

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Slovakia 2014/2015 data
background information**



BACKGROUND INFORMATION

How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.

Pupils' legal entitlements under what legislation

Act No. 245/2008 on education and training (Education Act); changes and supplements to some acts as amended by subsequent provisions.

How additional support is understood within the country context

It comprises access to special curricula, special textbooks, special aids and support from counselling centres, including specialists available within them. These specialists include special teachers, psychologists, speech and language therapists (section 6, paragraph 4, subparagraph p; section 144, paragraph 2 and 3). The pupil might be supported by a teacher's assistant (section 30, paragraph 6).

The criteria for an official decision are

There has been an educational assessment procedure involving a multi-disciplinary team

This involves medical assessment, as well as all necessary psychological and special educational assessment, which is carried out at an educational counselling and prevention centre.

The multi-disciplinary team includes members from within and external to the pupil's school

The team consists of a special teacher, a psychologist, a doctor, a speech and language therapist, the school director, the class teacher and parents.

There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning

This refers to education programmes for pupils with disabilities (section 94, paragraph 2 of the Education Act) and for intellectually gifted pupils (section 103, paragraph 5 of the Education Act). However, their implementation might be influenced by the decisions of school founders and school directors and by the availability of funding.

Pupils from socially disadvantaged backgrounds are entitled to adjustments with regards to the organisation of their education, to environmental adjustments and to the application of special methods and forms of education (section 107, paragraph 1 of the Education Act).



The proposal is the basis for an individual education plan (IEP).

Pupils with disabilities or intellectually gifted pupils are educated according to the state education programme for pupils with disabilities or gifted learners. The relevant education programme is integrated into the school's education programme or into the pupil's IEP.

The official decision is subject to a formal, regular review process

By law, there is no obligation to regularly review the decision on SEN (re-diagnosis). However, as per section 130, paragraph 6 of the Education Act, the pupil's parent/legal representative may file a motion to review the decision with the Ministry.

The IEP may be reviewed during the school year. This is at the discretion of the class teacher/school director.

Proxy indicator(s) for the 80% benchmark used for the country's data collection

Placement in a mainstream class implies over 80% or more with non-disabled peers.

Details on what the country proxy is

All pupils with SEN are assessed in an educational counselling prevention centre. The centre can recommend one of three different settings for pupils with disabilities and intellectually gifted pupils: a mainstream class in a mainstream school, a special class in a mainstream school, or a special school. The parent does not have to follow this recommendation on where to enrol their child. The final decision on admission to a particular education setting rests with the school director.

Pupils from socially disadvantaged backgrounds can only be placed in mainstream settings.

In practice, the proxy means that only pupils placed in mainstream classes of mainstream schools meet this benchmark.

Why this proxy was used

There are no exact records on the number of support hours allocated to pupils with SEN.

Difficulties in using any proxy

Mild disabilities may be considered as normal needs, which should be identified based on an individual approach within pedagogical diagnostics. However, this might be subject to expert discussion.

In technical terms, the statistics on pupils with disabilities only include pupils with medical diagnosis, learning dysfunctions and attention disorders. They do not include pupils with learning difficulties.



Detailed description of what is meant by ‘out of formal education’ within the country’s data collection

The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*

Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)

All pupils in Slovakia have to follow levels of formal education, as defined by ISCED, and the curriculum defined by the state.

However, there is a possibility to comply with these requirements other than through regular school attendance. As per section 24 of the Education Act, pupils in ISCED level 1 may be educated individually (home-educated pupils). As per section 26 of the Education Act, certain pupils may follow a customised individual curriculum.

There is no non-formal provision or setting in education in Slovakia.

Provision of data on private sector education

The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

Private sector education in the country

In Slovakia, the private education sector refers to the non-government sector, which includes private and church schools. Private and church schools have the same duties in education as public schools. They must follow the same National Educational Programme.

Pupil population counted for each relevant question

The data in all tables also includes pupils educated in the private sector.



Specific issues with providing data on private education and how these have been overcome in the data collection

There were no specific issues with providing data on private sector schools. They are included in the official statistics, the same as the public schools.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 6 to 9

Usual pupil age ranges in the country at ISCED level 2: 10 to 14