



Reduction of Early School Leaving of Young People

Work Package 2

**Analysis of partner countries policies to ensure
that all young learners complete their education**

Deliverable 7: Reports on the measures and programmes

Slovenia Country Report

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Country overview

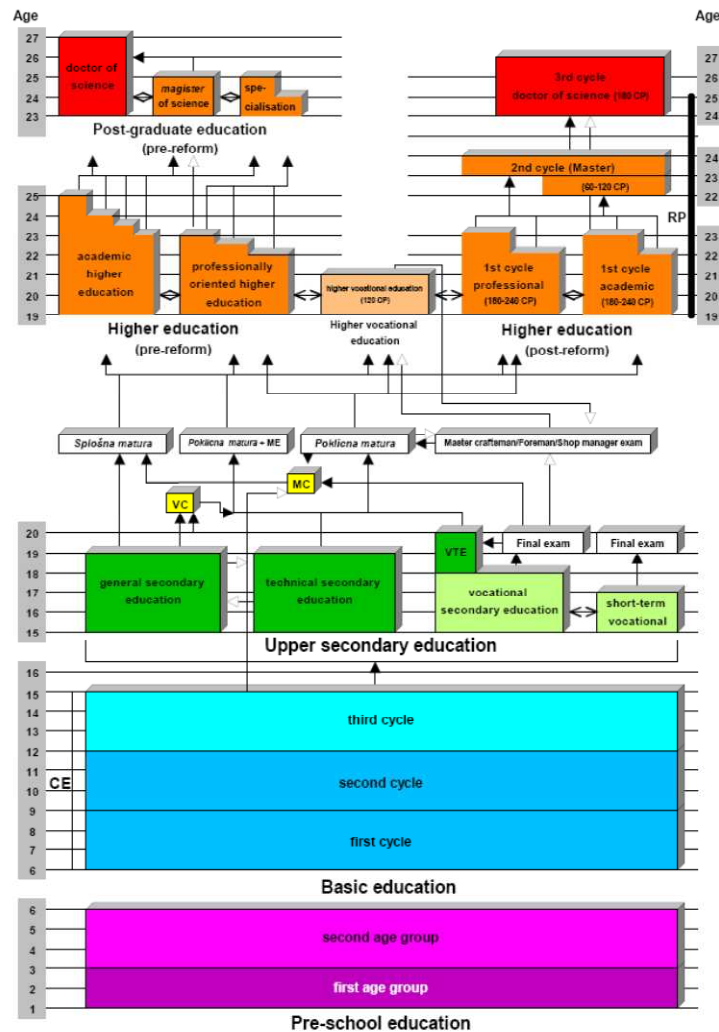
Introduction to the national situation in Education

Slovenia is a Central European country with a population of 2 050 189 (1 January 2011). At the beginning of 2011, 32 % of the population was aged between 0 and 29 years. At the beginning of the 2010/11 school year, there were 161 046 pupils in schools providing compulsory education,

including 1 538 pupils with special needs in adapted education programmes.

The state-wide official language of instruction is Slovenian. In the area where the Hungarian ethnic minority resides, bilingual instruction in Slovenian and Hungarian is compulsory (from pre-primary to secondary level of education). In the Italian ethnic community area, education from pre-primary to secondary level can be provided in two ways: the language of instruction is Slovenian and pupils must learn Italian or the language of instruction is Italian and pupils must learn Slovenian.

The Structure of Education System in Slovenia



Latest trends in Education

Overall, the education system fares well by international comparison. Slovenia has one of the highest shares of the population aged 25 to 64 to have completed at least upper secondary education, and ranks high in international educational achievement tests. Nevertheless, in some areas, reforms could significantly improve performance and equip the labour force with the skills most in demand in a rapidly changing economy. In particular, low student-teacher ratios, small class sizes, and a high share of non-teaching staff suggest that there is room for improving spending efficiency. Rationalising teaching and non-teaching staff would also free up valuable public resources that could be redirected towards underfunded aspects of the education system. Low enrolment rates in short vocational education programmes and in certain higher education fields, such as science and engineering, contribute to a skill deficit in some occupations, underlining the need to make such

programmes more attractive. At the tertiary level, completion rates and spending per student are low by international standards, and students take too long to complete their studies. The combination of low student fees and access to generous financial support, coupled with the preferential treatment of student work until recently, creates "fake students"; it also provides genuine students with an incentive to remain in the tertiary education system too long.

Statistical data (regional data and specifics)

	DATA SET	VALUE	YEAR	SOURCE	COMMENTS
Basic Reference Data	Size of Population <i>(in millions)</i>				
	Gross-Domestic-Product (GDP) <i>(in billion €)</i>				
	Gross-Domestic-Product (GDP) <i>(per capita – in €)</i>				
	Gross-Domestic-Product (GDP) – Regional Distribution <i>(per capita – in €)</i>				
	Total Unemployment Rate <i>(in %)</i>				
	Unemployment Rate – Regional Distribution <i>(in %)</i>				
	Youth Unemployment Rate <i>(in %)</i>				
	Youth Unemployment Rate – Regional Distribution <i>(in %)</i>				
	Households receiving public financial support <i>(in % of all households)</i>				
	Households receiving public financial support – Regional Distribution <i>(in % of all households)</i>				

Country Report

Description of National Educational System

Definition of Early School Leavers

The notion “early school leavers” is used to determine the share of school population which leaves the educational system before it manages to acquire suitable education. These individuals are normally deprived on the labour market. The volume of early school leavers also affects the burden of countries budget. In consequence the more unfavourable educational weakens competitiveness of whole society. Besides that, the early school leavers are more prone to delinquency, early pregnancy, criminal, drug abuse and suicide.

Main reasons and causes for leaving education

National policies, national bodies and strategies developed and implemented to combat early school leaving

Identification of best practices and ESL case studies

Conclusion

Bibliography and References

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