill requirements between Ukraine and Slovakia as a receiving country are particularly visible in the fact that upon their arrival in the Slovak Republic forcibly displaced persons from Ukraine often perform work that does not require their level of qualification. The analysis shows that, in their first job in the Slovak Republic, as many as 46.2% of them worked in positions that required lower qualifications than they had acquired, which also represents a significant degree of overqualification among them. This mismatch suggests that their skills acquired in the country of origin are not fully utilized in the Slovak environment. Significant differences are also evident in the structure of employment. Many of these migrants, including those who have completed secondary or higher education, are concentrated in elementary and low-skilled occupations. For example, 27.4% of people with secondary education and as many as 7.8% of those with a university degree worked in International Standard Classification of Occupations (ISCO) 9 jobs, for which very low requirements for professional skills are typical. Differences in skill requirements are also related to the fact that qualifications obtained in Ukraine do not always serve as a clear indicator of productivity for Slovak employers. Education and professional experience gained outside of the Slovak Republic are often less understandable or less credible, which reduces employers' willingness to hire forcibly displaced persons from Ukraine for positions that better correspond to their level of expertise.²⁰ Reportedly, it was due to differences in skills in medical fields that in 2023 a separate recognition process was established for nurses (14 June 2023)²¹ and paediatricians (21 March 2023).²² Prior to 2023, it was not possible to recognize professional qualifications of paediatricians and nurses who had earned their BA degree in Ukraine could only work as assistant nurses.²³

¹³ <https://www.health.gov.sk/Clanok?mzsr-sestry-ukrajinske-vzdelanie-uznanie>, consulted on 22 October 2025.

¹⁴ <https://www.health.gov.sk/Clanok?pediatri-vzdelanie-uznavanie-zjednodusenie>, consulted on 22 October 2025.

¹⁵ IOM Slovakia.

¹⁶ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁷ <https://employment.gov.sk/sk/informacie-cudzincov/vzdelavanie-cudzincov/profesijne-uznavanie-dokladov-vzdelani-odbornych-kvalifikacii.html>, consulted on 22 October 2025.

¹⁸ <https://employment.gov.sk/sk/informacie-cudzincov/vzdelavanie-cudzincov/profesijne-uznavanie-dokladov-vzdelani-odbornych-kvalifikacii.html>, consulted on 22 October 2025.

¹⁹ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

²⁰ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic, https://www.employment.gov.sk/files/isp-dokumenty/veselkova-habel_2023_ukrainian_refugees_final.pdf, consulted on 22 October 2025.

²¹ <https://www.health.gov.sk/Clanok?mzsr-sestry-ukrajinske-vzdelanie-uznanie>, consulted on 22 October 2025.

²² <https://www.health.gov.sk/Clanok?pediatri-vzdelanie-uznavanie-zjednodusenie>, consulted on 22 October 2025.

²³ IOM Slovakia.

		In the field of secondary vocational education, differences in skill requirements for specific occupations manifest themselves in the following ways: - occupational profiles and qualification standards in migrants' countries of origin are often not aligned with the National Qualifications Framework and the system of state education programmes in the Slovak Republic, - practical skills are acquired under different technological conditions (different standards, equipment, and technological procedures). From the secondary vocational schools' perspective, this means that students who are migrants entering vocational education in Slovakia may have prior experience that is partially relevant but more difficult to assess, which subsequently requires an individualized approach on the schools' side (entry-level skills assessment, supplementary practical training or individual education plans). These differences may in future contribute to a mismatch between what a graduate formally declares through their qualification and the actual expectations of employers.²⁴ Recognition of previous education/qualifications Regional school administration authorities and individual schools decide on a student's placement in a grade based on the documents from abroad. In secondary education, the recognition of migrants' prior education is addressed primarily in the following cases: - placement of the students from third countries in the appropriate grade/year of study, - assessment of the equivalence of lower secondary education (prerequisite for admission to (upper) secondary school), - recognition of exams and grades from the previous school. From the perspective of the Department of Secondary Education, the process has been formally established (decisions made by the relevant education authorities), but in practice the following problems may occur: - incomplete or missing documentation (especially in case of beneficiaries of international protection and beneficiaries of temporary protection), - different curricula and content of school subjects/courses, - language barriers in assessing the content of school reports. These factors can lead to students having to repeat parts of their studies or being placed at a lower level than their actual skills warrant for, which is one of the forms of vertical mismatch.²⁵
Extent of regulated professions in country of origin – as opposed to receiving country – (i.e. regulations for the practice of	Yes	Countries have mostly varied extents of regulated professions or, at the very least, different procedures for the recognition of regulated professions.²⁶ Professions in which professional qualifications can only be recognized for EU citizens (e.g. architect, landscape architect, urban planner, civil engineer, inspection engineer, chief construction manager, and construction supervisor for designated structures) are subject to additional regulation, which means that MESRY SR may recognize education in these

²⁴ Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic.

²⁵ Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic.

²⁶ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic.

certain professions)		fields, but the recognition of professional qualifications falls under the jurisdiction of the Slovak Chamber of Civil Engineers, where applicants have to pass an authorization exam, for which EU citizenship is required under the Act No. 138/1992 Coll. ²⁷
Age-related drivers (that in combination with migrant status interact on skills mismatch, e.g. age at time of arrival could impact skills mismatch, since younger migrants tend to have less difficulties in learning the language of the receiving country- see below)	Yes	A migrant's age upon arrival in the receiving country is a significant factor influencing the mismatch between their skills and labour market demands. Younger migrants tend to be able to adapt more quickly, learn the language of the receiving country more easily and acquire new job skills with greater flexibility, which helps them to find employment in line with their qualifications. On the other hand, older migrants often face greater obstacles as adaptation to a new environment and mastering a foreign language are more challenging for them, which means they tend to work more in positions with lower requirements that do not fully utilize their education and previous professional experience.²⁸ The age barrier is also relevant in case of beneficiaries of international protection.²⁹ According to the IOM Migration Information Centre, age is particularly evident in migrants' language proficiency (both Slovak and English). It is also reflected in the migrant's motivation to participate in educational and re-skilling courses or to undergo the education recognition process. A migrant's age may also contribute to a lack of digital skills, which can similarly lead to mismatches, whether regarding the ability to find information about the process or the performance of the occupation.³⁰
Gender-related drivers (that in combination with migrant status interact on skills mismatch)	Yes	Yes, this may also include cultural differences related to gender/sex (e.g. the primary role of women in providing household care).³¹ Gender can also influence the preparation process for the recognition of education and professional qualifications, especially if it concerns single mothers (childcare may be an obstacle for the participation in language and educational courses, as well as limit financial possibilities). It can also be affected by a lack of work experience and a longer break since the completion of the migrant's studies.³²
Language proficiency of language of receiving country	Yes	Employers and third-country nationals alike cite insufficient Slovak or other required language proficiency as the biggest barrier to employment (survey results, interviews). Employers do not put much emphasis on language proficiency only in case of manual jobs.³³ For certain regulated professions (e.g. teacher, healthcare professional, beautician) there is a mandatory requirement of language proficiency (additional exam in Slovak).³⁴ Insufficient command of the Slovak language manifests itself in all aspects of third-country nationals' integration (including beneficiaries of international protection³⁵); it also has a negative impact on their ability to learn about and understand their rights, including those related to their status as employees, options for resolving employment-related issues and potential conflicts at the workplace.³⁶ For many beneficiaries of temporary protection from Ukraine insufficient knowledge of the receiving country's language poses a significant obstacle in their search for employment. Many of them arrive without any knowledge of Slovak or with very limited language skills, which makes it difficult for

²⁷ IOM Slovakia.

²⁸ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic.

²⁹ Migration Office of the Ministry of Interior of the Slovak Republic.

³⁰ IOM Slovakia.

³¹ Migration Office of the Ministry of Interior of the Slovak Republic.

³² IOM Slovakia.

³³ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

³⁴ IOM Slovakia.

³⁵ Migration Office of the Ministry of Interior of the Slovak Republic.

³⁶ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

		them to find work, particularly in professions where communication with customers or teamwork is required. For this reason, beneficiaries of temporary protection often find employment primarily in manual or low-qualified positions where language proficiency is not a key requirement.³⁷ Migrants' language skills Insufficient knowledge of the Slovak language is one of the main obstacles to the successful secondary education of students who are migrants and, consequently, to their success in the labour market. From the perspective of the Department of Secondary Education, the language barrier manifests itself in: • the students' limited ability to follow specialized subjects that are demanding in terms of the language of instruction, • poorer academic performance and a more frequent need to extend their studies, • reduced awareness of career options and in communication with employers during internships and dual education. At the secondary school level, language support is primarily addressed through: • individualized pedagogical approach and tutoring, • support for Special Education Needs (SEN) students (including students with a different mother tongue), • cooperation with specialized and counselling/guidance institutions. • Call 2 for applications for a grant from MESRY SR for the institutionalization and support of language education for foreigners for the year 2025.³⁸
Length of stay (considering that the longer a migrant lives in country, the more the extent of skills mismatch tends to be reduced)	Yes	Yes, particularly due to the migrants' level of language proficiency.³⁹ This is also confirmed by practical experience regarding the integration of beneficiaries of international protection.⁴⁰
Limited information about the labour market/ employers, migrants might exhibit in comparison to natives/locals	Yes	Act on Employment Services regulates, within the scope of competences of the Offices of Labour, Social Affairs, and Family, the provision of information to third-country nationals regarding employment opportunities within their jurisdiction.⁴¹ The lack of relevant information increases migrants' vulnerability at the labour market.⁴² Lack of labour market information and career guidance From the perspective of the Department of Secondary Education, career guidance in secondary schools is an important tool for reducing future

³⁷ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic, https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/analyticke-komentare/komentare_2023/veselkova_habel_2023_pracovnym_migrantom_z_ua_sa_na_sk_dari_lepsie_ako_odiden_com.pdf, p. 22, consulted on 22 October 2025.

³⁸ Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic. <https://www.minedu.sk/vyzva-2-na-predlozenie-ziadosti-o-poskytnutie-dotacie-msvnam-sr-na-institucionalizaciu-a-podporu-jazykoveho-vzdelavania-cudzincov-na-rok-2025/>, consulted on 22 October 2025.

³⁹ IOM Slovakia.

⁴⁰ Migration Office of the Ministry of Interior of the Slovak Republic.

⁴¹ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁴² IOM Slovakia.

		mismatches between skills and labour market needs. In practice, it is implemented through: • grade teachers and guidance counsellors, • cooperation with employers (field trips, internships, dual education), • information activities for parents and students (including foreigners).⁴³
Discrimination/Stereotypes in public against (certain groups of) migrants (e.g. colour, ethnicity/origin, status)	Yes	The Slovak Republic has a mostly homogeneous population, except for larger cities and university towns, where intercultural exchange can be seen. Stereotypes held by the Slovak public in relation to migrants are more visible in smaller towns and rural areas, primarily due to a lack of experience with populations other than the local one (travel, etc.) or due to learned or “inherited” prejudice.⁴⁴ Based on the IOM Migration Information Centre’s experience this mainly applies to migrants from different cultural background (ethnicity, colour of skin, religion).⁴⁵ In case of integration of beneficiaries of international protection, it is difficult to define whether the primary cause is discrimination/stereotypes, or, e.g., insufficient knowledge of language, missing documents, difficulties with opening of a bank account, etc.⁴⁶
Career gaps of migrants (e.g. due to migrant journey)	Yes	A lengthy process of recognizing educational qualifications can result in a career gap, even for an extended period. The same applies to a protracted migration process (especially for beneficiaries of international protection) or the lack of participation in the labour market by, e.g., working migrants’ family members.⁴⁷
Other (please specify)	Yes	Access to education, re-skilling, and vocational education and training (VET) as a “skills matching” tool. For secondary-school-aged migrants, the following are important for the making most of the VET potential: • timely integration into the education system (age limit, compulsory schooling), • language courses prior to enrolment or during the initial phase of study, • career guidance that takes into account the student’s prior education and experience. Department of Secondary Education sees vocational education as an arena where it is possible to reduce future mismatches between migrants’ qualifications and labour market needs in a targeted manner, provided that support measures (pertaining to language, adaptation and guidance) are strengthened.⁴⁸

⁴³ Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic.

⁴⁴ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic.

⁴⁵ IOM Slovakia.

⁴⁶ Migration Office of the Ministry of Interior of the Slovak Republic.

⁴⁷ IOM Slovakia.

⁴⁸ Department of Secondary Education of the Ministry of Education, Science, Research and Youth of the Slovak Republic.

2. Based on available literature and expert opinions, what are country-/employer-specific drivers for skills mismatching of migrants in your country?

Based on internal analyses conducted in jointly by the State Institute of Vocational Education and Training (ŠIOV) and the Sector Councils Alliance, ranking among the main factors contributing to the mismatch are language barriers and foreign workers' insufficient knowledge of technical terminology in the Slovak language. This factor is evident across multiple sectors. Other causes include administrative barriers, insufficient recognition of qualifications and employers' limited experience with diversity and inclusion management. The analysis also highlights the need to link language education with professional practice so that the development of language skills directly supports job performance, and to strengthen systemic support for employers in the field of integration of workers from third countries.⁴⁹

Driver	Applicable (Yes/No)	Explanation (including information on source)
Economic and labour market conditions (e.g. economic recession, which might affect migrants' skills mismatch more than non-migrants)	Yes	As a result of demographic changes (aging of population, a decline in the working-age population) and emigration to western EU/EEA countries (e.g. due to insufficient salaries or in search of better working conditions), the skills shortage on the Slovak labour market is becoming more acute, particularly in certain professions. There is a clear mismatch between the professional specialisation of graduates and the requirements on the side of employers who are unable to fill vacant positions with workers with relevant qualifications. ⁵⁰ Agency workers are less protected in the event of large-scale layoffs than core employees. ⁵¹
Structure of housing markets (e.g. housing policies with no rent caps, shortage of affordable housing in areas with available matching jobs for migrant population's profiles)	Yes	Affordability of housing is an integral part of the integration of migrant workers. Not every employer has access to sufficient accommodation facilities, both in terms of their quantity and quality ⁵² , and the lack of affordable rental housing, combined with high real estate prices, does not facilitate the integration process. Spikes in commercial rents pose a greater threat to single-parent migrant families, the socially disadvantaged, or the unemployed. ⁵³
Limited accessibility/availability of social assistance	Yes	As regards foreigners' access to social services, a survey conducted by the NGO Centre for the Research of Ethnicity and Culture (CVEK) ⁵⁴ indicated a significant inequality: most frequently, foreigners with permanent residence have access to social services – as many as 91.8% of local governments reported that they can provide services to them. In contrast, beneficiaries of subsidiary protection have access to these services in only more than 25% of local governments. An important finding, however, is that many local governments cannot precisely determine which groups of foreigners are entitled to these services, which leads to uncertainty and thus potentially creates obstacles in practice. The main barriers identified by local governments in providing services to foreigners and beneficiaries of international protection include mainly the lack of capacities in facilities, financial constraints and a lack of data on the needs of this group of people. A significant proportion of local governments stated that they did not know what the foreigners' needs were, which makes it impossible for them to plan appropriate interventions. Therefore,

⁴⁹ State Institute of Vocational Education and Training.

⁵⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁵¹ IOM Slovakia.

⁵² Central Office of Labour, Social Affairs and Family of the Slovak Republic.

⁵³ IOM Slovakia.

⁵⁴ https://cvek.sk/?attachment_id=3545&download=true, consulted on 21 October 2025.

		better data collection and needs assessment are key to more targeted social support. ⁵⁵
Limited access to formal childcare (for migrants based on their status, as opposed to non-migrants)	Yes	Until 2025, school attendance was not mandatory for beneficiaries of temporary protection (BoTPs) in Slovakia and public schools reported insufficient capacity. ⁵⁶
Employer-specific conditions (e.g. no diversity and inclusion strategy from which particularly migrants would benefit from in terms of skills mismatch)	No	Every job seeker knows in advance what are the qualification requirements for a particular position. It is obligatory for employers to include these specific conditions in their job ads, as they can often represent a decisive factor in both the supply of and demand for labour.⁵⁷ Most employers in the Slovak Republic do not have specific inclusion strategies or programs.⁵⁸
Migration laws, policies, and practices (e.g. recognition processes of foreign qualifications, insecure status)	Yes	The education and qualifications recognition process in the Slovak Republic is time-consuming, costly and requires a good command of Slovak language, ⁵⁹ which is also confirmed by practical experience with the integration of beneficiaries of international protection. ⁶⁰
(Lack of) integration policies, and practices (e.g. no tailored, subsidized language trainings, no job guidance for migrants, no early facilitation of labour market access)⁶¹	Yes	At the national or regional level, or through non-governmental and international organizations, The Slovak Republic has been implementing several projects aiming to support migrants not only with their integration in the labour market (information and guidance services for job seekers, participation in educational programmes, re-skilling courses), but also in other aspects of their lives.⁶² There are subsidized language training as well as career guidance programmes for foreigners (e.g. provided by IOM or local governments).⁶³ The IOM Migration Information Centre (MIC) provides guidance on employment, reskilling and social integration, including assistance with CV writing, preparation for a job interview and local labour market orientation, free of charge. Moreover, the MIC also organizes tailored Slovak language courses that combine language instruction with practical and cultural skills to facilitate migrants' adaptation. The Centre also supports community mediators and social networking programs that facilitate integration into society.⁶⁴ Beneficiaries of international protection can attend a Slovak language course and receive free career guidance, including assistance with drafting a CV and preparing for job interviews, which is provided by a non-governmental organization with which the Ministry of Interior of

⁵⁵ IOM Slovakia.

⁵⁶ IOM Slovakia.

⁵⁷ Central Office of Labour, Social Affairs and Family of the Slovak Republic.

⁵⁸ IOM Slovakia.

⁵⁹ IOM Slovakia.

⁶⁰ Migration Office of the Ministry of Interior of the Slovak Republic.

⁶¹ E.g. PES network recommendations, https://employment-social-affairs.ec.europa.eu/news/pes-network-adopts-7-recommendations-guide-employment-services-assisting-refugees-and-persons-2023-07-07_en, consulted on 6 March 2025.

⁶² Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁶³ IOM Slovakia.

⁶⁴ <https://www.mic.iom.sk>, consulted on 21 October 2025.

		the Slovak Republic is currently collaborating within the process of the initial integration of said persons.⁶⁵ As part of the National Strategy for Research, Development and Innovation 2030 Action Plan, activities are being prepared to strengthen the socio-cultural integration of international students. The measures include elimination of segregation, building of administrative capacities, support for student organizations, provision of language training for staff working with international students, and facilitation of networking among international and Slovak students as well as between international students and employers (including career-oriented events). These measures follow the Slovak Republic's Recovery and Resilience Plan (Component 10, Investments 3 and 4) and Project 3.4 "Internationalization of Higher Education" under the Change Programme of the Manifesto of the Government of the Slovak Republic. In the area of language education, a language education concept for Slovak as a foreign language for international students is being developed in collaboration with the Faculty of Arts of the Comenius University. The aim is to develop a methodology and standards for levels in line with the Common European Framework of Reference for Languages (particularly B1 and above) with a specific focus on practical communication. There are also plans to expand the range of institutions authorized to issue certificates of Slovak language proficiency.⁶⁶
Others (please specify)	No	

⁶⁵ Migration Office of the Ministry of Interior of the Slovak Republic and <https://shr.sk/pracovne-poradenstvo/>, consulted on 21 October 2025.

⁶⁶ Department of Higher Education Internationalization of the Ministry of Education, Research, Development and Youth of the Slovak Republic.

SECTION 3: NATIONAL POLICIES IN THE EMN MEMBER AND OBSERVER COUNTRIES FOR PROMOTING SUSTAINABLE LABOUR MARKET INTEGRATION THROUGH COUNTERING SKILLS MISMATCH/FACILITATING SKILLS MATCHING

3. Who are the key actors in your country responsible for addressing skills mismatch/promoting skills matching of migrants?

Key state actors responsible for this agenda in the Slovak Republic include:

- **Ministry of Education, Science, research and Youth of the Slovak Republic**
- **Centre for Recognition of Diplomas** (<https://uznavanie.minedu.sk/navigator/>)
- **State Institute of Vocational Education and Training** (ŠIOV)
- **Sector Councils Alliance** (<https://www.alianciasr.sk/>)
- **Ministry of Labour, Social Affairs and Family of the Slovak Republic**
- **Central Office of Labour, Social Affairs and Family of the Slovak Republic.**

Act on Employment Services defines the **National Classification of Occupations**, which describes the standard labour market requirements for individual jobs. Another actor operating in the Slovak labour market is the **Sector Councils Alliance**, which:

- ensures coordination and updating of the National Classification of Occupations,
- manages the Kariérna brána (*Career Gateway*) portal, which is the integrated portal for the National Classification of Occupations and the National Qualifications Framework.⁶⁷

(Mis)match between the skills migrants offer and those in demand are addressed by the Sector Councils Alliance and by individual sector councils – they refine job descriptions based on the skills required for specific positions and in accordance with labour market needs.⁶⁸

Sector Councils Alliance and ŠIOV are implementing a project, lasting from 2024 to 2029, entitled *Improving the Quality and Attractiveness of Vocational Education and Training Towards Labour Market Needs*,⁶⁹ which will also include activities related to the education of foreigners and their effective integration into the labour market.⁷⁰

In addition to labour offices, practical support for migrants from third countries (only highly skilled migrants and university students) in the field of their integration into the Slovak labour market is also provided by the Centres of Services for Foreigners of the Ministry of Interior, guidance centres for foreigners operated by local governments, non-governmental organizations and the International Organization for Migration (IOM).⁷¹ Labour offices provide support to third-country nationals if they have long-term residence or if they have been granted international protection and, in both cases, if they are registered as job seekers, in which case they have the same status as citizens of the Slovak Republic.⁷²

4. Have there been policy debates on skills (mis-)matching of migrants in your country between January 2023 and June 2025? If yes, please elaborate on the policy debate, including their understanding of/perspective on migrants' skills mismatch, and focus (e.g. educational qualifications, language skills, etc.) and the issues the policy actors seek to tackle (e.g. GDP loss, productivity loss, financial losses for migrants).

Yes.

One of the key initiatives was the preparation of the *White Paper – Magnet for Talent*⁷³ in 2023 which focused on the rapid integration of highly skilled BoTPs into the workforce. The discussion centered on supporting entrepreneurship and startup creation for this group of foreigners, development of language

⁶⁷ Central Office of Labour, Social Affairs and Family of the Slovak Republic and IOM Slovakia.

⁶⁸ Central Office of Labour, Social Affairs and Family of the Slovak Republic.

⁶⁹ <https://siov.sk/projekty/aktualne-projekty/zlepsenie-kvality-a-atraktivnosti-ovp-v-sulade-s-potrebami-trhu-prace/>, consulted on 18 November 2025.

⁷⁰ <https://cestaprofika.sk/o-projekte/>, consulted on 18 November 2025.

⁷¹ IOM Slovakia.

⁷² Central Office of Labour, Social Affairs and Family of the Slovak Republic.

⁷³ https://www.vlada.gov.sk/site/assets/files/3071/white_paper_1_magnet_pre_talent_online.pdf, consulted on 18 November 2025.

education courses for adults, streamlining and accelerating of the recognition of qualifications and introduction of flexible employment arrangements.⁷⁴

Another significant topic concerned the employment of Ukrainians in Slovakia. Analyses conducted in 2023 showed that most BoTPs work in low-skilled positions even though some of them had been working in highly skilled professions in their home countries, e.g. as professionals in regulated occupations including medical doctors and nurses which are scarce in the Slovak Republic. The lengthy and complicated process of educational credentials recognition is the obstacle here. The government therefore made steps to simplify the qualifications recognition process, yet so far this only applies to Ukrainian paediatricians, even though the possibility to extend this scheme to include other specialisations was discussed, too.⁷⁵ After the parliamentary elections, the recognition of migrants' education was explicitly enshrined in the Manifesto of the newly elected government of the Slovak Republic for years 2023–2027, within the context of competitiveness support and measures to address the shortage of skilled labour.⁷⁶

Relevant discussions highlighted the skills mismatch as a problem which results in the underutilization of migrants' professional potential, productivity loss and financial losses for both the economy and the migrants. Policy makers were particularly interested in language education, the recognition of qualifications and flexible forms of employment, with the aim to minimize negative impacts on GDP and filling the professions with shortage of labour.⁷⁷

5. Does your country have policies and instruments in place to counter skills mismatching and/or promote skills matching?

No – policies.

Yes – instruments.

Policy/instrument, actor and information source	Driver(s) for skills mismatch addressed	Form(s) of mismatch (vertical, horizontal, both)	Target group of the policy/instrument (jobseekers, employees, employers, institutions, other - please specify)	Beneficiaries of the policy/instrument in case policies are targeted (labour migrants, beneficiaries of international protection, beneficiaries of temporary protection; TCNs that arrived via family reunification; others - please specify – e.g. female migrants; elderly migrants, etc.)

⁷⁴ IOM Slovakia.

⁷⁵ Pracovním migrantom z Ukrajiny sa na Slovensku darí lepšie ako odídencom [*Migrant workers from Ukraine are doing better in Slovakia than beneficiaries of international protection*], 2023, https://www.employment.gov.sk/files/slovensky/ministerstvo/analyticke-centrum/analyticke-komentare/komentare_2023/veselkova_habel_2023_pracovnym_migrantom_z_ua_sa_na_sk_dari_lepsie_ako_odidencom.pdf, consulted on 19 November 2025.

⁷⁶ Manifesto of the Government of the Slovak republic 2023 – 2027. „Lepšie, pokojnejšie a bezpečnejšie žiť“ [A Better, Calmer, Safer Life], 2023, https://www.vlada.gov.sk/site/assets/files/1694/programove_vyhlasenie_vlady_sr.pdf, consulted on 19 November 2025.

⁷⁷ IOM Slovakia and internal media monitoring.

The upcoming specialized Slovak language pilot course for foreigners working in the automotive and engineering sectors (2nd Swiss-Slovak Cooperation Programme)	Language barriers, insufficient command of terminology, the need for specialized language training directly within the sector and workplace integration. The pilot course addresses the needs identified in the analyses of ŠIOV and Sector Councils Alliance. It will be implemented as part of the 2nd Swiss-Slovak Cooperation Programme and its aim is to test the language training model tailored to employers' needs and lay the groundwork for its application in other sectors as well.	Vertical	Employers, jobseekers, employees	Employers, migrants from third countries who have access to the Slovak labour market⁷⁸
Supporting the Integration of Migrant Workers - Methodology for Employers (2nd Swiss-Slovak Cooperation Programme which is currently being developed in cooperation with IOM Slovakia)	Employers' lack of preparedness to integrate third-country nationals (particularly among SMEs), limited experience and low level of readiness to work in a diverse work environment. A methodology and training materials for employers are being developed to cover the process of integrating migrant workers – from ethical recruitment to long-term integration. The methodology covers intercultural competencies, diversity management, effective communication, conflict resolution and an overview of the legal and administrative obligations of both employers and employees. The methodology is designed as a practical instrument to help companies build an inclusive work environment and effectively apply the equal treatment principles in practice.	Vertical	Employers, jobseekers, employees	Employers (especially small and medium-sized enterprises), migrants from third countries who have access to the Slovak labour market⁷⁹
Education and training for the labor market through the offices of labour. Pursuant to Section 2(2)(d) of the Act on Employment Services, under said law act TCNs who have been	• Support for integration through active labour market measures,	Both	Jobseekers	A third-country national who has been granted international protection,

⁷⁸ State Institute of Vocational Education and Training (ŠIOV).

⁷⁹ State Institute of Vocational Education and Training (ŠIOV).

granted asylum or subsidiary protection are considered to have the same status in legal relationships as Slovak citizens and are classified as disadvantaged jobseekers. Active labour market measures implemented by the offices of labour, social affairs, and family serve to facilitate migrants' integration into the labour market, in accordance with the job seeker's profile and the requirements of the labour market. An office may provide a jobseeker with education and training for the labour market based on an assessment of their abilities, work experience, professional skills, level of education and fitness for work, particularly in cases of a lack of professional knowledge and skills, the need to update knowledge and skills in line with the labour market demands, and the loss of ability to perform work activities in their current job.	• Enhancement of work skills and their alignment with the requirements of the profession			BoTPs ⁸⁰
National project <i>Skills for the Labour Market</i> ⁸¹ – the aim is to eliminate the mismatch between labour market demand and supply, address the shortage of skilled labour and develop the skills in jobseekers, applicants for jobs and young people under 30 years of age in the NEET category (not in employment, education, or training). The project primarily aims to support the employability of jobseekers (with an emphasis on disadvantaged jobseekers) and young people under 30 years of age through re-skilling, and to support the employment, employability, and adaptability of applicants for jobs through education. When evaluating applications, consideration is given to the most in-demand occupations with shortage of labour in the labor market, which are published and updated quarterly by the Sector Councils Alliance; as well as to	• mismatch between labour market supply and demand; • support for and enhancement of the employability of individuals in the target group; • support for the development of skills needed for the labour market	Both	Jobseekers (with an emphasis on disadvantaged jobseekers), applicants for jobs and young people under 30 years of age in the NEET situation	A third-country national who has been granted asylum or subsidiary protection ⁸²

⁸⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁸¹ https://www.upsvr.gov.sk/sluzby-zamestnanosti/nastroje-aktivnych-opatreni-na-trhu-prace/narodny-projekt-zrucnosti-pre-trh-prace.html?page_id=1346519, consulted on 20 November 2025.

⁸² Ministry of Labour, Social Affairs and Family of the Slovak Republic.

opportunities in sectors with growth potential and in the fields of artificial intelligence, digital transformation, and green transition. The project only supports re-skilling programmes in which it was proven that their graduates have a chance to find employment in the labour market upon the completion of the course.				
National Project: <i>Enhancing Employees' Skills</i> implemented from September 2025 to March 2028 ⁸³ – the aim is to promote the enhancement of employees' skills and thus contribute to their greater adaptability to the changing labour market. Priority is given to jobs that are at risk due to automation and due to the transition to a green and digital economy.	• To help employees acquire and develop new skills, including specific skills required by the employer for some positions, • Employees' adaptability to the demands of the labour market, • Reduction of the risk of job loss	Both	Employer's employee within the meaning of Section 4 of the Act on Employment Services, i.e. an employee who is employed by the employer as of the date of the commencement of the training	Employers Employees in an employment relationship with the employer, including foreigners ⁸⁴
National project <i>Integration of Third-Country Nationals, including migrants</i> , implemented since 2024 until August 2026 (Ministry of Labour, EU funds) ⁸⁵	Language barrier, lack of information, qualifications recognition	Both	Jobseekers, employers, institutions, municipalities	Third-country nationals including BoTPs and beneficiaries of international protection ⁸⁶
Language courses for foreign adults aged 16+, provided free of charge under the National Strategy for Research, Development, and Innovation 2030 – the call for proposals to support language education was addressed to language schools included in the network of schools in the Slovak Republic, and it was prepared by the Research and Innovation Authority (VAIA) in cooperation with the Ministry of Education, Research, Development, and Youth of the Slovak Republic for the years 2024 and 2025. ⁸⁷	Language barrier	Vertical	Adult foreigners aged 16+	Adult foreigners aged 16+

⁸³ https://www.upsvr.gov.sk/europsky-socialny-fond/narodne-projekty-v-programovom-obdobi-2021-2027/narodny-projekt-zvysovanie-zrucnosti-zamestnancov.html?page_id=1463032, consulted on 20 November 2025.

⁸⁴ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁸⁵ https://www.minv.sk/?projekt_integracia a <https://www.employment.gov.sk/sk/uvodna-stranka/programy-europskej-unie/program-slovensko-2021-2027/narodne-projekty/integracia-statnych-prislusnikov-tretich-krajin-vratane-migrantov.html>, consulted on 20 November 2025.

⁸⁶ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁸⁷ <https://vaia.gov.sk/sk/2025/07/bezplatne-kurzy-pre-zahranicny-talent-pokracuju/>, consulted on 20 November 2025.

6. Are there any initiatives to counter skills mismatching and/or promote skills matching implemented by municipalities, interest organisations, employer associations, IGOs or NGOs? If you answer yes, please provide up to a maximum of three initiatives.⁸⁸

Initiative, actor and information source	Driver(s) for skills mismatch addressed	Form(s) of mismatch (vertical, horizontal, both)	Target group (labour migrants of third countries, beneficiaries of international protection, beneficiaries of temporary protection; TCNs that arrived via family reunification; others: female migrants; elderly migrants (please specify); etc.)
Information portals targeting migrants operated by international organisations (www.mic.iom.sk), NGOs (www.welcometoslovakia.sk) or municipalities (https://brainportkosice.sk/).	- Integration, policies, and procedures - or the lack thereof; - Migration laws, policies, and procedures	Both	Third-country nationals ⁸⁹
Counselling and guidance centres for foreigners run by local governments, such as LOOM (Bratislava), Connectt (Trnava), and COMIN (Nitra), also international organizations (IOM, UNHCR); counselling and guidance services provided by local NGOs (notably Mareena, Human Rights League and the Slovak Humanitarian Council).	- Integration, policies, and procedures - or the lack thereof; - Limited information on labour market	Vertical	Third-country nationals ⁹⁰
Support for the recognition of education and re-skilling provided by the IOM Migration Information Center (counselling and financial support). ⁹¹	- Career gaps - Differences in the education system between the country of origin and the receiving country; - Differences in skill requirements for specific professions between the country of origin and the receiving country	Vertical	Third-country nationals ⁹²
The <i>Skills for Employment</i> joint programme of the private company IKEA and the NGO Human Rights League – job	Economic conditions and labour market conditions	Both	Beneficiaries of international protection ⁹³

⁸⁸ For an example of similar initiatives see e.g. Global Compact on Refugees entitled "Talent-based Matching of Newcomers to Employment Opportunities", <https://globalcompactrefugees.org/good-practices/talent-based-matching-newcomers-employment-opportunities>, consulted on 5 February 2025.

⁸⁹ IOM Slovakia.

⁹⁰ IOM Slovakia.

⁹¹ <https://www.mic.iom.sk/index.php/sk/sk-bubles/318-kurzy-a-vzdelavanie>, consulted on 20 November 2025.

⁹² IOM Slovakia.

⁹³ <https://www.ikea.com/sk/sk/this-is-ikea/community-engagement/ikea-pomaha-utecencom-s-uplatnenim-na-trhu-prace-pub2c2373f0/>, consulted on 20 November 2025.

opportunities for beneficiaries of international protection.	• Stereotypes/attitudes		
The <i>Mareena café</i> project – a concept of an inclusive café that provides employment opportunities for women who have been granted international protection and who face difficulties finding work. ⁹⁴	• Females-related drivers • Language proficiency • Limited information on the labour market • Career gaps	Both	Female migrants granted international protection ⁹⁵
<i>Inklucentrum Bratislava</i> project – support offered to children of foreigners at schools	• Language barrier • Limited access to education	Both	Children of migrants, migrant families ⁹⁶

SECTION 4: SKILLS MATCHING CHALLENGES

7. Does your country face any challenges in addressing skill mismatching of migrants? Please explain, if you face any, and indicate the information source (according to whom this is a challenge).

The Slovak Republic faces the following challenges:

- the lack of national strategies, policies, and programmes that would address the skills mismatch in a systemic manner, as well as the lack of detailed data on the mismatch between the skills offered by migrants from non-EU/EEA countries and those required in the labour market. The Slovak Republic is currently focusing mainly on the promotion of legal migration channels for labour migrants and, in addition to traditional bilateral labour migration instruments, it has joined France and Belgium in the innovative DT4E2 (Displaced Talent for Europe 2.0) project, which links refugees with job opportunities in Europe;
- the absence of a single central website offering career guidance for migrants (there are several information portals run by individual actors active in the field of integration, such as www.sluzbyzamestnanosti.sk);
- the absence of a unified system and platform that would allow migrants to easily identify the formal and informal skills they possess and convert them into a recognizable form. Currently, the Ministry of Education, Science, Research and Youth website⁹⁷ and *Kariérna brána*⁹⁸ (*Career gateway*) portals are closest to serving this purpose;
- insufficient offer of affordable (subsidized) courses of Slovak language for migrants;⁹⁹
- lengthy process of qualifications recognition in case of migrants from non-EU/EEA countries, coupled with discrimination and prejudice against migrants existing in the labour market.¹⁰⁰

These challenges are further promoted by the complexity of integration policies coordination and the shortage of affordable housing.¹⁰¹

⁹⁴ https://www.facebook.com/photo.php?fbid=608420337980562&id=100064378042282&set=a.343991751090090&localed=cx_PH_, consulted on 20 November 2025.

⁹⁵ <https://mareena.sk/mareena-cafe>, consulted on 20 November 2025.

⁹⁶ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

⁹⁷ <https://www.minedu.sk/>, consulted on 23 October 2025.

⁹⁸ <https://www.kariernabrana.sk/>, consulted on 23 October 2025.

⁹⁹ IOM Slovakia.

¹⁰⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁰¹ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

8. What are the underlying causes for these challenges? Please explain and indicate the information source (according to whom this is an underlying cause).

Challenge and information source	Group this challenge mostly affects (labour migrants, beneficiaries of international protection, beneficiaries of temporary protection; persons that arrived via family reunification; others: female migrants; elderly migrants; etc.)	Form(s) of mismatch (vertical, horizontal, both)	Underlying cause(s) for this challenge and information source
The lack of skills-matching programmes and central platforms	All migrant groups	Both	A lack of interest on the part of the government and an absence of a strategic approach ¹⁰²
A weak knowledge of the Slovak language among migrants living amidst a population with relatively limited proficiency in foreign languages	All migrant groups; specific challenges are faced by the newcomers	Both	A lack of language courses and a lack of support from the central and local governments ¹⁰³
A lack of affordable courses of Slovak	All migrant groups	Both	The state as well as local governments see this as low priority, which in contrast with the excessive number of applicants for the courses ¹⁰⁴
A lengthy qualifications recognition process	Labour migrants, BoTPs, beneficiaries of international protection	Both	Administrative barriers, differences in education systems ¹⁰⁵
Discrimination and prejudice	Female migrants, BoTPs, beneficiaries of international protection	Both	Stereotypes on the side of employers and public ¹⁰⁶
A lack of affordable housing	All migrant groups	Both	High real estate prices, a shortage of housing in areas where jobs are located, including rental housing ¹⁰⁷
Complicated coordination of integration policies	All migrant groups	Both	A lack of a central coordinating body, measurable outcomes and monitoring ¹⁰⁸

¹⁰² IOM Slovakia.

¹⁰³ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁰⁴ IOM Slovakia.

¹⁰⁵ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁰⁶ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁰⁷ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹⁰⁸ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

SECTION 5: SKILLS MATCHING LESSONS LEARNED & GOOD PRACTICES

9. Are there any good and implemented practices to counter the identified challenges or to counter skills mismatching and/or promote skills matching for migrants in your country that have been identified by your country?

No.¹⁰⁹

10. Are there any lessons learned (i.e. insights that are not necessarily put into practice yet, but are important to consider for future policymaking) regarding effective measures to counter skills mismatching of migrants and/or promote skills matching for migrant groups?

Yes.¹¹⁰

The following factors appear to be beneficial for future policy-making and activities in the Slovak Republic:

- cross-sectoral cooperation, e.g., through projects aiming to improve coordination and monitoring;
- support for the recognition of qualifications as part of efforts to break down administrative barriers and address differences in the education systems;
- community-based activities as an effective tool against discrimination and social isolation;
- individual guidance and mentoring to better inform migrants and connect them with suitable job opportunities;
- intensive Slovak language courses to break down language barriers and improve migrants' employability;¹¹¹
- regular updating of multilingual information portals with information for foreigners (particularly in the legal, employment, and social guidance fields) and support for guidance centres for foreigners;
- innovative projects to improve the alignment of skills with labour market demands.¹¹²

SECTION 6: CONCLUSIONS

The analysis indicates that the mismatch between the skills offered by migrants and those in demand in the labour market in Slovakia is relatively large, particularly in the form of vertical mismatch (overqualification) and, to some extent, horizontal mismatch (employment outside one's field of qualification). Migrants from non-EU/EEA countries, including BoTPs and beneficiaries of international protection, often work in positions below their level of education and skills. This is particularly true in case of women and older migrants, with language barrier, lengthy qualification recognition process, differences in education systems and limited information about the labour market represent the main causes for this phenomenon.

So far, policies in the Slovak Republic have responded to the issue primarily through specific tools rather than comprehensive strategies. While language courses, re-skilling projects, individual guidance and support for employers in integrating foreigners programmes exist, a unified platform for identifying and recognizing migrants' skills, a central website offering career guidance and systemic skills-matching measures are missing. The lack of available language courses, complicated qualification recognition process and discrimination also remain among the challenges.

Key findings include the need for cross-sectoral cooperation, simplification of administrative processes, intensive language training, and the development of mentoring and community-based activities to support inclusion. Future policies should emphasize a strategic approach to skills matching, the importance of linking language education with professional practice, regular updating of relevant information portals and supporting innovative projects aimed at aligning skills with labour market demands.

¹⁰⁹ Ministry of Labour, Social Affairs and Family of the Slovak Republic; Central Office of Labour, Social Affairs and Family of the Slovak Republic; Migration Office of the Ministry of Interior of the Slovak Republic; IOM Slovakia.

¹¹⁰ Ministry of Labour, Social Affairs and Family of the Slovak Republic; Central Office of Labour, Social Affairs and Family of the Slovak Republic; Migration Office of the Ministry of Interior of the Slovak Republic; IOM Slovakia.

¹¹¹ Ministry of Labour, Social Affairs and Family of the Slovak Republic.

¹¹² IOM Slovakia.

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