



9 IZOBRAŽEVANJE
EDUCATION

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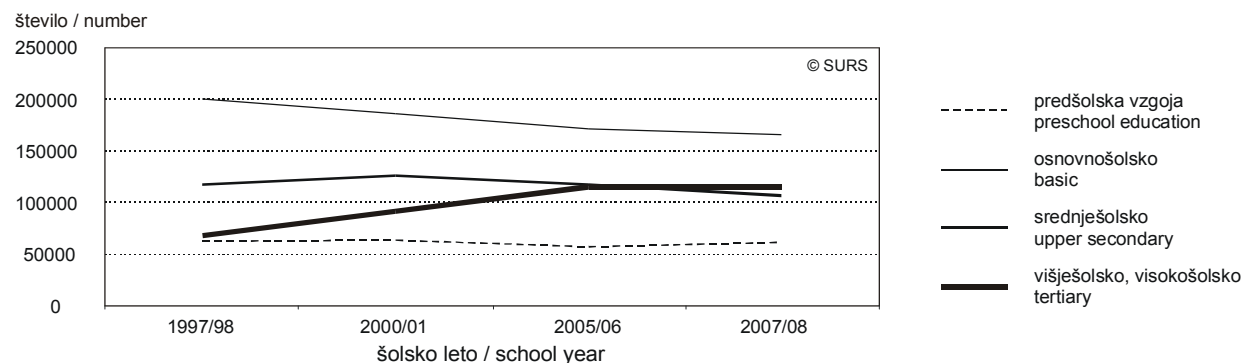
IZOBRAŽEVANJE V SLOVENIJI, 2007-2008

EDUCATION IN SLOVENIA, 2007-2008

- ▶ V šolskem letu 2007/08 je bilo v izobraževanje vključenih skoraj 450.000 otrok, mladine in odraslih ali 22 % celotnega prebivalstva Republike Slovenije. V predšolsko vzgojo in izobraževanje v vrtcih je bilo vključenih nekaj več kot 60.000 otrok, v osnovnošolsko izobraževanje 166.000 oseb, v srednješolsko izobraževanje 106.000 oseb in v višješolsko in visokošolsko izobraževanje 115.000 oseb.
- ▶ Splošni trend kaže, da se čas, ki ga posamezniki prebijejo v izobraževalnem sistemu podaljšuje; tako petletniki danes lahko pričakujejo, da bodo naslednjih 18 let prebili v izobraževanju.
- ▶ Izobraževalno, svetovalno, strokovno in vodstveno delo v šolah in drugih izobraževalnih inštitucijah je v šolskem letu 2007/08 opravljalo 54.500 oseb, kar predstavlja 5,5 % delovno aktivnega prebivalstva Republike Slovenije.
- ▶ 12 % vseh vključenih v izobraževanje se je izobraževalo po programih za odrasle.
- ▶ Med vsemi, ki so bili vključeni v izobraževanje v šolskem letu 2007/08, so bili skoraj 3 % otrok in mladine s posebnimi potrebami.
- ▶ Zasebne šole ali druge zasebne izobraževalne ustanove so v opazovanem šolskem letu obiskovali 4 % vseh šolajočih se prebivalcev; med temi so bili najštevilnejši tisti, ki so bili vključeni v zasebne višje strokovne šole ali zasebne visokošolske zavode.
- ▶ V šolskem letu 2007/08 je bilo v neformalno izobraževanje vključenih nekaj več kot 20 % prebivalstva, starega 15 do 64 let.
- ▶ Med prebivalci Slovenije v starosti 18 do 24 let je bilo v letu 2008 5 % takih, ki so imeli dokončano samo osnovno šolo ali manj in ki niso bili vključeni v nobeno izobraževanje ali usposabljanje.
- ▶ Med odraslim prebivalstvom Republike Slovenije (tj. med osebami v starosti 25–64 let) je bilo v letu 2008 18 % oseb z dokončano osnovnošolsko izobrazbo ali manj, 59 % oseb s srednješolsko izobrazbo (od tega 28 % oseb z nižjo ali srednjo poklicno izobrazbo), skoraj 23 % prebivalcev pa z zaključeno višješolsko ali visokošolsko izobrazbo.
- ▶ In the school year 2007/08 almost 450,000 children, youth and adults participated in education, which is 22% of the total population of the Republic of Slovenia. Slightly more than 60,000 children were enrolled in pre-school education in kindergartens, 166,000 in compulsory basic education, 106,000 in upper secondary education and 115,000 in tertiary education.
- ▶ The general trend shows that the time that individuals spend in educational system extends, so that 5-year-olds today can expect to be in education for the next 18 years.
- ▶ Educational, advisory, professional and managerial work in schools and other educational institutions was in the school year 2007/08 carried out by 54,500 personnel, which is 5.5% of economically active population in the Republic of Slovenia.
- ▶ 12% of all people enrolled in education were attending programs for adults.
- ▶ In the school year 2007/08 nearly 3% of all people enrolled in education were children and youth with special educational needs.
- ▶ Private schools or other private educational institutions were attended by 4% of all people enrolled in education; among them the most were attending private higher vocational colleges or private higher education institutions.
- ▶ In the school year 2007/08 slightly more than 20% of people aged 15 to 64 were enrolled in non-formal education.
- ▶ In 2008, 5% of people aged 18 to 24 with the most basic education qualification were not enrolled in further education or training.
- ▶ In 2008, 18% of the adult population (aged 25-64) of the Republic of Slovenia have attained basic education qualification or less, 59% have attained upper secondary education qualification, of which 28% have attained short-term vocational or vocational upper secondary qualification and almost 23% of adult population have attained tertiary education qualification.

Slika 1: Trendi vključenih v izobraževanje po vrsti izobraževanja, Slovenija, 1997/98–2007/08

Chart 1: Trends in participation in education by type of education, Slovenia, 1997/98-2007/08



SPLOŠEN PREGLED PODATKOV S PODROČJA IZOBRAŽEVANJA

GENERAL REVIEW OF DATA ON EDUCATION

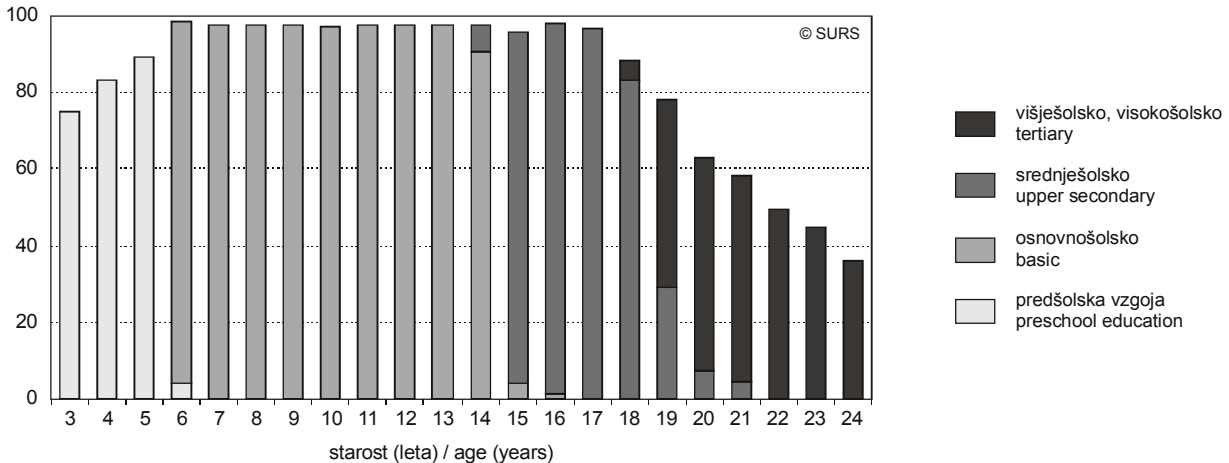
PREBIVALSTVO, VKLJUČENO V IZOBRAŽEVANJE

POPULATION PARTICIPATING IN EDUCATION

Slika 2: Prebivalstvo, staro 3 do 24 let, vključeno v izobraževanje, po vrsti izobraževanja, Slovenija, 2007/08

Chart 2: Population aged 3 to 24 participating in education by type of education, Slovenia, 2007/08

% od vsega prebivalstva določene starosti / of population of some years



Delež otrok v 2. starostnem obdobju, vključenih v vrtce, se je gibal od 70 % (pri 3-letnikih) do skoraj 90 % (pri 5-letnikih). Med otroki v starostni skupini 6 do 17 let – ta zajema osnovnošolsko in del srednješolskega izobraževanja – je bila vključenost v izobraževanje skoraj 100-odstotna; med 18-letniki je bila 88-odstotna (83 % prebivalcev iz te skupine je bilo vključenih v srednješolsko izobraževanje, 5 % pa v višješolsko ali visokošolsko izobraževanje).

The share of children in the 2nd age period attending kindergartens ranged from 70% at 3-year-olds and reached almost 90% at 5-year-olds. At the age group 6 to 17 years, which covers basic and part of upper secondary education, the participation in education was almost 100%, the participation in education of 18-year-olds was 88%; among them slightly more than 83% were included in upper secondary education and 5% in tertiary education.

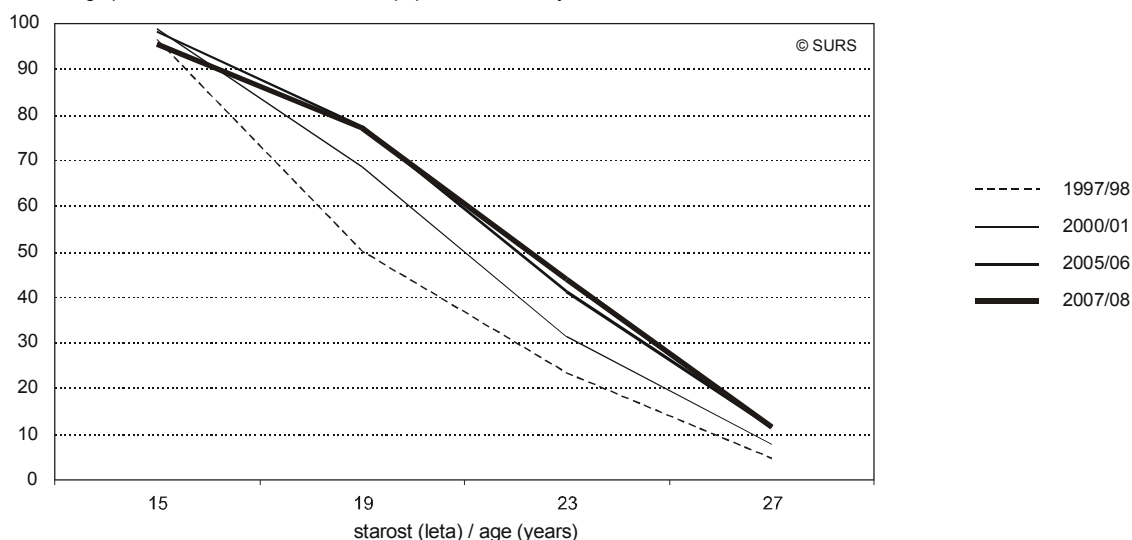
Med vsemi 19-letniki je bilo v izobraževanje vključenih 78 %, od tega skoraj 30 % v srednješolsko izobraževanje in nekaj manj kot 50 % v višješolsko ali visokošolsko izobraževanje. Pri 22-letnikih je delež vključenih v izobraževanje padel pod 50 %, med 24-letniki pa je delež vključenih v izobraževanje obsegal le še 36 %.

78% of all 19-year-olds were enrolled in education, of which almost 30% in upper secondary education and slightly less than 50% in tertiary education. The share of 22-year-olds participating in education fell below 50% and only 36% of 24-year-olds remained in education.

Slika 3: Trendi vključenih v izobraževanje po starosti, Slovenija, 1997/08–2007/08

Chart 3: Trends in participation rates in education by age, Slovenia, 1997/98–007/08

% od vsega prebivalstva določene starosti / of population of some years

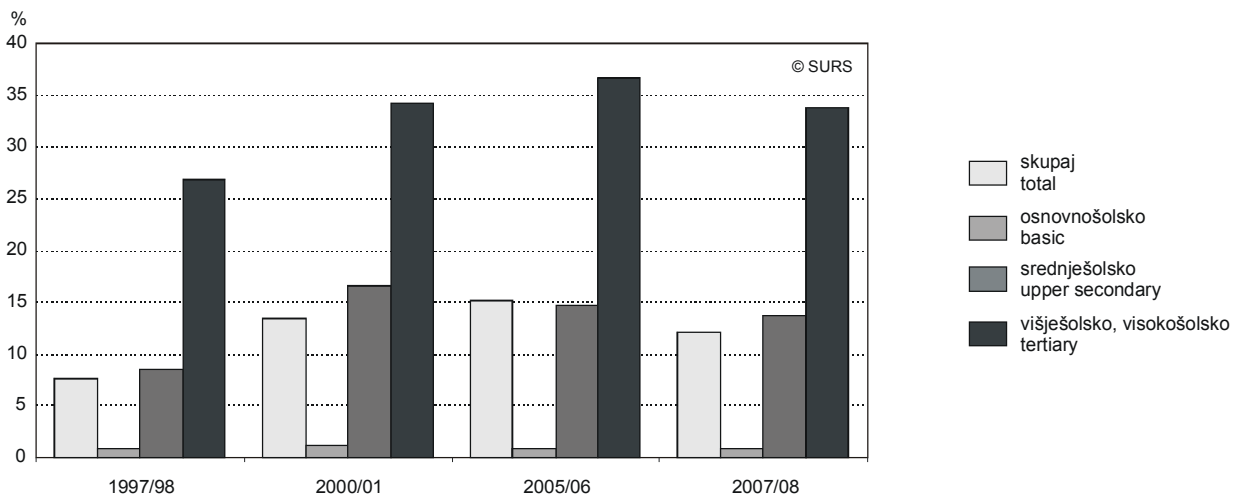


Trends vključenih v izobraževanje po posameznih letih starosti kažejo, da je delež prebivalstva, vključenega v izobraževanje, naraščal od šolskega leta 1997/98 do vključno šolskega leta 2005/06, in sicer pri vseh opazovanih starostih, po tem letu pa se je začela rast deleža vključenih v izobraževanje postopoma umirjati. V opazovanem obdobju se je najmanj spreminjal delež 15-letnikov, vključenih v izobraževanje, in sicer se je gibal med 95 % in 99 %; to kaže, da je bila v izobraževanje vključena skoraj vsa populacija 15-letnikov. Delež vključenih v izobraževanje se je v opazovanem obdobju najbolj povečal med 19-letniki, to je med mladino, ki se je vpisovala v višješolsko in visokošolsko izobraževanje. V šolskem letu 1997/98 je delež 19-letnikov, ki so bili vključeni v izobraževanje, znašal 50 %, v šolskem letu 2005/06 pa se je povzpел na 77,5 %. Tudi delež 23-letnikov, ki so bili vključeni v izobraževanje, se je v tem obdobju povečal s 24 % na 44 %. Pomembno se je povečal tudi delež 27-letnikov v izobraževanju; ta je v šolskem letu 1997/98 znašal le slabih 5 % vseh prebivalcev te starosti, v šolskem letu 2007/08 pa se je približal 12 % in nakazuje trend podaljševanja študija.

Trends in participation rates in education by single years of age show that the share of the population involved in education increased from the 1997/98 school year up to the school year 2005/06 in all observed ages, after that year the participation rate starts gradually to slow down. In the observed period the share of 15-year-olds involved in education, which ranged between 95% and 99%, was changing the least, indicating that almost all 15-year-olds were in education. The participation rate in education has over the period risen the most among 19-year-olds, i.e. among young people who were entering tertiary education. In the school year 1997/98 the share of 19-year-olds who were enrolled in education was 50%, but in the school in 2005/06 it rose to 77.5%. The share of 23-year-olds who were enrolled in education during the same period rose from 24% to 44%. The share of 27-year-olds in education, which in the school year 1997/98 amounted to only 5% of all population of this age, in 2007/08 advanced to 12%, which indicates the trend of extending of study.

Slika 4: Delež oseb, ki se izobražujejo po programih za odrasle, po vrsti izobraževanja, Slovenija, 1997/98–2007/08

Chart 4: Share of persons educating by programmes for adults by type of education, Slovenia, 1997/98–2007/08



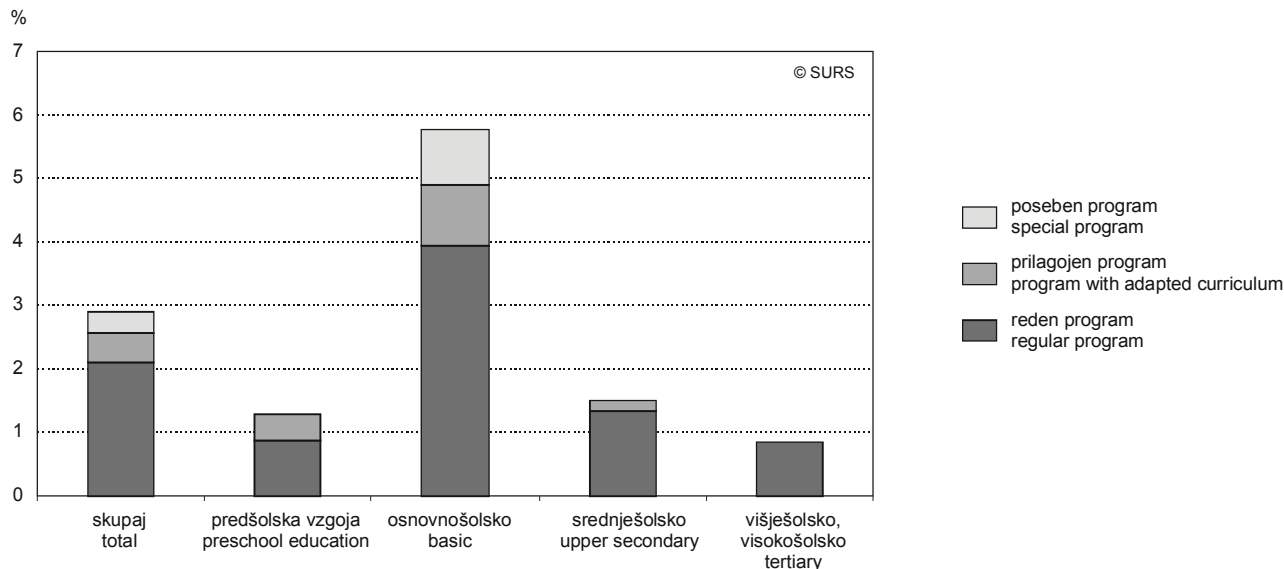
Pojasnilo: Podatki za osnovnošolsko in srednješolsko izobraževanje se nanašajo na konec šolskega leta, za višješolsko in visokošolsko izobraževanje pa na začetek šolskega leta.
Note: Data on basic and upper secondary education refer to the end of the school year while data on tertiary education refer to the beginning of the school year.

V šolskem letu 1997/98 se je po programih, oblikovanih za odrasle, izobraževalo nekaj manj kot 8 % vse šolajoče se populacije, v šolskem letu 2005/06 se je ta delež povzpел na 15 %, po tem letu pa je število udeležencev v teh programih postopoma upadalo. V šolskem letu 2007/08 je bilo v izobraževanje vključenih 450.000 oseb, od tega se je po programih za odrasle izobraževalo 55.000 oseb, to je 12 % vseh prebivalcev, vključenih v izobraževanje. Med vsemi učenci v osnovni šoli se je po programih za odrasle izobraževal 1 % teh učencev (nekaj manj kot 1.500 oseb), med srednješolci skoraj 14 % (14.500 oseb), med vsemi višješolci in visokošolci pa je bilo izrednih študentov (tj. študentov izrednega študija) skoraj 34 % (39.000 od skupaj 115.000 vpisanih).

In the school year 1997/98 slightly less than 8% of the population in education were educated by programs designed for adults, in the school in 2005/06 this share rose to 15%, after that year we record a gradual decline in the number of participants in these programs. In the school year 2007/08, 450,000 persons were enrolled in education, of whom 55,000 were educated by programs designed for adults, which represents 12% of all people enrolled in education. Among all pupils in elementary school only 1% were educated by programs designed for adults (slightly fewer than 1,500 persons), among students in upper secondary schools nearly 14% were educated by programs for adults (14,500 persons), and among all tertiary students 34% were part-time students (39,000 out of the total of 115,000 enrolled).

Slika 5: Delež otrok in mladine s posebnimi potrebami v predšolskem, osnovnošolskem, srednješolskem, višješolskem in visokošolskem izobraževanju, Slovenija, 2007/08

Chart 5: Share of children and youth with special needs enrolled in pre-primary, basic, upper secondary and tertiary education, Slovenia 2007/08

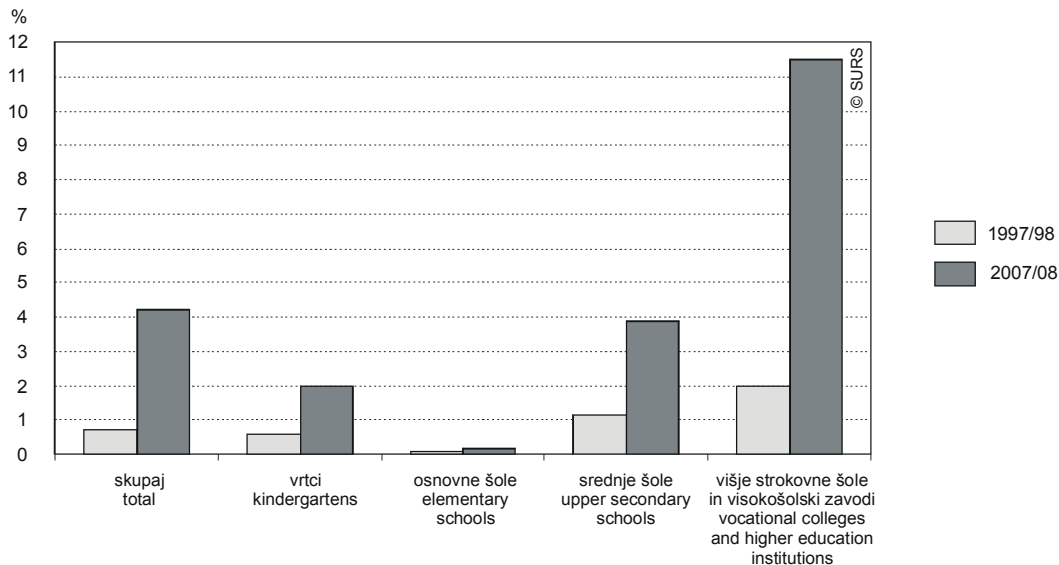


Pojasnilo: V podatkih za višješolsko in visokošolsko izobraževanje so prikazali le tisti študenti, ki so se odločili uveljaviti status študenta s s posebnimi potrebami.
Note: Under tertiary education only those students are presented who decided to claim the status of student with special needs.

Med vsemi, ki so bili v šolskem letu 2007/08 vključeni v izobraževanje (od predšolskega do visokošolskega izobraževanja), so bili skoraj 3 % otrok in mladostnikov s posebnimi potrebami. Med predšolskimi otroki v vrtcih je bilo 1,3 % otrok s posebnimi potrebami (okoli tri četrtine teh otrok so bile vključene v redne programe z nujenjem dodatne strokovne pomoči, četrtina pa v oddelke s prilagojenim programom). Med vsemi osnovnošolci je bilo skoraj 6 % otrok s posebnimi potrebami (od teh sta bili več kot dve tretjini integrirani v redne osnovnošolske programe s prilagojenim izvajanjem in dodatno strokovno pomočjo, nekaj manj kot šestina se je izobraževala po prilagojenih programih in prav toliko po posebnih programih). Med srednješolci je bilo otrok s posebnimi potrebami 1,5 %, od tega je bila večina vključena v redne srednješolske programe, le manjši del teh dijakov se je šolal v posebnih prilagojenih programih po različnih šolah. V študijskem letu 2007/08 je status študenta s posebnimi potrebami uveljavil nekaj manj kot 1 % vse študentske populacije, vsi so bili vključeni v redne višješolske oz. visokošolske študijske programe.

In 2007/08 there were among all people enrolled in education (from pre-school to higher education) almost 3% of children and youth with special educational needs. Among preschool children in kindergartens there were 1.3% of children with special educational needs, of whom almost three quarters were included in the regular programs by providing additional professional support and a quarter in class units with adapted program. Among all elementary-school children it was almost 6% of children with special educational needs, of whom more than two thirds were integrated into the regular elementary school program with adapted performing and additional professional support and slightly less a sixth were educated by programs with adapted curriculum and just as much by special programs. Among all upper secondary school students 1.5% were students with special educational needs, most of them were integrated in regular upper secondary educational programs and only few attend special upper secondary programs organised in different upper secondary schools. In the academic year 2007/08 the status of a student with special educational needs was claimed by slightly less than 1% of the total student population, all of them were involved in the regular post-secondary vocational or higher education programs.

Slika 6: Vpis otrok, mladine in odraslih v zasebne izobraževalne ustanove, Slovenija, 1997/98–2007/08
Chart 6: Enrollment of children, youth and adults in private educational institutions, Slovenia, 1997/98–2007/08



Število zasebnih izobraževalnih ustanov – vrtcev, srednjih šol za odrasle, višjih, visokih šol in fakultet – se je v zadnjih 10 letih zelo povečalo in temu ustrežno se je povečal tudi delež vpisanih v te institucije glede na vso šolajočo se populacijo. V šolskem letu 1997/98 je delež šolajočih se v zasebnih šolah obsegal le 0,7 % vseh vključenih v izobraževanje, v šolskem letu 2007/08 pa že dobre 4 %.

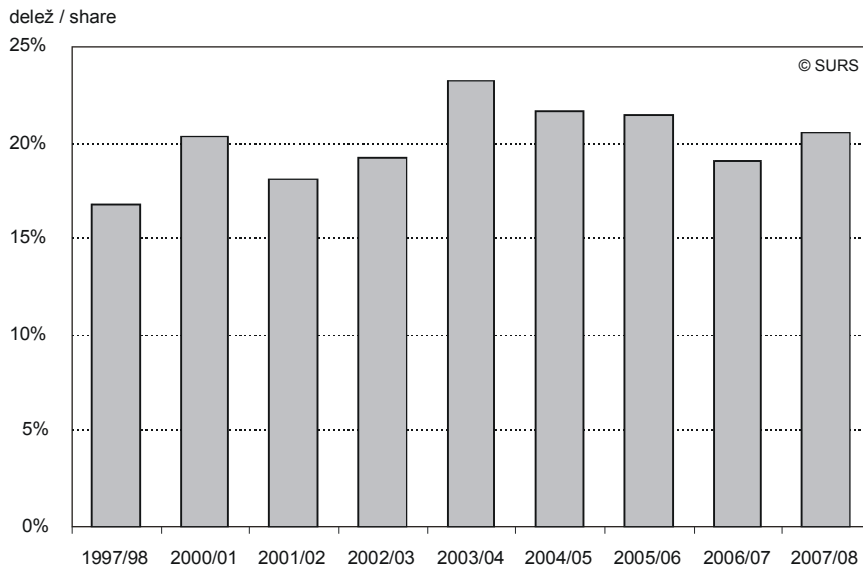
V tem obdobju se je posebej opazno povečalo število zasebnih višjih šol in visokošolskih zavodov. V šolskem letu 2007/08 je bilo v zasebne višješolske in visokošolske ustanove vključenih že več kot 10 % vseh študentov. Najmanj zasebnih šol je na področju osnovnega šolstva; edina taka šola pri nas je bila dolga leta le Waldorfska šola, v zadnjem letu pa smo pridobili še Osnovno šolo Alojzija Šuštarja. Narašča tudi število zasebnih vrtcev; vanje sta bila v letu 2007/08 vključena že 2 % vseh otrok, ki obiskujejo vrtec. V zasebne srednje šole so bili v šolskem letu 2007/08 vključeni skoraj 4 % vseh srednješolcev, od tega večina v zasebne ustanove za srednješolsko izobraževanje odraslih.

In the last 10 years the number of private educational institutions - kindergartens, upper secondary schools for adults, vocational colleges and higher education institutions - increased significantly, and correspondingly the share of people enrolled in these institutions in respect to total population in education increased as well. In the school year 1997/98, only 0.7% of the total population in education were attending private schools, while in the school year 2007/08 they represented more than 4% of all people enrolled in education.

In that period the increase was particularly noticeable in the number of vocational colleges and higher education institution. In the school year 2007/08 more than 10% of all students were enrolled in private tertiary institutions. The fewest private schools are in the field of basic education, where we had for many years only one Waldorf school, which was in the last year joined by another private elementary school named Alojzij Šuštar Elementary school. The number of private kindergartens is on the increase as well. In the school year 2007/08, 2% of all children who attended kindergartens were included in private kindergartens. Almost 4% of all upper secondary students were in the school year 2007/08 enrolled in private schools, of whom the majority in private institutions for upper secondary education for adults.

Slika 7: Delež slušateljev v neformalnem izobraževanju v primerjavi s prebivalstvom v starostni skupini 15 do 64 let, Slovenija, 1997/98-2007/08

Chart 7: Share of participations in non-formal education in comparison with population aged 15 to 64 years, Slovenia 1997/98 -2007/08

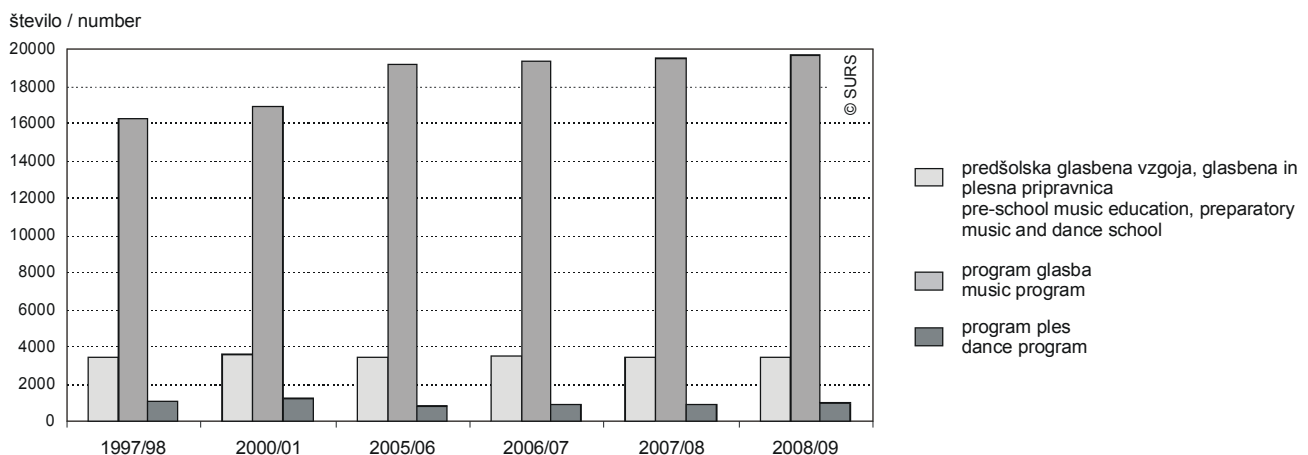


Delež slušateljev v neformalnem izobraževanju se je od leta 1997/98 do leta 2007/08 nekoliko povečal, in sicer se je od leta 1997/98 do leta 2003/04 povečal s 16,7 % na 23,2 %, potem pa je rahlo upadel. Povprečna vključenost je okrog 20-odstotna. Ker podatkov o neformalnem izobraževanju ne spremljamo na individualni ravni, ne moremo govoriti o številu udeležencev v primerjavi s prebivalstvom v starosti od 15 do 64 let, temveč o številu udeležb, saj nekateri obiskujejo več izobraževalnih aktivnosti v opazovanem obdobju in so zato v skupnem številu zajeti večkrat.

Data show that the share of participations in non-formal education has been growing from 1997/98 to 2007/08, from 16.7% in 1997/98 it grew to 23.2% in 2003/04 and then slightly decreased. The average share of participations is 20%. Because data on non-formal education are not monitored at individual level, we cannot present the exact number of participants as some of them attend several educational activities and are therefore counted several times.

Slika 8: Učenci, vključeni v osnovno glasbeno in plesno izobraževanje, Slovenija, 1997/98-2008/09

Chart 8: Pupils enrolled in basic music and dance education, Slovenia, 1997/98-2008/09



Od šolskega leta 1997/98 do šolskega leta 2008/09 se je število učencev, vključenih v programe osnovnega glasbenega in plesnega izobraževanja, povečalo za več kot 16 %; tako smo v letu 2007/08 imeli v triinpetdesetih javnih in osmih zasebnih glasbenih šolah vključenih skupaj nekaj več kot 24.000 otrok, od tega v 3.400 v predšolsko glasbeno vzgojo, glasbeno in plesno pripravnico, 19.500 v program glasba in 1.000 v program ples.

Between the academic years 1997/98 and 2008/09, the number of programs included in the basic music and dance education grew by more than 16%, so in 2007/08 we had just over 24,000 children included in 53 public and 8 private music schools, of whom 3,400 in pre-school music education, music and dance preparatory school, 19,500 in the music program and 1,000 in the dance program.

**UČENCI, DIJAKI IN ŠTUDENTI, KI SO ZAKLJUČILI IZOBRAŽEVANJE;
IZOBRAZBENA STRUKTURA PREBIVALSTVA**

**GRADUATES;
EDUCATIONAL ATTAINMENT OF THE POPULATION**

Tabela 1: Število učencev, dijakov in študentov, ki so končali izobraževanje, po vrsti in področjih izobraževanja (ISCED 97), Slovenija, 2008
Table 1: Number of pupils and students who have completed education by type and fields of education (ISCED 97), Slovenia, 2008

| Področja izobraževanja ISCED 97 | Skupaj Total | Osnovnošolsko Basic | Srednješolsko Upper secondary | Višješolsko, visokošolsko Tertiary | Fields of education ISCED 97 |
|---|-----------------|------------------------|----------------------------------|--|---|
| Skupaj | 62670 | 19346 | 26103 | 17221 | Total |
| Strukturni deleži (%) / Shares (%) | | | | | |
| Skupaj | 100 | 100 | 100 | 100 | Total |
| Splošni izobraževalni izidi | 44,9 | 100 | 33,6 | - | General programmes |
| Izobraževanje | 3,5 | - | 3,0 | 8,3 | Education |
| Umetnost in humanistika | 2,2 | - | 1,6 | 5,7 | Humanities and arts |
| Družbene, poslovne, upravne in pravne vede | 21,9 | - | 19,7 | 49,9 | Social sciences, business and law |
| Naravoslovje, matematika in računalništvo | 2,1 | - | 2,3 | 4,1 | Science |
| Tehnika, proizvodne tehnologije in gradbeništvo | 13,0 | - | 22,3 | 13,6 | Engineering, manufacturing and construction |
| Kmetijstvo in veterina | 1,9 | - | 3,0 | 2,5 | Agriculture |
| Zdravstvo in sociala | 5,1 | - | 7,0 | 7,8 | Health and welfare |
| Storitve | 5,4 | - | 7,5 | 8,3 | Services |

Pojasnilo: Podatki o končanih izobraževanje v osnovnih in srednjih šolah se nanašajo na konec šolskega leta 2007/08, podatki za višje šole in visokošolske zavode pa na koledarsko leto 2008.
Note: Data on graduates in elementary and upper secondary schools refer to the end of the school year 2007/08, data on graduates from vocational colleges and higher education institutions refer to the calendar year 2008.

V letu 2008 je v Republiki Sloveniji končalo izobraževanje 62.500 oseb, ki so se izobraževale po programih za mladino ali za odrasle. Od tega je nekaj manj kot polovica zaključila splošnoizobraževalne programe, med temi vsi osnovnošolci in tretjina vseh srednješolcev (gimnazijskih in sorodnih programov). Programe s področja družbenih, poslovnih, upravnih in pravnih ved je zaključilo 22 % vseh dijakov in študentov; med temi je bilo skoraj polovico vseh vseh diplomantov višješolskega in visokošolskega študija.

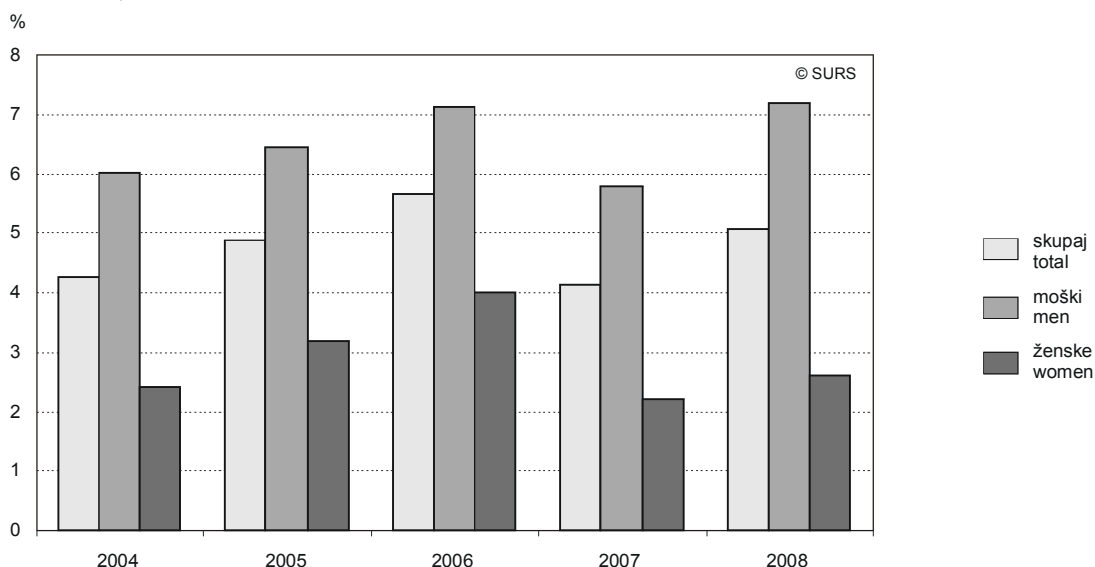
In 2008, 62,500 persons (youth and adults) completed their study in the Republic of Slovenia. Slightly less than half completed general programs, of which all elementary-school pupils and a third of all upper secondary students. Programs in social sciences, business and law were completed by 22% of all students, of whom almost half of all tertiary graduates.

Programe s področja tehnike, proizvodne tehnologije in gradbeništva je zaključilo 13 % vseh diplomantov, od tega 22% vseh srednješolcev in 14 % višješolcev oz. visokošolcev. Najmanj diplomantov smo imeli na področju kmetijstva, naravoslovja ter umetnosti in humanistike (blizu 2 %).

Programs in engineering, manufacturing and construction were completed by 13% of all graduates, of whom 22% of all upper secondary graduates and 14% of tertiary graduates. The fewest were graduates in the fields of agriculture, science and arts and humanities (close to 2%).

Slika 9: Zgodnja opustitev izobraževanja, Slovenija, 2004– 2008

Chart 9: Early school leavers, Slovenia, 2004-2008



Pojasnilo: Pri podatkih za ženske gre za manj natančno oceno. / Note: Data for women are less precise.

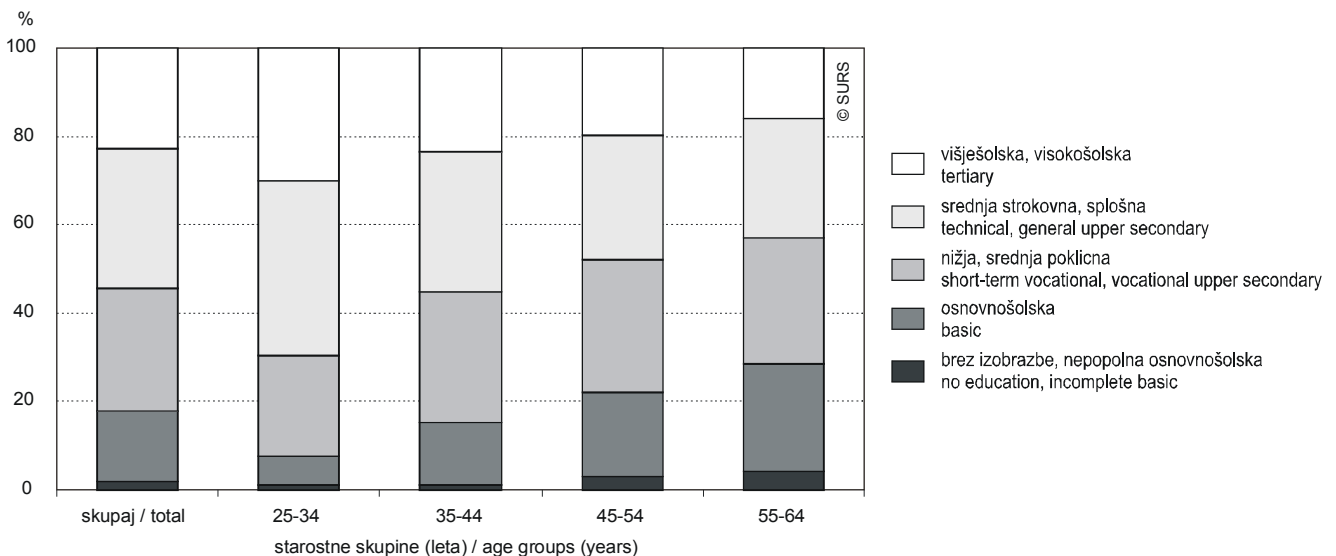


Kazalnik prikazuje delež prebivalstva, starega 18 do 24 let, ki je končal le osnovno šolo ali niti te, in ki ni vključen v nadaljnje izobraževanje ali usposabljanje. V zadnjih petih letih se je delež prebivalcev v tej starostni skupini, ki so zgodaj opustili izobraževanje, gibal med 5,6 % (leto 2006) in 4,1 % (leto 2007), večji pa je bil med moškimi kot med ženskami. V letu 2008 je bilo v Sloveniji med prebivalci v starosti od 18 do 24 let skupaj 5 % prebivalcev, ki so dokončali le osnovno šolo ali niti te in ki niso bili vključeni v nobeno izobraževanje ali usposabljanje, od tega 7 % moških in nekaj manj kot 3 % žensk. Slovenija sodi med države z zelo nizkim deležem mladih, ki imajo dokončano samo osnovno šolo ali celo te ne in ki niso vključeni v nobeno izobraževanje. V letu 2007 je bilo povprečje za to skupino prebivalstva za območje držav EU 27 15,2 %.

The indicator shows the percentage of the population aged 18 to 24 years who have completed elementary school or less and are not included in further education or training. In the last five years, the share of early school leavers ranged between 5.6% (in 2006) and 4.1% (in 2007), and is higher among males than among females. In 2008, there were 5% people in Slovenia aged 18 to 24 with the most basic education qualification who were not enrolled in education or training, of whom 7% men and slightly less than 3% women. Slovenia ranges among the countries with very low share of young people who have completed only elementary school or even less and are not included in education or training. In 2007 the average for the EU 27 for this group of population was 15.2%.

Slika 10: Dosežena izobrazba odraslega prebivalstva, starega 25 do 64 let, po starostnih skupinah, Slovenija, 2008

Chart 10: Educational attainment of the adult population aged 25 to 64 by age groups, Slovenia, 2008



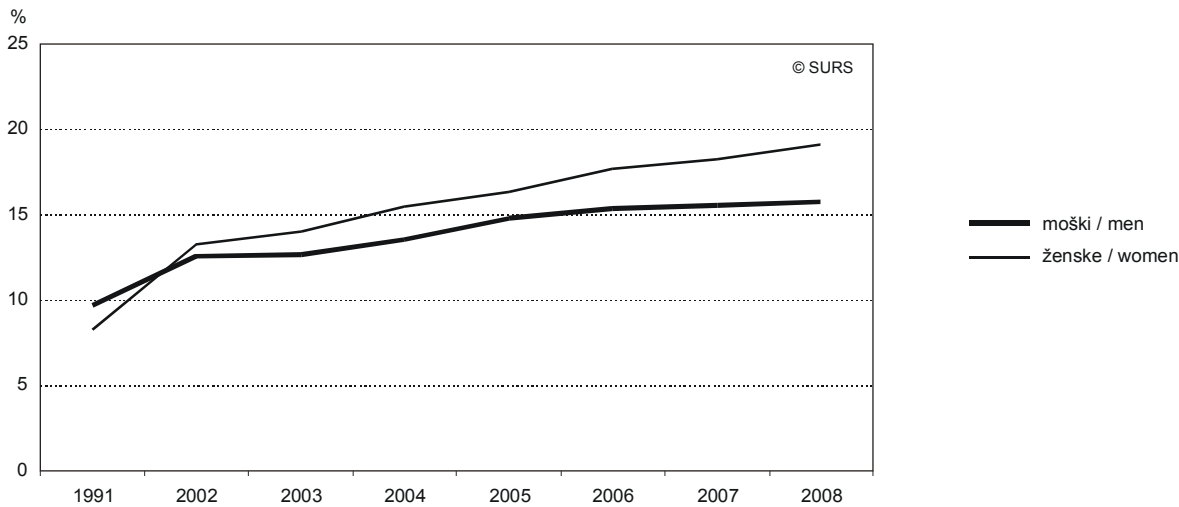
Vir: Anketa o delovni sili.
Source: Labour Force Survey

Po podatkih Ankete o delovni sili je bilo v letu 2008 med odraslim prebivalstvom v Sloveniji blizu 18 % prebivalstva z dokončano ali nedokončano osnovno šolo, 59 % prebivalstva s končano srednješolsko izobrazbo (od tega 28 % z nižjo ali srednjo poklicno izobrazbo in nekaj več kot 31 % s srednjo strokovno ali srednjo splošno izobrazbo) in 23 % s končano višješolsko ali visokošolsko izobrazbo. Izobrazbena sestava prebivalstva je bila najugodnejša med prebivalci v starostni skupini 25–34 let; v tej skupini je bilo namreč kar 92 % prebivalcev z dokončano vsaj srednješolsko izobrazbo, od tega 30 % s končano višješolsko ali visokošolsko izobrazbo; najnižja pa je bila – pričakovano – med prebivalci v starostni skupini 55–64 let; v tej skupini smo imeli nekaj več kot 71 % prebivalcev z najmanj dokončano srednješolsko izobrazbo, od tega le 16 % z dokončano višješolsko ali visokošolsko izobrazbo. V tej starostni skupini so bili 4 % prebivalstva brez izobrazbe ali z nedokončano osnovno šolo.

In 2008, according to Labour Force Survey data there were nearly 18% of the adult population in Slovenia who have attained basic education qualification or less, 59% of the population have attained upper secondary education qualification, of whom 28% short-term vocational or vocational upper secondary qualification and slightly more than 31% have attained upper secondary technical or general education qualification, and 23% of the population have attained tertiary education qualification. The population aged 25–34 have attained the highest educational qualification with 92% of the population that have achieved at least upper secondary education qualification, of whom 30% tertiary education qualification. As expected, the lowest educational attainment has the population in the age group 55–64 with slightly more than 71% of the population with completed at least upper secondary education, of whom 16% with completed tertiary education. In this age group 4% of the population are without education or with incomplete basic education.

Slika 11: Delež prebivalstva, starega 15 let ali več, z višješolsko in visokošolsko izobrazbo, po spolu Slovenija, 1991–2008

Chart 11: Share population aged 15 and over with tertiary education qualification by sex, Slovenia, 1991-2008



Viri: Popisi prebivalstva 1991 in 2002, 2003 do 2008 Anкета o delovni sili.
Sources: Population Census for 1991 and 2002, 2003 to 2008 Labour Force Survey.

Pri popisu prebivalstva v letu 1991 je imelo dokončano višješolsko ali visokošolsko izobrazbo skoraj 10 % moških in le 8 % žensk, ob naslednjem popisu prebivalstva v letu 2002 pa je delež žensk z dokončano višješolsko ali visokošolsko izobrazbo prvič presegel delež moških, in sicer za 0,7 odstotne točke; žensk z dokončano višješolsko ali visokošolsko izobrazbo je bilo 13,3 %, moških s tako izobrazbo pa 12,6 %. Po podatkih iz Ankete o delovni sili se je razkorak med deležem moških in deležem žensk z dokončano višješolsko ali visokošolsko izobrazbo v naslednjih letih povečeval na strani žensk. V letu 2008 smo imeli tako že 19 % žensk in le 16 % moških z dokončano višješolsko ali visokošolsko izobrazbo.

At the population census in 1991 there were almost 10% of men and only 8% of women who attained tertiary education qualification, at the next census in 2002, the share of women with tertiary education qualification for the first time exceeded the share of men by 0.7 of a percentage point, so in 2002 we had 13.3% of women and 12.6% men who attained tertiary education qualification. According to Labour Force Survey data, over the coming years the gap between the share of men and women having completed tertiary education qualification widened in favour of women. In 2008, we had already 19% of women who have attained tertiary education qualification and only 16% of men with equivalent level of education.

UČNO IN DRUGO STROKOVNO OSEBJE

TEACHING AND OTHER PROFESSIONAL STAFF

Tabela 2: Učno, vodstveno, svetovalno in drugo strokovno osebje v izobraževalnih ustanovah, Slovenija, 2007/08

Table 2: Teaching personnel, managing staff, counsellors and other professional staff in educational institutions, Slovenia, 2007/08

| | Zaposleni - skupaj Employed - total | Učitelji in sodelavci Teachers and teaching assistants | Stażisti asistenti in mladi raziskovalci Probationer assistants and young researchers | Svetovalno in drugo strokovno osebje Counsellors and other professional staff | Vodstveno osebje Managing staff | |
|---|--|---|--|--|------------------------------------|--|
| Skupaj | 54612 | 45762 | 688 | 6252 | 1910 | Total |
| Predšolska vzgoja | 8287 | 7708 | - | 294 | 285 | Pre-school education |
| Osnovnošolsko izobraževanje za mladino in odrasle | 18682 | 15937 | - | 1851 | 894 | Basic education for youth and adults |
| Srednješolsko izobraževanje za mladino in odrasle | 9157 | 8002 | - | 815 | 340 | Upper secondary education for youth and adults |
| Višje strokovno izobraževanje | 1895 | 1647 | - | 180 | 68 | Higher vocational education |
| Visokošolsko izobraževanje | 10121 | 7547 | 688 | 1641 | 245 | Higher education |
| Neformalno izobraževanje | 4521 | 3110 | - | 1411 | ... | Non-formal education |
| Osnovno glasbeno in plesno izobraževanje | 1949 | 1811 | - | 60 | 78 | Basic music and dance education |

V šolskem letu 2007/08 je bilo v šolah in drugih izobraževalnih ustanovah zaposlenih 54.500 učiteljev, vodstvenih delavcev, svetovalnih ali drugih strokovnih delavcev, to je 5,5 % delovno aktivnega prebivalstva Republike Slovenije. Vzgojno-izobraževalno delo v vrtcih je opravljalo skoraj 8.000 vzgojiteljev in pomočnikov vzgojiteljev in 300 strokovnih delavcev. Osnovnošolsko mladino in odrasle je poučevalo 16.000 učiteljev, na razpolago pa so imeli tudi 1.800 svetovalnih in drugih strokovnih delavcev. Srednješolsko mladino in odrasle je poučevalo 8.000 učiteljev, strokovno delo pa je opravljalo 800 svetovalnih in strokovnih delavcev. Del osnovnošolskih in srednješolskih učiteljev je poučevalo mladino in odrasle, samo odrasle pa je poučevalo 100 osnovnošolskih in 800 srednješolskih učiteljev. Na višjih strokovnih šolah je poučevalo 1.600 učiteljev, na visokošolskih zavodih pa 7.500 visokošolskih učiteljev, visokošolskih sodelavcev in znanstvenih delavcev. Neformalno izobraževanje je izvajalo 3.100 učiteljev in inštruktorjev, osnovno glasbeno in plesno izobraževanje pa 1.800 učiteljev.

In the school year 2007/08, 54,500 persons worked in schools and in other educational institutions as teachers, management staff, counsellors or as other professional staff, which represents 5.5% of economically active population in the Republic of Slovenia. Almost 8,000 educators and assistant educators and 300 professional staff were employed in kindergartens, 16,000 teachers were involved in teaching youth and adults in elementary schools, together with 1,800 counsellors and other professional staff. 8,000 teachers worked in upper secondary schools for youth and adults, where professional work was carried out by 800 advisory and professional staff. Some elementary-school teachers and upper secondary-school teachers gave lessons to youth and adult, while 100 elementary school teachers and 800 upper secondary-school teachers gave lessons only to adults. 1,600 teachers worked at higher vocational colleges and 7,500 academic staff (teachers, faculty assistants and researchers) worked in universities and in single higher education institutions. Non-formal education was carried out by 3,100 full-time teachers and instructors, and basic music and dance education by 1,800 teachers.

Tabela 3: Razmerje med številom otrok, učencev, dijakov in študentov na učitelja, Slovenija, 2007/08

Table 3: Ratio of children, pupils and students to teaching staff, Slovenia, 2007/08

| | Razmerje števila učencev/dijakov/študentov na učitelja Ratio of pupils/students to teaching staff | |
|--|--|---|
| Predšolska vzgoja - skupaj | 8,2 | Pre-school education |
| 1. starostno obdobje | 6,0 | 1 st age period |
| 2. starostno obdobje period | 9,4 | 2 nd age period |
| Osnovnošolsko izobraževanje – skupaj | 12,1 | Basic education - total |
| 1. in 2. izobraževalno obdobje oz. razredna stopnja v 8-letni OŠ | 15,8 | 1 st and 2 nd educational cycles or class level in the 8-year elementary school |
| 3. izobraževalno obdobje oz. predmetna stopnja v 8-letni OŠ | 8,9 | 3 rd educational cycle or subject level in the 8-year elementary school |
| - osnovnošolsko izobraževanje za mladino | 12,4 | - basic education for youth |
| 1. in 2. izobraževalno obdobje oz. razredna stopnja v 8-letni OŠ | 16,2 | 1 st and 2 nd educational cycles or class level in the 8-year elementary school |
| 3. izobraževalno obdobje oz. predmetna stopnja v 8-letni OŠ | 9,2 | 3 rd educational cycle or subject level in the 8-year elementary school |
| - osnovnošolsko izobraževanje za odrasle | 6,0 | - basic education for adults |
| 1. in 2. izobraževalno obdobje oz. razredna stopnja v 8-letni OŠ | 5,9 | 1 st and 2 nd educational cycles or class level in the 8-year elementary school |
| 3. izobraževalno obdobje oz. predmetna stopnja v 8-letni OŠ | 6,0 | 3 rd educational cycle or subject level in the 8-year elementary school |
| - osnovnošolsko izobraževanje za otroke s posebnimi potrebami | 3,3 | - basic education for children with special needs |
| 1. in 2. izobraževalno obdobje oz. razredna stopnja v 8-letni OŠ | 3,6 | 1 st and 2 nd educational cycles or class level in the 8-year elementary school |
| 3. izobraževalno obdobje oz. predmetna stopnja v 8-letni OŠ | 3,2 | 3 rd educational cycle or subject level in the 8-year elementary school |
| Srednješolsko izobraževanje za mladino | 13,5 | Upper secondary education for youth |
| Višješolsko, visokošolsko izobraževanje | 20,8 | Tertiary education |

Pojasnilo: Razmerje med številom učencev/dijakov/študentov na učitelja je preračunano v ekvivalent polnega delovnega časa učenca/dijaka/študenta in učitelja.
Note: Ratio pupils/students to teaching staff is calculated in full-time equivalent of pupil/student and teacher.

Razmerje med številom otrok na učitelja je odvisno od več dejavnikov, med drugim od ravni izobraževanja in od vrste programa. V šolskem letu 2007/08 smo imeli to razmerje najugodnejše na predšolski ravni, in sicer je bilo enemu vzgojitelju in pomočniku vzgojitelja v povprečju dodeljenih 8 otrok, v prvem starostnem obdobju celo le 6, v osnovnošolskem izobraževanju je en učitelj v povprečju poučeval 12 učencev, od tega v 1.

The ratio of children to teaching staff depends on several factors, including the level of education and the type of program. The most favourable ratio of children to teaching staff in the school year 2007/08 was observed at the pre-school level, where on average one educator and assistant educator was assigned to 8 children, in the first age period even only 6. In basic education on average one teacher gave lessons to



in 2. izobraževalnem obdobju skoraj 16, v 3. izobraževalnem obdobju pa 9. V osnovnih šolah s prilagojenim programom je en učitelj poučeval v povprečju nekaj več kot tri otroke. V srednješolskem izobraževanju je poučeval en učitelj povprečno 13 do 14 dijakov, v višjem in visokem šolstvu pa 21 študentov.

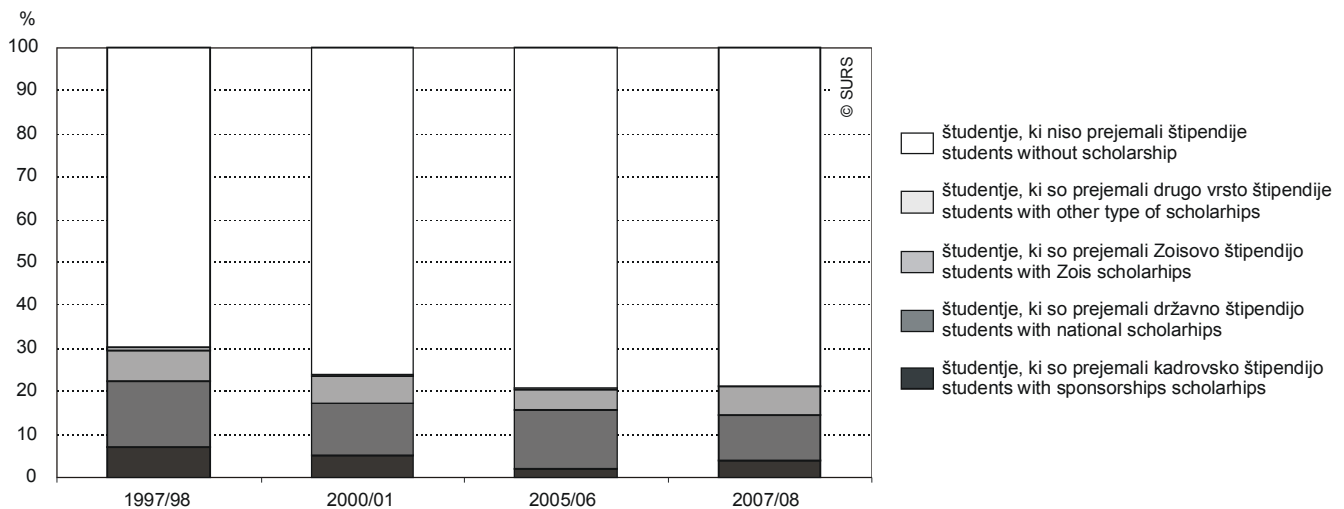
12 pupils, in the 1st and 2nd educational cycles to nearly 16 pupils, and in the 3rd educational cycle to 9 pupils. In elementary schools with adapted curriculum one teacher gave lessons an average to slightly more than three children. In upper secondary education, one teacher gave lessons an average to 13 to 14 pupils and in tertiary education to 21 students.

DRUGE DEJAVNOSTI, POVEZANE Z IZOBRAŽEVANJEM

OTHER ACTIVITIES RELATED TO EDUCATION

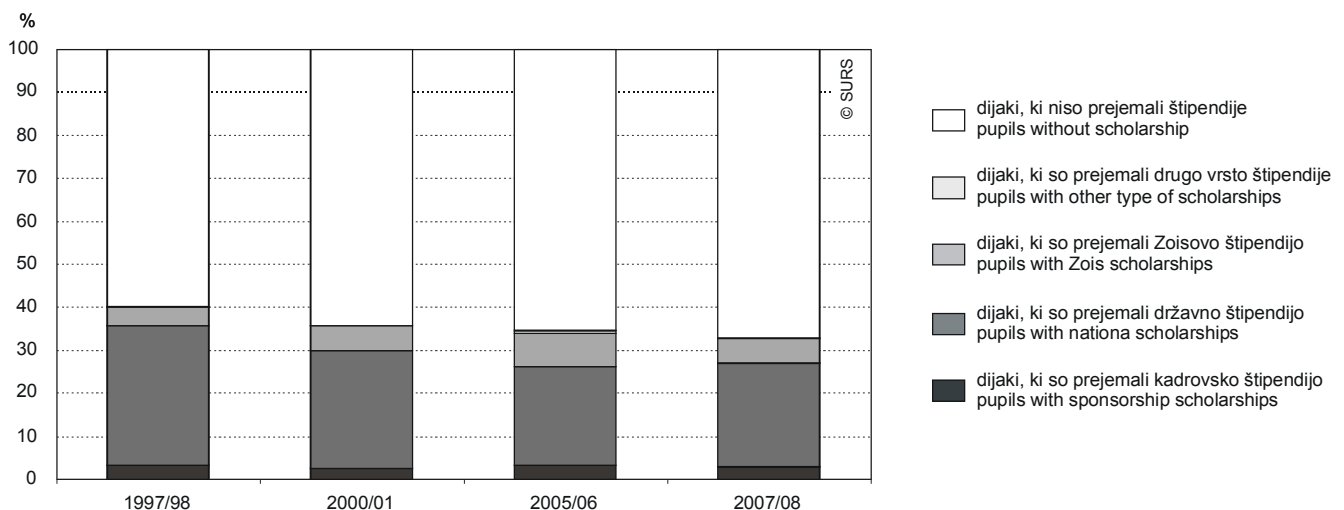
Slika 12: Delež študentov štipendistov med vsemi študenti po vrsti štipendije, Slovenija, 1997/98–2007/08

Chart 12: Share of scholarship students among all students, by type of scholarship, Slovenia, 1997/08-2007/08



Slika 13: Delež dijakov štipendistov med vsemi dijaki, Slovenija, 1997/98–2007/08

Chart 13: Share of pupils receiving scholarships among all pupils, by type of scholarship, Slovenia, 1997/98-2007/08



V Sloveniji je v opazovanem obdobju delež štipendistov med vsemi vpisanimi dijaki in študenti upadal. V šolskem letu 2007/08 je v Sloveniji prejelo štipendijo nekaj več kot 54.500 dijakov in študentov oz. 26 % vseh vpisanih. V primerjavi z desetletjem prej je bil ta delež manjši za 10 %.

The share of scholarship recipients among all pupils and students is falling. In the school year 2007/08 slightly more than 54,500 upper secondary school pupils and students were receiving scholarships, 26% of all enrolled. Compared with the earlier decade, the share of scholarship recipients among all pupils and students declined by 10%.

Število študentov, ki so prejeli štipendijo, se je v opazovanem obdobju povečevalo. Od šolskega leta 1997/98 – tedaj je štipendije prejemale slabih 20.600 študentov – do šolskega leta 2007/08 se je število štipendistov povečalo za nekaj več kot 4000. Kljub povečanju števila študentov štipendistov pa je delež štipendistov med vsemi vpisanimi študenti v opazovanem obdobju upadal, ker se je vedno bolj povečevalo število vpisanih v terciarno izobraževanje. Od leta 1997/98 do leta 2007/08 se je ta delež zmanjšal s 30 % na 21 %.

V opazovanem obdobju se je število dijakov štipendistov zmanjševalo, kajti zmanjševalo se je tudi število dijakov, vpisanih na srednje šole, to pa je bilo posledica manj številnih generacij. V šolskem letu 1997/98 je bilo v Sloveniji med vsemi vpisanimi dijaki nekaj več kot 43.000 dijakov oz. 40 % takih, ki so prejeli štipendijo. Z leti se je to število postopoma zmanjševalo in v šolskem letu 2007/08 je štipendijo prejemale le še dobrih 30.000 dijakov oz. 32 % vseh vpisanih.

Sestava štipendij ostaja v grobem vsa leta enaka. V desetletnem obdobju je bilo med vsemi štipendijami največ državnih štipendij, kar dve tretjini, sledile so jim Zoisove štipendije in kadrovske, zanemarljiv delež pa so predstavljale štipendije iz drugih virov. Opažamo, da se z leti zmanjšuje število državnih štipendij; od leta 1997/98 do leta 2007/08 se je zmanjšalo skoraj za 11.000 štipendij. Povečevalo pa se je število Zoisovih štipendij.

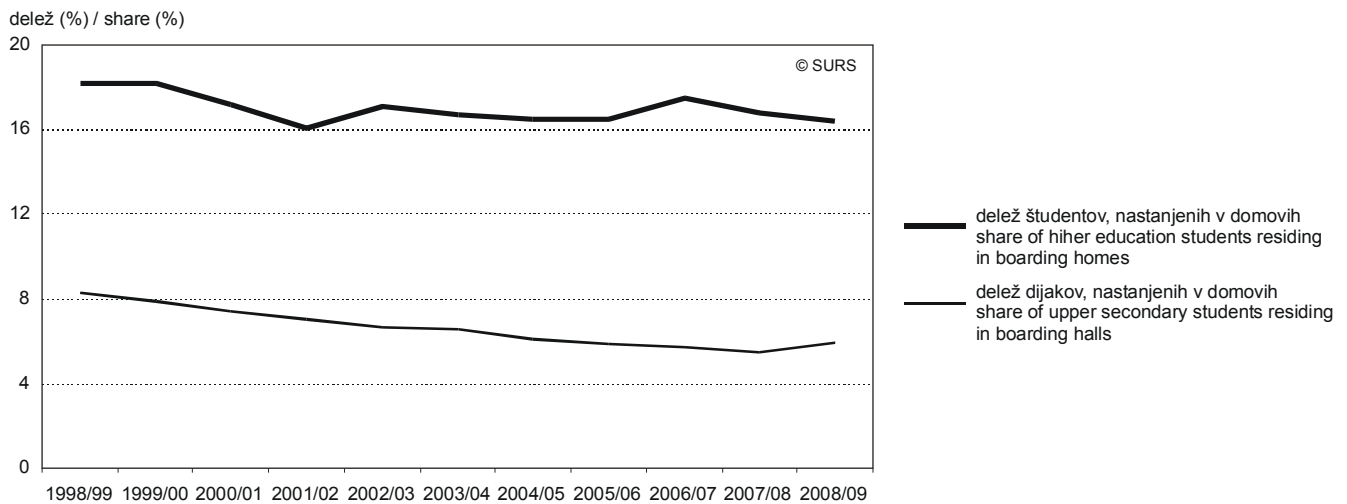
The number of students receiving scholarships in the 1997-2007 period increased over the years. Since the school year 1997/98, when almost 20,600 students received scholarships, by 2007/2008 the number of scholarship recipients has risen by slightly more than 4,000. Despite the increase in the number of students, the share of scholarship recipients among all enrolled students in the same period decreased because of growing student enrolment in tertiary education. Since 1997/98, when it was 30%, by 2007/08 it has decrease to 21%.

In the observation period less and less pupils receiving scholarships, were recorded, which coincides with the decreasing enrolment of pupils in upper secondary schools as a result of less numerous generations. In 1997/98 there were more than 43,000 pupils or 40% of those who received scholarships. By gradually reducing over the years, in 2007/08 just over 30,000 pupils or 32% of all enrolled were receiving scholarships.

Over the years the structure of scholarships has remained roughly the same. Recipients of national scholarships still represent the highest share of scholarship recipients, followed by recipients of Zois scholarships, while the share of pupils and students receiving scholarships from other funds was negligible. Over the years we have noticed a decreasing trend of national scholarships; from 1997/98 until 2007/08, the number of national scholarships decreased by almost 11,000. In the same period the number of Zois scholarships increased.

Slika 14: Delež študentov in dijakov, nastanjenih v študentskih domovih, dijaških domovih ali pri zasebnih pravnih osebah, registriranih za dejavnost študentskih domov, Slovenija, 1998/99–2008/09

Chart 14: Share of students and pupils residing in student residence halls, upper secondary school boarding homes and private entities, registered for activities of residence halls, Slovenia, 1998/99-2008/09



Pojasnilo: Upoštevali smo redne študente višješolskega študija, univerzitetnega in visokošolskega strokovnega študija (tako prejšnjega kot bolonjskega) ter magistrskega študija druge bolonjske stopnje.

Note: Included are full-time students enrolled in higher vocational, professional and academic higher (previous as well as Bologna-compliant) and uniform master (2nd Bologna cycle) study programs.

V zadnjem desetletju hitro narašča število študentov, vpisanih v višješolski in visokošolski študij, hkrati pa se povečuje tudi število študentov, ki so nastanjeni v študentskih in dijaških domovih ter v drugih ustanovah, ki šolajočim se omogočajo bivanje (v letu 2008/09 je bilo teh 12.540, skoraj 3000 več kot leta 1998/99). Ko pa opazujemo razmerje med obema številoma v zadnjem desetletju, vidimo, da je delež študentov, ki so nastanjeni v domovih, upadel, in to v zadnjem desetletju skoraj za dve odstotni točki.

In the last decade the number of students enrolled in higher education studies has been increasing rapidly, as well as the number of students living in student residence halls and other institutions offering accommodation to students (in 2008/09 12,540 students lived in student resident halls and other establishments and in 1998/99 only 9,654). But if we consider the ratio between both figures, we notice that the share of students residing in student residence halls and similar establishments has decreased by almost 2 percentage points.

Približno za prav toliko je upadel tudi delež dijakov, nastanjenih v dijaških domovih; vendar pa upada tudi absolutno število – tako vseh dijakov kot dijakov, nastanjenih v domovih.

The share of students in upper secondary education living in boarding homes has decreased similarly in the last decade as well but the absolute number of students enrolled in upper secondary education as well as the number of these students residing in boarding homes is decreasing as well.

PREDŠOLSKA VZGOJA IN IZOBRAŽEVANJE V VRTCIH

PRE-SCHOOL EDUCATION IN KINDERGARTENS

Tabela 4: Vrtci po številu oddelkov, otrok in strokovnih delavcev, Slovenija, 2004/05–2008/09

Table 4: Kindergartens by the number of class units, children enrolled and professional staff, Slovenia, 2004/05–2008/09

| | Vrtci z enotami Kindergartens with units | | | Oddelki Class units | Otroci Children | | | Vzgojitelji in pomočniki vzgojiteljev Educators and assistant educators | |
|---------|---|-----------------|--------------------|------------------------|--------------------|---|---|--|--|
| | skupaj total | javni public | zasebni private | | Otroci Children | 1. starostno obdobje 1 st age period | 2. starostno obdobje 2 nd age period | za otroke 1. starostnega obdobja for children in the 1 st age period | za otroke 2. starostnega obdobja for children in the 2 nd age period |
| 2004/05 | 752 | 735 | 17 | 3232 | 54815 | 13157 | 41658 | 2326 | 4436 |
| 2005/06 | 777 | 759 | 18 | 3375 | 57134 | 13670 | 43464 | 2400 | 4715 |
| 2006/07 | 793 | 774 | 19 | 3484 | 58127 | 14900 | 43227 | 2630 | 4716 |
| 2007/08 | 811 | 787 | 24 | 3644 | 61359 | 16474 | 44885 | 2823 | 4885 |
| 2008/09 | 845 | 821 | 24 | 3878 | 65966 | 19497 | 46469 | 3156 | 5067 |

V obdobju od leta 2004 do leta 2008 smo v Republiki Sloveniji pridobili 90 novih enot vrtcev, več kot 600 oddelkov, število vzgojiteljev in pomočnikov vzgojiteljev se je povečalo za 1.500, vrtce pa je obiskovalo 11.000 otrok več kot v letu 2004. V šolskem letu 2008/09 je delovalo 845 vrtcev oziroma enot vrtcev; vanje je bilo vključenih skoraj 66.000 predšolskih otrok, to je 70 % vseh otrok ustrežne starosti. 821 vrtcev je bilo javnih, 24 pa zasebnih. Za otroke je skrbelo 8.200 vzgojiteljev in pomočnikov vzgojiteljev, od tega nekaj več kot 3.000 za otroke v prvem starostnem obdobju in 5.000 za otroke v drugem starostnem obdobju. Pri otrocih v prvem starostnem obdobju sta en vzgojitelj in pomočnik vzgojitelja skrbeli v povprečju za 6 otrok, pri otrocih v drugem starostnem obdobju pa sta en vzgojitelj in pomočnik vzgojitelja skrbeli za 9 otrok.

From 2004 to 2008, 90 new kindergartens were opened in the Republic of Slovenia with more than 600 departments. The number of educators and assistant educators increased by 1,500, and 11,000 children more than in the 2004 were attending kindergartens. In the school year 2008/09, 845 kindergartens and their units included almost 66,000 pre-school children, which is 70% of all children of appropriate age. 821 kindergartens were public and 24 were private. 8,200 educators and assistant educators took care of those children, of which slightly more than 3,000 took care of the children in the first age period and 5,000 of the children of the second age period. In the first age period, one educator and assistant educator took care of 6 children, in the second age period of 9 children.

Tabela 5: Delež otrok, vključenih v vrtce, po starostnih obdobjih in posameznih letih starosti, Slovenija, 2004/05–2008/09

Table 5: Share of children enrolled in kindergartens by age periods, Slovenia, 2004/05–2008/09

| | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | |
|--|-------------|-------------|-------------|-------------|-------------|-------------------------------|
| Delež vključenih / Enrolment rate | | | | | | |
| % | | | | | | |
| Skupaj | 61,4 | 63,6 | 64,7 | 67,2 | 70,2 | Total |
| 1. starostno obdobje | 37,4 | 38,5 | 40,8 | 43,7 | 49,2 | 1 st age period |
| 2. starostno obdobje | 75,5 | 77,6 | 79,5 | 82,1 | 84,1 | 2 nd age period |
| Po posameznih letih starosti | | | | | | By single age of years |
| 1 leto | 26,5 | 27,5 | 28,7 | 33,0 | 38,5 | 1 year |
| 2 leti | 48,0 | 49,9 | 53,1 | 54,9 | 60,4 | 2 years |
| 3 leta | 66,8 | 69,5 | 70,1 | 74,6 | 77,3 | 3 years |
| 4 leta | 75,9 | 79,3 | 81,8 | 82,9 | 85,6 | 4 years |
| 5 let | 83,8 | 83,7 | 86,3 | 89,0 | 89,9 | 5 years |
| 6 let | 4,3 | 7,3 | 4,7 | 4,3 | 4,3 | 6 years |



V obdobju od leta 2004 do leta 2008 se je delež otrok, vključenih v vrtce, glede na vse otroke ustrežne starosti, povečal skoraj za 9 odstotnih točk. V letu 2008 je bilo vključenih v vrtce že 70 % otrok, starih od 1 do 5 let. V skladu z leta 2002 zastavljenimi barcelonskimi cilji naj bi v EU do leta 2010 v predšolsko vzgojo vključili 90 % otrok v razponu od tretjega leta starosti do njihovega vstopa v šolo in 33 % otrok, mlajših od treh let. Drugi cilj je Slovenija že dosegla oz. preseгла: v šolskem letu 2008/09 je bilo v vrtce vključenih že 49 % otrok, mlajših od treh let. Delež otrok v drugem starostnem obdobju (tj. v starosti od 3 let do starosti ob vstopu v šolo), vključenih v vrtce, je znašal 84 %; otroci v starosti 4 in 5 let pa so že množično vključeni v vrtce, saj je v opazovanem obdobju obiskovalo vrtce 80 % ali več otrok te starosti.

From 2004 to 2008, the share of children enrolled in kindergartens as to all children of the appropriate age increased by almost 9 percentage points. In 2008, 70% of children aged 1 to 5 were included in kindergartens. In accordance with the 2002 Barcelona objectives, the EU Member States should provide 90% inclusion of children from 3 years old up to entering school in kindergartens and 33% inclusion of children younger than 3 years. Slovenia has already achieved the second goal, in the school year 2008/09, 49% of children younger than 3 years were enrolled in kindergartens. In the second age period the share of enrolled was 84%, which shows mass enrolment in kindergartens for children age 4 and 5 (80% enrolment or more).

OSNOVNOŠOLSKO IZOBRAŽEVANJE

BASIC EDUCATION

Tabela 6: Mladina in odrasli, vključeni v osnovnošolsko izobraževanje, po vrsti programa, ki ga obiskujejo, Slovenija, 2004/05–2007/08

Table 6: Youth and adults enrolled in basic education by type of program attending, Slovenia, 2004/05-2007/08

| | 2004/05 | 2005/06 | 2006/07 | 2007/08 | |
|--|---------------|---------------|---------------|---------------|--|
| Vrste osnovnošolskih programov - skupaj | 176349 | 172110 | 169333 | 167420 | Types of elementary school programs - total |
| Mladina / Youth | | | | | |
| Osnovnošolski program | 171358 | 167616 | 164991 | 163002 | Elementary school program |
| Osnovnošolski prilagojeni program | 1670 | 1690 | 1599 | 1553 | Elementary school program with adapted curriculum |
| Osnovnošolski posebni program ¹⁾ | 1194 | 1242 | 1248 | 1385 | Special elementary program ¹⁾ |
| Odrasli / Adults | | | | | |
| Osnovnošolski program | 2127 | 1562 | 1495 | 1480 | Elementary school program |

1) V podatkih so zajeti tudi otroci in mladostniki, ki se izobražujejo v okviru centrov za usposabljanje, delo in varstvo.
Data include also children and youth educating in the scope of centres of training, work and protection.

Pojasnilo: Podatki se nanašajo na konec šolskega leta.
Note: Data refer to the end of the school year.

Absolutni podatki o gibanju števila osnovnošolcev v obdobju od 2004 do 2007 kažejo, da število šolajočih se upada, vendar moramo upoštevati, da je to posledica demografskih gibanj prebivalstva (upadanja števila rojstev do vključno leta 2003).

Ob koncu šolskega leta 2007/08 je bilo v osnovnošolsko izobraževanje vključenih 167.500 učencev, od tega 166.000 v programe, oblikovane za mladino, in skoraj 1.500 v programe, oblikovane za odrasle. V redne osnovnošolske programe je bilo vključenih 163.000 učencev, v prilagojene programe nekaj manj kot 1.600, posebne programe pa je obiskovalo 1.400 učencev. Število odraslih, ki se vključujejo v osnovnošolsko izobraževanje, upada, deloma tudi zato, ker je osip v osnovni šoli manjši, zmanjšuje pa se tudi generacija odraslih, ki v preteklosti ni pridobila osnovnošolske izobrazbe.

Absolute data on the number of pupils enrolled in elementary schools from 2004 to 2007 show a decrease in the number of enrolled. The decrease in the number of school children is predominately the result of the decrease in the number of births until 2003.

At the end of the school year 2007/08, 167,500 pupils were enrolled in compulsory basic education, of whom 166,000 in the programs for youth and nearly 1,500 in the programs for adults. 163,000 pupils were enrolled in regular elementary school programs, slightly less than 1,600 in programs with adapted curriculum and 1,400 pupils were educated by special elementary programs. The number of adults enrolled in elementary school programs is in decline, which is among other things the result of lower drop out rates in elementary school, but also of the fact that the generation of adults which in the past did not acquire basic education qualification is becoming smaller.

Tabela 7: Mladina in odrasli, ki so zaključili osnovnošolsko izobraževanje, po vrsti programa, Slovenija, 2004/05–2007/08

Table 7: Youth and adults who completed basic education by type of program, Slovenia, 2004/05-2007/08

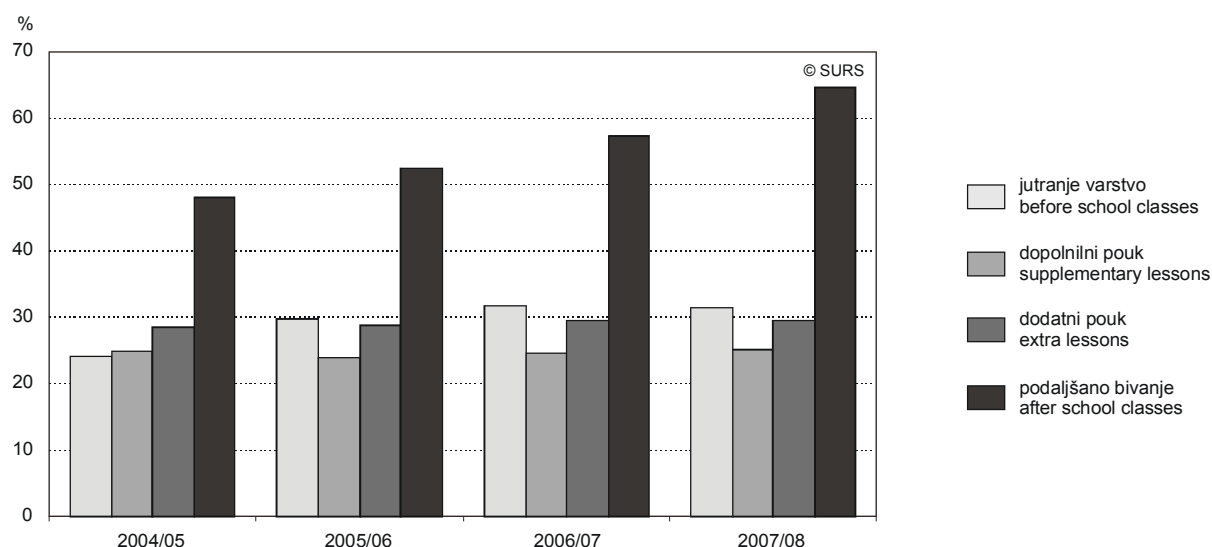
| | 2004/05 | 2005/06 | 2006/07 | 2007/08 | |
|---|--------------|--------------|--------------|--------------|--|
| Končali osnovnošolsko izobraževanje | 22465 | 21619 | 20039 | 19642 | Completed compulsory basic education |
| Mladina / Youth | | | | | |
| Končali osnovnošolsko izobraževanje | 21513 | 20995 | 19505 | 19145 | Completed basic education |
| - z zaključnim spričevalom | 21169 | 20577 | 19199 | 18871 | - with school-leaving certificate |
| - brez zaključnega spričevala | 344 | 418 | 306 | 274 | - without school-leaving certificate |
| Delež otrok, ki so zaključili osnovnošolsko obveznost in niso uspeli dokončati zadnjega razreda osnovne šole (%) | 1,5 | 2,0 | 1,5 | 1,4 | Share of pupils who completed compulsory basic obligation and failed to complete the last grade of elementary school (%) |
| Končali osnovnošolsko izobraževanje s prilagojenim programom | 386 | 334 | 275 | 253 | Completedd basic education with adapted curriculum |
| - z zaključnim spričevalom | 340 | 316 | 261 | 231 | - with school-leaving certificate |
| - brez zaključnega spričevala | 46 | 18 | 14 | 22 | - without school-leaving certificate |
| Delež otrok, ki so zaključili osnovnošolsko obveznost in niso uspeli dokončati zadnjega razreda osnovne šole s prilagojenim programom (%) | 8,4 | 3,8 | 3,4 | 5,9 | Share of pupils who completed compulsory basic obligation and failed to complete the last grade of elementary school with adapted curriculum (%) |
| Odrasli / Adults | | | | | |
| Končali osnovnošolsko izobraževanje za odrasle | 566 | 290 | 259 | 244 | Completed basic education for adults |
| - z zaključnim spričevalom | 566 | 290 | 259 | 244 | - with school-leaving certificate |

V letu 2007 je zaključilo osnovnošolsko izobraževanje nekaj več kot 19.600 učencev. 19.000 učencev je končalo to šolanje po rednem osnovnošolskem programu; 18.800 učencev od teh je prejelo spričevalo o zaključeni osnovni šoli, nekaj manj kot 300 učencev pa je zaključilo osnovnošolsko obveznost, ne da bi dokončali osnovnošolski program. Izobraževanje po prilagojenih osnovnošolskih programih je zaključilo 250 otrok, od tega 20 otrok ni prejelo zaključnega spričevala. Osnovnošolske programe za odrasle je v letu 2007 uspešno zaključilo 240 udeležencev. Delež otrok, ki ne uspejo končati osnovnošolskega programa, se v redni osnovni šoli se zmanjšuje. V letu 2007 ni prejelo spričevala o zaključeni osnovni šoli 1,4 % učencev med vsemi učenci, ki so končali osnovnošolsko izobraževanje. Tudi število učencev, ki ne zaključijo osnovne šole s prilagojenim programom, se zmanjšuje; v letu 2007 jih je bilo nekaj manj kot 6 %.

In 2007, slightly more than 19,600 pupils completed compulsory basic education. 19,000 pupils completed compulsory basic education with regular curriculum, of whom 18,800 received school-leaving certificate, slightly less than 300 pupils completed compulsory education obligation but failed to complete the elementary school program. 250 pupils completed compulsory basic education with adapted curriculum, of whom 20 children did not receive school-leaving certificate. In 2007, 240 participants completed elementary school programs for adults. The share of pupils who failed to complete elementary school program in regular schools has been declining. In 2007, among all pupils who finished basic education 1.4% pupils left school without receiving school-leaving certificate. The number of pupils who failed to complete elementary school program with adapted curriculum has been also declining. In 2007 the share of such pupils was nearly 6%.

Slika 15: Vključenost učencev v razširjeni osnovnošolski program, Slovenija, 2004/05–2007/08

Chart 15: Enrolment of pupils in extended elementary school program, Slovenia, 2004/05-2007/08



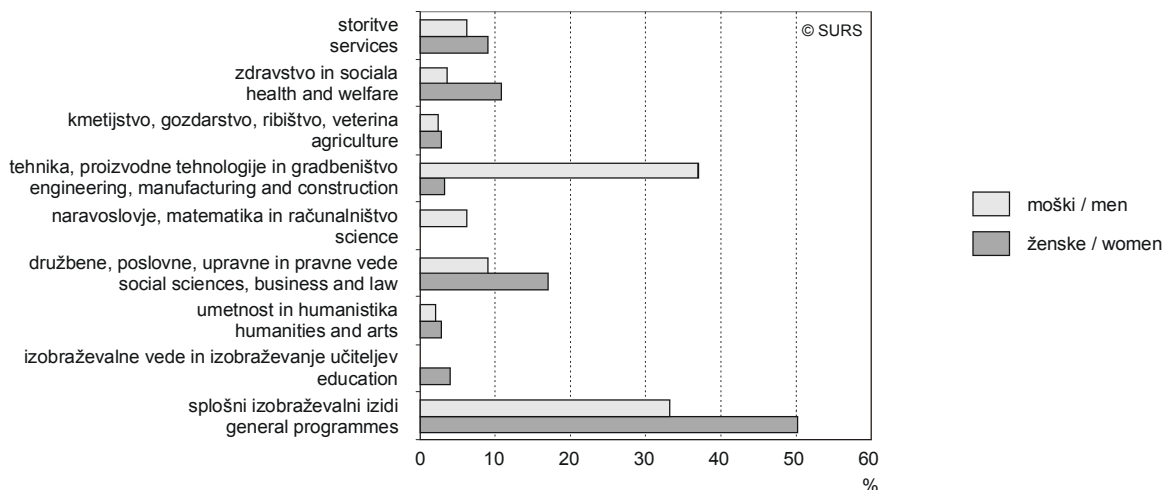
Razširjeni osnovnošolski program obsega jutranje varstvo, podaljšano bivanje, dopolnilni in dodatni pouk, interesne dejavnosti in šolo v naravi. Podatki za zadnjih 5 let kažejo, da se deleži otrok, vključenih v ta program, povečujejo v vseh oblikah tega programa, najbolj pa delež otrok, vključenih v podaljšano bivanje in v jutranje varstvo. Jutranje varstvo je namenjeno predvsem najmlajšim otrokom, ki doma nimajo zagotovljenega varstva. V šolskem letu 2007/08 je bilo v jutranje varstvo vključenih nekaj več kot 30 % vseh učencev 1. in 2. razreda. V okviru razširjenega programa organizirajo osnovne šole tudi podaljšano bivanje za učence od 1. do 5. razreda. V času podaljšanega bivanja se učenci učijo, opravljajo domače naloge in sodelujejo v različnih kulturnih, umetniških in športnih dejavnostih. V šolskem letu 2007/08 sta bili v podaljšano bivanje vključeni že blizu dve tretjini vseh učencev od 1. do 5. razreda. Potrebo po razširjanju znanja iz posameznega predmeta je imelo okrog 30 % vseh osnovnošolcev, četrtnina vseh osnovnošolcev pa je obiskovala dopolnilni pouk, ki je namenjen učencem, ki potrebujejo pomoč pri učenju.

Extra curriculum activities consist of before school classes, after school classes, supplementary and extra lessons, interest activities and outdoor education. Data on the last 5 years show that the share of children involved in all forms of extra curriculum activities is on the increase, the most in before and after school classes. Morning care before school classes is meant above all for young children who do not have care at home. In the school year 2007/08 more than 30% of all pupils who were attending 1st and 2nd grades were included in before school classes. Elementary schools organize in the scope of extra curriculum activities also after school classes for pupils from the 1st to the 5th grades. In after school classes pupils study, complete their homework and participate in cultural, artistic and sports activities. In the school year 2007/08 nearly two thirds of all pupils from the 1st to the 5th grade were included in after school classes. The need for broadening of knowledge in particular subjects had about 30% of all elementary school pupils, while a quarter of all elementary school pupils attended supplementary lessons, which are intended for pupils who need help in learning.

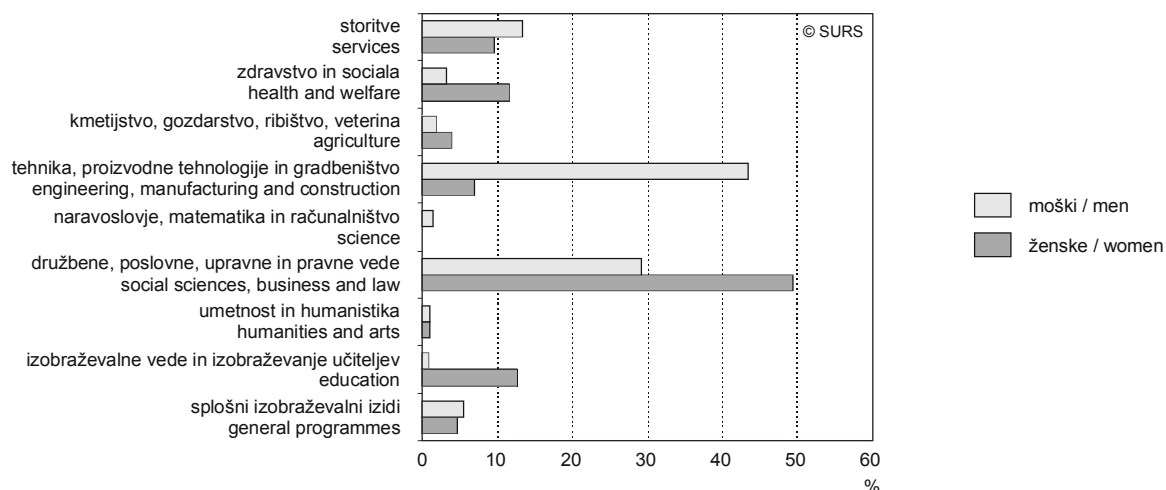
SREDNJEŠOLSKO IZOBRAŽEVANJE

UPPER SECONDARY EDUCATION

Slika 16: Vpis mladine v srednješolsko izobraževanje po spolu in področjih izobraževanja (KLASIUS-P), Slovenija, začetek šolskega leta 2008/09
Chart 16: Enrolment of students in upper secondary education by sex and fields of education (KLASIUS-P), Slovenia, beginning of the school year 2008/09



Slika 17: Vpis odraslih v srednješolsko izobraževanje po spolu in področjih izobraževanja (KLASIUS-P), Slovenija, konec šolskega leta 2007/08
Chart 17: Enrolment of adults in upper secondary education by sex and fields of education (KLASIUS-P), Slovenia, end of the school year 2007/08



Pri razvrščanju dijakov in odraslih po področjih izobraževanja prehajamo na nov klasifikacijski sistem izobraževanja in usposabljanja – po klasifikaciji KLASIUS; ta se na najvišji ravni deli na 9 osnovnih področij:

- skupina 'Splošni izobraževalni izidi' zajema programe splošnih in strokovnih gimnazij;
- skupina 'Izobraževalne vede in izobraževanje učiteljev' zajema programe, ki smo jih razvrščali v pedagoško področje;
- skupina 'Umetnost in humanistika' obsega programe s področja kulture, grafike in aranžerstva, pa tudi posamezne programe iz drugih področij (zlatar, kamnosek);
- skupina 'Družbene, poslovne, upravne in pravne vede' zajema programe s področja ekonomije;
- skupina 'Naravoslovje, matematika in računalništvo' obsega programe s področja računalništva;
- skupina 'Tehnika, proizvodne tehnologije in gradbeništvo' obsega programe s področij elektrotehnike, strojništva, živilske tehnologije, gostinstva, tekstila, lesarstva, usnjarstva, steklarstva, rudarstva in gradbeništva ter geodezije;
- skupina 'Kmetijstvo, gozdarstvo, ribištvo, veterinarstvo' zajema programe s področja agroživilstva in veterinarstva;
- skupina 'Zdravstvo in sociala' zajema programe s področja zdravstva in farmacije;
- skupina 'Storitve' zajema programe s področja osebnih storitev in turizma, vzdrževanja, varovanja ter okoljevarstva (ali varstva okolja).

Kar polovica deklet je bila vpisana v programe splošnih in strokovnih gimnazij, dodatnih 17% deklet se je izobraževalo še na področje družbenih, poslovnih, upravnih in pravnih ved, 11 % deklet pa na področju zdravstva. Na ta tri področja se dekleta vpisujejo v največjem številu. Popolnoma »žensko« področje je tudi področje izobraževanja; moški so v teh programih zelo redki, vendar je bilo tudi žensk v skupnem številu le 4 % od vseh vpisanih.

V splošno izobraževalne programe je bila vpisana ena tretjina vseh fantov. Največ, kar 37% pa jih je bilo vpisanih v programe s področja tehnike, proizvodnih tehnologij in gradbeništva, torej v tipično »moško« izobraževalno področje, saj je bilo med vsemi vpisanimi le 8 % deklet. Še manj, le 2 % deklet je bilo med vpisanimi v programih s področja naravoslovja, matematike in računalništva. Na vseh preostalih področjih je bilo vpisanih več deklet kot fantov.

Pri odraslih je bila razporeditev glede na področje izobraževalnih programov nekoliko drugačna. Polovica žensk (49 %) je bila vpisana v programe s področja družbenih, poslovnih, upravnih in pravnih ved, skoraj polovica moških (43 %) pa v programih s področja tehnike, proizvodnih tehnologij in gradbeništva, močno pa so bili zastopani tudi na področju družbenih, poslovnih, upravnih in pravnih ved (z 29 %). V programih s področja storitev se jih je izobraževalo 13 %, v programe z drugih področij pa so moški vključeni zelo redko. Za splošno izobraževanje je med odraslimi le malo interesa; v opazovanem letu se je v programih splošnih in strokovnih gimnazij izobraževalo le 5 % žensk in 5 % moških.

In classifying pupils and adults by fields of education, we are implementing a new classification system of education and training called KLASIUS, which is at the highest level divided into 9 basic fields. Thus

- the group 'Splošni izobraževalni izidi' (*general programmes*) covers programmes of general and professional gymnasiums (grammar schools),
- the group 'Izobraževalne vede in izobraževanje učiteljev' (*education*) covers programmes that used to be classified into the field of teacher training,
- the group 'Umetnost in humanistika' (*humanities and arts*) covers programmes in the fields of culture and graphic arts, as well as individual programmes from other fields (jeweller, stone cutter),
- the group 'Družbene, poslovne, upravne in pravne vede' (*social sciences, business and law*) covers programmes from the field of economics,
- the group 'Naravoslovje, matematika in računalništvo' (*science*) covers programmes from the field of computer sciences,
- the group 'Tehnika, proizvodne tehnologije in gradbeništvo' (*engineering, manufacturing and construction*) covers programmes from the fields of electrical engineering, mechanical engineering, food technology, catering, textiles, wood, leather, glass, mining, construction and land surveying,
- the group 'Kmetijstvo, gozdarstvo, ribištvo, veterinarstvo' (*agriculture*) covers programmes from the field of agriculture and veterinary science,
- the group 'Zdravstvo in sociala' (*health and welfare*) covers programmes from the field of health care and pharmacy, and
- the group 'Storitve' (*services*) covers programmes from the field of personal services and tourism, maintenance, security and environmental protection.

As many as half of girls are enrolled in general programmes and an additional 17% in the programmes of social sciences, business and law. If we add 11% of girls enrolled in the field of health and welfare, we can say that these are the three fields girls study the most. A completely female field is also the field of education, where men are only rarely found;

In general programmes a third of all boys are enrolled. Most of them (37%) are enrolled in programmes from the fields of engineering, manufacturing and construction, which is typically a male field of education, since girls represent only 8% of all enrolled pupils. Even fewer girls (only 2%) are enrolled in programmes from the field of science. In all other fields more girls than boys are enrolled.

As regards adults, the distribution by fields of education is slightly different. Half of women (49%) are enrolled in programmes from the field of social sciences, business and law, and almost half of men (43%) are enrolled in engineering, manufacturing and construction, while 29% of men are enrolled in the field of social sciences, business and law and 13% are enrolled in the field of services. In all other fields men are sparsely represented. There is only low interest in general education among adults. Only 5% of women and the same percent of men are enrolled in general programmes.

Tabela 8: Mladina in odrasli, ki so zaključili srednješolsko izobraževanje, po vrsti programov, Slovenija, 2004/05–2007/08
Table 8: Youth and adults graduates of upper secondary education by type of programs, Slovenia, 2004/05-2007/08

| | 2004 / 05 | 2005 / 06 | 2006 / 07 | 2007 / 08 | |
|---|--------------|--------------|--------------|--------------|---|
| Končali srednješolsko izobraževanje - skupaj | 29861 | 30009 | 28355 | 26103 | Graduates of upper secondary education – total |
| Mladina / Youth | | | | | |
| Končali srednješolsko izobraževanje | 24009 | 24021 | 23182 | 21762 | Graduates of upper secondary education |
| - v programih nižjega poklicnega izobraževanja | 672 | 601 | 537 | 418 | - of short term vocational upper secondary programs |
| - v programih srednjega poklicnega izobraževanja | 5447 | 5054 | 4515 | 4173 | - of vocational upper secondary programs |
| - v programih tehniškega in drugega strokovnega izobraževanja | 9173 | 9256 | 8979 | 8506 | - of technical upper secondary programs |
| - v programih splošnega izobraževanja | 8717 | 9110 | 9151 | 8665 | - of general upper secondary programs |
| Odrasli / Adults | | | | | |
| Končali srednješolsko izobraževanje | 5852 | 5988 | 5173 | 4341 | Graduates of upper secondary education |
| - v programih nižjega poklicnega izobraževanja | 21 | 29 | 22 | 6 | - of short term vocational upper secondary programs |
| - v programih srednjega poklicnega izobraževanja | 2035 | 2056 | 1763 | 1286 | - of vocational upper secondary programs |
| - v programih tehniškega in drugega strokovnega izobraževanja | 3693 | 3811 | 3269 | 2941 | - of technical upper secondary programs |
| - v programih splošnega izobraževanja | 103 | 92 | 119 | 108 | - of general upper secondary programs |

V šolskem letu 2007/08 je srednješolske programe zaključilo preko 26.000 dijakov in odraslih. Med dijaki jih je 40 % končalo programe splošnih in strokovnih gimnazij, približno prav toliko programe tehniškega in strokovnega izobraževanja in 20 % programe nižjega in srednjega poklicnega izobraževanja; v nazadnje omenjenih programih se število diplomantov že nekaj let zmanjšuje, kajti tudi vpis v tovrstne programe se zaradi slabega zanimanja mladih zanje že nekaj časa zmanjšuje.

Med odraslimi sta dobri dve tretjini končali programe tehniškega in strokovnega izobraževanja; med te programe vključujemo tudi programe poklicnega tehniškega izobraževanja, v katere se odrasli vključijo po končani srednji poklicni šoli; prav ti programi so že precej let za odrasle najzanimivejši, saj je delež diplomantov v teh programih že nekaj let največji. 30 % odraslih je končalo srednje poklicne programe, kar je nekoliko manj kot v preteklih letih. Zelo malo odraslih konča programe splošnih in strokovnih gimnazij.

In the 2007/08 school year upper secondary education programmes were completed by more than 26,000 pupils and adults. Among pupils, 40% completed general programmes and about the same percent programmes from the field of technical and professional education. Only 20% completed lower and middle vocational programmes, in which for several years a drop in the number of graduates has been recorded as a result of lower enrolment due to lower interest in these programmes.

Among adults, more than two thirds completed programmes from the field of technical and professional education, which include programmes of vocational-technical education in which adults are included after completing upper secondary vocational education. For several years these programmes have been the most interesting for adults, since the share of graduates in these programmes has been the highest. 30% of adults finished upper secondary vocational programmes, which is slightly less than in the previous years. Very few adults finish general programmes.

VIŠJEŠOLSKO IN VISOKOŠOLSKO IZOBRAŽEVANJE

TERTIARY EDUCATION

Tabela 9: Študenti, vpisani v terciarno izobraževanje po vrsti izobraževanja po spolu, Slovenija, 2000/01–2008/09
Table 9: Student enrolment in tertiary education by type of education and sex. Slovenia, 2000/01-2008/09

| Vrsta programa Type of program | Skupaj Total | Višji strokovni Higher vocational | Višješolski (prejšnji) Short-term higher (former) | Visokošolski strokovni (prejšnji) Professional higher (former) | Visokošolski strokovni (1. bolonjska stopnja) Professional higher (1 st Bologna cycle) | Visokošolski univerzitetni (1. bolonjska stopnja) Academic higher (1 st Bologna cycle) | Visokošolski univerzitetni (prejšnji) Academic higher (former) | Magistrski (2. bolonjska stopnja) Master (2 nd Bologna cycle) | | Specialistični po visokošolski strokovni izobrazbi (prejšnji) ¹⁾ Specialization after professional higher education (former) ¹⁾ | Magistrski (prejšnji) "Magisterij" of science (former) | Doktorski (3. bolonjska stopnja) Doctorate of science (3 rd Bologna cycle) | Doktorski (prejšnji) Doctorate of science (former) |
|-----------------------------------|-----------------|--------------------------------------|--|---|--|--|---|---|--|--|---|--|---|
| | | | | | | | | skupaj total | od tega enoviti magistrski of which uniform master | | | | |
| Skupaj / Total | | | | | | | | | | | | | |
| 2000/01 | 91494 | 4760 | 61 | 39671 | - | - | 43080 | - | - | 190 | 3732 | - | ... |
| 2001/02 | 99214 | 6170 | 91 | 41548 | - | - | 46461 | - | - | 452 | 4492 | - | ... |
| 2002/03 | 101458 | 8796 | - | 41421 | - | - | 45635 | - | - | 668 | 4938 | - | ... |
| 2003/04 | 104396 | 11099 | - | 39819 | - | - | 47386 | - | - | 944 | 5148 | - | ... |
| 2004/05 | 112228 | 12621 | - | 41235 | - | - | 49994 | - | - | 1249 | 6165 | - | 964 |
| 2005/06 | 114794 | 14246 | - | 36822 | 3486 | 3610 | 48286 | 1108 | - | 706 | 5473 | 45 | 1012 |
| 2006/07 | 115944 | 15831 | - | 32411 | 6592 | 6871 | 45552 | 2107 | - | 695 | 4635 | 99 | 1151 |
| 2007/08 | 115445 | 16424 | - | 25712 | 11200 | 11023 | 41402 | 3130 | 221 | 495 | 4477 | 326 | 1256 |
| 2008/09 | 114391 | 16263 | - | 19331 | 15592 | 15435 | 36239 | 4150 | 759 | 485 | 4902 | 613 | 1381 |



Tabela 9: Študenti, vpisani v terciarno izobraževanje, po vrsti izobraževanja po spolu, Slovenija, 2000/01–2008/09 (nadaljevanje)
Table 9: Student enrolment in tertiary education by type of education and sex. Slovenia, 2000/01-2008/09 (continued)

| Vrsta programa Type of program | Skupaj Total | Višji strokovni Higher vocational | Višješolski (prejšnji) Short-term higher (former) | Visokošolski strokovni (prejšnji) Professional higher (former) | Visokošolski strokovni (1. bolonjska stopnja) Professional higher (1 st Bologna cycle) | Visokošolski univerzitetni (1. bolonjska stopnja) Academic higher (1 st Bologna cycle) | Visokošolski univerzitetni (prejšnji) Academic higher (former) | Magistrski (2. bolonjska stopnja) Master (2 nd Bologna cycle) | | Specialistični po visokošolski strokovni izobrazbi (prejšnji) ¹⁾ Specialization after professional higher education (former) ¹⁾ | Magistrski (prejšnji) "Magisterij" of science (former) | Doktorski (3. bolonjska stopnja) Doctorate of science (3 rd Bologna cycle) | Doktorski (prejšnji) Doctorate of science (former) |
|-----------------------------------|-----------------|--------------------------------------|--|---|--|--|---|---|---|--|---|--|---|
| | | | | | | | | skupaj total | od tega enoviti magistrski of which uniform master | | | | |
| Ženske / Women | | | | | | | | | | | | | |
| 2000/01 | 51323 | 1879 | 44 | 21551 | - | - | 25865 | - | - | 96 | 1888 | - | ... |
| 2001/02 | 57085 | 2678 | 68 | 23066 | - | - | 28666 | - | - | 265 | 2342 | - | ... |
| 2002/03 | 57037 | 3917 | - | 22602 | - | - | 27559 | - | - | 381 | 2578 | - | ... |
| 2003/04 | 59367 | 5328 | - | 21773 | - | - | 28971 | - | - | 507 | 2788 | - | ... |
| 2004/05 | 64885 | 6129 | - | 23276 | - | - | 30887 | - | - | 677 | 3472 | - | 444 |
| 2005/06 | 67010 | 7093 | - | 20536 | 2344 | 2185 | 30253 | 631 | - | 377 | 3100 | 17 | 474 |
| 2006/07 | 67588 | 7925 | - | 17732 | 4242 | 4342 | 28482 | 1204 | - | 377 | 2687 | 47 | 550 |
| 2007/08 | 67123 | 7985 | - | 13904 | 6867 | 6673 | 26180 | 1861 | 112 | 235 | 2637 | 186 | 595 |
| 2008/09 | 66304 | 7712 | - | 9954 | 9324 | 9490 | 23069 | 2558 | 482 | 269 | 2909 | 357 | 662 |
| Moški / Men | | | | | | | | | | | | | |
| 2000/01 | 40171 | 2881 | 17 | 18120 | - | - | 17215 | - | - | 94 | 1844 | - | ... |
| 2001/02 | 42129 | 3492 | 23 | 18482 | - | - | 17795 | - | - | 187 | 2150 | - | ... |
| 2002/03 | 44421 | 4879 | - | 18819 | - | - | 18076 | - | - | 287 | 2360 | - | ... |
| 2003/04 | 45029 | 5771 | - | 18046 | - | - | 18415 | - | - | 437 | 2360 | - | ... |
| 2004/05 | 47343 | 6492 | - | 17959 | - | - | 19107 | - | - | 572 | 2693 | - | 520 |
| 2005/06 | 47784 | 7153 | - | 16286 | 1142 | 1425 | 18033 | 477 | - | 329 | 2373 | 28 | 538 |
| 2006/07 | 48356 | 7906 | - | 14679 | 2350 | 2529 | 17070 | 903 | - | 318 | 1948 | 52 | 601 |
| 2007/08 | 48322 | 8439 | - | 11808 | 4333 | 4350 | 15222 | 1269 | 109 | 260 | 1840 | 140 | 661 |
| 2008/09 | 48087 | 8551 | - | 9377 | 6268 | 5945 | 13170 | 1592 | 277 | 216 | 1993 | 256 | 719 |

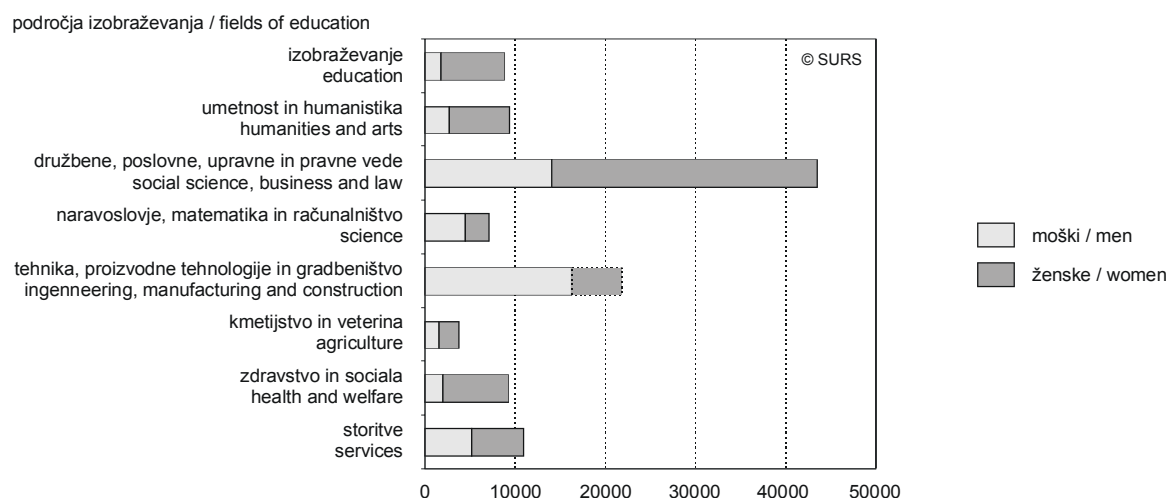
1) Vključeni so tudi študenti specialističnega izobraževanja po univerzitetni izobrazbi.
Included are students enrolled in specialization after academic higher education (former).

Število vpisanih v študijske programe terciarnega izobraževanja se je dolga leta opazno povečevalo, v zadnjih dveh letih pa je začelo upadati. Tega pojava nikakor ne moremo pripisati manjšemu zanimanju za nadaljevanje izobraževanja po končani srednji šoli, ampak predvsem zmanjšanju generacije. Delež generacije, vključene v terciarno izobraževanje, namreč še vedno narašča. Iz tabele je lepo razvidno nadomeščanje starih visokošolskih programov s prenovljenimi, "bolonjskimi" programi. V zadnjem letu je bilo v bolonjske programe vpisanih že 36 % vseh visokošolskih študentov. Spodbuden je tudi pogled na število študentov, vpisanih na doktorski študij – v zadnjih štirih letih se je namreč to število podvojilo.

The number of students enrolled in tertiary education was rapidly increasing for many years. Yet as shown in Table 9 in the last two years the number of students enrolled has decreased. This can not be attributed to smaller interest in tertiary education but to less numerous generations. The share of typical population enrolled in tertiary education is still on the rise. The table shows the replacement of previous higher education study programs by new, Bologna-compliant studies - in the academic year 2008/09 36% of students were enrolled in Bologna study programs. The interest for reaching the final step on the education scale is increasing fast as well - in the last 4 years the number of students enrolled in doctoral study programs has doubled.

Slika 18: Študenti terciarnega izobraževanja po področjih izobraževanja (ISCED 97) po spolu, Slovenija, 2008/09

Chart 18: Students on tertiary education by fields of education (ISCED 97) and by sex, Slovenia, 2008/09



Med vsemi vpisanimi v terciarno izobraževanje je največ študentov, vpisanih v študijske programe s področja družboslovja, poslovnih ved in prava (43437). To področje je najzanimivejše za ženski del študijske populacije, saj je v te programe vpisanih kar 44% vseh študentk. Za bolj "ženska" področja veljajo še področja Izobraževanja, Umetnosti in humanistike ter Zdravstva in sociale, kjer zastopanost ženske populacije presega 70 odstotkov. Moški pa prevladujejo predvsem med vpisanimi na študijske programe s področja Tehnike, proizvodne in predelovalne tehnologije in gradbeništva ter Naravoslovja, matematike in računalništva.

The highest share of students in tertiary education is enrolled in study programs in the field of Social sciences, business and law (43,437). This field is of great interest particularly to women - more than 44% of female students are enrolled in these programs. Women are interested also in study programs in the fields of Education, Humanities and arts, and Health and welfare - female students represent more than 70% of all students in these fields. On the other hand, men are in majority among students enrolled in study programs in the fields of Engineering, manufacturing and construction, and Science.

Tabela 10: Diplomanti terciarnega izobraževanja po vrsti izobraževanja po spolu, Slovenija, 2000–2008

Table 10: Graduates from tertiary education by type of education and sex, Slovenia, 2000-2008

| Vrsta programa Type of program | Skupaj Total | Višji strokovni Higher vocational | Višješolski (prejšnji) Short-term higher (former) | Visokošolski strokovni (prejšnji) Professional higher (former) | Visokošolski strokovni (1. bolonjska stopnja) Professional higher (1st Bologna cycle) | Visokošolski univerzitetni (1. bolonjska stopnja) Academic higher (1st Bologna cycle) | Visokošolski univerzitetni (prejšnji) Academic higher (former) | Magistrski (2. bolonjska stopnja) Master (2nd Bologna cycle) | | Specialistični po visokošolski strokovni izobrazbi (prejšnji) ¹⁾ Specialization after professional higher education (former) ¹⁾ | Magistrski (prejšnji) "Magisterij" of science (former) | Doktorski (prejšnji) Doctorate of science (former) | Doktorski (3. bolonjska stopnja) Doctorate of science (3rd Bologna cycle) |
|-----------------------------------|-----------------|--------------------------------------|--|---|--|--|---|---|--|--|---|---|--|
| | | | | | | | | skupaj total | od tega enoviti magistrski of which uniform master | | | | |
| Skupaj / Total | | | | | | | | | | | | | |
| 2000 | 11497 | 215 | 1674 | 3621 | - | - | 4937 | - | - | 172 | 582 | 296 | - |
| 2001 | 11991 | 413 | 1041 | 4374 | - | - | 4960 | - | - | 192 | 713 | 298 | - |
| 2002 | 14278 | 873 | 1123 | 5038 | - | - | 5868 | - | - | 181 | 877 | 318 | - |
| 2003 | 13931 | 1250 | - | 5575 | - | - | 5657 | - | - | 238 | 844 | 367 | - |
| 2004 | 14888 | 1829 | - | 5703 | - | - | 5905 | - | - | 156 | 940 | 355 | - |
| 2005 | 15787 | 2330 | - | 5745 | - | 6 | 6191 | - | - | 236 | 910 | 369 | - |
| 2006 | 17145 | 2834 | - | 5775 | 7 | 320 | 6290 | 20 | - | 456 | 1048 | 395 | - |
| 2007 | 16680 | 2874 | - | 5548 | 67 | 202 | 6078 | 75 | - | 430 | 991 | 415 | - |
| 2008 | 17221 | 3435 | - | 5132 | 284 | 296 | 6024 | 243 | 41 | 388 | 1014 | 402 | 3 |

Tabela 10: Diplomanti terciarnega izobraževanja po vrsti izobraževanja po spolu, Slovenija, 2000–2008 (nadaljevanje)
Table 10: Graduates from tertiary education by type of education and sex, Slovenia, 2000-2008 (continued)

| Vrsta programa Type of program | Skupaj Total | Višji strokovni Higher vocational | Višješolski (prejšnji) Short-term higher (former) | Visokošolski strokovni (prejšnji) Professional higher (former) | Visokošolski strokovni (1. bolonjska stopnja) Professional higher (1 st Bologna cycle) | Visokošolski univerzitetni (1. bolonjska stopnja) Academic higher (1 st Bologna cycle) | Visokošolski univerzitetni (prejšnji) Academic higher (former) | Magistrski (2. bolonjska stopnja) Master (2 nd Bologna cycle) | | Specialistični po visokošolski strokovni izobrazbi (prejšnji) ¹⁾ Specialization after professional higher education (former) ¹⁾ | Magistrski (prejšnji) "Magisterij" of science (former) | Doktorski (prejšnji) Doctorate of science (former) | Doktorski (3. bolonjska stopnja) Doctorate of science (3 rd Bologna cycle) |
|-----------------------------------|-----------------|--------------------------------------|--|---|--|--|---|---|---|--|---|---|--|
| | | | | | | | | skupaj total | od tega enoviti magistrski of which uniform master | | | | |
| Ženske / Women | | | | | | | | | | | | | |
| 2000 | 6571 | 35 | 889 | 2154 | - | - | 3017 | - | - | 114 | 248 | 114 | - |
| 2001 | 7118 | 84 | 599 | 2669 | - | - | 3166 | - | - | 104 | 350 | 146 | - |
| 2002 | 8474 | 328 | 597 | 3089 | - | - | 3744 | - | - | 118 | 454 | 144 | - |
| 2003 | 8494 | 589 | - | 3516 | - | - | 3667 | - | - | 142 | 428 | 152 | - |
| 2004 | 8996 | 922 | - | 3564 | - | - | 3770 | - | - | 85 | 511 | 144 | - |
| 2005 | 9750 | 1206 | - | 3678 | - | 3 | 4075 | - | - | 125 | 487 | 176 | - |
| 2006 | 10614 | 1511 | - | 3677 | 6 | 221 | 4181 | 11 | - | 255 | 556 | 196 | - |
| 2007 | 10303 | 1522 | - | 3558 | 50 | 146 | 3987 | 33 | - | 255 | 562 | 190 | - |
| 2008 | 10808 | 1950 | - | 3324 | 207 | 195 | 3990 | 139 | 29 | 222 | 588 | 192 | 1 |
| Moški / Men | | | | | | | | | | | | | |
| 2000 | 4926 | 180 | 785 | 1467 | - | - | 1920 | - | - | 58 | 334 | 182 | - |
| 2001 | 4873 | 329 | 442 | 1705 | - | - | 1794 | - | - | 88 | 363 | 152 | - |
| 2002 | 5804 | 545 | 526 | 1949 | - | - | 2124 | - | - | 63 | 423 | 174 | - |
| 2003 | 5437 | 661 | - | 2059 | - | - | 1990 | - | - | 96 | 416 | 215 | - |
| 2004 | 5892 | 907 | - | 2139 | - | - | 2135 | - | - | 71 | 429 | 211 | - |
| 2005 | 6037 | 1124 | - | 2067 | - | 3 | 2116 | - | - | 111 | 423 | 193 | - |
| 2006 | 6531 | 1323 | - | 2098 | 1 | 99 | 2109 | 9 | - | 201 | 492 | 199 | - |
| 2007 | 6377 | 1352 | - | 1990 | 17 | 56 | 2091 | 42 | - | 175 | 429 | 225 | - |
| 2008 | 6413 | 1485 | - | 1808 | 77 | 101 | 2034 | 104 | 12 | 166 | 426 | 210 | 2 |

1) Vključeni so tudi študenti specialističnega izobraževanja po univerzitetni izobrazbi.
Included are students enrolled in specialization after academic higher education (former).

Od leta 2000 se je število diplomantov terciarnega izobraževanja zvišalo skoraj za 6000. Največ so k tej rasti prispevali diplomanti višjih strokovnih šol. Na začetku desetletja jih je bila le peščica, kajti takrat so višješolske strokovne programe končevali prvi študenti, v lanskem letu pa je število novih višješolskih diplomantov že krepko preseгло 3000.

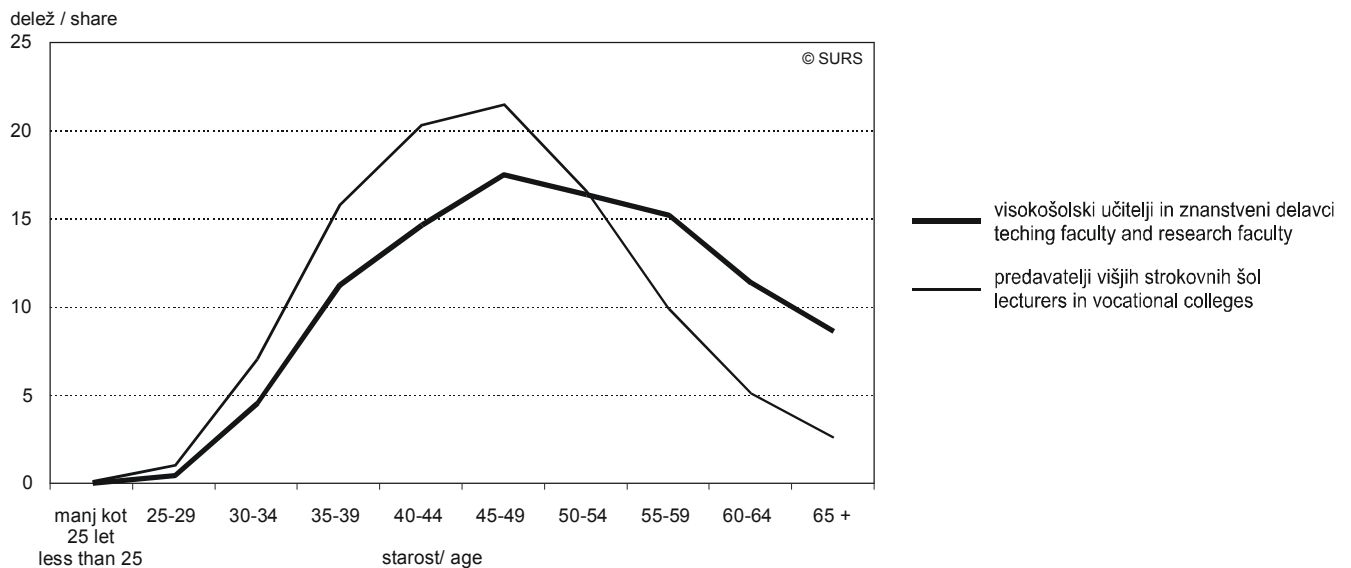
Tudi diplomanti visokošolskih programov so z vsakim letom številnejši. Iz tabele 9 pa je lepo razvidno upadanje števila diplomantov visokošolskih programov po prejšnji zakonodaji in pojavljanje prvih "bolonjskih" diplomantov. Četrto leto po spremembi visokošolske zakonodaje in po začetku prenove študijskih programov v skladu z Bolonjsko deklaracijo je tako v letu 2008 diplomiralo že 826 novih diplomantov, med temi tudi prvi »bolonjski« doktorji znanosti, in se pridružilo 697 diplomantom, ki so prenovljene oz. bolonjske študijske programe končali že pred letom 2008.

Since 2000 the number of tertiary education graduates has increased by nearly 6,000. The greatest increase was observed in higher vocational education - in the beginning of the century as the first higher vocational students completed their studies there were only few, while eight years later there are more than 3,000.

The number of graduates from higher education is increasing each year as well. In Table 9 we can see decrease in the number of graduates from higher education studies by previous legislation in the last years and on the other hand first "Bologna" graduates. In the fourth year after the amendments in the higher education legislation that launched a harmonization of all study programs with the Bologna declaration 826 new graduates finished new Bologna-compliant study programs and joined the 697 earlier 'Bologna' graduates. In 2008 first 'Bologna' doctorates of science were awarded.

Slika 19: Pedagoško osebje na visokošolskih zavodih in višjih strokovnih šolah po starosti, Slovenija, 2007/08

Chart 19: Instructional staff in higher education institutions and vocational colleges by age, Slovenia, 2007/08

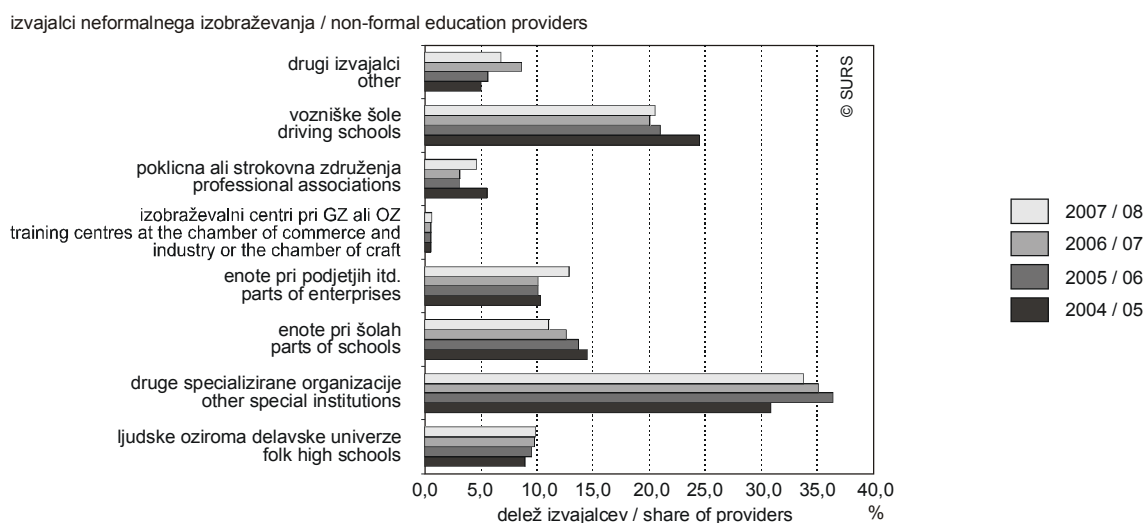


Predavatelji višjih strokovnih šol so bili v povprečju mlajši od učiteljev na visokošolskih zavodih. Med učitelji na obeh omenjenih vrstah šol pa so obsegali največji delež učitelji v starosti med 40 in 50 let, vendar med predavatelji višjih strokovnih šol delež tistih, ki so starejši od 50 let, precej hitro upade; le dobra tretjina višješolskih predavateljev je bila namreč starejša od 50 let. Pri njihovih visokošolskih kolegih je bil namreč ta delež precej višji, nad 50-odstoten. Zanimiv je podatek, da je kar petina vseh visokošolskih učiteljev stara 60 let ali več.

Lecturers in vocational colleges are on average younger than teaching faculty and research faculty members. In both cases the majority of teaching staff is between 40 and 50 years old. Only one third of lecturers in vocational colleges are older than 50 years, while instructional staff in faculties in this age group represents more than half of all teaching faculty. Interesting is also that every fifth member of teaching faculty is 60 years old or more.

NEFORMALNO IZOBRAŽEVANJE**NON-FORMAL EDUCATION****Slika 20: Izvajalci neformalnega izobraževanja, Slovenija, 2004/05–2007/08**

Chart 20: Non-formal education providers, Slovenia, 2004/05–2007/08



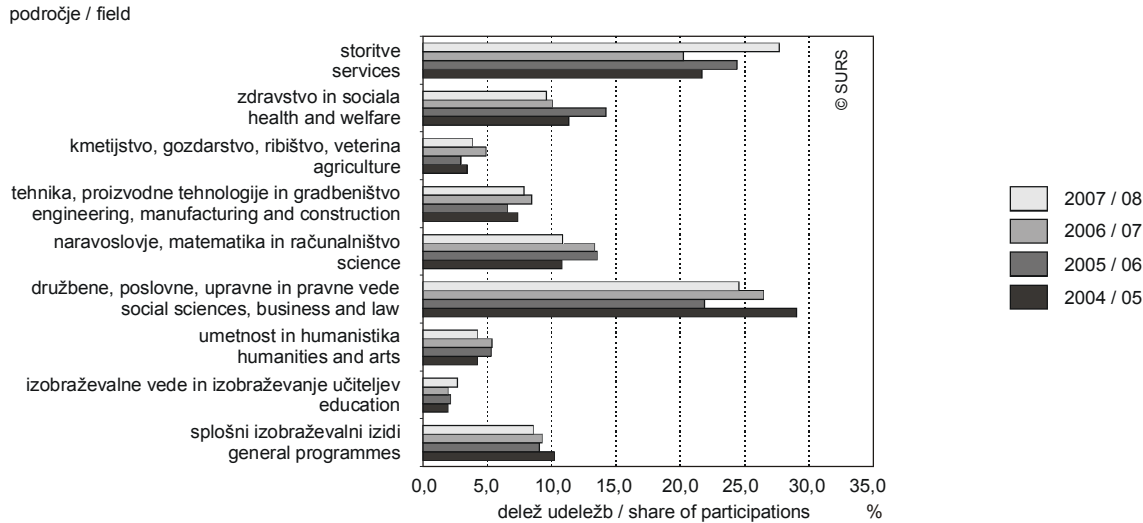
V šolskem letu 2007/08 je 326 izvajalcev nadaljnega izobraževanja izvedlo preko 20.000 programov in zabeležilo skoraj 300.000 obiskov slušateljev, to je skoraj za 10 % več kot v predhodnem letu. Za toliko se je povečal tudi obseg opravljenih ur v nadaljnjem izobraževanju.

In the school year 2007/2008, 326 providers of continuing education implemented over 20,000 programmes and registered almost 300,000 participants, which is almost 10% more than in the previous year. The number of hours of continuing education also increased by 10%.

Med izvajalci nadaljnega izobraževanja, ki so nam vrnilo izpolnjene vprašalnike, je bilo največ specializiranih organizacij za izobraževanje odraslih (približno tretjina), sledile so avtošole, enote za izobraževanje pri podjetjih, enote za izobraževanje pri šolah in delavske univerze.

Most of the continuing education providers that answered the questionnaires were organisations specialised in adult education (about a third), followed by driving schools, training units at enterprises, training units at schools and folk high schools.

Slika 21: Udeleženci programov, ki niso javnoveljavni, po področjih izobraževanja (KLASIUS-P), Slovenija, 2004/05–2007/08
Chart 21: Participants of non-verified programs by fields of education (KLASIUS-P), Slovenia, 2004/05-2007/08



V opazovanem šolskem letu je bilo 80 % vseh obiskov udeležencev v programih nadaljnega izobraževanja zabeleženih v programih, ki nimajo javne veljavnosti.

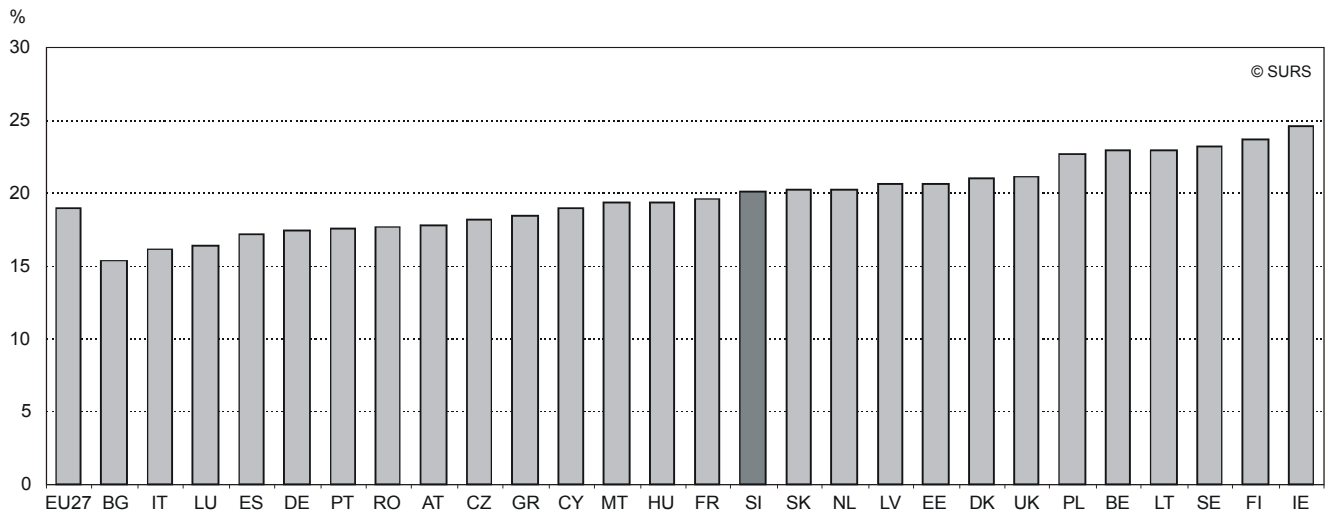
In the observed school year, 80% of people in continuing education attended non-verified programmes.

Največ obiskov udeležencev je bilo zabeleženih v programih s področja storitev, za temi v programih družbenih, poslovnih, upravnih in pravnih ved, nato v programih naravoslovja matematike in računalništva ter zdravstva. Če pogledamo po letih, se Razporeditev obiskov udeležencev po posameznih letih se glede na področje ni bistveno spreminjala.

Most participants were registered in the programmes from the field of services, followed by social sciences, business and law, science, and health and welfare. In recent years the shares of attendance in individual programmes has not changed much.

MEDNARODNI PREGLED PODATKOV S PODROČJA IZOBRAŽEVANJA INTERNATIONAL REVIEW OF DATA ON EDUCATION

Slika 22: Delež otrok, mladine in odraslih v celotnem prebivalstvu, ki so vključeni v izobraževanje od predšolske do visokošolske ravni, države EU, 2006
Chart 22: Share of children, youth and adults in the total population participating in education from pre-primary to tertiary level, EU Member States, 2006



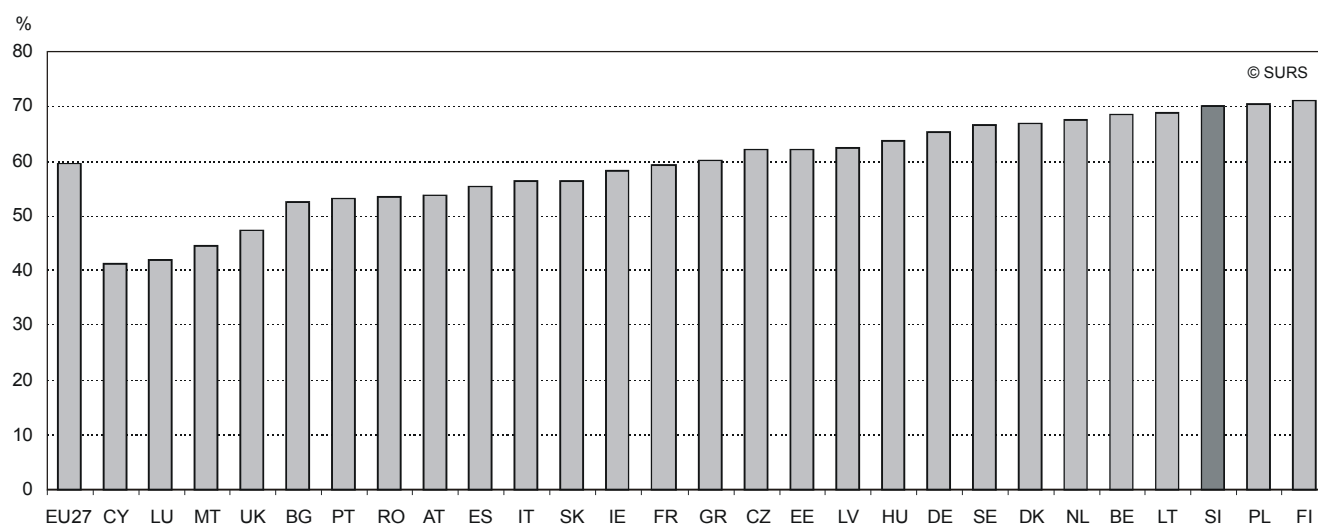
Vir / Source: Key Data on Education in Europe 2009.

Delež otrok, mladine in odraslih, vključenih v izobraževanje od predšolske do visokošolske ravni, se v celotnem prebivalstvu giblje med 15 % v Bolgariji in 25 % v Irskem, povprečje EU 27 pa je 19 %. Med države z nižjim deležem vključenih v izobraževanje sodijo Bolgarija, Italija, Španija, Nemčija, Portugalska, Romunija in Avstrija (od 15 % do 18 %), najvišji delež vključenih pa beležijo Irska in skandinavske države (od 23 % do 25 %). Slovenija se z 20 % se uvršča na sredino.

The share of children, youth and adults participating in education from pre-primary to tertiary level in the total population varies between 15% in Bulgaria and 25% in Ireland; the EU 27 average is 19%. Among countries with lower participation in education are Bulgaria, Italy, Spain, Germany, Portugal, Romania and Austria (15% to 18%), while the highest enrolment levels are registered in Ireland and Scandinavian countries (from 23% to 25%). Slovenia with 20% is ranked in the middle.

Slika 23: Delež prebivalstva, starega 15 do 24 let, v izobraževanju, države EU, 2007

Chart 23: Participation rate of the population aged 15 to 24 in education, EU Member States, 2007



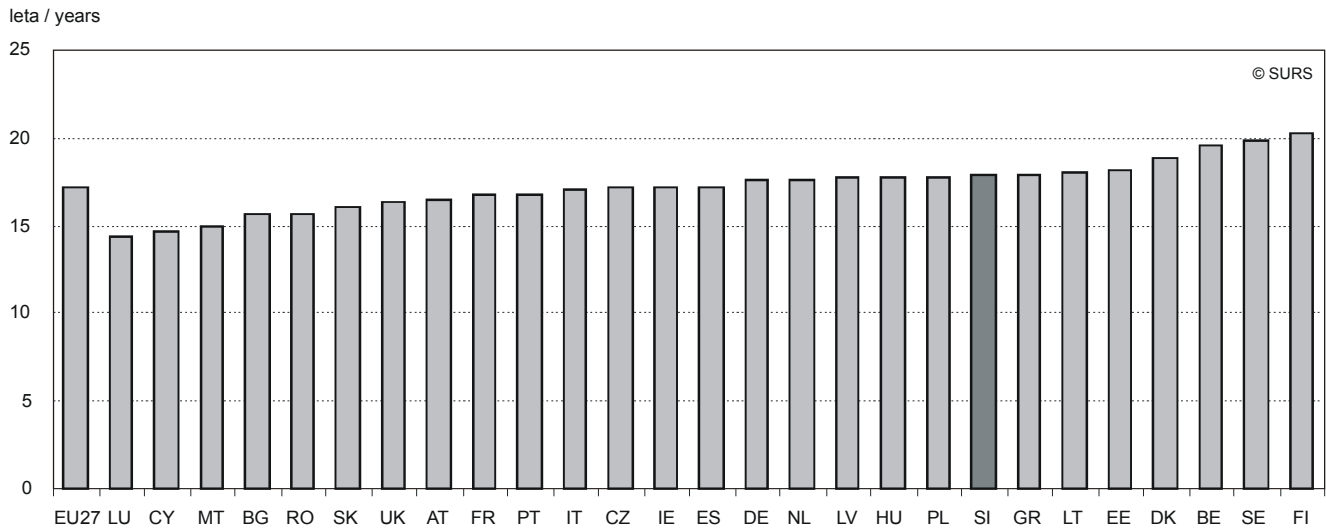
Vir / Source <http://epp.eurostat.ec.europa>, 7. 8. 2009

Po podatkih Eurostata za leto 2007 je bilo med prebivalstvom v državah članicah EU v starosti od 15 do 24 let vključenih v izobraževanje 60 % prebivalcev. Ta starost sovпада z našim srednješolskim, višješolskim in visokošolskim izobraževanjem. Nizek delež prebivalcev te starosti, vključenih v izobraževanje (pod 50 %), so izkazovale države Ciper, Luksemburg, Malta in Združeno kraljestvo. V 10 državah, med temi so bile Avstrija, Belgija, Francija, Italija, je delež vključenih v izobraževanje obsegal od 50 % do 60 %. Slovenija se je s 70 % oseb te starosti, vključenih v izobraževanje, uvrstila med države z najvišjim deležem prebivalstva v izobraževanju, pred njo sta bili le Poljska in Finska.

According to Eurostat figures for 2007, 60% of the population aged 15 to 24 in EU Member States participate in education. This age coincides with our upper secondary and tertiary education. Low participation rates in education of this age group (less than 50%) are recorded in Cyprus, Luxembourg, Malta and the United Kingdom. 10 countries, including Austria, Belgium, France, Italy, have the share of enrolled in education between 50% and 60%. Slovenia with 70% inclusion is at the top of countries with a high share of population participating in education; only Poland and Finland are in front of us.

Slika 24: Pričakovano trajanje izobraževanja za 5-letnike, države EU, 2006

Chart 24: School expectancy for 5-year olds, EU Member States, 2006



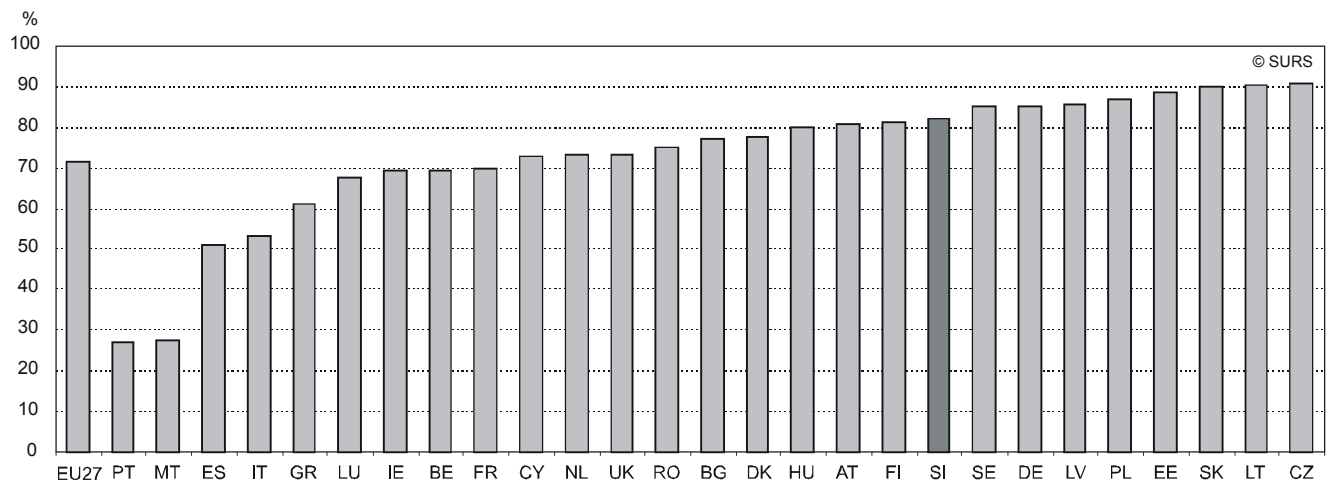
Vir / Source: Key Data on Education in Europe 2009.

Pričakovano trajanje izobraževanja je ocena števila let, kolikor jih tipičen 5-letni otrok lahko pričakuje, da bo vpisan v izobraževalni sistem v svoji življenjski dobi, če trenutni vpisni vzorec ostane nespremenjen. Število let, ki jih bo 5-letnik preživel v izobraževanju, se giblje od 14 let (na Cipru) do 19 let (na Danskem, v Belgiji in na Švedskem). Pričakovano trajanje izobraževanja je najdaljše na Finskem (več kot 20 let). Povprečje za Evropo je 17 let, za Slovenijo pa 18 let.

School expectancy is an estimate of the number of years a typical 5-year-old child can expect to be enrolled in the education system during his lifetime if current enrolment patterns remain unchanged. The number of years that a 5-year-old child can expect to be in education ranges from 14 in Cyprus to 19 in Denmark, Belgium and Sweden. School expectancy is highest in Finland with more than 20 years in education. On average, school expectancy in Europe is 17 years; for Slovenia it is 18 years.

Slika 25: Delež prebivalstva, starega 25 do 64 let, s končano najmanj srednješolsko izobrazbo, države EU, 2008

Chart 25: Share of the population aged 25 to 64 having attained at least upper secondary education, EU Member States, 2008



Vir / Source <http://epp.eurostat.ec.europa>, 7. 8. 2009

Med države EU iz izrazito nizkim deležem prebivalstva, starega 25 do 64 let, ki ima končano najmanj srednješolsko izobrazbo, sodita Portugalska in Malta (pod 30 %), za njima pa Španija in Italija (nekaj več kot 50 %). Dokaj visok delež prebivalstva z dokončano najmanj srednjo izobrazbo

Among the EU Member States with very low share of the population aged 25 to 64 who have attained at least upper secondary education are Portugal and Malta (below 30%), followed by Spain and Italy with just over 50%. A fairly high share of the population with attained

imajo skandinavske in pribaltske države Finska, Švedska, Litva, Latvija in Estonija (nad 80 %), najvišji delež (90 % in več) pa imajo Slovaška, Litva in Češka republika. Slovenija se z 82 % uvršča v zgornjo tretjino držav z najvišjim deležem prebivalstva z dokončano najmanj srednješolsko izobrazbo.

upper secondary education qualification have Scandinavian and Baltic countries Finland, Sweden, Lithuania, Latvia and Estonia (above 80%), the highest share (90% or more) have Slovakia, Lithuania and the Czech Republic. Slovenia with 82% ranks among the upper third of the countries with the highest share of the population with at least upper secondary education qualification.

Tabela 11: Delež žensk med učitelji, države EU (26 držav), 2007

Table 11: Share of women among teachers, EU Member States (26 countries), 2007

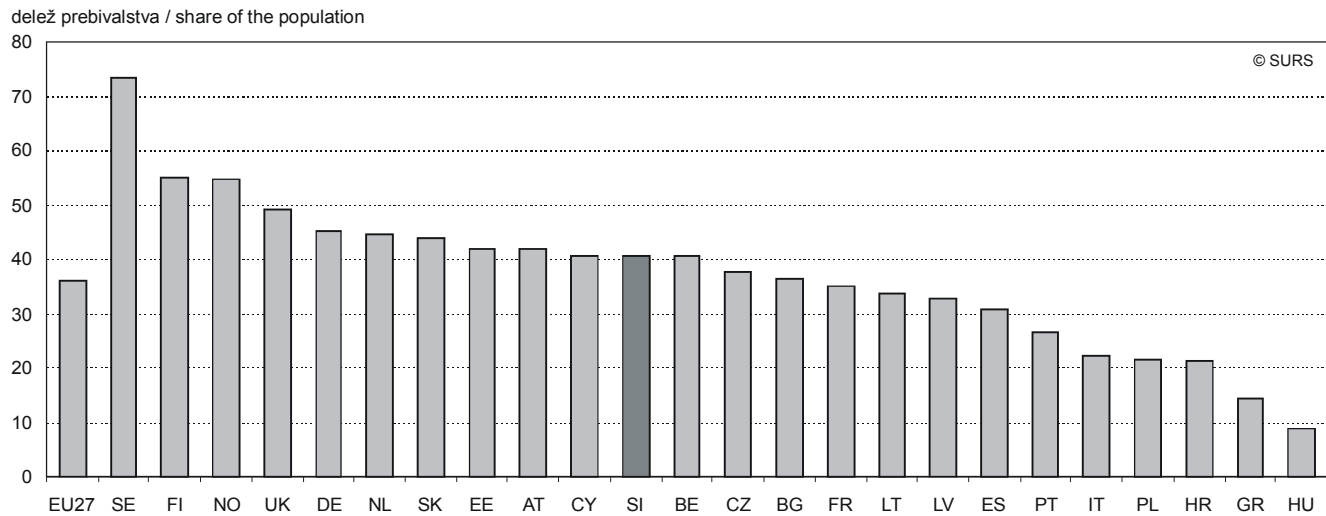
| | Osnovnošolsko izobraževanje Basic education | | Srednješolsko izobraževanje Upper secondary education | Višješolsko, visokošolsko izobraževanje Tertiary education |
|----|---|--|--|--|
| | razredna stopnja oz. I. in II. izobraževalno obdobje first stage of basic education | predmetna stopnja oz. III. izobraževalno obdobje second stage of basic education | | |
| | ISCED 1 | ISCED 2 | ISCED 3 | ISCED 5, 6 |
| SI | 97,6 | 78,8 | 65,2 | 35,4 |
| LT | 97,2 | 82,1 | 68,9 | 54,5 |
| LV | 97,2 | 85,5 | 79,1 | 56,7 |
| HU | 96,0 | 78,3 | 64,5 | 37,1 |
| IT | 95,3 | 75,8 | 61,2 | 35,0 |
| CZ | 94,2 | 78,1 | 59,0 | ... |
| EE | 93,6 | 80,4 | 74,7 | ... |
| BG | 93,3 | 80,4 | 75,9 | 45,4 |
| AT | 89,3 | 69,1 | 51,6 | 32,1 |
| RO | 86,7 | 68,1 | 65,2 | 43,9 |
| SK | 84,6 | 77,6 | 70,3 | 43,3 |
| PL | 84,3 | 74,1 | 66,5 | 42,0 |
| DE | 84,0 | 61,2 | 48,2 | 35,6 |
| IE | 84,0 | ... | 62,2 | 39,2 |
| NL | 83,1 | ... | 46,4 | 36,9 |
| CY | 82,1 | 68,0 | 56,3 | 39,9 |
| FR | 82,1 | 63,8 | 53,9 | 36,7 |
| PT | 81,8 | 70,4 | 66,5 | 43,2 |
| UK | 81,3 | 61,6 | 62,8 | 41,4 |
| SE | 81,2 | 66,6 | 51,1 | 43,4 |
| BE | 79,8 | 60,6 | 59,0 | 42,1 |
| FI | 77,0 | 72,9 | 57,5 | 49,5 |
| ES | 72,0 | 59,0 | 53,7 | 39,1 |
| LU | 71,9 | ... | 47,1 | ... |
| DK | 67,6 | ... | ... | ... |
| GR | 65,3 | 67,4 | 48,2 | 35,2 |

Vir / Source <http://epp.eurostat.ec.europa>, 7. 8. 2009

Poučevanje na osnovnošolski ravni je bil v opazovanem letu v vseh državah EU poklic žensk. Delež žensk med razrednimi učitelji je bil najvišji v Sloveniji (97 %), najmanjši pa v Grčiji (65 %). Na predmetni stopnji je poučevalo največ žensk v Latviji (85 %), najmanj pa v Španiji (59 %). Na srednješolski ravni je bilo razmerje moški/ženske med učitelji bolj uravnoteženo. Med 25 državami, za katere so podatki na razpolago, so ženske prevladovale v 22 državah, v treh državah (Nemčija, Luksemburg in Grčija) pa so prevladovali moški. V Sloveniji je bilo med srednješolskimi učitelji 65 % žensk. Poučevanje v višjem in visokem šolstvu je v skoraj vseh državah EU poklic moških. Litva in Latvija sta edini državi, ki sta imeli med učitelji na terciarni ravni več kot 50 % žensk. Najmanj žensk med visokošolskimi učitelji je bilo v Avstriji (32 %). V Sloveniji pa se je delež žensk med višješolskimi in visokošolskimi učitelji gibal okoli 35 %.

Teaching in basic education levels is predominantly a female-dominated profession in all EU Member States. The highest share of female teachers at the first stage of basic education has Slovenia (97%) and the lowest Greece (65%). At the second stage of basic education the highest share of female teachers has Latvia (85%) and the lowest Spain (59%). In upper secondary education, the male/female ratio in the teaching staff is more balanced. For the 25 countries for which data are available, women are in the majority in 22 countries. However, in 3 countries (Germany, Luxembourg and Greece) men are in the majority. In Slovenia, among the upper secondary teaching staff 65% are women. Teaching in tertiary education is almost in all EU Member States a male-dominated profession. Lithuania and Latvia are the only countries that have more than 50% of female teachers at tertiary level. The lowest share of female teachers among academic staff has Austria (32%). In Slovenia, around 35% of academic staff are female teachers.

Slika 26: Delež prebivalstva, starega 25 do 64 let, vključenega v formalno in neformalno izobraževanje, države EU in Hrvaška, 2007
Chart 26: Share of population aged 25 to 64 years, participating in formal and non-formal education, EU Member States and Croatia, 2007



Vir / Source <http://epp.eurostat.ec.europa>, 7. 8. 2009

V letu 2007 je bila Sloveniji prvič izvedena mednarodna anketa o izobraževanju odraslih; tako smo pridobili mednarodno primerljive podatke o vključenosti odraslih v starosti 25–64 let v vse vrste izobraževanja. Podatki, zbrani na individualni ravni, kažejo, da smo s v evropskem merilu celo nekoliko nad povprečjem EU; v Sloveniji se je namreč izobraževalo 40,6 % odraslih, v EU pa povprečno 35,7 % odraslih v starosti 25–64 let. Na tej lestvici so močno pred drugimi skandinavske države Švedska, Finska in Norveška. Lestvica je nastala na podlagi Eurostatovih rezultatov Mednarodne ankete o izobraževanju odraslih; to anketo je poleg Slovenije za zdaj v celoti izvedlo 23 držav.

In Slovenia the international Adult Education Survey, which should provide internationally comparable data on participation of adults aged 25 to 64 years in all types of educational programs, was conducted for the first time at the end of 2007. Compared to the EU, Slovenia is slightly above the average, which is 35.7% of adults aged 25-64 participating in education. By far the highest participation rates are recorded in the Scandinavian countries (Sweden, Finland and Norway). The ranking was made from the results of Eurostat's Adult Education Survey, which has so far been conducted by Slovenia and 23 other European countries.

STATISTIČNA ZNAMENJA

- ni pojava
... ni podatka

STATISTICAL SIGNS

- no occurrence of event
... data not available

ŠIFRE DRŽAV PO GEONOMENKLATURI / COUNTRY CODES ACCORDING GEONOMENCLATURE

AT Avstrija / Austria
BE Belgija / Belgium
BG Bolgarija / Bulgaria
CY Ciper / Cyprus
CZ Češka republika / Czech Republic
DK Danska / Denmark
EE Estonija / Estonia
FI Finska / Finland
FR Francija / France
GR Grčija / Greece
HR Hrvaška / Croatia
IE Irska / Ireland
IT Italija / Italy
LV Latvija / Latvia

LT Litva / Lithuania
LU Luksemburg / Luxembourg
HU Madžarska / Hungary
MT Malta / Malta
DE Nemčija / Germany
NL Nizozemska / Netherlands
PL Poljska / Poland
PT Portugalska / Portugal
RO Romunija / Romania
SK Slovaška / Slovakia
SI Slovenija / Slovenia
ES Španija / Spain
SE Švedska / Sweden
UK Združeno kraljestvo / United Kingdom

METODOLOŠKA POJASNILA**Viri in metode zbiranja podatkov**

Vir podatkov o izobrazbeni sestavi prebivalstva za leto 2008 je bila Anketa o delovni sili. Izračunani podatki temeljijo na vzorcu.

Viri podatkov o vzgoji, izobraževanju in usposabljanju v vrtcih, osnovnih šolah, šolah in zavodih za otroke in mladostnike s posebnimi potrebami, glasbenih šolah, srednjih šolah, višjih strokovnih šolah, visokošolskih zavodih, pri izvajalcih nadaljnjega izobraževanja in usposabljanja ter v dijaških in študentskih domovih in podatkov o štipendistih so redna letna statistična raziskovanja.

Vir podatkov o zavodih, domovih in drugih ustanovah za vzgojo, izobraževanje, usposabljanje, delo in varstvo otrok in mladostnikov s posebnimi potrebami so redna letna statistična raziskovanja.

Podatke o vrtcih zbiramo po stanju 30. 9. v tekočem šolskem letu.

Podatke o zavodih, domovih in drugih ustanovah za otroke in mladostnike s posebnimi potrebami zbiramo po stanju 31. 12.

Podatke o osnovnih, glasbenih in srednjih šolah, ki se nanašajo na konec šolskega leta, zbiramo po stanju 31. 8., podatke, ki se nanašajo na začetek šolskega leta, pa po stanju 15. 9.

Podatki o vpisu študentov na višje strokovne šole in visokošolske zavode se nanašajo na študijsko leto, podatki o diplomantih pa na koledarsko leto.

Podatki o dijaških in študentskih domovih so prikazani po stanju 31. 3. za tekoče šolsko / študijsko leto.

Podatke o štipendistih srednjih šol, višjih strokovnih šol in visokošolskih zavodov zbiramo letno, po stanju 31. 12.

Podatki o vpisu v osnovno srednje, višje in visokošolsko izobraževanje se nanašajo na začetek, drugi podatki pa na konec šolskega leta.

Zajetje

Pri rednih letnih statističnih raziskovanjih s področja izobraževanja in usposabljanja je zajetje popolno.

V podatkih o nižjih in srednjih poklicnih programih so zajeti dijaki v 2- in 3-letnih programih nižjega oz. srednjega poklicnega izobraževanja.

V podatkih o srednjih tehniških in strokovnih programih so zajeti dijaki, ki obiskujejo 4-5-letne tehniške in strokovne programe, programe po modelu 3+2, programe poklicnega tehniškega izobraževanja in poklicne tečaje.

V podatkih o gimnazijah so zajeti dijaki, vključeni v programe splošnih in strokovnih gimnazij, v program mednarodne mature ter v maturitetni tečaj.

K učencem osnovnih šol, ki so dokončali šolo, štejemo tiste, ki so uspešno izdelali osmi oz. deveti razred, k dijakom srednjih šol, ki so končali šolo, pa tiste, ki so opravili zaključni izpit ali matura. Upoštevali smo tudi občane, ki so si znanje pridobili s samoizobraževanjem.

V podatkih o vrtcih so upoštevani tudi otroci s posebnimi potrebami, ki so vključeni v razvojne oddelke vrtcev.

Učenci, ki obiskujejo osnovno šolo s prilagojenima predmetnikom in učnim načrtom, so prikazani ločeno od rednih osnovnih šol. Podatki o prilagojenih programih srednjega izobraževanja pa niso prikazani ločeno, temveč v sklopu srednjih šol.

METHODOLOGICAL EXPLANATIONS**Sources and methods of data collection**

The data source on educational structure of population for 2008 is the Labour Force Survey. Calculations are based on a sample.

Data sources on education and training in kindergartens, elementary schools, schools and institutions for children and youth with special needs, music schools, upper secondary schools, institutions for children and youth with special educational needs, post-secondary vocational colleges, institutions of higher education, continuing education providers, student accommodation and scholarship recipients are regular annual statistical surveys.

The data source on institutions, child and youth homes and other establishments for education, training, work and guardianship for children and youth with special needs are regular annual statistical surveys.

Data on kindergartens are collected as of 30 September of the current school year.

Data on institutions, child and youth homes and other establishments for children and youth with special needs are collected as of 31 December.

Data on elementary schools, music schools and upper secondary schools are collected at the end of the school year (31 August) and the beginning of the next school year (15 September).

Data on enrolment of students in vocational colleges and in higher education institutions refer to the academic year, while data on graduates refer to the calendar year.

Data on student accommodation are collected as of 31 March of the current school / academic year.

Data on scholarship recipients of upper secondary schools, vocational colleges and higher education institutions are collected as of 31 December.

Data on enrolment in elementary, upper secondary, post-secondary vocational and higher education refer to the beginning of the school year, while other data refer to the end of the school year.

Coverage

Coverage in regular annual statistical surveys from the field of education and training is full.

Data on lower and middle vocational programs cover pupils attending 2-3-year programs of lower and middle vocational education.

Data on technical and professional programs include pupils attending 4-5-year technical and professional programs, concluding, the so called 3+2 programs, vocational-technical programs and vocational courses.

Data on gymnasiums include pupils in general and technical gymnasiums, in the international matura examination program and in matura course.

Elementary school graduates are pupils who have successfully completed eight years of study. Upper secondary school graduates are pupils who have successfully passed the final exam or the matura examination. Self-educating persons are also covered by our surveys.

Data on kindergartens also cover children with special educational needs attending special class units of kindergartens.

Children attending elementary schools with special curriculum are shown separately from regular elementary schools. Data on special upper secondary school programs are not shown separately but included in data on upper secondary schools.



V podatkih o štipendistih so zajeti prejemniki kadrovskih, Zoisovih, republiških štipendij in štipendij iz drugih skladov.

Definicije

Izobraževanje (in usposabljanje) je aktivnost, ki se nanaša na spoznavanje, sprejemanje, podajanje in/ali ustvarjanje znanja, razvijanje spretnosti, razvijanje osebnih in poklicnih zmožnosti ter vrednot. Najpogostejša organizacijska oblika izobraževalnih aktivnosti so izobraževalni oz. študijski programi.

Izobraževalni oz. študijski program je organizacijska oblika, v kateri so učne aktivnosti organizirane kot zaporedje, pri čemer se z različnimi metodami učenja/poučevanja učijo/poučujejo različni predmeti. Izobraževalni program je opredeljen na podlagi svoje vsebine kot niz aktivnosti, ki so organizirane zato, da bi dosegli vnaprej določen smoter oziroma specifičen niz izobraževalnih nalog.

Vrsta izobraževanja je osebi določena praviloma posredno preko izobraževalnega oz. študijskega programa, v katerega je vključena ali ga je zaključila. »Vrsta izobraževanja« je sistemska oz. zahtevnostna značilnost (vsebina) programa. Z »vrsto izobraževanja« se izrazi – opredeli v kateri del (segment) nacionalnega sistema izobraževanja in usposabljanja program spada, predvsem pa v kakšno zahtevnostno raven spada (na primer: v Srednje poklicno in podobno izobraževanje, v Visokošolsko izobraževanje prve stopnje in podobno izobraževanje, ipd.). Pri opredeljevanju programov po »vrsti izobraževanja« je uporabljena nova nacionalna Standardna klasifikacija izobraževalnih aktivnosti/izidov (KLASIUS-SRV). Podrobnejša pojasnila o KLASIUS-u ter o uvajanju in uporabi KLASIUS-a v statističnih raziskovanjih so dostopna na naslovu: <http://www.stat.si/KLASIUS>.

Področje izobraževanja je osebi določeno praviloma posredno preko izobraževalnega oz. študijskega programa, v katerega je vključena ali ga je zaključila. »Področje izobraževanja« je predmetno-specifična značilnost (vsebina) programa. »Področja izobraževanja« so na primer: Tehnika, proizvodne tehnologije in gradbeništvo; Zdravstvo in sociala, ipd.

Pri opredeljevanju programov po »področju izobraževanja« sta uporabljena Mednarodna standardna klasifikacija izobraževanja ISCED 1997, in sicer tisti del klasifikacije, ki se nanaša na področja izobraževanja (Fields of education) ter nova nacionalna standardna Klasifikacija področij izobraževalnih aktivnosti/izidov (KLASIUS-P). Podrobnejša pojasnila o KLASIUS-u ter o uvajanju in uporabi KLASIUS-a v statističnih raziskovanjih so dostopna na naslovu: <http://www.stat.si/KLASIUS>.

Dosežena izobrazba je razumljena kot najvišja dosežena javno veljavna izobrazba, ki jo oseba praviloma pridobi z uspešnim končanjem javno veljavnega izobraževalnega oz. študijskega programa. Javno veljavno izobrazbo lahko oseba pridobi tudi po drugih poteh izobraževanja, med katere spada tudi uspešno opravljen mojstrski, delovodski ali poslovodski izpit. Oseba pridobitev izobrazbe dokazuje z javno listino (spričevalo, diplomo itd.). Doseženo izobrazbo razvrščamo po novem Klasifikacijskem sistemu izobraževanja in usposabljanja - KLASIUS. Informacije o KLASIUS-u so na voljo na naslovu: <http://www.stat.si/Klasius>

Vrtci so ustanove, ki vzgajajo, varujejo in izobražujejo predšolske otroke in jih vključujejo v življenje v družbeni skupnosti. Pripravljajo jih za vstop v šolo, skrbijo za njihovo prehrano in telesno nego. Namenjeni so otrokom od prvega leta starosti do vstopa v šolo.

Šola je vzgojno-izobraževalni zavod ali organizacijska enota v okviru druge ustanove, ki omogoča organizirano in sistematično pridobivanje znanja.

Oddelek je organizacijska enota šole. **Čisti oddelek** je oddelek, v katerem so učenci enega razreda oz. letnika. **Kombinirani oddelek** pa sestavljajo učenci dveh ali več razredov oz. letnikov.

Data on scholarship recipients cover recipients of sponsorships, Zois scholarships, national scholarships and scholarships from other funds.

Definitions

Education (and training) is an activity which relates to recognizing, accepting, giving and/or creating knowledge, developing skills, developing personal and professional competencies and values. The most common form of organization of educational or training activities is educational or study programmes.

Educational or study programme is a form of organization in which learning activities are organized as a series, with different methods of learning/teaching different subjects are learnt/taught. Educational programs are defined on the basis of their content as a series of activities organized in order to achieve a predetermined goal or a specific set of educational tasks.

Type of education is as a rule determined indirectly through educational or study programme which the person was attending or finished. "Type of education" is a systemic or difficulty characteristic (content) of the programme. "Type of education" expresses (determines) into which segment of the national system of education and training the programme falls, particularly into which level it falls (for example: short-term vocational upper-secondary education, higher education, etc.).

In defining programs by "type of education" a new national standard classification of education activities/outcomes (KLASIUS-SRV) was used. Detailed explanations on KLASIUS and on the introduction and use of KLASIUS in statistical surveys are available at: <http://www.stat.si/KLASIUS>.

Field of education is as a rule determined indirectly through educational or study programme which the person was attending or finished. "Field of education" is a subject-specific characteristic (content) of the program. "Fields of education" are, for example, engineering, manufacturing and construction, health and welfare, etc.

In defining programmes by "field of education" the International Standard Classification of Education ISCED 1997, namely that part of the classification referring to field of education and the new national standard classification of fields of education activities/outcomes (KLASIUS-P) were used. Detailed explanations on KLASIUS and on the introduction and use of KLASIUS in statistical surveys are available at: <http://www.stat.si/KLASIUS>.

Educational attainment is the highest publicly verified education that a person achieves by successfully finishing a verified educational or study programme. A publicly verified education can also be obtained in other ways, e.g. by successfully finishing a master craftsman, foreman or head clerk exams. Educational attainment is demonstrated by an official document (certificate, diploma, etc.). Educational attainment is classified by the new Classification System of Education and Training - KLASIUS. Information about KLASIUS is available on the following site: <http://www.stat.si/Klasius>

Kindergartens educate and care for children, and introduce them to social life. They prepare them for elementary school, and take care of their nutrition and hygiene. They are intended for children from age 1 to entering elementary school.

Schools are educational institutions or branches of educational institutions organised for systematic obtaining of knowledge.

A class unit is an organisational unit of a school. **Pure classes** are the ones in which pupils of one grade are educated, while in **combined classes** pupils of two or more grades are educated.



Osnovna šola zagotavlja vsem šoloobveznim otrokom temeljno znanje in spretnosti za nadaljevanje izobraževanja in jih motivira za vseživljenjsko učenje.

Vzgojno-izobraževalni proces organizira kot **samostojna** osnovna šola, **matična** osnovna šola ali **podružnica**; podružnična šola je del matične osnovne šole in se lahko nahaja na različnih lokacijah.

Osnovna šola organizira tudi **oddelke podaljšanega bivanja** (za učence od prvega do petega razreda), kjer se učenci učijo, delajo domače naloge in sodelujejo pri drugih dejavnostih.

Glasbena šola je sestavni del vzgojno-izobraževalnega sistema in daje javno veljavno glasbeno izobrazbo (Uradni list RS, št. 16/07).

Šole in zavodi za otroke in mladostnike s posebnimi potrebami usposablajo in izobražujejo otroke, mladostnike in mlajše polnoletne osebe, ki zaradi motenj v telesnem in/ali duševnem razvoju potrebujejo posebne oblike vzgoje, izobraževanja in usposabljanja (Uradni list RS, št. 16/07).

V prikazanih podatkih so zajeti zavodi in šole za vzgojo in izobraževanje otrok in mladostnikov z lažjimi motnjami v duševnem razvoju, zavodi za izobraževanje otrok in mladostnikov z gibalnimi ovirami, zavodi za slepe in slabovidne, zavodi za gluhe in naglušne ter zavodi za usposabljanje in izobraževanje čustveno in osebnostno motenih otrok in mladostnikov.

Otroci s posebnimi potrebami so otroci z motnjami v duševnem razvoju, slepi in slabovidni otroci, gluhi in naglušni otroci, otroci z govorno-jezikovnimi motnjami, gibalno ovirani otroci, dolgotrajno bolni otroci, otroci s primanjkljaji na posameznih področjih učenja ter otroci s čustvenimi in vedenjskimi motnjami, ki potrebujejo prilagojeno izvajanje programov vzgoje in izobraževanja z dodatno strokovno pomočjo ali prilagojene programe vzgoje in izobraževanja oziroma posebni program vzgoje in izobraževanja.

Kot **osnovne oz. srednje šole za odrasle** obravnavamo osnovne oz. srednje šole z oddelki za osnovnošolsko oz. srednješolsko izobraževanje odraslih in druge ustanove, ki izvajajo osnovnošolsko oz. srednješolsko izobraževanje odraslih.

Izobraževanje odraslih je formalno osnovnošolsko oz. srednješolsko izobraževanje odraslih po prekinjenem rednem izobraževanju.

Splošno, strokovno in poklicno srednješolsko izobraževanje obsega izobraževanje v splošnih in strokovnih gimnazijah, nižjih poklicnih, srednjih poklicnih, srednjih tehniških in drugih strokovnih srednjih šolah (Uradni list RS, št. 12/96).

Poklicno in strokovno izobraževanje posreduje znanje, spretnosti in veščine, potrebne za opravljanje poklica. Omogoča izbiro poklica in pripravo nanj. Nižja in srednja poklicna izobrazba se pridobita po končanem izobraževanju z opravljenim **zaključnim izpitom**, srednja strokovna izobrazba pa z opravljenim **poklicno maturo** kot obliko zaključnega izpita.

Srednja strokovna izobrazba se lahko pridobi tudi:

- s končanimi programi po modelu 3+2, in programi poklicno-tehniškega izobraževanja,
- z delovodskimi, poslovodskimi oziroma mojstrskimi izpiti;
- s poklicnimi tečajji s področja posameznih strok.

2-letno srednje poklicno tehniško izobraževanje v katero se je mogoče vključiti po pridobljeni srednji poklicni izobrazbi, je nadomestilo diferencialne in nadaljevalne programe.

Gimnazija je splošnoizobraževalna srednja šola, ki dijakom daje znanje, razširja in pogloblja njihovo že pridobljeno znanje ter jih usposablja in

Elementary schools provide all school-age children with basic knowledge and skills for the continuation of education and motivate them for lifelong learning.

The educational process takes place in a **single site** elementary school, a **central** elementary school or a **subsidiary** elementary school, which is part of the central school and can be located elsewhere.

Elementary schools also organise **daily extension** classes for children from the first to the fifth grade, where children study, do their homework and co-operate in other activities.

Music schools are part of the educational system and provide musical education (OJ RS, No. 16/07).

Schools and institutions for children and youth with special needs educate and train children, youth and young disabled adults who, due to physical and mental handicap, require special forms of education and training (OJ RS, No. 16/07).

The following are included under the category of schools and institutions for children and youth with special needs: institutions and schools for slightly mentally disabled children and youth, institutions for children and youth with motive impediments, institutions for blind and weak-sighted pupils, for pupils with hearing problems and institutions for children and youth with emotional and behavioural disturbances.

Children with special needs are children with mental disabilities, blind and weak-sighted, deaf and partially deaf, children with speech and language disorders, children with physical disabilities, children with long term illness, children with deficits in individuals areas of learning and children with emotional and behavioural disorders, which need adapted performing of educational programs with additional professional support, or adapted educational programs or special educational programs.

Elementary and upper secondary schools for adults include elementary and upper secondary schools with class units for elementary and upper secondary education of adults, and other institutions performing elementary and upper secondary education for adults.

Adult education includes formal elementary and upper secondary education of adults after regular education has been interrupted.

General, professional and vocational education comprises education in general and technical gymnasiums, vocational schools, technical and other professional secondary schools (OJ RS, No. 12/96).

Vocational and professional education gives knowledge and skills required for performing an occupation. It enables the choice of occupation and preparation for it. Lower and middle vocational education is obtained by finishing studies with the **final exam**. Middle professional education is obtained by passing the **vocational matura**, which in a special form of the final exam.

Middle professional education can also be obtained by:

- finishing the so called 3+2 model programs, and vocational technical programmes
- foreman/manager exams and master craftsman courses,
- vocational courses of different professions.

Differential and continuing programmes were replaced by 2-year middle vocational technical education, i.e. 2-year programs which can be entered after obtaining middle vocational education.

Gymnasiums are upper secondary schools that give general education, broaden and deepen pupil's knowledge and prepare them for university

pripravlja za visokošolski študij. Ločimo **splošne** in **strokovne** gimnazije. Z opravljeno **matur**o se po končani gimnaziji pridobi srednja izobrazba. K maturi lahko pristopijo tudi dijaki in odrasli, ki so končali programe srednjega poklicnega izobraževanja oziroma srednjega tehniškega in drugega strokovnega izobraževanja, če prej opravijo **enoletni maturitetni tečaj** kot pripravo na maturo, ali odrasli, ki so dopolnili najmanj 21 let, ne glede na predhodno izobrazbo.

Višje strokovne šole izvajajo programe za pridobitev višje strokovne izobrazbe in programe za izpopolnjevanje (Uradni list RS, št. 86/04). Študijski programi za izpopolnjevanje so namenjeni izpopolnjevanju, dopolnjevanju, posodabljanju in poglobljanju znanja na isti zahtevnostni ravni.

Visokošolski zavodi so univerze, fakultete, umetniške akademije in visoke strokovne šole (Uradni list RS, št. 67/93). Študij na visokošolskih zavodih poteka po študijskih programih za pridobitev izobrazbe in po programih za izpopolnjevanje.

Študijski programi za pridobitev izobrazbe po stari zakonodaji, ki se še izvajajo, so:

- a) dodiplomski:
 - programi za pridobitev visoke strokovne izobrazbe,
 - programi za pridobitev univerzitetne izobrazbe;
- b) podiplomski:
 - programi za pridobitev specializacije,
 - programi za pridobitev magisterija,
 - doktorat znanosti.

Študijski programi za pridobitev izobrazbe po novi zakonodaji (Uradni list RS, št. 100/04), ki so oblikovani v skladu z Bolonjsko deklaracijo, se razvrščajo v tri stopnje:

- a) prva bolonjska stopnja
 - visokošolski strokovni študijski programi,
 - univerzitetni študijski programi,
- b) druga bolonjska stopnja
 - magistrski študijski programi,
 - enovit magistrski študij
- c) tretja bolonjska stopnja
 - doktorski študijski programi.

K **pedagoškemu osebju** na visokošolskih zavodih štejemo tako visokošolske učitelje kot tudi sodelavce, ki sodelujejo v pedagoškem procesu.

Dijaški in študentski domovi so javna mreža domov, ki so namenjeni učencem, vajencem, dijakom in študentom, ki se šolajo zunaj kraja stalnega bivališča (Uradni list RS, št. 12/96). Omogočajo jim pogoje za bivanje in učenje.

Štipendisti so dijaki srednjih šol in študenti višjih strokovnih šol ter visokošolskih zavodov, ki med šolanjem prejemajo štipendijo kot redni mesečni denarni znesek. Štipendije podeljujejo podjetja, zavodi in druge organizacije, ki imajo štipendiste. Štipendiranje je urejeno s Pravilnikom o štipendiranju (Uradni list R, št. 24/91) in po Zakonu o zaposlovanju in zavarovanju za primer brezposelnosti (VI. poglavje, členi 55-59, Uradni list RS, št. 58/91).

Izvajalci neformalnega izobraževanja in usposabljanja so ljudske univerze, specializirane organizacije za izobraževanje odraslih, enote pri šolah, podjetjih in drugih poslovnih subjektih, ki so registrirane za izobraževanje odraslih, vozniške šole in samostojni podjetniki, ki se ukvarjajo z izobraževanjem odraslih in odrasčajočih (Uradni list RS, št. 12/96). Javno veljavne izobraževalne programe izpopolnjevanja,

studies. We distinguish between **general** and **technical** gymnasiums. By passing the **matura** examination, upper secondary education is obtained. After finishing a **one-year matura course**, graduates of middle vocational, middle technical and other professional programs can take the matura examination. Adults who are at least 21 years old can also sit for a matura exam, irrespective of their previous education.

Vocational colleges perform programs for obtaining post-secondary vocational education and advanced vocational programs (OJ RS, No. 86/04). Advanced vocational programs are intended for upgrading, supplementing, updating and deepening of knowledge on the same required level.

Higher education institutions are universities, faculties, academies of art and professional higher education institutions (OJ RS, No. 67/93). Courses of study offered by higher education institutions are degree study programs and credential study programs.

Degree study programs by previous legislation which are still being carried out are:

- a) undergraduate:
 - leading to professional higher education (former)
 - leading to academic higher education (former)
- b) graduate:
 - leading to a Specialization
 - leading to a "Magisterij" of science
 - leading to a Doctorate of science (former)

Degree study programs by legislation in force (OJ RS, No.100/04) which are established under Bologna Declaration are:

- a) 1st Bologna cycle
 - leading to professional higher education
 - leading to academic higher education
- b) 2nd Bologna cycle
 - leading to master education
 - leading to an uniform master education
- c) 3rd Bologna cycle
 - leading to Doctorate of science

Higher education teaching staff includes both teaching faculty and faculty assistants.

Boarding homes for pupils and students are a public network of boarding homes which provide housing and learning conditions for pupils, apprentices and students attending schools outside the place of their permanent residence (OJ RS, No. 12/96).

Scholarship recipients are upper secondary school pupils, and students of vocational colleges and higher education institutions who receive a scholarship during their education in the form of a regular monthly sum. Scholarships are conferred by enterprises, institutions and other organisations that support scholarship recipients. The award of scholarship is regulated by the Rules on the Award of Scholarships (OJ RS, No. 24/91) and on the basis of the Employment and Insurance Against Unemployment Act (Chapter VI, Articles 55-59; OJ RS, No. 58/91).

Non-formal education and training providers are folk high schools, specialised organisations for adult education, units at schools, enterprises and other business entities registered for adult education, driving schools and individual private entrepreneurs dealing with adult education (OJ RS No. 12/96). Verified educational programs of vocational training, further vocational training and vocational training specialisation are adopted by

usposabljanja (USO, USP) in specializacije sprejme minister, pristojen za delo, v sodelovanju s pristojnim strokovnim svetom (Uradni list RS, št. 12/96). S temi programi se ne pridobi višja raven formalne izobrazbe, pač pa kvalifikacija za zaposlitev. Izobraževalni programi, ki niso javno veljavni, niso zajeti v razvid pri pristojnem ministrstvu, omogočajo pa usposabljanje in izpopolnjevanje za delo in poklic ter splošno izobraževanje (za splošne potrebe in prosti čas).

Podrobnejši podatki so dostopni na SI-STAT podatkovnem portalu:

http://www.stat.si/pxweb/Database/Dem_soc/Dem_soc.asp

the minister of labour in co-operation with the authorised council of experts (OJ RS, No. 12/96). Participants in these programs do not obtain a higher level of formal education, but qualification for employment. Non-verified vocational programs are not part of the list of educational programs of the authorised ministry. They provide vocational training programs and general education programs (i.e. general-purpose programs and leisure programs).

More detailed data are available at the SI-STAT data portal:

http://www.stat.si/pxweb/Database/Dem_soc/Dem_soc.asp

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