

# THE EDUCATION SYSTEM IN SLOVENIA 2000

## GENERAL PRINCIPLES AND GOALS

Over the last decade, the Slovene education system has experienced thorough and all-encompassing modernisation. The basic document of the modernisation, **the White Paper on Education in the Republic of Slovenia** (English version 1996) established not only a policy framework but also the overall philosophy, values and **principles** forming the basis for the renewal. These are: (1) accessibility and transparency of the public education system, (2) legal neutrality, (3) choice at all levels, (4) democracy, autonomy and equal opportunities, and (5) quality of learning to take precedence over the accumulation of facts.

The White Paper led to the establishment of a **legislative framework** for change. The new legislation (1996-2000) includes acts on the organisation and funding of education, pre-school education, elementary school, *gimnazija*, vocational and technical education, adult education, higher education, professional and academic titles, school inspectorates, music schools and the placement of children with special needs. Last to be adopted was the act on vocational certification, which provides a legislative basis and framework for links between formal and informal education, one of the preconditions for implementing the concept of life-long learning. Of particular importance for improving quality in education was the Act on the Provision of Funds for Urgent Education Development Programmes. This provided additional funding for the construction of pre-school institutions and schools, computer literacy programmes, textbooks and modern educational technologies, foreign language learning, and school meals.

Changes, introduced **gradually** pursuant to the legislation adopted, were implemented in parallel with the gradual provision of facilities and staff. The changes were also designed to achieve the following **objectives**:

- to increase the opportunities for the inclusion of children, young people, adults and individuals with special needs in education programmes at all levels;
- to introduce a greater variety of pre-school education programmes, educational forms, and paths to qualifications and various kinds of knowledge;
- to improve the opportunities for transferring between different categories of the education system and to improve access to full- and part-time studies;
- to improve functional and “cultural” literacy among adults and increase the number of adult learners;
- to set up mechanisms to provide equal educational opportunities for socially disadvantaged learners;
- to ensure equal opportunities for both sexes;
- to increase the mainstream inclusion of children with special needs;
- to facilitate the establishment of a modern higher education system comparable to other European systems, with the focus on co-ordinated development;
- to promote quality;

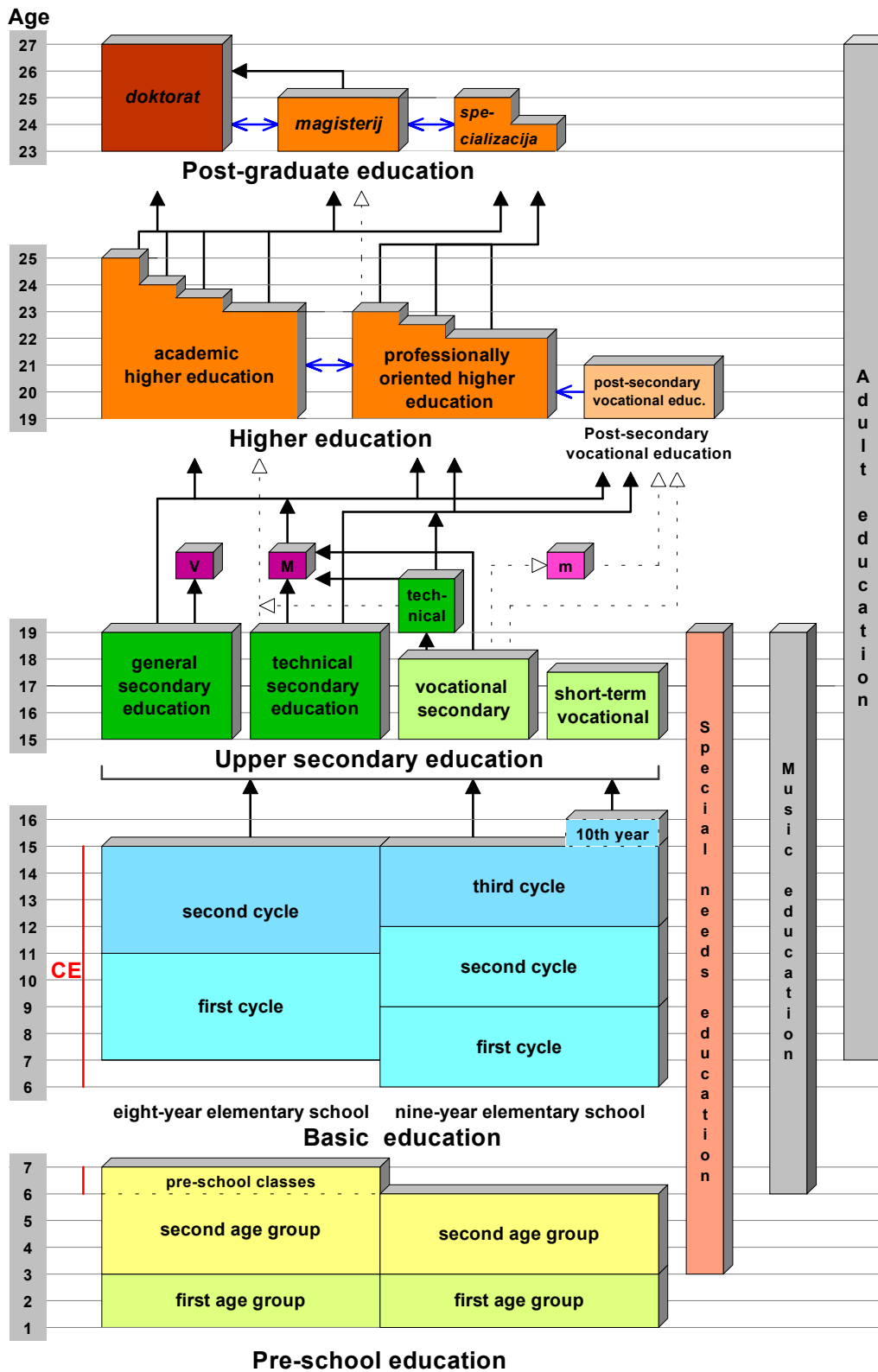
- to enable a renewal of post-graduate studies, a systematic link between research and teaching, and co-operation between higher educational institutions and industry, local communities, and the general public.

**Curriculum development** and the development of assessment systems operated hand in hand with the formation of the basic features of the future education system. A network of experts, consisting of councils, committees and study groups, was responsible for this. The National Curriculum Council and its subject committees were in place until the Councils of Experts for general, vocational and technical, and adult education adopted new curricula. The content renewal of curricula included in particular the elimination of all ideologies from school subjects and a shift from memorisation of facts to learning skills and problem solving. The new curricula pay less attention to content and place greater emphasis on the process of learning and knowledge-acquisition.

Following the renewal of most curricula and the introduction of the most important systemic changes, mechanisms for **monitoring the implementation of new developments** and **evaluating results and processes** were developed in 1999. Quality assessment and assurance, based on the principle of institutional self-evaluation with external support of professional institutions, is becoming a key strategic goal. At present and in the immediate future, the renewal will focus on ensuring the transparency of the system, enabling an objective judgement on whether the system is functioning properly, how successful it is and the possibility of new starting points for planning further developments in education.

Phare supported new systemic elements and their evaluation. Since 1997, Slovenia has gradually become involved in **European programmes in education** (Socrates, Leonardo da Vinci, Youth).

## The structure of the education system in Slovenia, 2000



**Legend:**

CE - compulsory education    M - matura course    V - vocational courses    m - preparation for master craftsman exam

← general access    ◁ - - - access under certain conditions    ↔ transfer

## THE EDUCATION SYSTEM IN TRANSITION

The education system in Slovenia includes:

1. Pre-school education
2. Basic education (single structure of primary and lower secondary education)
3. (Upper) secondary education
  - short-term vocational education and secondary vocational education
  - secondary technical education and secondary general education
4. Post-secondary vocational education
5. Higher education
  - undergraduate education (of the professionally oriented and academic type)
  - post-graduate education at levels:
    - *specializacija* and *magisterij*
    - *doktorat*

### Pre-school education

Pre-school education is not compulsory. It is provided by **pre-school institutions** and pre-school units in elementary schools for children between the ages of 1 and 6. One-year pre-school classes are offered to children who will attend the eight-year elementary school.

Changes in this field are particularly reflected in the **greater variety and range of programmes**. A number of **private pre-school institutions** have been established in addition to the public ones. They offer either state-approved pre-school programmes emphasising specific fields of activity (music, health food, English) or programmes based on special educational principles (Waldorf pre-school institutions) or programmes sponsored by the Catholic church. The high quality of various programmes and the **openness of curricula** are guaranteed by pre-school teachers and other educators and professionals in the social sciences and humanities. The one-year pre-school classes, at present compulsory for children aged 6 or 7, are being replaced with the gradual introduction of the nine-year basic education.

### Basic education

Compulsory education will be **extended** from eight years to nine. This will be done **gradually**. In order to enrol in the first class, the children must be 6 years and 6 months old before the start of the school year (in exceptional cases 6 years). Eight-year basic education is divided into 2 four-year cycles.

The implementation of nine-year basic education began in the 1999/2000 school year. Children reaching the age of 6 in a given calendar year enter the first class that year. Nine-year basic education is divided into 3 three-year cycles. Descriptive grading is used in the first cycle, descriptive and numerical grading in the second, and numerical grading only in the third. In the last cycle, pupils can choose three subjects from among the options. In the eighth and ninth years, pupils select instruction at one of the three levels of difficulty offered in their

mother tongue, foreign language and mathematics. A **tenth year of education** has been planned for pupils who fail or who wish to improve their results in the external knowledge assessment. So far, external knowledge assessment has not been made compulsory; it served as an additional criterion for admission to secondary schools with restricted enrolment. In the new nine-year elementary school, **state-wide examinations** will be given at the end of each cycle. After the first and the second cycle, however, the results will not affect the grades or the progress of pupils to the next cycle. They will instead merely provide feedback for schools, parents and pupils. At the end of the nine-year school, external examinations will be taken in the mother tongue, mathematics, a foreign language, and one natural and one social science subject to be selected by each pupil. Pupils will receive final report cards with grades, which will incorporate the results achieved in external examinations in those subjects.

Successful completion of basic education enables pupils to proceed to education in their choice of secondary school. Pupils, who complete the legal compulsory education requirements and successfully complete at least six classes in the eight-year elementary school, or at least seven classes in the nine-year elementary school, can continue their education in a short-term vocational education programme. Success at that level opens doors to other more demanding secondary school programmes.

## (Upper) secondary education

Secondary education follows compulsory general education. Up until the end of the 1980s, Slovenian secondary schools were characterised by vocational programmes of varying duration. General education content was integrated into all of them according to the same pattern. Those programmes were intended to prepare students for the labour market and further studies simultaneously.

Nowadays, secondary schools, including vocational and technical schools, *gimnazije*, and school centres, offer programmes varying in content, duration and goals. Some shorter programmes of two and a half to three years are primarily vocationally oriented and lead directly to the labour market; extended 4-year programmes are either largely general (e.g. the general *gimnazija* programme) or more or less vocationally oriented (e.g. technical *gimnazija* or secondary technical school programmes).

### **General and technical education**

The renewal in the mid-nineties first made a clear distinction among general, technical and vocational secondary education. The *gimnazija* was reintroduced, initially providing only general and classical programmes in preparation for further studies. Later, other *gimnazija* programmes with a certain professional orientation developed. At present we have *gimnazija* programmes concentrating on engineering, business and the arts. The new curriculum allows students to choose certain subjects according to their wishes and interests. Students complete *gimnazija* by passing an external examination in five subjects, called a *matura*. The *matura* was introduced in 1995, replacing the former final examinations. At the same time, it serves as an **entrance examination** for higher education studies. Students thus no longer need to pass two (final and entrance) examinations but only one examination at the end of secondary school. Those *gimnazija* students who for various reasons do not wish to continue their

education can enter the labour market by attending a **vocational course** and obtaining a qualification in the occupation chosen.

**Technical programmes** (leading to professions in engineering and other fields) last for four years and are designed primarily as preparation for vocational and professional colleges. Secondary-school graduates can enrol directly after passing the **final examination** or, more recently, the *poklicna matura*. However, they often find jobs with a broad profile also requiring theoretical knowledge of a specific field. Both options are available: employment or further studies in the chosen field. A **matura course** has been designed for graduates who have passed a final examination but who wish to enrol in more demanding academic programmes. This prepares them for sitting the *matura* examination. The *matura* course opens the door to any academic course of studies for students who have completed secondary vocational or technical school and for those who, after successfully completing the third year of *gimnazija*, withdrew from it for at least a year. The *poklicna matura*, a school-leaving examination in four subjects, prepared in part externally but assessed internally, will make transfers between professional and academic studies considerably easier. *Poklicna matura* will **replace the final examination**. It will also be possible to pass an examination in an additional subject and then continue studying at the most advanced levels within the selected field.

### **Vocational education**

The new legislation defined **new legal relationships** concerning powers, rights and duties in vocational education. It also stipulates the **joint responsibility of social partners** (employers, trade unions) and the **state** in the planning, programming and provision of vocational education. This in turn leads to increased **influence of the labour market** on the development and scope of education in a particular field.

The reform of **vocational education** gave rise to the growth of vocational schools, offering a wide range of programmes. **Short-term vocational programmes** admit applicants who have successfully completed elementary school or who have completed a modified education programme for children with special needs, as well as applicants who, although they have attended elementary school for eight years, have failed to complete it successfully. These programmes last for two and a half years as a rule, ending with a final examination. Students' general knowledge acquired in the last years of elementary school is reinforced, whilst new general and vocational knowledge and qualifications for simple jobs are gained. The certificate of the final examination enables students to enter the labour market or to enter the first year at any other (upper) secondary school.

Pupils who have successfully completed elementary school can enrol in **3-year vocational programmes**. These programmes can be provided by vocational schools themselves or in co-operation with employers as a **dual system** of apprenticeship and in-school education. They typically last for three years, ending with a final examination. The certificate of the final examination enables students to enter the labour market or to continue education in two-year **vocational-technical programmes**, which end with a *poklicna matura*, leading to a qualification at the level of a secondary technical school. On the other hand, graduates who find a job immediately after completing a three-year vocational programme can re-enter education after at least three years of employment to obtain a qualification at the level of a

secondary technical school by passing examinations. By passing an **examination for master craftsman, foreman or shop manager**, they demonstrate a higher level of competence in their occupation. If they also pass examinations in the general subjects of the *poklicna matura*, they can continue their studies in post-secondary vocational education.

The vocational and technical education system offers **choice among various paths to occupational qualifications**. Vocational-technical programmes enable transfers between vocational and technical programmes. Transfers from technical education programmes to any academic study programme are made possible by a *matura* course. Graduates of general secondary schools gain access to the labour market by taking a vocational course. In the area of technical education, technical *gimnazija* programmes have been developed at the same level as general programmes. On the other hand, technical programmes end with a *poklicna matura*, which gives access to academic studies in a specific field, subject to students passing a *matura* examination in an additional subject.

## Post-secondary vocational education

This type of education is a **new feature** of the system. The first vocational colleges were established in 1996/97. Programmes are practical in orientation, and strongly tied to the world of work. **The link between education and work** is very strong, since a significant part of training is provided in companies. We can thus say that post-secondary vocational education is organised in parallel with higher education, and not as an integral part thereof. In its content and transfer options, it differs from the former short first degree level programmes offered by universities prior to the adoption of the Higher Education Act. It is provided by **vocational colleges** (*višje strokovne šole*), which are considered to be separate from higher education. One of the following entrance requirements must be met for enrolment in vocational colleges: *matura*, *poklicna matura* or former final examination, or the general part of the *poklicna matura* in combination with the master craftsman examination. Post-secondary vocational education lasts for 2 years, ending with a *diploma* examination. Students who successfully pass a *diploma* examination receive a *diploma* with the name of the programme and the title of the vocational qualification. A post-secondary vocational *diploma* enables students to start work in specific occupations. Since the 1998/99 academic year, vocational college graduates have been able to enrol in the second year of professionally oriented higher education programmes if the higher education institution providing this type of studies allows such arrangements.

## Higher education

After decades of a unified system with colleges, schools, academies and faculties being forced to join together under the umbrella of universities, today higher education displays certain features of a binary structure. Programmes, but not institutions, are divided into academic studies and professionally oriented studies. The former should prepare students for highly demanding professions and for more advanced academic studies and research, while the latter should prepare them for highly demanding professions mainly. **Faculties** and **art academies**, which are **members of universities**, and **single faculties** established as private institutions offer both types of programmes, while **professional colleges** provide only professionally

oriented programmes. In addition to teaching, higher education institutions also conduct research and artistic activities. Study is organised at two levels. At the **undergraduate** level, students obtain a *diploma* and the first of the degree titles. At the **post-graduate** level, students obtain either a second degree title, the title of *specialist*, or the academic title of either a *magister znanosti* (*magister umetnosti* in artistic fields) – the title is comparable to a master's degree – or *doktor znanosti* (comparable to a Ph.D.).

### **Undergraduate education**

The division between the two types of undergraduate programmes is no longer as rigid as it used to be, although certain important differences still remain. So far, the basic admission requirement for **the academic study programme** has been a *matura* or, before that, a final examination. In the future, applicants who have passed a *poklicna matura* after successfully completing a secondary school programme in the relevant discipline and a *matura* examination in an additional subject will also be admitted to this type of programme. More detailed requirements will be set out for individual study programmes. Academic study programmes last between four and six years, ending with the *diploma* examination. Another year of studies, called *absolventsko leto*, should be added to obtain the final duration of studies in years. This final year gives students the opportunity to fulfil the academic requirements and prepare their degree dissertation and its defence. In this way, studies actually last a year longer than officially declared.

A successful student receives a *diploma* with a **professional title** including the field of study. The titles include: *univerzitetni diplomirani ...* (abbreviated as *univ. dipl.*), *akademski* (abbreviated as *akad.*), *univerzitetni diplomirani inženir ...* (abbreviated as *univ. dipl. inž.*), *profesor* (abbreviated as *prof.*), and titles such as *doktor medicine* (abbreviated as *dr. med.*), *doktor stomatologije* (abbreviated as *dr. stom.*), *doktor veterinarske medicine* (abbreviated as *dr. vet. med.*), *magister farmacije* (abbreviated as *mag. farm.*), formed as an exception to the rule. An academic first degree *diploma* enables students to start work or to continue their studies at the post-graduate level.

**Professionally oriented study programmes** are somewhat shorter. Officially they last three to four years, which including the *absolventsko leto* makes a total of four or five years. The entrance requirement is either a *matura* examination or the former final examination (*poklicna matura* in the new system) after completion of a four-year secondary technical education programme. Programmes include practical training and end with the *diploma* examination. Successful students are awarded a *diploma* with a professional title naming the field of study. The titles are *diplomirani ...* (abbreviated as *dipl.*) or *diplomirani inženir ...* (abbreviated as *dipl. inž.*). Students can enter the labour market or continue their studies at the post-graduate level leading to a specialist degree - *specializacija*, in certain cases also to *magisterij*.

Under certain conditions, **transfers** between professionally oriented and academic studies are possible in both directions. Candidates transferring to academic studies must have passed a *matura* examination or have achieved a sufficiently high average grade. In cases of transfer, additional requirements for graduation in a new programme are set out in order for students to bridge the differences between the programmes.

## **Post-graduate education**

At the **post-graduate level**, study programmes lead to degrees: *specializacija*, *magisterij* and *doktorat znanosti*. The entrance requirement for **post-graduate study programmes leading to specializacija** is a first degree. These programmes last between one and two years, ending with a defence of a thesis. Students who have successfully defended a thesis are awarded a *specializacija* degree with the professional title of *specialist* in a specific field of study. *Specializacija* leads to employment in a certain profession or to the continuation of studies in programmes leading to *magisterij*, subject to students' meeting certain requirements.

The entrance requirement for **post-graduate study programmes leading to magisterij** is an academic first degree or a professionally oriented first degree, the latter being an exception rather than a rule. Specific entrance requirements for individual programmes leading either to *magisterij* or *doktorat znanosti* are stipulated by the higher education institutions offering individual programmes, and the university statute. Programmes leading to *magisterij* last for two years, ending with defence of a thesis. Students who have successfully defended a thesis are awarded the academic title of *magister znanosti* in a specific field of study or *magister umetnosti*. *Magisterij* leads either to employment or to doctoral study.

The entrance requirements for **post-graduate study programmes leading to doktorat znanosti** are either an academic first degree or a *magisterij* degree. Doctoral study programmes after a first degree *diploma* last for four years. Doctoral study programmes after a *magisterij* degree last for two years. Students who have completed a *magisterij* degree can continue their studies for an additional two years in order to obtain their doctoral degree and the title of *doktor znanosti*. Students who have enrolled in four-year doctoral studies can interrupt them and complete their studies at the *magisterij* level instead.

## **Adult education**

A decade, which emphasised the importance of initial education in the reform process, is ending with awareness that adult education should become a priority and a developmental necessity in Slovenia. The reform of adult education is based on the implementation of a **life-long learning** strategy. **The adult education master plan for the period until 2010**, due to be adopted by the National Assembly, is a key document for Slovenia to implement its strategy and main goals of adult education, which are a higher level of basic knowledge and skills of the adult population and a systemic link of formal and non-formal, school and non-school education.

Adult education is a complex and diverse system including, in addition to traditional and formalised forms of education leading to the acquisition of educational qualifications, rather simple non-formal new and alternative forms of adult education. The high degree of complexity of adult education is reflected in the network of numerous and diverse educational and other institutions and education programmes. Traditional institutions providing adult education courses as their core activity are called *ljudska univerza* (peoples' university). Schools and higher education institutions, basically providing youth education, also offer formal education courses for adults, adapting the organisation and programmes to the needs of adult learners. Such forms include basic education courses for adults, vocational education (in particular apprenticeship), evening *gimnazija* programmes, vocational and *matura*

courses, post-secondary vocational colleges, and part-time higher education studies. In-service training and post-graduate studies are designed mainly for adult learners (part-time students).

In addition, an important role in adult education is played by organisations offering education in parallel with their main activity, such as **in-company education centres**, and various organisations in the field of culture, politics, leisure activities and the like. Numerous education providers are not registered as educational institutions but as **clubs and associations**. Recently, the number of **private providers** offering courses in fields like foreign languages, computer software, or accounting and finance, all of which are in great demand, has been rapidly increasing. In addition, **various providers have developed alternative non-formal education programmes**. These are designed for special target groups and are called Project Learning for Young Learners, University of the Third Age, Training for Life Success, Spiritual University. **New forms of non-formal education** have emerged within the framework of projects developed by the Slovenian Institute for Adult Education, such as independent-learning centres, knowledge exchanges, study circles, distance education centres, and multimedia supported learning.

A special government programme called **Programme 5000 aimed at education of the unemployed** was launched in 1998/99. Every year the programme is prepared jointly by the Ministry of Labour, Family and Social Affairs and the Ministry of Education and Sport. Because the basic aim of this project is to raise the level of education of the unemployed and to reduce the structural occupational discrepancies concerning qualifications in the labour market, individual programmes have been designed in such a way as to offer the opportunity for unemployed individuals to obtain formal qualifications at any level, ranging from basic to higher education. In 1999, over 23,000 unemployed persons participated in Programme 5000 and other education and training programmes for the unemployed, including programmes such as assistance in career planning and job seeking, personal development, in-service training, etc.

Adult education is characterised by impressive programme diversity. Schools and higher education institutions offer formal education programmes, the organisation and timetables of which are adapted to the needs and interests of adult learners. Awareness is also growing that content and methods should be adapted to adults. **Non-formal education programmes** are designed for various target groups, such as employed people seeking to improve the quality of their life, individuals pursuing a hobby, the unemployed, marginal groups, ethnic groups, and foreigners. With the exception of courses which require a certain level of prior knowledge, access to most non-formal education courses is unrestricted. Curricula are open, practically without limitations, and mostly with no specific duration; a document certifying the completion of a course or a special licence is awarded at the end.

A new act introducing a **certification system** was adopted in 2000. This will enable the assessment and verification of vocation-related knowledge, skills and experiences acquired out-of-school. It thus makes it possible for individuals to obtain a **vocational qualification** in ways other than through formal schooling. Candidates will undergo a knowledge assessment procedure by a special commission to obtain a state-approved certificate (called *certifikat* in Slovenian) attesting their ability to perform certain vocational tasks. Vocational qualifications obtained in this way can be used by their holders to find a job or further training, demonstrating that part of an education programme has already been mastered.

## Education of children with special needs

**Education of children with special needs** aims to train individuals for a job and active participation in the social life of their environment.

This is provided as early as the pre-school level in special **development classes** for children aged 3 and over with severe mental and physical disabilities. Basic education is provided by **elementary schools offering modified curricula** for pupils with minor mental disabilities and in special classes for children with moderate and severe mental disabilities. Children with moderate or severe mental disabilities attend special education programmes offered by special classes in elementary schools. Having completed such a programme, they usually find a job in special centers providing care and employment.

Mainstream secondary schools and special schools that are part of care and training centres for the disabled offer modified lower and upper secondary vocational education and training programmes. Special education institutions provide education at levels from pre-school to the end of secondary school, day care and all necessary health services. Children with learning difficulties attend regular schools offering various forms of individual and group assistance. Children who need to be hospitalised for an extended period attend **schools in hospitals**.

Children, pupils and students with special needs, in particular those with poor sensory integration, poor motor skills or minor behaviour disorders, can also be included in the mainstream. When they are **mainstreamed**, the following is required by law: a smaller number of pupils or students in a class, additional professional support provided by a specially qualified educator, modifications in curriculum delivery, and other possible modifications, such as special rooms or equipment. Further assistance can be provided by **mobile special education services**.

A new act on special education passed in 2000 sets out the procedure for the placement of children with special needs into the most appropriate education programme. Special committees will carry out placement. In future, programmes will be more individualised and better adapted to the individual's special needs. Transfers between programmes will be possible because the development of each child will be monitored and the appropriateness of the initial placement continuously assessed. Parents will participate in decision making, planning and direct work with children at all levels.

## Music and dance education

The new Music Schools Act (2000) reformed basic music and dance education offered by state and private music schools. The aims and tasks of this type of education are to identify and develop musical and dance talent, to contribute to the formation of a pupil's personality, to raise the level of the population's musical education in a planned way, to offer knowledge and experiences required for performing in amateur bands, orchestra, choirs and dance groups or for continuing music and dance education at higher levels, and to facilitate artistic experience and expression. Music schools offer education for pre-school children, elementary

school pupils, secondary school students, apprentices, college students and adults. Most often, music and dance education is given in parallel to compulsory basic education. Having completed elementary and music school, pupils can follow the same model at the secondary school level or opt for artistic *gimnazija*.

## DEVELOPMENT IN FIGURES AND BY INDICATORS

### General indicators

Past development is best illustrated by figures. According to the statistics provided by the Statistical Office of the Republic of Slovenia, the most significant changes concern demographics and enrolment.

**The educational attainment of the population** has been improving. Over half of the population aged 15 and above has completed at least (upper) secondary school.

**The educational attainment of the population aged 15 and above at the time of data collection** (in percent)

	1971	1981	1991
Basic education or no formal education	71.2	59.1	47.6
(Upper) secondary education or above	28.8	40.9	52.4

**Active population by educational attainment 1995 - 1999** (in percent)

	1995	1996	1997	1998	1999
Basic education or no formal education	24.4	23.2	24.3	22.0	21.3
(Upper) secondary education or above	75.6	76.8	75.7	78.0	78.7

**The unemployment rate** (Labour force survey, in accordance with International Labour Organisation guidelines - mid-year situation)

	1995	1996	1997	1998	1999
Unemployment rate	7.4	7.3	7.1	7.7	7.4

**Demographic changes** are reflected in a further decrease in the number of live births. In 1991, there were 22,000, which is more than 25% lower than 10 years before, when the number was 30,000. At present, only 17,000 children are born each year. In 1997 and 1998, the natural population increase was already negative.

**Natural change in population**

	1980	1985	1990	1995	1998	1999
Live births	29,902	25,933	22,368	18,980	17,856	17,533
Natural population increase per 1000 inhabitants	5.8	3.1	1.9	0.0	- 0.6	-0.7

In contrast to the above trend, the percentage of the population included in education has been increasing, while the number of pupils in elementary schools and children in pre-school institutions has been falling as a result of declining birth rates.

### Children, pupils and students enrolled in education programmes

	1980/81	1985/86	1990/91	1995/96	1998/99	1999/2000
Pre-school education	71,784	75,669	73,631	66,553	62,848	64,151
Basic education	217,806	225,789	225,640	193,914	190,004	185,554*
(Upper) secondary education	90,874	80,451	92,060	102,079	106,558*	...
Post-secondary vocational education	-	-	-	-	1,478	2,447
Higher education	27,707	29,601	33,565	45,951	64,072	66,198

Data for pre-school education, post-secondary vocational education and higher education refer to the beginning of the school year. Data for basic education and (upper) secondary education at the end of school year.

\* The beginning of the school year

**In each generation, the percentage of individuals enrolling in education programmes at various levels and remaining in education for increasingly longer periods has been growing.** The percentage of children attending pre-school institutions is close to 60%. Nearly 98 % of pupils successfully complete basic education, and almost all of them continue their education in a secondary school. Less than 20% of the population aged 19 to 29 have not completed (upper) secondary education. This is quite an achievement when compared to the EU member states\*, where on average 31% of young people have not completed secondary school programmes. 66% of students are enrolled in 4-year secondary school programmes giving access to higher education. The number of students in post-secondary and higher education has doubled in the past decade. In terms of the percentage of the population aged 20 and above enrolled in higher education, Slovenia is on a par with the European Union member states average. The proportion of female students and graduates in the total population has been increasing. This is also happening in other European countries. Unlike in Slovenia, however, the number of unemployed female graduates with higher education degrees is higher than the male figure in these countries. In Slovenia, the unemployment rate of women with higher education degrees is slightly lower than the equivalent figure for male graduates.

**The teacher/student ratio and teaching conditions are also improving every year.** On average, there are 18.2 children per group in pre-school institutions, while the maximum number permitted by law is 24 (30 in the European Union member states). In the morning, when educational activities are performed, there are two pre-school teachers taking care of every group of children. This standard is considerably above the European average, and is comparable to standards in the Nordic countries. In elementary schools, the maximum legally permitted number of pupils per class is 28 (35 in the European Union member states). The average, however, is 20, dropping to as low as 15 in small schools. The teacher/pupil ratio is continuously improving. At the start of the 1990s, it was 15.4 in elementary schools, but this

\* All comparisons are from publication "Key Data on Education in Europe 1999/2000" (Eurydice and Eurostat)

had dropped to 12.4 by the end of the decade. A similar trend concerning the number of students per educator has been recorded in secondary schools: the ratio fell from 14.2 at the beginning of the 1990s to 12.1 at the end of the decade. A sharp increase in the number of post-secondary and higher education students has not been matched by an equivalent increase in teaching staff, and so the ratio has deteriorated from 13.7 to 15.8 over ten years. Nevertheless, the efficiency of studies has been improving. In 1999, the number of higher education graduates amounted to over 49% of the 1994 enrolment; 10 years previously, the figure had been just 36%.

**The progress from one educational level to another is higher** than in past decades. Despite the fact that the elementary school enrolment continues to fall significantly, as the natural increase in population has been falling since mid-eighties, enrolment in (upper) secondary, post-secondary vocational and higher education has been increasing sharply.

## Trends in education

### PRE-SCHOOL EDUCATION

	1980/81	1985/86	1990/91	1995/96	1999/2000
Pre-school institutions	737	793	785	793	808
Classes	3,304	3,585	3,593	3,500	3,523
Children	71,784	75,669	73,631	66,553	64,151
Teaching staff	6,224	6,739	6,950	6,672	7,148

### BASIC EDUCATION

	1980/81	1985/86	1990/91	1995/96	1999/2000*
Elementary schools	842	830	824	826	816
Classes	8,682	9,228	9,486	9,456	9,106
Pupils	217,806	225,789	225,640	193,914	185,554
Teaching staff	11,653	13,675	14,655	15,372	15,140**

Data refer to the end of school year.

\* The beginning of the school year

\*\* The end of the school year 1998/99

### (UPPER) SECONDARY EDUCATION

	1980/81	1985/86	1990/91	1995/96	1998/1999
<b>Secondary schools</b>	<b>177</b>	<b>155</b>	<b>149</b>	<b>154</b>	<b>140</b>
Classes	3,225	2,911	3,209	3,895	4,025
<b>Students of whom:</b>	<b>90,874</b>	<b>80,451*</b>	<b>92,060*</b>	<b>102,079</b>	<b>106,558**</b>
- in <i>gimnazije</i>	17,976	-	-	24,904	29,244
- in technical programmes	32,203	-	-	43,011	44,290
- in vocational programmes	40,695	-	-	34,164	33,024
<b>Graduates of whom:</b>	<b>22,517</b>	<b>20,056*</b>	<b>21,330*</b>	<b>23,337</b>	<b>25,500</b>
- <i>gimnazija</i> programmes	4,414	-	-	5,188	5,992
- technical programmes	6,466	-	-	7,677	9,272
- vocational programmes	11,637	-	-	10,472	10,236
<b>Teaching staff</b>	<b>7,695</b>	<b>6,294</b>	<b>6,701</b>	<b>8,143</b>	<b>8,646</b>

Data refer to the end of school year

\* Career-oriented education

\*\* The beginning of the school year

## BASIC AND UPPER SECONDARY EDUCATION OF ADULTS

	1980/81	1985/86	1990/91	1995/96	1999/2000
Adults in basic education	...	1,671	1,639	1,204	2,137**
Adults in (upper) secondary education	14,826	9,017	9,610	9,617	11,886*
Adult graduates in (upper) secondary education	5,793	3,210	2,539	2,707	4,374*

Data refer to the end of school year

\* 1997/98

\*\* The beginning of the school year

## POST-SECONDARY VOCATIONAL EDUCATION AT VOCATIONAL COLLEGES

	1996/97	1997/98	1998/99	1999/2000
<b>Vocational colleges</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>9</b>
<b>Students of whom:</b>	<b>342</b>	<b>864</b>	<b>1,478</b>	<b>2,447</b>
– youth	342	632	817	1,189
– adults	-	232	661	1,258
<b>Graduates of whom:</b>	<b>-</b>	<b>-</b>	<b>151</b>	<b>170</b>
- youth	-	-	81	121
- adults	-	-	70	49
<b>Teaching staff *</b>	<b>22</b>	<b>47</b>	<b>67</b>	<b>81</b>

\* Full-time equivalents (estimation for 1996/97)

## HIGHER EDUCATION

	1980/81	1985/86	1990/91	1995/96	1999/2000
<b>Undergraduate students* of whom:</b>	<b>27,707</b>	<b>29,601</b>	<b>33,565</b>	<b>45,951</b>	<b>66,198</b>
– full-time	19,268	22,030	27,774	35,998	44,837
– part-time	8,439	7,571	5,791	9,953	21,361
- in professionally oriented programmes	-	-	-	3,997	31,405
- in academic programmes	27,707	29,601	33,565	41,954	34,793
<b>Graduates of undergraduate programmes of whom:</b>	<b>5,967</b>	<b>5,621</b>	<b>5,951</b>	<b>6,419</b>	<b>9,345</b>

- full-time	4,326	4,245	4,520	5,055	5,906
- part-time	1,631	1,376	1,431	1,364	3,439
- students in former short first degree level university programmes	3,512	3,568	3,421	2,746	2,355
- professionally oriented programmes	-	-	-	-	2,122
- academic programmes	2,455	2,053	2,530	3,673	4,868
<b>Graduates of post-graduate programmes ** of whom</b>	241	342	587	747	1,021
- <i>specialisti</i> and <i>magistri</i>	176	254	466	548	761
- <i>doktorji znanosti</i>	65	88	121	199	260
<b>Teaching staff***</b>	1,832	1,903	1,968	2,102	2,937

\* Excluding candidates for graduation having student status (*absolventi*)

\*\* From the year 1990 also specialists in medicine are counted; in the year 1995 there were 132, in 1999 there were 137 specialists in medicine

\*\*\* Teaching staff in full-time employment only

## EDUCATION OF CHILDREN AND YOUTH WITH SPECIAL NEEDS

	1980/81	1985/86	1990/91	1995/96	1999/2000
In pre-school institutions	329	372	442	356	443
In elementary schools with modified curricula	5,049	4,627	4,331	3,405	2,796**
In secondary schools with modified curricula	279	348	516	558	563*
In special education institutions and elementary schools offering special job training	2,596	2,749	2,764	2,401	2,003
Teaching staff	2,927	3,075	3,355	3,113	...

Data refer to the end of the school year

\* 1997/98

\*\* The beginning of the school year

## School year 1999/2000

### PRE-SCHOOL EDUCATION - 1999/2000

	<b>Public</b>	<b>Private</b>	<b>Total</b>
<b>Pre-school institutions</b>	<b>794</b>	<b>14</b>	<b>808</b>
<b>Children of whom:</b>	<b>63,530</b>	<b>621</b>	<b>64,151</b>
– in the first age groups (1–3 years)	11,120	...	11,120
– in the second age groups (3–6 years)	48,286	...	48,286
– in mixed groups	4,747	...	4,747
– in childminders families	239	...	239
– classes for children with special needs	281	...	281
– in half-day classes	5,309	4	5,313
– pre-school classes	17,811	155	17,966
<b>Instructional, professional support and management staff</b>	<b>7,257</b>	<b>72</b>	<b>7,329</b>
– of whom pre-school teachers and assistants	7,175	50	7,225

The data on the number of children cover all children attending pre-school education, including children with special educational needs in mainstream and special classes and children cared for by childminders families.

The data include all instructional, professional support and management staff in all units listed, with the exception of childminders families. They are counted regardless of the type of their contracts: full-time or part-time contracts.

### BASIC EDUCATION - 1999/2000\*

	<b>Public</b>	<b>Private</b>	<b>Total</b>
<b>Elementary schools of which:</b>	<b>815</b>	<b>1</b>	<b>816</b>
– central schools	224	-	223
– branch schools	370	-	370
– single site schools	221	1	222
<b>Pupils of whom:</b>	<b>185,367</b>	<b>187</b>	<b>185,554</b>
– in classes for pupils with special needs	2,789	7	2,796
<b>Instructional, professional support and management staff of whom:</b>	<b>16,170</b>	<b>24</b>	<b>16,194</b>
– in classes for pupils with special needs	883	...	883

\* The beginning of the school year

The data on instructional, professional support and management staff include all teachers at the first and second stage, teachers of after-school classes, teachers of children with special needs, management staff and other pedagogical and social support staff (counsellors, librarians and others) employed either full- or part-time.

## (UPPER) SECONDARY EDUCATION - 1999/2000\*

	Public	Private	Total
<b>Secondary schools</b>	<b>142</b>	<b>5</b>	<b>147</b>
<b>Students of whom:</b>	<b>104,068</b>	<b>1,387</b>	<b>105,455</b>
– in vocational programmes	30,608	-	30,608
– in technical programmes	43,303	-	43,303
– in vocational courses	97	-	97
– in gimnazije	29,878	1,387	31,265
– in <i>matura</i> course	182	-	182

\* Data source: Ministry of Education and Sport

The list of secondary schools includes all public and private schools and secondary schools for students with special needs providing youth education programs leading to state approved qualifications at the secondary school level. Private secondary schools are those that have been founded by private entities and offer state approved programmes on the basis of a concession, as well as Catholic schools.

The data on the number of students include full-time students and students enrolled in schools for students with special needs. Adult students are not included.

## POST-SECONDARY VOCATIONAL EDUCATION - 1999/2000

	Public	Private	Total
<b>Post-secondary vocational colleges</b>	<b>7</b>	<b>2</b>	<b>9</b>
<b>Students of whom:</b>	<b>2 112</b>	<b>335</b>	<b>2 447</b>
– youth	1 117	72	1 189
– adults	995	263	1,258
<b>Instructional staff given as FTE*</b>	<b>66</b>	<b>15</b>	<b>81</b>

\* The data on instructional staff include vocational college lecturers, instructors for practical work, laboratory assistants and physical education teachers.

## HIGHER EDUCATION - 1999/2000

	Public	Private	Total
<b>Higher education institutions</b>	<b>39</b>	<b>7</b>	<b>46</b>
UNIVERSITIES consisting of:	2	-	2
– faculties	28	-	28
– art academies	3	-	3
– professional colleges	5	-	5
– associated member	1	-	1
SINGLE HIGHER EDUCATION INSTITUTIONS	-	7	7
– faculties	-	2	2
– professional colleges	-	5	5

<b>Undergraduate students*</b>	<b>73,631</b>	<b>3,978</b>	<b>77,609</b>
– full-time	53,212	1,393	54,605
– part-time	20,419	2,585	23,004
<b>Students in former short first degree level university programmes</b>	<b>478</b>	<b>-</b>	<b>478</b>
– full-time	169	-	169
– part-time	309	-	309
<b>Students in professionally oriented programmes</b>	<b>31,167</b>	<b>3,978</b>	<b>35,145</b>
– full-time	16,927	1,393	18,320
– part-time	14,240	2,585	16,825
<b>Students in academic programmes</b>	<b>41,986</b>	<b>-</b>	<b>41,986</b>
– full-time	36,116	-	36,116
– part-time	5,870	-	5,870
<b>Post-graduate students**</b>	<b>2,953</b>	<b>53</b>	<b>3,006</b>
– leading to <i>magisterij</i>	2,772	53	2,825
– leading to <i>specializacija</i>	181	-	181
– leading to <i>doktorat znanosti</i>	...	...	...
<b>Academic and academic support staff given as FTE</b>	<b>3,579</b>	<b>103</b>	<b>3,682</b>
– teachers	1,788	61	1,849
– assistants	1,776	42	1,818
– researchers	15	-	15

\* Including candidates for graduation having student status (*absolventi*)

\*\* Data for academic year 1998/99

The list consists of 46 higher education institutions. This total number includes the two universities with their member institutions and single higher education institutions.

The data on undergraduate students include full- and part-time students of all years of study and candidates for graduation having student status (*absolventi*).

Students in doctoral programmes are not included in the data on post-graduate students because they register at the end of courses. The data on *magisterij* and *specializacija* degree studies are given for the preceding year, due to different registration deadlines during the academic year.

The number of the academic and academic support staff in higher education includes all the staff teaching in full-time courses at the undergraduate level, given as full-time equivalent (FTE): academic staff (full professors, associate professors, assistant professors, senior lecturers and lecturers), academic support staff (assistants, lecturers, holders of other titles in compliance with the rules of higher education institutions, instructors) and research staff (research advisers, senior researchers and researchers). The number of the academic and academic support staff has been converted into the FTE.

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Data Source: Statistical Office of the Republic of Slovenia

Key:

- Not applicable
- ... Missing or unavailable data

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