

# SLOVENIA

## Key Contextual Data

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Sources are outlined at the end of each section. Full details of all sources are to be found in the references section at the end of the key contextual data profile. Individual statistical data used in tables are indicated by an asterisk\*, both in the table and in the sources.

## Early childhood education and care (ECEC)

### ECEC system type and auspices

Early childhood education and care in Slovenia is organised as a unitary system. In 1993, responsibility for the ECEC sector for children aged 11 months to 6 years was transferred to the Ministry of Education, Science and Sport (*Ministrstvo za šolstvo, znanost in šport*). Before that time, the Ministry of Health, Family and Social Affairs (*Ministrstvo za zdravje, družino in socialne zadeve*) was the responsible national authority. Early childhood education and care is an integral part of the Slovenian education system.

The Government is responsible for legislation and general regulations and for the national curricular framework for early childhood education. However, it is the duty of the municipalities to ensure that sufficient provision is available and that the curriculum is implemented according to the local needs for ECEC.

**Sources:** Eurydice 2016.  
Vonta T. und J. Jager 2017.

### General objectives and legislative framework

A fundamental reform of the education system, including early childhood education, was defined in a White Paper published in 1995 (with amendments in 2011). In terms of general objectives, a key emphasis is placed on equality of opportunities and equitable access for all.

The main goal of ECEC centres/kindergartens (*vrtec* = 'little garden'), is to provide each child with age-appropriate and high quality learning and social experiences. Kindergartens are seen to complement the family. They are places where children learn mutual respect for one another, and where they can develop their powers of imagination and independence.

There are two key pieces of legislation regarding early childhood education: (1) the Kindergarten Act\* (*Zakon o vrtcih* 2005, 2015) and (2) the Organisation and Financing of Education Act\*\* (*Zakon o organizaciji in financiranju vzgoje in izobraževanja* 2007, 2016). The Kindergarten Act describes the basic principles of democracy and pluralism, autonomy, competencies and staff responsibilities as well as referring to equality of opportunity for children and parents. Alongside various aspects of children's physical and intellectual development, diversity is emphasised, as is the right to freedom of choice. The Organisation and Financing of Education Act highlights, among other things, the importance of developing all children's potential regardless of gender, race or socio-cultural background; of educating for tolerance; of developing language competence, particularly in Slovenian; and of fostering national identity.

**Sources:** EFA 2016.  
Eurydice 2016.  
\*Official Gazette of the Republic of Slovenia 2005, 2015.  
\*\*Official Gazette of the Republic of Slovenia 2007, 2016.  
Vonta T. und J. Jager 2017.

## ECEC entitlement and compulsory enrolment age

Since 1987, all children are entitled to a full-day place in an early childhood centre from the age of 11 months onwards. Currently, however, many municipalities are finding it difficult to provide a sufficient number of places to meet local needs.

ECEC enrolment is not compulsory. Up to 1996, the final year in kindergarten was obligatory and primary schooling began at age 7. However, since the reform of the education system in 1996, the statutory school entry age was lowered to 6 years and the compulsory final year in kindergarten was abolished.

Primary schooling now begins at age 6.

**Sources:** European Commission, EACEA, Eurydice, and Eurostat 2014, 2016.  
Vonta T. und J. Jager 2017.

## Main types of provision

According to national statistical data, there were 978 kindergartens in Slovenia with 5,040 groups attended by a total of 85,407 children (of which 24,413 were under 3-year olds). They were staffed by 10,901 Early Childhood Teachers (of whom 5,727 were Early Childhood Teachers' Assistants)\*.

Table 1

Slovenia: Type and number of kindergartens (1- to 6-year olds), 2015\*\*

Kindergarten type	Number of kindergartens	Number of children
Independent kindergarten	46	3,949
Independent kindergarten with affiliated groups	608	57,387
Kindergarten located in a school	8	698
Kindergarten group affiliated to a school but in a separate building	300	22,632
Kindergarten as part of some other institution	16	741
<b>Total</b>	<b>978</b>	<b>85,407</b>

Kindergartens/early childhood centres (*vrtec*) take in children from 11 months up to school entry age at 6, enabling seamless provision at the end of the parental leave period. According to the Ordinance on the conditions for the establishment of public kindergartens (*Odredba o pogojih za ustanavljanje javnih vrtecev*, 1999), kindergartens can operate as (1) independent, free-standing institutions (*samostojni vrtec*), (2) as kindergartens attached to a primary school and either located in the same building or in a separate building in the neighbourhood (*vrtec pri osnovni šoli*) or (3) as kindergarten unit(s) in a separate building outside the kindergarten to which they are affiliated (*enota vrtca*).

Besides the centres that offer a full-day ECEC programme (*celodnevni program*), some offer a half-day programme (*poldnevni program*) or sessional provision. All kindergartens provide a mixture of education and care, including meals.

Educational activities in full-day programmes are offered for six to nine hours per day, in half-day programmes for four to six hours. In general, kindergartens are open between 11 and 12 hours daily, in order to cater for parents' working hours. Some ECEC settings are also open on Saturdays or late into the evening. During the holiday periods, some ECEC centres close down due to a shortage of children, and children are placed in mixed groups or may attend another unit of the kindergarten which is open.

There are also settings which offer between 240 and 720 hours of provision annually (*krajši program*), predominantly for 3- to 6-year olds who live in remote areas. From July 2017, all children

who are not enrolled in ECEC have a right to 240 hours fully funded provision annually, as part of a government measure to increase the ECEC participation rates.

**Home-based childcare settings** (*vzgojno-varstvena družina*) are required to register with the Ministry of Education and provide for a maximum of six children. In May 2016, there were 313 registered family day care personnel in Slovenia. Children may also be cared for a short time at home by childminders (*varuh predšolskih otrok*) with a childcare qualification, but who are not fully qualified to implement the national educational programme. These childminders are also required to register with the Ministry of Education. For children who are unable to attend an ECEC setting because of a long-term illness, there are also possibilities for support at home (*predšolska vzgoja na domu*). Part-time support at home (*občasno varovanje otrok na domu*) can also be provided by staff with an upper secondary vocational qualification and at least five years of work experience.

Private settings, including those which follow an alternative pedagogical approach such as Steiner or Montessori, are required to comply with the same regulations and hygiene standards as public provision.

**Sources:** Eurydice 2017.  
Ministry of Education, Science and Sport 2016b.  
Ministry of Education, Science and Sport 2017.  
\*Statistical Office of the Republic of Slovenia 2016c.  
\*\*Statistical Office of the Republic of Slovenia 2016h.  
Vonta T. and J. Jager 2017.

## Provider structures

ECEC centres in Slovenia are either public (mainly funded by the municipalities) or private (founded by individuals or legal persons). Sometimes the public provider networks offer concessions to private providers in order to cover the need for places. The greater majority of ECEC provision in Slovenia is run by public providers (see *Table 2*).

However, the proportion of private settings has risen in recent years, from only 4% in 2010/11 to 7% in 2014/15\*, although statistical calculations vary between 5% and 8%\*\*.

*Table 2*

**Slovenia: Number of children in ECEC provision according to provider type, 2015\***

Provider	Under 3 years of age	3-6 years	Total	
Public	22,923	58,223	81,146	95%
Private	1,490	2,771	4,261	5%
<b>Total</b>	<b>24,413</b>	<b>60,994</b>	<b>85,407</b>	<b>100%</b>

In the year 2015/16\*\*\*, the number of kindergartens totalled 978 and 91% of these were public.

**Sources:** \*Statistical Office of the Republic of Slovenia 2016d.  
\*\*Statistical Office of the Republic of Slovenia 2016g.  
\*\*\*Statistical Office of the Republic of Slovenia 2017.  
Vonta T. and J. Jager 2017.

## Participation rates in regulated provision

The youngest children in early childhood centres are usually 11 months old, following on from the parental leave entitlement. The participation rates of children under 3 years of age have risen sig-

nificantly over the past decade or so. Whereas in 2005, 38.5% of under-threes were enrolled in an ECEC setting, by 2015 the participation rate had risen to 57.5%. The proportion of 3- to 6-year olds attending ECEC provision has also risen considerably. Whereas in 2005, just over three-quarters of this age group were enrolled, by 2015 the participation rate had risen to 88.5%.

Table 3

Slovenia: Participation rates in kindergartens 2005-2015\*

Year	0 to under 3 years, in % <sup>+</sup>	3 to 6 years, in % <sup>+</sup>	Total
2005	38.5	77.6	63.6
2010	53.7	87.3	74.0
2015	57.5	88.5	78.1

Table 4

Slovenia: Number of children and enrolment ratio in ECEC provision according to age groups, 2015\*\*

Age groups	Number of children	Enrolment ratio, in %
Under 2 years	9,060	21.4
2 year olds	15,246	69.0
<b>Total 0- to under 3-year olds</b>	<b>24,306</b>	<b>37.7</b>
3-year olds	18,363	82.8
4-year olds	20,255	89.3
5-year olds	20,362	91.8
6-year olds	1,464	6.5
<b>3- to under 6-year olds</b>	<b>58,980</b>	<b>88.0</b>
<b>0- to under 6-year olds</b>	<b>83,286</b>	<b>63.3</b>

\* Own calculations based on Eurostat data from 2015.

According to national statistical data, more than three-quarters of children under 6 years of age and over half of children under 3 years of age were enrolled in an ECEC setting (although there are discrepancies between these data and the Eurostat data regarding the under-threes). The enrolment rate for children between age 3 and school entry was almost 90%.\*\*\*

Although enrolment rates in kindergartens increased by more than half over the past ten years, the EU-2020 Strategy goal has not yet been reached\*\*\*\*.

**Sources:** \*Eurostat 2017f.  
 \*\*Eurostat 2017h, 2017i.  
 \*\*\*Statistical Office of the Republic of Slovenia 2016a, 2016b.  
 \*\*\*\*Statistical Office of the Republic of Slovenia 2016g.

## Financing and costs for parents

Variations between municipalities regarding the costs incurred for kindergartens, including staff salaries, continuing professional development expenses, materials and equipment, and meals for the children, are minimal. The funding of ECEC centres is covered by state subsidies, municipal budgets, donations and income-related parental fees. Parents only have to pay 30% of the fee for the second child, and no fees at all for each further child.

Monthly parental fees for under 3-year olds can vary considerably, from 0€ up to 450-500€, and for 3- to 6-year olds from 0€ up to 350-450€. The variations depend on the contribution provided by the municipality, which can also vary. Fees are also income-related. Parents in the highest salary grade pay no more than 77% of the costs, whereas parents in the lowest grade of earnings pay

no fees at all. Municipalities only cover fees for children who live in the municipality region (and whose parents pay taxes there).

**Sources:** European Commission, EACEA, and Eurydice 2015.  
Eurydice 2016.  
Vonta T. and J. Jager 2017.

## Staff-child ratios

The number of groups in any one kindergarten and the number of children allocated to each group are agreed between the kindergarten and the municipality in accordance with the legal regulations (*Pravilnik o normativnih in kadrovskih pogojih za opravljanje dejavnosti predšolske vzgoje*, 2005). The children are usually in groups with children of the same age, with a maximum of one year's difference in age. According to the municipality, children are sometimes allocated in mixed-age groups (under-threes, 2- to 4-year olds and 3- to 6-year olds), or age-integrated groups (1-6 years).

Group size varies according to the age of the children and the way the groups are organised. In same-age groups with children under 3 years of age, the maximum group size is 12 and in mixed-age groups ten children. In same-age groups of children between 3 and 6 years old, the maximum group size is 17 children aged 3-4 years or 22 aged 4-5 or 5-6 years. In mixed-aged groups for 3- to 6-year olds, the maximum group size is 19 children. Age-integrated groups cater for a maximum of 17 children, including not more than seven children under 3 years of age. Group size is reduced if up to a maximum of two children with special needs are included in the group.

In groups with under 3-year olds, one Early Childhood Teacher and one Early Childhood Teacher's Assistant must be simultaneously present for six hours per day. In groups with children between 3 and 6 years old this is reduced to four hours a day, but in both cases this does not include the times during which the children have their nap – during this time, mostly only one member of staff is with the children.

The staff/child ratio in groups with under-threes is 1:6, with 3-year olds 1:8.5 and with 4- and 5-year olds 1:11\*. The Early Childhood Teacher usually accompanies the same group of children throughout their time in kindergarten.

**Sources:** \*European Commission, EACEA, and Eurydice 2015.  
Eurydice 2017.  
Vonta T. and J. Jager 2017.

## Curricular Frameworks

In 1999, a new national curriculum for early childhood education was issued by the Expert Council of the Republic of Slovenia for General Education (*Strokovni svet Republike Slovenije za splošno izobraževanje*). In cooperation with practising teachers, it was conceptualised as an open-ended and flexible document which offers room for adaptation to diverse situations and circumstances. As such, the curriculum is not prescribed in detail; instead it provides an orientation for each ECEC setting and Early Childhood Teacher to develop its own individualised educational plan. The Expert Council has published additional documents, such as an Appendix on work with Roma children (2002, amendments 2011), Guidance on the integration of children with special educational needs (2003), or Guidance on the integration of immigrant children in kindergartens and schools (2009, amendments 2012).

The national curriculum is for work both with under-threes and the older children in kindergarten. It is organised into six learning areas: (1) Physical movement, (2) Language, (3) Arts, (4) Society, (5) Nature and (6) Mathematics. Goals are formulated for each of the learning areas, together with practical examples of how to work towards them. The content can be adapted to the daily programme, during which play and guided activities are alternated. No specific times are prescribed for the individual areas of learning, and staff can choose their own ways of working. They develop their own annual work plan in terms of the activities in their group.

The overarching goals of the early childhood curriculum are described as: learning to understand and respect oneself and others; developing emotional competence; fostering perception, forms of expression, curiosity and experimentation as well as imagination, intuition and independent thinking; fostering communicative and creative abilities; developing emerging reading and writing skills; and physical competence. Overall, the curricular framework emphasises the individuality of the children, their right to choose and the importance of play.

**Sources:** EFA 2015.  
Eurydice 2014.  
Vonta T. and J. Jager 2017.

## Inclusion agenda

### *Children with special educational needs and disabilities*

According to the prevailing concepts of inclusion and integration in Slovenia, children with special educational needs are generally enrolled into mainstream provision. In 2015, 82% of children with disabilities (1,138 of 1,379) were included in regular ECEC settings\*.

Kindergartens, in cooperation with external experts and institutions, therefore offer advisory services to support children with special needs (among them, children with intellectual and physical disabilities, children with autism, language disorders and chronic illness) and their parents. Individual and needs-related support for children with severe disabilities is provided within so-called developmental groups (*razvojni oddelek*). An individual educational plan is compiled for each child. According to the kind of special needs, individual support staff are available either for part (usually external staff, so-called mobile support personnel) or all of the child's daily attendance in kindergarten. Since 2013, the concept of inclusion is also supported by legislation (*Zakon o usmerjanju otrok s posebnimi potrebami*). Professional development activities for staff and mobile support personnel are part of this concept.

### *Children with a background of migration*

In 2016, 5.2% of the total population in Slovenia were of non-Slovenian origin. Most of these persons (83.7%) came from countries outside the European Union. In terms of under 5-year old children, the relative shares were 5.2% and 94.4% respectively\*\*.

Of all under 6-year old children who were enrolled in an ECEC setting in 2015, only about 1% (905 of 85,407) were of non-Slovenian origin. Special arrangements are provided for these children: in kindergartens with children from Italian and Hungarian communities, since they have the status of national communities in Slovenia, two members of staff are present for six hours on a daily basis. Roma children are usually enrolled into mainstream settings, but some separate groups also exist just for this group (mainly in kindergarten units in Romani settlements where enrolment into mainstream setting is for different reasons not possible. This arrangement represents a kind of transition to the "regular system"). In kindergarten groups with Roma children only, the staff-child ratios are favourable: for work with the under-threes 1:4 and for work with the older children 1:7.

The rights of children of asylum seekers are not included in the Kindergarten Act. In fact, the right to pre-school education for migrant children, including refugee children, is not foreseen in any of

the relevant documents\*\*\*. Staff focus in particular on improving the language acquisition of these children. In areas where Italian or Hungarian minorities live, dual language kindergartens are provided and additional curricular guidance is provided for these settings.

**Sources:** \*\*\*CSD 2012, 165.  
EFA 2015.  
European Commission, EACEA, and Eurydice 2016.  
\*\*Eurostat 2017g.  
Eurydice 2014.  
\*Statistical Office of the Republic of Slovenia 2016e, 2016f.

## Monitoring – Evaluation – Research

The national early childhood education curriculum does not specify the knowledge and skills that children are expected to master by a certain age. However, the staff observe the children closely and encourage their learning progress, which they discuss with the child's parents. Standardised tests, particularly in terms of the children's language competence, *may* be used, but only on a voluntary basis. Written accounts of children's progress are only applied in the case of children with special educational needs.

Each kindergarten Centre Head is legally obliged to carry out an annual self-evaluation, the results of which are passed on to the kindergarten board (*svet vrtca*). A central focus is on the evaluation of educational processes. Instruments and methods (e.g. questionnaire surveys, rating scales) and the focus of the evaluation are chosen by the individual kindergartens. In general, the kindergarten staff members assess the implementation of the curriculum and the Centre Heads assess structural aspects, team work and professional development issues. Some ECEC centres also conduct surveys with parents.

External evaluation, carried out about once every five years, comprises both assessments of educational activities and inspections of the ECEC centre. Besides looking at the rooms and equipment, compliance with health and safety aspects, staff qualifications and general working conditions are also assessed. The national schools inspectorate (*Inšpektorat Republike Slovenije za šolstvo in šport*), which is affiliated to the Ministry of Education, is responsible for evaluating compliance with legislation and regulations. Inspections are carried out every five years. General findings are published on the inspectorate's website, but do not allow conclusions to be drawn about individual ECEC settings.

External evaluations also include the accreditation processes that are required for private ECEC centres. Their programmes are compared with existing ones and if they comply with the quality standards, they are officially approved.

**Sources:** Eurydice 2011.  
Ministry of Education, Science and Sport 2016a.  
OECD 2015.

## Parental leave arrangements

**Maternity leave** (*materinski dopust*) is granted for 105 calendar days. Four weeks are to be taken before and eleven weeks after the date of birth. Mothers are paid their full average earnings based on the past 12 months, from which parental leave contributions have already been deducted. The ceiling is now twice that of the monthly average wage, which is currently (2017) 1,600€ gross. At least 55% of the monthly minimum wage (323.54€) is paid. A maximum of 77 days of ma-

ternity leave after the birth of the child can be transferred to the father or to another person who looks after the child.

In 2017, fathers were entitled to 50 calendar days of **paternity leave** (*očetovski dopust*); as from 2018 the entitlement will be lowered to 30 days. During the first 25 days (as from 2018: every 30 days), 90% of average earnings are paid according to the same conditions as for maternity leave. A monthly sum of 129€ is paid for the remaining days, which is roughly the equivalent of the minimum wage. The first 15 days must be taken within the first six months following the child's birth; the remaining days can be taken up to the end of the child's first grade in primary school.

**Parental leave** (*starševski dopust*) is granted for 130 calendar days per parent and is remunerated with 90% of average earnings under the same conditions as those for maternity leave. 30 days are reserved exclusively for the mother; the remaining 100 days can be transferred to the father. Or fathers can transfer all their entitled days to the mother. These models have to be agreed on in writing 30 days before the end of maternity leave. At least 185 days must be taken on a continuous full-time or part-time basis. Up to 75 days can be taken at any time up to the end of the child's first year in primary school. Parents can take their leave entitlements simultaneously. If the father is unknown, single mothers may take the entire 260 days of the parental leave entitlement.

Four out of five fathers take up to 15 days of paternity leave; only one in five takes more than 15 days. Whereas all mothers take advantage of parental leave, only about 7% of fathers took up leave entitlements between 2012 and 2014. The reason for this is related to the low financial compensation.

**Sources:** EPIC 2016.  
OECD 2017.  
Stropnik, N. 2017.

## Historical highlights and shifts

1863	First kindergarten established according to Froebelian principles
Post-1945	Expansion of early childhood provision in the light of increasing maternal employment
1970s	First moves towards decentralisation of responsibilities
1971	First legislation providing for age-integrated kindergartens
1980	Kindergartens become part of the general education system by law. The final year in kindergarten is made mandatory. The first early childhood curricular framework particularly emphasises preparing the children for school.
1985	The initial professional studies (IPS) of early childhood core practitioners is raised to university level.
1993	ECEC centres (0-6 years) are placed under the auspices of the Ministry of Education
1995	A White Book sets out conceptual strategies for a reform of the entire education system, including ECEC.
1996	School entry age is lowered from 7 to 6 years; the final kindergarten year is no longer compulsory. The legal basis for the ECEC field is set out in the Kindergarten Act and in The Organization and Financing of Education Act.
1999	Introduction of the first national curricular framework for early childhood education
2016	Amendments to The Organisation and Financing of Education Act
2017	A new Kindergarten Act comes into effect

**Sources:** Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.  
Naumann, I. et al. 2013.  
Vonta T. and J. Jager 2017.

## Current challenges for the system of Early Childhood Education and Care in Slovenia

Country expert assessment by Tatjana Vonta and Jerneja Jager

In Slovenia, a major challenge will be to find ways of significantly strengthening the participation of vulnerable groups of children (such as Romani and migrant/refugee children) and children younger than 3 years in ECEC programmes. ECEC settings will need to be more flexible in the kinds of programme they offer, since currently most only provide whole-day programmes.

In parallel to increasing the accessibility of ECEC programmes for all groups of children, considerably more attention will need to be devoted to the quality of services. This includes paying more attention to issues of diversity and offering children and parents programmes suited to their needs and rights. It also means providing more flexible approaches towards professional learning opportunities, in particular on-site CPD activities to motivate staff involvement in quality improvement measures for the ECEC centre as a whole (see ECEC Workforce report for Slovenia).

Initial professional education will need to be more fully connected with practice and to include the changes occurring in contemporary ECEC, such as involving diverse families and communities in the life of ECEC settings, which demand intensive team working, critical reflective thinking, and a life-long approach towards learning and professional development. This kind of initial professional education needs not only to focus on knowledge transmission but to strengthen the processes that support the construction of professional values and skills.

### Demographic data

#### Total population

In 2016, the population in Slovenia totalled 2,064,188. This represents a steady rise over the past 20 years (1995: 1,989,477; 2005: 1,997,590).

#### Children under 6 years of age

In 2016, children under age 3 accounted for 3.1% and children under age 6 for 6.3% of the total population in Slovenia. Whereas the relevant proportions were still below the respective averages in the European Union, in 2016 they were slightly above the EU averages.

Table 5

Slovenia: Children under 6 years of age, 2016.

Age of children	Number of children
Under age 1	20,620
1-year olds	21,172
2-year olds	21,222
<b>Under age 3 total</b>	<b>63,014</b>
3-year olds	22,129
4-year olds	22,178
5-year olds	22,714
<b>Total 3- to under 6-year olds</b>	<b>67,021</b>
<b>Total 0- to under 6-year olds</b>	<b>130,035</b>

Table 6

Slovenia: Children under 6 years of age – share in total population compared with EU average, 1995 to 2016, in %\*

Age	1995	Ø EU15 <sup>1</sup>	2005	Ø EU25	2016	Ø EU28
Under 3-year olds	3.0	3.3	2.7	3.1	3.1	3.0
3- to under 6-year olds	3.4	3.5	2.7	3.1	3.2	3.1
0- to under 6-year olds	6.3	6.9	5.4	6.2	6.3	6.2

\*own calculations, deviations due to roundings

Source: Eurostat 2017a.

## Single households with children under age 6

In 2015, more than three-quarters (78.3%) % of households with children under age 6 were couple households. Single parent households accounted for only 2.2%, whereby these were almost exclusively single mother households (2%).

Table 7

Slovenia: Households with children under age 6, 2015

Household type	Total households	Total households in per cent*
Households – total	218,100	
Couple households	170,800	78.3
Other types of households	42,600	19.5
Single households, total	4,800	2.2
Single households, women	4,400	2.0
Single households, men	400 <sup>+</sup>	0.2

\*own calculations, <sup>+</sup> data computed

Source: Eurostat 2017e.

## Employment rates of parents with children under age 6

In 2015, the employment rate of men (aged 15 to 64) in Slovenia was 69.2% and that of women 61%. Of the women with children under 6 years of age, 75.3% were employed, whereas 91.1% of men with children of the same age were in the labour market. Both rates are among the highest rates in the EU28.

Table 8

Slovenia: Employment rates of parents with children under age 6 compared with other EU states, 2005-2015<sup>+</sup>

	Year	Mothers in per cent	Fathers in per cent
Slovenia	2005	76.8	89.8
	2010	78.7	91.1

<sup>1</sup> The 1995 data are for the EU15 countries at the time (AT, BE, DK, DE, IE, EL, ES, F, FI, IT, LU, NL, PT, SE, UK); the 2005 data (EU25) also include CY, CZ, EE, HU, LV, LT, MT, PL, SI, SK. Data for 2014 include the additional EU28 countries BG, RO und HR.

	Year	Mothers in per cent	Fathers in per cent
	2015	75.3	91,1
European Union	EU15 – 2005	56.2	90.0
	EU27 – 2010	58.2	86.6
	EU28 – 2015	61.0	87.3
Highest rate of employment	2005	Slovenia – 76.8	Cyprus – 95.3
	2010	Slovenia – 76.7	Netherlands – 93.5
	2015	Sweden – 78.9	Malta/Czech Republic – 93.0
Lowest rate of employment	2005	Malta – 29.3	Bulgaria – 72.4
	2010	Hungary – 32.7	Latvia – 74.8
	2015	Hungary – 38.8	Bulgaria – 77.3

\*own calculations

**Sources:** Eurostat 2017b.  
Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.

## Children at risk of poverty or social exclusion<sup>2</sup>

In 2015, 17.3% of children under age 6 in Slovenia were at risk of poverty or social exclusion. This is under the average rate in the EU28 (24.7%) for this age group. The proportion of persons at risk of poverty or social exclusion within the overall population totalled 19.2%.

**Source:** Eurostat 2017d.

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<sup>2</sup> 'At risk of poverty or social exclusion' refers to the situation of people either at risk of poverty (threshold set at 60 % of the national median equivalised disposable income after social transfers), or severely materially deprived or living in a household with a very low work intensity.

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