

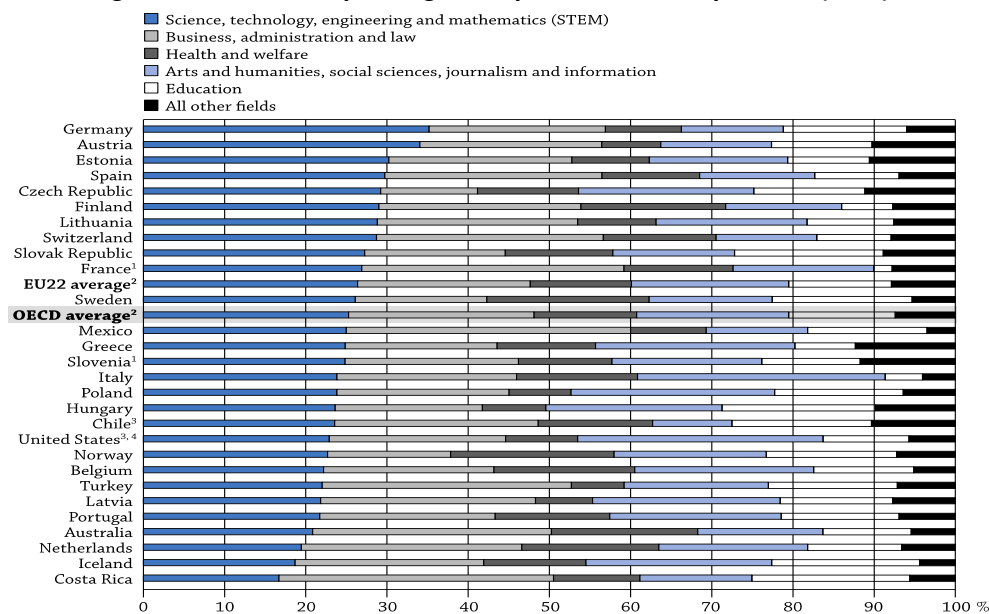
## EDUCATION AT A GLANCE 2017

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### Slovak Republic

- As of 2015, **business, administration and law were the most popular fields of study among both recent tertiary graduates and new entrants into tertiary education**, followed by health and welfare; education; and engineering, construction and manufacturing, at levels close to the OECD and EU22 averages. The selection of fields of study at tertiary level is strongly gender biased.
- Vocational programmes are much more attractive than general ones among upper secondary students, with **more than twice as many students enrolled in vocational programmes**.
- **Annual public expenditure on educational institutions per student in 2014 was around 33% lower in the Slovak Republic** than on average across OECD and EU22 countries.
- Adults who do not attain tertiary education pay a particularly large penalty: **the earnings disadvantage of workers who only completed upper secondary education is larger than the OECD and EU22 averages** and this persists down the generations. Slovaks whose parents did not attain tertiary education are almost 15 percentage points less likely to attain it themselves than on average across OECD countries.
- **Teachers' salaries in the Slovak Republic are almost three times lower than the average in OECD and EU22 countries**. Their pay is also considerably lower than that of other tertiary-educated workers in the country.

Figure 1. Fields of study among tertiary-educated 25-64 year-olds (2016)



**Note:** Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

**Source:** OECD (2017), Table A1.3. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933556938>

## Strong gender bias exists in most fields of study in Slovak Republic

- In 2015, 21% of tertiary graduates had studied business, administration and law in the Slovak Republic, the most popular fields of study, followed by 18% who had studied health and welfare, 13% education, and 13% engineering, construction and manufacturing. In total, 21% of graduates completed a degree in one of the science, technology, engineering and mathematics (STEM) fields compared to 23% for both the OECD and EU22 averages.
- The share of recent STEM graduates is lower than for the tertiary-educated population as a whole: 27% of the adult population have attained a tertiary degree in a STEM field, indicating that the supply of science-related skills into the labour market may be decreasing (Figure 1).
- Among new entrants to tertiary education, 25% are enrolling in STEM fields, slightly above the share of graduates. These trends mirror the EU22 and OECD averages, with 27% of new entrants enrolling in a science-related field of study.
- Enrolment in some fields of study is still strongly gender biased in the Slovak Republic. Business, administration and law, and natural sciences, statistics and mathematics are the closest to achieving parity, similar to the position across OECD countries and the EU22. The share of women in education (79%) and health and welfare (75%) is considerably high. On the other hand, engineering, manufacturing and construction, and information and communication technologies (ICT) are indisputably male-dominated with women making up 26% and 12% of students respectively.
- Not all science-related degrees offer good employment prospects for Slovak adults. Among the STEM fields, graduates from the fields of engineering, construction and manufacturing, and ICT have some of the highest employment rates in the country at 85% and 91% respectively. However, the employment rate for graduates from natural sciences, statistics and mathematics is the lowest among OECD countries at 68%.

## Vocational programmes offer more direct pathways into the labour market than general ones

- Contrary to the trend across OECD and EU22 countries, where students in upper secondary education are more or less evenly divided between general and vocational programmes, in the Slovak Republic more than twice as many upper secondary students were enrolled in vocational programmes than general ones in 2015.
- Similarly, graduation rates from upper secondary vocational programmes are higher than from general programmes in the Slovak Republic. In 2015, the graduation rate from upper secondary general programmes was half the OECD average: 27%, compared to 54%, but the reverse held true for vocational programmes, with a graduation rate of 54%, compared to the OECD and EU22 averages of 44% and 49% respectively.
- However, the percentage of upper secondary female graduates from vocational programmes (45%) is lower than for general programmes (59%), similar to the OECD and EU22 average. Women also choose different fields of study. Overall, those taking up vocational programmes are more likely to study engineering, manufacturing and construction, with health and welfare and business, administration and law being female dominated fields of study among vocational graduates. Women make up 84% of vocational programme graduates from health and welfare, and the share of women graduating from vocational programmes in business, administration and law is also considerably high at 71%.
- Although still below the OECD average, graduates from vocational programmes have one of the highest employment rates in the country. The employment rate of 25-34 year-olds with upper secondary or post-secondary non-tertiary vocational education is 78%, higher than for tertiary graduates (77%). However the difference in employment rates between those with general and vocational upper secondary or post-secondary non-tertiary attainment is narrower (78% as compared to 72%) than on average across OECD countries (80% as compared to 70%).

## Expenditure on education is still low in the Slovak Republic, and largely comes from public sources

- As of 2014, annual expenditure per student in the Slovak Republic was lower than the OECD and EU22 average at every level from primary to tertiary education, except at the post-secondary non-tertiary level where it was about the same. The Slovak Republic spent USD 6 235 per primary student on education services, USD 6 453 per secondary student and USD 11 290 per tertiary student, considerably lower than the corresponding averages for the OECD (USD 8 733, USD 10 106 and USD 16 143 respectively) and EU22 countries (USD 8 803, USD 10 360 and

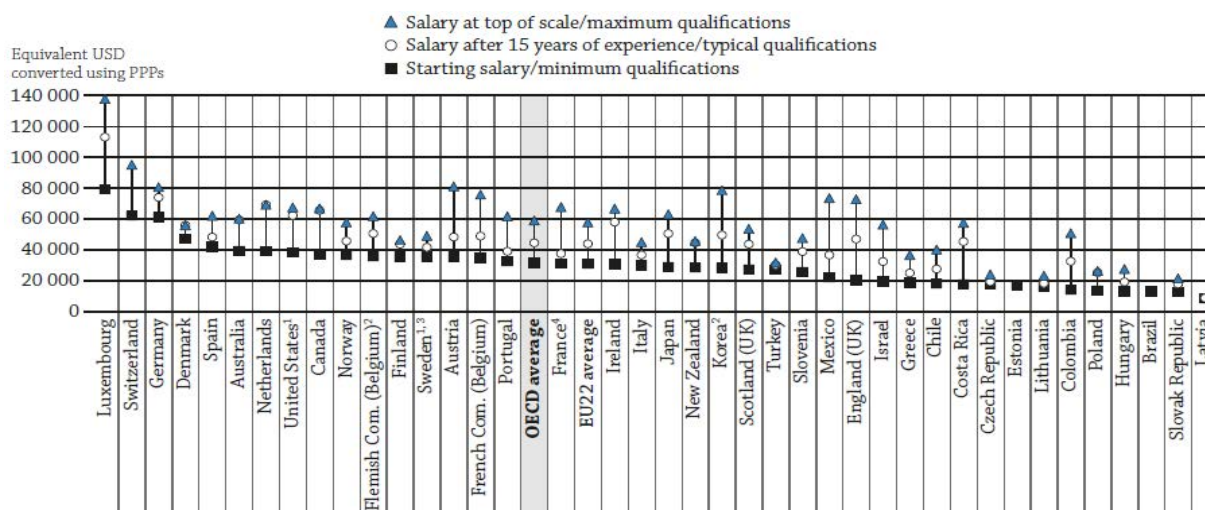
USD 16 164 respectively). Annual public expenditure on primary to tertiary educational institutions per student in 2014 was around 33% lower in the Slovak Republic than on average across OECD and EU22 countries.

- The Slovak Republic spends only 3.9% of its gross domestic product (GDP) on primary to tertiary educational institutions, less than the OECD and EU22 averages of 5.2% and 4.9%.
- A large share of education expenditure is funded by public sources from primary to tertiary level (86%), slightly above the OECD average of 85% but below the EU22 average of 89%. As a share of GDP, public funding of educational institutions is close to nine times higher than funding from private sources in the Slovak Republic.
- Although a large part of public funding comes from local governments, 54% of expenditure is sourced from transfers from the central government, more than the OECD average of 13%. At the tertiary level, almost 100% of the funds are sourced from central government in the Slovak Republic compared to 85% on average across OECD and EU22 countries.

## Tertiary-educated adults benefit from higher earnings and better social outcomes

- The earnings of 25-64 year-olds who did not attain an upper secondary education are 65% of those who did on average in the Slovak Republic. This is lower than the relative earnings of their OECD and EU22 counterparts which average around 78-79%. Moreover, the relative earnings of adults who completed tertiary education in the Slovak Republic are 70% higher than those who only attained upper secondary education. This is much higher than the corresponding OECD and EU22 figures of close to 50%.
- Intergenerational mobility in educational attainment is lower in the Slovak Republic than on average across OECD countries: 83% of 30-44 year-olds without a tertiary-educated parent did not attain a tertiary education themselves, compared to 69% on average across OECD countries. As these individuals will not have access to the higher returns provided by higher levels of education, this leads to lower economic outcomes over successive generations.
- Slovak adults in general are less likely to suffer from depression than on average across OECD or EU22 countries, though the differential linked to educational attainment follows the same trend seen in other countries. As the level of educational attainment increases, the percentage of adults who report having depression decreases in the Slovak Republic, and this trend is similar to that observed across all OECD and EU22 countries on average.

**Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)**  
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.
2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.
3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933558781>

## Teachers' salaries are low both internationally and relative to other professions

- Statutory salaries for teachers in the Slovak Republic are among the lowest in the OECD. After 15 years of experience, salaries are almost three times lower than the average across the OECD and the EU22 at all levels of education. A lower secondary teacher with 15 years of experience earns USD 17 930 in the Slovak Republic, compared to USD 44 623 on average across OECD countries or USD 43 989 in the EU22 (Figure 2).
- This low pay for teachers is reflected in the small share of funds allocated to teaching-staff compensation, which makes up only around 50% of current expenditure at primary and secondary level and is even lower at tertiary level, at 32%. In contrast, the OECD and EU22 averages correspond to around 60% of current expenditure reserved for payment of teachers at primary and secondary levels and 41% at tertiary level.
- Average teacher salaries also lag far behind the average wages for a full-time tertiary-educated worker. In 2015, upper secondary teachers working in public institutions earned only 62% of the average salary of a full-time full-wage worker with tertiary education, much less than the OECD and EU22 averages of 94% and 96% respectively.

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### Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

### References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=SVK&treshold=10&topic=EO>

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## Key Facts for the Slovak Republic in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Slovak Republic		OECD average		EU22 average	
<b>Fields of study</b>							
<b>Graduates in upper secondary vocational programmes</b>							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	18%	71%	20%	66%	19%	66%
	Engineering, manufacturing and construction	36%	9%	34%	12%	33%	11%
	Health and welfare	8%	84%	12%	82%	12%	82%
	Services	25%	59%	17%	60%	19%	59%
<b>New entrants to tertiary education</b>							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	13%	79%	9%	78%	9%	79%
	Business, administration and law	19%	63%	23%	54%	23%	57%
	Engineering, manufacturing and construction	14%	26%	16%	24%	15%	25%
<b>Tertiary students enrolled, by mobility status</b>							
2015							
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	International students <sup>1</sup>	National students
Table C4.2.	Education	8%	12%	3%	8%	3%	8%
	Business, administration and law	13%	20%	27%	23%	26%	22%
	Engineering, manufacturing and construction	5%	14%	17%	12%	17%	15%
<b>Tertiary-educated 25-64 year-olds</b>							
2016							
Table A1.3	Education		18%		13%		13%
	Business, administration and law		17%		23%		21%
	Engineering, manufacturing and construction		19%		17%		18%
<b>Employment rate of tertiary-educated 25-64 year-olds</b>							
2016							
Table A5.3	Education		82%		83%		83%
	Business, administration and law		80%		85%		85%
	Engineering, manufacturing and construction		85%		87%		86%
<b>Early childhood education</b>							
<b>Enrolment rates in early childhood education at age 3</b>							
2015							
Table C2.1	ISCED 01 and 02		60%		78%		80%
<b>Expenditure on all early childhood educational institutions</b>							
2014							
Table C2.3	As a percentage of GDP		0.6%		0.8%		0.8%
	Proportions of total expenditure from public sources		86%		82%		85%
<b>Vocational education and training (VET)</b>							
<b>Enrolment in upper secondary education, by programme orientation</b>							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	21%	44%	37%	25%	35%	29%
<b>Graduation rates, by programme orientation</b>							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	27%	54%	54%	44%	50%	49%
<b>Employment rate, by programme orientation</b>							
2016							
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	72%	78%	70%	80%	69%	79%
<b>Tertiary education</b>							
<b>Share of international or foreign students, by level of tertiary education</b>							
2015							
Table C4.1.	Bachelor's or equivalent		4%		4%		6%
	Master's or equivalent		8%		12%		12%
	Doctoral or equivalent		9%		26%		22%
	All tertiary levels of education		6%		6%		8%
<b>Educational attainment of 25-64 year-olds</b>							
2016							
Table A1.1	Short-cycle tertiary		0%		8%		6%
	Bachelor's or equivalent		2%		16%		13%
	Master's or equivalent		19%		12%		14%
	Doctoral or equivalent		1%		1%		1%
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
2016							
Table A5.1	Short-cycle tertiary		87%		81%		81%
	Bachelor's or equivalent		73%		83%		82%
	Master's or equivalent		82%		87%		87%
	Doctoral or equivalent		86%		91%		91%
	All tertiary levels of education		81%		84%		84%
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>							
2015							
Table A6.1	Short-cycle tertiary		125		122		124
	Bachelor's or equivalent		125		146		138
	Master's, doctoral or equivalent		177		198		177
	All tertiary levels of education		170		156		153







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