

MINISTRY
OF EDUCATION AND SPORT

REPUBLIC OF SLOVENIA

THE EDUCATION SYSTEM IN SLOVENIA 1997-1998



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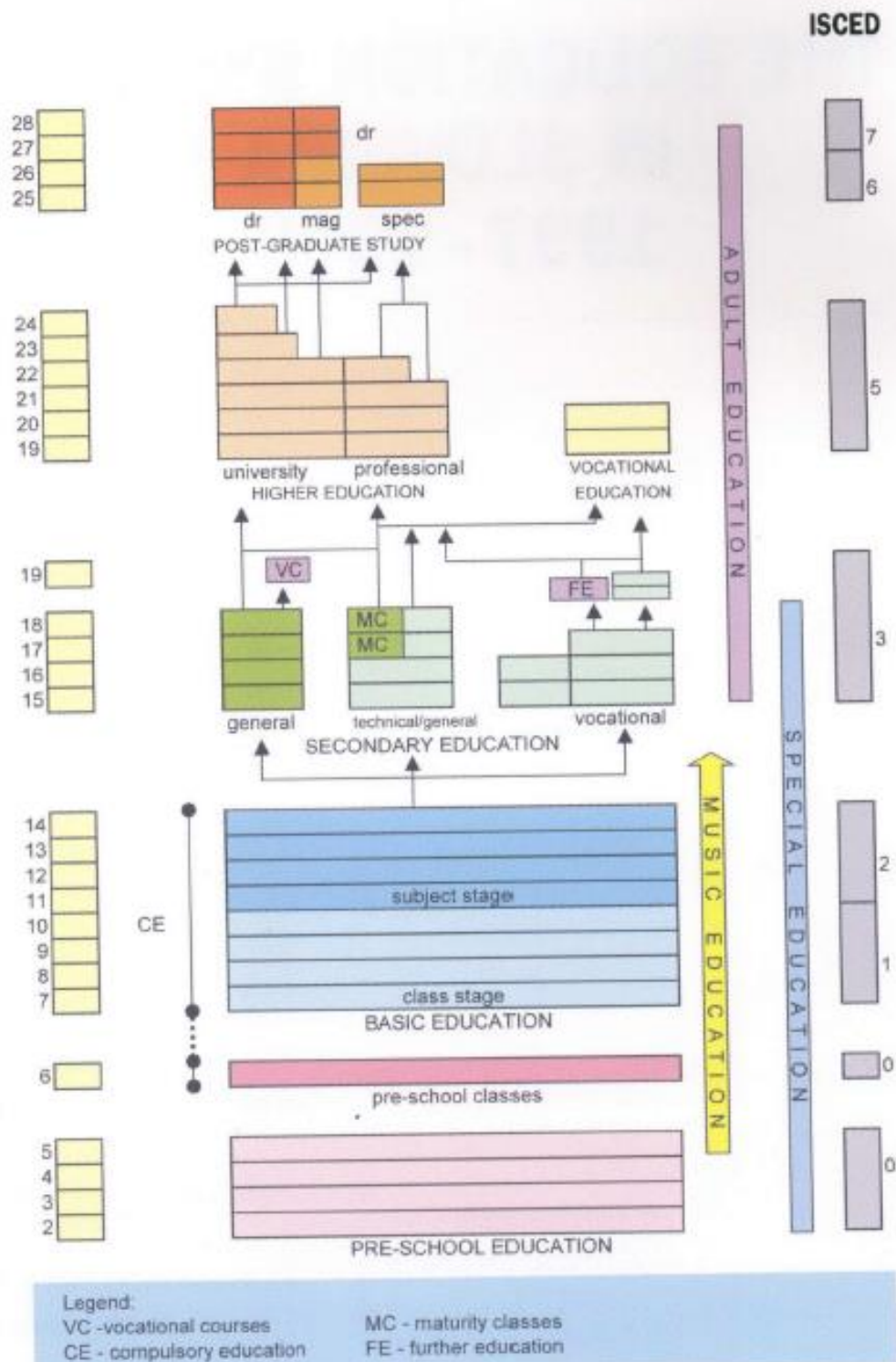
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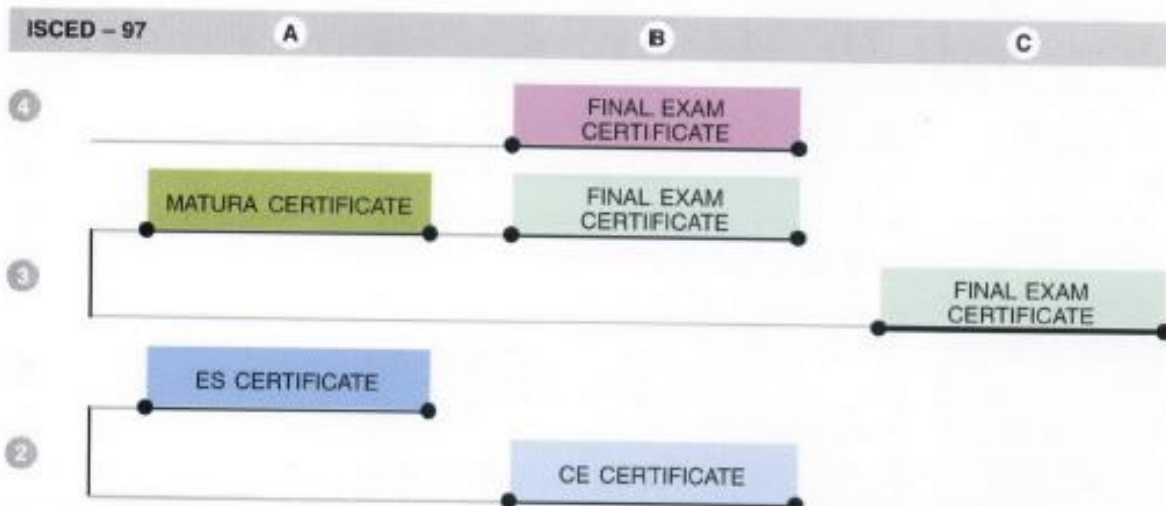
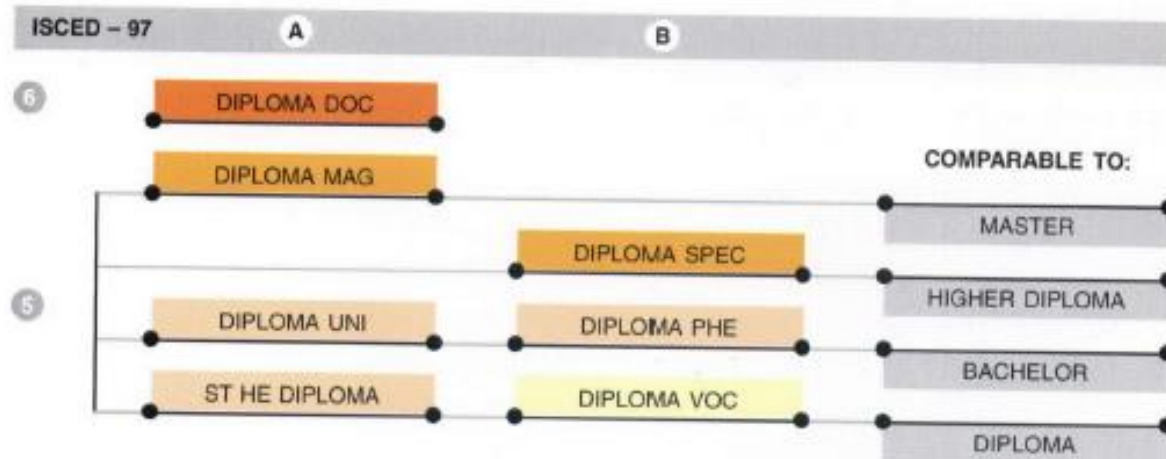
REPUBLIC OF SLOVENIA



THE STRUCTURE OF THE EDUCATION SYSTEM IN SLOVENIA IN 1997-1998



CERTIFICATES, DIPLOMAS AND DEGREES; QUALIFICATIONS AND TITLES



CE CERTIFICATE
ES CERTIFICATE
FINAL EXAM CERTIFICATE
MATURA CERTIFICATE
ST HE DIPLOMA

DIPLOMA VOC
DIPLOMA UNI

DIPLOMA HE

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DIPLOMA O DOC

certificate of completed compulsory school legal requirement

certificate of completed elementary school

certificate stating the title of the vocational qualification or the title of *tehnik*; Technician

certificate of completed Matura exam

diploma awarded on the completion of short-type higher education studies (enrollment before the adoption of the new Higher Education Act) stating the title of the *inženir*; Engineer

diploma awarded on the completion of post-secondary vocational studies stating the field of studies

diploma awarded on the completion of university studies stating the professional title

univerzitetni diplomirani; University Graduate, *univerzitetni diplomirani inženir*; University Graduate

Engineer, *profesor*; Teacher, *akademski ...*; Academy ..., *doktor medicine*; Doctor of Medicine,

doktor stomatologije; Doctor of Stomatology, *doktor veterinarske medicine*; Doctor of Veterinary

Medicine, *magister farmacije*; Master of Pharmacy

diploma awarded on the completion of professional higher education studies stating the qualifi-

cation *diplomirani ...*; Graduate, or *diplomirani inženir*; Graduate Engineer

specialist degree awarded on the completion of specialist studies stating the title specialist

Specialist

Master degree awarded on the completion of Master studies stating the title *magister znanosti*;

Master of Science/Arts

Doctoral degree stating the title *doktor*; Doctor of Science/Arts

The Law on professional titles and research degrees will be adopted at the end of June

GENERAL PRINCIPLES AND GOALS

In Slovenia we have strived to establish a comprehensive and high quality system of education, available to as many people as possible, at all levels, that provides the high standards expected of a developed country.

The basis for the present system of education and its future development was *The White Paper on Education in the Republic of Slovenia*, published in 1995 in Slovene and in 1996 in English, written in co-operation with many experts. The concepts proposed therein provided the basis for legislation a year later. The goals, defined in The White Paper and built into the legislation, were a result of professional contributions, research, and expertise from different disciplines. The White Paper goals were:

- **to increase** the possibilities of including older pre-school children within the kindergarten programme
- **to link** the present, compulsory one year school preparation and the 8-year elementary school into a single structure of 9-years of elementary school and provide the mechanisms for **successful completion** of elementary school **for all pupils**
- **to encourage** the largest possible proportion of the youth population to enrol in general or technical and vocational secondary education
- **to improve the possibilities of transferring** between the categories of the education system
- **to improve** functional and "cultural" literacy among adults and **increase the scope** of adult education
- **to organise** additional activities for children from culturally and socially less encouraging environment
- **to ensure** equal opportunities for both sexes, at all levels of the education system
- **to increase** the opportunities for the care and education of children with special needs.

The legal establishment of the present education system, based on the principles of democracy, autonomy and equal opportunities occurred in Slovenia in 1996. It includes a set of five acts: the Organisation and Funding of Education Act, Kindergarten Act, Elementary School Act, Gymnasium Act, Secondary Technical and Vocational Education Act, and Adult Education Act, all adopted in February 1996. A special characteristic of the new legislation is the gradual introduction of changes while simultaneously providing the material and conditions for personnel, as well as financial resources, for its implementation.

The new legal regulation of the higher education system had already been introduced in the beginning of 1994. The basic principles of the Higher Education Act are the autonomy of universities and other higher education institutions, deregulation, public accountability, equal opportunity, integrity of research and teaching, and open possibilities for the establishment of public and private higher education institutions.

Slovene higher education is first and foremost oriented to achieve the following goals:

- **to establish** a modern and unified higher education system comparable to other European systems, which would enable the introduction of international standards and a two-way flow of students, higher education teachers, and high-grade knowledge.
- **to provide** the environment for a dynamic system to encourage **quality education**
- **to widen** admission to higher education for both full-time and part-time study
- **to increase** the number of students and graduates
- **to renew** post-graduate studies and increase the number of graduate students
- **to enable** a systematic link between research and pedagogic work
- **to establish** co-operation between higher educational institutions and the real economy, local communities and the general public.

THE STRUCTURE OF THE EDUCATION SYSTEM

The system of education in Slovenia has 5 categories of education: pre-school education, basic education (single structure of primary and lower secondary education), upper secondary education, post-secondary vocational education and higher education.

The system starts with **pre-school education** which is not compulsory except for the one year school preparation before starting school. Pre-school education is carried out by **nurseries** and **kindergartens** for children between the ages of two and six.

Basic education (which combines primary and the lower secondary level of education) is divided into the first 4-year class stage and the next 4-year subject stage. It lasts for 8 years and is compulsory. In order to enter the 1st class the children must be 6 years and 6 months old before the start of the school year (in exceptional cases 6 years). Successful completion of the 8-years of elementary school enables pupils to proceed to an education in a choice of secondary school. Pupils who

successfully complete at least 6 classes in the 8 years of elementary schooling, thus fulfilling the basic legal compulsory education requirement, can continue their education at a lower vocational school.

Upper secondary education follows the 8-year compulsory general education schooling. It is provided by general education secondary schools, lasting for 4 years, and vocationally oriented schools lasting between 2 and 4 years (exceptionally 5 years).

Pupils who have successfully completed elementary school can enrol in **Gymnasiums**. *Gymnasium* programmes last for 4 years and finish with an external *Matura* exam. *Gymnasiums* prepare students for study at university level. Students who do not pass the *Matura*, or wish to train for vocational work, have other options. They can obtain vocational education by completing a vocational course, which lasts for up to one year and finishes with a final examination.

Students who enrolled on the *gymnasium* programme before 1996 have the right to finish their education by an internal final exam, but they do not then have access to university studies.

Vocationally oriented schools provide various kinds of vocational and technical education. In principle, they end with a final examination and offer a variety of content and levels of difficulty:

- Pupils who have successfully completed elementary school and also pupils who have fulfilled the basic legal compulsory schooling requirement (completed at least 6 classes in the first 8 years of basic education), can enrol on programmes in **lower vocational schools**. These programmes last for 2 years and finish with a final exam. The certificate of completion of a lower vocational school enables students to enter the labour market or to enter the 1st class at any other secondary school.
- Pupils who have successfully completed the 8 grades of elementary school can also enrol for programmes at **secondary vocational schools**. These programmes last for up to 3 years and finish with a final exam. The certificate of completion of a secondary vocational school enables students to enter the labour market or to start education within the secondary technical stream. Students can enter the 2-year educational programme, the so-called (3) + 2 model. Students who have been employed for at least 3 years can enter the further educational programmes (1.5 to 2-year programmes for foremen and management). Both forms of education continuation, after the completion of the 3-year secondary vocational school, end with a final exam and lead to a qualification equivalent to a secondary technical qualification.
- Pupils who have successfully completed the 8 grades of elementary school can also enrol on programmes at **secondary technical schools**. These programmes last for 4 years, exceptionally 5 years (The Trade Academy). These programmes enable a choice between the *Matura* and the final exam. Students who have completed the

secondary technical school by passing a final exam can enter the labour market, or continue their education at the post-secondary vocational, or professional higher education level. Students who have completed secondary technical school/**general stream** by passing a *Matura* examination have access to university studies.

P o s t - s e c o n d a r y e d u c a t i o n

Post-secondary vocational education is considered as a separate sub-system of education and is distinguished from the former short-type higher education programmes offered by universities prior to the adoption of the Higher Education Act. It is provided by vocational colleges. The admission requirements of vocational colleges are: completion of *gymnasium*, or an adequate 4-year secondary technical school, or (3) + 2 programme, or equivalent further education programme. Also, students who have completed the 3-year secondary vocational programme can enrol if they have at least 3 years of work experience and have passed a special exam. Post-secondary vocational education lasts for 2 years and ends with a *diploma exam*. A student who has successfully passed a diploma exam receives a diploma with the name of the programme and the title of the vocational qualification. A post-secondary vocational diploma enables students to start work in specific occupations.

Higher education has a twin-track structure: academically oriented university studies and professional studies. Universities (and free-standing faculties established as private institutions) offer both types of programmes, while professional higher education institutions provide only the professional programmes. The study is organised at two levels: at the undergraduate level students get a diploma and the first degree title, and at the graduate level students get either the second degree title of a specialist either research degree title of a *magister* (comparable to a Master) or advanced research degree title of a *doktor* (comparable to a Ph.D.).

At the **u n d e r g r a d u a t e l e v e l** there are university study programmes and professional study programmes. Both lead to the award of a first degree - *diploma*.

The basic admission requirement for a **u n i v e r s i t y s t u d y p r o g r a m m e** is a *Matura exam*. University study programmes last between 4 and 6 years and end with the defence of a thesis. A student who has successfully defended a thesis receives a diploma with a professional title naming the field of study. A university diploma enables students to start work or to continue their study at post-graduate level.

The admission requirement for **p r o f e s s i o n a l s t u d y p r o g r a m m e s** is either a *Matura exam* or *final exam* after completing a 4-year secondary technical school course. Professional study programmes last mainly 3, exceptionally 4 years, include practical training and end with the defence of thesis. A student who has successfully defended a thesis gets a diploma with a professional title naming the field of study.

Professional degrees enable students to enter the labour market or continue their study at the post-graduate level leading to a specialist degree - *specialist*.

The transfer between university study and professional study is possible in both directions. Candidates changing to university study must have passed a *Matura exam* or have achieved a high enough average grade (GPA of at least 8).

At the **post-graduate level** there are study programmes: *specializacija*, *magisterij* and *doktorat*.

The admission requirements for **specializacije** (specialist study programmes) are either a university degree or professional higher education degree. These programmes last between 1 and 2 years and end with a defence of a thesis. A student who has successfully defended a thesis gets a specialist degree with a professional title of a *Specialist* in a specific field of study. Specialist study leads to employment in a certain profession.

The admission requirement for a **magisterij** is a university degree. These programmes last for 2 years and end with a defence of a thesis. A student who has successfully defended a thesis gets a *magister's* degree with the academic title of *Magister* (Master) in a specific field of study. A *magister's* degree leads either to employment or to doctoral study.

The admission requirements for **doctoral studies** are either a university degree or *magister's* degree. Doctoral study programmes after a university diploma last for 4 years. Doctoral study programmes after a *magister's* degree last for 2 years. Changing between a *magister's* and a doctoral study is possible. The students who have completed a *magister's* degree can continue their study for additional two years to obtain their *doctoral* degree. The students who enrolled in a 4-year doctoral study can interrupt it and complete *magister* studies by taking their *magister's* degree after two years instead.

Adult education is provided by the so-called *ljudska univerza* (folk high schools), educational centres and study centres, schools and higher education institutions, as well as companies, administrative bodies, organisations and associations. Programmes of adult education include school and out-of-school education, formal, non-formal education, organised independent learning and self-directed learning.

Education of children with special needs is provided either as mainstream education with additional professional assistance, by special classes offering modified curricula in mainstream kindergartens and schools, or by special schools and institutions for the education and training of children with severe disabilities.

Music education runs parallel to compulsory education.

PRELIMINARY MAPPING OF LEVELS/STAGES OF EDUCATION

LEVELS AND STAGES OF EDUCATION	AGE	NATIONAL CLASSIF.	ISCED	NEW ISCED 1997
Pre-primary education	3 - 6		0	0
Primary education or first stage of basic education	7 - 10		1	1
Lower secondary education or second stage of basic education	11 - 14	I	2	2
Lower vocational education	15 - 16	II	3	3C
Secondary vocational education	15 - 16.5	III	3	3C
Secondary vocational education	15 - 17	IV	3	3C
Further education: foreman, managerial education		V	3	4B
Secondary technical education	15 - 19	V	3	3B
Secondary general education	15 - 18	V	3	3A
Vocational course		V	3	4A
Post-secondary vocational education	19 - 20	VI	5	5B - short programmes
Short-type higher education (offered till 1993)*	19 - 20.5	VI/1	5	5A - short programmes
Undergraduate - professional higher education	19 - 22	VII	5	5B - long programmes
Undergraduate - university study	19 - 24	VII/1	5	5A - long programmes
Post-graduate study - specializacija	25 - 26	VII/2	6	5B - second degree
Post-graduate study - magisterij	25 - 26	VIII	6	5A - research degree
Doctoral study	25 - 28	IX	7	6

* The Higher Education Act abolished short-type higher education. Students that had enrolled before 1993 had a right to complete the short-type higher education, that is why they still appear in educational statistics for 1997-1998.

FACTS AND FIGURES

Slovenia is 20,273 Km². The population is 2 Million.

The unemployment rates for the last 3 years were: in 1995 7.4 per cent, in 1996 7.3 per cent, and in 1997 7.1 per cent.

The percentage of the labour force in the years between 1995 and 1997 ranged about 11 per cent in agriculture, 42 per cent in industry and 47 per cent in the tertiary sector.

Labour force participation by level of educational attainment has been rather stable in recent years (ILO): 3 per cent of labourers had no formal education, 21 per cent had basic education, 62 per cent upper secondary education, 14 per cent higher education, and 1 per cent post-graduate education.

Public expenditure on education as % of GDP in recent years: 5.8 per cent of total GDP in 1995, 5.9 per cent in 1996, 6 per cent in 1997 (estimation), 6 per cent in 1998 (estimation).

INSTITUTIONS, CHILDREN, PUPILS, STUDENTS, TEACHERS

SCHOOL/ACADEMIC YEAR		1995-96		1996-97		1997-98	
Higher education	HE institutions	Public	Private	Public	Private	Public	Private
	No of institutions	36	3	37	5	37	3
	No of undergraduates of whom	45,738	213	50,027	640	63,508*	1,170
	- in short-type HE	11,703	a	6,192	a	4,990	a
	- in professional HE	3,827	213	12,974	640	20,157	1,170
	- in university	30,208	a	30,861	a	38,361	a
	No of post-graduate students	1,957	m	2,430	70	m	m
	No of teachers (in FTE)	1 780	9	1,881	49	1,736	39
(*The 1997-1998 data also include 8 833 candidates for graduation)							
Post-secondary vocational	Post-secondary vocational colleges	a	a	Public	Private	Public	Private
	No of colleges	a	a	4	1	4	1
	No of students	a	a	342	81	717	147
	No of teachers (in FTE)	a	a	21	m	42	5
Upper secondary education	Secondary schools	Public	Private	Public	Private	Public	Private
	No of schools	147	5	149	5	148	5
	No of students of whom	103,724	1,103	105,837	1,204	106,112	1,250
	- in vocational programmes	35,425		35,528		34,825	
	- in technical/general	44,242		45,298		45,813	
	- in general	25,160		26,215		26,724	
	No of teachers	7,423	119	7,005	122	8,676	122
Basic education	Elementary schools	Public	Private	Public	Private	Public	Private
	No of schools of which	822	1	823	1	820	1
	- split-site main campus	202	1	203	1	207	1
	- split-site off campus	383	a	383	a	375	a
	- other schools (single-site)	237	a	237	a	238	a
	No of pupils	207,872	103	204,137	93	195,338	171
	No of teachers	14,592*	8	14,717	m	15,517	26
Pre-school education	Pre-school institutions	Public	Private	Public	Private	Public	Private
	No of kindergartens, nurseries	789	4	791	9	m	m
	No of children	66,410	143	64,968	364	m	m
	No of children aged 3 - 6	54,573	143	53,904	287	m	m
	No of pre-school teachers	4,976	13	6,583	39	m	m

EXPLANATION OF THE METHODOLOGY

Data source: Statistical Office of the Republic of Slovenia
Regular Statistical Surveys

Data is collected in September for the ending and the beginning of the next school year at the same time. The Statistical Office submits the data for the previous school year to international organisations. Because of the drop-out during the year and other reasons, these data is slightly different from the data at the beginning of the school/academic year. This publication also gives the data collected at the beginning of the school year in order to guarantee its comparability in various periods.

Pre-school education. The list of nurseries and kindergartens includes all public and private pre-school institutions, regardless of the concession agreement. The data on the number of children includes all children attending nurseries and kindergartens, as well as for those children with special educational needs included in mainstream, special classes and the children cared by child-minders, which are all part of the kindergartens. The data on the number of children aged 3 - 6 includes children aged 3 and above, together with the children in pre-school classes being prepared for elementary school. The data on the number of pre-school teachers and their assistants includes all staff members doing the work of pre-school teachers and assistants in classes of all age groups, including special classes for children with special educational needs. Staff taking care of children with child-minder duties is not included.

Basic education. The list of elementary schools includes all public elementary schools and the Waldorf school. Elementary schools are either single site schools (operating in one location only) or split-site schools with a main campus and one or more branch campuses in various locations. The branch school is an organisational unit of the split-site school on the main campus. The data on the number of pupils includes elementary school pupils from grades 1 to 8, but not the pupils with special needs attending special elementary schools and adults enrolled in educational programmes at the elementary school level. The numbers of teachers include all teachers at the class and subject level, teachers of after-school (day-care) classes, principals and assistant principals, and other teaching staff members (guidance service, librarians and others) employed either full-time or part-time, or on the basis of a special contract. The numbers do not include educators teaching in special schools and classes for children with special needs and those teaching adults.

Secondary education. The data on secondary schools include all public and private lower vocational, secondary vocational schools, secondary technical and general secondary schools (*gymnasium*) providing youth education programmes leading to state recognised qualifications at the secondary school level. The data on the number of students includes full-time students including those with special needs in special education programmes. Adult learners at this level are not included. However, the students enrolled in full-time further education and the so-called differential programmes (bridging the gaps resulting from previous schooling) and the programs of the (3) + 2 model are counted. The data on teachers includes all educators in the educational process, principals and assistant principals employed either full-time or part-time or on the basis of a special contract.

Post-secondary vocational education. The data on post-secondary vocational education includes all public and private vocational colleges. Youth and adult students are counted. The number of teachers is given as FTE (full-time equivalent).

Higher education at the undergraduate and post-graduate level. The data on higher education institutions includes 2 universities (The University of Ljubljana, consisting of 20 faculties, 3 professional higher education institutions and 3 art academies, The University of Maribor, consisting of 9 faculties and 1 professional higher education institution) and 8 independent higher education institutions, of which 7 are private (two faculties, 5 professional higher education institutions). The last one is an associated member of the University of Ljubljana: it is a state-run higher education institution governed by the Ministry of Internal Affairs. The two institutions already founded and planning to start work in the academic year 1998-1999 are not included yet. Thus the data on higher education includes 44 institutions. The data on the number of undergraduate students includes all full- and part-time students. The 1997-1998 data also includes 8.833 candidates for graduation. Candidates for graduation are students who have completed all the courses required for graduation who are allowed to keep their student status in principle for another year (exceptionally more), during which they may take the examinations, fulfil other requirements (practical work) and write a diploma paper (thesis). Students in doctoral programs are not included in the data on post-graduate students because they register at the end of the courses. The data on master and specialist degree studies are given for the preceding year due to different registration deadlines during the academic year. The number of the teaching staff in higher education includes the faculty members teaching at the undergraduate level, given as FTE (full-time equivalent).

Abbreviations:

- a** not applicable, the phenomenon does not exist
- m** missing or unavailable data