

## EDUCATION AT A GLANCE 2018

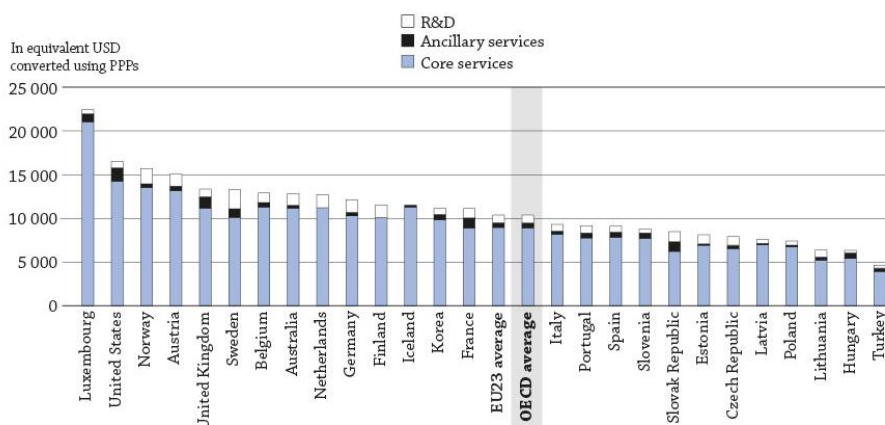
*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

### Slovenia

- **In Slovenia, upward educational mobility is still a challenge:** only 9% of adults whose parents have not attained upper secondary education attain tertiary education, compared to 59% among those with at least one tertiary-educated parent.
- **Gender gaps in both earnings and employment persist in Slovenia**, although the differences are smaller than in other OECD countries.
- Only 6% of 25-34 year-olds have not attained upper secondary education, one of the lowest shares among OECD countries, and **tertiary attainment has been on the rise**. However, the employment rate of those with a tertiary education is similar to that of individuals with upper secondary attainment.
- **Expenditure on educational institutions as a share of gross domestic product (GDP) and per student is lower than the average in OECD countries (Figure 1).** The relative proportion of public expenditure on tertiary educational institutions remains high.


**Figure 1. Total expenditure on educational institutions per student, by types of service (2015)**

*In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education*



Countries are ranked in descending order of total expenditure per student on educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804185>

## Upward mobility in education is still a challenge

- Upward mobility in education is proving more challenging in Slovenia than in other countries: only 9% of adults whose parents have not attained upper secondary education attained tertiary education, below the OECD average of 21%. In comparison, among adults with at least one tertiary-educated parent, 59% attained tertiary education themselves (OECD average is 68%).
- Across OECD countries, women are less likely to be employed than men, and in Slovenia this gender gap widens for those with lower levels of educational attainment. The employment rate for 25-34 year-old men with tertiary education is 90%, compared with 81% for women, whereas among 25-34 year-olds with below upper secondary education the rate is 75% for men versus 43% for women.
- Although there is a long way to gender equity, Slovenia has one of the smallest gender gaps in earnings among OECD countries. Tertiary-educated women earn between 81% and 87% of similarly educated men's earnings depending on their age (and compared to averages of 73-77% across OECD countries). Women with below upper secondary education earned between 81% and 83% of men's earnings depending on their age (compared with 76-78% on average across OECD countries). For women with upper secondary education, the earnings gap is smaller than in most OECD countries: their earnings range between 82% and 95% of their male peers' earnings while on average among OECD countries, women with this level of education earn between 76% and 79% of men's earnings.
- In Slovenia, native-born adults are comparably less likely to be neither employed nor in education and training (NEET) (10% in Slovenia versus 13% on average across OECD countries). However, the difference in the share of NEETs between the native and the foreign-born adults in Slovenia (14 percentage points) is even larger than on average across OECD countries (6 percentage points).

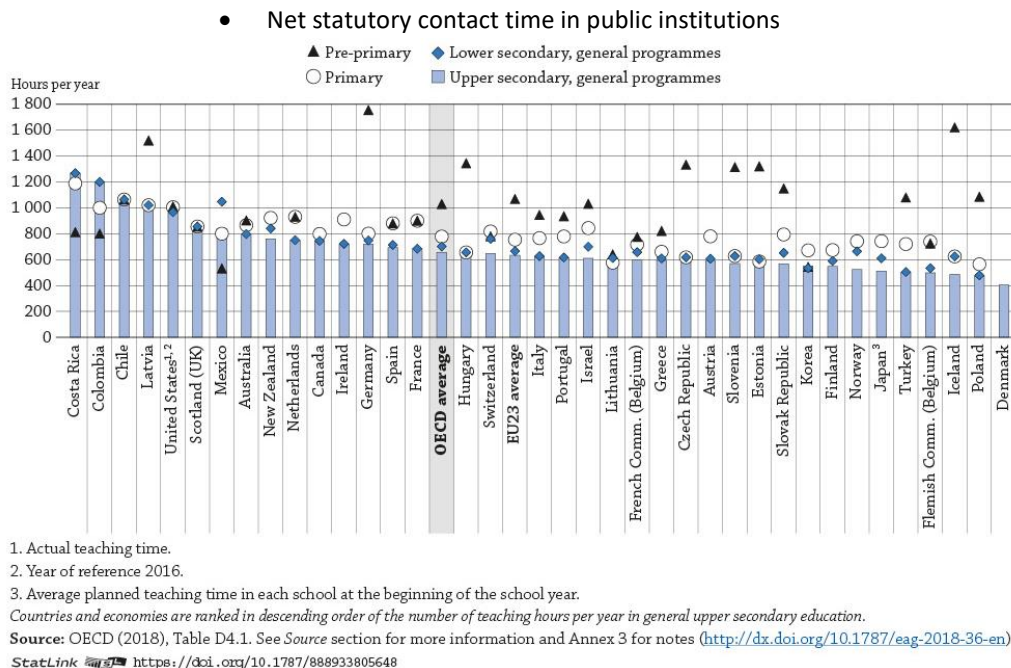
## Teachers' salaries are lower than on average across OECD countries

- In Slovenia, teachers are paid less than on average across OECD countries, at all education levels. Teachers in Slovenia earn on average USD 28 600<sup>1</sup> per year in pre-primary education, USD 36 100 in primary education, USD 36 900 in lower secondary education and USD 38 950 in upper secondary general education, all below the corresponding OECD averages of USD 36 900, USD 40 600, USD 42 800 and USD 45 900. However, teachers' salaries are higher than in other countries such as the Czech Republic, Estonia, Hungary, Poland, and the Slovak Republic.
- On average across OECD countries, salaries of teachers are lower than the salaries of other tertiary-educated workers in the labour market. Teachers at the pre-primary level of education in Slovenia earn 69% of the earnings of tertiary-educated workers (81% on average across OECD countries). The ratio of teachers' earnings to the earnings of tertiary-educated workers in Slovenia at primary (87%), lower secondary (89%) and upper secondary education (94%) are comparable to the respective OECD averages (86%, 91%, 96% respectively).
- In Slovenia, the number of teaching hours is very high in pre-primary education compared to other education levels: 1 314 hours per year in 2017 (Figure 2). This is one of the highest figures among OECD and EU23 countries, with averages of 1 030 hours and 1 068 hours respectively. This is explained by the fact that kindergartens are open all year round, that the children are entitled to 45 hours per week of pre-primary education – one of the highest figures among OECD countries – and that kindergartens keep long opening hours to accommodate needs of parents. In contrast, teaching hours in upper secondary general programmes were only 570 hours per year, compared with 646 hours on average across OECD countries and 633 hours on average across EU23 countries (Figure 2).
- Overall, one-third (38%) of teachers in Slovenia in primary to upper secondary education are 50 years old or over, and over half (57%) are between 30 and 49 years old. In primary education, only 5% of teachers are under 30 years old, compared with 12% on average across OECD countries and 11% in EU23 countries. In upper secondary education, only 3% of teachers are under 30 years old, compared to 8% on average in OECD countries and 7% in EU23 countries.

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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Figure 2. Number of teaching hours per year, by level of education (2017)



## After upper secondary education, a majority of students enrol in tertiary education

- The enrolment rate among 15-19 year-olds in Slovenia is 94%, one of the highest shares among OECD and EU23 countries. In 2016, Slovenia also had a particularly high percentage of the population enrolled in tertiary education at the age of 19 and 20: 54% and 57% respectively, compared with 34% and 39% on average in OECD countries.
- As of 2017, 45% of adults aged 25-34 in Slovenia had attained a tertiary qualification, up from 30% in 2007 and now above the OECD average of 44%. The increase has been particularly driven by women's enrolment in tertiary education, which has traditionally been high in Slovenia. In the last decade, the share of women with a tertiary education increased by 16 percentage points from 40% to 56%, whereas the share of tertiary-educated men increased by 13 percentage points from 20% to 33%.
- Slovenia attracts less international students than a large majority of OECD countries. Between 2013 and 2016, the number of Slovenian students enrolled in other OECD and partner countries increased by 14%, whereas the number of incoming mobile students increased by only 4%. Thus, only 3% of students all students in tertiary education in Slovenia were not Slovenian citizens, two times lower than the OECD average (6%) and three times lower than the EU23 average (9%).
- In Slovenia, the employment rate for young people (25-34 year olds) with only upper secondary education (84%) is nearly the same as that for individuals with tertiary education (83%). The unemployment rate for those with upper secondary education (8.3%) is slightly lower than that of tertiary-educated young adults (8.8%). This could be linked to the effectiveness of upper secondary vocational programmes.

## Education expenditure has decreased between 2010 and 2015.

- In 2015, 1.5% of Slovenia's gross domestic product (GDP) was spent on primary education (the same as the OECD average), 0.8% on lower secondary education (OECD average: 0.9%), 0.9% on upper secondary education (OECD average: 1.1%) and 1.0% of GDP on tertiary education (OECD average: 1.5%). Most of the expenditure at tertiary level is devoted to bachelor's, master's and doctoral – only 0.04% of GDP is spent on short-cycle tertiary education.

- Total expenditure on educational institutions per student in Slovenia is USD 8 500 at primary level, USD 8 300 at secondary level and USD 10 208 at tertiary level, all below the corresponding OECD averages (USD 8 500, USD 10 100 and USD 15 500 per student respectively). Expenditure per student on primary to tertiary education is thus around USD 1 600 less than the OECD average of USD 10 400.
- In tertiary education, the proportion of funding from public sources is 83%, 16 percentage points more than the OECD average and 10 percentage points more than on average across EU23 countries.
- Between 2010 and 2015, expenditure per student in primary and secondary education fell by 13%, one of the highest decreases among OECD countries. In the same period, it increased by 5% on average across OECD countries. Moreover, expenditure per student in tertiary education only increased by 1%, compared to an average increase of 11% across OECD countries.

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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.

### Note regarding data from the Survey of Adult Skills (PIAAC)

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). Data from the Survey of Adult Skills (PIAAC) are based on ISCED-97.

### 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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

### References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.  
OECD (2017), *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*, Starting Strong, OECD Publishing, Paris, <https://doi.org/10.1787/9789264276116-en>.

**For more information on Education at a Glance 2018** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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:**   
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=SVN&treshold=10&topic=EO>.

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## Key Facts for Slovenia in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	7%	4%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	60%	40%	46%	37%	48%	39%
	Tertiary	33%	56%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	10%		13%		12%	
	Foreign-born	24%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	48%	54%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	73%	70%	76%	72%	76%	71%
	Tertiary	88%	81%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	83%		78%		79%	
	Upper secondary or post-secondary non-tertiary	87%		78%		79%	
	Tertiary	83%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	32%		39%		38%	
	Upper secondary	43%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	20%	16%	22%	20%	20%	19%
	Engineering, manufacturing and construction	24%	13%	22%	10%	23%	11%
	Health and welfare	4%	6%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	58%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	49%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	35%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	84%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	95%		68%		75%	
	Private institutions	5%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 7 844		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	70%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	59%		54%		55%	
	Vocational programmes	46%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 7 971		USD 8 981		USD 9 235	
	Vocational programmes	USD 6 846		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level <sup>2</sup>	2016					
Table B6.1	Bachelor's or equivalent	3%		4%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	10%		26%		23%	
	All tertiary levels of education	3%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	8%		14%		10%	
	Bachelor's or equivalent	59%		75%		76%	
	Master's or equivalent	33%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	78%		81%		82%	
	Bachelor's or equivalent	89%		84%		83%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	93%		92%		92%	
	All tertiary levels of education	87%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	**		123		125	
	Bachelor's or equivalent	**		145		137	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	**		155		152	

## Slovenia - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU23 average		
	Financial resources invested in education							
Table C1.1	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015						
	Primary	USD 8 542		USD 8 539		USD 8 512		
	Secondary	USD 8 290		USD 9 868		USD 9 882		
	Tertiary (excluding R&D activities)	USD 8 075		USD 11 049		USD 10 919		
Table C2.1	Total expenditure on primary to tertiary educational institutions	2015						
	As a percentage of GDP	4.3%		5.0%		4.6%		
Figure C3.1	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015						
	Public expenditure	87%		73%		76%		
	Private expenditure	13%		21%		19%		
	Public to private transfers	0%		6%		4%		
Table C4.1	Total public expenditure on primary to tertiary education	2015						
	As a percentage of total government expenditure	8.5%		11.1%		9.6%		
Teachers, the learning environment and the organisation of schools								
Table D3.2a	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016						
		Teachers	School heads	Teachers	School heads	Teachers	School heads	
		Pre-primary	0.69	1.18	0.82	**	0.83	1.1
		Primary	0.87	1.21	0.86	1.21	0.88	1.21
		Lower secondary (general programmes)	0.89	1.21	0.91	1.34	0.93	1.37
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017						
		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 26 823	USD 38 890	USD 30 229	USD 40 436	USD 29 096	USD 39 371
		Primary	USD 26 823	USD 40 351	USD 31 919	USD 44 281	USD 31 206	USD 43 486
		Lower secondary (general programmes)	USD 26 823	USD 40 351	USD 33 126	USD 46 007	USD 32 495	USD 45 472
Table D4.1	Organisation of teachers' working time in public institutions over the school year	2017						
		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	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
		Primary	627 hours	**	778 hours	1 620 hours	754 hours	1 553 hours
		Lower secondary (general programmes)	627 hours	**	701 hours	1 642 hours	665 hours	1 585 hours
Table D5.1	Percentage of teachers who are 50 years old or over	2016						
		Primary to upper secondary	38%		35%		38%	
Table D5.2	Share of female teachers, in public and private institutions	2016						
		Primary	97%		83%		86%	
		Lower secondary	79%		69%		71%	
		Upper secondary	66%		60%		63%	
		Tertiary	42%		43%		44%	
Table D2.1	Average class size by level of education	2016						
		Primary	20		21		21	
		Lower secondary	20		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.