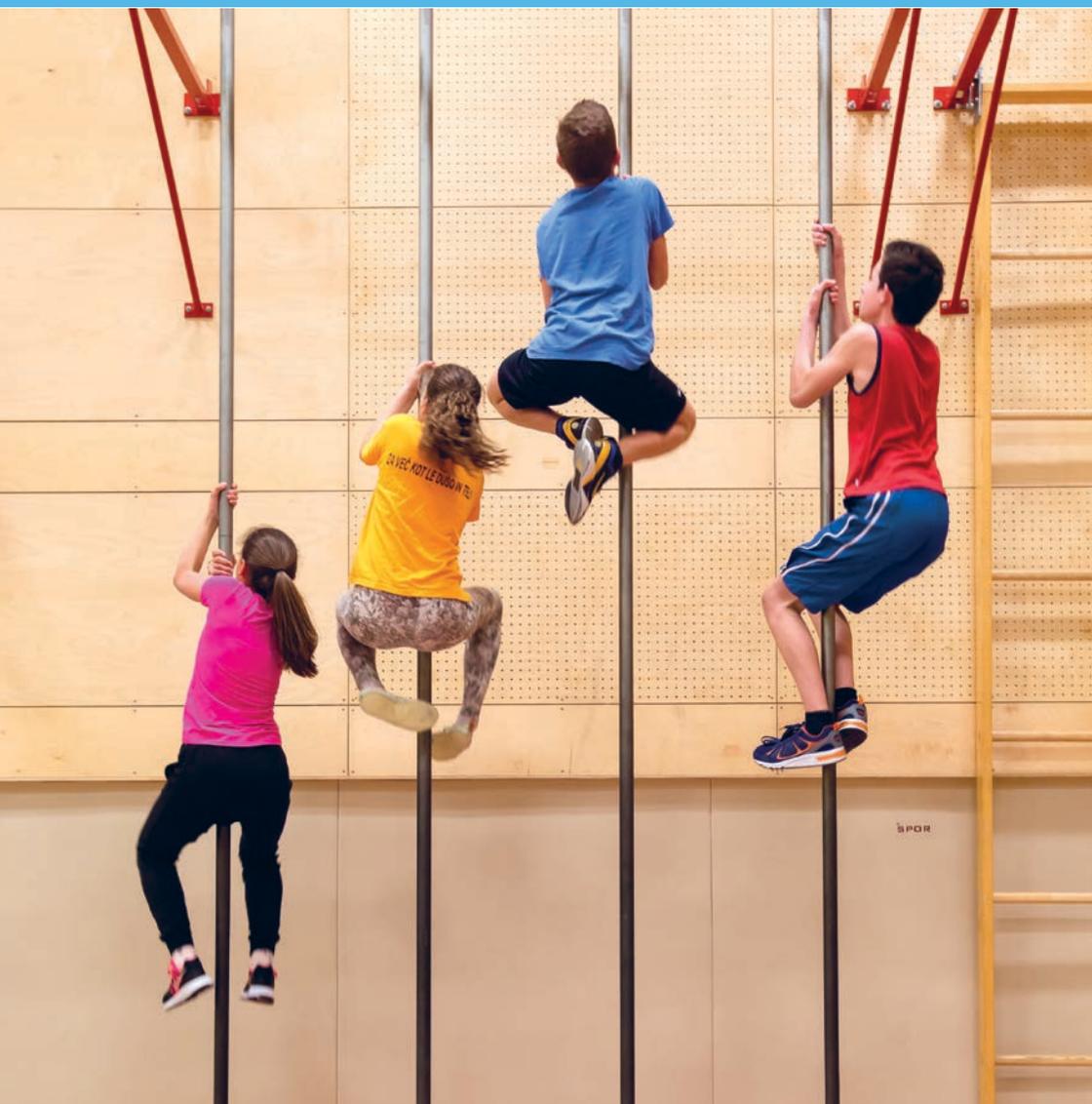


THE EDUCATION SYSTEM

in the Republic of Slovenia

2018/2019



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The EDUCATION SYSTEM in the Republic of Slovenia 2018/2019

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REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT



Eurydice



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TABLE OF CONTENTS

THE REPUBLIC OF SLOVENIA	6
ORGANISATION AND GOVERNANCE OF EDUCATION IN SLOVENIA	10
PRESCHOOL EDUCATION	19
BASIC EDUCATION	25
UPPER SECONDARY EDUCATION	29
THE GENERAL MATURA AND VOCATIONAL MATURA	37
TERTIARY EDUCATION	39
BASIC MUSIC AND DANCE EDUCATION	46
SPECIAL-NEEDS EDUCATION	49
ADULT EDUCATION	55
EDUCATION STAFF	62
QUALITY ASSURANCE IN EDUCATION	71
EURYDICE SLOVENIA	75

THE REPUBLIC OF SLOVENIA

THE REPUBLIC OF SLOVENIA

Location

Slovenia is a small European country that stretches over an area of 20 273 km² between the Alps, the Adriatic Sea and the Pannonia Plain. Slovenia shares land borders with Austria at 318 km, Italy at 280 km, Hungary at 102 km, and Croatia at 670 km, total border length of 1 370 km. The coastline extends over 46.6 km. The capital of Slovenia is Ljubljana.

Population

At the start of 2019, the population for Slovenia stood at 2 080 908. Population density was at 102.7 people per square kilometre. The population breakdown by ethnicity was 93.36% Slovenian; 0.03% members of the Hungarian and 0.11% Italian recognised national communities, the rest was attributed to others. The census of 2002 recorded every sixth person in Slovenia (16.5%) to be member of a different ethnic group: nearly 0.17% Roma; 5.67% former Yugoslavians, 0.04% EU residents, and 10.58% as other.

According to statistical records on citizenship, the population stood in 2019 at 6.64% foreign citizens (5.13% from the former Yugoslavia, 0.99% of the EU, and 0,51% from other countries).

System of Government

Since 25 June 1991, Slovenia has been an independent country. It is a democratic republic based on the principle of separating powers into legislative, executive and judicial. Legislative power is exercised by the **National Assembly** and the **National Council**. Executive power is vested in the **Government** that consists of the Prime Minister and Ministers and is responsible to the National Assembly. When carrying out its judicial function the **judiciary** is independent, bound by the Constitution and the law. The **President of the Republic** represents the Republic of Slovenia and is the supreme commander of armed forces.

Residents of Slovenia exercise **local self-government** in municipalities and other local communities. Local matters that only affect the residents of a municipality and can thus be dealt with independently, fall under the jurisdiction of municipalities. The state may impose by law upon the municipalities to carry out individual tasks that are under national jurisdiction, provided the necessary resources are made available.

Since 2004, Slovenia has been a **member of the European Union** and **NATO**.



*God's blessing on all nations,
Who long and work for that bright day,
When o'er earth's habitations
No war, no strife shall hold its sway;
Who long to see
That all men free
No more shall foes, but neighbours be.*

*(Translated by
Janko Lavrin)*

State symbols of the Republic of Slovenia include the flag and the coat of arms; the seventh stanza of Zdravljica (A Toast) written by the Slovenian poet France Prešeren (1800–1849), set to music by Stanko Premrl (1880–1965) constitutes the national anthem.

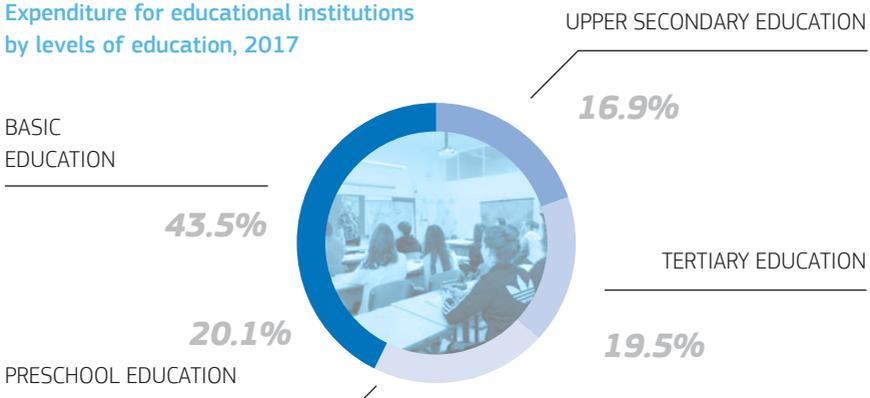
The **official languages** are Slovenian, and Italian and Hungarian in ethnically mixed areas inhabited by the Italian and Hungarian national communities.

Since 2007, the **official currency** has been the euro (€).

In 2018, the Slovenian **GDP** was worth €45 948 m or €22 182 per capita.

In 2017, **public expenditure on education reached** to 4.8% of GDP or €2 056 m. 95.7% of public expenditure on formal education went directly to educational institutions, while 4.3% was spent on public transfers to households and other private entities.

Expenditure for educational institutions by levels of education, 2017



Source: SURS

**ORGANISATION AND GOVERNANCE
OF EDUCATION IN SLOVENIA**

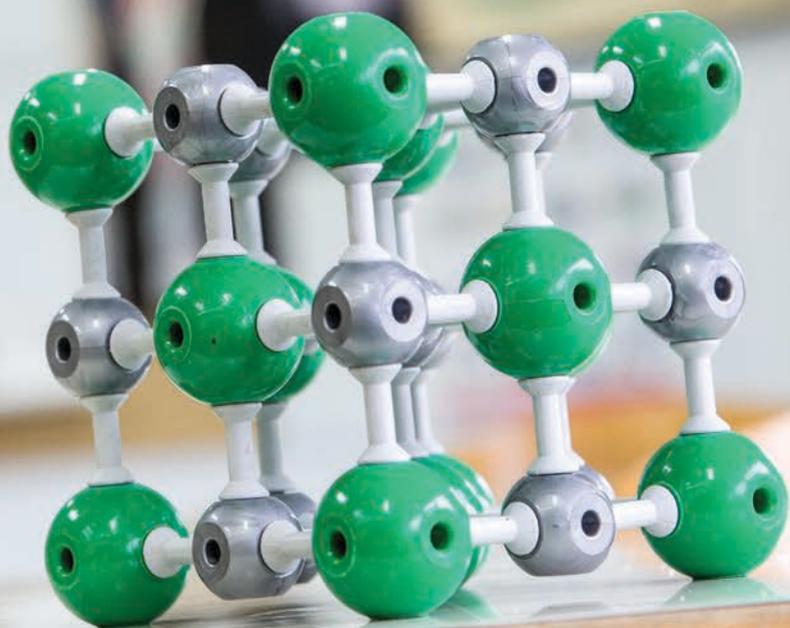
PRESCHOOL EDUCATION

BASIC EDUCATION

UPPER SECONDARY EDUCATION

**THE GENERAL MATURA AND
VOCATIONAL MATURA**

TERTIARY EDUCATION



ORGANISATION AND GOVERNANCE OF EDUCATION IN SLOVENIA

Goals of education in Slovenia

The primary goal of the education system in Slovenia is to **provide optimal development of the individual**, irrespective of gender, social and cultural background, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or physical and mental disability.

Right to free education is enshrined in Constitution of the Republic of Slovenia. Basic education is compulsory and is publicly funded. The state is obliged to create opportunities for citizens to obtain proper education. Universities and colleges are autonomous. The Constitution also guarantees to physically or mentally handicapped children and other severely disabled persons the right to education and training for an active life in society provided and funded by the state.

The language of instruction is Slovenian; the Italian and Hungarian national communities and their members in ethnically mixed areas have the right to education in their respective language. The Constitution also protects the status and gives special rights to members of the Roma community who live in Slovenia. The children of migrants have the right to compulsory basic education under the same conditions as other citizens of the Republic of Slovenia.

Governance at national and local level

In the Republic of Slovenia, the education system is organised mainly as a **public service** rendered by public and private institutions and private providers holding a concession who implement officially recognised or accredited programmes. By law, public schools are secular and the school space is autonomous; in public schools, political and confessional activities are prohibited. By law, it is allowed to establish private educational institutions that provide their own programmes, thus one may opt for education in line with one's worldview.

Concerning the governance of public institutions, the state and the local communities have several roles given that they are the regulators, founders, main financiers and supervisors.

The state's main concern is **public institutions** that provide a public service. Public institutions are governed by public law and state-controlled by various mechanisms such as appointment of representatives to management bodies, public funding and adoption of common rules and guidelines on public service by primary and subordinate legislation. Education staff at public education institutions enjoy **professional autonomy** over their teaching practice.

Public upper secondary schools, short-cycle higher vocational colleges, higher education institutions, educational institutions for SEN children and residence halls for upper secondary and tertiary students, as well as supporting professional institutes in education are founded and financed by the state.

Public kindergartens, basic schools, residence halls for basic school students, music schools and adult education organisations are founded by municipalities. Preschool education programmes are funded by municipalities, payments by parents, and other sources. Basic education is funded by both the municipality and the state, as well as from other sources. The same applies to adult education.

There are also **supporting public institutions** in education, set up by the state that pursue, primarily, activities in the scope of development, professional support and supervision, as well as quality monitoring, counselling and so forth.

These institutions are:

- National Education Institute of the Republic of Slovenia
- Institute of the Republic of Slovenia for Vocational Education and Training
- National Examinations Centre
- Educational Research Institute
- Slovenian Institute for Adult Education
- Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
- Centre for School and Outdoor Education
- National School of Leadership in Education, and
- Slovenian School Museum.

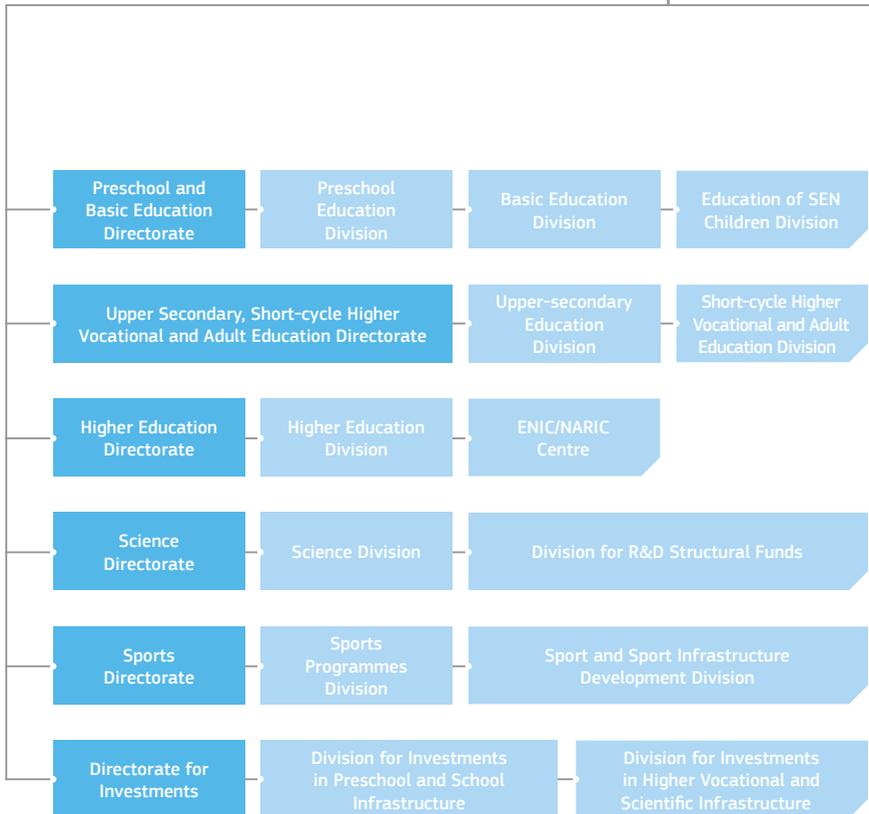
ORGANISATION AND GOVERNANCE OF EDUCATION IN SLOVENIA



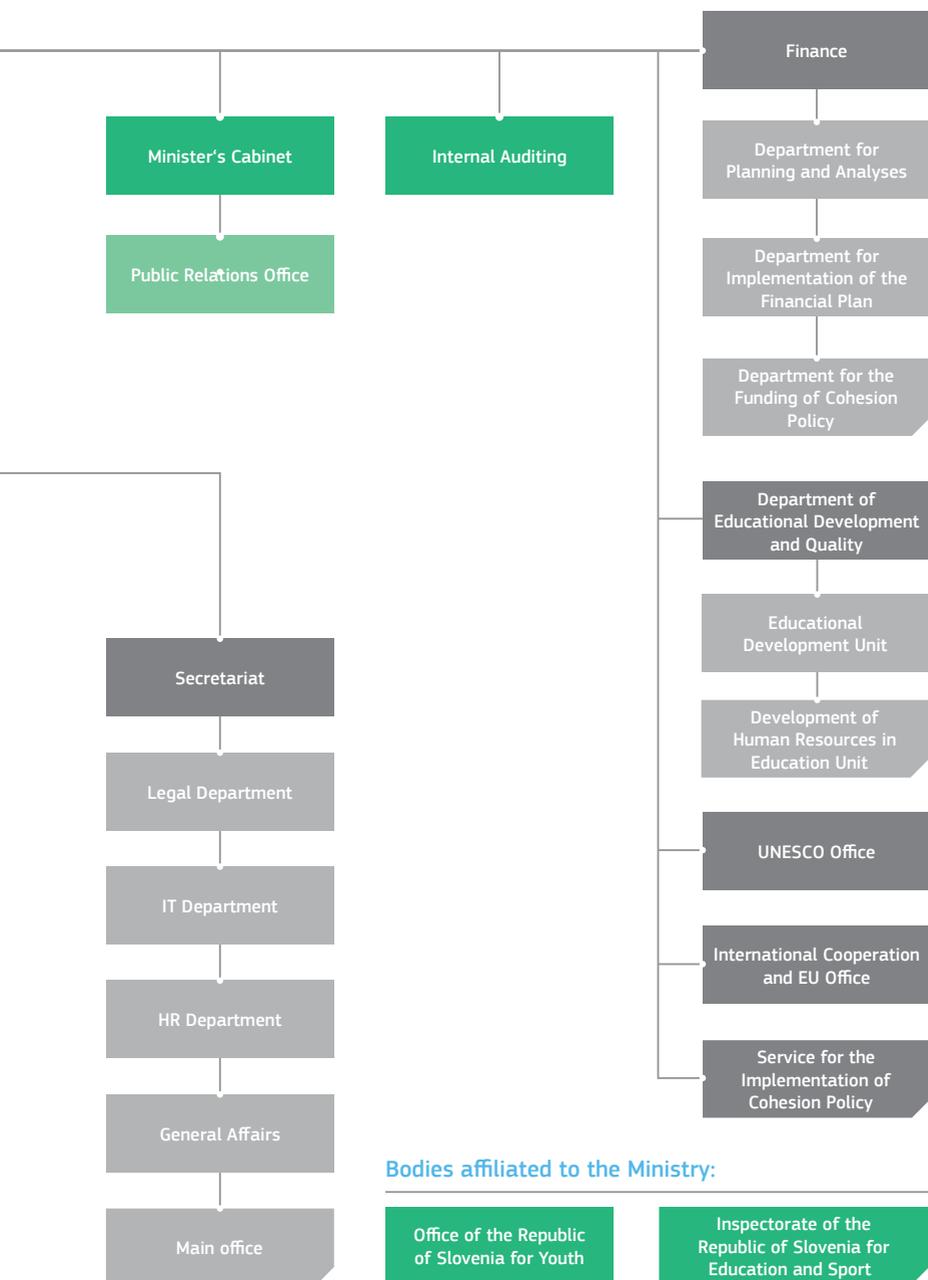
REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
 SCIENCE AND SPORT**



The organisation chart applies from 8 August 2017.



ORGANISATION AND GOVERNANCE OF EDUCATION IN SLOVENIA



Ministry of Education, Science and Sport

In Slovenia, the Ministry of Education, Science and Sport is responsible for education. It has authority to formulate and implement education policies, as well as make system regulations. The Ministry directly or indirectly outlines national programmes and draws up budgets for preschool, basic¹, upper secondary, higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration, and develops investment and major maintenance programmes. It renders decisions on allocation of different educational programmes to institutions for upper secondary and adult education and seeks consent from the Government before publishing to calls for enrolment for upper secondary, short cycle higher vocational or higher education programmes. The Ministry undertakes the development of the information systems at all levels of education and has its representatives appointed to the governing boards of public institutions. It has other obligations and responsibilities specified by law relevant to specific field of education.

It is also the responsibility of this Ministry to develop and establish relevant policies for the domains of science and sports, as well as to make system regulations respectively. It is involved in outlining national programmes of sports and research, as well as drawing up budgets for funding public services.

To support the Ministry in taking decision on expert matters in specific areas of education, planning and implementing education policies and making regulations or developing national programmes the Government establishes several councils of experts.

Councils of experts of the Republic of Slovenia for:

- General education
- Vocational and technical education
- Adult education
- Higher education (it addresses matters of short-cycle higher vocational education to a certain extent).

¹ Basic education entails single structure primary and lower secondary education.

Governance at institutional level

The governance body of public kindergartens and schools is the council, and the management body is the head teacher. Kindergarten and basic school councils are composed of representatives of the founder, employees and parents, while councils of upper secondary schools also include representatives of students. The founder – municipality or state – participates in the governance of kindergartens and schools through representatives appointed to the council and directly in administrative procedures. Among other responsibilities, the council of a public kindergarten or school shall appoint and relieve from office head teachers, adopt the development plan, annual work plan and implementation report thereof.

Public kindergartens, basic and upper secondary schools also establish a council of parents; it consents to above-standard services and appoints its representatives to the council; otherwise, its function is essentially consultative. The council of parents gives suggestions and opinions to the institution's bodies. As of 2008, parents have the right to adopt their own programme of co-operation with schools and associate with local and national associations of parents.

Higher vocational colleges shall establish governance and management bodies depending on the founder (state, private) and organisation (independent college, unit of another institution or company). The management body is the director or head teacher, whereas the council (or strategic council) is the governing body. Apart from representatives of the founders and employees, at this level councils also include representatives of students and employers. In addition, each school sets up a quality assurance committee; it co-operates with evaluation bodies in higher education.

Universities and independent higher education institutions are autonomous institutions; it is so enshrined in the **Constitution of the Republic of Slovenia** and specified by the **Higher Education Act**. This means that in addition to the freedom of research, artistic creation and transmission of knowledge they have the right to self-govern their internal organisation and practices of relevant bodies. The law defines the most important bodies and relevant functions only.

Bodies of a university:

- rector
- senate
- management board, and
- student council.

Bodies of members of a university (e.g. faculty): dean, senate, academic assembly and the student council.

Private education

Domestic and non-domestic natural or legal persons may set up private kindergartens or upper secondary schools and higher education institutions. Only domestic natural or legal persons may set up basic school (not relevant for schools accredited to deliver international programmes). Private kindergartens and private schools with officially recognised education programmes receive public funding (in full or part).

Most private higher vocational colleges receive funding primarily from private sources, namely tuition fees. To private higher education institutions holding concession, the state allocates resources for study and extracurricular activities.

Private institutions are not entitled to resources for maintenance and capital investments; however, they may participate in tenders for co-financing of development projects. ■





PRESCHOOL EDUCATION

Preschool education is aimed at children aged eleven months to six years or until children start compulsory primary education. **It is not compulsory.** Parents decide whether to enrol their child in a kindergarten or not. Preschool education is provided by public and private kindergartens. A public network of kindergartens may be complemented by private holders of a concession. The Ministry of education, science and sport is responsible for preschool education.

Public kindergartens are funded by local communities in line with the needs of the local population. Kindergartens may implement as to the needs of parents and children and in agreement with the municipality various programmes: full-day, half-day and part-time programmes. The programmes are carried out by preschool teachers and preschool teacher assistants.

The school year 2018/2019 saw the onset of the new and state-funded short programmes (240 hours a year). These programmes target children who are not in early childhood education the last year ahead of the compulsory basic school start. Kindergartens have to apply for short programme funding in response to the relevant information from the Ministry.



PRESCHOOL EDUCATION

This year children pursued preschool education in 1 165 administrative units of kindergartens. They were set up in 108 independent public kindergartens, 203 school based kindergartens and 96 private kindergartens. There were 5 313 classes in total. The vast majority of children (94.4%) attended public kindergartens.²

Participation rate of kindergarten children continues to improve. Over the last twelve years, the number of children increased by 50%, namely from 58 127 in 2006/2007 to 87 147 in 2018/2019. 81.7% of all preschool children attended kindergartens or stayed with education and care families in 2018/19. **The proportion of five year-olds who attend preschool education was at 94.5% this year.**³

Public kindergartens welcome children aged 11 months or more. Children remain and receive preschool education and care in the same institution until they start basic school. Kindergartens provide education and care in two age groups:

- first age group (children aged 1 to 3 years) and
- second age group (children aged 3 years until they start school).

Classes and children in preschool education, 2018/2019	Children total	Age group 1	Age group 2
Total	87 147	26 739	60 408
Public kindergartens	82 300	24 946	57 354
Private kindergartens (Government dependent)	4 737	1 721	3 016
Private kindergartens (Government independent)	110	72	38

Source: SURS

Kindergarten participation rate of children by age, 2018/2019	Age						
	Total	1 year	2 years	3 years	4 years	5 years	6 years or more
Total	81.7	52.2	78.9	89.1	92.5	94.5	10.0
Boys	81.5	51.8	79.0	89.0	92.2	94.6	12.6
Girls	81.9	52.6	78.7	89.2	92.9	94.4	7.3

Source: SURS.

² Source: Ministry of Education, Science and Sport (MIZŠ).

³ Source: Statistical Office of the Republic of Slovenia (SURS)

Goals of preschool education

Preschool education goals in kindergartens seek to:

- develop the ability to understand and appreciate oneself and others
- develop the ability to debate and resolve, appreciate diversity and cooperate or interact in a group
- develop the ability to recognise emotions and encourage emotional experience and expression
- foster curiosity, exploratory spirit, imagination and intuition, as well as develop critical thinking
- nurture language development for effective and creative use of speech, later also reading and writing
- cultivate appreciation of artistic works and the artistic expression
- share the knowledge of different scientific fields and everyday life
- motivate physical and locomotive development, and
- develop self reliant personal hygiene and care for one's health.

Kindergarten curriculum

Principles of preschool education in kindergartens:

- democracy
- pluralism
- autonomy, professionalism and responsibility of staff
- equal opportunities for children and parents by respecting diversity amid children
- right to choice and being different, and
- balance various aspects of the child's physical and mental development.

Education and other professional staff at public and private kindergartens holding a concession teach the **Kindergarten curriculum**, that is, the basic programme document adopted in 1999. It specifies preschool education as part of the education system.

The introduction to the curriculum outlines the principles to be respected by the kindergarten education, as well as basic professional principles such as, physical laws of the child's development and learning, democratisation of everyday (routine) activities (e.g. eating, resting), positive interaction, and respectful communication. The emphasis is also on **the hidden curriculum**: many elsewhere not defined elements of educational influence on children, namely in the form of indirect educational activities that tend to be more effective than direct ones. The curriculum also provides guidelines about how to arrange and use

space, as well as co-operate with the parents.

The second part of the curriculum includes the presentation of the areas of activity in kindergartens. The areas are common to all children aged 1 to 6 years. The common “subject” areas defined for both the first and the second age group: **movement, language, nature, society, arts and mathematics.**

In accordance with the prescribed standards, preschool teachers shall earn a bachelor's degree, and the preschool teacher assistants shall have completed a relevant upper secondary education programme. This stipulation, in addition to the norms on the size of the kindergarten groups, and norms and minimum technical requirements for kindergarten premises and equipment and the curriculum, secure high standards in working with children.

On average, one preschool teacher or preschool teacher assistant has eight children to mind.

Home-based childcare

Preschool education may also be organized at a home of a preschool teacher and a preschool teacher assistant employed at a kindergarten, or at a home of a private preschool teacher. Private preschool teachers shall meet the same requirements as preschool teachers, preschool teacher assistants or counsellors at public kindergartens and they shall register with the Ministry of education.

Childcare services may also be provided by childminders. Childminder do not need to teach Kindergarten curriculum, but have to be qualified to take care of children. They too, register with the Ministry of education to provide individual in-home care. Childminders may organise care at their homes, but for not more than six children. The number of registered home-based child-minders continues to rise, among other, because of scarce places in public kindergartens. In June 2019, there were 319 registered child-minders. ■





BASIC EDUCATION

Primary and lower secondary education is organised in a **single-structure nine-year basic school** attended by students aged 6 to 15 years. It is provided by public and private schools (less than 1% of students attend private basic schools), as well as educational institutions for SEN children, and adult education organisations.

As specified by the Constitution of the Republic of Slovenia, **basic school education is compulsory** and state-funded. Local communities set up basic schools. A widely branched out public network of basic schools gives all residents of Slovenia access to education. In the 2018/2019 school year, **187 854 students attended 772 basic schools and branches**, as well as 58 specialised schools, special units of mainstream basic schools and institutions for SEN children. In total, there were over **19 000 teachers employed** in basic education. (Source MIZŠ)

Basic school education goals

The key basic school education goals seek to:

- provide students the opportunities to acquire knowledge and develop skills consistent with their abilities and interests
- foster personal development
- develop the ability for life-long learning and continuous education
- foster the sense of belonging to one state, national identity and cultural heritage, as well as educate about common cultural values
- educate about respecting human rights, understanding diversity and teach tolerance
- develop skills of communicating in Slovenian and foreign languages;
- educate for sustainable development, for taking responsibility for one's actions, one's health, other people and the environment
- develop entrepreneurial skills, innovation and creativity.

Basic school programme

The basic school programme is specified by the **timetable** and **curricula** of compulsory and optional subjects, as well as by **guidelines** and **educational concepts** that define other methods of working with children (morning care, after-school classes, extra-curricular activities, outdoor school), cross-curricular contents (days of activities, how to use libraries and information technologies) and other

documents to guide the work of the education staff. The programme also specifies the knowledge teachers of specific subjects.

Along with compulsory and compulsory optional subjects, class discussion periods and days of activities (cultural, sports, technical, science days), all basic schools undertake activities of the extended programme. These include extracurricular activities, non-compulsory optional subjects and morning care for students in grade 1, as well as after-school classes for students of grades 1 to 5.

Assessment and grading of knowledge

Teachers assess students throughout the period of instruction of the subject. In grades 1 and 2, teachers assess students' progress with descriptive marks. From grade 3 onwards, teachers assess the achievement of knowledge standards in accordance with the prescribed curriculum with numerical marks 1 to 5, whereby 1 is a negative mark and all others are positive marks.

At the end of grades 6 and 9, students take **national assessment** in language of instruction and mathematics and foreign language in grade 6 or third subject chosen by the minister in grade 9. Assessment is mandatory for students. Results do not have any bearing on final marks; they are only additional information about the level of students' knowledge.

Schools organise **remedial classes** for students in need of learning assistance and **supplementary classes** for students who exceed the prescribed knowledge standards. Schools may **adapt assessment** to students who at the same attend music schools, students who are promising athletes, SEN children and immigrant students.

At the end of the 2018/2019 school year, 17 455 students completed successfully the regular education programmes of basic school. 1.5% of students leave basic school after fulfilling their legal obligation to attend school (9 years) without having acquired their final certificate. (Source MIZŠ)

Age levels and grouping of students

The basic school programme is divided into **three educational cycles**; each cycle covers three grades. In a separate grade, there are students of the same age. Students of the same grade are further grouped into classes. Smaller schools form multi-grade classes in which they place students of two or more different grade levels.

According to norms and standards that apply to basic schools, there may be **no more than 28 students in one class**. Lower limits may apply for multi-grade classes, schools of ethnic minorities or classes attended also by Roma or

Students in basic education, 2018/2019	Type of institution	Students	Institutions	Classes
Basic schools without branches	Public	165 217	449	7 847
	Private	1 320	6	61
	Total	166 537	455	7 908
Basic school branches	Public	17 062	314	1 125
	Private	293	3	17
	Total	17 355	317	1 142
Basic school	Total	183 892	772	9 050
Basic school with adapted education programme*	Public	2 532	27	370
	Private	0	0	0
	Total	2 532	27	370
Mainstream basic schools that implement adapted education programme*	Public	582	21	91
	Private	0	0	0
	Total	582	21	91
Basic school with adapted education programme*	Total	3 114	48	461
Educational institutions for SEN children	Public	848	10	140
	Private	0	0	0
	Total	848	10	140
	Total	187 854		

Source: MIZŠ.

* Data on students and classes of special education programme included.

SEN children. In the 2018/2019 school year, on average, there were 21 students per class. At the beginning of the 2018/2019⁴ school year, 11 797 SEN children pursued education at mainstream basic schools or 6.4% of the basic school population.

In the first educational cycle, students are taught by a general (class) teacher. In grade 1, there is another teacher present during half of the lessons; usually, it is a preschool teacher. In the second educational cycle, the instruction is primarily provided by a class teacher, but instruction of individual subjects is provided by specialist teachers. In the third cycle, specialist teachers deliver all lessons.

Instruction in specific subjects may be provided in smaller groups. ■

⁴ MIZŠ data as of July 2019



UPPER SECONDARY EDUCATION

After nine years of compulsory basic education (theoretically at the age of 15) students may continue to two- to five-year non-compulsory upper secondary education.

Upper secondary education goals

The main goals of upper secondary education in Slovenia seek to allow:

- entire population to attain general educational qualification and an occupation,
- the largest possible share of population to attain the highest level of creativity possible,
- the largest possible share of population to attain the highest level of educational qualification, and facilitating the inclusion in the European integration processes.

The upper secondary education encompasses:

- **general education**, with different types of four-year gimnazija programmes (gimnazija, classical gimnazija, technical gimnazija, gimnazija of economics, gimnazija of arts) and a 1-year matura course; at the end of the programmes students take the general *matura*, and
- **vocational and technical education**, with educational programmes of different levels of difficulty:
 - 2-year short upper secondary vocational education, and 3-year upper secondary vocational education; at the end of the programmes students take the school-leaving exam
 - 4-year upper secondary technical education, 2-year vocational-technical education programmes (to continue the 3-year upper secondary vocational education, 1-year vocational course; at the end of the programme, students take the vocational *matura*).

In the 2018/2019 school year, there were **111 public upper secondary schools (organised in single upper secondary schools or school centres), 6 private upper secondary schools, and 6 educational institutions for SEN children**. Schools may implement programmes of the same or different types at one or more levels of upper secondary education. Public upper secondary schools may be organised into single institutions, or due to programme diversity or size

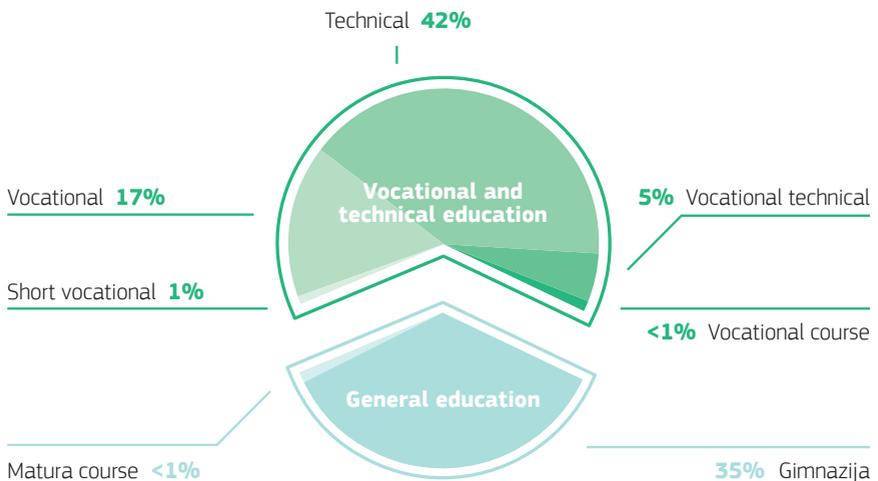
UPPER SECONDARY EDUCATION

(number of classes and students) they may be organised in school centres of several organisational units.

The **system** of upper secondary education is **centralised**; decisions about the foundation and financing of upper secondary schools, as well as agreement on and distribution of education programmes are adopted at the national level. However, schools and teachers enjoy autonomy in determining teaching content, choosing teaching methods, staffing and managing employment relationships. Schools have to seek consent to enrol new students from the Ministry.

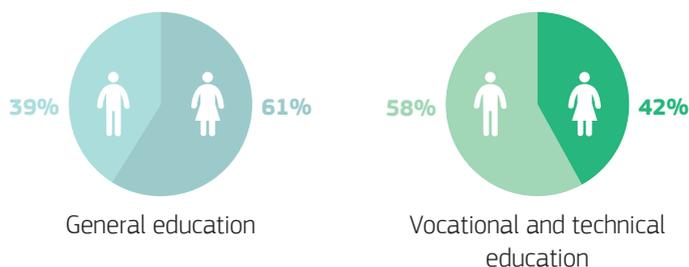
At the end of the 2017/2018 school year, 17 446 students graduated from upper secondary educational. In the 2018/2019 school year, there were **36% of young people** enrolled in the upper secondary general education, among them 61% girls. **Upper secondary technical and vocational-technical educational** captured over **47% of students**, and **short-vocational and vocational education 18%**.

Enrolment in upper secondary education by programmes, 2018/2019



Source: MIZŠ.

Enrolment in upper secondary education by gender, 2018/2019



Source: MIZŠ.

Students enrolled at the beginning of 2018/2019 school year, and students graduated at the end of 2017/2018 school year.	Enrolled 2018/2019			Graduates 2017/2018		
	Total	Male	Female	Total	Male	Female
Total	73 225	37 723	35 502	17 446	8 928	8 518
Vocational and technical education	47 632	27 780	19 852	11 308	6 541	4 767
Short vocational	1 095	775	320	356	234	122
Vocational	12 201	8 521	3 680	3 177	2 198	979
Technical	30 647	15 860	14 787	6 501	3 269	3 232
Vocational–technical	3 498	2 545	953	1 142	806	336
Vocational course	191	79	112	132	34	98
General education	25 593	9 943	15 650	6 138	2 387	3 751
General and technical gimnazije	25 271	9 847	15 424	6 021	2 356	3 665
Matura course	322	96	226	117	31	86

Source: MIZŠ.

Age levels and grouping of students

As a rule, students enrol at the age of 15 years. Education is structured as a single-cycle education programme of two to five years, depending on the programme type. Students of the same age are grouped into years. Most of the time, same teachers teach same students same subjects for several school years.

Classes contain 16 to 32 students; however, with the consent of the respective Minister classes may contain 2 or 3 more students. Lower limits may apply for schools of minorities and for sports classes and classes that include SEN students.

Type of programme	Upper secondary general education	Upper secondary vocational–technical and technical education
Goal	To prepare for continuing education at a university.	To obtain qualifications for a specific occupation to enter the labour market or to continue education at the tertiary level.
School	Gimnazija	Vocational and technical school
Programme characteristics	<p>4 years</p> <p>In Slovenia, there are general and technical gimnazija programmes.</p> <p>The latter include gimnazija of technics, gimnazija of economics gimnazija of arts, while the former include general gimnazija and classical gimnazija.</p> <p>All programmes have a basic structure of both compulsory and elective parts. In all gimnazija programmes, students learn at least two foreign languages.</p> <p>The syllabus of general gimnazija includes:</p> <ul style="list-style-type: none"> • Compulsory four-year subjects: Slovenian (Italian/Hungarian) language, maths, first foreign language, second foreign language, history, and sports • Compulsory subjects: music, visual arts, geography, biology, chemistry, physics, psychology, sociology, philosophy, and information science • Classes of elective subjects: the number of hours of elective subjects is greater every year from year 2 to year 4; in the last year the hours are allocated to studying for the matura examination. <p>In classical gimnazija and gimnazija of economics the hours of elective subjects are only determined for years 3 and 4; in various fields of gimnazija of arts, there are less hours of elective subjects compared to other gimnazija programmes.</p>	<p>4 years (or 2 years after a completed 3-year vocational programme)</p> <p>Programme entails:</p> <ul style="list-style-type: none"> • general subjects (40% of total hours), • technical modules (25% to 30% of hours); some modules are compulsory, others are elective • practical training, in part school based in the form of practical lessons, in part as employer based practical training (15% of hours) • interest activities, (5% of hours) • open part of the programme determined by the school in cooperation with companies (10% of hours).
Graduation	General matura	Vocational matura
Transition to higher levels of education	Short-cycle higher vocational study programmes, professional higher education study programmes, academic higher education study programmes, and integrated master's study programmes	Short-cycle higher vocational study programmes, professional higher education study programmes, as well as academic higher education study programmes on condition that candidates pass additional exam of general matura

Upper secondary vocational education	Short upper secondary vocational education	Type of programme
To obtain qualifications for a specific occupation to enter the labour market	To obtain qualifications for a specific occupation to enter the labour market	Goal
Vocational and technical school	Vocational and technical school	School
3 years	2 years	Programme characteristics
May be school or apprenticeship based .	<p>Programme entails:</p> <ul style="list-style-type: none"> • general subjects (30% of total hours), • technical modules (40% of hours) about two thirds are dedicated to school based practical lessons; some modules are compulsory, others are elective • employer based practical training; (6% of hours) • interest activities (4% of hours) • open part of the programme determined by the school in cooperation with companies (20% of hours). 	
<p>Programme entails:</p> <ul style="list-style-type: none"> • general subjects (28% of total hours) • technical modules (28% of hours), over half of this time is dedicated to school based practical lessons; some modules are compulsory, others are elective • employer based practical training with an employer (25% of hours) • interest activities (4% of hours) and • open part of the programme determined by the school in cooperation with companies (15% of hours). 	<p>Short upper secondary vocational programmes are open to students who have completed at least the first 7 years of nine-year basic education, and thus met the basic school obligation.</p>	
School-leaving exam	School-leaving exam	Graduation
Vocational-technical education	Vocational or technical education	Transition to higher levels of education

Entry requirements and choice of school

Children who complete compulsory basic school may continue their educational pathway at any upper secondary school.

The Ministry of Education shall issue a **common call for enrolment** in all upper secondary educational programmes and the vocational courses no later than 6 months before the beginning of the school year.

After the issue of a call for enrolment, schools organize information days to inform the candidates about

- options and requirements of education
- qualification and different vocations
- options for further educational pathways
- entry requirements
- procedure and selection criteria in the case of limited enrolment
- important dates and terms of enrolment, and
- other significant information about enrolment.

Information days for upper secondary vocational programmes in case of education vacancies with employers are also organised by the Chamber of Craft and Small Business and Chamber of Commerce.

Candidates shall successfully complete basic school to enrol in the upper secondary school to which they have applied. Short upper secondary vocational programmes are open to students who have completed at least the first 7 years of nine year basic education, and thus met the basic school obligation. Schools may limit enrolment in the first year if the number of candidates exceeds the human resources and capacity of the school. With the consent of the Minister, the school may **put a cap on places**.

Matura course

The one-year matura course is aimed, in particular, at candidates who had completed the four-year upper secondary technical education and would like to take matura and pursue academic education. The enrolment is open also to candidates who had finished:

- three-year upper secondary vocational education
- year three of gimnazija and then left education for at least one year
- basic school and had passed the examination at the level of year three of gimnazija
- officially recognised programme of private gimnazija for which the council of experts for general education agreed that it provided minimum knowledge requirements to complete the school, but who had not taken matura.

Vocational course

The one-year vocational course is available to candidates who had completed:

- year four of gimnazija or
- the education programme to attain upper secondary technical education. ■



Ministrstvo izobraževanja
P. P. 2229, 1000 Ljubljana

maturitetni izpit

SPECIALNAJMSKI IZPITNI BOK

A B C D E F G H I J K L M N
O P Q R S T U V
a b c d e f g h i j k l m n o p q r s t u v
7



SLOVENŠČINA
Izpitna pola 1

Šolski esej (700-1000 besed)
Sobota, 7. maj 2011 / 150 minut

Dovoljena gradiva in pripomočki:
Kandidat prinese ročno pero ali krogelno svinčilo.
Kandidat dobi dva korekturna lista in dva ocenjevalna obrazca.
Kandidat ne sme uporabiti računalnika ali elektronskega lista. Ni za kandidata dovoljena sponza.

Vsebino vrečke preverite v okencu. Vrečko
sme popreti samo odgovorna oseba na dan
in ob uri začetka maturitetnega izpita v
prisotnosti kandidatov.

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PET IZPITNI

IZPITNI

GENERAL MATURA AND VOCATIONAL MATURA

The **general matura** is a national examination at the end of upper secondary general education. The general matura also grants access to higher education to adults who have either dropped out of education or their prior education does not allow them to enrol in higher education programmes.

The **general matura is an external examination at the national level** that students take at the end of the gimnazija programme. Students take exams in five subjects. Three subjects (Slovenian (Italian/Hungarian) language, mathematics, and a foreign language) are compulsory, while students choose two additional subjects from an approved list.

The general matura is led by the National Committee for the General Matura, which is appointed by the Minister. The administration of the matura examination is the responsibility of the school matura committee at individual schools, presided over by the head-teacher. The responsibility for technical and professional support for the preparation of examination materials and assessment is vested in the **National Examinations Centre**.

The successful completion of the **general matura examination grants candidates the right to enter the academic and professional study programmes at bachelor's level, integrated master's programmes, and short-cycle higher vocational study programmes.**

Students who have successfully completed a technical upper-secondary education programme take a **vocational matura**. This is a final **examination** taken before a school **examination committee** that may contain external professionals as nominated by the competent chamber of employers and representative unions, as well as teachers.

The vocational matura examination is a two-part examination, with one part comprising the compulsory exams in Slovenian (Italian/Hungarian) language and theoretical-technical subject, while the elective part consists of exam in either foreign language or mathematics, and a seminar, product or service with oral defence to demonstrate the practical skills for a chosen occupation.

Passing the **vocational matura examination gives students the right to enrol in professional higher education study programmes or short-cycle higher vocational study programmes.** Students may pursue their studies in certain academic higher education programmes, but they first have to take and pass another exam in one of the general matura subjects. ■



TERTIARY EDUCATION

Slovenia is actively involved in the Bologna process and as a member of the European Union committed to the objectives of the Lisbon Strategy. It aims to establish a high quality, diverse and accessible, as well as internationally comparable tertiary education system. Among the most important objectives of tertiary education are quality, employability and mobility in Europe and the world, fair access, as well as diversity of institutions and study programmes.

The tertiary education in Slovenia consists of **short-cycle higher vocational education and higher education**. Both subsystems of tertiary education are interrelated in that they are linked by a system of quality assurance, students' progression from lower to higher level education, and also partly by institutional and programme compatibility.

According to Eurostat, Slovenia surpassed the specific target of the Europe 2020 Strategy in 2013, namely 40% of 30 to 34 year olds with tertiary educational qualification. According to Eurostat there was 42.7% of 30 to 34 years old in Slovenia in 2018 who have attained tertiary education⁵. In the year 2018/2019 58% of 20 year-olds participated in tertiary education. The share of population with tertiary education continues to increase. According to SURS the share of 25 to 64 year-olds with tertiary degree was 15.3% in 2002, 23.7% in 2010 and 32.5% in 2018.

Short-cycle higher vocational education

In 2018/2019 academic year, **28 public** and **20 private higher vocational colleges** advertised open places in year one of **32 various study programmes**. In 2017/2018, **10 056 students** pursued short-cycle higher vocational education in various study programmes. The **practice-oriented programmes**, which were developed to meet the needs of the economy, are of two years' duration. They provide students with **vocational competencies** in accordance with vocational standards. Graduates are trained for managing, planning and controlling work processes.

Higher education

⁵ Eurostat data was collected in the Labour Force Survey. Using a single methodology, the data were collected for all EU Member States, which, like Slovenia, committed to pursuing the Europe 2020 Strategy.

According to SURS data for 2018, the share of young people aged 30 to 34 years with tertiary educational qualification was at 41.1%.

TERTIARY EDUCATION

Enrolment in short-cycle higher vocational education, 2018/2019	Full-time	Part-time	Total
Public higher vocational colleges and concessionaires	5 510	1 815	7 325
Private higher vocational colleges		2 731	2 731
Total	5 510	4 546	10 056

Source: MIZŠ.

Higher education is organized at public and private **universities** and **independent higher education institutions**. In the 2018/2019 academic year, over 65 500 students pursued studies at faculties, art academies and higher education professional institutions. The number of higher education institutions has increased markedly in the last decade. In 2018/2019, there were three public and three private universities, one independent public higher education institution and 48 private higher education institutions in Slovenia.

The main tasks of higher education institutions – scientific or artistic work, and education – are determined by law. Strategic objectives for individual five- to ten-year periods are determined by the national higher education programme adopted by the National Assembly of the Republic of Slovenia.

Higher education is organized in three study cycles. The first-cycle features professional and academic undergraduate study programmes; the second-cycle features postgraduate master's study programmes (master's or integrated master's), and the third-cycle postgraduate doctoral study programmes. Study programmes are carried out as full-time or part-time studies or in the form of distance learning.

Tertiary education study programmes take 2 to 6 years. Credit points – ECTS are awarded according to student workload. One full-time study year corresponds to 60 ECTS, whereby 1 ECTS equals 25–30 hours of work or a total of 1 500 to 1 800 hours of work per year.

Enrolment in higher education, 2018/2019 (initial data)	Full-time	Part-time	Total
Public higher education institutions	50 162	6 212	56 374
Undergraduate programmes (bachelor's)	31 707	3 021	34 728
Academic	21 016	670	21 686
Professional	10 691	2 351	13 042
Postgraduate programmes (master's)	18 078	1 037	19 115
Integrated master's	4 457	58	4 515
Master's	13 621	979	14 600
Postgraduate programmes (doctoral)	377	2 154	2 531
Private higher education institutions	3 263	6 003	9 266
Undergraduate programmes (bachelor's)	2 121	4 691	6 812
Academic	428	161	589
Professional	1 693	4 530	6 223
Postgraduate programmes (master's)	853	1 047	1 900
Postgraduate programmes (doctoral)	289	265	554
Total	56 189	9 451	65 640

Source: eVŠ, MIZŠ, enrolment as on 30 October 2018 (initial data).

Type of tertiary education programme	Duration	ECTS	Entry requirements
Short-cycle higher vocational programmes	2 years	120	Certificate of general matura or vocational matura or title mojster (master craftsman), foreman or shop manager and 3 years of work experience, as well as passed examination of knowledge in the general part of the vocational matura
Professional undergraduate bachelor's programmes (1 st cycle)	3–4 years	180–240	Certificate of vocational matura or general matura
Academic bachelor's programmes (1 st cycle)	3–4 years	180–240	Certificate of general matura or vocational matura with an additional general matura subject
Master's programmes (2 nd cycle)	1–2 years	60–120	Bachelor's degree in respective study fields, or bachelor's degree in other study fields and bridging obligations of 10 to 60 ECTS
Integrated master's programmes (2 nd cycle)	5 years	300	Certificate of general matura or vocational matura and an additional subject of the general matura
Doctoral programmes	3–4 years	180–240	Master's degree

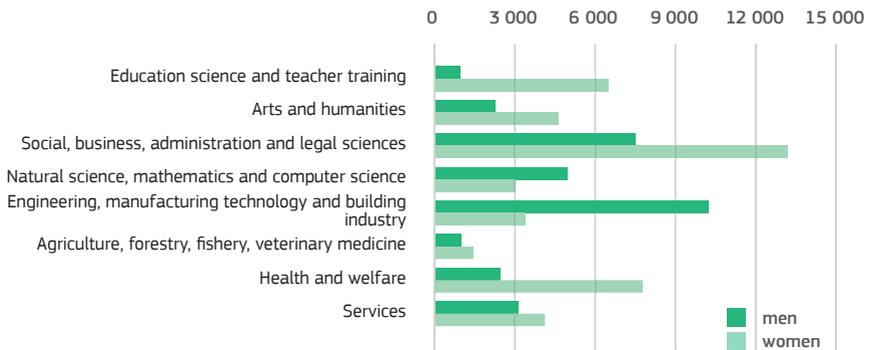
Enrollment

Tertiary education entry requirements are specified by law and study programmes. Commonly, candidates shall have a certificate of general or vocational matura. (For details on entry requirements see the bottom table on page 41.)

In case, the number of applicants exceeds the capacity, candidates with better overall grade in the matura or vocational matura and the overall grades in years 3 and 4 or grades of individual subjects in upper secondary education are selected. Candidates' success from prior studies is also taken into account even when they enrol in masters' and doctoral study programmes.

Students apply to short-cycle higher vocational and higher education study programmes upon a public call for enrolment which is issued at least six months before the beginning of the new academic year. Public higher vocational colleges shall obtain consent of the Minister of education to their proposed number places. The maximum number of places in private higher vocational colleges is specified by the decision on entering the relevant institution in the official register of tertiary institutions.

Enrolment in tertiary education by study fields, 2017/2018



Source: SURS

Note: Enrolment data are collected as of 15 October and for a specific year (e.g. 2017), they relate to the current academic year (e.g. 2017/2018)

Data indicate decimals, some students take double major programmes, thereby, they are related to two fields.

Quality

The Slovenian Quality Assurance Agency for Higher Education (SQAA) was founded in 2009 and registered in the European Register of Quality Assurance Agencies in Higher Education (EQAR) in 2013. The SQAA is part of the European system of quality assurance in higher education. It allows for the direct improvement of quality of European higher education, promotes greater mobility of students and facilitates trust between higher education institutions. ■



BASIC MUSIC AND DANCE EDUCATION

SPECIAL-NEEDS EDUCATION

ADULT EDUCATION

FIRST ARABESQUE

Andante

~~Andante~~
~~Andante~~
~~Andante~~

The image shows a page of handwritten musical notation for a piece titled "FIRST ARABESQUE". The score is written on five staves. The first staff begins with a treble clef and a key signature of one flat (B-flat). The tempo marking is "Andante", which is underlined. There are several annotations: a circled "2" on the first staff, and the word "Andante" written in cursive above the second staff. The notation includes various note values, rests, and slurs. The page is slightly tilted and shows signs of use, with some ink smudges and a dark object (possibly a pen or pencil) visible at the top edge.

BASIC MUSIC AND DANCE EDUCATION

Slovenia has a well-developed system of non-compulsory basic music and ballet education. It is provided outside mainstream formal education and, students may attend school simultaneously. The education is uniform in terms of organisation, but is internally differentiated in terms of content in order to enable students finish their education at the basic level and allow talented students to continue their music and dance education. It is provided by **public and private music and ballet schools**; they may also organise other music and dance activities. They cater for preschool children, basic school students, upper secondary school students, tertiary students and adults, as well. Candidates are required to pass an entrance aptitude test.

Basic school students who attend music schools may be exempted from attending an optional subject and all the same, have their elective obligations of the basic school programme recognised. **Officially recognised programmes** provided by public and private music and ballet schools are primarily financed by public funds; however, schools charge parents some material costs. Schools **established by local communities and private providers** allow students to gain artistic experience, encourage students to perform solo, set up chamber music groups and orchestras and dance groups; the most talented students are prepared to participate in music and dance competitions.

At the beginning of the 2018/2019 school year, there were close to 26 000 students enrolled on the basic music and ballet education programmes, of which some 1 300 on the dance programmes. Basic school students make up for 92% of all music school students. 13% of basic school students attended music schools simultaneously. In 2018/2019 school year, music and ballet schools had a staff of 1 910 teachers and accompanists: on average 13 students per teacher.

Basic music and ballet education programmes include:

- 1-year preschool music education
- 1-year preparatory music school
- 3-year preparatory dance school
- 4-, 6- or 8-year music programme
- 6-year dance programme.



Ballet and music education programmes comprise compulsory subjects, accompaniments and student performances as well as supplementary lessons for exceptionally talented students. Orchestral and other instruments are taught, as well as singing, dancing (ballet, modern dance), chamber and ensemble music, orchestra (string, wind, accordion, and symphony), music theory, as well as solfeggio and folk instruments: zither, tamburitza, and diatonic harmonica. The preschool level is comprised of preschool music education, music and dance preparatory school.

The maximum number of hours per week at the preschool and preparatory levels is 2 or 3 lessons in dance education, and later on, 4 to 9 lessons or not more than 13 in dance education. An individual lesson takes 20, 30 or 45 minutes and a group lesson 45 or 60 minutes.

At music schools, educational provision is organised in grades, classes and groups. Lessons of instruments and singing are taken individually, while lessons in other subjects are taken in groups. ■

Enrolment in basic music and dance education, beginning of the 2018/2019	Programmes					
	Total	Preschool music education	Preparatory music school	Preparatory dance school	Music	Dance
Total	25 806	523	1 665	1 159	20 955	1 504
Public music schools	24 115	460	1 468	1 122	19 575	1 472
Private music schools	1 691	63	179	37	1 380	32



SPECIAL-NEEDS EDUCATION

The education of children with special educational needs (SEN children) is based on the principle of equal opportunity, whilst taking into account the diversity of children's needs, inclusion, parental involvement, individualised method of work, as well as all other conditions to ensure the best development of the individual child.

In Slovenia, the education of SEN children is provided exclusively as a **public service**, namely at public kindergartens, schools, specialised public schools or public institutions. The government provides **officially recognised education programmes from the preschool level to the end of upper secondary education**.

In accordance with the Placement of Children with Special Needs Act, SEN children are:

- children with mental disabilities
- deaf children and children with hearing impairments
- blind children and children with visual impairments
- children with speech and language impairment
- children with physical disabilities
- children with problems in specific fields of education
- children with long-term illness
- children with emotional and behavioural problems, and
- children with autistic disorders.

Programmes of all types and stages of education **with the adapted implementation and additional professional assistance** are provided at kindergartens and schools in mainstream classes. The majority of SEN children enrol in the above-mentioned programmes. There has been a decline in the number of SEN children enrolled in the **adapted and special programmes for SEN children** provided at special class units (or units) within mainstream kindergartens and basic schools (21 schools), specialised basic schools (27), public institutions for the education of SEN children and youth (15), and public social care centres (5). The education programmes for children with emotional and behavioural problems are provided only by public institutions for the education of SEN children.

The education of SEN children is financed by public funds. **Specialised public basic schools for education of SEN children** may be founded by local communities; public institutions for SEN children are founded by the state.

SPECIAL-NEEDS EDUCATION

SEN children in specialised programmes, beginning of the 2018/2019		Classes/pupils in mainstream kindergartens or basic schools	Basic schools with adapted programme	Institutions for SEN children
Adapted pre-school programme or pre-school education in an institution	classes	No data	-	26
	students	No data	-	111
Adapted basic school programme of an equal educational standard	classes	-	-	88
	students	-	-	530
Adapted basic school programme of a lower educational standard	classes	59	185	24
	students	393	1 423	151
Special education programme	classes	32	185	93
	students	189	1 109	525
Adapted upper secondary education programmes of an equal educational standard	classes	-	-	53
	students	-	-	303
Educational groups at institutions for children with emotional and behavioural problems	classes	-	21	94
	students	-	170	655

- no occurrence of event
Source: MIZŠ.

In 2019, there were **28 residence halls for permanent or temporary accommodation**, 5 of which were social care institutions, available to SEN children. They cater to various groups of children and their specific needs: children with mental disabilities, children with physical disabilities, blind and visually impaired children, deaf and children with hearing impairments, and children with emotional and behavioural problems.

In the 2018/2019 school year, the percentage of SEN children included in regular basic school programmes was at 6.4% of basic school population.

The participation of SEN children in the Slovenian school system is based on the **concept of inclusive education** by the right of all children to develop optimally their potentials, and by their right to non-discrimination.

At the beginning of the 2018/2019 school year⁶, 11 797 SEN children or 6.4% of all basic school students followed regular education programmes.

In mainstream education programmes, various groups of SEN children are provided with partial individualisation through adapted implementation and additional professional assistance. The latter is provided as assistance to overcome handicaps, impairments or disabilities, as learning assistance and as assistance aimed at creating a supportive environment. The adjustments may refer to organisation of teaching, methods of assessment, progression and the schedule of lessons. If necessary, the adjustments can also include spatial layouts and learning or teaching tools and materials. A SEN child may have a permanent or temporary assistant assigned to him or her.

In the adapted education programmes with equivalent education standards, the timetable and national assessment and final examinations may be adapted,



⁶ MIZŠ data as on July 2019

as well, and in the adapted education programmes with lower educational standard, the subject curricula, educational cycles and completion requirements.

Any SEN children, for whom the instruction at the location of their residence and transport due to the great distance from the location of schooling cannot be provided, may be placed in an institution for the education of SEN children, social care institution, and residence hall for such children or a foster family.

Age levels and sizes of classes with SEN children

At kindergartens, no more than two SEN children may be included in a regular class, and such classes can be smaller than the usual. A class with an adapted programme for pre-school children, however, may include a maximum of six SEN children.

In classes with an adapted basic school programme with an equal or lower education standard for SEN children and in classes carrying out a special programme for children with moderate or severe mental disabilities, the class sizes are considerably smaller than ordinary classes, ranging from 5 to a maximum of 12 students, and differ by programmes and the special needs of the children. A special education programme is provided for children with moderate and severe mental disabilities to the age of 26.

At upper secondary schools providing adapted education programmes, typically, classes contain 10 students, and learning groups 4 to 12 students.

Basic and upper secondary school classes that contain SEN students may be smaller than specified by regulations.

Placement of SEN children

The placement of SEN children is initiated based on a written request by either parents or the school. In the first instance, the decision on the placement of SEN children is taken by the National Education Institute of the Republic of Slovenia. Children are placed in education programmes by taking into consideration their physical, cognitive, emotional, social and health-related needs. Furthermore, their attained level of development is taken into account as well as their learning abilities, achievement of knowledge standards and further development outlook in light of their handicaps, impairments or disabilities. Commissions at the first and second instance draft an expert opinion suggesting the placement of SEN children in an adequate education programme.

In the second instance, the SEN children placement commission responds to the complaints against the commission's decisions in the first instance. The commission is set up at the Ministry of education. In January 2019, the Act

Regulating the Integrated Early Treatment of Preschool Children with Special Needs came into force. As specified by the new law, children will get help as early as possible, and parents will receive information in one place. Children's special needs can now be identified by the family, the health system or within this scope or other approaches in kindergartens, educational institutions and social care institutions. The development clinics are gradually turning into early treatment centres where children are approached by different professionals who then recommend help and support best suited to their needs. ■





ADULT EDUCATION

Adult education comprises the education, training and learning of individuals who have fulfilled the legal compulsory education obligation (specific number of years spent in the basic programme) and wish to acquire, update, expand and deepen their knowledge, and do not have the status of a regular basic school or upper secondary school student. A wide variety of programmes and training providers are available within the adult education system in Slovenia.

The Adult Education Act regulates adult education, whereas some other programmes available to adults are governed by sector-specific law.

A public organisation providing adult training may be founded as a public institution or an organisational unit of an educational institution, another institution or another legal entity. They are founded by local communities or the state. The providers of adult education are: adult education institutions, schools or their units, as well as other public or private institutions on the relevant register, by company training centres and private individuals that have a status of a private teacher.

According to Eurostat, in 2018 11.4 % of the population aged 25 to 64 years participated in lifelong education and training.

Principles of adult education

Principles behind adult education:

- life-long education
- access to education under the same conditions
- freedom and autonomy to choose the path, content, forms, means and methods of education
- secularism of adult education provided as a public service
- professional and ethical responsibility of education staff
- respect of the personality and dignity of every participant, and
- achieving the same educational standards of officially recognised educational qualification as they apply to youth.

Formal education programmes

Adults who wish to acquire basic educational qualification take lessons of the **basic school programme for adults**. Acquiring basic school educational

ADULT EDUCATION

Adults in upper secondary education, end of 2017/2018	Enrolled			Completed		
	Total	Men	Women	Total	Men	Women
Type of education - TOTAL	18 690	8 952	9 738	2 940	1 444	1 496
Short vocational	111	46	65	14	11	3
Vocational	6 238	3 225	3 013	750	428	322
Technical (total)	11 463	5 314	6 149	1 962	907	1 055
<i>technical (4-years programmes)</i>	8 649	3 902	4 747	1 162	568	594
<i>vocational-technical programmes</i>	1 770	1 120	650	392	269	123
<i>vocational courses</i>	1 044	292	752	408	70	338
General (total)	878	367	511	214	98	116
<i>general and technical gimnazija</i>	690	287	403	204	95	109
<i>matura course</i>	188	80	108	10	3	7

Source: SURS.

qualification is the right at any time in life and free of charge at any age. In the 2017/2018 school year, 140 adults successfully completed the basic school programme for adults.

Adults who wish to acquire upper secondary educational qualification may enrol in regular **upper secondary education programmes with special adjustments for adults**. The organisation of education is adapted to meet the needs of adults. In the 2017/2018 school year, 18 690 adults were enrolled in upper secondary adult education programmes. The institutions that organise the adult education that leads to an educational qualification are primarily upper secondary schools with adult education units; the enrolment percentage of adults in these institutions was at 57% of all adults in upper secondary education. Of the 2 940 adults who completed upper secondary education, as many as three quarters finished upper secondary technical education and a quarter (26%) the upper secondary vocational education.

Mojster (master craftsman) exam

Mojster exams are open to candidates with:

- upper secondary vocational education and at least three years of relevant work experience
- upper-secondary technical education and at least two years of relevant work experience



- short-cycle higher vocational education and at least one year of relevant work experience.

Foreman and shop manager exams

Foreman and shop manager exams are open to those with upper-secondary vocational education and at least three years of work experience from the relevant field.

By passing the master craftsman exam, foreman or shop manager exam candidates gain upper secondary technical education.

Special education programmes

Adults may also acquire knowledge and skills in special officially recognised adult education programmes. They constitute only a small portion of the range of non-formal adult education programmes. The **officially recognised programmes** targeted at special groups of adults, particularly those needing to improve their basic competences or literacy skills or requiring assistance integrating in society, have been approved by the Council of Experts for Adult Education and are mostly available free of charge. The main officially recognised programmes include programmes for learning foreign languages, digital literacy, Slovenian language for foreigners, development of literacy and basic competences of adults and family literacy programme for success, bearing a common name **Education programme for success in life (UŽU)**.

Non-formal education may be of a professional nature, i.e. further training and educational pathways in connection with job promotion or of a general nature aimed at personal development. Study clubs and independent learning centres constitute an important type of non-formal education. Many adults in Slovenia are involved in occasional self-learning.

Overview of the adult education provision

The Slovenian Institute for Adult Education is founded by the state. It publishes annual catalogues of formal and non-formal adult education. The catalogues contain information about programmes that are available to adult learners, as well as information about providers of education programmes, namely for respective school year. In December 2018, the catalogue for the 2018/2019 school year contained information about 254 providers and 3 724 educational programmes. The providers include mainly upper secondary schools (adult education units), private institutions and schools, as well as adult education centers. Non-formal programmes, primarily language courses and managerial training, constitute the majority of the courses offered and are followed by computer courses, courses for personal growth and communication.

Formal education for adults mostly provides programmes of upper secondary technical and general education, as well as bachelor's degree programmes (source ACS, 2018).

The **Slovenian qualification framework** (SOK) is a unified system of qualifications reached with the educational, vocational or supplementary qualification of the Republic of Slovenia. It is made of 10 levels as defined by learning outcomes. The SOK qualifications correspond to the European Qualifications Framework (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA). The Institute of the Republic of Slovenia for vocational education and training (CPI) is the competent SOK-EQF national coordination point.

Recognition of non-formal and informal learning

Slovenia has developed a system for the recognition of non-formal and informal learning and established the **national vocational qualification system** for recognising competencies on the labour market. The system is administered by the Ministry of Labour, Family, Social Affairs and Equal Opportunities. The national vocational qualifications are developed from vocational standards, namely at



the request of employers. Persons who acquired specific knowledge and skills in informal learning may apply to have their knowledge certified. In this procedure, they have to demonstrate knowledge as specified by the relevant catalogue for a specific vocational qualification; i.e. by producing a personal portfolio and taking a test. Upon the successful completion, the candidate is awarded a certificate of national vocational qualification. ■

EDUCATION STAFF
QUALITY ASSURANCE IN EDUCATION





EDUCATION STAFF

Education staff at **kindergartens and schools that provide officially recognised education programmes** include preschool teachers, preschool teacher assistants, teachers, counsellors, school librarians and other education staff. Both public and private kindergartens and schools shall ensure that their education staff is adequately qualified, that is they have a perfect command of Slovenian (and/or the language of the relevant ethnic minority); **hold a relevant educational qualification and they have passed the professional examination.**

- Preschool teachers, second teachers in the first grade and teachers of professional subjects in vocational and technical education shall hold an educational qualification of no less than bachelor's degree programme.
- Teachers, counsellors, school librarians and other education staff shall hold a master's degree.
- Preschool teacher assistants in kindergartens, laboratory assistants and teachers of practical lessons and skills in vocational and technical education shall have no less than upper secondary technical education.

All education staff shall hold a relevant pedagogical-andragogical educational qualification, while education staff in education of SEN children shall hold special pedagogical educational qualification.

Preschool teachers have to have a bachelor's degree. Relevant programmes at bachelor's level, usually take 3 years (180 ECTS), while programmes for teachers of professional and theoretical subjects usually take 3 or 4 years (180 or 240 ECTS). Other teachers, school librarians and counsellors have to have a master's degree. Relevant programmes take a total 5 years or 300 ECTS (integrated master's programmes, 3+2, or 4+1). There are two pathways to a teaching qualification: under a **concurrent** model (in parallel with the subject of instruction) or under a **consecutive** model.

**Education staff at kindergartens,
2017/2018**

	Total	Men	Women
Employees total	12 417	330	12 087
Teacher and preschool teacher assistants	11 390	303	11 087
Leadership	442	16	426
Counsellors and other	585	11	574

Source: SURS.

**Education staff at mainstream basic schools and
basic schools for adults, 2017/2018**

		Total	Men	Women
Basic schools	Employees total	20 900	2 684	18 216
	Teachers	18 358	2 099	16 259
	Full time equivalent positions	17 802	2 035	15 767
	Leadership	918	239	679
	Counsellors	786	28	758
	Other	838	318	520

Source: SURS.



EDUCATION STAFF

Education staff at public upper secondary schools, 2017/2018

	Total	Men	Women
Total	7 044	2 240	4 804
Teachers	5 886	1 999	3 947
Leadership	293	110	183
Counsellors	287	18	269
Other education staff	578	173	405

Source: SURS.

Education staff at **higher vocational colleges** include lecturers, instructors, laboratory assistants and librarians.

- Candidates for the lecturer title shall hold no less than a master's degree, and have three years of relevant work experience and significant achievements in the respective profession.
- Instructors shall hold no less than a bachelor's degree, lab assistants a degree in short-cycle higher vocational education.

Education staff in short-cycle higher education shall have relevant pedagogical-andragogical educational qualification. The college's assembly of lecturers appoints for a five-year term.

Education staff at higher vocational colleges, 2018/2019	Number			Teaching load	
	Total	Men	Women	Full-time or more	Part-time
Total	547	267	280	500	47
Higher vocational college lecturers	464	229	235	420	44
Instructors	80	38	42	42	3
Librarians	3	0	3	3	0

Source: SURS.

In higher education, teaching faculty and research faculty (including faculty assistants) pursue the activities of teaching and/or scientific research respectively.

Higher education teaching faculty includes assistant professors, associate professors, full professors and lectors; in professional higher education study programmes teaching may be pursued by lecturers and senior lecturers. Candidates for election to the title of assistant professor, associate professor or full professor shall hold a doctorate of science; in the field of art, the candidates shall have an acclaimed artistic production. Candidates for other teaching titles shall have no less than a master's degree. Moreover, all candidates shall attest their pedagogical skills.

Research faculty that implements a scientific research programme of a higher education institution shall hold a doctorate of science. The titles include researcher, senior researcher and research advisor.

Education staff at higher educational institutions, 2018/2019	Number			Number according to teaching load	
	Total	Male	Women	Full-time	Part-time
Total	4 889	2 654	2 235	4 314	575
Teaching faculty	2 650	1 512	1 138	2 420	230
Full professors	874	591	283	794	80
Associate professors	681	411	270	633	48
Assistant professors	813	413	400	743	70
Senior Lecturers	105	54	51	92	13
Lecturers	70	30	40	60	10
Lectors	170	13	94	98	9
Faculty assistants	1 905	929	976	1 608	297
Assistants	1 655	860	795	1 373	282
Instructors	104	28	76	96	8
Specialist advisors	139	39	100	132	7
Librarians	7	2	5	7	0
Research faculty	334	213	121	286	48
Research advisors	116	77	39	97	19
Senior researchers	82	48	34	71	11
Researchers	136	88	48	118	18

Source: SURS.



Faculty assistants include assistants, librarians, expert advisors, senior experts, junior experts and instructors. Faculty assistants shall hold a master's degree and attest their pedagogical skills.

The titles are awarded by the senates of higher education institutions, namely for a term of 5 years or indefinitely in case of the titles full professor or research advisor. The criteria for awarding a title are specified by the senate of the university and/or higher education institution, whereby it complies with the standards and criteria of the National Agency for Quality Assurance in Higher Education.

Employment and working conditions

Education and other staff in public kindergartens, schools, higher education institutions, and other institutions have the status of public servants. Policies concerning salaries, employment relationships and retirement are uniform for the entire country. The Slovenian Employment Relationship Act sets forth employment by means of entering into and terminating agreements, 40-hour work week, types and forms of relationships under labour law, rights, obligations, and responsibilities in connection with the working time, payments, leave of absences, and similar. Specific rights arising from relationships under labour law are subject to collective negotiations between the Government and labour unions, and they are governed by collective agreements of a respective sector. A special law governs the pension and disability insurance obligation in view of intergenerational solidarity. The Public Sector Salary System Act governs the salaries of education employees based on the principle of equal pay for comparable jobs within the entire public sector.

Employees are recruited via public advertisement of a post that is set forth according to the staffing structure of posts, defined norms and standards, as well

as the consent of the competent administrative body; in higher education, it is set forth according to the provisions of the higher education institution's statute. The employment agreement may be a fixed-term or permanent, full-time or part-time; the agreement about working conditions is governed by an employment contract.

To become fully qualified and eligible for permanent employment candidate teachers in kindergartens and schools have to pass the **professional examination**. They may take the examination only after gaining experience of teaching at a school or kindergarten. After initial education, they can either apply for an open recruitment trainee position advertised by the Ministry of education or apply for an open recruitment job position advertised by individual school. Teacher beginners are assigned a mentor to help them become competent in teaching and learn for their professional examination.

Education staff continues with their professional education and training throughout their career, and successfully completed programmes of continuous professional development are a prerequisite for any promotion to higher professional titles. Education staff may be **promoted to the job titles Mentor, Advisor and Councillor**.

Teaching time of teachers and other education staff	Teaching time in hours (60 minutes) per week	
Kindergarten	Preschool teacher	30 hours
	Preschool teacher assistant	35 hours
Basic school education	Slovenian (Italian, Hungarian) language teacher	15.75 hours
	Teacher	16.5 hours
	Teacher of after-school classes	20.8 hours
	In-hospital teacher	18.75 hours
Upper secondary education	Slovenian (Italian, Hungarian) language teacher	14.25 hours
	Teacher	15 hours
	Accompanist	15 hours
	Teacher of practical lessons and skills	18.75 hours
	Laboratory assistant	22.5 hours
Short-cycle higher vocational education	Educator (at residence hall)	30 hours
	Lecturer	8.5 hours
	Instructor	10.6 hours
Higher education	Laboratory assistant	13.9 hours
	Assistant professor, associate professor and full professor	3.75-5.25 hrs.
	Senior lecturer, lecturer and lector	6.75 hours
	Assistant	7.5 hours

Counselling service

All public kindergartens and schools shall have a counselling service provided by counsellors. These may be professionals in the field of psychology, pedagogy, social work, social pedagogy, special pedagogy, rehabilitation pedagogy, etc.

Larger kindergartens and schools have several counsellors on staff and smaller ones have at least one, employed part-time. Counsellors perform three commonly interconnected and intertwined types of activities: supportive, developmental and preventive, as well as activities of planning and evaluating.

They perform pedagogical, psychological, and social counselling. They help children, students, upper secondary students, teachers, parents and management. Furthermore, they are involved in developing and implementing individualised programmes for SEN children.

School librarians

School librarians are either librarians holding the pedagogical-andragogical educational qualification or qualified teachers holding a certificate of the supplementary study programme in library science.

Management staff

Head teachers manage public kindergartens and schools. They assume two roles: that of a pedagogical leader and that of an executive manager. A kindergarten head teacher candidate shall meet the requirements for a kindergarten teacher or counsellor, and a school head teacher candidate shall meet the requirements for a teacher or a counsellor, namely at the school where he or she shall assume the position of a head teacher. They are also required to have at least 5 years of work experience in education, the title Advisor or Counsellor or at least 5 years the title Mentor, and have a **headship license**.

Head teachers are appointed by a kindergarten or school council based on the opinions offered by the assembly of pre-school teachers, teachers or lecturers, local community, council of parents, and the Minister of education. Upper secondary students and students of short-cycle higher vocational education also offer their opinion about head teacher candidates in upper secondary schools and higher vocational colleges.

Public adult education organisations are managed by a director, and organisational units by a head teacher or head of unit. The head shall have a degree in higher education, passed their professional examination, and have at least 5 years of work experience, of which three years in adult education.

A university is managed and represented by a rector. The rector is elected by all members of both the teaching and the research faculty, as well as by one-fifth



of student votes. Professional leaders of higher education institutions that are members of the university are deans. They are appointed by the university rector upon the recommendation of the senate of the member institution. The dean of an independent higher education institution that is not a member of the university is both manager and professional leader.

Technical and administrative staff

Kindergartens and schools may employ accountants and administrative assistants. However, the founder of a kindergarten or school may organise accounting, administrative, maintenance and other tasks to be done centrally by respective divisions; kindergartens and schools may sign on a subcontractor from outside the school.

Kindergartens and schools employ cleaning staff and a caretaker to do the technical, maintenance and other housekeeping related work. Upper secondary schools employ a maintenance keeper for IT and other computer equipment, and at kindergartens, there is a laundress. Kindergartens and basic schools employ cooks to prepare food, and kindergartens employ a cook assistant, as well.

Schools that implement a special education programme for children with special educational needs may employ minder – carers. Institutions that implement education programmes for deaf and hard of hearing, blind and visually impaired, and children with physical disabilities employ maintenance workers to maintain, adapt and rent out computer, electro-acoustic and other equipment.

Kindergartens and schools may also employ an assistant of a child with physical disability (basic school student or upper secondary school student) if it is so specified by the SEN child placement decision. ■



QUALITY ASSURANCE IN EDUCATION

Slovenia shall endeavour to provide all participants in education with access to a high quality education and to this end, it has developed a system of quality assurance in education.

The **school inspectorate** supervises the regularity or legality of management and education activities at public and private institutions. It carries out regular and extraordinary inspections and examines legal, organisational and other administrative procedures.

Kindergartens and schools carry out regular **self-evaluations**. The councils of respective institutions review and approve annually the self-evaluation reports. In the process of self-evaluation, education institutions evaluate, in particular, education processes, and compare students' results of internal assessment to those of external assessment of knowledge. Findings of the self-evaluation are then considered when developing a work plan for the following school year, as well as when long-term planning (e.g. setting up a development programme). All documents are adopted by the council of the institution.

By law, upper secondary technical and vocational schools shall establish quality committees based on the principle of social partnership. According to the indicator of quality adopted by the Council of experts of the Republic of Slovenia for vocational and technical education, schools publish online annual quality reports by the school quality committee. The Institute of the Republic of Slovenia for Vocational Education and Training is responsible to monitor the process of quality assessment and assurance in vocational and technical education.

At the end of the second cycle (grade 6) and at the end of basic school education (grade 9), an organised **national assessment** takes place. At the end of upper secondary education, students in technical education take **vocational matura** and students in *gimnazija* take **general matura**. Both types are external final examinations, either completely or in part. Every year, the National Examination Centre makes a thorough analysis of the final examination outcome by subjects, municipalities and by schools. The analysis results are communicated to the ministry of education and respective schools. The information about the achievement of students in school is not public. Schools apply the information to assess the level of quality achieved in their work and law prohibits ranking of schools. They may compare the achievements of their students or upper secondary students to the average and highest outcomes on a national level.

The **Quality and evaluation council** is a body appointed by the minister to cater for the coordination of evaluation programmes in preschool education, basic school education, and upper secondary education; it reports to the Minister. It shall also establish criteria and procedures for assessing and assuring quality in kindergartens and schools, at a national level. It shall define strategies and the course of evaluation activities. It shall identify basic dilemmas of evaluation, recommend the commission of evaluation studies, and propose call for tenders and selection of evaluation studies. The Minister of education makes the final decision. Furthermore, the council shall monitor the course of evaluation studies and report to the council of experts, the Minister and other professionals.

Information on the enrolment of children and students, employees, institutions and programme structure is collected and administered by the Statistical Office of the Republic of Slovenia. It publishes the information in a form that prevents the identification of a specific statistical unit.

In tertiary education, internal evaluation is the responsibility of higher vocational colleges and higher education institutions, and external evaluation of the **National Agency for Quality Assurance in Higher Education** has the main role in external evaluation. ■





EURYDICE SLOVENIA

Eurydice Slovenia, which is responsible for this publication, is the national unit of the network for the exchange of information on education systems. It is a part of the Department of Educational Development and Quality at the Ministry of education. The Eurydice network operates within the Erasmus+ programme and has 42 national units in 38 countries and a central office in Brussels.

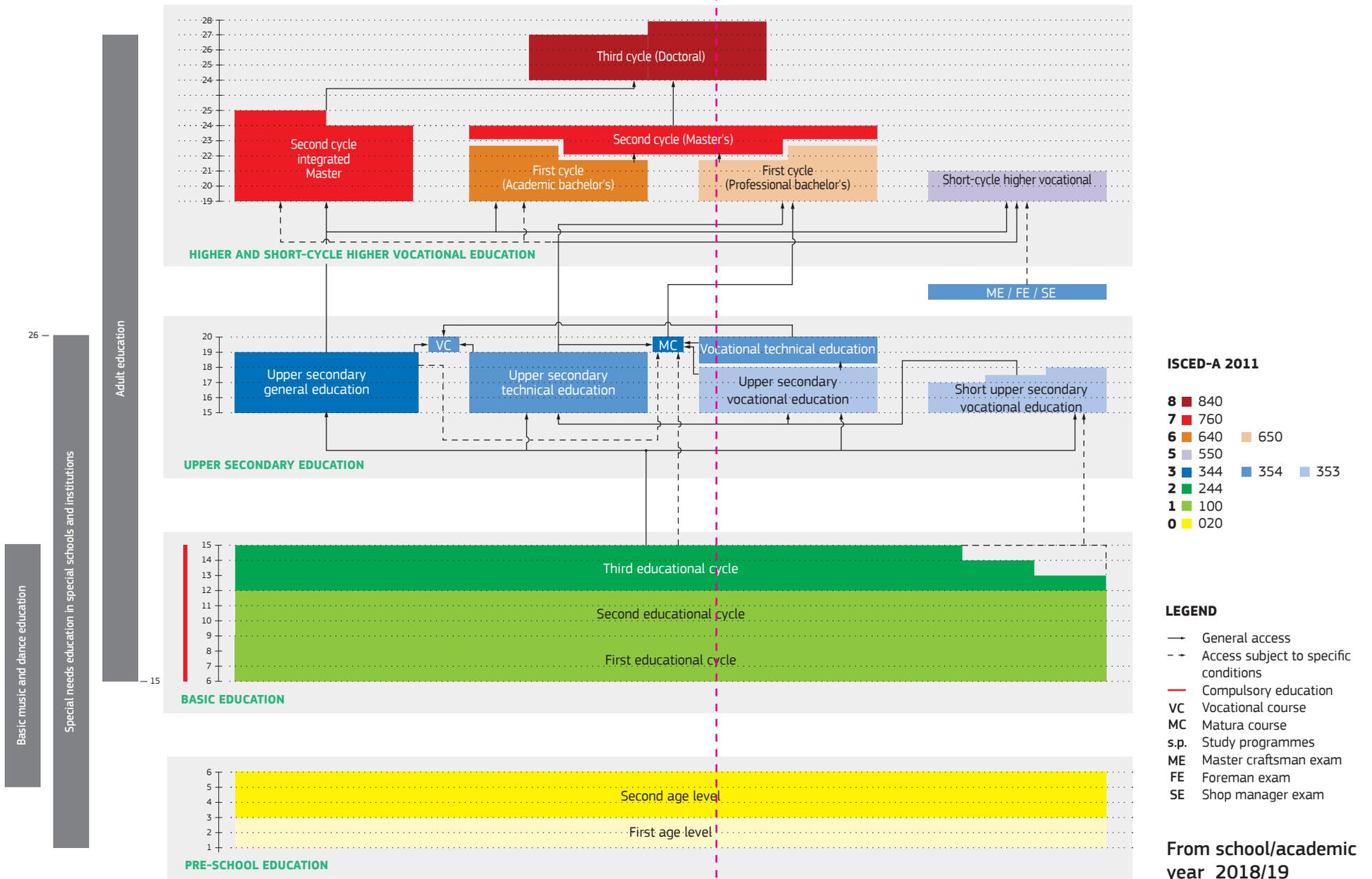
The network's mission is:

- to provide reliable and relevant information from the field of education
- to analyse different aspects of education systems
- to contribute to European understanding of education, and
- support evidence-based political decisions at the national and European level.

Products of the network include:

- comparable and up-to-date descriptions of national education systems
- comparative studies (Thematic Reports)
- publications with indicators and statistics Key Data
- publications with information on the structure and main characteristics of education systems (Facts and Figures).

Eurydice Slovenia publishes all works on its website, www.eurydice.si. In addition to studies prepared by the network, the Eurydice website also publishes regular news from the field of education, information of reforms in other countries and links to collections of education legislation.



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