

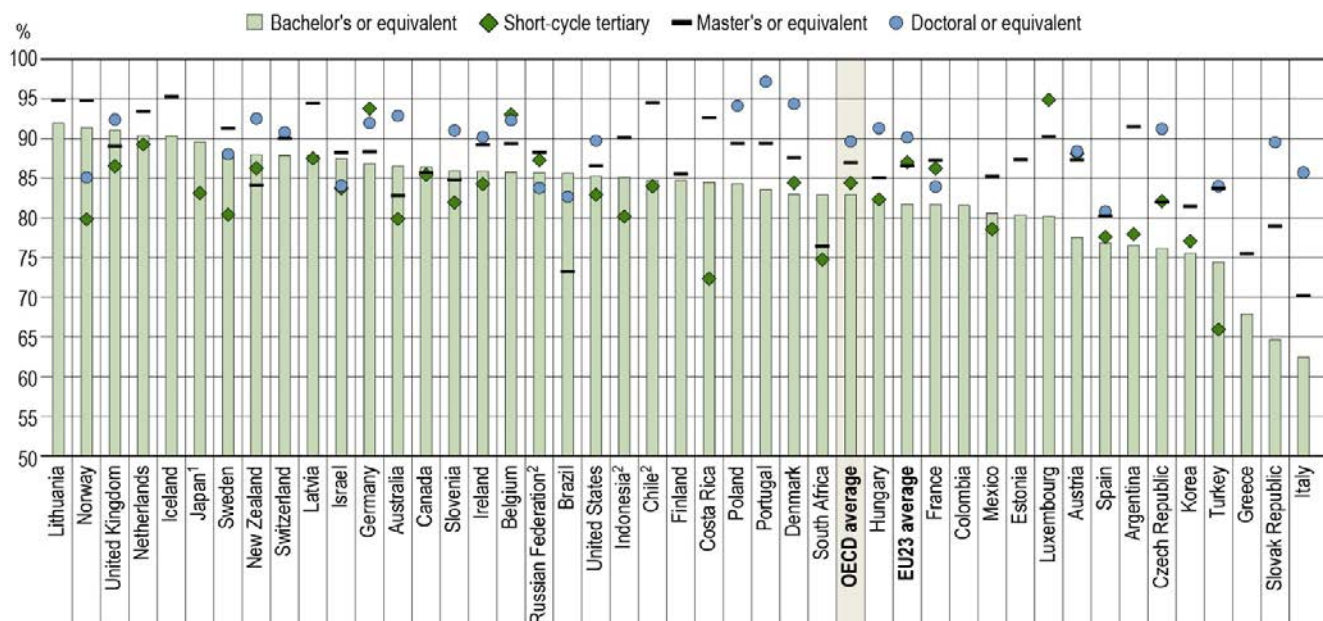
Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Slovak Republic

- While the **Slovak Republic's share of tertiary graduates has been steadily increasing** over the past decade, the **share remains lower than the OECD average**. A majority of those who pursue tertiary education receive master's degrees.
- **Young adults with upper secondary and post-secondary non-tertiary education have higher employment rates than tertiary-educated ones**. The earnings premium for tertiary education is also lower in the Slovak Republic than in most OECD countries.
- Although **participation in upper secondary vocational programmes is among the highest across OECD countries**, spending per student is lower.
- **Enrolment of 3-5 year-olds in early childhood education and care (ECEC) has remained stable since 2005**, while spending on ECEC remains below the OECD average.

Figure 1. Employment rates of tertiary-educated younger adults, by levels of tertiary education (2018)

25-34 year-olds



1. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).

2. Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the employment rate of tertiary-educated younger adults with a bachelor's or equivalent qualification.

Source: OECD (2019), *Education at a Glance Database*, <http://stats.oecd.org>. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/78d7880d-en>).

Tertiary attainment has increased, but remains lower than for most OECD countries

- A smaller share of the population have attained a tertiary education in the Slovak Republic than in other OECD countries. Only 37% of young adults (aged 25-34) have completed tertiary education, compared to 47% on average across OECD countries. The tertiary enrolment rate in 2017 was also lower than the OECD average across all age groups from 19 to 28.
- However, the proportion of 25-34 year-olds with a tertiary education has significantly increased from 18% in 2008 to 37% in 2018. The average increase across OECD countries was lower over the same period, from 35% to 44%. Attainment increased in the Slovak Republic for both young men (up from 16% to 30%) and young women (up from 21% to 45%).
- Although in most OECD countries most tertiary-educated adults hold a bachelor's degree, the most widely held tertiary qualification in the Slovak Republic is a master's degree, in common with other Central and Eastern European countries (such as the Czech Republic, Poland and Slovenia): 29% of young adults in the Slovak Republic have a master's degree, compared to 14% on average across OECD countries. In contrast, only 7% earned a bachelor's degree, significantly below the OECD average of 24%.

Tertiary-educated adults are less likely to be employed than those with upper secondary education

- Tertiary-educated adults have poorer labour-market outcomes in the Slovak Republic than in other OECD countries. While 83% of young adults with a bachelor's degree are employed on average across the OECD, their employment rate is only 65% in the Slovak Republic (Figure 1); This is even lower than the rate for young adults with an upper secondary qualification (80%). Those with higher tertiary qualifications have better employment prospects: 79% of young adults with a master's degree are employed in the Slovak Republic compared to 87% on average across OECD countries, while for young adults holding a doctorate the employment rate is the same as the OECD average, at 90% (Figure 1).
- Tertiary-educated young adults have more difficulties transitioning in to the labour market than their elders: 77% of tertiary-educated 25-34 year-olds are employed, one of the lowest rates across the OECD (average: 84%) while the employment rate for tertiary-educated 45-54 year-olds is one of the highest across OECD countries, at 94% compared to 90%. The inactivity rate among tertiary-educated 25-34 year-olds is 20%, also considerably higher than the OECD average of 11%.
- Despite lower employment rates, tertiary-educated adults in the Slovak Republic are less likely to face long-term unemployment than those with lower attainment. Among unemployed 25-64 year-olds, 41% of those with a tertiary qualification have been unemployed for more than 12 months. This is above the OECD average (29%), but it is a significantly lower share than for those with just upper secondary or post-secondary non-tertiary (64%) or below upper secondary (72%) attainment.
- Tertiary-educated adults earn more than their lower educated peers in the Slovak Republic, although the premium is lower than on average across OECD countries. An adult with a master's or doctoral degree earns 69% more than those with upper secondary education, compared to 91% more on average across the OECD. Those with only a bachelor's degree earn just 21% more, compared to 44% more on average across OECD countries.

Spending on upper secondary vocational tracks is low despite high levels of student participation

- Lower participation in tertiary education may result from the Slovak Republic's well-established vocational educational system. In 2017, 71% of first-time upper secondary graduates obtained a vocational

qualification, the second highest across OECD countries after Austria (77%), and well above the average of 40%.

- These high levels of participation in upper secondary vocational programmes mask stark gender differences in the Slovak Republic. While the country has one of the highest shares of women among graduates from general programmes (61% versus the OECD average of 55%), the share of women among vocational graduates is below the OECD average (44% versus 46%).
- While in some countries upper secondary vocational graduates are considerably older than those graduating from general programmes, in the Slovak Republic both groups are 19 years old on average. Graduates from upper secondary vocational programme in the Slovak Republic are slightly younger than the OECD average (21 years old). Post-secondary non-tertiary vocational graduates are also slightly younger: the average age of graduates is 31 across the OECD, but 28 in the Slovak Republic.
- Most upper secondary vocational graduates in the Slovak Republic (38%) studied in the broad field of engineering, manufacturing and construction, above the OECD average of 34%. Smaller shares studied business, administration and law (16% versus 18% on average) and health and welfare (8% versus 12% on average across the OECD).
- As in most OECD countries, the Slovak Republic spends more on vocational upper secondary public institutions than general ones. However spending for both tracks was less than the OECD average in 2016: the Slovak Republic spent USD 6 201¹ per full-time equivalent student in general programmes and USD 7 391 in vocational programmes, compared to the OECD averages of USD 9 738 and USD 10 237 respectively. Despite the large share of students attending upper secondary vocational education, the difference in spending per student between vocational and general tracks is smaller in the Slovak Republic than in most countries across the OECD, including those with a similarly high share of upper secondary vocational graduates such as Austria and the Czech Republic.

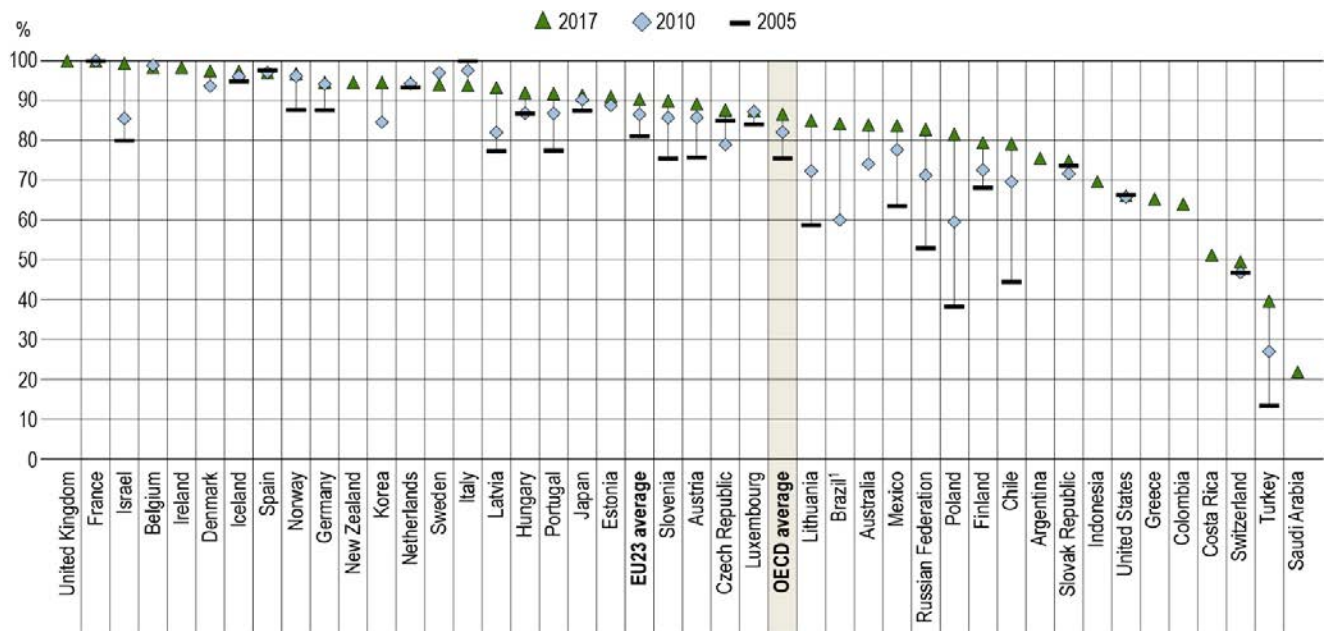
Early childhood education and care needs increased investment to sustain higher enrolment

- On average across OECD countries, the share of 3-5 year-olds enrolled in early childhood education and care (ECEC) has increased by 11 percentage points between 2005 and 2017, from 76% to 87%. In contrast, enrolment rates within this age group have remained essentially unchanged in the Slovak Republic, increasing by just 1 percentage point from 74% to 75%. However, as the enrolment rate fell to 72% in 2010, there has actually been an increase between 2010 and 2017 (Figure 2).
- Enrolment of children under the age of 3 is very low in the Slovak Republic. Just 5% were enrolled in a formal ECEC setting in 2017, compared to 26% on average across OECD countries.
- Spending on ECEC in the Slovak Republic is lower than on average across other countries. Total spending per child aged 3-5 enrolled amounted to 0.5% of GDP in 2016, below the OECD average of 0.6%. Spending per student is also lower, at USD 6 169 in the Slovak Republic compared to USD 8 141 on average across OECD countries.
- Despite lower spending, the ratio of ECEC contact staff (teachers and teachers' aides) to children at pre-primary level is in line with the OECD average (12:1). The Slovak Republic relies much less on teachers' aides than many other OECD countries: they make up only 1% of contact staff in the country compared to 27% on average across the OECD. As a result, the child to teacher ratio is lower in the Slovak Republic than on average across OECD countries.

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

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2017)

Early childhood education (ISCED 0) and primary education



1. Year of reference 2012 instead of 2010.

Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2017.


Source: OECD (2019), Table B2.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>.

[1]

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit 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:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=SVK&treshold=10&topic=EO>.

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for the Slovak Republic in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Slovak Republic		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	0%		7%		5%	
	Bachelor's or equivalent	3%		17%		14%	
	Master's or equivalent	20%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	16%	30%	31%	38%	28%	36%
	Women	21%	45%	40%	51%	38%	50%
	Total	18%	37%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	3%		17%		12%	
	Bachelor's or equivalent	91%		76%		80%	
	Master's or equivalent	6%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	5%		4%		7%	
	Master's or equivalent	9%		13%		13%	
	Doctoral or equivalent	10%		22%		22%	
	All tertiary levels of education	7%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	81%		82%		82%	
	Bachelor's or equivalent	76%		84%		84%	
	Master's or equivalent	83%		88%		88%	
	Doctoral or equivalent	86%		92%		93%	
	All tertiary levels of education	83%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	82%		84%		85%	
	Business and administration and law	80%		86%		87%	
	Engineering, manufacturing and construction	86%		89%		89%	
	Health and welfare	83%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary	119		120		121	
	Bachelor's or equivalent	121		144		138	
	Master's, doctoral or equivalent	169		191		174	
	All tertiary levels of education	163		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	55%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	71%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	19		18		19	
	Vocational programmes	19		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	61%		55%		56%	
	Vocational programmes	44%		46%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate	80%		78%		79%	
	Unemployment rate	7%		7%		8%	
	Inactivity rate	14%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	USD 5 890		USD 9 397		USD 9 671	
	Vocational programmes	USD 7 148		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	75%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	6%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	12		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 6 169		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Slovak Republic		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	**		n.a.			26%
	Upper secondary or post-secondary non-tertiary	43%		n.a.			44%
	Tertiary	62%		n.a.			66%
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	32%		n.a.			56%
	Upper secondary or post-secondary non-tertiary	69%		n.a.			77%
	Tertiary	89%		n.a.			92%
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 6 922	0.9%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 6 426	0.9%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 6 698	0.8%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 11 413	1%	USD 15 556	1.5%	USD 15 963	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	90%	10%	90%	10%	92%	8%
	Tertiary (including R&D)	70%	28%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	8.2%		10.8%			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		2017					
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	0.5	**	0.78	**	0.78	1.16
	Primary	0.65	**	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.65	**	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.67	**	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 13 705	USD 15 762	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 15 339	USD 21 553	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 15 339	USD 21 553	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 15 339	USD 21 553	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	1 144 hours	1 560 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	783 hours	1 560 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	649 hours	1 560 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	573 hours	1 560 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	37%		36%			39%
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	90%		83%			87%
	Lower secondary	77%		69%			72%
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	2 679 hours		4 568 hours		4 258 hours	
	Lower secondary	4 073 hours		3 022 hours		3 002 hours	
	Upper secondary	865 hours		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	18		21			20
	Lower secondary	19		23			21

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

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

2. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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