

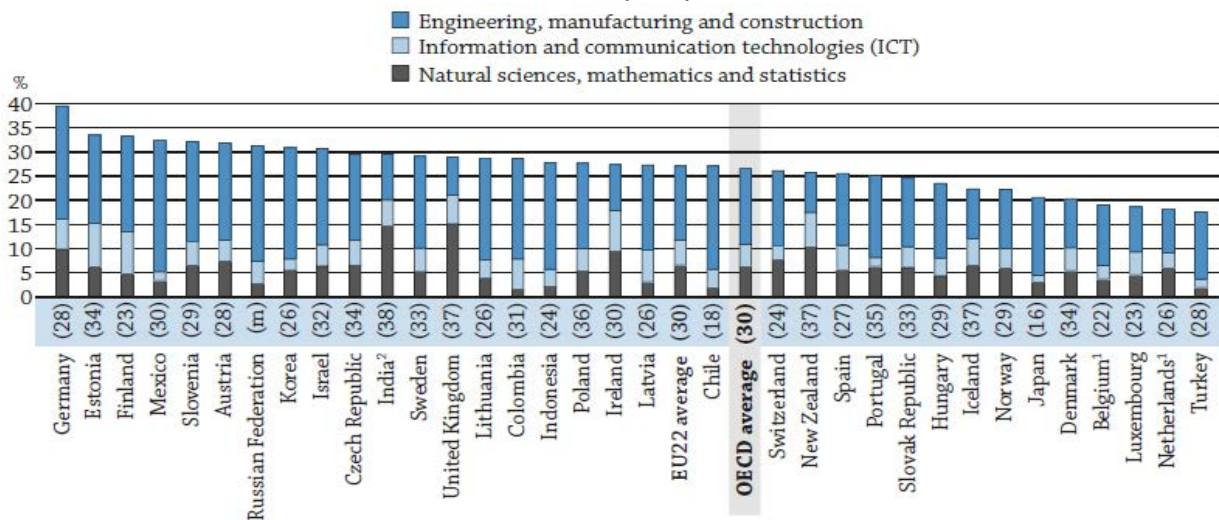
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators 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 the 35 OECD countries and a number of partner countries.

Slovenia

- In Slovenia more new entrants to tertiary education decide to enrol in one of the STEM field of studies (32%) than, on average, across the OECD (27%).
- As of 2016, 43% of adults aged 25-34 had attained a tertiary qualification as their highest level of education, up from 25% in 2005 and now in line with the OECD average (43%).
- Slovenia attracts a lower share of international students at all levels of tertiary education, especially at the doctorate level: less than 9% of doctoral students in Slovenia are international compared to an OECD average of 25.7%.
- In Slovenia, younger adults (25-34 year-olds) who have completed an upper secondary vocational programme as their highest educational attainment have higher employment rates (83%) than those who have attained upper secondary general qualifications (68%) or tertiary education (81%).
- Between 2008 and 2014, the expenditure per student at primary, and secondary levels dropped by 6% while, at the same time, increasing by 3% at tertiary level.

Figure 1: Distribution of new entrants to tertiary education, by STEM field of study and share of woman in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558306>

Slovenia benefits from one of the highest enrolments in STEM fields of study across OECD countries

- In 2015, in Slovenia 32% of new entrants decided to enrol in one of the STEM (science, technology, engineering and mathematics) fields, above the OECD average of 27% (Figure 1). With 21% of new entrants, engineering, manufacturing and construction accounts for the highest share of new entrants among the STEM field of studies (OECD average, 16%), followed by natural sciences, mathematics and statistics (6%, in line with the OECD average) and by information and communication technologies (5%, as the OECD average).
- Business, administration and law fields account for 20% of new entrants (OECD average, 23%), social sciences, journalism and information for 9% (OECD average, 10%). Education, art and humanities, and health and welfare are chosen by 8% of new entrants to tertiary education each (OECD averages: 9% for education; 11% for art and humanities; and 13% for health and welfare).
- The choice of which field to study is strongly gender-dependent. In 2015, 24% of new entrants in engineering, manufacturing and construction were women in Slovenia and, on average, within the OECD. The share of women in information and telecommunication technologies was only 16%, below the OECD average of 19%. However women represent the majority of new entrants in the fields of natural sciences, mathematics and statistics (Slovenia, 56%; OECD average 50%), health and welfare (Slovenia, 77%; OECD average, 76%), and education (Slovenia, 87%; OECD average, 78%) .
- As of 2015, in Slovenia STEM field of studies account for 26% of tertiary graduates, followed by business, administration and law (22%) and by social sciences, journalism and information (12%). Education, art and humanities, and health and welfare cover about 10% of graduates each; services and agriculture appears to be the least popular field of studies (7% and 3% of tertiary graduates respectively).
- More students graduate from STEM field of studies in Slovenia than, on average, across the OECD (26% compared to an OECD average of 23%). However, this result hides non-marginal variations across levels of education: the share of tertiary students graduating from STEM field of studies is higher than the OECD average in the case of short-cycle programmes (Slovenia, 32%; OECD average, 22%) and of bachelor's programmes (Slovenia, 25%; OECD average, 22%); about equal the OECD average in the case of master or equivalent programmes (22%); finally, below the OECD average in the case of graduates from doctoral or equivalent programmes (Slovenia, 40%; OECD average, 44%).
- Employment prospects for tertiary educated adults are high, regardless the field of study: in 2016, 81% of 25-64 year-olds with tertiary education are employed (OECD average, 84%). Employment rates for health and welfare graduates (91%) and for engineering, manufacturing and construction graduates (90%) are well above the overall national average. Employment prospects for graduates in education (83%) and in business, administration and law (80%) are in line with the corresponding national employment rate for tertiary graduates, and below it for graduates in arts (75%), natural sciences, mathematics and statistics (69%) and in information and communication technologies (66%).

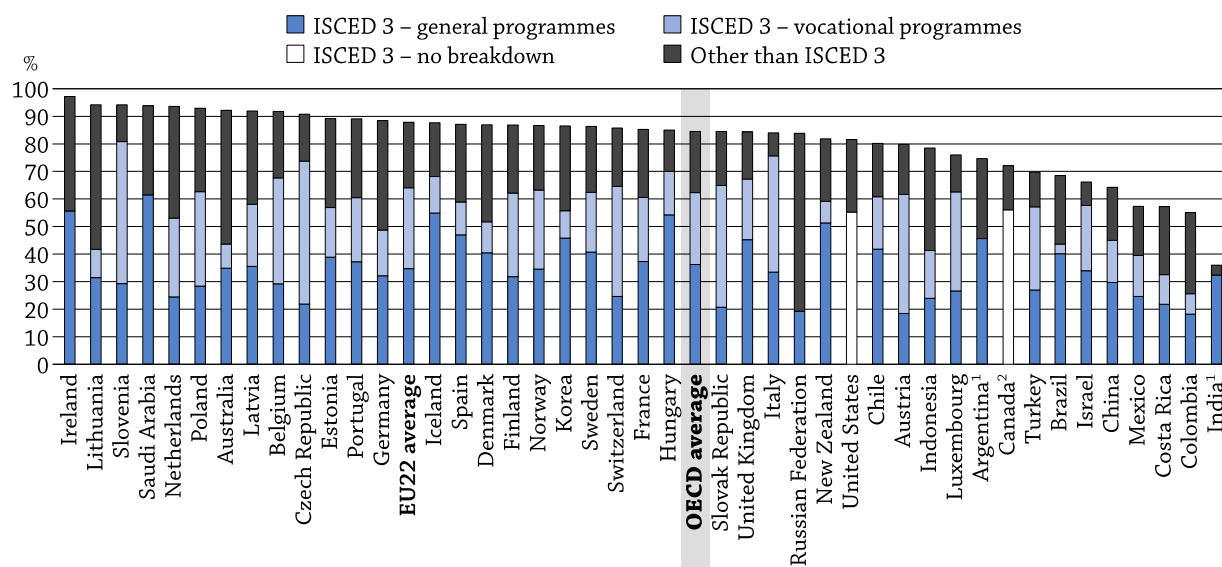
Tertiary educational attainment has increased significantly in the past decade

- As of 2016, 43% of adults aged 25-34 in Slovenia had attained a tertiary qualification as their highest level of education, up from 25% in 2005 and now in line with the OECD average (43%). Between 2015 and 2016, the share of 25-34 year-olds with a tertiary education increased by 2 percentage points, closing the gap with the OECD average.
- In Slovenia, 25-64 year-olds attaining tertiary education tend to go for more advanced studies than, on average, across OECD countries: 47% achieve a master's or equivalent degree (OECD average, 32%) and 9% obtain a doctorate (OECD average, 3%).
- In 2015, international students account for only 2.7% of total enrolment in tertiary programmes in Slovenia, below the OECD average (5.6%). The share is low at all levels: 2.3% at bachelor's level, 4.7% at master's level and 8.5% for doctorates, compared to the OECD average of 4.3%, 11.5% and 25.7% respectively.
- Adults completing tertiary education are more likely to be employed than adults without tertiary education. The employment rate is 85% for those with a tertiary education, 14 percentage points above the employment rate of those with an upper-secondary qualification and 39 percentage points above the employment rate of adults with below upper secondary education.
- In Slovenia the financial returns from tertiary education are above the OECD average: tertiary-educated adults earn 71% more than those with an upper secondary educational attainment, compared to an OECD average of 56%.

Vocational education pays off for youth entering the Slovenian labour market

- Vocational education in Slovenia, which includes vocational (2-3 years) and technical (4 and 3+2) programmes, are designed to obtain trade-specific qualifications to enter the labour market or to pursue programmes at the tertiary level. In Slovenia, younger adults (25-34 year-olds) who have completed upper secondary vocational programmes as their highest educational attainment enjoy the highest employment rates (83%), above the employment rate of both those with general qualifications (68%) and – more exceptionally – those with tertiary education (81%).
- Good employment prospects drive students' enrolment choices: in 2015, Slovenia (along with the Czech Republic) has the highest share (52%) of 15-19 year-olds enrolled in vocational programmes across OECD countries compared to an OECD average of 25%.
- The share of students enrolled in upper secondary vocational programmes in Slovenia is above the OECD average regardless the age-group considered: 64% of all enrolled 15-19 year-olds, 88% of enrolled 20-24 year-olds, and virtually all adults (99%) over 24 years of age participate in vocational programmes compared to 43%, 68%, and 71% on average across OECD countries.
- As of 2015, most upper secondary vocational graduates in Slovenia earn a diploma with a specialisation in engineering, manufacturing and construction (Slovenia, 32%; OECD average, 34%) or in business, administration and law (Slovenia, 16%; OECD average, 20%), followed by services (Slovenia, 14%; OECD average, 17%) and health and welfare (Slovenia, 13%; OECD average, 12%).

Figure 2: Enrolment rates of 15-19 year-olds, by programme level and orientation (2015)



[cation-at-a-glance-19991487.htm](http://dx.doi.org/10.1787/888933558192)).

StatLink  <http://dx.doi.org/10.1787/888933558192>

Although women represent 45% of upper secondary graduates in vocational programmes (OECD average, 46%), the fields selected in vocational programmes are strongly gender-biased. The field of study in upper secondary vocational programmes with the lowest share of female graduates is engineering, manufacturing and construction, where women represent 10% of graduates (OECD average, 12%); on the opposite, females represent the majority of graduates in health and welfare (69%- OECD average, 82%), in business, administration and law (67%- OECD average, 66%) and in services (56%- OECD average, 60%).

High-quality education needs sustainable funding

- In 2014, Slovenia spends 4.6% of its gross domestic product on educational institutions from primary to tertiary education, below the OECD average of 5.2%. Primary and secondary education accounts for 76% of expenditure on primary to tertiary educational institutions (OECD average including post-secondary non-tertiary, 70%), or 3.5% of GDP (OECD average, 3.6%). Conversely, the expenditure for tertiary education is equal to 24% of the

Slovenia - Country Note - Education at a Glance 2017: OECD Indicators

expenditure on primary to tertiary educational institutions (OECD average, 30%), corresponding to 1.1% of GDP (OECD average, 1.6%).

- Public funding accounts for 90% of all funds for educational institutions, from primary to tertiary education (OECD average, 85%). About 91% of the funds for primary and secondary educational institutions come from public sources (as, on average, across OECD countries including post-secondary non-tertiary educational institutions), compared to 86% at tertiary level (OECD average, 70%).
- The overall expenditure per student (for core services, ancillary services and research and development [R&D]) is equal to USD 9 698 per year for primary to tertiary education, slightly below the OECD average of USD 10 759. Total expenditure per student per year at both primary (USD 9 335) and lower secondary (USD 10 432) levels are above the corresponding OECD averages (USD 8 733 and USD 10 235, respectively). On the opposite, the yearly expenditure per upper secondary student (USD 7 716) and per tertiary student (USD 12 067) are below the respective OECD averages (USD 10 182 and USD 16 143, respectively).
- Despite the high focus on vocational training in the education system in Slovenia, the expenditure per student enrolled in upper secondary vocational programmes is equal to USD 7 267, less than the OECD average (USD 10 454) and much less than in other countries with a strong reliance on vocational training such as Austria (USD 16 306), Germany (USD 15 861), Switzerland (USD 9 030), and the Czech Republic (USD 8 340). This is even more surprising when considering that in Slovenia 90% of the expenditures for upper secondary vocational programmes are publically funded, above the OECD average (86%) and the corresponding value in the Czech Republic (88%), Germany (61%), and Switzerland (55%).
- Between 2008 and 2014, total expenditure reduced by 9% at primary and secondary levels and by 7% at tertiary. At the same time the number of students dropped by 3% at primary and secondary levels and by 10% at tertiary levels. This led at a decrease of the expenditure per student at primary and secondary levels between 2008 and 2014 (-6%) and an increase of the expenditure per tertiary student over the same period (+3%).

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and 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.

Note regarding data from Israel


The statistical data for Israel are supplied by and 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.


References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

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:	Country note author:
Marie-Hélène Doumet	Massimo Loi
Senior analyst	Directorate for Education and Skills
Directorate for Education and Skills	massimo.loi@oecd.org
Marie-Helene.Doumet@oecd.org	

Key Facts for Slovenia in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU22 average	
Fields of study							
Graduates in upper secondary vocational programmes							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	16%	67%	20%	66%	19%	66%
	Engineering, manufacturing and construction	32%	10%	34%	12%	33%	11%
	Health and welfare	13%	69%	12%	82%	12%	82%
	Services	14%	56%	17%	60%	19%	59%
New entrants to tertiary education							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	8%	87%	9%	78%	9%	79%
	Business, administration and law	20%	62%	23%	54%	23%	57%
	Engineering, manufacturing and construction	21%	24%	16%	24%	15%	25%
Tertiary students enrolled, by mobility status							
2015							
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2.	Education	6%	9%	3%	8%	3%	8%
	Business, administration and law	15%	19%	27%	23%	26%	22%
	Engineering, manufacturing and construction	21%	18%	17%	12%	17%	15%
Tertiary-educated 25-64 year-olds							
2016							
Table A1.3	Education	12%		13%		13%	
	Business, administration and law	21%		23%		21%	
	Engineering, manufacturing and construction	17%		17%		18%	
Employment rate of tertiary-educated 25-64 year-olds							
2016							
Table A5.3	Education	83%		83%		83%	
	Business, administration and law	80%		85%		85%	
	Engineering, manufacturing and construction	90%		87%		86%	
Early childhood education							
Enrolment rates in early childhood education at age 3							
2015							
Table C2.1	ISCED 01 and 02	83%		78%		80%	
Expenditure on all early childhood educational institutions							
2014							
Table C2.3	As a percentage of GDP	1.3%		0.8%		0.8%	
	Proportions of total expenditure from public sources	78%		82%		85%	
Vocational education and training (VET)							
Enrolment in upper secondary education, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	29%	52%	37%	25%	35%	29%
Graduation rates, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	35%	67%	54%	44%	50%	49%
Employment rate, by programme orientation							
2016							
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	68%	83%	70%	80%	69%	79%
Tertiary education							
Share of international or foreign students, by level of tertiary education							
2015							
Table C4.1.	Bachelor's or equivalent	2%		4%		6%	
	Master's or equivalent	4%		12%		12%	
	Doctoral or equivalent	9%		26%		22%	
	All tertiary levels of education	3%		6%		8%	
Educational attainment of 25-64 year-olds							
2016							
Table A1.1	Short-cycle tertiary	7%		8%		6%	
	Bachelor's or equivalent	6%		16%		13%	
	Master's or equivalent	14%		12%		14%	
	Doctoral or equivalent	3%		1%		1%	
Employment rate of 25-64 year-olds, by educational attainment							
2016							
Table A5.1	Short-cycle tertiary	79%		81%		81%	
	Bachelor's or equivalent	87%		83%		82%	
	Master's or equivalent	87%		87%		87%	
	Doctoral or equivalent	89%		91%		91%	
	All tertiary levels of education	85%		84%		84%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2015							
Table A6.1	Short-cycle tertiary	**		122		124	
	Bachelor's or equivalent	**		146		138	
	Master's, doctoral or equivalent	**		198		177	
	All tertiary levels of education	171		156		153	

Slovenia- Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU22 average	
Adult education and learning							
Participation of 25-64 year-olds in adult education²							
		2015		2012 ³		2012	
Table C6.1a	Participation in formal education only	4%		4%		n.a.	
	Participation in non-formal education only	38%		39%		n.a.	
	Participation in both formal and non-formal education	6%		7%		n.a.	
	No participation in adult education	52%		50%		n.a.	
Financial investment in education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2014					
Table B1.1	Primary education	USD 9 335		USD 8 733		USD 8 803	
	Secondary education	USD 8 785		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 12 067		USD 16 143		USD 16 164	
Total expenditure on primary to tertiary educational institutions		2014					
Table B2.1	As a percentage of GDP	4.6%		5.2%		4.9%	
Total public expenditure on primary to tertiary education		2014					
Table B4.1	As a percentage of total public expenditure	8.7%		11.3%		9.9%	
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2015					
Table D3.2a	Pre-primary school teachers	0.63		0.78		0.79	
	Primary school teachers	0.87		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.89		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.94		0.94		0.96	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2015					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 25 711	USD 37 515	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 25 711	USD 38 954	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 25 711	USD 38 954	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 25 711	USD 38 954	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Organisation of teachers' working time in public institutions over the school year		2015					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	1314 hours	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	627 hours	**	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	627 hours	**	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	570 hours	**	662 hours	1620 hours	629 hours	1580 hours
Percentage of teachers who are 50 years old or over		2015					
Table D5.1	Primary education	32%		32%		33%	
	Upper secondary education	38%		40%		42%	
Share of female teachers in public and private institutions		2015					
Table D5.2	Primary education	97%		83%		86%	
	Upper secondary education	67%		59%		61%	
	Tertiary education	41%		43%		44%	
Ratio of students to teaching staff		2015					
Table D2.2	Primary education	16		15		14	
	Secondary education	11		13		12	
	Tertiary education	17		16		16	
Equity							
Intergenerational mobility in education²		2015		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	73%	40%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	11%	17%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	16%	44%	20%	55%	n.a.	
Transition from school to work							
Percentage of people not in employment, nor in education or training (NEET)		2016					
Table C5.1	18-24 year-olds	11%		15%		15%	
Education and social outcomes							
Percentage of adults who report having depression		2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	8%	18%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	7%	9%	6%	10%	6%	10%
	Tertiary	6%	6%	5%	6%	4%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



From:
Education at a Glance 2017
OECD Indicators

Access the complete publication at:
<http://dx.doi.org/10.1787/eag-2017-en>

Please cite this chapter as:

OECD (2017), "Slovenia", in *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris.

DOI: <http://dx.doi.org/10.1787/eag-2017-66-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

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.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.