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GENERAL DESCRIPTION

Over the last decade, the Slovene education system has changed a lot. The basic document of the modernization, the White Paper on Education in the Republic of Slovenia established not only a policy framework but also the overall philosophy, values and principles forming the basis for the renewal.

These are:

- Accessibility and transparency of the public educational system,
- Legal neutrality,
- Choice at all levels,
- Democracy, autonomy and equal opportunities,
- Quality of learning to take precedence over the accumulation of facts.

BOLOGNA PROCESS

FUNDAMENTAL PRINCIPLES

- The Constitution of the Republic of Slovenia (1991) stipulates freedom of choice in education
- The Constitution regulates fundamental rights in the area of education by determining that:
 - education is free
 - compulsory basic education is the responsibility of the state
 - the state must finance compulsory education with the public funds
 - the responsibility of the state is to give its citizens the opportunity to obtain adequate education
 - state higher education institutions are autonomous
- The Constitution separately regulates the rights of the Italian and Hungarian ethnic minorities.

RESPONSIBILITY

THE GOVERNMENT

The Ministry of
Education and
Sport

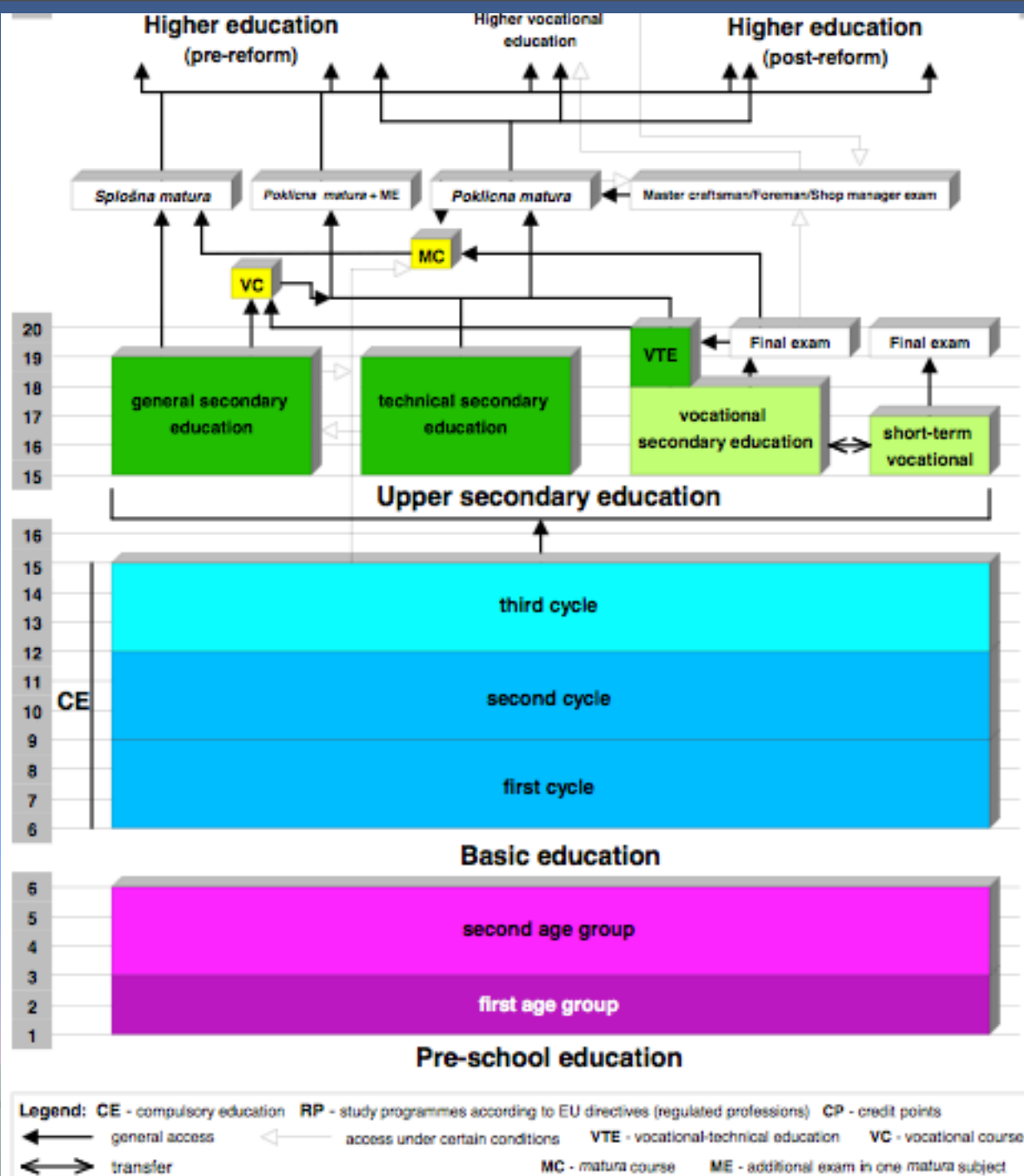
The Ministry of
Higher Education

The Ministry of
Labour, Family and
Social Affairs

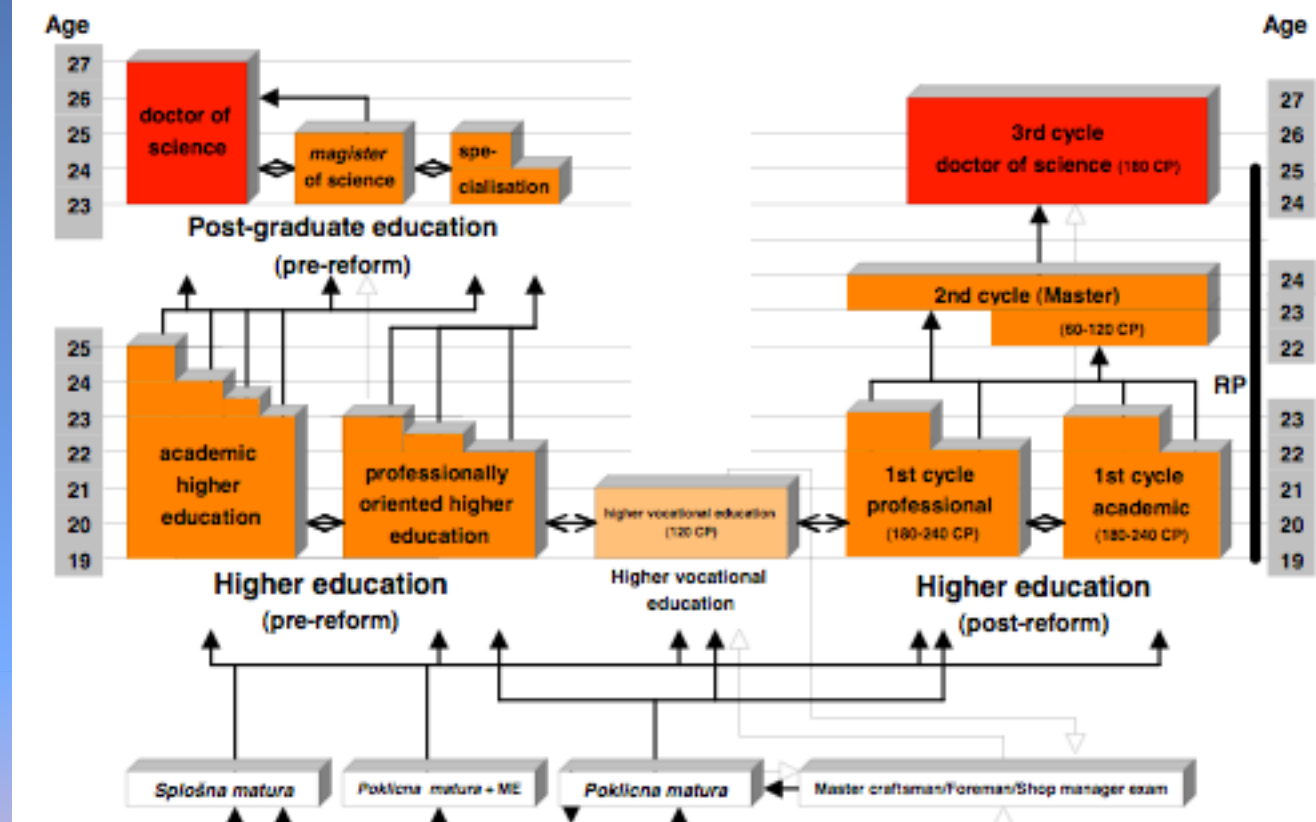
for the implementation of the education policies agreed in the National Assembly

for the financing of preschool institutions and schools are divided between the state, municipalities and, in some cases private sector

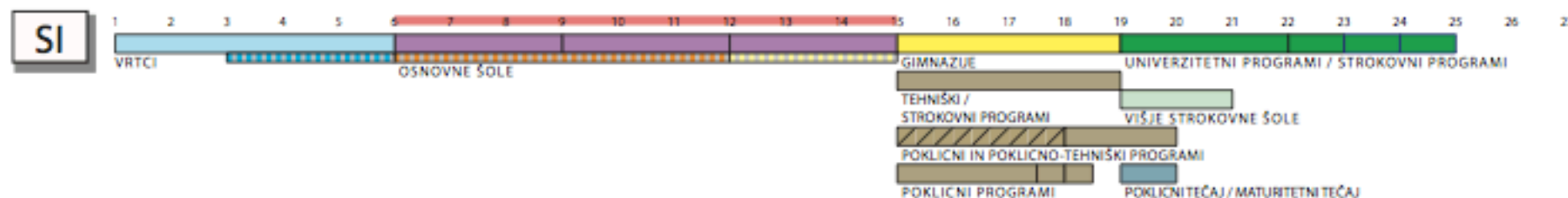
STRUCTURE OF THE EDUCATION SYSTEM IN SLOVENIA























The Structure of the Education System in Slovenia 2006/07



Organisation of the education system in Slovenia, 2008/09



 Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	 Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
 Primary – ISCED 1	 Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
 Lower secondary general – ISCED 2 (including pre-vocational)	 Lower secondary vocational – ISCED 2
 Upper secondary general – ISCED 3	 Upper secondary vocational – ISCED 3
 Post-secondary non-tertiary – ISCED 4	
 Tertiary education – ISCED 5A	 Tertiary education – ISCED 5B
Allocation to the ISCED levels:	 ISCED 0
	 ISCED 1
	 ISCED 2
 Compulsory full-time education	 Compulsory part-time education
 Part-time or combined school and workplace courses	 Additional year
 -/n/- Compulsory work experience + its duration	 Study abroad

Source: Eurydice.

SPECIAL NEEDS (SN)

DEVELOPMENT OF THE EDUCATION OF CHILDREN AND YOUTH WITH SN IN SLOVENIA WAS INFLUENCED BY VARIOUS FACTORS ARISING FROM PAST POLITICAL, CULTURAL, EDUCATIONAL CONDITIONS.

PROVISION OF SN EDUCATION IN SLOVENIA FOLLOWS A MULTI-TRACK APPROACH TOWARD INCLUSION (=variety of services between mainstream education and special needs institutions are offered)

PROVISION IN MAINSTREAM SCHOOLS CONSISTS OF SPECIAL EDUCATIONAL SUPPORT THROUGH SPECIAL ARRANGEMENTS (inclusive education, remedial teachers and additional teaching hours), ADAPTED PROGRAMME WITH EQUAL EDUCATIONAL STANDARDS as prescribed in the curriculum (adaptations are provided)

THE GUIDANCE OF CHILDREN WITH SN DEFINES THE GROUPS OF SEN CHILDREN

children with mental disabilities

children with speech and language problems

deaf children and children with hearing impairments

children with physical disabilities

children with long-term illness

blind children and children with visual impairments

children with learning problems in specific fields of education

children with emotional and behavioural disorders

Source terminology: Eurydice

SEN CHILDREN HAVE THE OPTION TO ATTEND

Regular
schools and nursery
schools

Schools offering the
adopted programmes

Units at regular schools
which follow the adopted
programme

Units at specialized
institutions

THE MAJORITY OF CHILDREN, ATTENDING SPECIALIZED INSTITUTIONS, HAVE
ONE OR MORE OTHER DEFICIENCIES ASIDE FROM THEIR MAIN DISABILITY

WHAT THE MAIN BARRIERS ARE FOR INCLUSIVE EDUCATION?

misunderstandings,
negative opinion,
prejudice toward
diversity and
heterogeneity

the belief and the attitudes
of mainstream teachers -
a lot of things are
seen as a
problem

lack of practical and
theoretical information
(training) about children
with SN and children
with diverse needs

the quality and the
training of teacher
education

limitations of ECTS

WHAT THE MAIN OPPORTUNITIES ARE FOR INCLUSIVE EDUCATION?

visionar
thinking

respecting
diversity

Bologna
process

different
projects

in different
school
settings

different
population of
children

learning
and living
together

THANK YOU

