

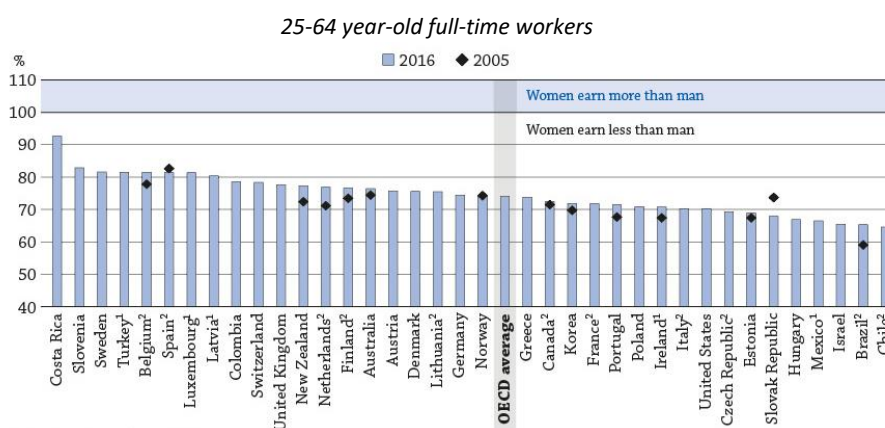
## EDUCATION AT A GLANCE 2018

*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 OECD and partner countries.

### Slovak Republic

- The Slovak Republic has significant gender gaps in both employment rates and earnings. **For instance, 25-64 year-old tertiary-educated women earn 68% of what men earn on average, the second lowest proportion among the EU23 countries.**
- Upward educational mobility in the Slovak Republic is less common than in other OECD countries: **the children of parents who do not have tertiary education are more likely not to obtain a tertiary degree than in the majority of OECD countries.**
- Vocational education is well developed in the Slovak Republic. Those with **upper secondary or post-secondary non-tertiary education enjoy a high level of employment.**
- Tertiary-educated adults in the Slovak Republic earn 68% more than those with upper secondary education, much more than OECD average of 55%, and are less likely to be unemployed. **However, first-time entry rates into tertiary education (54%) are among the lowest in the OECD.**
- Total public expenditure on education from primary to tertiary level increased by 30.6%, the highest increase among OECD countries. **However, expenditure per student and expenditure as a share of gross domestic product (GDP) remain low.**
- **Teachers and school heads in the Slovak Republic face very low salaries** compared to their OECD counterparts and other tertiary-educated workers.

**Figure 1. Trends in women's earnings as a percentage of men's earnings for full-time workers with tertiary education (2005, 2016)**



1. Earnings net of income tax.

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

Countries are ranked in descending order of the earnings of 25-64 year-old women as a percentage of men's earnings in 2016.

Source: OECD (2018), Table 4.3 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802266>

## Upward mobility is less prevalent than across OECD countries and gender gaps in education and employment persist

- Upward mobility in education is proving more challenging in the Slovak Republic than in other countries: among adults whose at least one parent attained upper secondary or post-secondary non-tertiary education, only 22% achieved tertiary education, one of the lowest proportions among OECD countries, while 43% graduated from upper secondary general programmes, the highest proportion in the OECD.
- Adults in the Slovak Republic are also more likely to attain a tertiary education if one of their parents did too, although less so than in other OECD countries on average: 65% of 25-64 year-olds with a tertiary-educated parent had achieved a tertiary degree in 2015 compared to 68% on average across OECD countries.
- As in all OECD countries, women earn lower salaries than men at all levels of education in the Slovak Republic (as shown for the tertiary-educated in Figure 1), and particularly during the middle of their working lives. In 2016, 35-44 year-old women with a tertiary education earned 62% of their male counterparts' earnings, the lowest proportion in the OECD alongside Hungary. Those with below upper secondary earn 74% of equivalent men's earnings and those with upper secondary or post-secondary non-tertiary education earn 71%, compared respectively to 76% and 78% in EU23 countries.
- Similarly, women are less likely to be employed (at all attainment levels) than men in all OECD countries. In the Slovak Republic, 90% of tertiary-educated men are employed, compared with 68% of tertiary-educated women which represents the fourth lowest employment rate among OECD countries after Greece, Italy and Turkey. Among adults with upper secondary or post-secondary non-tertiary educations, 62% of women and 89% of men are employed, a difference of 27 percentage points, one of the highest gap in the EU23. Finally, only 32% of women with below upper secondary education are employed, compared with 48% of similarly educated men.
- Women not in education, employment or training (NEET) are also more likely to be inactive: 61% of women in NEET are inactive versus 27% for men, which represent a difference of 34 percentage points, the third highest gap among OECD countries, after Mexico and Turkey.

## Enrolment in vocational programmes is significant and those with upper secondary or post-secondary non-tertiary education enjoy a relatively high employment rate

- Contrary to the trend across OECD and EU23 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 in general ones in 2016.
- Vocational programmes tend to be a better path to the labour market when they combine school and work. In the Slovak Republic, 69% of upper secondary students were enrolled in vocational programmes more than 20 percentage points more than among OECD and EU23. However only 7% were in combined school- and work-based programmes, one of the lowest rates among OECD countries that propose this type of programmes.
- Similarly, graduation rates from upper secondary vocational programmes are higher than those from general programmes in the Slovak Republic. If current patterns continue, 26% of young adult will graduate for the first time from upper secondary general programmes, half the OECD average of 53%. For vocational programmes, the graduation rate was 53%, compared to the OECD and EU23 averages of 35% and 40% respectively.
- However, the percentage of female graduates from upper secondary vocational programmes was 45%, slightly lower than the OECD average of 46% and in line with the EU23 average of 45%. Women also choose different fields of study. Overall, while those taking up vocational programmes are more likely to study engineering, manufacturing and construction, the fields of health and welfare, and business, administration and law are more female dominated. In the Slovak Republic, women make up 85% of vocational programme graduates from health and welfare, and 72% of those graduating from vocational programmes in business, administration and law, above the corresponding OECD and EU23 averages of about 76% and 65%.

## **Tertiary-educated adults have higher earnings and a very low unemployment rate but entry rates into tertiary education are lower than in other OECD countries**

- Among OECD countries, tertiary-educated 25-34 year-olds tend to have higher employment rates, but in the Slovak Republic those with a tertiary education have a slightly lower employment rate than those with an upper secondary or post-secondary non-tertiary one: 77% compared to 78%. However, the unemployment rate of tertiary-educated young adults is 5.5%, 3.4 percentage points lower than those with upper secondary or post-secondary non-tertiary education, and one of the lowest among OECD and EU23 countries.
- The relative earnings of 25-64 year-olds who did not attain an upper secondary education are 65% of those who did in the Slovak Republic. This is much lower than the relative earnings of their OECD and EU23 counterparts which average around respectively to 78% and 79%. Moreover, the relative earnings of adults who completed tertiary education in the Slovak Republic are 68% higher than those who only attained upper secondary education. This is much higher than the corresponding OECD and EU23 figures of 55% and 52%, respectively.
- Even though tertiary education pays off so much more in the Slovak Republic, the first-time entry rate into tertiary education (54%) is one of the lowest among OECD countries. Students also tend to prefer shorter programmes: a large majority of first-time tertiary graduates attained a bachelor's degree (91%), the fourth highest proportion among OECD countries after Greece, Iceland and Switzerland.

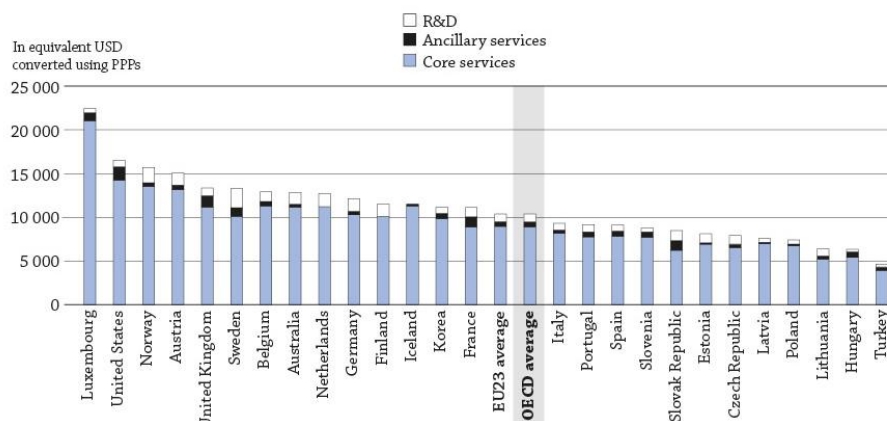
## **In recent years, government expenditure on education has increased strongly, but expenditure per student remains low**

- Between 2011 and 2015, government expenditure increased by 22% and a large share of this was dedicated to education. Total public expenditure on education from primary to tertiary level thus increased by 31%, the largest rise among OECD countries.
- As of 2015, annual expenditure per student in the Slovak Republic was still lower than the OECD and EU23 averages at almost all levels of education. Total expenditure in primary and secondary education amounts for around USD 6 900<sup>1</sup> per primary student and USD 6 660 per secondary student, considerably lower than the corresponding averages in the OECD of USD 8 500 and USD 9 900. However, total expenditure in tertiary education amounts for around USD 15 900 which is slightly higher than the OECD average of USD 15 500. Overall, total expenditure in 2015 on primary to tertiary educational institutions per student, excluding research and development (R&D), was around 25% lower in the Slovak Republic than on average across OECD and EU23 countries (Figure 2).
- **Total** expenditure to primary to tertiary education represented only 4.4% of the Slovak Republic gross domestic product (GDP), less than the OECD and EU23 averages of 5.0% and 4.6%. A large share of education expenditure is funded by public sources from primary to tertiary level (85%), slightly above the OECD average of 83% but slightly below the EU23 average of 87%.

---

<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

**Figure 2. Total expenditure on educational institutions per student, by types of service (2015)**  
In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education.



Countries are ranked in descending order of total expenditure per student on educational institutions.

Source: OECD/UIS/Eurostat (2018), Table C1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804185>

## Teachers' and school heads' salaries are low both in international terms 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, teachers' salaries are less than half the average across the OECD and the EU23 countries at all levels of education. A lower secondary teacher with 15 years of experience earns around USD 20 100 in the Slovak Republic, compared to USD 46 000 on average across OECD countries or USD 45 500 in the EU23.
- In most OECD countries, school heads have a higher salary than teachers and other workers with similar educational attainment. In the Slovak Republic, school heads also have low salaries: at secondary level, annual average salaries for head teachers amount to around USD 23 300, about one-third the respective OECD and EU23 averages, and around 60% of a tertiary-educated worker's average earnings.
- This low pay for teachers is reflected in the small share of funds allocated to teaching-staff compensation, making up only 54% of current education expenditure at primary, secondary and post-secondary non-tertiary education. In contrast, 63% of current expenditure in OECD countries on average, and 64% across EU23 countries, is reserved for the payment of teachers at primary and secondary levels.
- Average teachers' salaries also lag far behind the average wages for a full-time tertiary-educated worker. In 2016, upper secondary teachers working in public institutions in the Slovak Republic earned only 64% of the average salary of a full-time full-wage worker with tertiary education, much less than the OECD and EU23 averages of 96% and 100% respectively.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

### Note regarding data from the Survey of Adult Skills (PIAAC)

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). Data from the Survey of Adult Skills (PIAAC) are based on ISCED-97.

### Note regarding data from Israel


The statistical data for Israel are supplied by and are 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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

### References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

**For more information on Education at a Glance 2018** 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=E0>.

<b>Questions can be directed to:</b>	<b>Country note author:</b>
Corinne Heckmann	Yaelin Ham
Directorate for Education and Skills	Directorate for Education and Skills
<a href="mailto:corinne.heckmann@oecd.org">corinne.heckmann@oecd.org</a>	<a href="mailto:yaelin.ham@oecd.org">yaelin.ham@oecd.org</a>

## Key Facts for the Slovak Republic in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Slovak Republic		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	8%	9%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	64%	48%	46%	37%	48%	39%
	Tertiary	27%	43%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	16%		13%		12%	
	Foreign-born	**		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	39%	**	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	75%	71%	76%	72%	76%	71%
	Tertiary	82%	82%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	74%		78%		79%	
	Upper secondary or post-secondary non-tertiary	75%		78%		79%	
	Tertiary	68%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	45%		39%		38%	
	Upper secondary	28%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	13%	17%	22%	20%	20%	19%
	Engineering, manufacturing and construction	24%	11%	22%	10%	23%	11%
	Health and welfare	13%	20%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	64%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	33%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	67%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	94%		68%		75%	
	Private institutions	6%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 811		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	69%		44%		47%	
	Combined school- and work-based programmes	7%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	59%		54%		55%	
	Vocational programmes	45%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 6 069		USD 8 981		USD 9 235	
	Vocational programmes	USD 7 658		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level <sup>2</sup>	2016					
Table B6.1	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	8%		12%		13%	
	Doctoral or equivalent	9%		26%		23%	
	All tertiary levels of education	6%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	3%		14%		10%	
	Bachelor's or equivalent	91%		75%		76%	
	Master's or equivalent	6%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	91%		81%		82%	
	Bachelor's or equivalent	73%		84%		83%	
	Master's or equivalent	83%		88%		88%	
	Doctoral or equivalent	86%		92%		92%	
	All tertiary levels of education	82%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	123		123		125	
	Bachelor's or equivalent	124		145		137	
	Master's, doctoral or equivalent	174		191		175	
	All tertiary levels of education	168		155		152	

# Slovak Republic - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Slovak Republic		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 6 877		USD 8 539		USD 8 512	
	Secondary	USD 6 660		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 9 845		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.4%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015					
Figure C3.1	Public expenditure	80%		73%		76%	
	Private expenditure	18%		21%		19%	
	Public to private transfers	2%		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	9%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.48	0.48	0.82	**	0.83	1.1
	Primary	0.64	0.64	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.64	0.64	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.64	0.64	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 12 754	USD 14 673	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 14 267	USD 20 057	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 14 267	USD 20 057	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 14 267	USD 20 057	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 150 hours	1 568 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	794 hours	1 568 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	652 hours	1 568 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	567 hours	1 568 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	37%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	90%		83%		86%	
	Lower secondary	77%		69%		71%	
	Upper secondary	72%		60%		63%	
	Tertiary	46%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	18		21		21	
	Lower secondary	19		23		23	

The reference year is the year cited or the latest year for which data are available.

1. OECD average includes some countries with 2015 data.

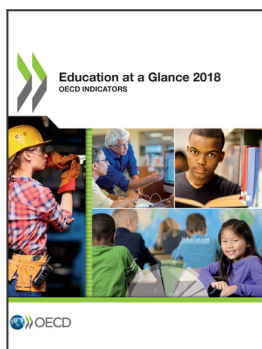
2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

\*\* Please refer to the source table for details on these data.

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.





From:

## Education at a Glance 2018

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2018-en>

### Please cite this chapter as:

OECD (2018), "Slovak Republic", in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-64-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).