



Ministry of Education, Science, Research and Sport
Education Policy Institute (IVP)

Expenditure Review for Education

24 May 2017, Bratislava



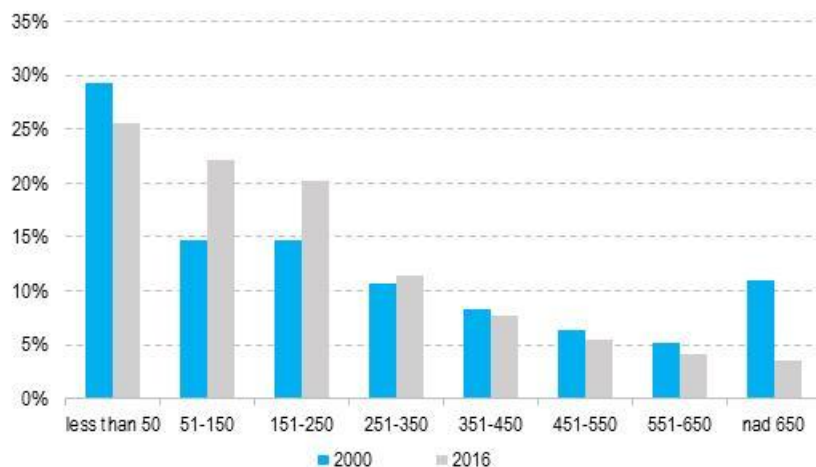
Effective school network

Main conclusions

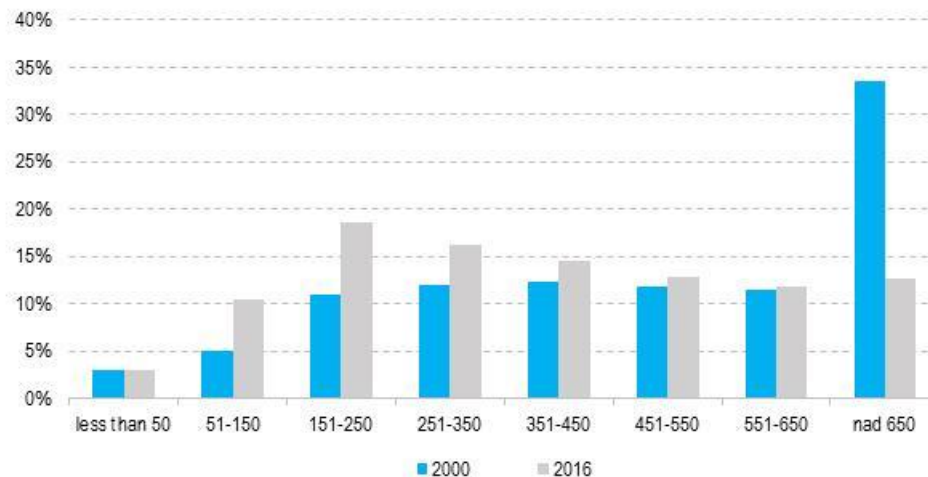
- There is room for school consolidation. State financially supports small schools which provide ISCED 1+2 education (potential quality issues and efficiency), schools of different founders in one municipality and small schools which are close to other schools.
- Minimum school and class size rules are rather formal.
- There is lack of systematic support of alternative access to schooling (school buses, free bus tickets).
- Rationalization should not negatively affect access to education, quality and inclusion.
- Collaboration with stakeholders has potential to reach more acceptable and balanced outcomes.

Scope for rationalization

Distribution of basic schools by size (2000-2016)



Distribution of pupils by school size (2000-2016)



- **Financial impact:** Financial protection of only ISCED 1 level would bring potential savings of around 15 mil. eur. Elimination of protection of different school founders could potentially save 6,7 mil. eur. Closure of schools smaller than 50 students and provision of free school buses could bring about 12 mil. eur.

Preliminary measures for Action plan

- Take regional approach to school rationalization - cooperate with local authorities taking into account centrally defined criteria.
- Support rationalization by providing free school buses to pupils.
- Analyze minimal class size rules in the second year of implementation.
- Define criteria which reflect need to establish a new school in a given locality.



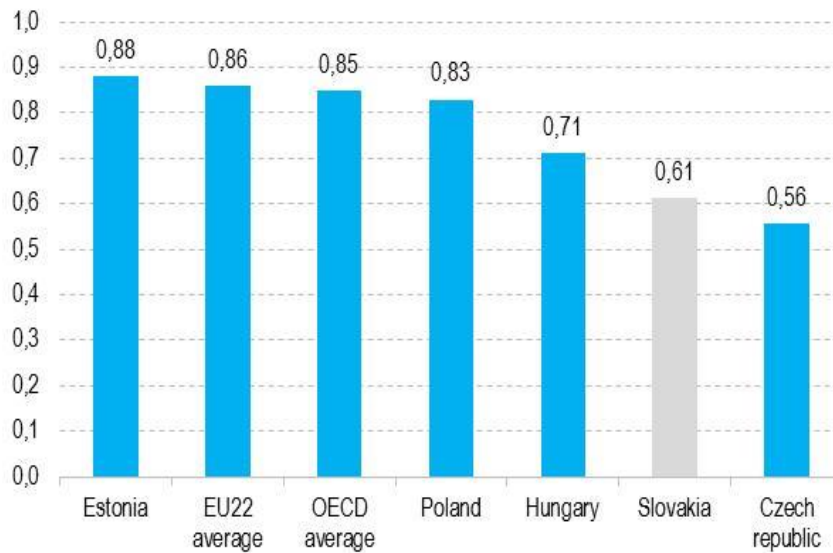
Teacher salaries and compensation scheme

Main conclusions

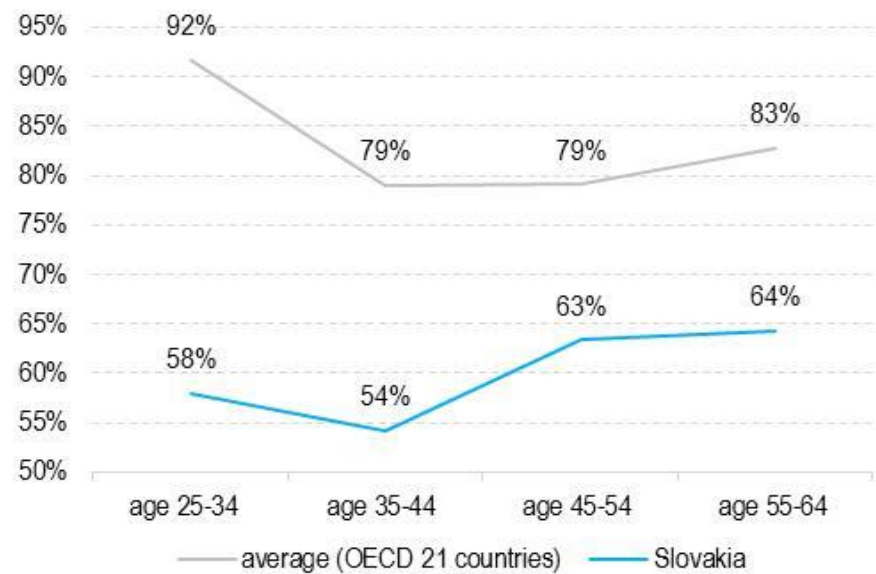
- Good compensation scheme is crucial to maintain high quality teachers (attractiveness + rewarding quality).
- Teachers' salaries remain low despite recent increases (SK 61 % vs. OECD 85 % of tertiary educated workers). Planned increases in 2016-2020 should raise teacher salaries to 67 %.
- Salaries of young teachers are lagging behind more.
- Link of compensation to quality is insufficient:
 - Career growth does not reflect teacher skills and competences.
 - Teacher motivation to participate in CPD is primarily higher pay (allowance for accomplishing CPD programs).
 - There is no dedicated budget for personal allowance (high variance), transparent criteria for teacher evaluation are missing.

Teacher salaries

Ratio of teacher salary to salary of tertiary educated workers (2013)



Ratio of teacher salary to salary of tertiary educated workers by age (2013)



Preliminary measures for Action plan

- Faster increase of salaries for young teachers.
- Identify criteria assessing teachers' skills in practical environment to inform teacher certification.
- Abolish salary allowance for CPD programs, leave the freed resources for teacher compensation.
- Analyze the possibility of introducing claimable personal bonuses based on complex teachers' evaluations.



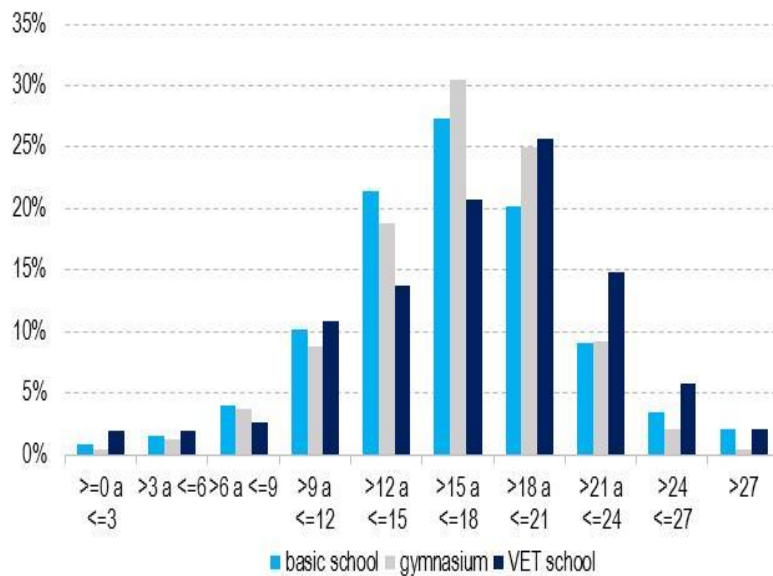
Funding of primary and secondary schools

Main conclusions

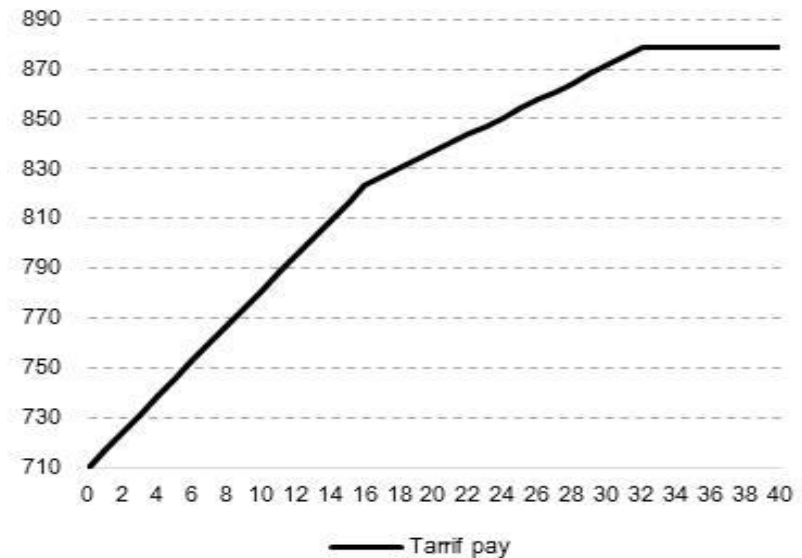
- The funding formula does not sufficiently take into account different cost of educational provision at individual schools.
 - Funding does not reflect length of teacher experience at individual schools, which determines teachers salaries.
 - Funding does not distinguish between ISCED 1 and ISCED 2, although the personal cost of provision is different.
 - There are indications that some types of schools and programs receive relatively more or less more than needed (gymnasium vs. conservatory, VET study fields).
- There is scope for a more efficient spending.
 - Stricter rules for funding of emergency situations, capital investments, students studying abroad etc.

Length of pedagogical experience and compensation

Share of schools by average experience of teachers (2016)



Teacher tariff pay by years of service (2017)



Preliminary measures for Action plan

- Adjust the funding formula to reflect the length of teachers' pedagogical experience.
- Consider adjusting the funding formula to distinguish between different cost of educational provision at level ISCED 1 and level ISCED 2.
- Analyze different cost of educational provision at individual school types and among different study programs.
- Adopt measures to increase the efficiency of spending.