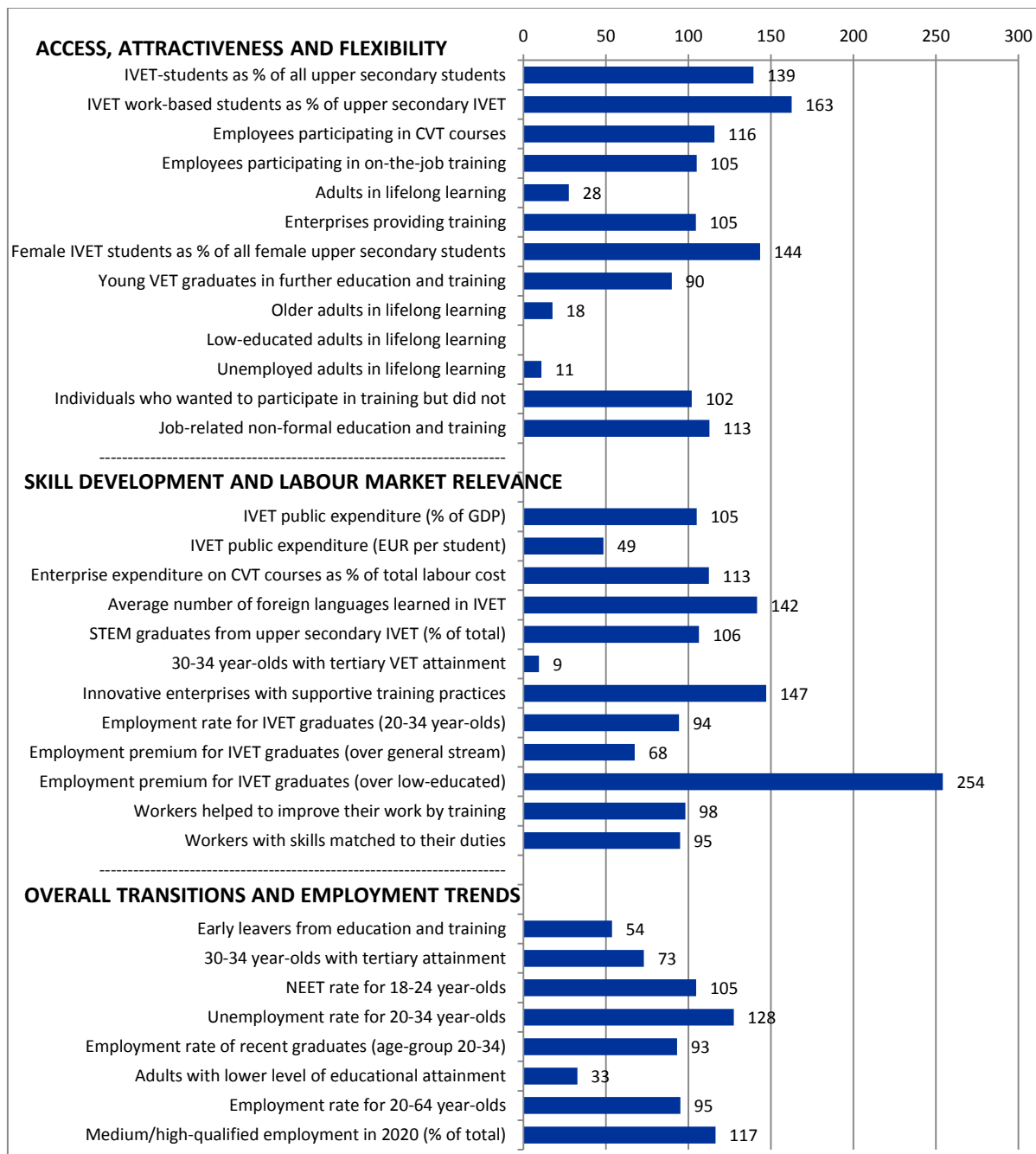


25. Slovakia

VET indicators for Slovakia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.
All data in the table have been rounded.

Slovakia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Slovakia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Slovakia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Slovakia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Slovakia has a relatively high proportion of upper secondary students participating in IVET (70.3% compared with 50.4% in the EU; data for 2012). Within upper secondary vocational education, the share of IVET students involved in combined work- and school-based programmes (43.1%) is more than one and a half times higher than the EU average (26.5%); this value increased by 2.6 percentage points between 2010 and 2012. Slovakia scores well below the EU average regarding the share of adults involved in lifelong learning (2.9% compared with 10.5% in the EU in 2013); this is lower than the average target of 15% set by the strategic framework education and training 2020. The general picture from 2010 CVTS data on the training activities of employers shows that Slovakian employers are close to, or perform better than, the EU average. Employees are slightly more likely to be in receipt of CVT courses (44% in Slovakia, 38% in the EU) and the percentage of companies providing training is also slightly higher than the EU average (69% versus 66% in the EU). 2011 AES data show that non-formal education and training is more often job-related (90.5%) compared with the situation across the EU (80.2%).

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.72%) is slightly higher than the EU average (0.68%), but the amount spent per student (EUR 4 165) is much below the EU average (EUR 8 586) (based on 2011 data for ISCED levels 3-4). The share of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) at 0.8% is less than one-tenth of the EU average of 8.7%.

The employment rate of IVET graduates (aged 20-34) at ISCED levels 3-4 at 74.7% is lower than the EU average of 79.1% (data for 2009). IVET graduates in Slovakia enjoy a positive premium on their employment rate compared to graduates from

general education at the same ISCED level, as well as to graduates at a lower ISCED level. The employment rate of IVET graduates is 3.8 percentage points higher than that of their counterparts from general education (even though this premium is lower than the EU average premium of 5.6 percentage points), and their employment rate is 44.2 percentage points higher than that of graduates with lower-level qualifications (well above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training (6.4%) is much lower than for the EU as a whole (11.9%). Slovakia has proportionately fewer people with a low-level of education (8.1%) compared with the EU average (24.8%). In contrast, the share of 30 to 34 year-olds with tertiary-level education is lower (26.9%) than the EU average (36.8%). Although this percentage has increased over recent years in Slovakia, it is still below the Europe 2020 average target and the national target (both set at 40%). The unemployment rate of 20 to 34 year-olds (19.2% compared with 15.1% in the EU) and the NEET rate of 18 to 24 year-olds (17.8% compared with 17.0% in the EU) are both higher than in the EU.

Score on VET indicators in Slovakia and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	SK	EU	SK	EU	SK	EU		SK	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	73.7	51.9	71.3	50.1	70.3	50.4	(2)	-1.0	0.3
IVET work-based students as % of upper secondary IVET	41.9	27.2	40.5	27.4	43.1	26.5	(2)	2.6	-0.9
Employees participating in CVT courses (%)	38	33	44	38					
Employees participating in on-the-job training (%)	20	16	21	20					
Adults in lifelong learning (%)	4.1		2.8		2.9	10.5 ^(b)	(3)	0.1	
Enterprises providing training (%)	60	60	69	66					
Female IVET students as % of all female upper secondary students	68.6	46.5	65.9	44.4	64.6	45.0	(2)	-1.3	0.6
Young VET graduates in further education and training (%)			27.6	30.7					
Older adults in lifelong learning (%)					1.2 ^(b)	6.6 ^(b)	(3)		
Low-educated adults in lifelong learning (%)						4.4 ^(b)	(3)		
Unemployed adults in lifelong learning (%)	1.6		1.6		1.1	10.0 ^(b)	(3)	-0.5	
Individuals who wanted to participate in training but did not (%)	13.1	14.2	9.7	9.5					
Job-related non-formal education and training (%)			90.5	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.69	0.67	0.76	0.71	0.72	0.68	(1)	-0.04	-0.03
IVET public expenditure (EUR per student)	2 714	7 033	4 272	8 558	4 165	8 586	(1)	-107	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.9	0.8					
Average number of foreign languages learned in IVET	1.3		1.5	1.2 ^(d)	1.7	1.2	(2)	0.2	0.0
STEM graduates from upper secondary IVET (% of total)	38.0	32.0	31.5	28.7	31.1	29.2	(2)	-0.4	0.5
30-34 year-olds with tertiary VET attainment (%)	0.8	7.3	0.8	7.4	0.8	8.7	(3)	0.0	1.3
Innovative enterprises with supportive training practices (%)	55.3	43.1	61.3	41.6					
Employment rate for IVET graduates (20-34 year-olds)			74.7	79.1					
Employment premium for IVET graduates (over general stream)			3.8	5.6					
Employment premium for IVET graduates (over low-educated)			44.2	17.4					
Workers helped to improve their work by training (%)			88.1	89.8					
Workers with skills matched to their duties (%)			52.4	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	6.6	15.4	4.7	13.9	6.4	11.9	(3)	1.7	-2.0
30-34 year-olds with tertiary attainment (%)	14.4	28.8	22.1	33.4	26.9	36.8	(3)	4.8	3.4
NEET rate for 18-24 year-olds (%)	18.6	15.1	18.6	16.6	17.8	17.0	(3)	-0.8	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	19.2 ^(b)	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	77.5	79.0	69.4	77.4	70.3	75.4	(3)	0.9	-2.0
Adults with lower level of educational attainment (%)	11.2	30.0	9.0	27.3	8.1	24.8	(3)	-0.9	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	65.0 ^(b)	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					95.9	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).