

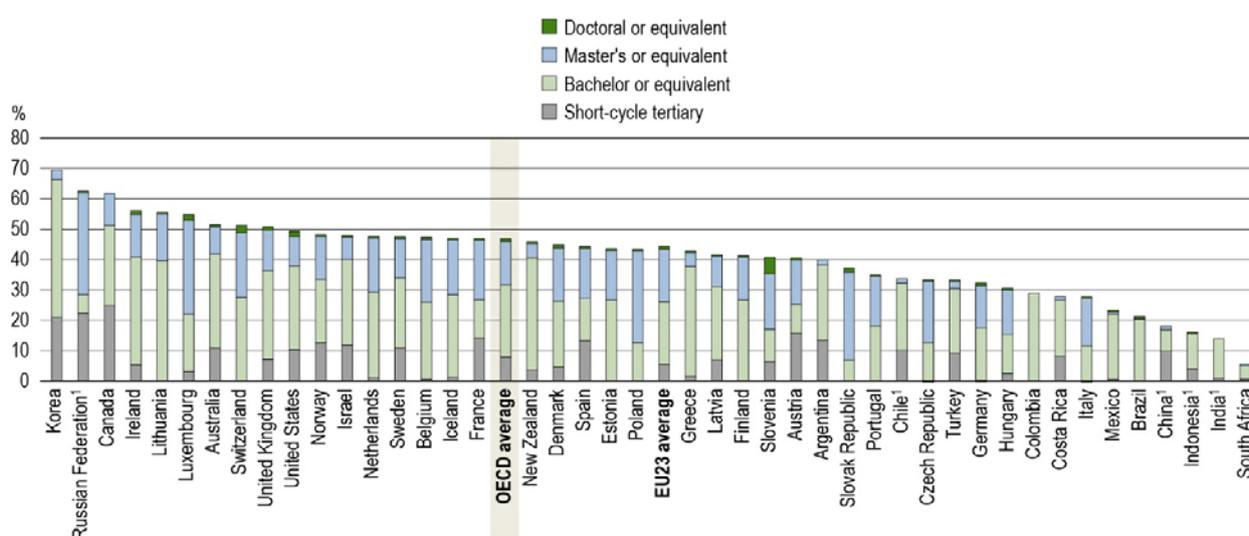
EDUCATION
AT A GLANCE 2019

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.

Slovenia

- In Slovenia, **tertiary-educated younger adults (25-34 year-olds) are most likely to hold a master's or equivalent degree (42%)**. However, while employment rate increases with higher educational attainment across most OECD countries, **adults with a master's have similar employment rates as those with a bachelor's degree** in Slovenia.
- Over the period 2010-16, **expenditure on non-tertiary educational institutions fell by 12% while the number of students slightly increased, by 3%**. Similar to OECD average, public funding makes up a relatively large share of Slovenia's education funding from primary to tertiary level.
- Vocational education gives students an economic advantage in the labour market in Slovenia: in 2018 **younger adults (25-34 year-olds) who have an upper secondary vocational qualification as their highest educational attainment enjoy the highest employment rates (87%)**, compared to 74% for those who have completed upper secondary general programmes and 61% for those with below upper secondary education.
- **Financial investment in early childhood education and care as a share of gross domestic product (GDP) decreased by 0.2 percentage points** between 2012 and 2016, but still remains above the OECD average.

Figure 1. Distribution of 25-34 year-olds with tertiary education, by level of tertiary education (2018)



Note: Some categories might be included in other categories. Please refer to Education at a Glance Database, <http://stats.oecd.org> for details.

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

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

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/f8d7880d-en>).

More Slovenians have tertiary degree, and gender gap in earnings is among the smallest across OECD countries for tertiary-educated adults

- In Slovenia, tertiary attainment among 25-34 year-olds increased by 11 percentage points between 2008 and 2018 (from 30% to 41%), but is still below the OECD average of 44%. Despite this smaller share, those adults who do complete tertiary education in Slovenia tend to go for longer studies: 42% of those with a tertiary degree hold a master's or equivalent, compared with 33% on average across OECD countries (Figure 1).
- The expansion of tertiary education in Slovenia over the past decades has benefited women more than men: 53% of 25-34 year-olds Slovenian women now have a tertiary degree, up from 38% in 2008, compared respectively to 51% and 40% on average across OECD countries. In contrast, 30% of 25-34 year-old men were tertiary educated in 2018, an increase of 8 percentage points since 2008. Moreover, Slovenia's gender gap in earnings is among the smallest across OECD countries for tertiary-educated adults: 25-64 year-old women earn 83% of what men earn, for all levels of tertiary education combined, markedly above the OECD average of 75%. However, the employment rate among tertiary-educated women in Slovenia is lower than for men. In particular, 82% of tertiary-educated 25-34 year-old women in Slovenia are employed, compared with 91% of tertiary-educated men.
- Adults who completed tertiary education are more likely to be employed than those who did not. In Slovenia, the employment rate is 89% for those with a tertiary education, 13 percentage points above the employment rate of those with an upper-secondary qualification and 38 percentage points above the employment rate of adults with below upper secondary education.
- In Slovenia, young adults with a tertiary degree are less likely to be neither employed nor in education or training (NEET) than those who have not completed a tertiary degree, as 9% of 25-29 year-olds with tertiary education are NEET, compared to 14% for those with upper secondary and 50% for those below upper secondary education, compared respectively to 11%, 17%, 40% on average across OECD countries¹.
- However, Slovenia faces significant challenges in retaining students after their first year of tertiary studies, as 20% of students are not enrolled in tertiary education by the beginning of the second year of study, compared to 12% on average across OECD countries.
- In 2017, about 4% of 25-64 year-olds held a doctoral or equivalent degree, the highest share across OECD countries. However, Slovenia is less attractive to international tertiary students than other countries: only 9% of doctoral students, 5% of master's students and 3% of bachelor's students in Slovenia are international, compared to 22%, 13% and 4%, respectively across the OECD.
- About 3 090 students came from abroad to study in Slovenia: 91% of them were from Europe, followed by Asia (7%). The free tuition fees policy for "full-time students" from Europe at bachelor's and master's level has contributed to the high enrolment of European students in Slovenia².

Education funding is declining and highly dependent on public resources

- In 2016, Slovenia's total expenditure (public and private) in educational institutions from primary to tertiary level is 4.3% of gross domestic product (GDP), while the OECD average is 5.0% (Figure 2). Some 3.8% of gross domestic product (GDP) comes from public sources, slightly below the OECD average of 4.0%.

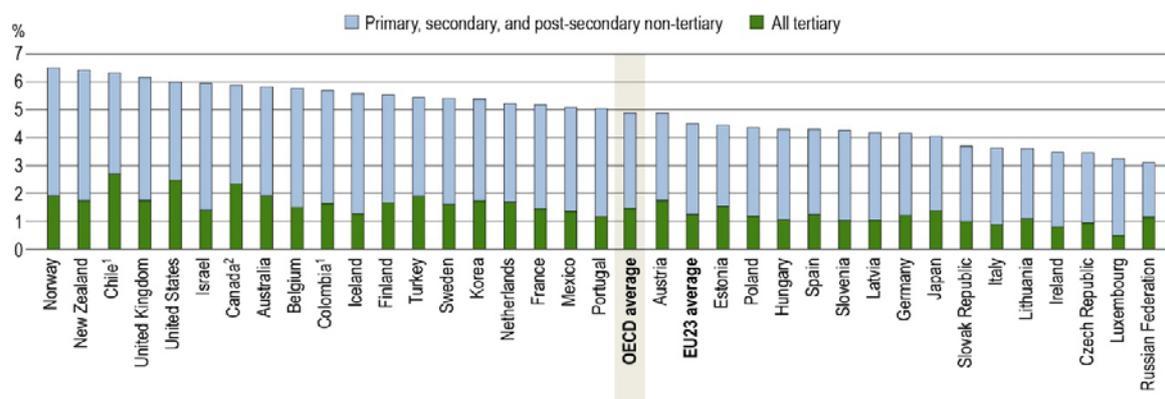
¹ Figures for the OECD average include both upper secondary and post-secondary non-tertiary levels of education

² Institutions may charge higher tuition fees for students from outside the European Economic Area.

- In 2016, annual public and private spending per student by all educational institutions, from primary to tertiary levels, was USD 9 080³ in Slovenia while OECD countries on average spent USD 10 502. Between 2010 and 2016, total expenditure on educational institutions per student has decreased by 8% for primary to tertiary levels.
- Expenditure on tertiary educational institutions in Slovenia comes mainly from public sources (0.8% of GDP compared to 0.1% from private sources), below the OECD average of 0.9% from public and 0.5% from private sources). Full-time Slovenian tertiary students on state subsidized study places⁴ pay no tuition fees to public and government-dependent institutions until doctoral level.
- Over the period 2010-16, expenditure by non-tertiary educational institutions fell by 12% while the number of students slightly increased, by 3%. As a result, expenditure per student at these levels decreased by 14% in 2016 compared to 2010.

Figure 2. Total expenditure on educational institutions as a percentage of GDP (2016)

From public, private and international sources, by level of education



1. Year of reference 2017.

2. Primary education includes pre-primary programmes.

Countries are ranked in descending order of total expenditure on educational institutions as a percentage of GDP.

Source: OECD/UIS/Eurostat (2019), Table C2.1. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

High employment outcomes and permeability of the education system have contributed to the attractiveness of vocational programmes in Slovenia

- Good employment outcomes and permeability of the education system have contributed to the attractiveness of vocational programmes in Slovenia. More than 6 out of 10 first-time upper secondary graduates in Slovenia obtained a qualification from a vocational programme in 2017. Moreover, 64% of upper secondary vocational graduates entered bachelor's programmes directly from upper secondary education compared to 80% of their peers graduating from general education.
- Vocational education gives students an economic advantage in the labour market in Slovenia: younger adults (25-34 year-olds) who have an upper secondary vocational qualification as their highest

³ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

⁴ EU and national full-time students, citizens of countries outside the EU that signed bilateral or multilateral agreements on educational cooperation, and students who are themselves or their parents residents of the Republic of Slovenia do not pay tuition in Slovenia.

educational attainment enjoy the highest employment rates (87%), compared to 74% for those who have completed upper secondary general programmes and 61% for those with below upper education.

- Teachers in primary, lower secondary and upper secondary general programmes have the same statutory salary regardless of the level of education taught in Slovenia. In contrast, on average across OECD countries, lower secondary teachers earn about 4% more than primary teachers and upper secondary teachers about 3% more than lower secondary teachers in the early stages of their careers.

Slovenia is investing significantly in early childhood education and care with high enrolment rates among younger children

- Children's early years are the foundation for their future development, learning abilities and lifelong learning. Early childhood education and care (ECEC) plays a major role in enhancing the cognitive and social development of children. In Slovenia increasing importance is placed on the provision of ECEC: in 2017, 74% of 2-year-olds in Slovenia were enrolled in ECEC compared to 62% on average across OECD countries.
- As a share of GDP, Slovenia's total expenditure on ECEC fell slightly – by 0.2 percentage points – between 2012 and 2016. However, in 2016 Slovenia still spent 1.1% of its GDP on this level, which is significantly more than the 0.8% average across OECD countries. Most of the expenditure (75%) at this level came from public sources, which is below the OECD average of 82%.
- Children in ECEC in Slovenia mainly attend public institutions, with 95% enrolled in public institutions at this level, one of the highest shares of all OECD countries and considerably higher than the OECD average of 66%.
- The children-to-staff ratio in ECEC is similar to the OECD average, at only 8 students per contact staff member. For comparison, the OECD average is 9. Moreover, the number of hours spent teaching in pre-primary education over the school year (1 314 hours) is considerably higher than the OECD average of 1 022 hours. Slovenia ranks fifth for this measure among all OECD and partner countries with available data.

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=SVN&treshold=10&topic=EO>.

Questions can be directed to: Corinne Heckmann Directorate for Education and Skills corinne.heckmann@oecd.org	Country note author: Hajar Sabrina Yassine Directorate for Education and Skills hajarsabrina.yassine@oecd.org
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This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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 Slovenia in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	8%		7%		5%	
	Bachelor's or equivalent	7%		17%		14%	
	Master's or equivalent	14%		13%		15%	
	Doctoral or equivalent	4%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	22%	30%	31%	38%	28%	36%
	Women	38%	53%	40%	51%	38%	50%
	Total	30%	41%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	18%		17%		12%	
	Bachelor's or equivalent	77%		76%		80%	
	Master's or equivalent	5%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	3%		4%		7%	
	Master's or equivalent	5%		13%		13%	
	Doctoral or equivalent	9%		22%		22%	
	All tertiary levels of education	4%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	84%		82%		82%	
	Bachelor's or equivalent	90%		84%		84%	
	Master's or equivalent	89%		88%		88%	
	Doctoral or equivalent	93%		92%		93%	
	All tertiary levels of education	89%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	87%		84%		85%	
	Business and administration	**		**		**	
	Engineering, manufacturing and construction	93%		89%		89%	
	Health and welfare	93%		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	**		120		121	
	Bachelor's or equivalent	**		144		138	
	Master's, doctoral or equivalent	**		191		174	
	All tertiary levels of education	**		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	54%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	67%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	18		18		19	
	Vocational programmes	19		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	60%		55%		56%	
	Vocational programmes	45%		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	85%		78%		79%	
	Unemployment rate	8%		7%		8%	
	Inactivity rate	8%		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 7 586		USD 9 397		USD 9 671	
	Vocational programmes	USD 7 069		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	90%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	4%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	**		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 7 819		USD 8 141		USD 8 926	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³							
2016							
Table A7.1	Below upper secondary	15%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	41%		n.a.		44%	
	Tertiary	71%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴							
2015							
Table A6.1	Below upper secondary	49%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	75%		n.a.		77%	
	Tertiary	94%		n.a.		92%	

Key Facts for Slovenia in Education at a Glance 2019

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Educational attainment of 25-64 year-olds							
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Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	87%		84%		85%	
	Business and administration and law	90%		86%		87%	
	Engineering, manufacturing and construction	93%		89%		89%	
	Health and welfare	93%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
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Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
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Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
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2017							
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2017							
Table B2.3	Pre-primary level (ISCED 02)	4%		34%		27%	
Ratio of children to teaching staff							
2017							
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Expenditure on children aged 3-5 enrolled in education							
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Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³							
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Table A7.1	Below upper secondary	15%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	41%		n.a.		44%	
	Tertiary	71%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴							
2015							
Table A6.1	Below upper secondary	49%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	75%		n.a.		77%	
	Tertiary	94%		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 8 621	1.5%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 10 481	0.8%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 7 236	0.9%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 11 257	1%	USD 15 556	1.5%	USD 15 863	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%	9%	90%	10%	92%	8%
	Tertiary (including R&D)	82%	14%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education							
2016							
Table C4.1	As a percentage of total government expenditure	8.8%		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	0.74	1.2	0.78	**	0.78	1.16
	Primary	0.87	1.24	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.9	1.24	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.94	1.28	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 28 031	USD 40 591	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 28 031	USD 42 111	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 28 031	USD 42 111	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 28 031	USD 42 111	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	1 314 hours	**	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	627 hours	**	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	627 hours	**	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	570 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	36%		36%		39%	
Share of female teachers, in public and private institutions							
2017							
Table D5.2	Primary	88%		83%		87%	
	Lower secondary	88%		69%		72%	
Total number of compulsory instruction time, by level of education							
2019							
Table D1.1	Primary	4 091 hours		4 568 hours		4 258 hours	
	Lower secondary	2 298 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
Average class size by level of education							
2017							
Table D2.1	Primary	18		21		20	
	Lower secondary	20		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>.