



Highlights

- Slovakia is aiming to develop more strategic central steering of education policies.
- PISA 2015 results showed a decline in basic skills and a high level of inequality, with low achievement strongly linked to socioeconomic background. There are large regional disparities, particularly affecting the Roma community.
- Teachers are insufficiently paid and their status is low, limiting the attractiveness of the profession. Their continuing professional development is not sufficiently targeted to development needs. Initial teacher education is not clearly focused on preparing for practical teaching.
- Education continues to be relatively underfunded at all levels, despite increases in spending in 2015.
- Slovakia's tertiary attainment rate has made substantial progress. Quality assurance of higher education does not yet meet international standards, the sector is insufficiently internationalised and lacks a professionally oriented short-cycle study offer.

Key indicators

	Slovakia		EU average		
	2013	2016	2013	2016	
ET 2020 benchmarks					
Early leavers from education and training (age 18-24)	6.4%	7.4%	11.9%	10.7%	
Tertiary educational attainment (age 30-34)	26.9%	31.5%	37.1%	39.1%	
Early childhood education and care (ECEC) (from age 4 to starting age of compulsory education)	77.1%	78.4%	93.9%	94.8%	
Proportion of 15 year-olds with underachievement in:	Reading	28.2%	32.1%	17.8%	19.7%
	Maths	27.5%	27.7%	22.1%	22.2%
	Science	26.9%	30.7%	16.6%	20.6%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	70.3%	79.6%	75.4%	78.2%	
Adult participation in learning (age 25-64)	3.1%	2.9%	10.7%	10.8%	

Underachievement in basic skills (15-year-olds)

Education and Training Monitor 2017



Reading

Slovakia 32.1%

EU 19.7%



Maths

Slovakia 27.7%

EU 22.2%



Science

Slovakia 30.7%

EU 20.6%

Source: OECD (PISA, 2015)
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Underachievement in science by socio-economic group

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Science

Slovakia 30.7%



in the top 25% group



13.5%



in the bottom 25% group



49.9%

Source: OECD (PISA, 2015)
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