

COUNTRY SYSTEM MAPPING

Country Report: Slovenia

European Agency for Special Needs and Inclusive Education



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You may cite this publication as follows: European Agency for Special Needs and Inclusive Education, 2023. *Country System Mapping Country Report: Slovenia*. Odense, Denmark

The information in this document was current in May 2023.

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CONTENTS

INTRODUCTION	5
SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM	9
SECTION 2. THE EDUCATION SYSTEM	18
SECTION 3. LEGISLATIVE AND POLICY FRAMEWORK	40
SECTION 4. SYSTEM GOVERNANCE	53
SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY	66
SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION	76
SECTION 7. FINAL COMMENTS AND REFLECTIONS	86



INTRODUCTION

The goal of the Country System Mapping (CSM) activity is to identify, map and analyse the key features that impact the effective implementation of inclusive education policy in practice in all Agency member countries' education systems. In a departure from previous thematic activities undertaken by the European Agency for Special Needs and Inclusive Education (the Agency), CSM considers the **whole** education system from the perspective of implementing policy for inclusive education in practice. However, within this system-wide view, there is a focus on the specific priorities Representative Board members (RBs) have already identified in relation to monitoring and evaluation, cross-sector working and quality assurance.

The main output from the CSM work is a systematic mapping of information on each country's education system.

Information from the individual CSM Country Reports has been analysed in two ways:

- **Thematic Analysis** to highlight issues (challenges and opportunities) emerging from the reports to use as the starting point for the Agency's Thematic Country Cluster Activities (TCCA).

Challenges for inclusion are defined as things the country needs to work on to reach an inclusive education system. Strengths for inclusion are things that encourage and reinforce inclusive practice in the country and could potentially be shown as an example to other countries.

- **Mapping** to inform TCCA groupings, based on the system structures and processes countries have (or do not have) in common.

The agreed goal for the mapping element of the CSM analysis work was to highlight parameters, or comparative factors, that indicate which country systems are structured and/or working in different – or similar – ways.

The information from the CSM work will be used within the remainder of the [Multi-Annual Work Programme 2021–2027](#) (MAWP). As of autumn 2024, country cluster activities will be organised which are closely aligned to individual country approaches to key issues for inclusive education, as well as system structures and processes countries have in common.



Work within a shared vision for inclusive education systems

All Agency work is aligned with the [position on inclusive education systems](#). This agreed position states that the ultimate vision for inclusive education systems is to ensure that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers ([European Agency, 2022, p. 1](#))¹.

Agency work focuses on supporting the development of inclusive education systems in member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners. However, all aspects of Agency work clearly recognise that some groups of learners face obstacles and barriers that mean they should be considered **learners vulnerable to exclusion from inclusive education in mainstream schools in their local community, alongside their friends and peers**.

UNESCO identifies the possible obstacles and barriers to education learners may face as arising from:

... gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes ([UNESCO, 2020, p. 4](#))².

Many learners may face a combination of these factors and the intersectional (inter-connected) nature of learners' needs must be acknowledged. Every learner has their own unique experiences of discrimination and/or barriers to learning. Everything and anything that can marginalise learners and increase their chances of exclusion from mainstream inclusive education must be understood and recognised.

All Agency member countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically. However, all Agency work clearly recognises that countries have differences in their ways of thinking about, identifying and making provision for different groups of learners who may be considered vulnerable to exclusion from inclusive education.

All countries have undergone key conceptual changes in their thinking and policy priorities for developments as they move towards inclusive education as an approach that ensures high-quality education for all learners. Across countries, the first shift was made from the concept of special educational needs to special needs education. This shift represented a focus away from the learner (identified as having special educational needs) towards a focus on the provision they receive (special needs education for learners who experience difficulties at school). The term 'special needs education' has also widened the focus

¹ European Agency for Special Needs and Inclusive Education, 2022. *Agency Position on Inclusive Education Systems*. Odense, Denmark

² UNESCO, 2020. *Global Education Monitoring Report: Inclusion and education: all means all*. Paris: UNESCO



beyond learners with disabilities to include learners who appeared to be failing in school for a wide variety of reasons.

It is worth emphasising here that there have never been agreed definitions of the concepts of special educational needs or special needs education that can be consistently used across countries. The groups of learners considered as having special educational needs which require additional provision largely differ across countries.

The most recent shifts emphasise a move away from a concern with types of special needs or the categories a learner may or may not fall into, towards thinking of inclusion and inclusive education as an approach for all learners. They emphasise the barriers experienced by learners and focus overall on learners who may be vulnerable to exclusion from educational opportunities for different reasons.

Agency work focuses on supporting the development of inclusive education systems in its member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners, while recognising the need to specifically address learners who may be vulnerable to exclusion from inclusive education.

Overview of the Country System Mapping

The information collected in the CSM activity aims to provide evidence of and reflection on **where countries currently are** in their inclusive thinking, policy and provision for all learners, but in particular for those learners vulnerable to exclusion from inclusive education.

CSM work focuses on the **whole** education system and how certain structures, mechanisms and processes may impact on the implementation of policy for inclusive education in practice. It aims to get insights into how the needs of all learners – including individuals or groups of learners vulnerable to exclusion from inclusive education – are being considered. Many questions refer to learners vulnerable to exclusion from inclusive education. Countries have opportunities to clarify what 'learners vulnerable to exclusion from inclusive education' means for them and their systems.

However, it is acknowledged that it may not be possible for countries to provide information covering all learners and all learner groups.

The questions specifically focus on four priorities RBs have identified for wider future Agency work in relation to:

- Monitoring and evaluation
- Cross-sector working
- Quality assurance
- Effective policy implementation.

There are six main sections:

Section 1. Background to the inclusive education system

Section 2. Overview of the education system

Section 3. Legislative and policy framework



Section 4. System governance

Section 5. Quality assurance and accountability

Section 6. Stakeholder collaboration, co-operation and effective communication

Where countries have provided additional comments and reflections, these are included in a separate Section 7.

In each of these sections, relevant information was collected covering International Standard Classification of Education (ISCED) levels 02 (pre-primary education) to 3 (upper-secondary education).

All questions were rephrased into statements for the purpose of this report.

System description

Sections 1 to 6 include specific questions that aim to provide a factual description of key aspects of the legislation and policy framework for inclusive education in the country. The system information aims to accurately describe the relevant policy frameworks in countries.

Different types of questions are used to collect information that describes important system features – structures, mechanisms and processes – relating to governance, monitoring, quality assurance and collaboration. The descriptive information includes sources of original material and, where possible, is supported with quotes and citations from relevant policy documents and published work.

The descriptive information will be analysed to highlight parameters, or comparative factors, that indicate how countries are structured and/or working. This mapping will be used to inform country cluster groupings based on system structures and processes that countries have in common.

The descriptive information will also be used to prepare thematic cluster activities with Agency member countries. These activities will elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.



SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM

This section provides key background information in relation to inclusive education in the country.

1.1 Overview of the historical development of inclusive education

Global changes in Slovenia after the 1990s, especially the formation of an independent state, the establishment of a multi-party political system and the adoption of a new constitution and thus the recognition of the pluralism of value systems, as well as changes in professional views and scientific paradigms, also required comprehensive changes in the education system.

The blueprint for the comprehensive reform of the educational system was formulated in 1995 as the White Paper on Education in the Republic of Slovenia. The 1995 White Paper was based on human and children's rights standards and rule of law, and it defined the fundamental cornerstones, principles and objectives of education in Slovenia.

Kindergartens and schools were to provide education for all members of society (irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or disability) on the basis of common values. Educational objectives were focused on educating the individual as an autonomous being and an enlightened citizen. The basic principle of equal opportunities in relation to academic performance was to be reflected in the consideration for differences among children and their right of choice and diversity. Principles of widespread accessibility, quality and fairness were to be embedded in all relevant legislative acts. The right of choice was to be guaranteed through the introduction of private schools, electives in the curriculum and streamed classes.

The 1995 White Paper served as the basis for the comprehensive reform which took place through the adoption of a series of legislative acts covering the organisation and financing of education and specific aspects of different levels of education and was based on the principles of democracy, autonomy and equal rights. Even though these acts laid down the rights of disadvantaged or vulnerable learners, some additional acts have been drafted as well, with the aim to address in more detail some specific groups of children within education (e.g. SEN children, members of the Italian and Hungarian national communities, members of Roma community). Comprehensive curricular reform followed.

In the year 2000, the Placement of Children with Special Needs Act was adopted. For the first time the law regulating SEN education became an integral part of educational legislation. It has brought two fundamental novelties:

- the transition from an exclusively segregated system of education of SEN children to a more open placement of these children into various educational programmes, according to their abilities;



- the transfer of responsibilities for identification from the field of social affairs to the field of education.

The main substantive features of the adopted Placement of Children with Special Needs Act were:

- accurate and broader definition of SEN children and types of disorders/impairments;
- placement of SEN children to different education programmes and their definition;
- determination of the identification and placement procedure
- determination of the responsible bodies and their tasks and obligations
- determining the drafting of an individualised programme for each child.

In 2001, the Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education was adopted, which specifies the relevant special rights. The members of the Roma community have their special rights set out in the Roma Community in the Republic of Slovenia Act (2007).

In 2011, a new White Book was presented. Following the implementation of the initial comprehensive reform of the educational system in the 1990s and the adoption of subsequent legislative changes, the 2011 White Paper aimed at providing a systematic review of the structure and the functioning of the education system. An additional aim was to propose reforms that would ensure the provision of quality education in the future. It defined four general principles of education in Slovenia: human rights and responsibilities, autonomy, justice, and quality.

Individual acts have been amended or newly drafted. New/amended acts regarding disadvantaged/vulnerable groups of children are:

- Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education (Uradni list RS, št. 35/01, 102/07 – ZOsn-F, NPB1, 11/18)
- Placement of Children with Special Needs Act (Uradni list RS, št. 58/11, 40/12 – ZUJF, 90/12, 41/17 – ZOPOP in 200/20 – ZOOMTVI) – The classification of learners based solely on specific disabilities was suspended. The emphasis was placed rather on the learners' needs and this formed the concept of the inclusion model of education. It redefined learners who need adaptations and/or assistance in the education process. Learners with autistic disorders were added on the list of groups of SEN children.
- Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs (Uradni list RS, št. 41/17) – It set out the provision of the integrated early support to a family and a SEN child; in so doing, it aims to improve their quality of life. SEN children and children at risk can be identified within the family health system via primary preventive health care, and other treatment in a kindergarten, educational institution, social care institution, or via services of social work centres. The Act determines providers of early treatment.



Sources:

[Act on the Intervention for Children and Youth with Emotional and Behavioural disorders in Education \(Uradni list RS, št. 200/20\)](#)

[Placement of Children with Special Needs Act – in English \(in Slovenian\)](#)

[Roma Community in the Republic of Slovenia Act](#)

[Eurydice: Slovenia – Fundamental principles and national policies](#)

[Eurydice: Slovenia – Educational support and guidance](#)

Ministry of Education and Sport: White Paper on Education in the Republic of Slovenia, 1996

[Ministry of Education and Sport: The Education System in Slovenia, 1999](#)

1.2 Legislation and policy definitions linked to key concepts within inclusive education systems

Inclusive education

The principal of inclusion is embedded in the legislative framework and in national guidelines and strategic documents.

Education that follows the often-mentioned generally accepted values and norms of civilisation – human rights and duties, tolerance, respect, which promotes mutual assistance and solidarity, care for the environment, which supports knowledge and respect for inter-generational differences, etc. – also supports the goals of inclusion and integration (White Paper on Education, 2011, pp 28, 29).

One of the education goals of the Republic of Slovenia (defined by the [Organisation and Financing of Education Act, Article 2 – in Slovenian \(English version\)](#)) is to provide the optimal development of the individual, irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or disability. Other goals also support the principle of inclusion.

In addition, Article 2a defines that kindergartens, schools and other institutions for education of SEN children shall, in line with the education goals, guarantee a safe and supportive learning environment wherein physical punishment of children and of any kind of violence against and among children – as well as discrimination on the grounds of gender, sexual orientation, social and cultural background, religion, race, ethnic and national origin, physical and mental development – are disallowed.

Access to inclusive education is defined by Article 11 of the [Equalisation of Opportunities for Persons with Disabilities Act](#):

1. Inclusion in educational programmes at all levels and lifelong learning in their living environment shall be provided to persons with disabilities on an equal basis with other citizens. Inclusion in various programmes, such as programmes offering a



special and adapted curriculum, and the adaptation of regular programmes to the abilities of a person with a disability, shall not be deemed discrimination.

2. Persons with disabilities shall be entitled to appropriate accommodation for inclusion in educational or study process and shall have the right to have an educational or study process adequately adapted to their individual needs.

([Equalisation of Opportunities for Persons with Disabilities Act in English](#) – amendments from 2017 not included in the English version, however Article 11 is unchanged)

Special needs education

Learners with special needs are children with intellectual impairments, blind and partially sighted children, children with visual impairment, deaf and hard of hearing children, children with speech and linguistic disorders, children with motor disabilities, children with long-term illness, children with deficiencies in individual areas of learning, children with autistic disorders, and children with emotional and behavioural disorders who need adapted provision of education programmes with additional professional assistance or adapted education programmes or special programmes of education (Article 2 of the [Placement of Children with Special Needs Act \(English version\)](#) 2011 – covers ISCED 1, 2 and 3 levels).

Learners are recognised as having SEN when they get an official decision by the National Education Institute Slovenia (NEIS). Parents usually request the introduction of official placement procedures for learners with SEN, but schools or learners themselves (from 15 years old) can also request it (GEM). A complaint against the decision is possible. The ministry responsible for education decides on the case of the appeal considering the recommendation by the second instance placement commission ([Eurydice](#)).

SEN learners are placed in the education programmes considering their physical, cognitive, emotional, social and special health needs. To this end, the child's achieved level of development, their ability to learn and attain the standards of knowledge and the prognosis of their further development shall be considered, allowing for the child's deficiencies, impairments or disorders, as well as the criteria for defining the type and degree of deficiency, impairment or disorder (Article 24).

The provision of education for SEN learners is public service; in special circumstances, it may be in private settings without concession or a private institute, and in the form of home schooling ([Eurydice](#)).

[Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs](#), 2017 (in force from 1 January 2019) covers ISCED 01 and 02:

Children with special needs in the pre-school period are defined as children with developmental disabilities, delays, impairments and/or disorders in physical, cognitive, perception, social-emotional, communication characteristics as well as children with long-term illnesses (Article 3 and 4).

Another target group are children at risk. Those children experience risk factors for developmental disabilities, delays, impairments and/or disorders. The risk factors take



shape during pregnancy, at birth or immediately after birth, and they can influence the development of the child. The risk factors can manifest later because of an illness or poor socio-economic background of the family.

[Eurydice](#)

Learners vulnerable to exclusion from inclusive education

Regulations for specific level of education determine disadvantaged/vulnerable groups of learners to whom special support measures are provided.

[Basic School Act \(English version\)](#) – covers compulsory education (ISCED 1 and 2) and defines the following groups:

- minorities – Italian and Hungarian national communities
- members of the Roma community
- foreign citizens
- learners in hospitals
- gifted learners
- special educational needs
- learners with learning difficulties.

The [Constitution of the Republic of Slovenia \(English version\)](#) sets up specific rights of the autochthonous Italian and Hungarian national communities (Article 64) and of the Romany Community (Article 65) in Slovenia.

- Members of the Italian and Hungarian national communities (ISCED 02, 1, 2, 3) have the right to education in their mother tongue and provision of education in ethnically mixed areas. Rights are specified in detail by the relevant [act on the special rights of members of the Italian and Hungarian national communities](#). Some modifications to the curricula apply ([Eurydice](#)).
- Roma learners (ISCED 02, 1, 2, 3): Their special rights are specified by the [Roma Community in the Republic of Slovenia Act](#). The first paragraph of Article 4 determines that ‘The Republic of Slovenia shall create the conditions for the inclusion of Roma community members into the system of education, and shall ensure the conditions to raise the education level of Roma community members and an appropriate scholarship policy’. In 2021, the National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030 was adopted. It includes also measures regarding education. In 2022, the [Strategy for education of Roma learners](#) was prepared.
- Migrant learners (ISCED 0, 1, 2, 3):
 - ISCED 1, 2: According to the Article 10 of the [Basic School Act \(English version\)](#), children who are foreign citizens or stateless persons and reside in the Republic of Slovenia have the right to compulsory basic school education under the same conditions as citizens of the Republic of Slovenia;



- ISCED 0, 1, 2, 3: The Strategy for integration of migrant learners into education system of the Republic of Slovenia specifies several groups of migrants in the Republic of Slovenia.

Groups of learners considered to be migrants:

- Former migrants who hold Slovenian citizenship:
 - persons born in the Republic of Slovenia and living in Slovenia since birth (second and third generation migrants whose mother tongue is not Slovenian);
 - persons not born in Slovenia who obtained Slovenian citizenship;
- Persons who do not hold Slovenian citizenship:
 - with a permit for permanent residence in the Republic of Slovenia;
 - with a permit for temporary stay in the Republic of Slovenia;
- Asylum-seekers and persons under international protection;
- Citizens of member states of the European Union;
- Children of Slovenian emigrants and workers abroad (with or without Slovenian citizenship) who returned to Slovenia.

In addition, refugees have equal status to Slovenian citizens.

[Guidelines for integration of immigrant children into kindergartens and schools \(English version\)](#) were adopted in 2012.

Source: [Eurydice](#)

[The National Programme for Children 2020–2025](#), 2020: sets out goals for improving children's well-being and opportunities and strengthening their protection and rights. The programme identifies four priority areas of focus: equal opportunities for children, participation of all children, safety of children in a digital environment and a life without violence, and child-friendly procedures.

It also identifies groups of children who are particularly vulnerable: children from socially, culturally and financially disadvantaged backgrounds, children with special needs, deaf children, users of sign language, blind and partially sighted children, of national and ethnic communities (members of the Italian and Hungarian national communities, Roma children), migrant and refugee children, (including also unaccompanied children and asylum seekers).

The National Programme for Children 2020–2025, Section 6.1.5 Most vulnerable groups of children, pp. 26–30

Gifted learners

ISCED 1, 2: [Basic School Act \(English version\)](#) Article 11: Gifted learners are learners who exhibit markedly above-average thinking skills or outstanding achievements in individual areas of learning, in art or in sports. The school shall provide these learners with appropriate conditions for education by adapting the contents, methods and forms of



work and shall enable them to be included in supplementary classes, other forms of individual and group support, and other forms of work.

According to Article 51 of the Act, gifted learners in art or in sports may obtain special status – prospective or top-level athlete status may be obtained by a learner who is registered with a national sports federation and is to compete within the official competition systems of national sports federations or has secured a top-level sporting achievement at the international level. Prospective young artist status may be obtained by a learner who is to participate in national competitions in the field of the arts or has secured top-level positions or prizes in national competitions in the field of the arts.

The acquisition of the statuses may be proposed by the parents of the learner.

Adaptations within the school requirements are regulated by a written agreement between the school and the parents. Class attendance and attendance in other activities, as well as methods and time limits for knowledge assessment, may be adapted accordingly.

In 1999, the council of experts for general education adopted the national guidelines for the [Identification and work with gifted learners](#).

ISCED 3 (general and VET): [Gimnazija Act \(in English\)](#), Article 36, [Vocational and Technical Education Act](#), Article 57 ([English](#) version):

The school may agree to adapt the learner obligations for (among others) the gifted learner; a prospective top-level athlete learner; a learner who is preparing for international competitions in knowledge or other international educational and cultural events and exchanges, in the case of other sports and cultural activities, including arrivals from a foreign country and other justified cases.

Adaptations of schooling obligations for learners referred to in this Article shall be regulated by the school through a personalised education plan which shall adapt the performance of classes and other rights and duties of the learner and the school in co-operation with the learner and the parents of the learner.

In 1999, the council of experts for general education adopted the national guidelines for the [Identification and work with gifted upper secondary learners](#).

Learners with learning difficulties (covers ISCED 1, 2)

[Basic School Act](#), Article 12a defines learners with learning difficulties as learners who:

...without the adapting of methods and forms of work in the classroom, find it difficult to achieve the required standards of knowledge. Schools shall adapt methods and forms of work in the classroom for these learners and shall enable them to be included in remedial classes and other forms of individual and group support.

In 2008 the council of experts for general education adopted the teaching concept '[Learning difficulties in basic schools](#)'.



Learners in hospitals

According to the [Basic School Act \(English version\)](#), Article 10 a, classes may be organised on hospital wards for learners (ISCED 1, 2) who require hospital treatment. National guidelines (ISCED 0, 1, 2, 3) on the [Concept of education of learners in hospital care](#) were approved by the Council of experts of the Republic of Slovenia for general education in 2013. Guidelines refer to levels ISCED 0, 1, 2, 3.

Learners with special educational needs

[Placement of Children with Special Needs Act \(in English\)](#) (2011; covers ISCED 1, 2 and 3 levels):

Children with special needs are children with intellectual impairments, blind and partially sighted children, children with visual impairment, deaf and hard of hearing children, children with speech and linguistic disorders, children with motor disabilities, children with long-term illness, children with deficiencies in individual areas of learning, children with autistic disorders, and children with emotional and behavioural disorders who need adapted provision of education programmes with additional professional assistance or adapted education programmes or special programmes of education (Article 2 of the Act).

Learners are recognised as having SEN when they get an official decision by the National Education Institute Slovenia (NEIS). Parents usually request the introduction of official placement procedures for learners with SEN, but schools or learners themselves (from 15 years old) can also request it (GEM). A complaint against the decision is possible. The ministry responsible for education decides on the case of the appeal considering the recommendation by the second instance placement commission ([Eurydice](#)).

SEN learners are placed in the education programmes considering their physical, cognitive, emotional, social, and special health needs. To this end, the child's achieved level of development, their ability to learn and attain the standards of knowledge and the prognosis of their further development shall be considered, allowing for the child's deficiencies, impairments, or disorders, as well as the criteria for defining the type and degree of deficiency, impairment or disorder (Article 24).

The provision of education for SEN children is a public service; in special circumstances, it may be in private settings without concession or a private institute, and in the form of home schooling ([Eurydice](#)).

[Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs, 2017](#) (in force from 1 January 2019) covers ISCED 01 and 02:

Children with special needs in the pre-school period are defined as children with developmental disabilities, delays, impairments disorders in physical, cognitive, perception, social-emotional, communication characteristics as well as children with long-term illnesses.



1.3 Individuals or groups of learners vulnerable to exclusion from inclusive education focused on in the report

ISCED 0, 1, 2, 3 (general and VET – initial/youth).

1.4 Development of thinking around learners vulnerable to exclusion from inclusive education

No information.

1.5 Future education system developments that may impact positively or negatively on inclusive education

No information.



SECTION 2. THE EDUCATION SYSTEM

This section provides information on the structures and features of the whole education system that influence the development and implementation of inclusive education in the country.

2.1 Overview of the education system

In Slovenia, the Ministry of Education is responsible for education. It has authority to formulate and implement education policies, as well as make system regulations. The Ministry directly or indirectly, outlines national programmes and draws up budgets for pre-primary, basic, upper secondary, short-cycle higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration, and develops investment and major maintenance programmes.

The education system of the Republic of Slovenia is organised mainly as a public service rendered by public and private institutions that provide officially recognised or accredited programmes. By law, public schools are secular, and the school space is autonomous.

Public upper secondary schools, short-cycle higher vocational colleges, higher education institutions, educational institutions for SEN children and residence halls for upper secondary and tertiary learners, as well as supporting professional institutes in education, are founded and financed by the state.

Public kindergartens, basic schools, residence halls for basic school learners, music schools and adult education organisations are set up by municipalities. Pre-primary education programmes are funded by municipalities, payments by parents, and other sources. Basic education is funded by both the municipality and the state, as well as from other sources. The same applies to adult education.

There are also supporting public institutions in education set up by the state that pursue, primarily, activities in the scope of development, professional support and supervision, as well as quality monitoring, counselling and so forth.

Public schools and kindergartens and other education institutions are state-controlled by appointment of representatives to governance bodies, public funding, salary system, adoption of common rules and guidelines of public service, centrally adopted curricula, etc. The providers of public service are under supervision of the school inspectorate.

The governance body of public kindergartens, schools and educational institutions for SEN children is the council and the management body is the head teacher, who is also a pedagogical leader. Teachers enjoy professional autonomy, and the head teacher has the autonomy in accordance with requirements to employ teachers and other staff of their own choice.

As specified by the [Constitution of the Republic of Slovenia \(version in English\)](#), there is a guarantee of freedom of choice in education and autonomy of higher education institutions.



Table 1. Typical age ranges for the ISCED levels, school year 2021/2022

ISCED level	Name of the level (in English)	Age range
01	Pre-primary education (1 st age period)	11 months–3 years
02	Pre-primary education (2 nd age period)	3–5 years
1	Basic education (grades 1–6)	6–11 years
2	Basic education (grades 7–9)	12–14 years
3	Upper-secondary general education	15–18 years
3	Upper-secondary VET	15–19 years

Table 2. Number of kindergartens/schools for the ISCED levels, school year 2021/2022

ISCED level	Number of public kindergartens/schools	Number of private kindergartens/schools
01, 02	108 independent 207 school-based kindergartens	97
1, 2	450 schools 20 special schools 10 institutions for learners with SEN	6
3	142 schools or school centres 5 institutions for learners with SEN	6

Pre-primary education is not compulsory. Kindergartens may adapt various programmes to the needs of parents and children and in agreement with the municipality: full-day, half-day and part-time programmes. The programmes are carried out by pre-primary teachers and teacher assistants. Children remain and receive pre-primary education and care in the same institution 'kindergarten' (*vrtec*) until they start compulsory basic school. The official educational programme for pre-primary learners is the Kindergarten Curriculum. It takes into consideration the diversity of children, respecting the right to choose and to be different. It maintains a balance between the various aspects of a child's physical and mental development. The aim of the curriculum is not only to advance pre-academic abilities, but also to promote the holistic development of the child. It includes learning objectives and areas of activities, which are the same for both age groups. The subject areas are movement, language, nature, society, arts and mathematics. Some kindergartens and institutions for SEN children also provide adapted curriculum for SEN children.



State-funded short programmes (240 hours a year) are available from the school year 2018/2019 and target children who are not in early childhood education the last year ahead of the compulsory basic school start.

Basic school (*osnovna šola*) is a single structure, comprising both primary and lower-secondary general education. It is compulsory and lasts nine years. It includes three educational cycles. The first two are taught by general teachers, for the most part, while the third cycle is taught by specialist subject teachers. All children get a place at a school in their respective catchment area. Parents may enrol their children in a school outside their catchment area, in a private school or even decide to home-school their child. The widespread network of public schools and their branches grants children access to a basic education. More than 750 basic schools, branches included, deliver the mainstream educational programme, and almost 60 specialist basic schools – special units at mainstream schools as well as specialist institutions for SEN learners – deliver the adapted educational programme. The basic school programme is determined by timetable and subject curricula for compulsory and optional subjects, as well as various guidelines and concepts. All schools have to provide free of charge non-compulsory activities of the extended programme – remedial and supplementary lessons, extra-curricular interest activities, non-compulsory optional subjects, morning care (grade 1) and after-school classes (grades 1 to 5) – which are provided by qualified teachers in line with officially adopted educational guidelines and concepts.

In grades 1 and 2, teachers assess the progress of learners with descriptive marks. From grade 3 onwards, teachers evaluate the achievement of standards of knowledge and award numerical marks. Learners sit compulsory national assessments at the end of grades 6 and 9, the outcomes of which have no formal consequences on the learners' final mark or progression. By law, it is not allowed to rank schools based on the results of national assessments.

All schools have a library and provide career guidance and learner support through school counselling services. Learners enjoy the right to income-related subsidies for school meals and may borrow textbooks for free from the school textbook fund.

The system of **upper secondary education** (*srednješolsko izobraževanje*) is centralised. However, schools and teachers are, subject to the relevant rules, autonomous in defining learning content and choosing teaching methods.

Upper secondary education is not compulsory, and it encompasses:

- general education, with different types of four-year *gimnazija* programmes (*gimnazija*, classical *gimnazija*, technical *gimnazija*, *gimnazija* of economics, *gimnazija* of arts) and a one-year matura course; at the end, learners take national exam the general matura;
- vocational and technical education, with educational programmes of different levels of difficulty: two-year short vocational education and three-year vocational education – at the end of the programmes, learners take the school-leaving exam; four-year technical education, two-year vocational-technical education (to continue the three-year vocational education), one-year vocational course – at the end, learners take the vocational matura.



Upper secondary schools (*srednje šole*) may offer only one programme (less often and typical for larger cities) or they may offer several programmes in an equal or different degree of difficulty. Single-programme schools are most often *gimnazije* (general education). If a school offers a variety of programmes and the size of the school dictates it, the school can be organised in a school centre. Typically, it is divided into internal organisational units. Those units are relatively autonomous in managing the pedagogical process, but as to finances, material and staff they are managed at the level of the legal entity.

Learners studying in more distant locations have the option to reside in upper secondary learner residence halls.

All schools have a library and provide career guidance and learner support through school counselling services. Learners enjoy the right to income-related subsidies for school meals and may apply for need-based scholarships. Scholarships for talented learners are also available.

Sources:

[Eurydice National Education Systems – Slovenia](#)

Eurydice: [The Education System in the Republic of Slovenia 2021/2022](#)

2.2 Specific features that are present within the education system

Early tracking of learners into a particular educational pathway (i.e. streaming learners by abilities into different types of provision or school; this includes placing children into separate schools)

Not present. Tracking starts at upper secondary level.

‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)

Not present.

Grade retention (i.e. holding learners back to repeat school years, instead of providing flexible support that enables learners to progress with their peers)

Basic school education (ISCED 1, 2)

No grade retention is envisaged for the learners for grades 1 to 6.

Notwithstanding the provision of the above paragraph, a learner of grades 3, 4, 5 and 6 may, on the basis of a written reasoned proposal from the class teacher, repeat the class without the parent’s consent. The learner may repeat the class when, at the end of the school year they are assessed negatively in one or more subjects, even though the school has allowed them to take additional classes and other forms of individual and group assistance.

Learners from grades 7–9 progress to the next grade if they are positively assessed in all subjects at the end of the school year. Learners in grades 7 and 8 with one or two negative marks at the end of June must be given an opportunity to take a retake exam during



school summer holidays. A learner who has one or more negative marks in grade 9 is entitled to a retake in all the subjects they got negative marks in during the summer holidays or within the following school year.

Notwithstanding the provisions of the above paragraph, a learner may, due to poor grades resulting from longer absences from classes, illness, relocation or for other reasons, repeat the class if their parents so request or repeat the class on the basis of a written reasoned proposal from the class teacher with consent with parents.

Sources:

GEM

[Basic School Act \(English version\)](#) Article 69

[Eurydice](#)

Upper secondary education (ISCED 3)

Learners progress to a higher year if, at the end of the school year, they have been assessed with positive grades in all subjects and have fulfilled all obligations under the programme. Learners can retake if they have got negative final grades in up to three subjects at the end of instruction.

Learners who have not fulfilled all the obligations under the programme by the end of the school year may repeat the year once. Learners with special educational needs, learners who are in parallel education in another programme, promising learners and top athletes, and learners who have not fulfilled all their obligations due to parenthood, exceptional social and family circumstances and sickness or other valid reasons, may repeat the same year several times.

The head teacher can decide that a learner who has not fulfilled all the obligations for valid reasons may continue to the higher year. In that case, the head teacher determines conditions and time limit to fulfil the missing obligations.

Sources:

[Gimnazija Act, Article 20 \(version in English\)](#)

[Vocational and Technical Education Act, Article 52 \(version in English\)](#)

[Eurydice](#)

Multiple languages of instruction

ISCED 0, 1, 2, 3

In the Italian ethnic community area, education may be provided in two ways: the language of instruction can be Slovenian, and learners learn Italian; or the language of instruction is Italian and learners learn Slovenian.

In areas with Hungarian ethnic minority, bilingual education is provided in kindergartens and schools, with lessons/educational activities delivered simultaneously in Slovenian and Hungarian.



Sources:

[Organisation and Financing of Education Act](#), Article 3 ([version in English](#))

[Basic School Act](#) ([version in English](#))

[Kindergartens Act](#) ([version in English](#))

[Gimnazija Act](#) ([in English](#))

[Vocational and Technical Education Act](#) ([version in English](#))

[Eurydice](#)

Specific policies on access to compulsory education in local schools (i.e. school selection policies)

ISCED 1, 2

All children residing in the Republic of Slovenia have the right to basic education under the same conditions. This is specified by the Basic School Act, Article 48 and the Organisation and financing of education Act, Article 11. Public schools form a public basic school network specified by the relevant [decree on criteria to set up public network](#) of basic schools and music schools, so all children can enrol in the relevant school catchment area. The criteria for setting up a public network is centrally specified. The [SOKOL](#) application provides demographic information by school catchment areas. Local communities set the boundaries of the school catchment area.

Parents enrol their child in the basic school in the school catchment area where the child resides. However, they may decide to enrol the child in another school instead. Basic schools must provide enough places for all children residing in the catchment area but are not obliged to enrol children residing outside the catchment area.

According to the Basic School Act, Articles 12, 49, parents have the right to enrol a SEN child in the basic school in the school district in which the child is permanently or temporarily resident, unless another appropriate basic school is determined based on a placement decision issued by the National Education Institute Slovenia according to the prescribed procedure.

As a rule, the nearest appropriate school is determined by the placement decision for a SEN child.

Sources:

[Organisation and Financing of Education Act](#) ([version in English](#))

[Basic School Act](#) ([version in English](#))

[Eurydice](#)

GEM



Other(s)

Faster progression

ISCED 1, 2: Upon recommendation by parents or with their consent, a learner (ISCED 1, 2) can advance faster if they post above-average results. Such learners do not take an additional examination. The decision on whether to accelerate a learner's progression through basic school is taken by the teachers' assembly. [Basic School Act \(English version\)](#), Article 79.

ISCED 3: Learners can complete the programme within a shorter time. This right is decided by the school assembly of teachers. Learners take subject exams to fulfil their school obligations.

[Gimnazija Act \(in English\)](#), Article 19

[Vocational and Technical Education Act \(English version\)](#), Article 50

[Eurydice](#)

Outdoor school –ISCED 1, 2

[Basic School Act \(English version\)](#) Article 39a

The school implements part of the compulsory programme and other activities as an outdoor school. This is an organised form of educational activities which take place outside the school for a minimum of three consecutive days. For learners who do not attend outdoor school, school organises comparable activities during this time.

[Outdoor school guidelines](#) were approved by the Council of experts of the Republic of Slovenia for general education in 2001.

The funds for co-financing and subsidising are provided to schools from the state budget according to the [Organisation and Financing of Education Act \(English version\)](#), Article 81 and [Outdoor School Funding Rules](#).

Form class

According to the [Basic School Act \(English version\)](#) Article 15, form classes are compulsory. At form classes, learners address issues related to the class, class community and their lives together with their form teacher.

Learners in higher grades of basic school education spend half an hour per week in a form class before or after regular hours. [Guidelines for Teachers' Councils and Class Communities](#) in basic and upper secondary schools and residence halls for upper secondary learners were approved by the Council of experts of the Republic of Slovenia for general education in 2005. The guidelines apply also for ISCED 3 level of education.

Extended programme

According to the [Basic School Act \(English version\)](#) Articles 20–25, basic schools provide the extended programme including after-school classes, an early-morning care, supplementary classes, remedial classes, extra-curricular interest activities and non-



compulsory optional subjects. Learners attend extended programme voluntarily; it is free of charge. All activities are provided by qualified teachers.

Morning care and after-school classes

Grade 1 learners may attend morning care.

Learners of grades 1 to 5 may attend after-school classes. SEN learners attending adapted or special education programmes may attend after-school classes until the completion of basic school education. They use them to study, do their homework, and fulfil other obligations as well as participate in cultural, sports, artistic and other activities.

Both are guided by the educational concept for after school classes and other forms of [care in basic school](#) approved by the Council of experts of the Republic of Slovenia for general education in 1999.

Remedial and supplementary classes

Supplementary classes are organised for learners who exceed certain knowledge standards in individual subjects. Remedial classes are organised for learners who need learning assistance. Both are part of a teacher's scheduled teaching time.

Extra-curricular interest activities

To enhance learners' interests, basic schools organise activities of interest, which are determined by the annual school action plan. They are guided by the [educational concept for interest activities](#) approved by the Council of experts of the Republic of Slovenia for general education in 2006.

Basic music and ballet education

Slovenia has a well-developed system of non- compulsory basic music and ballet education. It is provided outside mainstream formal education and learners may attend school simultaneously. The education is uniform in terms of organisation but is internally differentiated in terms of content in order to enable learners to finish their education at the basic level and allow talented learners to continue their music and dance education.

It is provided by public and private music and ballet schools. They cater for pre-primary children, basic school learners, upper secondary school learners, tertiary learners, and adults as well. Candidates are required to pass an entrance aptitude test. Officially recognised programmes provided by public and private music and ballet schools are primarily financed by public funds; however, schools charge parents some material costs. Schools established by local communities and private providers allow learners to gain artistic experience, encourage learners to perform solo, set up chamber music groups and orchestras and dance groups; the most talented learners are prepared to participate in music and dance competitions.

In the 2021/2022 school year, there were 26,106 learners enrolled on the basic music and ballet education programmes, of which 1,474 were on the dance programmes. Basic school learners make up for 91% of all learners. 13.5% of basic school learners attended music schools simultaneously.

Sources:



Eurydice: [The Education System in the Republic of Slovenia 2021/2022](#)

[Music Schools Act](#)

2.3 Public and private authorities responsible for different types of provision

Administration responsibilities are distributed among the national authorities, local authorities, and schools.

Laws and other enforceable regulations and national programmes are passed by the National Assembly, whereas statutory documents are passed by the central government or ministries.

The development of the public sector is a matter of sectoral policies. The only unified feature of the entire public sector in Slovenia is the salary system and the associated ranking of public servants. Accordingly, education authorities are in charge of the management, organisation and funding policies in education.

In Slovenia, the Ministry of Education is responsible for education. The Ministry takes decisions on expert matters in specific areas of education, plans and implements education policies and makes regulations or develops national programmes. The Ministry directly or indirectly outlines national programmes and draws up budgets for pre-primary, basic, upper secondary, higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration, and develops investment and major maintenance programmes. It renders decisions on allocation of different educational programmes to institutions for upper secondary and adult education and seeks consent from the government before publishing calls for enrolment for upper secondary, short cycle higher vocational or higher education programmes. The Ministry undertakes the development of the information systems at all levels of education and has its representatives appointed to the governing boards of public institutions. It has other obligations and responsibilities specified by law relevant to the specific field of education.

The Government establishes several national councils of experts – for general education, vocational and technical education, adult education, and higher education (it addresses matters of short-cycle higher vocational education to a certain extent). In addition, the Ministry and other stakeholders rely on the expertise of the specialist national research and development institutions.

The Ministry of Family, Labour, Social Affairs and Equal Opportunities is responsible for issues related to the social status of learners and their families, and it plays an active role in the areas of vocational education and adult education. In addition, the social-care residential institutes which provide the special education programme fall under the responsibility of the ministry responsible for social affairs.

The Ministry of Finance is involved in public accounting; it manages the state budget and public procurement. The Ministry of Public Administration is responsible for issues related to staff salaries – it has the authority to formulate and implement the public sector salary system and other issues regarding public employees. Other ministries are involved in the



development and implementation of policy in specific areas, such as the armed forces, internal affairs, health, and culture, etc.

A public network of public kindergartens and schools, private kindergartens and schools, and private educational providers holding a concession is established for the provision of public service in education which guarantees accessibility. Criteria for establishing a public network is specified by the Government of the Republic of Slovenia.

National authorities are responsible for:

- establishing public upper secondary schools, educational institutions for SEN children, residence halls for learners, short-cycle higher education colleges, higher education institutions, as well as supporting professional institutes in education;
- adopting officially recognised public education programmes: ISCED 1, 2, 3 – Minister in co-operation with the respective council of experts; ISCED 0 and education programmes for learners with emotional and behavioural disorders and special education programmes for SEN learners – the council of experts for general education;
- determining upper secondary general and vocational education providers, as well as providers of education programmes for SEN learners;
- approving textbooks (ISCED 1, 2, 3) by the relevant council of experts.

In the area of education, local authorities are end responsible for:

- establishing public kindergartens, basic schools, music schools and residence halls for learners;
- determining basic education providers, music education providers and providers of educational programmes in residence halls for learners;
- granting concessions for the provision of public service;
- founding and funding adult education organisations;
- approval of annual adult education programmes.

Administrative bodies in public kindergartens and schools include school councils and head teachers and directors (for schools or education institutions with more organisational units). The founder – the municipality or the government – participates in the management of kindergartens and schools through representatives on the council and directly through administrative procedures.

The kindergarten or school council is composed of three representatives of the founder, five representatives of the staff, and three representatives of parents. Upper secondary schools councils also include two learner representatives.

Among other things, a public kindergarten or school council is responsible for:

- appointing the head teacher and/or director and relieving them from office;
- adopting the development plan of the kindergarten or school, the annual work plan, and the implementation report;
- adopting the annual report on the self-evaluation of the school or kindergarten;



- deciding on the introduction of above-standard and other programmes;
- discussing reports on education-related issues;
- deciding, as the second-instance body, on appeals regarding the status of apprentices and learners (depending on the institution in question) as well as on appeals regarding the rights, obligations and responsibilities of employees;
- discussing matters submitted by the assembly of education staff, school inspection, representative trade union, parents' council, or the community of apprentices or learners (depending on the type of institution).

The head teacher has a double role: as the pedagogical leader, as well as the manager. The head teacher is directly responsible for the implementation of regulations. Within this framework, however, their decision-making regarding human resources and the allocation of funds for material costs is autonomous.

The head teacher is, among other things, responsible for:

- organising, planning and managing the work at the kindergarten or school;
- drafting the development programme and the annual work plan of the kindergarten or school;
- promoting the professional development of education staff and deciding on the promotion of employees to higher wage grades;
- supervising the work of counselling services;
- informing parents about the work of the kindergarten or school and amendments to rights and obligations of apprentices and learners;
- deciding on corrective measures;
- ensuring the implementation of decisions adopted by the state authorities;
- deciding on the establishment of employment relationships and the disciplinary accountability of employees;
- ensuring and determining quality through self-evaluation and an annual report on the self-evaluation of the school or kindergarten.

At a public kindergarten, school or other educational institution (including institutions for SEN learners) in which an organisational unit has been established to implement different education programmes, the management function may be exercised by the director, while the function of pedagogical leader in the organisational unit is exercised by the head teacher of that unit.

Each public kindergarten and school must have a council of parents. Councils of parents consist of one representative per each class/group. These representatives are elected by parents at the class parent–teacher conferences. They give consent to above-standard programmes and appoint their representatives to school/kindergarten councils, but overall their role is an advisory one. Since 2008, parents have had the right to adopt their own programme of co-operation with the school/kindergarten and their councils may form local or regional networks, which may further form a national association.



Private education

Domestic and non-domestic natural or legal persons may set up private kindergartens or upper secondary schools. Only domestic natural or legal persons may set up basic schools (not relevant for schools accredited to deliver international programmes). Private kindergartens and private schools with officially recognised education programmes receive public funding (in full or part – 85%). Private institutions are not entitled to resources for maintenance and capital investments; however, they may participate in tenders for co-financing of development projects.

Privately founded kindergartens and schools must meet the statutory requirements regarding the programme, the premises and staff qualifications.

The content and the procedure of adopting education programmes of private kindergartens and schools is decided with the founding act. The education programme according to the previous paragraph becomes officially recognised once the respective council of experts has established the adequacy of the programme for pre-primary learners (ISCED 0) or the compliance of the programme at ISCED 1, 2, 3 levels with the goals of the education system and guarantee of an equivalent educational qualification standard.

Sources:

[Organisation and Financing of Education Act \(English version\)](#), Article 16

[Kindergartens Act \(version in English\)](#)

Eurydice: [The Education System in the Republic of Slovenia 2021/2022](#)

Ministry of Education, Science and Sport of the Republic of Slovenia

[Eurydice](#)

2.4 Levels of autonomy open to educational institutions – schools, local authorities, school maintainers, etc. – within the system

Municipalities have autonomy within the legislative framework described in sections 2.3 and 2.5. Decision-making powers on education-related issues that are under the authority of municipalities rest with municipality councils, mayors, and other local community bodies.

By law, public schools are secular, and the school space is autonomous; in public schools, political and confessional activities are prohibited. The [Organisation and Financing of Education Act \(English version\)](#), Article 72.

Education and other staff in public kindergartens, schools, higher education institutions, and education institutions for SEN learners have the status of public servants. Policies concerning salaries, employment relationships and retirement are uniform for the entire country.

The Public Sector Salary System Act governs the salaries of education employees based on the principle of equal pay for comparable jobs within the entire public sector. However, it



is the head teacher that decides on awarding specific bonuses to the teacher or other member of school/kindergarten staff (e.g. regular work performance allowance).

Teachers and other staff are recruited via public advertisement of a post that is set forth according to the staffing structure of posts, defined norms and standards. The head teacher has the autonomy in accordance with requirements to employ teachers and other staff of their own choice.

Education staff at public kindergartens, schools and educational institutions for SEN learners enjoy professional autonomy over their teaching practice. They must practice in line with the national officially recognised curriculum. In schools' knowledge standards, objectives and main contents for each subject are stipulated by the relevant subject curriculum. Within this framework, teachers are autonomous regarding teaching methods and may adjust the content to fit specific circumstances.

Education staff in a school/kindergarten is organised in expert bodies such as the teacher's assembly and the working group of teachers. These bodies make autonomous decisions on professional and disciplinary issues, and they provide their recommendations regarding the appointments of head teachers.

The school (ISCED 1, 2, 3) makes an autonomous decision on the textbooks, workbooks, and other teaching aids. The school chooses textbooks from the list of approved textbooks. A [catalogue of approved textbooks](#) is available online on the COBISS platform, which is an organisational model of joining libraries into a national library information system with shared cataloguing.

Admission of learners

ISCED 0: If the number of applications for the kindergarten exceeds the number of free places, the selection of learners is done by the kindergarten. The structure of the learner admission commission which decides on admission and the admission criteria for kindergarten is specified by the founding municipality upon the suggestion of the kindergarten council.

ISCED 1, 2: Parents enrol their child in the basic school in the school catchment area where the child resides. However, parents are also entitled to enrol the child in another basic school if this school agrees.

ISCED 3: Schools may limit enrolment in the first year if the number of candidates exceeds the human resources and capacity of the school. With the consent of the Minister, the school may put a cap on places. The selection of candidates is administered by the Ministry of Education and is based on the nationally set criteria. In addition, an upper secondary school may set additional criteria that are used in case of candidates with the same number of points on the last free place.

See also information about autonomy in section 2.3.

2.5 General mechanisms for funding schools

The financing system for pre-primary, basic, upper secondary and tertiary education is prescribed in detail at a national level. The Organisation and Financing of Education Act



specifies the sources of funding by purpose, duty and responsibility and lays down the terms and conditions of financing and supervision at pre-tertiary levels of education. Funding sources include:

- public funds;
- funds contributed by the institution's founder;
- contributions from industry associations and chambers (for upper secondary education);
- direct contributions from employers for the provision of work experience (for upper secondary education);
- payments and fees from learners, apprentices and adults (for upper secondary education);
- payments from parents for pre-primary education services;
- funds from sales of services and products;
- donations, sponsorships and other sources.

The scope of financing is determined using two methods:

- standardisation of activities and monitoring actual costs in kindergartens and basic schools;
- lump sum (integral) financing in upper secondary and tertiary education.

Kindergartens and basic schools are funded on the basis of their programmes and in accordance with criteria and standards issued by the Ministry of Education. Finances for upper secondary schools are calculated on the basis of allocated funds per learner, that is, on the basis of the Rules on financing and organisation of education and the criteria and standards issued by the Ministry of Education. The actual scope of funding is specified in a financing agreement signed by the Ministry and the school for each budget year. This agreement determines the scope of funding based on full-time enrolments and graduates.

Salaries for staff employed in education are determined in accordance with the law regulating public servant salaries (salary system), collective agreements (amounts and benefits) and by taking account of actual employment relations regulated by school legislations (titles, positions, bonuses). The Regulation on methods to calculate and pay salaries in the public sector ensures a uniform salary system for all public servants.

GEM: Education spending as a share of GDP decreased during the financial crisis, but it remains above the EU average. Between 2012 and 2019, expenditure per learner in primary and secondary education fell by 0.7% (EAG 22 Table C1.3.), one of the two decreases among OECD countries (OECD average was 1.9% increase). Expenditure per learner in tertiary education only increased by 3.8%, compared to an average increase of 1.2 % across OECD countries (Education at a Glance, OECD, 2022).

Public expenditure (state and municipalities) for formal education in 2020 amounted to EUR 2.533 billion, or 5.4% of GDP. EUR 2.698 billion was spent for educational institutions: 87.3% public expenditure, 11.4% private expenditure, and 1.3% funds from international sources.



In the structure of total expenditure on educational institutions by level of education, expenditure on pre-primary education accounted for 19.5% or 1.12% of GDP, on basic education 42.8% or 2.46% of GDP, on upper secondary education 16.0% or 0.92% of GDP, and on tertiary education 21.7% or 1.25% of GDP.

ISCED 0

Pre-primary programmes are funded from municipality budgets, national budget, pre-school fees and other sources. Parents contribute towards programme costs depending on their economic situation; the remaining funds come from the municipality where the kindergarten is located.

The programme financial structure is prepared by the kindergarten and approved by the Municipality Council. The municipality that established the kindergarten enters into a funding agreement with the kindergarten. The kindergarten submits a financing request to the municipality each month for the reimbursement of expenses. The municipality covers the outstanding programme costs and provides funds for investments, equipment and maintenance.

The municipality subsidises full programme fees for parents with permanent residence in the catchment area and for foreign parents with temporary residence in the catchment area if at least one parent is a tax resident of the Republic of Slovenia. The programme fees cover the costs of education, care and meals.

Development activities and activities of national significance are funded from the national budget and include:

- kindergarten groups in hospitals, so-called 'hospital units' whose activities are focused on the national territory, and half of the funds for salaries and benefits, taxes, and contributions for pre-primary teachers in kindergarten units operating in other hospitals, whose operation has also been approved by the Ministry responsible for early childhood education;
- pre-primary groups in specialised, state-funded institutions for SEN learners;
- higher costs of kindergartens where the Italian language is used in the pedagogical work, or where the pedagogical work is bilingual in Slovenian and Hungarian, and for units with Roma children, including funding for a Roma assistant;
- partial funding for investment and equipment in ethnically mixed areas;
- the payments to kindergartens provide funds to co-finance the payments of parents who have two children enrolled in kindergarten at the same time or who have a third and each additional child enrolled in kindergarten;
- research and experiments, information and archiving services;
- professional training for teaching staff;
- employment and training for trainee teachers;
- scholarships for pre-primary teachers and subsidies for school fees;
- children's books and toys and professional materials, subsidies for professional literature;



- funds for the national award for teaching staff;
- funds for international activities;
- kindergarten units offering shorter 240-hour annual programmes for children not enrolled in kindergarten who will turn 6 in the following calendar year, the organisation and operation of which has been approved by the Ministry responsible for pre-primary education;
- funds to cover the higher operating costs for the kindergarten development units for SEN children.

Payments by parents

Pre-primary programmes in kindergartens are subject to fees. The basis for calculating the fees payable by parents is the costing of the programme in which the learner is enrolled. Fees are determined based on the national scale, which ranks parents by pay classes in accordance with the family's income and wealth. In accordance with the amendment to the Kindergarten Act that was adopted in February 2021, if more than one child from a family is enrolled in kindergarten, parents are exempt from paying for the younger child from the same family. They are also exempt from paying kindergarten fees for the third and each additional child from the same family, regardless of whether they attend kindergarten at the same time as their sibling.

Children whose parents submit statement of social vulnerability of the family, issued by social work centre, have priority in admission to kindergartens.

ISCED 1, 2

Basic school is financed from the national and the municipality budget, from donations, sponsorships and other sources.

National budget

The government provides funds for the provision of the compulsory programme (lessons and form classes) and the extended programme (non-compulsory optional subjects, supplementary and remedial lessons, individual and group support to learners, interest activities, after-school classes, and morning care).

Salaries for basic school staff are funded from the national budget. The level of funding for salaries is determined based on job classifications and the number of occupied positions in a school; they must comply with relevant regulations, such as laws, criteria and standards and collective agreements.

The amount of funds allocated to a basic school is calculated based on the [Rules on norms and standards for the implementation of the basic school programme](#). The Rules are issued by the Minister of Education after prior consultation with the Council of Experts for General Education and the trade unions. The criteria and standards include the teaching responsibilities of the teaching staff, the criteria for the provision of the counselling service, libraries, administrative, accounting and technical services, and the classroom and grouping criteria. Funds are provided also for salaries of teachers and other support staff



that provide additional professional assistance or physical assistance, and translation of sign language to SEN learners.

The government provides funding for the material costs of the programme, namely for teaching aids, field trips, and care for children with special needs, as well as developmental and other support activities, such as:

- research, development, information and experimental activities in schools;
- in-service training for teachers; ICT and other means of instruction;
- international activities;
- operation of school libraries;
- textbook and literature subsidies;
- meals subsidies;
- learner competitions and work with talented/gifted learners;
- extra-curricular activities;
- Roma children education;
- Slovenian language and mother tongue lessons for foreigners in basic schools;
- research and innovative activities of learners;
- transportation and care for learners who need transport due to wildlife threats on their route to school.

A [rulebook](#) defines the criteria.

Municipality budget

Municipalities provide funding for basic schools' capital investments, pay maintenance costs and material costs for buildings and equipment, for the so-called above-standard programme, and transportation and care for children who need transport. The above-standard programme may also include the presence of a second teacher in all lessons during the entire first grade, additional sports classes, a foreign language from year one, and so on. Kindergartens and schools can apply for funding for above-standard programmes at national competitions and by participating in national projects.

Payments by learners

Education for learners in public and private schools with a concession is free. Public and private schools with a concession may not charge learners except for matters expressly permitted by law. According to regulations, the school may charge for: the material costs of organising outdoor school, contributions towards the cost of meals, and the cost of other services that are not compulsory or go beyond the prescribed criteria and standards (above-standard programme). For socially disadvantaged learners, subsidies for school meals and subsidies for outdoor school are granted from the national budget.

The same funding mechanism applies to special basic schools for SEN learners providing adapted basic school education programme or special education programmes. Although depending on specific circumstances, different rules apply regarding norms and standards



– especially different are classroom and grouping criteria (fewer learners in a classroom/group).

ISCED 3

Upper secondary education is funded by:

- the national budget;
- contributions from industrial associations and chambers;
- direct contributions from employers for the provision of on-the-job lessons;
- learner fees;
- private school fees;
- the proceeds from sales of services and products;
- from donations, sponsorships and other sources.

The level of funding is determined in accordance with the methodology for determining financial resources per participant in education. Schools receive funds for staff and current expenditure as a lump sum (block grant) in accordance with the methodology for the calculation of the amount of funds per learner, set out by the minister's [Rules on methods for funding upper secondary education programmes](#). Schools may receive additional funds due to costs related to currently employed staff or due to enrolment of SEN learners.

The government provides funding for salaries of staff employed in upper secondary schools, as well as for material costs, buildings and grounds (including their maintenance and renovation), and equipment. This is subject to national regulations, such as the relevant laws, the methodology for determining the level of funding per learner, and the relevant collective agreement.

The government also provides funding for support and development activities, such as:

- pension and disability insurance for apprentices and learners;
- textbook subsidies;
- the development of upper secondary education;
- research, development, information and experimental activities;
- professional development of teachers;
- development of teaching technologies;
- international co-operation;
- operation of school libraries;
- learner competitions and work with talented/gifted learners;
- learner research and innovation activities, including compulsory medical examinations of learners participating in practical fieldwork;
- learner transport and school meals.



Payments by learners

Education for learners in public and private schools with a concession is free. Public and private schools with a concession may not charge learners except for matters expressly permitted by law. According to regulations, the school may charge for contributions towards the cost of meals, and the cost of repeating school-leaving (matura) exams and other services that are not compulsory or go beyond the prescribed criteria and standards (above-standard programme). For socially disadvantaged learners, subsidies for school meals and subsidies for borrowing textbooks are granted. Learners may apply for need-based scholarships.

Support for learners from vulnerable groups

In addition to the above information, there are some other measures in place to support learners from vulnerable groups.

The quality control mechanisms that inform financing decisions and monitoring of effectiveness are:

- an internal audit of the school by the municipality;
- an external audit of the school by the Ministry of Education;
- a variety of inspections (school, finance, work, etc.).

Sources:

[Organisation and Financing of Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

[Eurydice](#)

[Exercise of Rights from Public Funds Act](#)

GEM

[Statistical Office of the Republic of Slovenia](#)

[FPIES Country Report: Slovenia](#)

2.6 Specific mechanisms for funding the inclusion of learners vulnerable to exclusion from inclusive education

Funding allocations to support the inclusion of learners from vulnerable groups are set by the different laws and regulations.

In some cases, the need of specific groups of learners is embedded in the funding formula (e.g. systemisation of posts/material costs/textbook fund) or the funding is provided for an individual learner (e.g. transportation, meals, professional support, etc.).

The [Parental protection and family benefits Act](#) guarantees the following rights to all parents who are insured and pay for parental protection:

- Parental leave
- Parental benefits



- Shorter working hours for parents up to:
 - the child's 3rd birthday – for all children;
 - the child's 18th birthday – for the care of a seriously physically disabled child or moderately to severely mentally disabled child;
 - until the youngest child has completed the first year of basic school – for a parent caring for at least two children (one year of entitlement is non-transferable for each parent).

All rights under the parental protection insurance can be asserted at the local centre for social work, where decisions are made.

Families at risk can apply for the following types of family benefits (depending on their socio-economic status and wealth):

- parental allowance (monthly payment for the period of 365 days from the child's birth);
- childbirth allowance (one-off payment);
- child allowance recognised for a period of one year (a supplementary benefit for maintenance, care and education of children, paid monthly if the income per family member falls under the average pay);
- large family allowance (one payment per year for families with three or more children);
- childcare allowance for the child in need of special care and protection (paid monthly as long as the reasons apply, or the child turns 18 or 26);
- partial payment for loss of income (paid monthly as long as the reasons apply or for children up to 18 years of age).

Support for the disadvantaged also includes subsidies for:

- education and care in kindergartens – by exempting parents from kindergarten fees: free kindergarten for the second (younger) child; free kindergarten for the third and each subsequent child, regardless of whether the child attends kindergarten at the same time as a sibling;
- school meals (for the socially disadvantaged, 100% of the costs are covered; subsidies for snacks and lunch are provided to socially disadvantaged basic school learners);
- subsidised transportation for upper secondary learners;
- subsidies for borrowing textbooks for upper secondary learners.

Residence halls for learners are available for learners studying away from home. In addition to boarding, residence halls also provide educational services and ensure that learners have adequate living and study conditions:

- ISCED 1, 2: mainly for SEN learners who attend adapted basic school programmes. Boarding is fully funded by the government [Basic School Act \(English version\)](#).



- ISCED 3: Parents or carers pay for boarding costs, whereas the cost of the educational programme provided by the residence hall is funded by the government. For parents who have more than one learner simultaneously boarding in a dormitory, the boarding costs are fully subsidised from the national budget. Boarding in residence halls in institutions for SEN learners is fully funded by the government. [Rules on accommodation in residential facilities](#) and [Organisation and Financing of Education Act \(English version\)](#).

Families and SEN learners are entitled to special financial support from the government. The government provides funding for:

- identification of needs and placement of SEN learners in the relevant educational programme;
- aids, equipment and adjustments in kindergarten/school classrooms;
- additional professional assistance (up to five lessons per week);
- physical assistance;
- translation / communication in sign language;
- reduced number of learners in a class;
- boarding fees in residence halls;
- modified textbooks;
- a higher level of funding for extended programme of basic school education;
- a more favourable ratio of learners per teacher in classrooms;
- free transport to/from school/kindergarten/SEN institution;
- reimbursement of transport costs for parents with children in adapted education programmes;
- funding for adapted transport for learners;
- paying for a teacher in the learner's home for home-schooling of SEN learners.

Parents with a severely physically disabled or moderately to severely mentally disabled child are entitled to a longer leave and a special parental benefit for child's care until their 18th birthday.

The provision of medical–technical aids to learners with SEN is ensured by the Health Insurance Institute. Technical aids are prescribed by an authorised medical doctor. The regulations of the insurance company specify which aids are provided to learners, as well as support tool standards. When adjusting to more complex medical–technical tools that require an inter-disciplinary approach and parents' and children's familiarisation with the use of such tools, they are supported by the Institute of Rehabilitation of the Republic of Slovenia (e.g. complex wheelchairs, communicators, etc.).

Kindergartens/schools receive additional funding for teachers and other staff or to cover additional material costs to address different needs of the specific group or individual



learner (e.g. members of the Roma community, of the Italian and Hungarian national communities, migrants):

- classes or a course of Slovenian language for learners with a mother tongue other than Slovenian and migrant learners;
- free of charge short programmes for pre-primary children who are not in kindergarten the last year ahead of the compulsory basic school start;
- a more favourable ratio of learners per teacher in classrooms;
- Roma assistant, additional funds to cover material costs for education of Roma;
- additional funds to provide free textbooks for refugees;
- education staff in hospital classes, additional staff for education of Roma basic school learners;
- staff to provide individual or group support to basic school learners with specific learning needs;
- in agreement with the country of origin, the Ministry of Education has been supporting the provision of basic school remedial classes in the respective home language and culture for children residing in Slovenia whose mother tongue is not Slovenian;
- scholarships for talented and high-performing upper secondary learners.

[Rules on criteria and methods for evaluating material expenses of the basic school programme and basic school adapted programmes](#)

[Rules on norms and standards for the implementation of the basic school programme](#)

[Placement of Children with Special Needs Act \(in English\)](#)

[Basic School Act \(English version\)](#)

[Organisation and Financing of Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

[Eurydice](#)



SECTION 3. LEGISLATIVE AND POLICY FRAMEWORK

This section provides information on the overall framework of legislation and policy governing the whole of the education system in the country.

3.1 Is there a single legislation and policy framework covering all learners in all educational settings?

Yes.

3.1a Description of the single legislation and policy framework

Education from ISCED 0 to ISCED 3 is regulated by key and fundamental legislation which define common principles and set a single legislation and policy framework for all learners attending education programmes at respective level of education:

- The Organisation and Financing of Education Act regulates the conditions for provision and determines the governance and financing of education in: pre-primary education, basic school education, education of SEN children, upper secondary general education, upper secondary vocational and technical education, education in residence halls for learners, as well as basic music education, short-cycle higher vocational education, and adult education.
- Individual levels and/or types of education are defined in detail by a specific law: Kindergartens Act, Basic School Act, Gimnazija Act, Vocational and Technical Education Act.

However, additional laws or other regulations address individual issues related to an individual aspect of education or to an individual group of learners, e.g. School Meals Act, School Inspection Act, Law On Apprenticeship, Matura Act, National Professional Qualifications Act, Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education, Roma Community in the Republic of Slovenia Act, Placement of Children with Special Needs Act, Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs, Act on the Intervention for Children and Youth with Emotional and Behavioural disorders in Education and relevant rules and decrees.

[Organisation and Financing of Education Act \(English version\)](#)

[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

3.1b Overview of the general education legislation and policy framework guiding the whole system

Not applicable.



3.1c Overview of the specific education legislation and policy framework impacting on the inclusion of learners who are vulnerable to exclusion from inclusive education

Education from ISCED 0 to ISCED 3 is regulated by key and fundamental legislation which define common principles and set a single legislation and policy framework for all learners attending education programmes at respective level of education:

- The Organisation and Financing of Education Act regulates the conditions for provision and determines the governance and financing of education in: pre-primary education, basic school education, education of SEN learners, upper secondary general education, upper secondary vocational and technical education, education in residence halls for learners, as well as basic music education, short-cycle higher vocational education, and adult education.
- Individual levels and/or types of education are defined in detail by a specific law: Kindergartens Act, Basic School Act, Gimnazija Act, Vocational and Technical Education Act. The acts define groups of learners that need support measures or adapted programmes or implementation of the programmes as well as types of support measures, and provide legal basis for adopting other more detailed regulations.

Other laws and other regulations that have impact on the inclusion of learners who are vulnerable to exclusion:

- School Meals Act, Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education, Roma Community in the Republic of Slovenia Act, Placement of Children with Special Needs Act, Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs, Act on the Intervention for Children and Youth with Emotional and Behavioural Disorders in Education, Matura Act, Act on the Use of Slovene Sign Language, etc.
- Rules on norms and standards for implementation of programmes at different levels, Rules on National Examinations in Basic Schools, Rules on knowledge assessment and grading and learners' progress to a higher class standing in basic schools, Rules on the management of textbook funds, Decree on setting prices for school textbooks, Rules on the additional technical and physical assistance for children with special needs in kindergartens, Rules on government budget funds for kindergartens to part-finance payments by parents, Decree on the methods for ensuring rights of persons enjoying temporary protection, Rules on the organisation and work methods of commissions for the placement of children with special needs etc.

[Eurydice, Legislation and official policy documents](#)

3.2 Is there a single curriculum framework covering all learners in all educational settings?

Yes.



3.2a Description of the single curriculum framework

According to the [Organisation and Financing of Education Act \(English version\)](#), Article 9, officially recognised programmes are:

- education programmes;
- adapted education programmes for SEN learners;
- education programmes for adults;
- programmes for pre-primary learners;
- education programme at residence halls for learners;
- education programme at residence halls for upper secondary learners;
- adapted programmes for pre-primary SEN learners;
- education programmes for SEN learners with emotional and behavioural disorders;
- special education programme for SEN learners.

The structure and components of the programmes, the responsibilities, method and procedure of adoption are provided by this Act or other relevant acts (e.g. [Kindergartens Act \(version in English\)](#) or Adult Education Act).

According to the [Placement of Children with Special Needs Act \(in English\)](#), education of SEN children is carried out in accordance with:

- a programme for pre-primary learners with adapted implementation and additional professional assistance;
- an adapted programme for pre-primary learners;
- education programmes with adapted implementation and additional professional assistance;
- adapted education programmes with equivalent education standards;
- adapted education programmes with lower education standards;
- a special education programme for learners with moderate, severe and profound intellectual impairment and other special programmes (hereinafter: a special education programme);
- reformative programmes.

The majority of learners – regardless of their personal circumstances – attend mainstream kindergartens and schools that provide officially recognised public education programmes. Some modifications to the syllabus apply for education programmes implemented in the areas where Italian and Hungarian national communities reside (e.g. learning both languages – Slovenian and Italian or Hungarian). Mainstream kindergartens and schools also provide education programmes with adapted implementation and additional



professional assistance for SEN learners. Some guidelines and supplements to the curriculum are in place:

ISCED 0

- Supplement to the Kindergarten Curriculum for Roma children
- Supplement to the Curriculum for working in the bilingual areas
- [Guidelines for integration of immigrant children into kindergartens and schools \(version in English\)](#) were adopted in 2012
- Instructions regarding the Kindergarten Curriculum with adapted implementation and additional professional support for SEN children
- [Concept of education of learners in hospital care](#)
- Programme guidelines for the counselling service.

ISCED 1, 2

- Instructions regarding the implementation of bilingual education
- Instructions regarding the basic school education programme with adapted implementation and additional professional support for SEN learners,
- [Guidelines for integration of immigrant children into kindergartens and schools \(version in English\)](#) were adopted in 2012
- [Concept of education of learners in hospital care](#)
- Programme guidelines for the counselling service.

ISCED 3

- [Guidelines for integration of immigrant children into kindergartens and schools \(version in English\)](#) were adopted in 2012
- [Concept of education of learners in hospital care](#)
- Programme guidelines for the counselling service.

Sources:

[Ministry of Education](#)

[Eurydice](#)

[Organisation and Financing of Education Act \(English version\)](#)

[Instructions on Conducting the Procedures for Preparation, Transmission for Adoption and Publication of Public Educational Programmes](#)

[Rules on updating the education process](#)

3.2b Overview of the general curriculum framework

Not applicable.



3.2c Overview of specific curriculum framework(s) for different groups of learners who are vulnerable to exclusion from inclusive education

Learners with SEN

ISCED 1, 2, 3: According to learners' capabilities and needs and the best opportunities to provide optimal forms of support and assistance, the Commission for Placement selects the optimal educational programme for the learner. The programmes are spread over three levels, ranging from full inclusion in mainstream education to inclusion in programmes that are implemented in specialist schools and classes.

Most learners with SEN (nearly 98%) attend mainstream kindergartens and schools. The provision of education is adapted to their needs, and they are entitled to additional support and assistance (APS) that is provided by teaching staff with specialist skills and special pedagogues (special and social pedagogues, inclusive pedagogues, speech therapists, psychologists, and pedagogues) for a maximum of five hours per week. The approaches and goals that the APS should achieve to enhance inclusive education are set out in the individualised education programmes. These are prepared by a multi-disciplinary school team, consisting of teachers, special educators, other school staff involved in the learners' inclusion, the parents, and the learners themselves. They specify the work practices, methods of professional or physical assistance, transfers between programmes and other adjustments necessary to organise, test and assess knowledge, progress through the programme and organise teaching time.

The Placement of Children with Special Needs Act governs the placement of learners with SEN within the education system and lays down the manner and form of education provision. There are four forms of education for learners with SEN which differ in intensity and the specialism of help and support:

1. Educational programmes with adjusted implementation and additional professional support (APS), carried out within mainstream education

According to the Placement Act, all groups of learners can be placed in these programmes except learners with intellectual disabilities, as the programmes' prescribed content and minimal knowledge standards cannot be adjusted.

It is possible to adjust the class organisation, testing (grading) and assessing methods, progression, and timetables for learners with SEN. All the most common and important adjustments for each group of learners with SEN are described in the guidelines for teachers. According to current legislation, learners are entitled to a maximum of five hours of APS per week. This can be performed either in or outside the classroom, individually or in small groups. There are three purposes of APS:

- learning assistance provided by teachers, which allows additional explanation or serves to bridge any gaps after a learner's long-term absence due to illness;
- support for overcoming specific barriers and disabilities, which is provided by special pedagogues;
- a counselling service, which focuses on creating an inclusive environment and can be carried out either by teachers, school counsellors or by special pedagogues in



various fields and is intended for both learners and their parents and teachers who teach the learner.

The counselling service is a special form of APS which is assigned to all learners that receive any of the forms of APS. The mandatory assigned APS hours were introduced with the New Placement Act (ZUOPP-1), which was accepted in 2011 and put into force in 2013. There is no additional charge as with other APS hours.

There is an increasing trend of including learners with SEN in mainstream basic schools – from 3.33% in 2005/06 to 6.97% in 2019/20. The increase is due to a better recognition of the learner's special needs; all of these learners were already enrolled in primary school, but they had not been recognised as learners with special needs. These learners were placed in the basic school programme with adjusted implementation and APS. The total population of learners with SEN increases through the years, mostly due to an increasing number of official decisions. The share of learners with SEN included in specialist forms of education remains stable, at 1–2% of the total population of learners in basic school.

2. Adapted educational programmes carried out in special schools

Learners are placed in these programmes when the framework of mainstream schools cannot be sufficiently adjusted for the complexity of their disabilities. The adapted educational programmes provide additional subjects and activities such as orientation and mobility, communication and social skills, and ICT. This empowers learners' autonomy and maximises their opportunities for whole life learning and independent participation in society. Learners who are blind or partially sighted, deaf or hard of hearing, and learners with speech and language disabilities, motor disabilities and autistic disorders may be placed into this programme. The programme runs at both the basic and upper secondary levels. Specialist profiles of special pedagogues and teachers with supplementary special education qualification teach in this programme.

Within basic school education in 2021/2022 there were five schools within education institutions for SEN learners providing an adapted basic school education programme with equal educational standard, with 564 SEN learners altogether. These are:

- three schools within institutions for learners with speech and language disabilities, learners with hearing impairments and learners with autistic disorder, with 492 learners ;
- one school within the centre for the education and rehabilitation of learners with motor impairments or chronic illnesses, which has 48 learners;
- one school within the centre for blind and visually impaired, which has 24 learners.

At institutions for SEN learners, learners may follow the adapted upper secondary vocational and technical education programmes. Learners gain knowledge and qualifications comparable to those gained by their peers in regular programmes. Some programmes take one year longer to complete, otherwise they are implemented according to comparable timetables. They include activities for an optimal development, in particular, activities designed to overcome impairments, disorders and disabilities, and learning assistance. The activities mentioned are implemented by trained specialised teachers.



In 2021/2022, six schools within education institutions for SEN learners provided different upper secondary VET programmes with equal educational standard, with 311 learners altogether:

- three institutions for learners with emotional and behavioural disorders, with 56 learners;
- one school within institution for learners with speech and language disabilities, learners with hearing impairments and learners with autistic disorder, with 152 learners;
- one school within the centre for the education and rehabilitation of learners with motor impairments or chronic illnesses, with 100 learners;
- one school within the centre for blind and visually impaired, with 3 learners.

Sources:

[Ministry of Education](#)

[Eurydice](#)

Adapted education programmes with lower educational standard for learners with intellectual disabilities, which may be accompanied by other disabilities. Tuition is at the basic education level and is provided by special pedagogues. After grade 9 of basic school, graduates from this programme can continue their educational path in the framework of two-year short upper secondary vocational education, although this has uniform knowledge standards.

In school year 2021/2022, there were 28 special basic schools which provided adapted basic school education with lower educational standard, with 1,608 learners in 208 classes. In addition, 20 mainstream basic schools provided respective programmes in 64 classes with 431 learners.

3. Special educational programmes are intended for learners with moderate, severe and profound intellectual disabilities, aged 6 to 18 years.

The programme can be extended up to the age of 26. In 2021/2022 the education activities were carried out in special basic schools (28) and mainstream basic schools (10), institutions for SEN learners (3), as well as in social care institutions (5); altogether 1,625 learners included. The programmes are designed to:

- stimulate the development of learners' perception, their physical, emotional and intellectual abilities, and their communicative and social skills;
- train learners to become conscious of health issues and live independently;
- enable learners to attain basic knowledge and skills and allow them the most active and social inclusion possible in their environment.

The programme has no prescribed levels of acquired knowledge and is carried out by special pedagogues. The final goals are set individually for each learner.

Sources:

[Primary education for children with special needs](#)



[Ministry of Education](#)

[Eurydice](#)

4. Education programmes for SEN children with emotional and behavioural disorders (*vzgojni programi za otroke in mladostnike s posebnimi potrebami*)

These are intended for minors with emotional and behavioural disorders who are at risk of being or have already been expelled from mainstream educational programmes due to their condition. Network of professional centres that will provide independently or in co-operation with other educational institutions, the integrated support and help to learners with emotional and behavioural disorders and issues, namely in individual regions.

In Slovenia, nine institutions provide service for learners with emotional and behavioural disorders. In 2019, a new [Act on the Intervention for Children and Youth with Emotional and Behavioural disorders in Education](#) was adopted. Its intent is to secure a single system of holistic intervention for learners with emotional and behavioural disorders in relevant institutes that up until now had been provided within activities of various sectors, as well as set up a situation to allow for professional centres that pursue preventive activities with learners in kindergartens and schools to assist and help as soon as possible and thereby, eventual placement later. Professional resource centres provide support to learners after they have been discharged from the institutional setting, implement various forms and methods of activities with learners placed in professional centres, and for prevention, provide assistance and help learners in mainstream kindergartens and schools.

In 2020, the Council of experts of the Republic of Slovenia for general education adopted the amended education programme for learners with emotional and behavioural issues and disorders and recommendation for implementation of the programme. The amendment introduced new approaches to working with SEN learners, new forms of support in preventive activities that lead to early detection of issues, continuity of support provided to learners and their families, and to the school. Focus being on the holistic treatment of an individual in the form of co-operation of a team of professionals from different fields.

Education programmes aim to be socially inclusive, preventive, compensational and corrective. They are mostly carried out by social pedagogues, in collaboration with class teachers. If learners' development is endangered and they need more intensive support, they can be placed in residential treatment institutions. Many of these learners also have mental health issues (psychiatric disorders, self-harm, addictive behaviour, etc.). Specialist courts or social work centres determine the placement. The courts or social work centres now place learners in a professional centre that is as close as possible to their home, and the court has the option to place the learner in a professional centre in another area, which is further away, if there is reasonable cause for this. In Slovenia, there are nine such institutions providing education for learners with emotional and behavioural disorders. Learners reside in the institution and may attend schools within the institutions or in mainstream schools. In 2021/2022, within institutions for SEN children, 69 learners attended basic school education, 13 adapted basic school education programmes with lower education standard and 56 upper secondary VET education programmes. In



addition, these institutions provided education programmes for learners with emotional and behavioural disorders in different forms: production school (6 learners), educational groups (177 learners), housing groups (200 learners), youth apartments (16), intensive groups (35 learners), daily care (30 learners).

Sources:

[Ministry of Education](#)

[Eurydice](#)

3.3 Is there a single legislation and policy framework for all teacher education and professional development?

Yes.

3.3a Description of the single legislation and policy framework for teacher education and professional development

Education, training and working conditions of education staff at kindergartens and schools and education institutions for SEN learners are specified by common national laws (employment relationships, civil servants, salary system of civil servants, etc.) and specific sector (education/school) law.

School laws specify:

- profiles of teachers at individual levels of the educational system (from pre-primary to short-cycle higher vocational education);
- common educational qualification requirements (level, professional knowledge, command of medium of instruction);
- powers of decision on contents of their education as to the subject or subject field of instruction;
- professional initiation and taking the professional examination;
- powers and procedures of employment and termination of employment;
- specific features of working conditions (field of work, teaching time, promotion);
- CPD.

The areas are specified in more detail with rules and orders by the minister responsible for education and with support by the relevant council of experts and in communication with the trade union of education.

Education staff at kindergartens and schools that provide officially recognised education programmes include pre-primary teachers, pre-primary teacher assistants, teachers, counsellors, school librarians and other education staff. Both public and private kindergartens and schools shall ensure that their education staff is adequately qualified, that is they have a perfect command of Slovenian (and/or the language of the relevant



ethnic minority), hold a relevant educational qualification and they have passed the national professional examination.

- pre-primary teachers, second teachers in the first grade and teachers of professional subjects in vocational and technical education shall hold an educational qualification of no less than bachelor's degree programme;
- teachers, counsellors, school librarians and other education staff shall hold a master's degree;
- pre-primary teacher assistants in kindergartens, laboratory assistants and teachers of practical lessons and skills in vocational and technical education shall have no less than upper secondary technical education.

All education staff shall hold a relevant pedagogical–andragogical educational qualification, while education staff in schools and institutions for SEN learners shall hold a special pedagogical educational qualification.

The initial education of pre-primary, basic school and upper secondary school teachers is carried out by universities or other HE institutions. Typically, the study programmes are implemented at two cycles.

The study programmes at faculties of education are integrated (vocational, general and subject contents are intermingled) or semi-integrated. The study programmes at multi-disciplinary faculties that offer a teacher training qualification as well is concurrent or consecutive. All first cycle pedagogical study programmes give access to the second and third cycle study programmes. Traditionally, initial pre-primary teacher education is a three-year professional study programme, all other pedagogical study programmes are three to four-year academic study programmes. The second cycle study programmes take one to two years to complete. The study at both cycles takes five years. The study programme for maths and physics teachers at the faculty of mathematics are integrated and take five years as well.

Study programmes for pre-primary teachers, teachers at ISCED 1 of basic school and specialist teachers for SEN learners are all integrated: professional, general and subject components are inseparably intermingling. Study programmes for teachers at ISCED 2 of basic school and teachers of general subjects at upper secondary schools are concurrent: they can be semi-integrated at the first cycle and modular at the second cycle. In the modular structure of the second cycle study programme, student teachers can study concurrently or consecutively. The standard pedagogical module is comprised of 20 to 40 percent of practical–vocational and theoretical content.

The study is set up to train the basic school and upper secondary school teachers for teaching of two subjects in particular. Teachers of mathematics, physics, biology and chemistry in gimnazije have to complete a single-subject study programme.

The education and training of teachers of technical and practical subjects in vocational education typically follows the consecutive model. Experts with work experience in a particular field and a first cycle or second cycle degree with relevant subject knowledge must complete a supplementary pedagogical–andragogic study programme.

Sources:



[Organisation and Financing of Education Act \(English version\)](#)

[Basic School Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

[Eurydice](#)

Eurydice: [The Education System in the Republic of Slovenia 2021/2022](#)

Ministry of Education, Science and Sport of the Republic of Slovenia

3.3b Overview of the general legislation and policy framework for teacher education and professional development

Not applicable.

3.3c Overview of specific legislation and policy framework for teacher education and professional development and what and who this specific framework focuses on

No information.

3.4 Is there a single legislation and policy framework to ensure support for all learners throughout their school careers?

Yes.

3.4a Description of the single legislation and policy framework that ensures support for all throughout their school careers

Support for all learners throughout their school careers is defined by the key fundamental laws.

Support for all learners throughout their school careers from ISCED 0 to ISCED 3 is regulated by key and fundamental legislation:

- The [Organisation and Financing of Education Act \(English version\)](#) regulates the conditions for provision and determines the governance and financing of education in: pre-primary education, basic school education, education of SEN children, upper secondary general education, upper secondary vocational and technical education, education in residence halls for learners, as well as basic music education, short-cycle higher vocational education, and adult education.
- Individual levels and/or types of education are defined in detail by a specific law: [Kindergartens Act \(version in English\)](#), [Basic School Act \(English version\)](#), [Gimnazija Act \(in English\)](#), [Vocational and Technical Education Act \(English version\)](#).

In addition, other regulations address individual issues related to support for all throughout their school careers.



3.4b Overview of the general legislation and policy framework that ensures support for the majority of learners throughout their school careers

Not applicable.

3.4c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education throughout their school careers

No information.

3.5 Is there a single legislation and policy framework to ensure support for all learners at times of transition between phases of education and into adult life?

Yes.

3.5a Description of the single legislation and policy framework that ensures support for all learners at times of transition between phases of education and into adult life

Counselling is the main activity of counselling services in education. As specified by the [Organisation and Financing of Education Act \(English version\)](#), the counselling service pursues its activities at public kindergartens and schools, and institutions for SEN learners. It provides counselling to kindergarten learners, basic school and upper secondary school learners, apprentices, teachers and parents. It works in partnerships with pre-primary teachers, teachers and managers in planning, monitoring and evaluating the development of the educational institution, as well as in pursuing educational activities; it provides career guidance and plays a part in developing and implementing individualised programmes for SEN learners. The activities of the counselling service are pursued by counselling staff, such as psychologists, pedagogue, social workers, and social, special and rehabilitation or inclusive pedagogues and defectologists.

The programme guidelines for the counselling service developed especially for each level of education defined the basic content guidelines for the counselling service. The first aim of the counselling service in kindergartens and schools is to support all participants and the educational institutions to attain basic and other systemic common and special educational goals. The basic educational goal, and with it basic goals of counselling services at kindergartens and schools, is to facilitate and strive for the optimal development of learners regardless of their gender, social and cultural background, religion, nationality, and physical and mental constitution.

The [counselling service in kindergartens](#) supports children:

- for best possible development;
- with issues related to admission to the kindergarten, transfer from one group to another, transfer to another kindergarten and transfer to school;
- by solving problems with adapting and co-operating in a group;
- by solving developmental problems.



Parents are always included, as they are important partners and co-creators in kindergartens.

The [counselling service in basic school education](#):

- plans, co-ordinates and guides the enrolment and admission procedure of learners, forms class groups, and helps learners to integrate into school life;
- gives expert opinions on repeating or skipping grades and school transfers;
- improves learning methods and techniques;
- organises learning environments, assists in providing textbooks and school supplies, organises and co-ordinates additional assistance for learners whose parents are unable to offer help, etc.

The [counselling service in upper secondary education schools](#):

- offers advice and assistance to learners upon enrolling in a school (informs, assists in application transmission and school transfer);
- monitors and offers advice to new learners, learners repeating a grade and learners who were transferred from another school;
- improves learning methods and techniques, informs about the latest findings in the field of learning, establishes personal learning styles, etc.; in each school year, at least four hours per class group should be devoted to counselling work.

3.5b Overview of the general legislation and policy framework that ensures support for the majority of learners at times of transition between phases of education and into adult life

Not applicable.

3.5c Overview of the specific legislation and policy framework that ensures support for learners who are vulnerable to exclusion from inclusive education at times of transition between phases of education and into adult life

No information.



SECTION 4. SYSTEM GOVERNANCE

This section provides information on aspects of governance across and between different system levels, bodies and stakeholders in the country.

4.1 Shared responsibilities across and between central and local government

National authorities are responsible for:

- establishing public upper secondary schools, educational institutions for SEN learners, residence halls for learners, short-cycle higher education colleges, higher education institutions, as well as supporting professional institutes in education;
- adopting officially recognised public education programmes: ISCED 1, 2, 3 – Minister in co-operation with the respective council of experts; ISCED 0 and education programmes for learners with emotional and behavioural disorders and special education programmes for SEN learners – the council of experts for general education,;
- determining upper secondary general and vocational education providers, as well as providers of education programmes for SEN learners in specialist institutions;
- approving textbooks (ISCED 1, 2, 3) by the relevant council of experts.

Local authorities are end responsible for:

- establishing public kindergartens, basic schools, music schools and residence halls for learners;
- determining basic education providers, music education providers and providers of educational programmes in residence halls for learners;
- granting concessions for the provision of public services;
- establishing and funding adult education organisations;
- approval of annual adult education programmes.

The founder – the municipality or the government – participates in the management of kindergartens and schools through representatives on the kindergarten/school council and directly through administrative procedures.

According to the [Organisation and Financing of Education Act \(English version\)](#), Article 46 and similarly the [Institutes Act \(version in English\)](#) Article 29, a kindergarten or school or institution for SEN learners has a governing board – a kindergarten/school council. The kindergarten or school council (ISCED 0–3) is composed of three representatives of the founder (if the founder is the state, then one of them is representative of the relevant local authority), five representatives of the staff, and three representatives of parents. In upper secondary school councils, it also includes two learner representatives (they participate on matters concerning learners, or matters submitted by the learner community).



Among other things, a public kindergarten or school council is responsible for (Article 48):

- appointing the head teacher and or director and relieving them from office;
- adopting the development plan of the kindergarten or school, the annual work plan, and the implementation report;
- adopting the annual report on the self-evaluation of the school or kindergarten;
- deciding on the introduction of above standard and other programmes;
- discussing reports on education-related issues;
- deciding, as the second-instance body, on appeals regarding the status of learners (depending on the institution in question), as well as on appeals regarding the rights, obligations and responsibilities of employees;
- discussing matters submitted by the assembly of education staff, school inspection, representative trade union, parents' council, or the community of learners (depending on the type of institution).

The kindergarten/school/SEN institution management body is the head teacher and director (for schools or education institutions with more organisational units). ([Organisation and Financing of Education Act \(English version\)](#), Article 49 and similarly the [Institutes Act \(version in English\)](#), Article 31 .

The head teacher has a double role: as the pedagogical leader as well as the manager. The head teacher is directly responsible for the implementation of regulations. Within this framework, however, their decision-making regarding human resources and the allocation of funds for material costs is autonomous.

The head teacher is, among other things, responsible for (Article 49):

- organising, planning, and managing the work at the kindergarten or school;
- drafting the development programme and the annual work plan of the kindergarten or school;
- promoting the professional development of education staff and deciding on the promotion of employees to higher wage grades;
- supervising the work of counselling services;
- informing parents about the work of the kindergarten or school and amendments to rights and obligations of learners;
- deciding on corrective measures;
- ensuring the implementation of decisions adopted by the state authorities;
- deciding on the establishment of employment relationships and the disciplinary accountability of employees;
- ensuring and determining quality through self-evaluation and an annual report on the self-evaluation of the school or kindergarten.

At a public kindergarten, school or other educational institution (including institutions for SEN learners) in which an organisational unit has been established to implement different



education programmes, the management function may be exercised by the director, while the function of pedagogical leader in the organisational unit is exercised by the head teacher of that unit (Article 51).

At a public kindergarten or school, an assistant head teacher may be appointed to assist the head teacher to carry out managerial and pedagogical tasks. They carry out tasks based on the written authorisation of the head teacher, and substitute for the head teacher during absence (Article 50).

Each public kindergarten and school must have a council of parents. Councils of parents consist of one representative per each class/group. These representatives are elected by parents at the class parent–teacher conferences. They give consent to above-standard programmes and appoint their representatives to school/kindergarten councils, but overall their role is an advisory one. Since 2008, parents have had the right to adopt their own programme of co-operation with the school/kindergarten and their councils may form local or regional networks, which may further form a national association (Article 66).

Sources:

[Organisation and Financing of Education Act \(English version\)](#), Article 16

[Kindergartens Act \(version in English\)](#), Article 12

Eurydice: [The Education System in the Republic of Slovenia 2021/2022](#)

Ministry of Education, Science and Sport of the Republic of Slovenia

[Eurydice](#)

4.2 Specific areas for shared responsibilities across and between central and local government

Policy development, implementation and co-ordination

The Ministry of Education is responsible for education. It has the authority to formulate and implement education policies, as well as make system regulations. The Ministry directly or indirectly outlines national programmes and draws up budgets for pre-primary, basic, upper secondary, short-cycle higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration, and develops investment and major maintenance programmes. It renders decisions on allocation of different educational programmes to institutions for upper secondary and SEN education. Its responsibilities also include the creation of policies for the admission of learners into upper secondary schools and tertiary education institutions, financing schools and institutions for SEN learners, and supervising staffing and employment procedures. The Ministry undertakes the development of the information systems at all levels of education and has its representatives appointed to the governing boards of relevant public institutions. It has other obligations and responsibilities specified by law relevant to specific field of education.



The policy developments regarding inclusive education require co-operation between ministries responsible for education, health, families, and social affairs, as well as justice, culture, and food.

Some of the aspects of education may be part of broader national programmes or strategies adopted by the Government or National Assembly.

Local authorities are responsible for setting up kindergartens and basic schools; they take part in their administration and co-finance operation in basic schools and finance the salaries of employees in the kindergartens.

School/kindergarten councils (*sveti šol/vrtcev*) composed of representatives of the founder, employees and parents, are the main governing bodies at the institutional level, with considerable responsibilities regarding management, finances, human resource management and the teaching process.

Identification of needs / referral for services

National level

The National Education Institute is responsible for placing SEN learners (ISCED 1, 2, 3) in the most appropriate programmes and defines the scope and type of assistance considering their physical, cognitive, emotional, social and special health needs. The members of the special education needs placement commission of second instance (in case of appeal against the decision issued by the National Education Institute) shall be appointed and dismissed by the minister responsible for education.

The inclusion of learners into schools sometimes requires co-operation between different sectors responsible for education, health, social affairs, and justice.

The inclusion of learners (ISCED 1, 2, 3) with emotional and behavioural problems into specialist educational institutions requires cross-sectoral co-operation (between the bodies under the Ministry of Education, the Ministry of Social Affairs and the Ministry of Health) in order to provide them with the most appropriate education.

Integrated early treatment of pre-primary learners (ISCED 0) requires co-operation between the ministry responsible for education, the ministry responsible for health and the ministry responsible for social affairs. The early treatment is provided within the public network determined by the minister of health with the consent of the minister of education and the minister of social affairs.

[Placement of Children with Special Needs Act \(in English\)](#)

[Act Regulating the Integrated Early Treatment of Preschool Children with Special Needs](#)

[Act on the Intervention for Children and Youth with Emotional and Behavioural disorders in Education](#)

Local level

Local authorities may establish counselling institutions (integrating health care, education and social welfare) which provide identification, counselling and professional help for learners and parents in need as well as education staff (e.g. [Ljubljana Counselling Centre for Children, Adolescents and Parents](#)).



[Posvetovalnica Counselling Centre, Novo mesto](#)

Schools and kindergartens are responsible for the identification of needs and provision of professional help for all learners in need. They co-operate with national and local authorities and specialist centres. One of the tasks of a kindergarten/school counselling service is determining the needs of learners at the school/kindergarten level and in the context of everyday life and work at school/kindergarten. The help the school/kindergarten counselling service provides includes all those activities, tasks and projects which are a response to the need for help from any of the possible participants in the kindergarten or school.

[Programme guidelines for the counselling service in kindergartens](#)

[Programme guidelines for the counselling service in basic schools](#)

[Programme guidelines for the counselling service in upper secondary education schools](#)

Data collection and sharing

Data processing (including supply) takes place in accordance with the [Personal Data Protection Act](#).

Processing of personal data of learners and staff in kindergartens and schools (ISCED 0, 1, 2, 3) is regulated by the:

- [Organisation and Financing of Education Act \(English version\)](#), Articles 135.a-135.e
- [Kindergartens Act \(version in English\)](#), Articles 42–51
- [Basic School Act \(English version\)](#) Articles 94–99
- [Gimnazija Act \(in English\)](#), Articles 42–45
- [Vocational and Technical Education Act \(English version\)](#), Articles 86–89
- [Placement of Children with Special Needs Act \(in English\)](#), Articles 41–46
- [Act on the Intervention for Children and Youth with Emotional and Behavioural disorders in Education](#), Articles 31–34.

There are also Rules on the collection and protection of personal data in education:

- [ISCED 0](#)
- [ISCED 1, 2](#).

The regulations determine the processing of personal data and education databases, responsibilities, and measures in the processing of personal data.

At the national level, the [Statistical Office](#) is the main producer and co-ordinator of national statistics in Slovenia.

The ministry responsible for education collects some personal data on learners and staff (ISCED 0–3); co-operation with the ministry for social affairs is necessary for the provision of some benefits to learners or their families.

The National Education Institute processes data on issued decisions for SEN learners (ISCED 1, 2, 3). The National Examinations Centre processes personal data on national



assessment of knowledge (ISCED 1, 2) and matura examinations (ISCED 3) – also regarding the SEN and the modifications of testing.

Schools and kindergartens process the data of their learners and staff, and supply relevant data to the authorities.

Monitoring and evaluation

In conjunction with the Ministry of Education, there are three national agencies supporting its work: the National Education Institute of the Republic of Slovenia ([Zavod RS za šolstvo](#)), the Institute of the Republic of Slovenia for Vocational Education and Training ([Centre RS za poklicno izobraževanje in usposabljanje](#)), and the Slovenian Institute for Adult Education ([Andragoški centre Slovenije](#)). They draw up national curricula for ECEC, basic, and upper secondary which are discussed and adopted by the National Councils of Experts and the Minister. They assist in the evaluation and monitoring of schools and contribute to the preparation of state-wide examinations. They promote and encourage the further development of kindergartens and schools, offer expert advice to teachers and initiate education-related projects. External assessment of learners is managed by way of organisation and expertise by the [National Examinations Centre](#).

Quality assurance and accountability

In the last ten years, the main effort of quality development in school education has been self-evaluation of educational institutions (kindergartens, schools and SEN institutions). The self-evaluation process has been compulsory since 2008 for all kindergartens and schools and SEN institutions (ISCED 1, 2, 3 gen). Since 2006, it has been compulsory for vocational and technical schools (ISCED 3 VET). The procedures and criteria for self-evaluation are not prescribed. They are in the realm of the educational institution's autonomy. The school/kindergarten council is competent to adopt the development programme of the institution, annual work plan, and the report on the realisation of the plan, as well as the annual self-evaluation report. The head teacher is responsible for quality assurance and drafts the above-mentioned documents.

[Organisation and Financing of Education Act \(English version\)](#), Articles 48, 49

The [National school of leadership in education](#) (which in 2021 became part of National Education Institute of the Republic of Slovenia) and other public research institutes provide head teachers and education staff with support in the process of self-evaluation, and promote the development of self-evaluation skills and capacities of kindergartens and schools. Public research institutes complement their activities with support to raise common awareness about quality in education.

There are elements of external evaluation that add to the self-evaluation:

The competence in accreditation of education programmes and educational institutions is shared by the Minister responsible for education and national councils of experts, members of which are nominated by the Government of the Republic of Slovenia.

[Organisation and Financing of Education Act \(English version\)](#)

The external assessment of knowledge (grades 6 and 9 of basic school), matura and vocational matura at the end of upper secondary general or vocational education are the



responsibility of national committees appointed by the Minister responsible for education. The National examinations centre is the central authority responsible for external assessment of knowledge. It pursues professional, technical and administrative activities to support national committees.

[Basic School Act \(English version\)](#)

[Matura Examination Act](#)

The Quality and Evaluation Council co-ordinates the evaluation of pre-primary, basic and upper secondary education programmes, and reports to the Minister responsible for education. It defines strategies and the course of evaluation. It identifies common evaluation issues, puts forward the commissioning of evaluation studies, invitations and selection of evaluation studies. The council monitors the procedure and reports to the council of experts, the Minister, as well as to the professional public.

The Inspectorate of Education is a constituent body within the Ministry of Education responsible for inspection of regularity of operations in kindergartens, basic schools, music schools, upper secondary schools, and institutions for the education of SEN learners and private providers that deliver officially recognised programmes ([School Inspection Act](#)).

Local authorities as founders of kindergartens and basic schools participate in the process of quality assurance and accountability through their representatives in the kindergarten/school council; in the process of school inspection, they may be notified about the identified infringement and with the necessary measures to be taken.

[Eurydice](#)

Funding

ISCED 0

Pre-primary programmes are funded from municipality budgets, national budget, pre-school fees and other sources.

The programme financial structure is prepared by the kindergarten and approved by the Municipality Council. The municipality that established the kindergarten enters into a funding agreement with it. The kindergarten submits a financing request to the municipality each month for the reimbursement of expenses. The municipality covers the outstanding programme costs and provides funds for investments, equipment and maintenance. The municipality subsidises full programme fees for parents.

Development activities and activities of national significance are funded from the national budget.

ISCED 1, 2

Basic school is financed from the national and the municipality budget, from donations, sponsorships and other sources.

The national budget provides funding for the provision of education programmes (staff cost and material cost linked to the programme), as well as subsidies, development



activities and activities of national significance. If funds are available, for capital investment also.

The municipalities provide funding for capital investments, pay maintenance costs and material costs for buildings and equipment, and transportation and care for learners who need transport. If funds are available, for the so-called above-standard programmes also.

ISCED 3

Upper secondary education is funded from:

- the national budget;
- contributions from industrial associations and chambers;
- direct contributions from employers for the provision of on-the-job lessons;
- learner fees;
- the proceeds from sales of services and products;
- donations, sponsorships and other sources.

The national budget provides funding for investments, equipment and maintenance, for the staff and material costs, as well as subsidies, development activities and activities of national significance.

For more information, see section 2.5 above.

[Organisation and Financing of Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

Other(s)

There are also supporting public institutions in education set up by the state that pursue, primarily, activities in the scope of development, professional support and supervision, as well as quality monitoring, counselling and so forth.

These institutions are:

- National Education Institute of the Republic of Slovenia, which also includes the National School of Leadership in Education
- Institute of the Republic of Slovenia for Vocational Education and Training National Examinations Centre
- Educational Research Institute
- -Institute for Adult Education
- Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
- Centre for School and Outdoor Education
- Slovenian School Museum.

[Organisation and Financing of Education Act \(English version\)](#), Article 28



[Eurydice, Institutions](#)

4.3 Formal and informal collaboration across ministries

Ministries and other administrative authorities shall co-operate in resolving issues of mutual interest. In the establishment of information systems within their competence, ministries and other administrative authorities shall co-operate with the ministry responsible for information and communication systems. Ministries shall establish joint working bodies for matters whose nature requires the co-operation of two or more ministries. Ministries shall establish joint working groups or organise other forms of mutual co-operation in order to deal with particular issues.

Ministries shall co-operate in the drafting of regulations and other acts, and shall obtain the preliminary opinions of other competent ministries before adopting a regulation or submitting a regulation or other act to the government.

Where a particular task relates to the administrative areas of two or more ministries, the ministry predominantly responsible for the particular task shall assume the management thereof, while other ministries shall co-operate in such task. Where no agreement is reached between ministries, the issue shall be decided on by the government.

The Prime Minister may authorise a minister to manage or co-ordinate the work of two or more ministries in policy-making and the performance of executive tasks, or to manage the implementation of a government project falling within the competence of the administrative areas of two or more ministries.

[State Administration Act \(version in English\)](#)

[Rules of Procedure of the Government of the Republic of Slovenia](#)

The ministry responsible for education collaborates with ministries responsible for culture, health, social affairs, justice, food and other relevant topics whenever needed. Non-formal collaboration is in place permanently between officials or departments of ministries working on specific tasks. In addition, some formal cross-sectoral working groups are established to address specific problems. In the scope of formal collaboration, ministries always seek preliminary opinions of other competent ministries before adopting a regulation or submitting a regulation or other act to the government.

4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

Development of a shared vision for inclusive education

Ministries co-operate formally and informally on several occasions and discuss matters on inclusive education.



Policy development, implementation and co-ordination

The Ministry of Education collaborates with different ministries, respective public institutes, organisations, or NGOs regarding the topics:

- Italian and Hungarian national Communities;
- SEN learners;
- Roma community;
- inclusion of migrant learners (refugees);
- language policy;
- reading literacy;
- provision of health services within the education system;
- Improving the juvenile justice system.

Some examples:

- Working group drafting the law with the purpose to regulate the status and rights of persons with deaf–blindness. The group includes representatives of the Ministry of Labour, Family, Social Affairs and Equal Opportunities (MDDSZ) and the Ministry responsible for Education (MVI).
- Intersectoral group for the preparation of a protocol on the operation of mobile teams.
- Working group for the preparation of a proposal for the placement of Slovenian sign language in the system of pre-primary education, primary and secondary education.
- Working group for dealing with children who need special care and protection (MDDSZ, Ministry of Health –MZ, MVI, Human Rights Ombudsman, NGOs).
- Working group for preparation of norms in social welfare institutions (MVI, MDDSZ).
- Working group for drafting a protocol on co-operation between resource centres (within education system) and centres for mental health (health).
- Interdepartmental Group for Mental Health.
- Interdepartmental group for the preparation of norms in social welfare institutions.
- Working group of the Ministry of Justice in the project ‘Improving the juvenile criminal justice system and strengthening the education and training of prison staff’

Identification of needs / referral for services

The inclusion of learners with emotional and behavioural problems requires co-operation between the Ministry of Education, the Ministry of Social Affairs and the Ministry of Health in order to provide them with the most appropriate education.



Data collection and sharing

Data sharing takes place in accordance with Personal Data Protection Act and relevant laws:

[Organisation and Financing of Education Act \(English version\)](#), Articles 135a to 135e

[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

On the national level, the Ministry of Education creates, manages, maintains and controls a computerised database (the 'Central Register').

Monitoring and evaluation

Roma community

The inter-ministerial working group has been established to monitor and implementation of the [National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030](#). Members are state secretaries of different ministries as well as members of the Roma community, representatives of local authorities and NGOs.

[Roma Community in the Republic of Slovenia Act \(English version\)](#)

Language policy

The Government Cross-sectoral working group for monitoring the implementation of the national language policy (which includes different vulnerable groups of learners and measures in education).

[Public Use of the Slovene Language Act \(version in English\)](#), Article 27

[Resolution on the National Programme for Language Policy 2021–2025](#)

Disabilities

Inter-departmental working group for monitoring the implementation of the Action Programme for the Disabled 2022–2030 (MDDSZ, MZ, MIZŠ, National Council of Disabled peoples Organisations of Slovenia and other relevant NGOs)).

[Action programme for Persons with Disabilities 2022–2030](#)

Literacy

[National Council for Reading Literacy](#) was established by the government to monitor the implementation of the strategy and includes relevant experts who cover different aspects of reading literacy and different target groups from ECEC to the third age. It includes representatives of Ministry of Culture (MC), MDDSZ, MZ, MIZŠ, universities, national institutes for education.



In conjunction with the Ministry of Education, there are three national agencies supporting its work: the National Education Institute of the Republic of Slovenia ([Zavod RS za šolstvo](#)), the Institute of the Republic of Slovenia for Vocational Education and Training ([Centre RS za poklicno izobraževanje in usposabljanje](#)), and the Slovenian Institute for Adult Education ([Andragoški centre Slovenije](#)).

They draw up national curricula for pre-primary, basic, upper secondary and short higher vocational education which are discussed and adopted by the relevant National Councils of Experts and the Minister. They assist in the evaluation and monitoring of schools and contribute to the preparation of state-wide examinations. They promote and encourage the further development of schools, offer expert advice to teachers and initiate education-related projects. External assessment of learners is managed by way of organisation and expertise by the [National Examinations Centre](#).

Quality assurance and accountability

The National Examination Centre and the Evaluation Board at the national level are the chief evaluation institutions within the state that are responsible for the evaluation of knowledge outcomes. The Board evaluates all innovative education and pilot projects that receive consensus from the most important scientific authorities in the state.

In special institutions for learners with special needs, periodic supervision is carried out, primarily concerning the more challenging population of learners with special needs. School inspection is the responsibility of the National Inspectorate for Education and Sport (Inšpektorat Republike Slovenije za šolstvo), which falls under the authority of the Ministry of Education. The National Inspectorate is also responsible for inspecting the education of learners with SEN.

Funding

Ministry of Education co-operates closely with the Ministry of Finance regarding adoption and implementation of the state budget, and with the Ministry of Public Administration regarding salary system and especially salaries of kindergarten and school staff.

Other(s)

There are also supporting public institutions in education set up by the state that pursue, primarily, activities in the scope of development, professional support, and supervision, as well as quality monitoring, counselling and so forth.

These institutions are:

- National Education Institute of the Republic of Slovenia including National School of Leadership in Education
- Institute of the Republic of Slovenia for Vocational Education and Training
- National Examinations Centre
- Educational Research Institute
- Institute for Adult Education



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- Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
 - Centre for School and Outdoor Education
 - Slovenian School Museum.

[Eurydice, Institutions](#)

The Institute for Ethnic Studies is the research institute in minority and ethnic studies. It traditionally studies the following issues:

- ethnicity, ethnic relations and conflicts, nationalism, borders;
- the Slovene national question;
- national minorities, especially the position and status of national and ethnic minorities in Slovenia and of the Slovene ethnic communities in Italy, Austria, Hungary, Croatia and similar.



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

Quality assurance system is carried out in the following ways:

- As a self-evaluation of educational organisations (internal evaluation).
- External evaluation of the educational system and organisations.

There is external and internal quality assurance at all levels of education.

Internal evaluation

The basis for the process of quality assessment and assurance in school education is **self-evaluation**. Educational institutions must carry out self-evaluation every year. They must report on it to their own governing bodies. The law does not specify the method of self-evaluation. The procedures are not the same at all levels of education.

In school education, the following resources are traditionally applied:

- annual analysis of learning outcomes;
- school inspectorate's report;
- analysis of outcomes of external assessment, as well as results of domestic and international research.

In the self-evaluation process, educational institutions can retrieve and obtain information from external institutions (National Examinations Centre, Educational Research Institute, Statistical Office of the Republic of Slovenia, etc.).

External evaluation of the educational system in Slovenia

- national evaluation studies;
- international research and studies;
- modernisation of educational work and modernisation of educational work with an experiment (in accordance with the Rules on updating educational work);
- national assessment and examination.

External evaluation of educational organisations

The quality assurance is the responsibility shared by:

- Educational institutions



- Public research institutes
- Evaluation bodies and agencies
- Ministry responsible for education
- Government of the Republic of Slovenia.

The common focus of **external evaluation** or inspection in school education is the operating of the system, and the quality assurance for education programmes.

School inspection of the management and education activities to legislation of public and private institutions with concessions is the responsibility of the National Inspectorate for Education (Inšpektorat Republike Slovenije za šolstvo), which falls under the authority of the Ministry of Education. It carries out regular and extraordinary inspections and examines legal, organisational and other administrative procedures. School inspection includes monitoring the compliance of the implementation of acts and other regulations, and also ensuring the documents regulating organisation, spending of public funds and provision of educational activities are carried out.

Areas of inspection are determined by the School Inspection Act and are related to organisation, funding, provision of education programmes and ensuring the rights of learners and teaching staff. The 21 areas of supervision are specified in detail by law. One of them is also the education of learners with SEN. The inspectors also inspect the education of other vulnerable groups of learners, especially regarding the protection of their rights and duties.

Other key elements of the external quality assurance in school education:

- national external assessment of knowledge as specified by law in grades 6 and 9 of basic school;
- matura and vocational matura: compulsory final examination at the end of upper secondary general and vocational education;
- international assessment of learning outcomes in various areas supported by the international research;
- national evaluation studies under the co-ordination of the Quality and Evaluation Council;
- reports on the introduction of innovations in kindergartens and schools that the public research institute in education develop;
- accreditation of education programmes with the Council of Experts of the Republic of Slovenia for general education and Council of Experts of the Republic of Slovenia for vocational education.

Sources:

[Eurydice](#)

[School Inspection Act](#)

[National Examination Centre](#)

[Ministry of Education](#)



5.2 Other quality assurance processes for all forms of educational provision

As specified by the Organisation and Financing of Education Act, the school/kindergarten shall plan at the strategic and/or development level (programme of school's development) and operative level (annual work plan). The school shall report on the implementation of planned activities through a mandatory annual report on the implementation of the annual work plan, and report on its self-evaluation in which it shall specify and estimate its work, examine the performance of activities and reveal the analysis of academic results. A school monitors the implementation of activities aimed at the realisation of the school's goals and objectives which are estimated at the end of the school year in a planned and systematic process of self-evaluation throughout the school year. In the context of findings and conclusions, the school specifies recommendations and measures to introduce improvements which are then considered in planning for the next school year.

According to Article 49 of the Organisation and Financing of Education Act, the head teacher is responsible for drafting the programme of development of a kindergarten or school, the annual work plan, the annual report on the implementation of the annual work plan and the report on self-evaluation. Article 48 of the Act states that the school/kindergarten council adopts the plans and reports. Consequently, the head teachers are accountable to the school council. They are also accountable to the school councils for developing and reporting about financial operations in schools. In practice, some schools must present school plans and reports to local communities and to regional units of the National Education Institute. Different evidence is provided, such as learners' academic achievement, number of rewards and sanctions, learners' attendance rate, number of in-service deputy training for teaching staff, etc. A financial report is provided in accordance with national regulations.

In addition, the promotion of teachers and other education staff in kindergartens and schools can be also understood as an element of the quality assurance system. Namely, education staff may be promoted to the professional titles Mentor, Advisor and Councillor. The promotion depends on meeting the criteria determined with the Minister's [Rules on the Title Promotion of the Employees in Education](#). The conditions include a certain number of years of experience, performance at work, in-service training (CPD) and additional professional work.

Target research programmes (CRP) represent a system for inter-sectoral co-operation in planning and implementing networked R&D projects for specific areas of public interest. CRP represent a special form of scientific and research programme, and contribute to setting and implementing strategic development objectives for Slovenia in co-operation with other ministries. The aim of a CRP is to ensure target-oriented research support for the following:

- preparation of long-term development planning documents and system-level solutions for implementation at the national level, and for priority areas at the individual, inter-sectoral, and inter-departmental or inter-ministerial levels;
- monitoring and evaluating the implementation of the basic policies from these documents and systemic solutions;



- adapting or amending policy objectives and implementing measures with respect to changing circumstances in the domestic and/or international environment.

Sources:

[Eurydice](#)

[School Inspection Act](#)

[National Examination Centre](#)

[Ministry of Education](#)

[Slovenian Research Agency](#)

5.3 Evaluation mechanisms used to monitor outcomes at different system levels

General outcomes (academic, social, well-being, etc.) for all learners

In Slovenia, the Ministry of Education is in charge of evaluation and assessment, with support from several national bodies.

The Inspectorate of the Republic of Slovenia carries out inspections in kindergartens, basic schools, music schools and upper secondary schools.

The competence in accreditation of education programmes and educational institutions is shared by the minister responsible for education and national councils of experts, members of which are nominated by the Government of the Republic of Slovenia:

- Council of Experts of the Republic of Slovenia for general education
- Council of Experts of the Republic of Slovenia for vocational education
- Council of Experts of the Republic of Slovenia for adult education.

The minister has set up the [Quality and Evaluation Council](#) to co-ordinate the evaluation of pre-primary, basic and upper secondary education programmes, and report to the minister responsible for education. It also defines strategies and the course of evaluation. It identifies common evaluation issues, puts forward the commissioning of evaluation studies, invitations, and selection of evaluation studies. The council monitors the procedure and report to the Council of Experts and the minister, as well as to the professionals.

In addition, national public research institutes support monitoring and evaluation at all levels: national education institute and national institutes for vocational education and for adult education have by law the obligation to monitor systematically the effects of innovations introduced into the process of education. Their main responsibility is to monitor the development of kindergartens and schools, provide support in transferring their knowledge into practice, and assessing the quality of different practices. The institute for vocational education drafts the national report on quality in vocational and technical education. The [Educational Research Institute](#) undertakes basic and applied research, and research in development.



The external assessment of knowledge, matura exams and other exams are the responsibility of national committees appointed by the minister responsible for education:

- Committee for the national assessment of knowledge
- National committee for final examination in vocational education
- National committee for the Vocational Matura with subject testing committees
- National committee for Matura with subject testing committees.

The National Examinations Centre is the central authority responsible for external assessment of knowledge. It pursues professional, technical and administrative activities to support national committees. The competence and responsibilities of national committees are specified by the [Matura Examination Act](#), [Basic School Act \(English version\)](#), and [Rules on the national assessment of knowledge in basic schools](#).

[Inspectorate of Education](#): constituent body within the Ministry of Education responsible for inspection of regularity of operations in kindergartens, basic schools, music schools, upper secondary schools, higher vocational colleges, and institutions for education of SEN learners, organisations for adult education and private providers that deliver officially recognised programmes. Its organisation, inspection areas and authorities are specified by the [School Inspection Act](#).

Sources:

[Eurydice](#)

[National Examination Centre](#)

[Ministry of Education](#)

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

Regular and extraordinary inspections are carried out, also in special schools for SEN learners and SEN institutions. According to the [School Inspection Act](#), Article 12, the inspection also includes the education of SEN learners, rights and duties of all learners, including the learners from other vulnerable groups, especially linked to the fulfilment of their rights and duties, enrolment and withdrawal from school, school attendance, assessment of knowledge and progression.

In addition, national public research institutes support monitoring and evaluation and assessment of specific vulnerable groups: national education institute, national institutes for vocational education, and for adult education, national examination centre. They also provide activities of monitoring and evaluation (Roma learners, national minorities, migrants, Slovenians living abroad).

Specific evaluation studies address issues related to vulnerable groups of learners or issues linked to them. For example:

- analysis of needs, conditions and possibilities of compulsory inclusion in programmes of ECEC from the perspective of eliminating social, economic and cultural inequalities;



- evaluation of teaching and learning models of Slovenian sign language and Slovenian language, as well as interpreting of Slovenian sign language for deaf and hard of hearing learners;
- identification of system-linked issues regarding education of SEN learners
- evaluation of teaching and learning models of Slovenian language for learners whose native language is not Slovenian, etc.

More on the page of the [Quality and Evaluation Council](#).

Also, some targeted research programmes ([CRP](#)) are linked to the learners vulnerable to exclusion. For example:

- 2021: Equity and quality in education;
- 2019: Starting points for the preparation of guidelines for dealing with crisis situations in boarding institutions for the education of learners with emotional and behavioural disorders;
- 2017: Inclusion of Roma learners in upper secondary and tertiary education; The role of bilingual education in creating the basis for the realisation of institutional bilingualism in the ethnically mixed area in Prekmurje; Gender equality in education, etc.

Outcomes for schools (professional development, staff and personal well-being, etc.)

The adherence of the management and education activities to legislation of public and private institutions with concessions is supervised by the school inspectorate. It carries out regular and extraordinary inspections and examines legal, organisational, and other administrative procedures. School inspection is the responsibility of the National Inspectorate for Education and Sport (Inšpektorat Republike Slovenije za šolstvo), which falls under the authority of the Ministry of Education. The subject of inspection is the school. Areas of inspection are determined by the School Inspection Act and are related to organisation, funding, provision of education programmes and ensuring the rights of learners and teaching staff. The 21 areas of supervision are specified in detail by law. Some of them are linked with teachers' CPD, such as the annual and on-going planning of the educational work of teachers or school, meeting the conditions for carrying out education, fulfilment of rights and duties of education staff, etc.

Teacher appraisal in Slovenia is linked to teachers' career progression and salary increases.

School leaders evaluate the work of teachers at their school every year, carry out annual interviews, provide advice, and make recommendations for career advancement.

According to a national report on evaluation and assessment produced for the OECD, salary increase depends mainly on the professional judgement of school leaders. School principals receive training from the National School for Leadership to carry out this process. As there are no specific national criteria for teacher quality, teachers' appraisals are based on legislation that applies to all public servants.

However, the promotion to the professional titles (Mentor, Advisor and Councillor) of teachers and other education staff in kindergartens and schools depends on meeting the



criteria determined with the Minister's [Rules on the Title Promotion of the Employees in Education](#). The conditions include a certain number of years of experience, performance at work, in-service training (CPD) and additional professional work. The head teacher proposes and the minister according to the criteria decides on the promotion.

Sources:

[School Inspection Act](#)

[Rules on the Title Promotion of the Employees in the Education](#)

GEM

OECD Education Policy Outlook: Slovenia 2016

Outcomes for parents and families (support, participation, family well-being, etc.)

Within the [Programme for Children 2020–2025](#) (responsibility of the Ministry of Labour, Family, Social Affairs and Equal Opportunities).

5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

ISCED 1 in 2: National assessment in basic school (grades 6 and 9).

ISCED 3: general matura examination, vocational matura examination (external examination), final examination (internal examination for two- and three-year VET).

Effectiveness of school management processes

The school/kindergarten council annually evaluates the work of the head teacher. Criteria include evaluation of exceeding the annual work programme, financial results of operations, quality and professionalism of implemented programmes and development orientation.

[Rules on criteria for establishing work performance of directors in the field of education](#)

The school/kindergarten council may evaluate the work of the head teacher also for the purpose of their promotion to titles. It also makes a proposal for promotion to the relevant minister.

[Rules on the Title Promotion of Employees in Education](#)

Effectiveness of teacher professional development processes

The right and duty of teachers to continual professional development is specified by the [Organisation and Financing of Education Act \(English version\)](#) and the [Collective agreement for the educational activity](#). The collective agreement specifies the right of education staff to up to five days of in-service training or 15 days over three years. The ministry responsible for education opens invitations for in-service training for pedagogical staff and co-finances it. It is free for teachers. The aim is the professional development of education staff, the development of public kindergartens and schools, as



well as the development of the system as a whole and thereby improving its quality and efficiency.

By participating in the CPD programmes, teachers are awarded points needed for promotion to professional titles. Namely, according to the Act, teachers can be promoted to titles: Mentor, Advisor and Councillor. The relevant [rules on promotion to titles](#) issued by the minister of education specify the requirements and conditions for promotion, criteria for assessment, and procedures. It is the minister who decides on the promotion, at the recommendation of the head teacher or teachers themselves. The specified requirements and conditions for promotion include years of work experience, performance, continuous professional development, and additional professional duties.

[Ministry for Education](#)

[Eurydice](#)

[Organisation and Financing of Education Act \(English version\)](#)

[Collective agreement for the educational activity](#)

[Rules on the Title Promotion of the Employees in the Education](#)

Efficiency and effectiveness of funding mechanisms

In accordance with the Slovenian Constitution, the Court of Audit is the highest body for supervising state accounts, the state budget, and all public spending in Slovenia. The key task of the Court of Audit is to review and control the operations of the public funds users. By auditing, it obtains appropriate and sufficient evidence to express an opinion on the operations of an auditee. After the completion of the audit, it issues an audit report that is submitted to the auditee and the National Assembly and is published on its website.

See:

[Efficiency of awarding incentives for enhancing practical training of learners at employers as part of strengthening the link between vocational and professional education and the labour market needs](#)

[System of work with gifted and talented learners and school competitions in 2017](#)

[Children Reading Literacy](#)

[Proposal of the annual financial statement of the budget of the Republic of Slovenia for the year 2021](#)

Source: [Court of Audit Act](#)

Effectiveness of (vertical) co-operation between stakeholders at different system levels

Court of Audit: effectiveness regarding this mechanism is included in the description of the mechanism in 'Efficiency and effectiveness of funding mechanisms' above.

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

Court of Audit: effectiveness regarding this mechanism is included in the description of the mechanism in 'Efficiency and effectiveness of funding mechanisms' above.



5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

Human Rights Ombudsman

The [Human Rights Ombudsman of the Republic of Slovenia](#) contributes to the protection and promotion of human rights and fundamental freedoms in Slovenia through the investigation of the complaints, submission of opinions and recommendations to any authority, addressing pressing human rights issues, conducting on-site inspections, conducting human rights education, research, through co-operation with civil society as well as through their own initiatives and statements on legislative proposals.

The Ombudsman deals with individual complaints sent by applicants in which they claim that their human rights have been violated by any state authority, local self-government body or holder of public authority. The Ombudsman may submit opinions to any authority on the protection of human rights and fundamental freedoms in a case under consideration. The Ombudsman may also initiate a procedure for the review of the constitutionality or legality for reasons of human rights or fundamental freedoms violations and a constitutional complaint in relation to a case under their review before the Constitutional Court of Slovenia.

The Ombudsman submits an annual report to the Parliament of Slovenia in which they evaluate the state of human rights violations by the authorities, explain their activities and findings, as well as provide recommendations to the authorities. The [Report](#) is publicly discussed each year at the Plenary Session of the Parliament.

Within the Office of the Ombudsman, Child Advocacy is organised for the purpose to provide professional assistance to a child when expressing their opinion in all proceedings and matters involving the child, and to forward the child's opinion to the competent bodies and institutions deciding on the child's rights and benefits.

[Human Rights Ombudsman Act](#)

Advocate of the Principle of Equality

The [Advocate of the Principle of Equality](#) is an independent and autonomous state body mandated to deal with discrimination. The main tasks are:

- conducting research on the position of people with certain personal circumstances (e.g. gender, nationality, racial or ethnic origin, religion or belief, disability, age, sexual orientation and similar);
- publishing reports and making recommendations to authorities, employers, business entities and other bodies relating to preventing or eliminating discrimination and adopting special and other measures to eliminate discrimination;
- conducting tasks of supervisory inspection on the basis of complaints;
- providing independent assistance to persons subject to discrimination;
- raising the awareness of the general public;



-
- monitoring the general situation in Slovenia;
 - proposing special measures to improve the situation;
 - participating in judicial proceedings involving discrimination etc.

[Annual reports](#)

[Special reports](#)

[Accessibility of Upper Secondary Schools for Persons with Reduced Mobility](#)

[The Situation of the deaf in the Educational System](#)

[Protection Against Discrimination Act](#)

5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

See examples listed in the above questions.

5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

See examples listed in the above questions.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

According to the Article 46 of the [Organisation and Financing of Education Act \(English version\)](#) the council of a public kindergarten or school is composed of three representatives of the founder, five representatives of the staff, and three representatives of parents. In addition, the council of a public upper secondary vocational or technical school, *gimnazija* or a public residence hall for upper secondary learners includes also two representatives of the learners. According to the article 47 of the Act, upper secondary school learners elect their representatives by direct and secret ballot. Parents elect their representatives at a parents' council meeting.

ISCED 1, 2

According to the [Basic School Act \(English version\)](#) Article 60.e, basic schools autonomously determine the organisation of learners with the school's code of conduct. It is a common practice in most basic schools that class-level learners' communities and school-level learners' community or learners' parliament are set. Representatives of schools usually participate at regional and national children's parliament (*otroški parlament*). School parliaments consist of elected learners. The children's parliament is based on Article 12 of the UN Children's Rights Convention, which says that 'every child has the right to freely express an opinion in all matters affecting them and to have that opinion taken into account'. Children's parliaments are one of the ways of education for active citizenship. Organisation of basic school learners in a school parliament is promoted and supported by the Slovenian Association of Friends of Youth, and activities are carried out in schools. Each year, one topic is chosen as the focus of the yearly debate; in school year 2022/23 this is 'mental health of children and youth'.

ISCED 3

According to Article 31 of the [Gimnazija Act \(in English\)](#) and Article 61 of the [Vocational and Technical Education Act \(English version\)](#), learners may organise a community of learners ('the community'). The community operates at the school level and in individual classes. The learner community is run by a committee consisting of representatives of all class communities. The learner community organises extra-curricular



activities and work and debate issues related to educational work and management, and it gives its proposals to the school bodies. Learners may join to form learner associations. Upper secondary schools have school learners' community at national level. Learners at an individual school appoint learners who become members of the parliament of the School Learner Organisation of Slovenia (SSOS). The SSOS aims to:

- improve the material position of learners;
- enforce and protect the rights of learners;
- ensure the co-operation of learners in extra-curricular activities;
- strengthen and spread the influence of learners on the curriculum, learning process and the ways of assessment of knowledge in schools;
- improve the quality of relationships in schools;
- improve the provision of information and the impact of learners on the civil society;
- ensure school democracy, sovereignty and equality in schools;
- defend equal opportunities for all;
- defend and strengthen the impact of learners on issues related to their material and spiritual growth, and commitment to secular and neutral school.

Sources:

[Slovenian Association of Friends of Youth/children's parliament](#)

[School Learner Organisation of Slovenia \(SSOS\)](#)

[Organisation and Financing of Education Act \(English version\)](#)

[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

Yes.

6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

Fundamental values

One of the primary goals of the education system in Slovenia is to provide optimal development of the individual, irrespective of gender, social and cultural background, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or physical and mental disability. The fundamental values of education in the



Republic of Slovenia are derived from the common European heritage of political, cultural, and moral values brought together in human rights and concomitant responsibilities, as well as the principles of pluralist democracy, tolerance, solidarity and the legal state, equity, autonomy, and quality. This is embedded in all regulations and consequently into the curricula; in this way it is ensured curriculum development processes consider of all learners and their communities.

Education programmes (ISCED 1, 2, 3), except for education programmes of private schools, are adopted by the minister responsible for education in co-operation with the competent council of experts. Programmes for pre-primary learners implemented in public kindergartens (ISCED 0) are adopted by the Council of Experts of the Republic of Slovenia for General Education.

The education programmes are drafted based on expert starting points set by respective council of experts agreed upon the prior consent of the minister. The education programme must be in compliance with the goals of the education system in the Republic of Slovenia according to Article 2 of the [Organisation and Financing of Education Act \(English version\)](#) and the relevant acts regulating each type/level of education:

- [Basic School Act \(English version\)](#)
- [Gimnazija Act \(in English\)](#)
- [Vocational and Technical Education Act \(English version\)](#)
- [Kindergartens Act \(version in English\)](#)

Due to the authority to decide on professional matters, the law regulates the composition of respective councils of experts. The fundamental provision is that the members must be established experts in the field of work of the council of experts and for the individual level of education. The law defines how many members must be education staff from kindergartens, schools or SEN institutions, members of the Italian or Hungarian national community, and how many members are appointed at the proposal of various ministries, higher education institutions, professional associations, etc. Representatives of the Italian and Hungarian national communities are proposed by the respective national community. Before the expert council adopts/determines education programmes for respective national communities, it must acquire their consent. The adopted education programmes of the schools with Italian language of instruction and bilingual schools (Slovenian and Hungarian languages) must be published also in the respective languages.

Sources:

[Organisation and Financing of Education Act \(English version\)](#)

[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

[Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education](#)



Public consultation

Before the adoption of regulations, authorities must publish draft regulations for public consultation. Information on the participation of the public in the preparation of the draft law is one of the obligatory components of the introduction of the draft law. When drafting regulations, authorities must follow [Resolution on Legislative Regulation](#). One of the guiding principles defined in the Resolution is transparency. The principle of transparency which:

‘presupposes the presentation of the regulated policy of a certain area to the widest possible public, and especially to the target groups to which it refers; announcement, drafting and adoption of regulations according to regular legislative procedures, which enable high-quality information and reactions and influences from the interested public’.

The Resolution also includes guidelines for co-operation with expert and general public in order to decrease the democratic deficit and allow for adoption of best quality regulations. The minimal recommendations include:

- 30-to-60-day period for public consultation for each draft regulation;
- each draft shall be accompanied by documentation on key issues, proposed expert solutions, and goals to be attained by this regulation;
- after the public consultation has finished, a report shall be prepared on impact of public consultation on the main solutions;
- call for public consultation shall be published and promoted in a way to guarantee response from target groups and experts, and the general public.

In order to increase transparency of legislative regulation activities, a sub-portal of e-government entitled [e-Demokracija](#) is in place, where each new draft regulation ready for public consultation appears.

In some cases, school laws provide that the minister prior to adopting rules or curricula obtains an opinion or consent of the competent expert council, trade unions or respective national community.

Sources:

[Organisation and Financing of Education Act \(English version\)](#)

[Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education](#)

[Resolution on Legislative Regulation](#)



6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

Yes. According to the [Organisation and Financing of Education Act \(English version\)](#):

- Representatives of parents are members of the school/kindergarten council, which is the main governing body of the school/kindergarten. Parents, together with other council members, decide on (developmental and annual) planning, adopt reports on implementation of planned activities, self-evaluation, appoint the head teacher, discuss reports on educational issues, etc. (for more see section 2.3 above).
- Each school/kindergarten has a consulting body – council of parents to implement the interests of parents in an organised manner. It is comprised of one parent representative from each class. The council of parents makes proposals, gives opinions (e.g. on candidates for head teacher) and elects its representatives to the school council; it has the right to give consent to the proposed extra-curricular programme. Parents in the council of parents provide school bodies with recommendations and views.
- The councils of parents may form local or regional networks of councils of parents. Local or regional networks may further form a national association of networks. A national organisation exists – Association of Parents Council Working Groups of Slovenia ([Zveza aktivov svetov staršev Slovenije](#)). The Association is recognised as one of the key stakeholders in the policy debate and legislative process.
- Kindergartens and schools define and plan forms of co-operation with parents and their role in education work with the annual work plan, pedagogical plan, or their code of conduct. In addition, the Guidelines for the Teachers' Assembly and Class Unit in Basic Schools, Upper Secondary Schools, and Learners' Hall of Residence (approved by the National Council of Experts for General Education in 2005) consider co-operation with parents as one of the tasks of the form teachers (*razrednik*). The guidelines also determine parental meetings, individual consultation meetings and other activities (such as picnics, trips, competitions that promote informal sociability) as specific forms of parents' participation.

[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

[Guidelines for the Teachers' Assembly and Class Unit in Basic Schools, Upper Secondary Schools and Learners' Hall of Residence](#)

School-leaders/leadership teams, teachers and specialist staff

Yes.



Head teachers, teachers and other school/ kindergarten education staff are recognised as key partners in the policy development and its implementation. Their active participation is, in some cases, defined by the legislation (e.g. they are members of national expert councils or its working groups) or they are invited to participate in different working groups (e.g. modernising national curricula, drafting national programme of education).

Head teachers and/or schools establish associations, e.g. Association of Head Teachers of Basic and Music Schools ([Združenje ravnateljev osnovnih in glasbenih šol Slovenije](#)), Association of Head Teachers of Kindergartens ([Združenje ravnateljev vrtcev Slovenije](#)), Association of Upper Secondary Schools and Residence Halls of Learners ([Zveza srednjih šol in dijaških domov Slovenije](#)).

Teachers are also organised in different NGOs, many of them are members of the umbrella association ([Zveza društev pedagoških delavcev Slovenije](#)). These associations co-operate with the relevant ministry on different topics and nominate their representatives to become members of working groups.

According to the Organisation and Financing of Education Act:

- Representatives of school/kindergarten staff are members of the school/kindergarten council, which is the main governing body of the school/kindergarten. Teachers, other specialist staff and/or other technical or administrative staff, together with other council members, decide on (developmental and annual) planning, adopt reports on implementation of planned activities, self-evaluation, appoint the head teacher, discuss reports on educational issues etc (for more see section 2.3 above).
- Educational staff is organised in expert bodies such as the assembly and the working group of teachers. These bodies make autonomous decisions on professional issues, disciplinary issues, and they provide their opinion regarding the appointments of head teachers, about the annual working plan of school/kindergarten, etc. (e.g. the class assembly of teachers discusses educational issues related to a class, develop programmes to work with talented learners, and those with difficulties progressing, decide on disciplinary and preventive measures, etc.).

Sources:

[Organisation and Financing of Education Act \(English version\)](#)

[Eurydice](#)

Stakeholders in the local communities

Yes.

Within the annual working plan, kindergartens and schools must plan co-operation with parents, other educational and health institutions, and other organisations, as well as with research institutions, educational counselling services and advisory centres, external staff, education institutions that educate teachers, sport and cultural organisations, employers, chambers, NGOs and associations. Planning also includes other activities for the integration of the kindergarten into the local environment. The report on the implementation of the planned activities is also defined in regulations.

[Organisation and Financing of Education Act \(English version\)](#)



[Basic School Act \(English version\)](#)

[Gimnazija Act \(in English\)](#)

[Vocational and Technical Education Act \(English version\)](#)

[Kindergartens Act \(version in English\)](#)

Local-level decision-/policy-makers

Yes.

According to the [Organisation and Financing of Education Act \(English version\)](#):

- Representatives of the local community are members of the school/kindergarten council, which is the main governing body of the school/kindergarten. Together with other council members they decide on (developmental and annual) planning, adopting reports on implementation of planned activities, self-evaluation, appointing the head teacher, discussing reports on educational issues etc (for more see section 2.3 above).
- The local community as the founder of a kindergarten or basic school provides the opinion regarding the appointment of the head teacher.
- Local communities are responsible for investment in kindergartens and basic schools (premises) and investment in maintenance of the real estate and equipment of basic schools and kindergartens.

According to the [Kindergartens Act \(version in English\)](#) the founding local community of the kindergarten may allow the number of learners in a class to exceed the regulated maximum number by a maximum of two additional learners, taking into account the situation and condition of pre-primary education in the local community.

Local communities and their associations are regarded as partners in discussing policy issues regarding kindergartens' norms and standards (e.g. number of children in the group, number of hours when the presence of both a pre-primary teacher and a pre-primary teacher assistant is granted, etc.).

[Association of Municipalities and Towns of Slovenia](#)

[Association of Municipalities of Slovenia](#)

[Association of Urban Municipalities of Slovenia](#)

Non-governmental organisations, disabled people's organisations or other organisations representing vulnerable groups

Yes.

The Council for Persons with Disabilities of the Republic of Slovenia is established on the basis of Article 28 of the [Act on the Equalisation of Opportunities for Persons with Disabilities Act \(version in English\)](#) as an independent tripartite body, whose members are representatives of representative disability organisations, representatives of professional institutions in the field of disability care and representatives of the Government of the Republic of Slovenia (including also representative from the ministry responsible for education). The Council acts as a mandatory consultative forum on disability policy issues.



When drafting policy or legislative documents the ministry invites respective NGOs or organisations to participate (e.g. representatives of the [Deaf and Hard of Hearing Clubs Association](#) of Slovenia, [Slovenian sign language interpreter association](#), and deaf teachers are members of the working group for the preparation of a proposal for the placement of Slovenian sign language in the system of pre-primary education, primary and secondary education).

NGOs may be granted the status of an NGO operating in the public interest in the field of education if it operates in the field of education and its activities exceed the interests of its members and are generally beneficial. NGOs must gain something more important than the achievement of the operation. This means that it either:

- raises the general level of meeting certain needs in society;
- contributes to the development of education
- replaces or supplements the operation of public sector institutions
- otherwise significantly contributes to the promotion of values and the achievement of goals defined in national strategic development documents, and to the development of all segments of civil society, e.g. provides programmes and projects aimed at:
 - raising awareness among learners about the importance of sustainable development;
 - vulnerable groups (learners with learning difficulties, members of minorities, immigrants, Roma, etc.);
 - strengthening the identity, culture and language of the Slovenian nation, Italian and Hungarian national communities and the Roma community in the Republic of Slovenia;
 - publishing magazines, periodicals, books, online and similar.

[Non-Governmental Organisations Act](#)

[Rules on the criteria determining the significant achievements of an NGO in order to be granted the status of an NGO operating in the public interest in the field of education, science, research and sport](#)

6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

Yes.

6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

Education programmes (ISCED 1, 2, 3), except for education programmes of private schools, are adopted by the minister responsible for education in co-operation with the competent council of experts. Programmes for pre-primary learners implemented in



public kindergartens (ISCED 0) are adopted by the Council of Experts of the Republic of Slovenia for General Education.

Due to the authority to decide on professional matters, the [Organisation and Financing of Education Act \(English version\)](#) regulates the composition of respective councils of experts. The fundamental provision is that the members must be established experts in the field of work of the council of experts and for the individual level of education. The law defines how many members must be education staff from kindergartens, schools or SEN institutions, members of the Italian or Hungarian national community, and how many members are appointed at the proposal of various ministries, higher education institutions, professional associations, etc. Representatives of the Italian and Hungarian national communities are proposed by the respective national community. Before the expert council adopts/determines education programmes for respective national communities, it must acquire their consent. Representatives of head teachers, teachers and other education staff are also members of national expert councils or their working groups.

Teachers, other education staff, head teachers, and other stakeholders (e.g. parents, upper secondary learners, trade unions etc.) are also invited to participate in different working groups for the development of national curricula (e.g. public invitation for participation in the [expert working groups for modernisation of the curriculum ISCED 0–3](#), public invitation for participation in the [development expert groups](#)).

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

According to the [Organisation and Financing of Education Act \(English version\)](#) teachers of the same subject or the same subject field in school form an expert working group (*strokovni aktiv*). The group deals with professional problems, co-ordinates assessment criteria, gives suggestions for improving the educational work and similar.

Teachers of the same subject or subject area are organised as a regional study group, co-ordinated by the consultants from the [National Education Institute](#).

Teachers receive points for acting the head of each kind of groups above, which are needed for promotion to professional titles.

[Rules on the Title Promotion of Employees in Education](#)

It is a common practice going on for decades that head teachers are organised locally or regionally in order to provide peer learning and exchange of good practices.

In addition, we highlight development projects on the topic of raising key competences from the previous EU perspective (2014–2020), especially the project ‘Development and implementation of innovative learning environments and flexible forms of learning to raise general competences’ from 2016. The aim was to establish or upgrade a creative and



innovative learning environment to raise general competences in at least 285 kindergartens and schools and other educational institutions which include all levels of the education system (up to higher education). The schools and kindergartens co-operated with each other and also with public higher education institutions, supporting public institutions in education (see section 4.2 above) and public research institutes in the field of education and training. We will continue this practice in the new EKP perspective 2021–2027.



SECTION 7. FINAL COMMENTS AND REFLECTIONS

In January 2023, according to the amended [Government of the Republic of Slovenia Act](#), the former Ministry of Education, Science and Sport of the Republic of Slovenia was reorganised into the Ministry of Education (responsible for pre-primary, basic school, upper secondary, short-cycle tertiary, and adult education) and the Ministry of Higher Education, Science and Innovation. Sport has been affiliated to the Ministry of the Economy, Tourism and Sport.