

| Context indicators | | |
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| Context indicator | Definition | Unit of measurement |
| 1. Human resources expenditure - (total public expenditure on education) as percentage of GDP | Human resources expenditure - (total public expenditure on education) as percentage of GDP | % |
| 2. Total rate of employment | Total rate of employment (percentage of population aged 15 – 64 employed in the total population in that age group) | % |
| 3. Percentage of population participating in lifelong learning per 100 inhabitants aged 25–64 | Percentage of population per 100 inhabitants aged 25–64 participating in lifelong learning for over 4 hours at the time of survey (EU benchmark) | % |
| 4. Graduates from tertiary level of higher education | Number of graduates from the tertiary (doctoral) level of higher education per 1,000 inhabitants aged 20–29 | number |
| 5. Youth education attainment | Percentage of the population aged 20–24 who have achieved at least secondary education or completed post-secondary studies (EU benchmark) | % |
| 6. Percentage of population (18–24) with lower secondary education not receiving further education | Percentage of population (18–24) with lower secondary education (elementary or secondary education without graduation – ISCED 0, 1, 2, 3C), who do not continue in further education and leave the school system early – “early school leavers” (EU benchmark) | % |
| Priority axis 1 | | |
| 1. Number of newly created education programmes Of which: primary schools, secondary schools, higher education institutions | Number of newly created education programmes, subjects and programmes in all types of schools supported by OP Education contributing to higher quality in education through their objectives, methods and forms | number |
| 2. Schools successful in repeated quality evaluations Of which: primary schools, secondary schools | Percentage of schools that are beneficiaries of projects under OP Education and achieve better results in a repeated evaluation of the quality of conditions, results and management than in the first evaluation | % |
| 3. Number of teaching staff involved in further education programmes Of whom: By gender: Women | Number of teaching staff who have successfully completed courses (leading to the award of relevant certification) of further education for teaching staff supported by OP Education | Number |

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| men By age: aged 15–24 years aged 55–64 years | | |
| 4. Number of training courses for teaching staff | Number of training courses for teaching staff supported by OP Education | number |
| 5. PISA Index | Reading skills and knowledge of science and mathematics at age 14–15 | number |
| 6. Placement rate of secondary school graduates Of whom: By gender: women men By status in the labour market: inactive persons – studying or participating in vocational training in employment | Percentage of all participants completing secondary education programmes supported by OP Education who were placed in the labour market or a higher level of education within 12 months | % |
| 7. Percentage of higher education institutions which have improved their management efficiency and quality through OP Education | Percentage of higher education institutions that have improved the efficiency and quality of their management through projects supported by OP Education as a percentage of all higher education institutions | % |
| 8. Graduates from tertiary level of higher education | Number of graduates from the third (doctoral) level of higher education per 1,000 inhabitants aged 20–29 | number |
| 9. Percentage of research and development staff participating in further education Of whom: By gender: women men By age: aged 15–24 years aged 55–64 years | Research and development staff who have successfully completed further education programmes (leading to the award of relevant certification) supported by OP Education as a percentage of all research and development staff | % |
| 10. Number of projects in support of human resources in centres of excellence at higher education institutions and the Slovak Academy of Sciences | Number of projects supported by OP Education in support of human resource development in centres of excellence at higher education institutions and the Slovak Academy of Sciences; these are centres that concentrate science and research potential and do innovative research in a specific field of research or interdisciplinary number research across a range of fields aimed at developing new | number |

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| | methods and procedures of international significance | |
| 11. Rate of involvement of research and development staff in supra-national research projects | Percentage of research and development staff in higher education institutions and other R&D institutions participating in supra-national research projects supported by OP Education as a percentage of the total number of research and development staff in Slovakia | % |
| 12. Number of partnerships and development and innovation networks supported by OP Education | Number of partnerships involving higher education institutions and research and development organizations in international cooperation and development and innovation networks supported by OP Education with the objective of establishing connections between research and innovation workplaces in the academic and industrial spheres, breaking down barriers between research and practice and supporting the transfer of knowledge and highly specialized expertise into the economy | Number |
| 13. Percentage of partnerships and development and innovation networks in existence after the expiry of support from OP Education | Percentage of partnerships for the involvement of higher education institutions and research and development organizations in international cooperation and development and innovation networks in existence after the expiry of support from OP Education | % |
| 14. Placement rate of higher education graduates in the labour market | Graduates of higher education study programmes supported by OP Education placed in the labour market within 12 months as a percentage of the total number of participants in such programmes | % |
| Priority axis 2 | | |
| 1. Percentage of population participating in lifelong learning per 100 inhabitants aged 25–64 | Percentage of population per 100 inhabitants aged 25–64 participating in lifelong learning for over 4 hours at the time of survey (EU benchmark) | % |
| 2. Number of lecturers having completed further education programmes Of whom: By gender: women men By age: | Number of lecturers having successfully completed further education courses supported by OP Education (leading to the award of relevant certification); a lecturer (<i>lektor</i>) works in the provision of further education in education institutions. Lecturers must meet professional | Number |

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| aged 15–24 years aged 55–64 years | requirements. | |
| 3. Number of supported further education programmes | Number of further education programmes supported by OP Education | Number |
| 4. Number of newly established networks under the learning regions concept | Number of newly established local and regional networks (at least 3 partners) between different institutions established under the learning regions concept supported by OP Education | Number |
| 5. Percentage of networks created under the learning regions concept in existence after the expiry of support from OP Education | Percentage of networks created under the learning regions concept in existence after the expiry of support from OP Education | % |
| 6. Percentage of medical personnel having completed further education programmes for medical personnel Of whom: By gender: women men By age: aged 15–24 years aged 55–64 years | Medical personnel having completed further education programmes for medical personnel supported by OP Education as a percentage of the total number of medical personnel in the sector | % |
| 7. Number of further education programmes for medical personnel | Number of newly established and revised further education programmes (model programmes) in health care supported by OP Education | Number |
| 8. Percentage of medical personnel remaining in the health care system after completing further education programmes Of whom: By gender: women men By age: aged 15–24 years aged 55–64 years | Percentage of medical personnel performing qualified work activities, specialized work activities or certified work activities of medical personnel in the Slovak health care system 12 months after completing an education programme supported by OP Education | % |
| Priority axis 3 | | |
| 1. Number of pupils with special educational needs participating in education programmes Of whom: By gender: women men By vulnerability group: minorities (pupils from | Number of pupils from marginalized Roma communities, socially disadvantaged backgrounds and with special upbringing and educational needs having participated in education programmes supported by OP Education | Number |

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| marginalized Roma communities) pupils with disabilities other disadvantaged people | | |
| 2. Number of formal education programmes for persons with special educational needs | Number of education programmes supported by OP Education focussing on pupils from marginalized Roma communities, socially disadvantaged backgrounds and with special upbringing and educational needs | Number |
| 3. Number of persons working for the social inclusion of persons with special educational needs trained in further education programmes Of whom: By gender: women men By age: aged 15–24 years aged 55–64 years By level of education achieved: higher secondary education (ISCED 3) post-secondary non-tertiary education (ISCED 4) tertiary education (ISCED 5 and 6) | Number of persons working for the social inclusion of persons from marginalized Roma communities, from socially disadvantaged backgrounds and pupils with special upbringing and educational needs trained in further education programmes supported by OP Education | Number |
| 4. Number of further education programmes for persons working for the social inclusion of persons with special educational needs | Number of further education programmes supported by OP Education for persons working for the social inclusion of persons with special educational needs | Number |
| 5. Placement rate of graduates from formal education programmes for persons with special educational needs Of whom: By gender: women men By vulnerability group: minorities (pupils from marginalized Roma communities) pupils with disabilities other disadvantaged people By status in the labour market: inactive persons – studying or participating in vocational training in employment | Percentage of persons placed in the labour market and in a higher level of education within 12 months after completing a formal education programme for persons with special educational needs supported by OP Education as a percentage of the total number of programme participants | % |
| 6. Placement rate of graduates from further education programmes for persons with special educational needs | Persons placed in the labour market within 12 months after completing a further education programme for persons with | % |

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| <p>Of whom: By gender: women men</p> <p>By age: aged 15–24 years aged 55–64 years</p> <p>By vulnerability group: minorities (pupils from marginalized Roma communities) pupils with disabilities other disadvantaged people</p> <p>By level of education achieved: primary or lower secondary education (ISCED 1 and 2) higher secondary education (ISCED 3)</p> | <p>special educational needs supported by OP Education as a percentage of the total number of programme participants</p> | |
| 7. Low achievers in primary schools from socially disadvantaged backgrounds | <p>Primary school pupils from socially disadvantaged backgrounds with low achievement in compulsory attendance as a percentage of the total number of lowachieving pupils</p> | % |
| Priority axis 4 | | |
| <p>1. Number of newly created education programmes Of which: primary schools, secondary schools, higher education institutions</p> | <p>Number of newly created education programmes, subjects and programmes in all types of schools supported by OP Education contributing to higher quality in education through their objectives, methods and forms</p> | Number |
| <p>2. Schools successful in repeated quality evaluations Of which: primary schools, secondary schools</p> | <p>Percentage of schools that are beneficiaries of projects under OP Education and achieve better results in a repeated evaluation of the quality of conditions, results and management than in the first evaluation</p> | % |
| <p>3. Number of teaching staff having completed further education programmes Of whom: By gender: women men</p> <p>By age: aged 15–24 years aged 55–64 years</p> | <p>Number of teaching staff who have successfully completed further education courses (leading to the award of relevant certification) for teaching staff supported by OP Education from the total number of teaching staff in the Bratislava Region</p> | Number |
| 4. Number of training courses for teaching staff | <p>Number of training courses for teaching staff supported by OP</p> | Number |

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| | Education | |
| 5. Graduates from tertiary level of higher education | Number of graduates from the third (doctoral) level of higher education per 1,000 inhabitants aged 20–29 | Number |
| 6. Percentage of research and development staff participating in further education Of whom: By gender: women men By age: aged 15–24 years aged 55–64 years | Percentage of research and development staff who have successfully completed further education programmes (leading to the award of relevant certification) supported by OP Education as a percentage of all research and development staff in the Bratislava Region | % |
| 7. Number of projects in support of human resources in centres of excellence at higher education institutions and the Slovak Academy of Sciences | Number of projects supported by OP Education in support of human resource development in centres of excellence at higher education institutions and the Slovak Academy of Sciences; these are centres that concentrate science and research potential and carry out innovative research in a specific field of research or interdisciplinary research across a range of fields aimed at developing new methods and procedures of international significance | Number |
| 8. Rate of involvement of research and development staff in supranational research projects | Research and development staff in higher education institutions and other R&D institutions participating in supranational research projects supported from OP Education as a percentage of the total number of research and development staff in the Bratislava Region | % |
| 9. Number of partnerships and development and innovation networks supported by OP Education | Number of partnerships involving higher education institutions and research and development organizations in international cooperation and development and innovation networks supported by OP Education with the objective of establishing connections between research and innovation workplaces in the academic and industrial spheres, breaking down barriers between research and practice and supporting the transfer of knowledge and highly specialized expertise into the economy | Number |

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| 10. Percentage of partnerships and development and innovation networks in existence after the expiry of support from OP Education | Percentage of partnerships for the involvement of higher education institutions and research and development organizations in international cooperation and development and innovation networks in existence after the expiry of support from OP Education | % |
| 11. Percentage of population participating in lifelong learning per 100 inhabitants aged 25–64 | Percentage of population aged 25–64 participating in lifelong learning for over 4 hours at the time of survey (EU benchmark) | % |

Source: OPE