

Slovenia

45.4% Population aged 25-34 with a tertiary degree ^a

11.4% Percentage of immigrant stock (% population) ^b

12.7% Population below the poverty line ^c

6.6% Youth not in employment, education or training (NEET) ^d

Average TIMSS/PIRLS scores (4th grade) ^e
Center point: 500

542 NA NA

Reading Math Science

Average PISA scores (10th grade) ^f
OECD average

495 509 507

487 489 489

Reading Math Science

4.9% public spending in education as a % of GDP ^g

2.5 billions allocated in NPRR ^h

19		Upper secondary school General (34 %) Vocational (66 %)
18		
17		
16		
15	Compulsory schooling	Primary & lower secondary school (Common track)
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		Pre-school
4		
3		

General features

Educational system

In Slovenia compulsory school starts at 6 and lasts for 9 years. For during this period, students sit in the same school and follow a common curriculum (*Osnovska skola*). Then, students can freely choose an upper secondary school track depending on their skills and interests. Upper secondary education can last from 2 to 5 years, depending on the chosen track. Available tracks are (i) general education (ii) technical education and (iii) vocational education. The official language of instruction is Slovenian, but ethnic minorities (Hungarian and Italian) in ethnically mixed regions can attend schools in which instruction is in their own language.

Governance and funding

In Slovenia the school system is mainly public and education is free for everybody. Both central government and single schools share governance. The first one is mainly responsible for upper secondary school, and municipalities for lower grades. The annual expenditure per student is comparable to the OECD average.

Academic Performance

According to the last PISA assessment (2018), students in Slovenia scored higher than the OECD average in all the subjects of the assessment (reading, maths and science). Similarly, the percentage of students who reached basic skills in reading, maths and science is higher than the OECD average: (respectively 82% 84% 85% compared to OECD averages of 77% 76% and 78%). Moreover, the percentage of students who reached maximum proficiency in mathematics is very high (14 % compared to 11 % of OECD average).

The gender gap in reading is in favour of girls (42 percentage point), higher than the OECD average (30 points). In maths the gap between boys and girls is not significantly different, while in science, girls outperformed boys by 10 points on average.

Socio-economically advantaged students outperformed disadvantaged one by 80 score points (a number smaller than the OECD average of 89),

and 12% of them (a higher number than the OECD average of 11%) was able to score in the top quarter for reading.

Among high-achieving students, a high percentage of disadvantaged ones (33%) expected not to complete tertiary education, compared to roughly 13% of the advantaged students.

Key policy challenges

Social inclusion of immigrants and ethnic minorities (i.e., Roma people) must be strengthened to ensure equity of the educational system

Successfully transitioning students into the job market represents a serious challenge: The percentage of Vocational and educational training (VET) is among the highest in EU, but the employment rate of VET graduates recently plummeted from 84.5% to 71.6%.

Recently enacted policies and investments

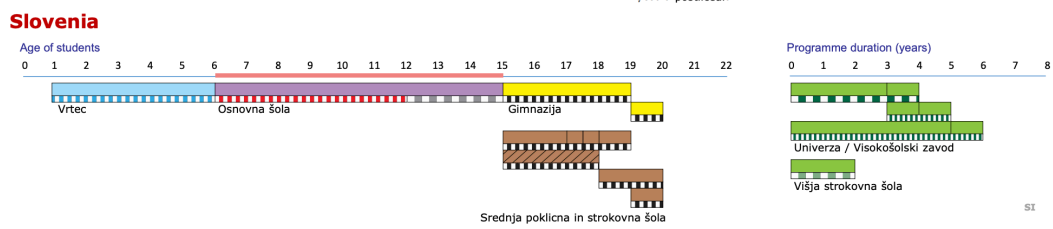
Slovenia decided to allocate more than 10% of its funds for the Recovery and Resilience Plan to education and training. One of the main areas of intervention is the digitalization of the educational system to support distance learning. Slovenia is planning to use nearly 67 million to provide better digital infrastructure to schools (internet and laptop).

To promote integration, the government decided to sustain the learning of Slovene language among immigrant students, by increasing the number of hours of teaching (Cedefop and ReferNet, 2021) and, starting from 2020, by hiring extra language teachers. Finally, it started providing schools with assistant teachers in classes where ethnic minorities (such as Roma student) are present.

To help young people with special needs to transition to the labour market, Slovenia created the "Project Transition of young people to the labour market" in partnership with EU¹⁴⁶, where beneficiaries are provided with personalized counseling and information on which schools and profession might suit better their interests and needs.

¹⁴⁶<https://prehodmladih.si/>

Figure 1.12: Educational system in Slovenia



Source:

The Structure of the European Education Systems 2021/22, Eurydice. European Commission