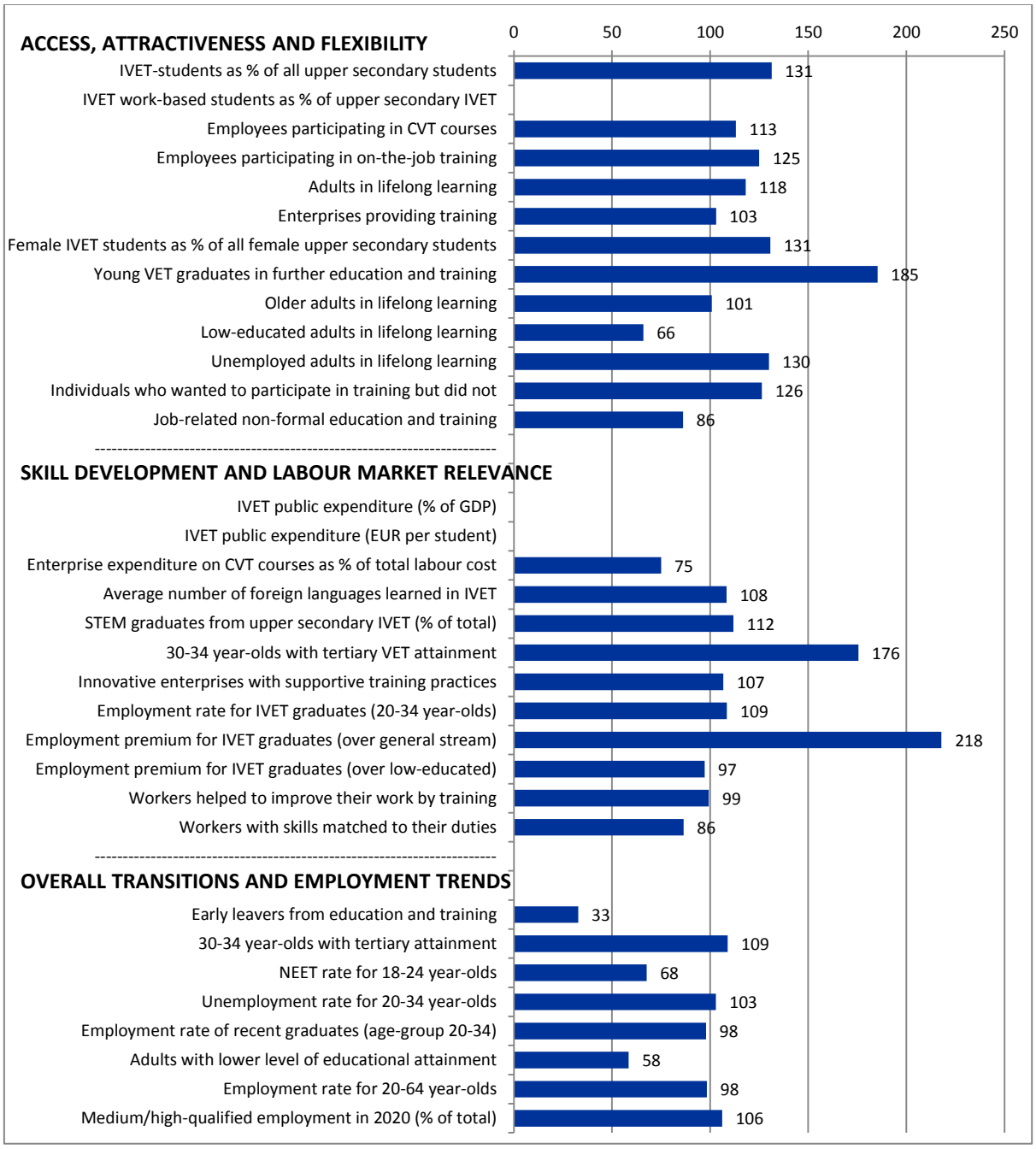
Excerpt from the publication: On the way to 2020: data for vocational education and training policies. Country statistical overviews, ISBN 978-92-896-1850-2

24. Slovenia

VET indicators for Slovenia for the most recent year available
Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

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Slovenia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Slovenia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Slovenia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Slovenia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET is high and above the EU average as measured by the percentage of upper secondary students enrolled in vocational programmes (66.2% in Slovenia, 50.4% in the EU in 2012). Among female upper secondary students, enrolment in VET is lower (58.8%) but still above the EU average (45.0%). In 2010, few students in upper secondary VET are in combined work- and school-based programmes (0.4%) compared with the EU (27.4%).

The percentage of adults participating in lifelong learning (12.4%) is higher than the EU average (10.5% in 2013), even though it has been even higher previously (16.2% in 2010). The percentage of unemployed adults participating in lifelong learning is favourably higher (13.0% for Slovenia, 10.0% for the EU) and the percentage of older adults in lifelong learning is on par with the EU average (both at 6.6%). In contrast, the percentage of low-educated adults in lifelong learning is lower (at 2.9% in 2013) than in the EU (4.4%).

Skill development and labour market relevance

A relatively high percentage of VET students graduate in STEM subjects (32.7% in Slovenia compared with 29.2% in the EU in 2012). The percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (15.2%) is higher than the corresponding percentage in the EU (8.7%), contributing substantially to tertiary-level education of the young.

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.8%) is higher than the EU average (79.1%). IVET graduates in Slovenia, enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 12.2 percentage points higher than that of their counterparts from general education (higher than the EU average premium of 5.6 percentage points);

and it is also 16.9 percentage points higher than that of graduates with lower-level qualifications (EU average premium is 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (3.9%) is much lower than the EU average (11.9%), and is already below the 2020 national target (5%). Levels of educational attainment overall are high. The percentage of 30 to 34 year-olds with tertiary-level education (40.1%) is above the EU average (36.8%); this figure has increased from 34.8% in 2010. The 2013 level just exceeds both the Europe 2020 average target and the national target (both set at 40%). The percentage of adults with low-level education is lower (14.5%) than in the EU (24.8%).

The employment rates for 20 to 64 year-olds (67.2%) and recent graduates (73.8%) are slightly less than the EU averages (68.3% and 75.4% respectively). The NEET rate (11.5%) is below that of the EU (17.0%). The unemployment rate for 20 to 34 year-olds (15.5%) is slightly higher than the EU average (15.1%). The unemployment rate of 20 to 34 year-olds and the NEET rate have both risen since 2010 and at a higher rate than the EU averages.

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Score on VET indicators in Slovenia and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	SI	EU	SI	EU	SI	EU		SI	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	66.2	51.9	64.6	50.1	66.2	50.4	(2)	1.6	0.3
IVET work-based students as % of upper secondary IVET		27.2	0.4	27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	50	33	43	38					
Employees participating in on-the-job training (%)	20	16	25	20					
Adults in lifelong learning (%)	15.0		16.2		12.4	10.5[(b)]	(3)	-3.8	
Enterprises providing training (%)	73	60	68	66					
Female IVET students as % of all female upper secondary students	59.7	46.5	56.8	44.4	58.8	45.0	(2)	2.0	0.6
Young VET graduates in further education and training (%)			56.9	30.7					
Older adults in lifelong learning (%)	6.6		7.8		6.6	6.6[(b)]	(3)	-1.2	
Low-educated adults in lifelong learning (%)	3.8		3.4		2.9	4.4[(b)]	(3)	-0.5	
Unemployed adults in lifelong learning (%)	19.9		18.4		13.0	10.0[(b)]	(3)	-5.4	
Individuals who wanted to participate in training but did not (%)	13.1	14.2	12.0	9.5					
Job-related non-formal education and training (%)			69.1	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.4		1.3	1.2[(d)]	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	30.6	32.0	35.8	28.7	32.7	29.2	(2)	-3.1	0.5
30-34 year-olds with tertiary VET attainment (%)	11.5	7.3	13.2	7.4	15.2	8.7	(3)	2.0	1.3
Innovative enterprises with supportive training practices (%)	49.0	43.1	44.4	41.6					
Employment rate for IVET graduates (20-34 year-olds)			85.8	79.1					
Employment premium for IVET graduates (over general stream)			12.2	5.6					
Employment premium for IVET graduates (over low-educated)			16.9	17.4					
Workers helped to improve their work by training (%)			89.2	89.8					
Workers with skills matched to their duties (%)			47.7	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	5.6	15.4	5.0	13.9	3.9	11.9	(3)	-1.1	-2.0
30-34 year-olds with tertiary attainment (%)	28.1	28.8	34.8	33.4	40.1	36.8	(3)	5.3	3.4
NEET rate for 18-24 year-olds (%)	10.4	15.1	8.9	16.6	11.5	17.0	(3)	2.6	0.4
Unemployment rate for 20-34 year-olds (%)	9.1	10.6	10.9	13.1	15.5	15.1	(3)	4.6	2.0
Employment rate of recent graduates (age group 20-34) (%)	80.8	79.0	80.7	77.4	73.8	75.4	(3)	-6.9	-2.0
Adults with lower level of educational attainment (%)	18.4	30.0	16.7	27.3	14.5	24.8	(3)	-2.2	-2.5
Employment rate for 20-64 year-olds (%)	71.5	68.9	70.3	68.5	67.2	68.3	(3)	-3.1	-0.2
Medium/high-qualified employment in 2020 (% of total)					87.3	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;
u = unreliable; p = provisional;
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).