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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

torek, 18. maj 2010
FUNDAMENTAL PRINCIPLES

- 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 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

torek, 18. maj 2010
### Organisation of the education system in Slovenia, 2008/09

<table>
<thead>
<tr>
<th>ISCED Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary – ISCED 0</td>
<td>(for which the Ministry of Education is not responsible)</td>
</tr>
<tr>
<td>Primary – ISCED 1</td>
<td>Single structure – ISCED 1 + ISCED 2</td>
</tr>
<tr>
<td></td>
<td>(no institutional distinction between ISCED 1 and 2)</td>
</tr>
<tr>
<td>Lower secondary general – ISCED 2</td>
<td>(including pre-vocational)</td>
</tr>
<tr>
<td>Upper secondary general – ISCED 3</td>
<td></td>
</tr>
<tr>
<td>Post-secondary non-tertiary – ISCED 4</td>
<td></td>
</tr>
<tr>
<td>Tertiary education – ISCED 5A</td>
<td></td>
</tr>
<tr>
<td>Tertiary education – ISCED 5B</td>
<td></td>
</tr>
</tbody>
</table>

**Allocation to the ISCED levels:**

- **ISCED 0**
- **ISCED 1**
- **ISCED 2**

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### Educational Programs

- **Compulsory full-time education**
- **Compulsory part-time education**
- **Part-time or combined school and workplace courses**
- **Compulsory work experience + its duration**
- **Additional year**
- **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 emotional and behavioural disorders
- children with learning problems in specific fields of education

Source terminology: Eurydice

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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

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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