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URAD ZA RAZVOJ ŠOLSTVA

EUROPEAN COMMISSION  
DG EDUCATION AND CULTURE  
LIFELONG LEARNING: EDUCATION AND TRAINING POLICIES  
COORDINATION OF LIFELONG LEARNING POLICIES

**NATIONAL REPORT OF THE REPUBLIC OF SLOVENIA ON THE  
IMPLEMENTATION OF THE STRATEGIC FRAMEWORK FOR EUROPEAN  
COOPERATION IN EDUCATION AND TRAINING, 2020**

**2011**

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*The report has been prepared by:*

Dr. Andreja Barle – Lakota, Ministry of Education and Sport

Dr. Slavica Černoša, Ministry of Education and Sport

Jelka Čop, Institute of the Republic of Slovenia for Vocational Education and Training

M.Sc. Andreja Čufer, Ministry of Education and Sport

M.Sc. Katja Dovžak, Ministry of Education and Sport

Zdravka Godunc, Ministry of Education and Sport

Barbara Kresal-Sterniša, Ministry of Education and Sport

Andreja Schmuck, Ministry of Education and Sport

Vida Starič Holobar, Ministry of Education and Sport

Bronka Straus, Ministry of Education and Sport

Anton Simonič, Ministry of Education and Sport

Boštjan Zgonc, Ministry of Education and Sport

Boris Zupančič, Ministry of Education and Sport

Darinka Vrečko, Ministry of Higher Education, Science and Technology

Maja Mihelič Debeljak, Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

Urška Marentič, Institute of the Republic of Slovenia for Vocational Education and Training

## **1. CONTRIBUTION TO NATIONAL REFORM PROGRAMMES**

The beginning of the economic and financial crisis significantly influenced all of Slovenia including the area of education and training, causing numerous changes in the field of social and economic factors in society. Therefore, the Government decided, as its guiding principle, not to intervene with reform into the education and training system, but to maintain stable and quality operation of the existing system by considering the possibilities given, while supplementing and amending the system only in the part to make improvements, or adjusting the system to new circumstances, needs and conditions in society.

Although the reform was not implemented in the field of education and training, on 1 April 2009, the Minister for Education and Sport issued a resolution on the appointment of the National Expert Group for the preparation of the White Paper on Education and Training in the Republic of Slovenia, its task being to prepare expert groundwork for a systematic and scientifically justified transformation and upgrade of the education and training system. This will be the basic programme document for future changes to occur in the field of education and training that was submitted for public debate in March 2011 and will represent the basis for the preparation of extensive amendments or for the implementation of the reform.

The Ministry of Higher Education, Science and Technology began with the preparation of a new development strategy and public debate on the further development of the Slovenian higher education in January 2010. On 24th May 2011, after almost a year of widespread public consultation involving all higher education and other relevant stakeholders, the National Assembly adopted a Resolution on the National Higher Education from 2011 to 2020, together with the Research and Innovation Strategy of Slovenia 2011 - 2020.

Resolution is the long-term development and guidance document, which defines the objectives, criteria, measures, timetable, and actors responsible for creating the Slovenian Higher Education Area in the next decade.

According to the ambitious vision, by 2020 the Slovenian Higher Education will be of high quality, diverse and accessible, supported by an updated study structure and the new system of funding, increased internationalization and diversification of the system. The Resolution is linked with the Research and Innovation Strategy of Slovenia 2011 - 2020, thus forming together with it a comprehensive strategy.

In the field of education certain measures were taken that contributed to the improved operation of the system or interfered with the social area and condition of all participants of education, thus mitigating social pressures on families and, primarily, those who would become subject to unemployment.

In the field of pre-school education, the act was thus amended in the section that provides for free inclusion in the pre-school education programme for every second and further child from the same family, who are in the same time in the kindergarten. The most deprived families are provided with free education for all children, while other families pay from 10% up to 80% of the value of the programme in dependence of the payment amount conditional on the family income. This enabled a fairer distribution of the burden with regard to the social condition of the family.

As for the changes in financing of school meals in basic and secondary education, pupils and students are granted co-financing on both educational levels, while socially deprived children receive meals totally free of charge.

In the preparation of the new basic-education syllabus, great emphasis was put on the reduction of teaching content regarding its extent and depth, as well as the benefit of consolidating basic knowledge, since the extent of the teaching content was noticed to influence its quality and durability, which was also indicated from international research (PISA).

Although no detailed data is available on the pupils or students who leave school early or are not successful (dropouts), it may be established, on the basis of statistical data on those included in the education system and the share of those who finish the education process, that Slovenia belongs among the countries with a smaller share of those not included in the system. Despite this fact, development is being carefully monitored and numerous measures are in place to prevent such expulsions during the educational process. However, for all those who are expelled from the system, programmes and activities are organised, aimed at getting them back into the education system or work system.

In the field of higher education, the share of students who enrol and do not finish their education is substantial (35%), therefore significant changes are foreseen within the National Programme of Higher Education in the Republic of Slovenia 2011 – 2020, particularly in the field of financing of such education, since students and institutions are foreseen to be provided with stimulation for successful studies. Furthermore, studies, particularly first- and second-level, should remain free, while students who fail to finish their second-level study successfully will have to return the money. An information system should also be prepared for the transparent management of social transfers for students.

In the field of higher vocational education, financing also follows the lump sum method, so as to stimulate quick studies and completing of the study programme.

Most learning mobility is being realised by means of the European Lifelong Learning programme. In Slovenia, this programme has been very well accepted as a tool for the internationalisation of education and as a good method for carrying out mobility learning. However, it should be stressed that the share of those who cannot be the subject of mobility due to limited resources is considerable, since the average refusal rate is still 50%, which clearly indicates that the need for learning mobility is much greater than the resources available. Besides this, it is also noted that students from socially threatened social classes have difficulties providing funds for mobility; therefore, this activity will have to be linked with appropriate scholarships to provide participation for as many students as possible.

Although education and training is the priority field, it has also been a victim of the economic and financial crisis, since from 2009, the funds available have noticeably decreased in spite of the fact that this field, and particularly higher education, is classified among priority fields that are provided with funds for the continuous operation and carrying out of educational and study programmes. A decrease in the funding is indicated primarily by a smaller proportion of funds dedicated for investments and some other areas, whereby the measures for balancing the budget for 2011 are not known yet.

How the crisis is to reflect in the share of public expenditure for education in the GDP may not be indicated yet since data has not yet been processed to the extent that it is ready for citing, and the data stated refers to the years preceding the crisis.

During the period 2008-2011, implementation of the reform in schools continued in the field of vocational education and training. The reform included, among others: recognition of non-formally acquired knowledge and skills, improvement of inclusion of key competences in the educational system, and strengthening of cooperation in the introduction of instruments.

Besides this, great emphasis was dedicated to comprehensive preparation of the national framework for qualifications, which took about a year, and the results were presented for public discussion at the beginning of 2011. The activities aimed at popularising vocational and professional education and enhancing information in this field continued.

Slovenia is becoming a migrant country; migrants come particularly from former Yugoslav republics and recently also from other countries; for this reason, Slovenia has adopted certain activities in order to improve the situation of migrants and to help facilitate their inclusion in the education system. First of all, additional teaching of the Slovenian language has been prepared for aliens, as well as other measures aimed at improving the situation for migrants.

Slovenia is a country with a high awareness of the need for learning foreign languages; therefore, introduction of a second foreign language in the lower classes of basic school has already begun. As for the introduction of a second mandatory language in basic-school education, new legislation and implementing regulations have already been adopted, providing for the two-year extension of the test phase; more than one second foreign language can be taught at schools with at least two departments at the same level.

## **2. EARLY SCHOOL LEAVING (DROPOUTS)**

According to Eurostat data, Slovenia belongs to the category of countries with an insignificant dropout and leaving school early rate, since this data<sup>1</sup> indicates that in 2008, 90.2% of the population aged 20 to 24 finished secondary school education. Moreover, as is evident from data in the last report on the development of realisation of common European objectives in education and training (2010/11)<sup>2</sup>, in 2009, 89.4% of the generation completed secondary education and training. According to the same source, in 2008, 5.1% left education and training at the age of 18-24, and 5.3% in 2009, with the latter data not being very reliable, yet still being enough to be taken into consideration with regard to the proportion of the population of such age to finish secondary education.

Despite this data being quite favourable, concern for the dropouts and those leaving the education system early is still necessary, since various measures are put in place to prevent such events during the education and training process itself (preventive), or to mitigate and reduce them when they actually occur.

In basic-school education, pupils with learning disabilities are taken care of and are provided remedial classes. Pupils with specific learning disabilities and deficits in certain areas are provided supplementary professional help and homework and study help. The form of lessons also takes into account learning specialities of individuals: individualisation and differentiation of lessons, and extended basic-school programme that contributes to greater success for pupils. An increased proportion of subsidised meals and 100% subsidised school meals for the most threatened pupils contributes to lowering social pressure for pupils. The education system also provides for the possibility to obtain vocational education without having finished basic school by attending short vocational programmes.

### **Measures to analyse the current situation**

Data collection is not performed by names; however, on the basis of statistical data on the number of children who finish basic school and the number of those who enrol for further education, the proportion of those who have not continued with their education can be established. However, due to their being given the opportunity to enrol in shorter vocational programmes even if they do not finish basic school, the proportion of dropouts is additionally decreased. This proportion is thus negligible.

In this way, the number of students who leave school early or do not finish can also be established for secondary schools, since the proportion of those who finish secondary education of any kind is

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<sup>1</sup> Progress Towards the Lisbon Objectives in Education and Training, Indicators and Benchmarks, 2009; European Commission, Commission staff working document, pg. 46

<sup>2</sup> Commission staff working document, Progress towards the common European objectives in education and training (2010/2011), Indicators and benchmarks, Brussels, 2011

[http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report_en.pdf)

high, as is the proportion of the generation that enrolls in tertiary education. Data for tertiary education is given in Chapter 3.

## **2.2 Priority areas**

Slovenia dedicates considerable attention to young people who leave the education system for whatever reason and enables them to participate in the 1-year verified programme Projektno učenje mladih (PUM) (Youth Project Learning), in which young people aged 15-25 without an education, occupation or job are assisted in overcoming social loneliness and stimulated to continue schooling; where this is not possible, the programme stimulates them to obtain the skills that can make it easier for them to find a job. Mentors help them solve problems that contributed to their leaving school (family relationships, poor self-esteem, dependence, social problems, etc.). After they finish the programme, their mentors follow them for another half a year if they have been included in the education process or have found a job. Each year, about 180 young people are included in these programmes. The programme has been operating since 1999 and is rather successful.

Besides this, through training programmes for success in life, parents with a lower education level are stimulated to read stories to their children in lower classes of basic school, thus providing them with the same status as children whose parents have higher levels of education. The programme is financed from public funds and is carried out in libraries and other public institutions.

## **2.3 Measures to prevent early school leaving**

At a system level, in the field of basic education, the Elementary School Act provides for the following:

- remedial classes for pupils with learning disabilities;
- the right to choose the form of education;
- schools established to implement international programmes;
- protection of rights of minorities;
- supplementary education for children whose native language is not Slovene;
- education of children with special needs; additional professional assistance and learning assistance; adapted programme of lower education standard; special education and training programmes; possibility of extending the education of children with special needs;
- internal differentiation of lessons;
- possibility of extending basic education or pupil status for two years following the nine-year basic education;
- possibility of passing exams in various subjects if a pupil is not able to attend class for justified reasons;
- education for adults who fulfilled the basic-education obligation but did not finish basic education.

In addition, the Placement of Children with Special Needs Act provides for the placement of children who need special learning conditions, including homework and study help for those who need such help. This also holds true for secondary education where this opportunity is highly employed since students with special needs are provided with a certain proportion of free homework and study help.

## **2.4 Measures to compensate leaving school early**

Measures that are the most effective in preventing early leaving of education are of a preventive nature and have already been indicated at the beginning of this Chapter; nevertheless, it can be

stated that the most effective method of compensation is the education of adults, particularly younger adults, which has already been described (see 2.2.), and various short programmes of vocational education. An adequate network of advisory centres must be provided where adults may obtain information about all possibilities of education, where they may have their individual education plans prepared, and where they may be advised about educational programmes available. The state must provide for an adequate offer of free education programmes and for the accessibility of the network of providers of such programmes. The network of Lifelong Learning Centres was formed in 2008 by means of the funds from the European Social Fund, which provide for: moving education closely to the individual's home; opening education into the wider environment; and interconnection of numerous educational organisations that offer formal and informal education and training programmes. There are 14 such centres that are distributed equally around Slovenia. In addition, these centres have 160 discrete units (Točke vseživljenjskega učenja) (Lifelong Learning Points) that actually perform numerous educational activities throughout the country and in which about 36,000 participants are included every year. Within the project Opiranje sistemov izobraževanja in usposabljanja v širše okolje – partnerstva (Opening of educational and training systems into the wider environment – partnerships), which also started operating in 2008, 8 consortiums were formed for linking commercial organisations, societies, educational organisations and local development agencies. This provides for:

- learning and education during all life periods;
- strengthening the awareness that learning increases self-confidence, creativity, employability, entrepreneurial spirit and better quality of life;
- developing the awareness that everybody has the right to learning and education;
- learning tailored for every human being.

The especially vulnerable Roma group belongs to the category of those who leave school early or are not successful. These people need special help; therefore, an amendment to the education strategy for Roma people of 2004 is in preparation. The amendment will include additional measures for decreasing the dropout rate in this group of inhabitants.

### **3. TERTIARY EDUCATION**

#### **3.1 Measures for entry in the programmes of tertiary education**

In comparison with other countries, inclusion of the „typical generation“ in higher education is above average: in 2008, the inclusion of 19-year olds was 50.3%. However, upon our estimations, education of the active working population does not suffice for ambitious projections of the needs of our society. In 2008, the proportion of adults aged 25-64 with tertiary education was 22.6%, while according to the CEDEFOP assessments, in 2020 about 31% of such personnel will be needed among the active population. Therefore, the Resolucija o nacionalnem programu visokega šolstva 2011 – 2020 (Resolution on National Programme of Higher Education 2011 – 2020, Official Gazette of the Republic of Slovenia, No 41/11) aims at further increasing inclusion in tertiary education so that in 2020, the generation aged 19-24 will be included at 75%. According to the Europe 2020 strategy, in the next decade we will be striving towards raising the proportion of inhabitants aged between 30 and 34 with tertiary education from the current 34% to 45% or more. We wish to stimulate lifelong education, which would, inter alia, be reflected in the proportion of students older than 29 years in tertiary education. By 2020, these should be at least one fifth of such students. In the ten-year strategic programme, special attention is also dedicated to less represented groups of inhabitants. While the number of enrolling generations is decreasing, the number of available places has exceeded the number of notifications for entry into the higher education programme for several successive years; therefore, the higher education offer does not pose an obstacle for the inclusion of

younger generations in tertiary education. Free regular study of the first and second cycle and numerous forms of indirect support for students (scholarships, health insurance, subsidies for accommodation, meals and transport, tax reliefs for student work, etc.) additionally stimulate or enable studies. The new financing system adopted in 2011 (see point 3.2) enables higher education institutions to obtain funds for special measures that are aimed at increasing accessibility to higher education.

In recent years, higher vocational education has been developed as a special pillar of tertiary education that is not completed with a diploma for the first Bologna cycle but, as a shorter form of higher education, provides qualification for operational work in middle management.

### **3.2 Measures to improve the success of study**

The Resolution on National Higher Education Programme 2011 – 2020 plans an analysis of the structure of students in order to establish the representation of individual groups of inhabitants and the identification of poorer represented groups in higher education. Following the identification of poorer represented groups of inhabitants, incentives for inclusion of such groups in higher education will be prepared, which will require an additional EUR 1.5 million per year. Within the framework of the new development part of financing, these incentives will also be intended for institutional measures for attracting target groups and the provision of assistance to individuals for successful completion of their studies.

In the Decree on budgetary financing of higher education institutions and other institutions, funds within the „development pillar“ of financing are also earmarked for the social dimension of higher education. Funds allocated to higher education institutions on the basis of a public call for tenders will be directed into the measures, such as: increasing the inclusion of less represented or various groups of inhabitants in higher education; creating the conditions for increasing the inclusion of students with special needs; increasing accessibility of higher education; reorganising and establishing support centres for students and staff; sport facilities and activities, and similar.

Besides structural and curricular changes introduced by means of the Bologna reform in the previous decade, the most important current measure at the systemic level is one of a financial nature, while numerous measures for the successful completion of studies are carried out by higher education institutions.

The Decree on budgetary financing of higher education institutions and other institutions ([Uredba o javnem financiranju visokošolskih zavodov in drugih zavodov](#)) (Official Gazette of the Republic of Slovenia, No 7/11) regulates, inter alia, the financing of study and extracurricular activities at universities and independent higher education institutions, founded by the Republic of Slovenia, and at concessionary higher education institutions, and for concessionary study programmes.

The decree adopted this year, for the first time includes incentives for successful promotion and completion of studies. Within the basic financing pillar, up to 3% of funds are variable funds and depend on the achieving progress in three indicators: study efficiency; progress of students from the 1<sup>st</sup> into the 2<sup>nd</sup> year of study; and international cooperation. The efficiency indicator measures the relative increase in the number of graduates of full-time study of the first and second cycle with regard to the previous study year. Graduates who completed their studies during the study programme extended for one year are also considered. In the preceding decrees, only the absolute number of graduates was considered. The indicator of the progress of students measures development in the progress of regular students from the 1<sup>st</sup> and into the 2<sup>nd</sup> year of study in study programmes of the first and second cycle with regard to the previous study year.

Further direct measures in this field have been elaborated in the Resolution on the National Programme of Higher Education 2011 – 2020. Currently, the percentage of students who enrol in

higher education institutions and do not get a diploma amounts to 35%. By 2020, the proportion of unsuccessful students should be reduced by two thirds.

The first and second cycle of study will remain free of charge, while in the third cycle, the state will co-finance costs of study and living costs for a considerable number of candidates – researchers. However, those individuals who do not complete the second cycle of study and those who receive public assistance for the doctoral level but do not complete it successfully will have to return the funds. A considerable amount of internationally comparable funds for higher education will still be intended directly for individuals. The new system of social transfers for study will be arranged in a uniform and transparent manner, by means of the „Evidenčnega in analitskega informacijskega sistema za visoko šolstvo v Republiki Sloveniji“ („Record and Analytical Information System for Higher Education in the Republic of Slovenia“) (under construction), while the period of receiving social transfers will be limited to an exact number of years.

Besides the above measures, the Resolution foresees a systematic monitoring of the student body, as well as of obstacles for entry in and completion of study. On the basis of the analysis, the system of social transfers and eventual additional study stimulations should be constantly adapted, while higher education institutions and higher vocational colleges should be stimulated to establish institutional practices in tracing their students.

Higher vocational education shall be financed according to the lump sum method, so as to stimulate quick studies and quick completion of the study programme. In financing, the number of students of the second academic year, multiplied by factor 2 and the number of graduates, is taken into account.

#### **4. MOBILITY**

##### **Measures to promote learning mobility**

Learning mobility is gaining importance in the formal and informal education in Slovenia. The majority of learning mobility in Slovenia is supported by the Vseživljenjsko učenje (Lifelong Learning) and Mladi v akciji (Youth in Action) European Action Programmes. There are also some national schemes to support learning mobility that are financed from national funds on the basis of annual calls for tender, which are mostly intended for students at the tertiary level for study programmes that are rare or not available in Slovenia.

Since most of the organised/structured learning mobility in Slovenia has already been supported by European programmes, the national policy is oriented towards supporting the operation of the national agency (CMEPIUS for LLP and MOVIT for YiA), in order to help overcome mobility obstacles and for its efforts for the recognition of knowledge that participants acquire by means of learning mobility.

Most efforts to promote learning mobility in Slovenia, being from the policy or system viewpoint, are included in the new Resolution on National Higher Education Programme 2011-2020, where learning mobility of students and teaching staff is indicated as essential for quality education and economic growth. It is also supported by concrete actions for 2011-2020. Currently, the document was adopted in the National Assembly and represents a good basis for support and increases in the number of Slovenes who will take part in learning mobility in future years. The National Conference of Higher Educational Institutions in Slovenia was organised in February 2011, with the core issue on the internationalisation of higher education. The main conclusions will be published in a special monography, which is to be printed in May 2011. Learning mobility was recognised as an essential contribution to the quality of higher education as well as for the development of society in overcoming the economic crisis.

Although learning mobility is particularly characteristic for the tertiary sector, certain positive changes may also be noticed in the secondary level of education. The significance of learning mobility and competencies that may be acquired through such mobilities was presented at the annual meeting of all headmasters of secondary education institutions held in 2010 who expressed the need for the preparation of concrete instructions for headmasters concerning the organisation and planning of learning mobility for pupils in secondary education. This should be prepared and presented in November 2011.

#### **4.1 Measures to promote learning mobility of students in different education areas**

As already mentioned, most learning mobility is being realised within the European Lifelong Learning Programme. In Slovenia, this programme has been very well accepted and recognised as a tool for internationalisation of education and a good method for implementing learning mobility. All actions of the programme have been carried out fully and successfully; however, the average rejection rate is still 50%, which clearly indicates that much higher funds will have to be invested in learning mobility.

Actions to support learning mobility in all sectors:

a) The Comenius programme is oriented towards school education and involves all kinds of mobility of pupils within partnerships between schools. In 2011, Slovenia also started with new Comenius action-pupil mobility; 5 schools applied to send pupils to their partnership schools for longer periods;

b) Erasmus is the major programme for student mobility in higher education; it is very well known and recognised among students. In 2010 and 2011, Slovenia dedicated some additional national funds to support all Erasmus students in addition to the Erasmus grant;

c) The Leonardo da Vinci programme offers great possibilities for secondary school pupils to get practical training in another country. This action is very successful in Slovenia and is very well supported by sending schools;

d) The Grundtvig programme gives the opportunity for adult learners to go on learning mobilities to another country; this action is also very well accepted, but the funds available are very low and thus additional financial support will be required to carry out this learning mobility programme;

e) The Youth in Action programme gives young people plenty various possibilities to participate in learning mobility outside the formal education system; nevertheless, learning mobility is at a very high level and gives excellent results.

#### **4.2 Measures to promote the learning mobility of teachers and other educational professionals in the education and training area**

Similarly to students, the Lifelong Learning Programme is also the basic measure to promote learning mobility of education staff, as well as in the programmes indicated above: Comenius for teachers and headmasters and future teachers (students); Erasmus provides mobility for teaching staff in higher education; Leonardo da Vinci involves mobility projects for professionals in the vocational education and training system; and Grundtvig offers numerous measures for adult education professionals.

Numbers of such mobilities are reported annually to the Commission, as are the examples of good practice.

### **4.3 Measures to reduce the obstacles to learning mobility**

Since learning mobility is becoming an important factor in the Slovenian education system, quite a number of conferences, seminars and national events have been organised that dealt with the issue of how to identify and reduce obstacles to learning mobility. The first national event in November 2010 concerned the promotion of the European Green Paper on Learning Mobility, where it was clearly identified that the main obstacles are lack of proper preparation for learning mobility (support to individuals by home institutions and support at the national level for sending and receiving institutions). This also influences the quality of learning mobility, which depends on an individual and his/her systematic approach to this activity.

In addition, it was recognised that major problems are still involved in the recognition of knowledge gained from learning mobility. Such recognition usually depends on the sending institution and an individual professor at the faculty or school, who is to recognise the knowledge gained, or not.

For institutions that send students on learning mobility, a more systematic approach to the recognition of knowledge so acquired is required. An additional obstacle is connected with financial resources, as the funds to support mobility are mostly disbursed from the EU programme; therefore, it should be noted that students and pupils from lower social classes cannot afford learning mobility. According to some proposals and plans, European funds and national scholarships are to be linked in the future; however, this is only a proposal and this obstacle is still to be overcome.

In 2011, a special thematic seminar was organised for companies receiving foreign students/pupils for learning mobility. At this seminar, it was established that obstacles to study were removed quite successfully by means of certain measures provided for with the national legislation, statuses of organisations and teaching language, but there are still some obstacles for training at the working place. The obstacles were identified and forwarded to national institutions responsible for managing this area, to prepare measures for reducing these obstacles (taxes, employments, authorisations, etc.).

## **5. NEW SKILLS AND JOBS**

During the period 2008-2011, much effort and care were dedicated to the continuing implementation of reform into schools in the area of vocational education and training. The reform included among others: recognition of non-formally acquired knowledge and skills; improvement of inclusion of key competences in the educational system; strengthening of cooperation in the introduction of instruments such as: Europass, EQF, ECVET, EQARF.

In 2010, the Government appointed the Intersectoral working group for the preparation of the national framework for qualifications, which will be in line with the European framework for qualifications. The intersectoral group has been granted formal power to decide in the development of the Slovenian framework for qualifications (SOK), which is designed on the basis of the existing Klasius national qualification of occupations, since it sufficiently reflects specialties of the Slovenian qualification system. Ten levels were proposed. A public debate was concluded with a plenary consultation session held in April 2011. SOK is based on learning results and combines three types of qualification: those acquired after the completed educational programme, those acquired through the recognition of national vocational qualification (NPK), and those acquired through other forms of education and training that do not possess the status of verified programmes. Vocational qualifications are described by modules. Although the notion of partial qualification is not explicitly used, the system enables such placement of an individual module into the bigger whole, representing the acquisition of full qualification by parts.

In future, the primary task will be to carry out the adjustment procedure, prepare instruments, and provide for the appropriate infrastructure for the implementation of the said framework for qualifications.

### **5.1 Measures to improve forecasting the needs for new knowledge and skills**

Due to the economic crisis and recession, activities concerning the provision of needs for new occupations and skills have lagged behind somewhat, since the area of providing appropriate education and qualification and adjustment of structural disparities of workers in the labour market is of top priority, to which all activities in this area are adjusted. At the beginning of their education, young people try to stay in the education process and preserve the status of pupil or student for as long as possible, since, at the moment, the labour market is rather closed and there is no large demand for workers.

According to statistical data from March 2011, the greatest fall in employment has been recorded in the building sector; the greatest increases in the number of active population were in the fields: wholesale and retail trade, repair of motor vehicles and motorcycles; professional, scientific and technical activities; administrative and support service activities; human health and social work activities. This is compliant with the forecasts made by Cedefop<sup>3</sup> in 2010 concerning the activities in which employment is likely to be possible in the medium-term.

### **5.2 Measures for planning education and training processes**

Slovenia is one of the countries where interest in vocational education gets lower every year; the economic crisis and recession only furthered this situation, since by enrolling in general education, young people extend their period of attending the educational process by continuing to enrol at the tertiary level. Considering adults enrolling in formal education, the situation is completely different, since most of them are included in vocational and professional education.

When forming the network of schools that carry out educational programmes for general education, the state has a somewhat limited number of schools and enrolment places; however, full limitation is not possible since the right to free choice of occupation must be considered. Although about one third of free places are destined each year for enrolment in general educational and secondary educational programmes, the proportion of actually realised enrolment is higher on account of certain places in vocational and professional schools that remain unoccupied.

For this reason, Slovenia continues with the approach of making the programmes of vocational education and training more attractive and linking them with the labour market, for example: competitory and modularly designed education programmes; establishment of inter-entrepreneurial educational centres; and recognition of acquired knowledge and skills acquired in an informal manner. Moreover, Slovenia also undertook to increase in the attractiveness of programmes in the activities that were oriented towards the following:

- improving the reputation of vocational and professional education;
- improving information about vocational and professional education;
- work with professional public, which is the key element in vocational orientation.

As for vocational information and guidance, responsibility is divided between teachers in primary and secondary schools, and consultants. Career guidance for employed and unemployed people is

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<sup>3</sup> Skills supply and demand in Europe. Medium-term forecast up to 2020, CEDEFOP, 2010

performed by the Career Information and Advice Centre (CIPS) with the Employment Service of Slovenia, the financial operation of which is supported by the Ministry of Education and Sport. Information and guidance for adults falls within the competencies of information and advisory centres located throughout Slovenia and are included in Lifelong Learning Centres.

Considerable attention has been triggered by the web portal *Information Centre for Vocational Orientation* [www.mojazbira.si](http://www.mojazbira.si), where pupils, their parents, adults and the expert public can easily obtain clear, transparent and useful information in relation to decisions about their further career or professional decisions.

In May 2010, the Parliament adopted two youth acts that regulate youth education and work. In 2010, the Ministry of Higher Education, Science and Technology started elaborating the long-term strategy of higher education for development, which includes employers and offers proposals for the effective transfer between education and the labour market (through connecting students and employers in special projects during study as well as the engagement of mentors from the industrial sectors in education

## **6 EDUCATION BUDGETS**

From 2009, the state budget is targeted and adopted for two years. The purpose of the budget having been formed in such a way is a more rational implementation of appropriation and that all sectors adjust their programmes, objectives, target groups and indicators used for measuring achievements and pursuing targets. This contributed to greater transparency in the implementation of appropriation and prevention of any eventual double financing.

This means that cost planning is directly associated with the objectives and activities with which they are associated. This stimulates a detailed target setting and discussion about the role of the state in stimulating development and determining measures within individual politics that can be the most effective in contributing to sustainable development. This is the basis for determining the structure of public expenditure. The results-oriented programme budget thus provides a clearer idea of the situation and role of the state in forming and increasing social welfare. Preparation of such budget also includes an evaluation of programmes set up until now, enables a review of funds provided for an individual objective and prevents additional obligations to be accepted without a prior clear objective and programme. The programme budget includes a middle-term budget and preparation of two-year budgets.

Education and training is one of the areas recognised as contributing to overcoming the crisis; therefore, no special anti-crisis measures were foreseen in this area, except for general measures that refer to saving and lowering costs, among which a smaller extent of labour costs, while the programmes are carried out in their entirety.

The system of financing of pre-school, basic, secondary and short-term higher education is prescribed in detail at national levels. The act stipulates sources of funds by purposes, obligation and responsibility, financing conditions and supervision. The sources of financing are the following: public sources; founder's sources; contributions of economic associations and chambers; direct contributions of employers for carrying out practical lessons; contributions and school fees of pupils, apprentices, students and adults; payments made by parents for services in pre-basic education; sources from the sale of services and products; donations, sponsorship contributions, and other sources.

The following methods are used for determining the extent of financing:

- standardisation of activities and following of actual costs in kindergartens and basic schools;
- integral financing in secondary, short-term higher education and higher education.

Kindergartens and basic schools are provided funds with regard to implementation of programmes and in accordance with normatives and standards issued by the Minister of Education.

For secondary and higher education, the corresponding sources are calculated per student on the basis of the Rules on financing and the organisation of educational work and the Rules on criteria and standards issued by the Minister of Education. The concrete extent of sources is provided for by a financing contract to be concluded by the school and the Ministry for every second budget year. In the contract, the number of regularly enrolled students and graduates, as well as corresponding funds, are to be determined.

Management of kindergartens and schools must pay salaries to their employees in accordance with the following regulations: the Act on Salaries and the collective agreement. The spending of public funds in education and training is supervised by the Court of Audit of the Republic of Slovenia. The eligible use of funds in kindergartens and schools is supervised by school inspection.

Since 2004, an integral method of financing higher education institutions is applied. Such financing is stipulated indicatively by the Higher Education Act, which provides for those funds for the first and second cycle to be earmarked in the state budget as joint sources for the higher education institution, but can also be the funds for co-financing the third cycle of education. The scope of funds is determined by the National Programme of Higher Education in respect to an individual period. The Ministry of Higher Education allocates funds on the basis of budgets adopted in accordance with the Decree on budgetary financing of higher education institutions and other institutions (2004 – 2010) and the Decree on financing of doctoral studies. Higher education institutions obtain funds for scientific research in accordance with the Research and Development Act.

Salaries of employees in education and training are determined under the Salaries of Public Servants Act (wage proportions), collective agreements (amount, supplements) and rights that arise from concrete employment relationships provided for in school legislation (titles, positions, supplements). By means of a Decree on uniform methodology and forms for the calculation and payment of salaries in the public sector, the Government provides for a uniform system of salaries for all public servants.

### **Extent and proportion of public financing of education and training**

Introduction of the programme-oriented budget was aimed at improving the effectiveness of the use of public funds, improving the transparency of the use of such funds and increasing intersectoral cooperation.

It should be pointed out that during recent years, the number of pupils enrolled in basic and particularly secondary school has been facing a decrease, which is also obvious from data enclosed with this report, thus the reduction of the extent of funds may also be partly on account of this fact, although the proportion of funds earmarked for basic education increased in the same period on account of improved standards.

In 2008, public expenditure of the state and municipalities for formal education in Slovenia amounted to EUR 1,937.8 million or 5.19 GDP, of which: 2.35% was intended for basic education; 1.15% for secondary education, and 1.21% for tertiary education.

Almost half of the funds (45.2%) for formal education were earmarked for basic education, 23.3% for tertiary, almost one fifth (22.1%) for secondary, and 9.4% for pre-basic education.

In the structure of all costs for educational institutions, public expenditure represented 88%, private 11.5%, and international costs 0.5%.

## 7 LIFELONG LEARNING STRATEGY

### 7.1 Lifelong learning strategy

*The Lifelong learning strategy in Slovenia*<sup>4</sup> was adopted in 2007 in order to, through use of this principle, offer solutions and measures in the field of education and training. The strategy is an important document in the realisation of the lifelong learning concept and provision of learning to everyone in various forms and by using various methods that enrich, regarding content, individual intellectual, emotional, spiritual, esthetical and physical capabilities. Basic measures in the strategy are the following: improvement of the quality of education and training by updating the programmes, curricula and knowledge maps from the viewpoint of lifelong learning elements, by developing educational and learning strategies, and by quality education of expert staff; development of various forms, methods and ways of learning and of appropriate system for the recognition of the knowledge gained; improvement of access to education and learning; formation of an appropriate normative environment; strengthening of research and development that are supported by non-governmental institutions and social partners; establishment of an appropriate infrastructure; obtaining financial means; and elaboration of an operative programme for the realisation of measures and promotion of the strategy.

Although lifelong learning is still equated with adult education, the prospect and perception of learning from the cradle to the grave is changing, adult education being only a part of this lifelong process. However, we are becoming a long-lived society and inhabitants are prone to relatively rapid ageing, therefore education and learning of adults is a more and more important part of lifelong learning, particularly in the third life period. For this reason, the objectives of the Strategy are designed to cover the entire population so that each and every person can find something for herself/himself.

These objectives are realised through numerous other documents and activities that define the entire education and training system as well as the work system, since they also take into account education and learning at the working place and for the needs of work.

It was in 2004 when adult education was provided with its own strategy and middle-term implementation plan within the education programme for adults that was adopted by the National Assembly of the Republic of Slovenia, entitled *Resolucija o nacionalnem programu izobraževanja odraslih v Republiki Sloveniji do leta 2010 (Resolution on the National Education Programme for Adults in the Republic of Slovenia by 2010)*.

In 2008, an intesectoral group was established to connect the cooperation between numerous sectors within the Government; however, it is difficult to connect numerous other ministries that want to transfer a considerable amount of tasks onto the Ministry of Education and Sport but are not prepared to earmark sufficient funds. Nevertheless, this is a step forward in the realisation of the lifelong learning strategy.

### 7.2 Measures for shared responsibility in the implementation of initial and continuing training

Responsibility in the field of pre-school education and basic compulsory education is shared among the local community and the state. The state provides for the implementation of the training and educational programme; in basic schools, it also provides for salaries for teachers and other staff who take part in the carrying out of the curriculum. As regards salaries of childcare workers in kindergartens, it is the concern of the local community.

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<sup>4</sup> Jelenc, Z., ur., *Strategija vseživljenjskosti učenja v Sloveniji*, Ljubljana: Ministrstvo za šolstvo in šport: Pedagoški inštitut, 2007.

Currently, great stress in the lifelong learning process is put on pre-school education, where certain measures were taken to improve the inclusion of children in the pre-school educational programme, since the latter (1-5 years) is an integral part of the education system.

The Ministry of Education and Sport is responsible for the personnel, program and instruments necessary for individual groups of children. Municipalities are the main founders, fund providers and direct service providers.

Participation is not compulsory. Children may be included in the pre-school education programme from the age of 11 months to the beginning of compulsory education at the age of 6.

Parents pay from 10-80% of the costs of pre-school education, depending on their income and their property. If a family has more than one child included in kindergarten at the same time, the act (2008) guarantees free inclusion of other children in addition to the first.

Thus, measures resulted in an increase in the number of children included in kindergartens in 2010/11, to amount to almost 76,000, which is 75.3% of all children of the appropriate age. In comparison to the previous academic year, the number of children increased particularly in the age group up to 3 years, namely of children in the first age bracket, by 8.5%, and amounts to 54.6%; the number of children in the second age bracket – from 3 years until entry into school – increased by 6.1%, to amount to 89.1%. More than 90% of all 4- to 5-year old children are included in pre-basic education and training, whereby those aged 4 are represented by more than 17,000 or 91.9% of all children of this age, while those aged 5 are represented by 16,800 children or 91% of all children of this age.

In May 2010, the modernized Pre-school Institutions Act came into force. The basic aim of the act is to protect and ensure permanent quality of pre-basic education in public institutions and increase accessibility to pre-school education particularly in the areas with increased immigration and demographic changes.

Considering the basic education area, the number of children is decreasing as a result of a small number of children born: in the academic year 2007/08, 163,002 pupils were enrolled and in 2008/09, this number amounted to 161,695 pupils. The first increase is expected after 2011, when more numerous generations will enter basic education. Such a gradual increase is also expected for the years to come. Social pressure for parents decreased considerably when the new School Meals Act was adopted (2010), which provides for co-financing of school meals for pupils in basic school, since until then, full co-financing was only provided for students in secondary schools. Besides this, the act also introduces healthy nutrition to the education and training process.

The decrease in the number of students enrolled is also encountered in secondary education, where their number at the end of academic year 2007/08 was 88,630 and only 83,300 in the academic year 2008/09; this trend is foreseen to continue for another few years as a result of generational decrease, despite the rather high proportion of those enrolled in secondary education. This trend stimulated the joining of secondary schools in bigger school centres to rationalise the situation, since individual subjects were combined and teachers were ensured full employment.

In addition to pre-school education, in recent years, great emphasis in the realisation of the Lifelong Learning Strategy has been dedicated to providing funds for adult education, particularly for those unemployed or for education and further training to prepare for the labour market. On the basis of annual educational programmes in the Republic of Slovenia, which are prepared every year jointly by the Ministry of Education and Sport and the Ministry of Family, Labour and Social Affairs and adopted by the Government, it is evident that in 2009, EUR 58,902,439.00 was dedicated to adult education. Of this, one third (35%) of all funds for adult education in 2009 were allocated for the education and training of unemployed persons for the needs of work, raising their educational level and for the

preparation of unemployed persons for employment. In 2010, this share increased to 44% of a total of EUR 56,584,985 that was earmarked for adult education in the Slovenian budget.

## **8 OTHER REFORMS IN THE PRIORITY AREAS**

### **Foreign languages**

In the field of realising the second strategic objective of improving the quality and effectiveness of education and training, much has been done in relation to the early introduction of foreign languages, particularly the second foreign language.

As for the introduction of a second compulsory language in basic-school education, new legislation and implementing regulations have already been adopted, which provide for the two-year extension of the test phase; more than one foreign language can be taught at schools with at least two departments at the same level (Rules on the Gradual Introduction of Second Foreign Language in the Elementary School).

- In September 2010, the two-year national project Enriched Foreign Language Learning started to operate, financed from the European Social Funds and introducing innovative approaches to teaching and learning of foreign languages in the learning process by integrating foreign language teachers. The project is managed and coordinated by the National Education Institute, which also carries out other projects in relation to teaching foreign languages.
- Certain changes to the teaching programme of the first foreign language have been introduced in the field of general education at the secondary-school level (grammar school). Besides this, new curricula for the first foreign language for basic school and the first stage of secondary education have been prepared and adopted.
- At the beginning of 2011, the Council of Europe document Common European Framework of Reference for Languages was published in Slovenian, which contributed to faster promotion of the language.

### **Teacher training and education**

We have acceded to the reform of teacher education (introduction of renewed Bologna programmes in all areas); the resulting appropriate education to be acquired by teachers is that of the second cycle. The reform was concluded in 2009/2010. In 2010, the newly founded national Agency for Quality in Higher Education abolished the accreditation criteria for the study programmes of teacher education, whereby universities are given full autonomy for teacher education.

Aware of the significance and role of the initial and continuing education and training of teachers for the quality performance of teaching, in the first period 2009-2011, more than EUR 8 million were allocated for their training to introduce system changes and for the use of the latest approaches and methods in the teaching process. Training programmes for teachers are fully financed by public resources, the resources of the European Social Fund (ESF), representing an important source for such education and training.

Considering further education and training of practitioners in education and training where programmes are ordered by the minister for education, 412 programmes were carried out in 2009 and 2010, which were attended by 15,290 practitioners in education and training and for which EUR 1,115,383.00 were dedicated. 344 programmes are planned to be implemented in 2011

Within the ESF of the Operational Programme for Developing Human Resources for the period 2007-2013 (priority Improvement of the Quality and Effectiveness of Educational and Training systems),

five parallel projects are ongoing in the first period 2009-2011, under which 13,005 participants were included in 2009 and 15,339 in 2010.

### **Key competences**

When including key competences in the curriculum, the National Education Institute developed a set of inter-subject contents as well as a strategy to implement them. Such implementation in basic and secondary schools requires new teaching methods that were tested and became regular practice in 2010 and introduced into basic, professional and vocational schools. The Institute of the Republic of Slovenia for Vocational Education and Training developed key competences within the framework of vocational and professional education, and elaborated a map of learning achievements for establishing such key competences. Teachers include the integrated key competences and certain vocational competences in school implementation curricula. All teachers are in charge of realising the objectives of integrated key competences. Key competences are not noted, but teachers follow the progress of each student.

As deemed necessary for planning and implementing individual integrated key competences, in Slovenia we prepared the material Concepts of Integration of Key Competences in Educational Programmes of secondary Vocational Education.

Integrated key competencies provide for certain objectives of the programme to be attained in a specific manner. By means of the implementation curriculum, a school may decide on the manner of developing integrated key competences, for example: which programme units are particularly appropriate for developing certain competences. Many of competences are developed through teaching, by applying active work methods.

### **Migrants**

Stimulation of justice, social cohesion and active citizenship involves great emphasis put on the education of immigrants and their children. The Minister appointed a group of experts to deal with the integration of the migrants into the education system. Appointment of the working group was in line with the national strategy and guidelines for the education of children of immigrants, adopted by the Council of Experts of the Republic of Slovenia for General Education (2009). On this basis and in cooperation with the Ministry of the Interior, educational programmes for learning Slovene for different levels of knowledge of this language were prepared. Adjustments to marking were prepared for the children of immigrants.

- Rules on Norms and Standards for the Implementation of Educational Programmes and the Schooling Programme in Secondary Education (2010): „For students who lack knowledge, or have insufficient knowledge in Slovenian and thus need and wish for assistance, the Slovenian language course will be organised by the school based on the expert assessment made by the teacher concerning the level of their knowledge and understanding of this language.“ In the same year, the Syllabus for the Slovenian Language Course for Foreign Students was adopted.
- Resolution of the Minister on co-financing of remedial classes of native language and cultures of the children of immigrants in the academic year 2010/2011, which regulates the conditions for co-financing the implementation of remedial classes of native languages and cultures of immigrant children.
- Conclusion of the ESF project „Inclusion of Children of Immigrants in Education and Training“ (2008 – 2010) and beginning of the new project „Expert Groundwork, Strategies and Theoretical Thematisations for Education for Inter-cultural Relationships and Active Citizenship“ (1 January 2010 – 31 August 2011), managed by the Slovenian Migration Institute SRC SASA.

- In 2009, the Slovenian Institute for Adult Education prepared and started implementing a project of teacher training for teachers/mentors within the educational programme Initial Integration of Immigrants. This programme regarding the early integration of migrants (EIM) is intended for poorly educated migrants to help them integrate more successfully into the receiving country. It enables migrants to acquire skills in communication in the language of a receiving country and to gain knowledge in the field of employment, health and security, lifelong learning and family and home. The project was concluded at the end of 2010. [http://ec.europa.eu/ewsi/en/practice/details.cfm?ID\\_ITEMS=16277](http://ec.europa.eu/ewsi/en/practice/details.cfm?ID_ITEMS=16277)
- In January 2009, a scientific monograph was published, entitled Inter-cultural Competences in Adult Education, edited by Dr. Natalija Vrečer from the Slovenian Institute for Adult Education [http://arhiv.acs.si/publikacije/Medkulturne\\_kompetence\\_v\\_izobrazevanju\\_odraslih.pdf](http://arhiv.acs.si/publikacije/Medkulturne_kompetence_v_izobrazevanju_odraslih.pdf)

## **9 PROPOSALS FOR PRIORITY AREAS**

### **9.1 Making lifelong learning and mobility a reality**

#### **- Lifelong learning strategy**

Pre-school education and inclusion of as many children as possible in the pre-school education programme, as well as higher education, are the high priorities that Slovenia has set in the field of lifelong learning. This is due to Slovenia's demographic structure, as well as the economic and financial crisis and adult education, particularly of unemployed persons. For this reason, we consider this area to be high-priority and we strive to cooperate in working groups and search for appropriate solutions.

#### **- European framework for qualifications**

During the period between January 2010 and January 2011, the group appointed by the Government of the RS prepared the draft Slovenian Framework for Qualifications (SFQ). In future, the primary task will be carrying out the adjustment procedure, preparing instruments, and providing for the appropriate infrastructure for the implementation of the said framework for qualifications. Therefore, we have great interest in cooperating in this area.

#### **- Learning mobility**

In spite of the fact that the number of learning mobilities has been increasing in the last decade, Slovenia is still lagging behind the EU average regarding the proportion of learning mobility considering the total number of participants in education; therefore, Slovenia will continue to make efforts to provide an even higher number of learning mobilities to all participants in education, from pre-school to adult education.

### **9.2 Improving the quality and efficiency of the education and training system**

#### **- Teaching and learning of foreign languages**

Much has been done in the field of language policy; however, our interest in cooperation is still high.

#### **- Professional development of teachers and other practitioners**

Professional development of teachers is an area of considerable importance and of extremely high priority in education and training; without well-educated and qualified teachers, no introduction of changes or of the entire reform is possible; besides this, higher education reform and required adjustments are also needed in the initial education of teachers.

#### **- Management**

The economic and financial crisis also influenced the area of education and training; therefore, smaller amounts of funds must be managed with extreme care and economy, considering higher demands and needs for financing in this field. For this reason, great emphasis is put on the changes in financing this field, although it is still socially the most vulnerable. The manner of financing of education and training is subject to gradual updating, thus greater efficiency and economy are required from all those involved in this process. Slovenia has great interest in cooperating with others in this area.

#### **- Literacy (reading, reckoning, natural science)**

In this area, we made a detailed comparison of the achievements of Slovenian pupils (15-year olds) with other countries in these three areas and identified weak and strong areas that can represent the basis for our development in the coming period. In contrast to the PISA 2006 results, the PISA 2009 results, which verify reading literacy, indicated weaknesses in this area, meaning that our attention can now be oriented towards searching for reasons (possible school) for the weaknesses, and the shaping of measures for the strengthening of reading literacy. Findings concerning comparisons in the area of mathematics and natural science between 2006 and 2009 remained almost the same and thus indicate that the high levels of achievement of Slovenian 15-year olds in this area will be preserved.

#### **- New skills and jobs**

In 2009 and 2010, the Slovenian national programme of implementation of lifelong learning adopted by the Government included the following: stimulation of formal and informal education that is directly connected with occupational needs; provision of short courses and seminars for the training of unemployed persons; advisory services to mitigate their requalification and employment. The reform of vocational education (2008-2011) has already triggered adjustment of old educational programmes to new needs on the labour market. Besides this, new educational programmes are designed to take account of technological and social changes in the economy.

### **9.3 Promoting equity, social cohesion and active citizenship**

#### **- early school leaving (dropouts)**

Slovenia has a small proportion of dropouts or share of persons who leave the educational system early; however, the Ministry of Education and Sport, in consultation with numerous experts, established the programme for organised support for pupils with learning problems and, at the beginning of the 2009/10 academic year, started with its implementation in basic schools.

#### **- Pre-basic education**

Pre-school education and inclusion of as many children as possible in the pre-school education programme are high priorities for Slovenia, which is why cooperation is very important.

#### **- Migrants**

In Slovenia, 4% of the population are immigrants, which is a rather new phenomenon and thus a high-priority area for cooperation.

#### **- Pupils with special needs**

In 2010, the following document was prepared: „Analysis of education and training of children with special needs in Slovenia.“ The document covers the period beginning in 2000, when the first legal basis for inclusive education was adopted, until 2010. Parallel, activities started in 2010 for the amendment of the Placement of Children with Special Needs Act. Basic changes foreseen in the new legislation are the following: changes in the operation of commissions for placement of children with special needs and formation of expert centres in a connected network. This should provide for more balanced help for children with special needs, parents and teachers throughout the entire country. For Slovenia, this is a high-priority field for cooperation.

### **9.4 Enhancing innovation, creativity and entrepreneurship**

#### **- Transverse key competences**

Establishing and evaluating key competences is a complex task; therefore, Slovenia is already participating in a thematic working group for establishing key competences, and would like to continue with this activity. The priority is high.

#### **- Innovation-friendly institutions**

The development institute in Ljubljana promotes, for example, creativity, knowledge transmission and its spreading and use. By applying the results of researches in practice, the institution enables the carrying out of the innovation triangle (researches – education – innovation). Although several possibilities exist for promoting innovation, creativity and entrepreneurship in vocational education and training, as well as in higher education, we can establish that we do not possess abundant experience in this field; therefore, we are highly interested in cooperation.

#### **- Partnership**

There has already been much done in the area of partnership, particularly as regards cooperation between higher education institutions, research institutions, companies and universities. Their specialised development institutes were established, including „business incubators“ and offices for the transfer of technology as well as scientific parks. In the field of secondary education, inter-entrepreneurial educational centres were established, which connect education and economy, which is why they are placed among middle priorities.

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## 1. POPULATION

## Population aged 15 or more, by levels of education acquired, age class and gender, 2009

IN 1,000

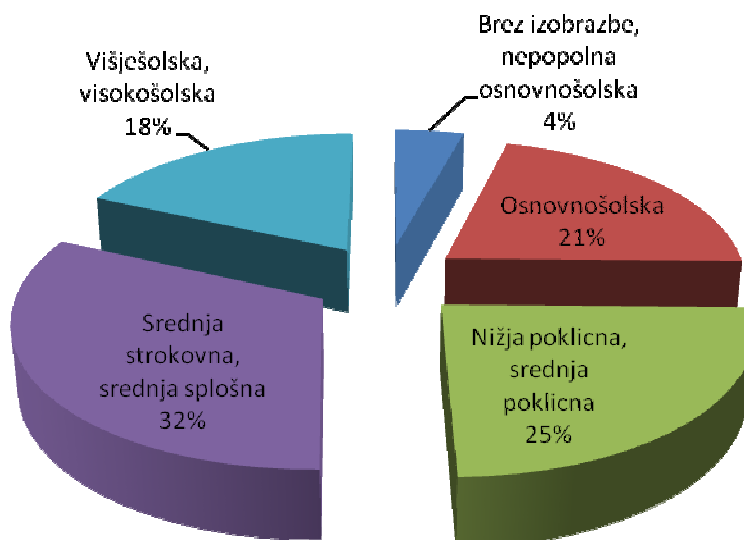
	Total	Age groups (years)						
		15-24	25-34	35-44	45-54	55-64	65-74	75+
<b>Total</b>	<b>1753</b>	<b>247</b>	<b>301</b>	<b>292</b>	<b>324</b>	<b>249</b>	<b>194</b>	<b>145</b>
Without education, incomplete basic education	75	4	3 <sup>M</sup>	4 <sup>M</sup>	6	8	18	32
Basic education	368	95	17	40	60	57	55	45
Short-term vocational or vocational upper secondary education	427	30	65	78	100	74	52	28
Professional upper secondary, upper secondary general education	564	113	125	94	95	68	43	25
Short-term higher education, higher education	318	5	91	76	63	42	27	15

Source: Statistical Office of the RS

<sup>M</sup> – data is not reliable

Source: Labour force survey

## Structure of inhabitants by education, aged 15 and more, 2009

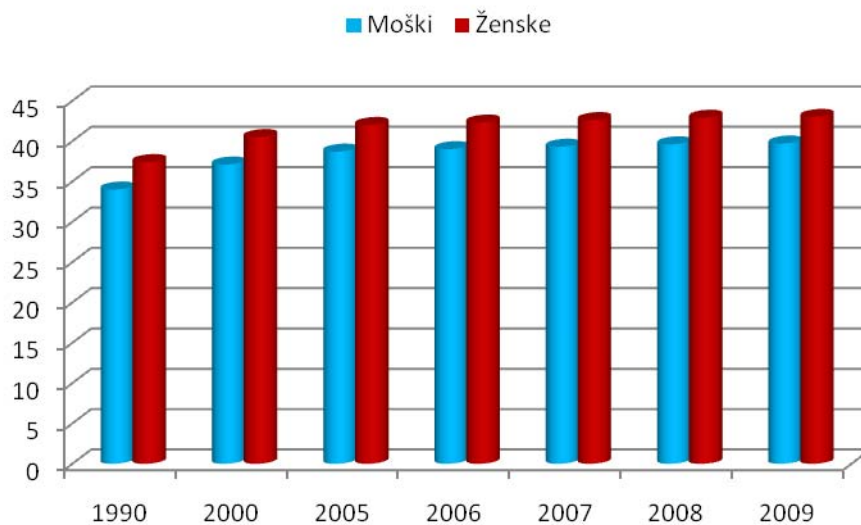


### Slovenian inhabitants by average age and gender, 1990-2009

	1990	2000	2005	2006	2007	2008	2009
<b>Total</b>	<b>35.8</b>	<b>38.8</b>	<b>40.4</b>	<b>40.7</b>	<b>41.0</b>	<b>41.3</b>	<b>41.40</b>
<b>Male</b>	34.0	37.1	38.7	39.0	39.3	39.6	39.7
<b>Female</b>	37.4	40.5	42.0	42.3	42.6	42.9	43.00

Source: Statistical Office of the RS

### Average age of Slovenian inhabitants by gender, 1990-2009



## 2. PUBLIC EXPENSES FOR FORMAL EDUCATION

### The proportion of public expenses for formal education in GDP by educational level, Slovenia, 1995-2008

Year	Levels of education				
	Total	Pre-school education	Basic education	Secondary education	Tertiary education
1995	5.87	0.56	2.42	1.54	1.34
1996	5.85	0.51	2.49	1.61	1.24
1997	5.98	0.46	2.61	1.69	1.22
1998	5.93	0.48	2.62	1.63	1.20
1999	5.89	0.47	2.52	1.59	1.31
2000	5.86	0.47	2.54	1.56	1.29
2001	5.97	0.57	2.45	1.64	1.30
2002	5.87	0.58	2.55	1.44	1.29
2003	5.91	0.55	2.61	1.43	1.32
2004	5.85	0.48	2.68	1.36	1.32
2005	5.73	0.48	2.62	1.38	1.25
2006	5.72	0.51	2.55	1.42	1.23
2007	5.16	0.46	2.33	1.16	1.21
2008	5.19	0.49	2.35	1.15	1.21

Source: Statistical Office of the RS

### Public expenditure for formal education by levels of education and intended use, 2007

	Total	Pre-basic edu.	Basic edu.	Secondary edu.	tertiary edu.	Not classified by levels of edu.
	EUR 000					
<b>Total</b>	<b>1,783,119</b>	<b>157,788</b>	<b>805,668</b>	<b>401,314</b>	<b>418,285</b>	<b>65</b>
Direct use for educational institutions	1,638,941	157,782	805,595	352,584	322,980	0
Transfers, payments to households and other private entities	144,178	6	73	48,730	95,305	65

Source: Statistical Office RS

### Public expenditure for formal education by level of education and intended use, 2008

	Total	Pre-basic edu.	Basic edu.	Secondary edu.	tertiary edu.	Not classified by levels of edu.
	EUR 000					
<b>Total</b>	<b>1,937,823</b>	<b>182,281</b>	<b>876,439</b>	<b>427,515</b>	<b>451,478</b>	<b>109</b>
Direct use for educational institutions	1,785,275	182,275	876,322	380,011	346,646	21
Transfers, payments to households and other private entities	152,548	6	117	47,504	104,832	89

Source: Statistical Office of the RS

### Proportion of expenditure for educational institutions in GDP, by levels of education, 2005-2008

Year	Levels of education				
	Total	Pre-school education	Basic education	Secondary education	Tertiary education
2005	6.03	0.63	2.84	1.28	1.28
2006	6.03	0.66	2.77	1.33	1.27
2007	5.51	0.60	2.53	1.12	1.26
2008	5.44	0.63	2.56	1.12	1.13

Source: Statistical Office of the RS

### Expenditure for educational institutions by levels of education and sources of funds, 2007

	Total	Pre-basic edu.	Basic edu.	Secondary edu.	Tertiary edu.	Not classified by levels of edu.
	EUR 000					
<b>Total</b>	<b>1,903,933</b>	<b>207,207</b>	<b>873,639</b>	<b>387,818</b>	<b>435,270</b>	<b>21</b>
Public expenditure	1,638,941	157,782	805,595	352,584	322,980	21
Private expenditure	247,824	49,401	67,803	35,006	95,614	0
Funds from international resources	17,168	24	241	228	16,676	0

Source: Statistical Office of the RS

### Expenditure for educational institution by level of education and source of funds, 2008

	Total	Pre-basic edu.	Basic edu.	Secondary edu.	tertiary edu.	Not classified by levels of edu.
	EUR 000					
<b>Total</b>	<b>2,028,655</b>	<b>235,193</b>	<b>954,252</b>	<b>416,762</b>	<b>422,427</b>	<b>21</b>
Public expenditure	1,785,275	182,275	876,322	380,011	346,646	21
Private expenditure	233,923	52,917	77,773	36,244	66,989	0
Funds from international resources	9,457	1	157	507	8,792	0

Source: Statistical Office of the RS

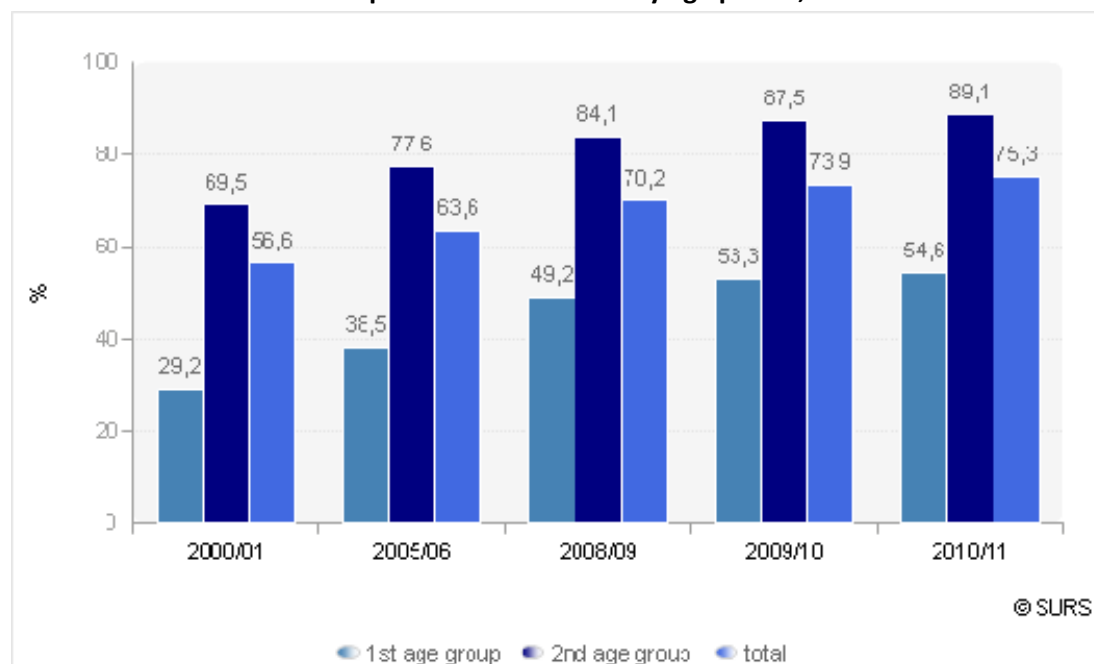
## 3. INCLUSION OF CHILDREN IN KINDERGARTENS

### Inclusion of children in kindergartens by completed age and gender, Slovenia, academic year 2010/11

Age (years)	Total	1 year	2 years	3 years	4 years	5 years	6 or more years
<b>Total</b>	<b>75.3</b>	<b>40.8</b>	<b>69.0</b>	<b>84.6</b>	<b>91.9</b>	<b>91.0</b>	<b>6.4</b>
Girls	74.0	39.8	68.6	84.3	89.6	89.3	5.0
Boys	76.6	41.8	69.3	84.9	94.2	92.6	7.7

Source: Statistical Office of the RS

## Enrolment rate of children in pre-school education by age period, Slovenia



Source: Statistical Office of the RS

## 4. INCUSION IN FORMAL EDUCATION

### Schools, departments, pupils, students, university students and practitioners<sup>1)</sup>

	Schools	Departments	Pupils, students, university		Practitioners	
			Total	Female	Total	Female

#### Basic schools

For youth education <sup>3)</sup>						
2005/06	447	8767	167616	81536	17713	15349
2006/07	447	8632	164991	80050	17671	15336
2007/08	453	8511	163002	79250	17650	15342
2008/09	453	8478	161695	78658	17802	15474
For adult education						
2005/06	29	132	1562	490	475	349
2006/07	26	136	1495	511	436	329
2007/08	28	153	1480	477	404	308
2008/09	30	132	1527	480	404	309

#### Secondary schools

For youth education						
2005/06	142	3856	97885	48542	8661	5642
2006/07	142	3560	93073	46139	8408	5529
2007/08	129	3591	88630	43822	8079	5292
2008/09	127	3226	83300	41068	7946	6936
For adult education						
2005/06	128	918	17245	8947	3900	2550
2006/07	126	823	14956	7594	3760	2482
2007/08	124	776	14568	7386	3599	2328
2008/09	117	739	14319	7086	3351	2164

Source: Statistical yearbook 2010, SORS

- 1) Data refers to the end of the school year.
- 2) Teachers, managers, advisory and other employees are included, who are employed full and shorter working times.
- 3) Independent and original basic schools are considered (without branches).

### Enrolment of pupils in basic schools and students in secondary schools

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Basic schools</b>	<b>177535</b>	<b>172521</b>	<b>167890</b>	<b>164477</b>	<b>163208</b>	<b>161887</b>	<b>160252</b>
<b>Public</b>							
8-year	114600	73949	36285	20489	8168	-	-
9-year	62736	98376	131383	143751	154776	161492	160252
<b>Private</b>							
8-year	-	-	-	-	-	-	-
9-year	199	196	222	237	264	395	468
<b>Secondary schools</b>	<b>103203</b>	<b>101876</b>	<b>99860</b>	<b>96310</b>	<b>91623</b>	<b>87501</b>	<b>85030</b>
<b>Public</b>							
first stage vocational programmes	23170	21293	19566	17564	15701	14247	13416
technical upper secondary and professional programmes	40664	40786	40335	39468	38240	36994	36561
programmes of general and professional grammar schools	37319	39797	37813	37240	35651	34243	32812
<b>Private</b>							
first stage vocational programmes	-	-	-	-	-	-	-
technical upper secondary and professional programmes	-	-	-	-	-	-	-
programmes of general and professional grammar schools	2050	2039	2146	2038	2031	2017	2241

Source: Statistical yearbook 2010, SORS