

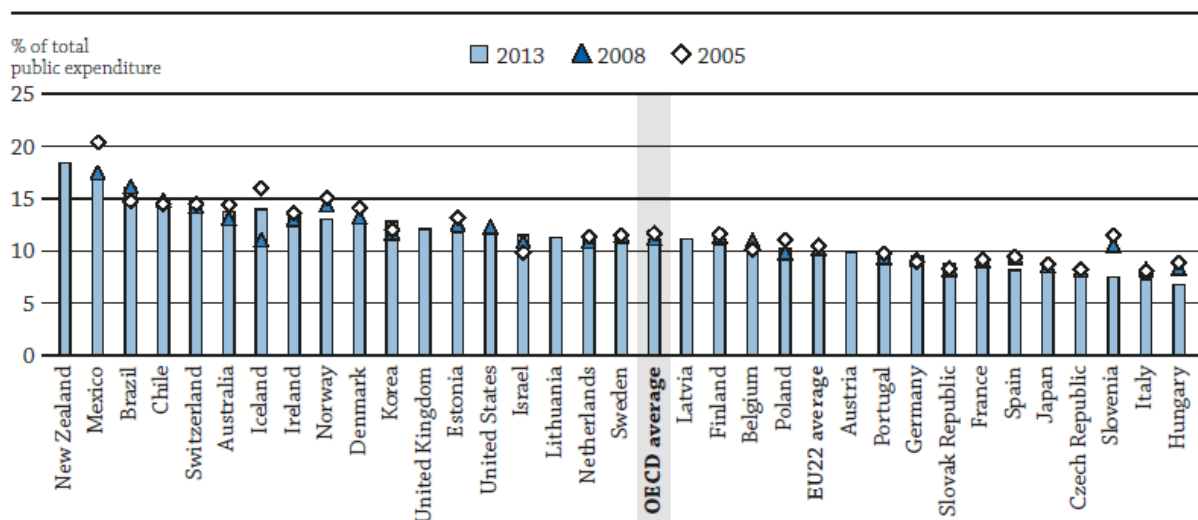
## EDUCATION AT A GLANCE 2016

*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

- Public expenditure on primary to tertiary education in 2013 was 4.5% of gross domestic product (GDP), close to the OECD and EU22\* average of 4.7%.
- Management, organisation and funding policies are devised mainly by the central education authorities and the education system is mainly organised as a public service, meaning public funds are highly centralised.
- If current patterns persist, 65% of young adults are expected to complete vocational programmes at some point in their lifetime, compared to 36% for general programmes, whereas across the EU22, the graduation rates for upper secondary general programmes are similar to the corresponding vocational rates.
- Adults with foreign-born parents are less likely to have achieved higher educational attainment than their parents than those with native-born parents, for all levels of parental educational attainment.
- Although Slovenia has a smaller share of adults with tertiary education than levels across the OECD and EU22, 41% of young adults aged 25-34 have achieved a tertiary-level education, nearly equivalent to the OECD average of 42% and EU22 average of 40%.


Figure 1. Total public expenditure on education as a percentage of total public expenditure (2005, 2008 and 2013)



Note: Public expenditure figures presented here exclude undistributed programmes.

Countries are ranked in descending order of public expenditure on education at all levels of education as a percentage of total public expenditure in 2013.

Source: OECD, Table B4.2. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933397899>

## High-quality education needs sustainable funding

- Public expenditure on primary through to tertiary education as a share of total public expenditure is well below the OECD average: in 2013, 7.5% of Slovenia's total public expenditure went on education at these levels, among the lowest of all OECD countries, and against an OECD average of 11.2%. However, public expenditure on primary to tertiary education in 2013 is 4.5% of gross domestic product (GDP), close to the OECD and EU22 average of 4.7%.
- Educational institutions spend more per student each year than the OECD average at primary (USD 9 1211 compared to the OECD average of USD 8 477) and lower secondary levels (USD 10 085 versus USD 9 980), but beyond the lower secondary level, expenditure per student is below the OECD average.
- Whereas the trend in expenditure by educational institutions has been generally increasing across the OECD between 2008 and 2013, in Slovenia, expenditure fell across all levels: by 8% on average for primary, secondary and post-secondary non-tertiary educational institutions, and by 5% for tertiary institutions.
- At the tertiary level, falling expenditure was offset by a 10% decrease in the number of tertiary students over the same period, meaning expenditure per student was 6% higher in 2013 than in 2008, which is nearly equivalent to the OECD and EU22 averages.
- As in the majority of OECD countries, tertiary level public funds in Slovenia are predominantly provided by the central government (99%). However, funding for primary, secondary and post-secondary non-tertiary is also highly centralised: 88% of funds after transfers between levels of government come from the central government. This can be explained by the fact that management, organisation and funding policies are devised mainly by the central education authorities and that the education system is mainly organised as a public service.
- Slovenia's total public expenditure for all services as a proportion of GDP is the highest of all OECD countries with available data (60.3%). Between 2008 and 2013, total public expenditure for all services increased by 24% while public expenditure on education fell by 12%. Slovenia is one of only two countries, alongside Spain, which reduced educational expenditure while increasing total public expenditure.

## Vocational education and training can provide more direct pathways into the labour market

- Across the EU22, in 2014 about half of upper secondary students are expected to graduate from general programmes at some point in their lifetime but in Slovenia, the current graduation rate from upper secondary vocational programmes is 65% , compared to 36% from general programmes. Vocational education in Slovenia comprises vocational (2-3 years) and technical (4 and 3+2 years) programmes which are mainly designed to deliver qualifications for specific occupations. However the technical programmes also continue education at tertiary level.
- Enrolment rates in vocational programmes remain high: 50% of 15-19 year-olds are in vocational programmes, the second highest enrolment rate of all countries with available data, and twice the OECD average.
- The employment rate for Slovenians with upper secondary level vocational education aged 25-34 far exceeds the employment rate for those with general secondary programmes as their highest level of attainment: 81% for vocational compared to 66% for general programmes. In fact, the employment rate for those with vocational education is almost as high as for tertiary-educated adults (82%).

## Immigrants face particular obstacles in attaining higher levels of education

- Upward educational mobility, defined as the proportion of adults with higher qualifications than their parents, is lower in Slovenia than the average for all OECD countries participating in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), particularly for tertiary attainment. Moreover, adults with foreign-born parents have significantly lower upward mobility than those with native-born parents.

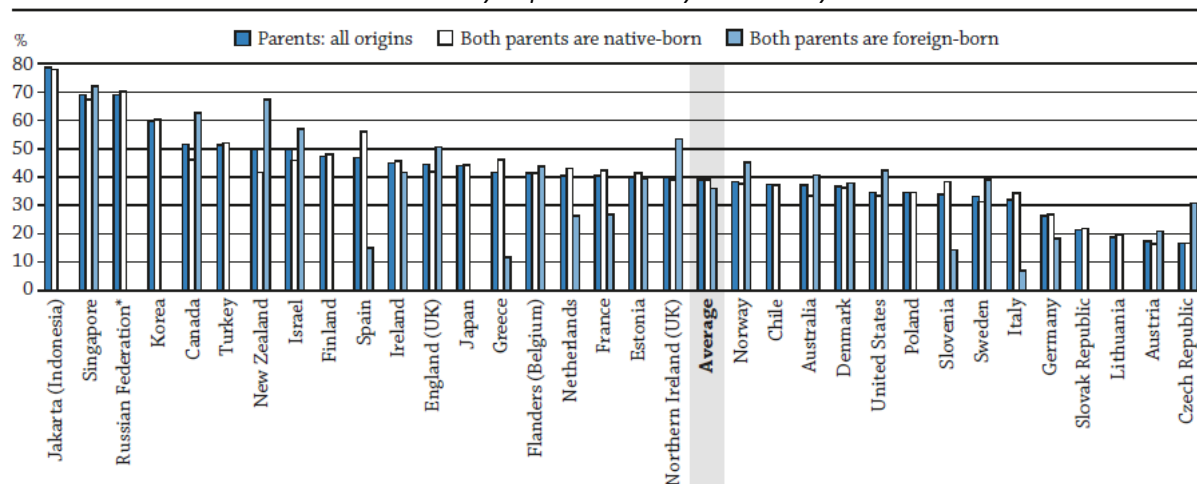
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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

- Slovenia has about the same proportion of adults aged 25-44 with two foreign-born parents (about 17%) as the OECD average. However, only 7% of tertiary-educated adults in that age group in Slovenia have two foreign-born parents, compared to 16% across the OECD.
- Upward mobility among adults with foreign-born parents who attained upper secondary or post-secondary non-tertiary education is also far lower than for adults with native-born parents: only 14% of adults with foreign-born parents completed tertiary education, compared with 38% of adults with native-born parents. The OECD averages are 36% and 39% respectively (Figure 2).

**Figure 2. Upward mobility from upper secondary or post-secondary non-tertiary education, by parents' immigrant status (2012 or 2015)**

*Survey of Adult Skills, tertiary-educated 25-44 year-old non-students whose parents' highest level of education is upper secondary or post-secondary non-tertiary*




**Notes:** Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. For national entities as well as for subnational entities, "foreign-born parents" refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), "foreign-born parents" refers to those born outside of the United Kingdom.

\* See note on data for the Russian Federation in the Methodology section.

Countries and subnational entities are ranked in descending order of the percentage of upward mobility from upper secondary or post-secondary non-tertiary to tertiary education among 25-44 year-old non-students regardless of parents' origin.

Source: OECD, Table A4.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933396912>

## Tertiary education has a strong impact in the labour market

- As of 2015, 30% of adults aged 25-65 in Slovenia had achieved tertiary education as their highest level of attainment, up from 20% in 2005, but still below the OECD average of 35%. However, among the younger cohort, those aged 25-34, the share of tertiary-educated adults is much closer to the OECD average (41% compared to 42% across OECD countries).
- Despite below-average tertiary attainment levels overall, those who do complete tertiary education in Slovenia tend to go for longer studies: nearly half achieve a master's or equivalent degree, compared to just under one-third for OECD and EU22 countries.
- Slovenia attracts a below average share of international students at all levels of tertiary education, most significantly at the doctorate level: only 8% of doctoral students in Slovenia are international, compared to 27% across the OECD.
- Unemployment for tertiary-educated adults is above the OECD average for all tertiary levels: 6.3% for those with a short-cycle tertiary qualification compared to 4.8%; 6.0% for bachelor's graduates compared to 5.3%; 5.8% for master's compared to 4.4%; and 3.4% for doctoral level compared to 3.3%. Between 2005 and 2015, unemployment among tertiary-educated 25-34 year-olds increased from 5.1% to 10.5%.
- Despite above-average unemployment, the financial returns on tertiary education exceed the OECD average: tertiary-educated adults earn on average 72% more than those with upper secondary level attainment, against an OECD average of 55%.

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#### 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.

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

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia, but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills*.

#### Subnational comparisons


*Education at a Glance* provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions. Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.


\* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

#### References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

**For more information on Education at a Glance 2016** 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:**  **EducationGPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=SVN&treshold=10&topic=EO>.

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## Key Facts for Slovenia in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	57%	42%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	74%	63%	81%	67%	79%	68%
	Tertiary	88%	82%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	84%		76%		77%	
	Upper secondary or post-secondary non-tertiary	88%		77%		79%	
	Tertiary	83%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2		Men	Women	Men	Women	Men	Women
	15-29 year-olds	13%	16%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	45%		56%		59%	
	Bachelor's or equivalent	61%		58%		60%	
	Master's or equivalent	64%		57%		58%	
		57%		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2015		2012 <sup>1</sup>		2012	
		Men	Women	Men	Women	Men	Women
	Table A1.5.	Teacher training and education science	3%	15%	7%	18%	n.a.
Engineering, manufacturing and construction		39%	6%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	33%	67%	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	12%	42%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	13%	13.3%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013					
Table B1.1	Primary education	USD 9 121		USD 8 477		USD 8 545	
	Secondary education	USD 8 739		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 12 064		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	4.8%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	7.5%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1	ISCED 01 and 02	83%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	1.3%		0.8%		0.8%	
	Proportions of total expenditure from public sources	76%		81%		86%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014					
Table D3.2a		0.63		0.74		0.74	
	Pre-primary school teachers	0.86		0.81		0.81	
	Primary school teachers	0.88		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.95		0.89		0.92	
		0.95		0.89		0.92	
	Upper secondary school teachers (general programmes)						
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014					
		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 24 917	USD 36 356	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 24 917	USD 37 751	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 24 917	USD 37 751	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 24 917	USD 37 751	USD 34 186	USD 46 379	USD 33 420	USD 46 420

# Slovenia - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Slovenia		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012 <sup>1</sup>		2012	
Table A6.4	Teacher training and education science	USD 2 500		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 2 800		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	16 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	11 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	17 students per teacher		17 students per teacher		17 students per teacher	
Tertiary Education							
Table A1.2	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
	Short-cycle tertiary	7%	8%	8%	8%	5%	6%
	Bachelor's or equivalent	10%	6%	21%	16%	18%	13%
	Master's or equivalent	22%	15%	14%	11%	16%	13%
	Doctoral or equivalent	2%	2%	1%	1%	1%	1%
	All tertiary levels of education	41%	30%	42%	35%	40%	32%
Tables A5.1 & A5.3	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
	Short-cycle tertiary	77%		80%		80%	
	Bachelor's or equivalent	86%		82%		81%	
	Master's or equivalent	87%		87%		86%	
	Doctoral or equivalent	92%		91%		91%	
	All tertiary levels of education	84%		84%		84%	
Table A6.1	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
	Short-cycle tertiary	**		120		120	
	Bachelor's or equivalent	**		148		139	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	172		155		152	
Table C4.1.	Share of international or foreign students, by level of tertiary education	2014					
	Bachelor's or equivalent	2%		5%		6%	
	Master's or equivalent	4%		12%		13%	
	Doctoral or equivalent	8%		27%		22%	
	All tertiary levels of education	3%		6%		8%	
Table C3.1.	First-time entry rates into tertiary education	2014					
	All tertiary levels (including international students)	72%		68%		63%	
	All tertiary levels (excluding international students)	70%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	67%		51%		50%	
Other: Immigration and intergenerational mobility in education							
Table A4.3	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status <sup>2</sup>	2015		2012 <sup>1</sup>		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
	25-44 year-old adults with below upper secondary education as their highest educational attainment level	26%	41%	27%	37%	n.a.	n.a.
Other: Adult education and learning							
Table C6.3	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education <sup>2</sup>	2015		2012 <sup>1</sup>		2012	
	Below upper secondary	19%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	45%		46%		n.a.	
	Tertiary	76%		70%		n.a.	
Other: Education and social outcomes							
Table A8.1 (L)	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2015		2012 <sup>1</sup>		2012	
	Low literacy proficiency (Level 1 or below)	70%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	94%		90%		n.a.	
Table A8.3a	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment <sup>3</sup>	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
	Upper secondary or post-secondary non-tertiary	72%	71%	83%	87%	83%	86%
	Tertiary	85%	88%	92%	94%	92%	93%

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

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

1. OECD average includes some countries with 2015 data.

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

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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





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## Education at a Glance 2016

OECD Indicators

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