International Bureau of Education

THE DEVELOPMENT OF EDUCATION

National Report of the Republic of Slovenia

by

Ministry of Education, Science and Sport

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I. INTRODUCTION: BASIC INFORMATION ABOUT SLOVENIA

The Republic of Slovenia is a parliamentary democracy implementing the rule of law. It is a social state. The official language is Slovenian. In bilingual areas, that is in municipalities with the Italian and Hungarian ethnic minorities, Italian and Hungarian, respectively, are also official languages. The State is separated from the Church.

The Slovenian Constitution guarantees free education to Slovenian nationals. Basic education is mandatory and funded from budgetary resources. The State is required to enable its citizens to obtain appropriate education. State universities and professional colleges are autonomous. Members of ethnic minorities have the right to receive and promote instruction in their mother tongue. Romanies are likewise granted special educational rights.

Slovenia has signed the UN Convention on the Rights of Children, the European Cultural Convention, and the Convention on the Recognition of Qualifications Related to Higher Education (called the Lisbon Convention). In the framework of the Council of Europe, Slovenia signed a partial agreement and became a member of the European Centre for Modern Languages in Graz in Austria. Actually, over 30 bilateral agreements and more than 20 programmes and some protocols on cooperation in education, culture and science have been signed.

5.6% of GDP were spent on education in 1999.

In 1991, 0.6% of the population aged 15 and above had no educational qualifications, 47% had elementary, and 52% at least upper secondary education.

In 1999/2000, 22% of the population were enrolled in educational institutions at various levels, from pre-school to post-graduate (based on the population figures at the end of 1999).

In 1999, the unemployment rate was 7.4%. 47.2% of the unemployed were unskilled or semi-skilled workers.
II. REFORM OF THE EDUCATION SYSTEM AND EDUCATIONAL CONTENTS IN THE REPUBLIC OF SLOVENIA

1. INTRODUCTION

At the end of the 1980s, numerous studies and discussions anticipated changes in the education system. As a result of social, political and economic changes (the dissolution of the former Yugoslavia, independence of Slovenia, the end of the socialist system, etc.), changes in the education system became imminent.

Experts taking part in the educational reform identified those fundamental social changes that would require an appropriate response from the changed education system, including:

1. AGEING OF THE POPULATION. The issue of the need for and development of human resources is aggravated by a decreasing birth rate and the ageing of the population. The task of the education system is thus to provide the best possible education for the entire population, occupational qualifications for everyone, and the highest level of education for top experts.

2. TRANSITION TO A POST-INDUSTRIAL STAGE OF DEVELOPMENT. In recent years, the share of the population employed by service industries in Slovenia has rapidly been approaching 50%. This undoubtedly indicates that the country has embarked on the transition to a post-industrial stage of development. Students should therefore be given knowledge of a type and in a form that enables them not only to reproduce it but also to use it in a creative way in new and unforeseeable situations. Education should supply competent individuals. It is therefore important that the education process qualifies people for ongoing independent acquisition of knowledge. A special challenge for education is the promotion of new achievements in technology and the information sciences. Learners should therefore be given an active role in education. Their specific needs should be taken into account and a possibility of choice guaranteed.

3. ECONOMIC, SOCIAL AND POLITICAL TRANSITION. The transition of the economic, social and political systems is based on the country having opted for market economy, human and social rights, the rule of law, and political democracy, leading to changes in the society's institutions. As a result, individuals' responsibilities for their economic, personal and social situation are increasing. These changes should be included in educational contents, for example as civic education, social activities and management training. At the same time curricula should provide increased plurality and choice. The socialising role of schools is gaining in importance. In the same way, it is increasingly important to educate strong personalities capable of acting independently in the working, social and political environments.

4. THREATS TO THE ENVIRONMENT AND NATURAL RESOURCES. As a result of its location, Slovenia cannot be spared the threat of global environmental degradation processes, such as the exploitation of non-renewable resources, accumulation of solid waste, deforestation, water and air pollution, quantitative and qualitative losses of arable land, and others, all of which impact health and quality of life in general. On the other hand, the country takes part in international environmental protection efforts, with well organised and systematic education being an important component of them. It should contribute to the affirmation of sustainability concepts and the willingness to take concrete actions in favour of environmental protection and sustainable development.

5. SLOVENIAN POLITICAL INDEPENDENCE AND INTEGRATION INTO THE EUROPEAN AND GLOBAL ECONOMY AND COMMUNICATIONS. Slovenia became an independent state, implementing its full sovereignty in all spheres of life, including culture and education. Having gained its independence, Slovenia decided to seek integration into global economic and communication trends. This means
that our economy should increasingly take into account the criteria of quality and costs, as required by the global market. Furthermore, international criteria are gaining in importance in the fields like science, health and education. In education, this calls for closer links with European countries and the co-ordination of curricula and education systems as well as a closer co-operation between Slovenian and foreign schools, including teacher and student exchanges.

A systematic reform of the education system was launched in 1992. Numerous studies and research projects on the education system were carried out and public discussions organised.

The summaries of discussions and global decisions concerning further development of education were published in the *White Paper on Education in the Republic of Slovenia* (1995). The *White Paper* is a programme document. It served as the basis for new systemic and legislative changes prepared between 1993 and 1996. It set forth the principles defining the general theoretical framework for restructuring the public education system, based on human rights and the rule of law. The international legal documents and the Constitution of the Republic of Slovenia were the fundamental legal norm underpinning concrete educational goals.

The *White Paper* as the basic programme document underlying changes in the education system laid down the principle that any restructuring of the system should be based on preserving good solutions from the past while gradually introducing new ones.

The process of intensive reform of curricular contents took place between 1996 and 1999. It has been followed by a process of gradual implementation, monitoring and evaluation of new programmes and syllabi.

Besides the already mentioned social changes, the educational reform identified fundamental problems to be solved that had been encountered by Slovenian education in the past, including the problems of:

- autonomy and professional responsibility of schools and teachers,
- excessive fragmentation of disciplinary knowledge into school subjects,
- overloaded curricula and syllabi,
- laying too little stress upon developing motivation for education,
- a limited use of diversified approaches, forms, methods and techniques of work and excessive passiveness of students,
- laying too little stress upon some key aspects of students' development and education,
- placing too much stress on teachers as the sole agents of knowledge transfer,
- poor integrative role of schools,
- a lag in the population's educational attainment in comparison with developed countries,
- an excessive percentage of population without vocational qualifications,
- inadequate quality of acquired knowledge,
- students' incompetence to confidently cope with and solve life's problems,
- securing conditions for the implementation of educational programmes.

2. GOALS AND PRINCIPLES OF THE REFORM

The goals of the education system reform have been designed so as to preserve the existing high-quality educational solutions and at the same time take into account wider social changes and development trends that should be addressed by the education system.
The principles identified by the White Paper have represented the basic framework for legislative and curricular changes. The White Paper specifies that the education system should be based on the principles of democracy, autonomy and equal opportunities and that the state should guarantee not only formal but also substantial rights to all individuals regardless of their gender, social and cultural background, religion, nationality, etc. The document also states that the State should regulate and enable the establishment of private pre-schools and schools. It should furthermore guarantee that the equal opportunities principle is matched with the requirements for quality and in-depth studies and is therefore linked to a differentiated provision at all levels of education. It has been specifically stressed that the following should be taken into account in developing the new education system:

- concrete social circumstances and development tendencies, linked with the requirements for high-quality and non-repressive schools (that is schools educating for open-mindedness and critical judgement and offering support in facing various ideological pressures),
- requirements for achieving internationally comparable attainment targets applied in developed countries,
- respect for the plurality of cultures.

The above-mentioned goals and principles have served as a framework for systemic and legislative changes in education. By 1996 the majority of new educational acts had passed the National Assembly, establishing the legislative framework for the reform. The reform resulted in changed national curricular documents (weekly schedules of subjects, syllabi, and knowledge catalogues) for all levels of pre-university education.

The goals and principles of the reform were determined to overcome the identified fundamental problems (See Chapter II.1.). The goals were:

- TO INCREASE THE AUTONOMY AND PROFESSIONAL RESPONSIBILITY OF SCHOOLS AND TEACHERS,
- TO ACHIEVE A HIGHER LEVEL OF INTERCONNECTEDNESS OF DISCIPLINARY KNOWLEDGE,
- TO PREVENT THE OVERRABBURDENING AND EXHAUSTION OF STUDENTS,
- TO INTRODUCE DIVERSE FORMS AND METHODS OF WORK AND INCREASE THE ACTIVE ROLE OF STUDENTS,
- TO ENCOURAGE A CO-ORDINATED PHYSICAL AND MENTAL (COGNITIVE, SOCIAL AND OTHER) DEVELOPMENT OF INDIVIDUALS,
- TO INCREASE THE LINKING AND GUIDING ROLE OF TEACHERS IN THE EDUCATIONAL PROCESS,
- TO INCREASE THE ROLE OF SCHOOLS IN SOCIAL INTEGRATION,
- TO INCREASE THE PARTICIPATION RATE OF CHILDREN, YOUTH AND ADULTS IN EDUCATION AND IMPROVE THEIR PROGRESS WITHOUT REDUCING THE QUALITY OF EDUCATION,
- TO PREPARE STUDENTS FOR HIGH-QUALITY LIFE, LIFELONG EDUCATION AND EMPLOYMENT,
- TO ACHIEVE INTERNATIONALLY COMPARABLE STANDARDS AND LEVELS OF KNOWLEDGE,
- TO TRAIN STUDENTS FOR EFFICIENT AND HIGH-LEVEL COMMUNICATION IN THEIR MOTHER TONGUE,
- TO IMPROVE FUNCTIONAL LITERACY,
- TO INCREASE THE QUALITY AND LONGEVITY OF ACQUIRED KNOWLEDGE,
- to develop the capacity for independent, creative and critical thinking and reasoning; to train students to confidently cope with and solve life's problems,
- TO IDENTIFY APPROPRIATE MATERIAL AND HUMAN RESOURCES REQUIRED FOR THE IMPLEMENTATION OF EDUCATIONAL PROGRAMMES.

The principles were:
- Curricula and syllabi should be more goal- and development-oriented than subject-oriented and should include various levels and types of goals;
- Curricula and syllabi should be open, allowing for change — framework programmes;
- Curricula should guarantee equal educational opportunities for all;
- Every curriculum and syllabus should be compared to at least three foreign ones;
- The amount of matter to be studied should be adapted to the time available for learning and in most cases reduced, while any addition of contents should be well justified and documented;
- Curricula should be balanced with regard to individual areas and disciplines;
- Compulsory, elective and optional contents by and within disciplines should be determined in each programme;
- Curricula and syllabi should be vertically and horizontally co-ordinated;
- Curricula and syllabi should encourage teachers’ co-operation;
- The implementation of programmes should be based on a combination of various forms (frontal teaching, group and individual work) and methods (lectures, discussions, explanation, etc.) of work;
- Curricula and syllabi should lay down the assessment methods matching the objectives;
- Prior to being generally implemented, new programmes should be pilot-tested (subject to teachers’ co-operation), which requires a gradual approach;
- Before new programmes are generally implemented, teachers should be suitably trained;
- Before new programmes are generally implemented, suitable facilities should be provided (teaching materials and equipment).

3. PREPARATION AND ADOPTION OF NEW LEGISLATION

The Ministry of Education, Science and Sport was the leading force in preparing new educational legislation. Experts from faculties and public institutions and school principals directly participated in drafting solution proposals. Before a bill was drafted, proposed solutions had been discussed at panel and round-table discussions and presented in daily papers and at meetings with teachers.

Most educational acts were adopted before 1996. The following fields have been regulated:

- pre-school education by the Pre-school Institutions Act;
- basic education by the Elementary School Act;
- education and training of children, youth and young adults with special needs is in part regulated by sector-specific acts, while a special act determines the placement of learners with special needs and lays down the procedures for the selection of optimum programmes;
- basic music education by the Music Schools Act;
- secondary vocational and technical education and post-secondary vocational education and training by Vocational and Technical Education Act;
- general secondary education by the Gimnazije Act;
- adult education by the Adult Education Act.
The conditions for carrying out the activities, administration and financing of education in all the above-mentioned areas are regulated by the Organisation and Financing of Education Act.

The conditions for the establishment of universities, faculties, art academies, and professional colleges, the procedure for adopting state-approved programmes, the method of determining the scope of higher education activities financed by public funds and the situation of students are regulated by the Higher Education Act.

4. REVISION OF CURRICULAR DOCUMENTS

The leading role in the educational reform was played by the National Curriculum Council (NCC), appointed by the Slovenian Government in November 1995. The NCC was appointed to define the general and specific goals of and methodological frameworks for the reform. The general and specific goals, methodology and logistics of the reform were set forth in the document called Starting Points for Curricular Reform. Other documents, adopted by the NCC, define cross-curricular areas and their place in the curriculum, methodology for the testing of draft and proposed syllabi by teachers, and the criteria for the determination of electives.

In 1996, the NCC appointed 5 field, 27 programme and 42 subject curricular commissions to prepare national curricular documents (weekly schedules of subjects, syllabi, and knowledge catalogues). These commissions had altogether 516 members. They were composed according to special criteria. Each curricular commission consisted of experts from schools and universities and educational advisers. Commission members were nominated by various institutions, following a call for proposals published by the NCC. The NCC received nominations from 126 institutions (faculties, schools, associations, etc.).

In addition to the appointed curricular commission members, more than 300 specialists, consultants and reviewers were invited to participate in the preparation of other national curricular documents (work concepts for talented and gifted students, after-school care, modifications of weekly schedules of subjects, syllabi, and knowledge catalogues).

The task of the appointed commission members was to prepare proposals for national curricular documents (weekly schedules of subjects, syllabi, knowledge catalogues), taking into account the adopted methodology. All proposals had to be accompanied by a comparison with similar documents from other European countries and a report on the pilot testing of documents by teachers.

While draft curricular documents were being prepared, procedures for assuring horizontal and vertical co-ordination of syllabi for the subjects taught at individual levels of education (e.g. in elementary schools) were carried out and the integration of cross-curricular contents and links verified. All subject curricular commissions were acquainted with all proposed syllabi. Their proposals and initiatives were studied at a joint meeting of all subject curricular commissions.

According to the adopted methodology (a questionnaire for teachers, minutes of teachers' circle meetings), draft syllabi were assessed in teachers' circles, which included all Slovenian teachers. All draft curricular documents were sent to all Slovenian teachers. They organised discussions of documents within their respective teachers' circles. Conclusions of discussions were recorded and sent to the authors of draft syllabi. Teachers' personal opinions were noted in a special questionnaire. Filled-out questionnaires were returned by almost 80% of all Slovenian teachers. The authors of syllabi, that is the members of curricular commissions, had to prepare an analysis of how
teachers' comments were integrated into syllabus proposals and disseminate it to teachers. The analyses formed part of the documents to be submitted for the discussion of syllabus proposals.

Before they were discussed by the National Curriculum Council, the feasibility of all proposed syllabi and knowledge catalogues had been checked by the Council of Pre-school and School Teachers and Other Educators, appointed by the Government in April 1998.

In order to be discussed, each such proposal had to include a report on international comparisons, the analysis of the integration of teachers' comments, and a report on the integration of cross-curricular contents and links. Syllabus proposals were assessed with a view to the goals and principles adopted by the National Curriculum Council.

It should be stressed that all curricular documents prepared by curricular commissions were finally adopted by appropriate councils of experts. In line with the adopted methodology for drafting proposals and their assessment, the National Curriculum Council and its commissions made sure that the proposals submitted to competent councils of experts for discussion and adoption were coherent and consistent.

During the curricular commissions' term of office (1996-1999), the following curricular documents were prepared:

**Weekly schedules of subjects:**
- 1 weekly schedule of subjects for elementary schools and its three modifications for schools in bilingual areas with ethnically mixed populations;
- 5 weekly schedules of subjects for gimnazija and their five modifications for schools in bilingual areas with ethnically mixed populations and a proposal for the matura course;
- 14 short-term vocational education and training programmes, 30 secondary vocational education and training programmes for the apprenticeship scheme, 3 school-based secondary vocational education and training programmes, 18 secondary technical education programmes, 1 post-vocational technical education programme, 7 programmes for vocational courses; and
- a pre-school curriculum.

**Syllabi:**
- 17 syllabi for compulsory subjects (plus 8 modifications) and 49 syllabi for electives to be taught in nine-year elementary school;
- 25 syllabi for general education subjects to be taught in gimnazija, 18 syllabi for technical subjects to be taught in technical gimnazija, and 62 syllabi for professional subjects in art gimnazija;
- 30 syllabi for general education subjects and 681 syllabi for technical subjects for technical and vocational education, a syllabus for master craftsman examination.

**Work concepts:**
- a concept for working with talented and gifted pupils in basic education,
- a work concept for school guidance and counselling services,
- a concept for working with pupils in after-school classes,
- a concept for school library and information services.

At the end of its term of office in January 1999, the National Curriculum Council prepared a final report, mentioning that certain curricular documents were still missing. Some of them could not be prepared at that time because the appropriate systemic acts had not been adopted (e.g. for music education and the education of children with special needs). Their drafting, to be based on the
methodology adopted by the National Curriculum Council, was entrusted to the competent national centres and institutes in the field of education.

In addition, intensive in-service training of teachers, offered in workshops, conferences and teachers' circles, took place during the educational reform. In parallel to that, tenders for the co-funding of new manuals and textbooks were put out every year.

5. IMPLEMENTATION OF REVISED PROGRAMMES

One of the important principles, first defined in the *White Paper* and later enacted by sector-specific laws, is the principle of gradual and voluntary implementation of changes. In line with this principle, the legislation defining the manner of introducing and monitoring changes stipulates that they should be introduced gradually, which means that the number of pre-school institutions and schools taking part in the scheme is increasing every year. Each pre-school institution and school decides on its own whether to introduce the new curriculum or not. If it decides in favour of the introduction, it submits an application to a special national commission responsible for the introduction of new curricula (weekly schedules of subjects, syllabi and work concepts). A proof of meeting the requirements concerning human and other resources and the parents' consent must be enclosed with the application.

Educational institutions meeting all the requirements and having submitted the requested consents can be granted permission to begin with the introduction of the new curriculum by the Ministry of Education, Science and Sport. Before the new curriculum is actually implemented, each pre-school institution and school must appoint a special team in charge of the introduction and implementation process.

The responsibility for the implementation of new curricula lies with schools, which are assisted by educational advisers of respective national centres. All necessary procedures and activities (training of principals and teachers, dissemination of information, provision of manuals and textbooks, etc.) are co-ordinated by special groups appointed by the Ministry for this specific task.

The implementation of new curricula has also brought about systematic monitoring and evaluation of introduced changes.

The ongoing monitoring of newly introduced curricula is the responsibility of appropriate national centres and institutes. Project-team counsellors maintain ongoing contacts with schools implementing the new curriculum and assist them in solving problems encountered in practice. Monitoring results are presented in annual reports and serve as the basis for timely assistance to teachers and schools and for preparing proposals for changes in educational practice. Annual reports include the collection, analysis, and interpretation of data on:

- difficulty and attainability of the goals of individual subjects,
- cross-curricular compatibility and interconnectedness at the level of contents planning,
- teaching methods and techniques,
- knowledge assessment,
- implementation of new elements in the system: the new first grade, descriptive assessment in the first cycle, various levels of difficulty, and electives in the third cycle,
- professional qualifications of teachers and other educators at schools,
- teaching technologies and textbooks,
- co-operation with parents,
- requirements concerning the organisation, staff, and facilities of schools for the implementation of the curriculum.

Another component of the implementation of reformed curriculum is a long-term assessment of changes in the education system and process resulting from the revised curriculum. Curricular reform evaluation has been conceived as organised research within the scope defined by the starting points prepared by the national evaluation commission. A number of evaluation studies, to be headed by researchers who satisfy the requirements stipulated by the *Research Activities Act*, will be necessary to check whether individual curriculum solutions meet three key criteria:
- effectiveness,
- acceptability for pupils, teachers, parents, and general public,
- efficiency.

Evaluation studies should serve as the basis for the assessment of changes and impacts of newly introduced curricula. The first studies were launched in 2000 (See Chapter III.1.3.).

Once a year, the National Council for Curriculum Evaluation submits proposals for eventual changes in curricular documents, based on the monitoring reports and the reports on the findings of evaluation studies, to the competent Council of Experts.

6. MAJOR PROBLEMS AND CHALLENGES

The key issues of the curricular reform were:

- how to ensure transparency and the participation of all interested parties and achieve coherent and consistent solutions (in spite of opposing tendencies and initiatives during public discussions);
- how to ensure a public dialogue (which forms of co-operation to use and how to develop appropriate mechanisms; public discussions, printed information, etc. were used);
- how to train teachers for the introduction of new components (In the period since the beginning of the reform, that is since 1996, over half of the funding has been spent directly on programmes supporting the introduction of new curricular documents. In spite of frequently sounded demands, in-service training programmes are not compulsory. Teachers can freely choose between programmes providing training supporting specific subjects or professional development programmes in general. Teachers can choose from among approximately 1400 courses each year. See Chapter III.2.2.6.);
- how to provide appropriate material conditions for the introduction of new curricula (equipment, suitable premises, etc.);
- how to achieve social partnership, especially in vocational education and training.
Figure 1: Curricular commissions and their connection to the councils of experts

COUNCILS OF EXPERTS

GENERAL EDUCATION  TECHNICAL AND VOCATIONAL EDUCATION  ADULT EDUCATION

NATIONAL CURRICULUM COUNCIL

FIELD CURRICULAR COMMISSIONS

PRE-SCHOOL EDUCATION  COMPULSORY EDUCATION  GYMNASIA  TECHNICAL AND VOCATIONAL EDUCATION  ADULT EDUCATION

SUBJECT AND PROGRAMME CURRICULAR COMMISSIONS

TEACHERS' CIRCLES
III. THE EDUCATION SYSTEM AT THE END OF THE 20TH CENTURY

1. THE EDUCATION SYSTEM

1.1. Educational principles and aims

The Slovenian education system is based on the following principles (White Paper on Education in the Republic of Slovenia):

- the unity of science and the plurality of cultures and knowledge,
- equal opportunities, non-discrimination, the possibility of choice and the fostering of excellence,
- schools' autonomy and the qualitative supervision of school work,
- freeing schools of ideology and education for participation in democratic processes.

These principles underpin the educational aims set forth in Article 2 of the Organisation and Financing of Education Act:

- to enable optimal development to individuals regardless of their sex, social and cultural background, religion, national origin, and physical and mental handicaps;
- to educate for mutual tolerance, raise the awareness of the equality of rights for men and women, respect for human diversity and mutual co-operation, respect for children’s and human rights and fundamental freedoms, and foster equal opportunities for both sexes and thereby the opportunity to live in a democratic society;
- to develop language proficiency and skills as well as promote the awareness of the importance of the Slovenian language as the official language of the Slovenian state, and – in ethnically mixed areas – promote the Italian and Hungarian languages in addition to Slovenian;
- to foster the awareness of the individual’s integrity;
- to raise the awareness of citizenship and national identity as well as promote the knowledge of Slovenia’s history and culture;
- to enable participation in European integration processes;
- to offer choice at all levels of education;
- to provide education adapted to the level of development and the age of each individual;
- to provide equal educational opportunities in regions with special developmental problems;
- to provide equal educational opportunities to socially deprived children;
- to provide equal educational opportunities to children, youth and adults with special needs;
- to promote lifelong learning;
- to enable everybody to acquire a broad base of knowledge and obtain a vocational qualification;
- to enable as many individuals as possible to obtain the highest possible level of education without decreasing its quality;
- to enable as many individuals as possible to develop and achieve the highest possible level of creativity.

1.2. The structure and organisation of the education system

1.2.1. The structure of the Slovenian education system

The Slovenian education system consists of:

1. pre-school education,
2. basic education (single structure of primary and lower secondary education),
3. (upper) secondary education:
   - secondary general education,
   - short-term vocational education, secondary vocational education, secondary technical education, vocational-technical education and other forms of licensing
4. post-secondary vocational education,
5. higher education:
   - professionally oriented higher education,
   - academic higher education
   - post-graduate education:
     - specialisation (*specializacija*) and master's studies (*magisterij*),
     - doctoral studies (*doktorat*).

1.2.1.1. Pre-school education

Pre-school education, offered by pre-school institutions, is not compulsory. It includes children between the ages of 1 and 6. One year prior to entering the eight-year elementary school children attend compulsory pre-primary classes provided by pre-school institutions. These one-year classes, at present compulsory for children aged 6 to 7, are being replaced with the gradual introduction of the nine-year basic education.

Within the curricular reform, the *National Curriculum for Pre-school Institutions* was drafted and approved in March 1999 by the Council of Experts of the Republic of Slovenia for General Education. It is gradually being introduced in pre-school institutions. Every year a certain number of pre-school institutions join the curriculum. The introduction of the curriculum is to be completed in the school year 2001/2002. In pre-school institutions where the introduction of the new curriculum has not yet begun, work is carried out according to the programme adopted in 1979.

The document is primarily intended for day programmes, but it also provides a relevant professional basis for other programmes by giving specific consideration to their particular organisation of life and work as well as to their goals, activities, and the different approaches and methods used.

The *Curriculum for Pre-school Institutions* defines six areas of activities: movement, language, art, nature, society, and mathematics. For each area of activity, the overall goals and the objectives and activities for individual age groups are specified and the role of adults is defined.

The goals defined for individual fields of activities provide the teachers with a framework for the selection of contents and activities. In terms of implementing the curriculum, the proposed contents and activities are linked, upgraded, and supplemented by teachers.

Interdisciplinary activities, such as moral development, health care, safety, and traffic education, are interwoven into all parts of life and work in pre-school institutions.

In addition to the goals and contents set out in the said documents, everyday activities, such as meals, rest, and sleep, are also important for pre-school institutions. Based on the respect for human rights, democratisation of the pre-school curriculum has brought about a systematic reduction and removal of obstacles related to the hidden curriculum. In the organisation of sleep, rest, meals and other personal needs, choice and the right to being different must be respected.

Pre-school institutions provide different programmes (day programmes, short programmes, pre-school education at home, childminders) with regard to their duration and organisation.
Pre-school education at home is carried out at the child’s home by the members of the educational staff employed by a pre-school institution or by a private pre-school teacher for those children who cannot attend a pre-school institution because of their illness.

Within the possibilities and interests and in compliance with the needs of their environment, pre-school institutions may organise care for pre-school and elementary school children in their homes. Care at home is provided by pre-school institutions and their regular staff (teachers, assistant teachers, and counsellors) and contracted staff, who are required by law to have at least secondary education or five years of experience in educational work. The service is paid in full by the parents.

Pre-school children with special needs participate in programmes with modified provision and in modified programmes. They are intended for children with mental disorders, the blind and the visually impaired, the deaf and the hearing impaired, children with speech disorders, motor impaired children, and children with behaviour and personality disorders (see Chapter III.2.3.5.3.).

Modified pre-school education programmes are provided by pre-school institutions in classes for children with special educational needs and in special institutions for care and education of children with special needs.

A mobile special-needs education service as a special type of work with special-needs children is provided by pre-school institutions and special institutions.

Guidelines and modified provision for children with special needs are being prepared on the basis of the national pre-school curriculum.

1.2.1.2. Basic education

After Slovenia's independence in 1991, the systemic reform of compulsory education, followed by the reform of contents, was launched. The new educational legislation legalised compulsory public nine-year basic education for all, introducing the following major new systemic developments:

- prolongation of compulsory education from 8 to 9 years (pupils start school a year earlier, that is at the age of 6),
- a change in the relationship between the compulsory and extended curriculum (the compulsory curriculum consisting only of regular instruction in various subjects, activity days and home-room periods),
- the internal division of the process into three educational cycles with the organisation of educational provision being adapted to pupils' development level,
- early foreign language teaching (now beginning at the age of 9, before at the age of 11),
- teaching half of the periods in the first grade in teams consisting of a pre-school and a school teacher,
- individualisation of teaching, which is supported by flexible differentiation in three subjects (the Slovenian language, mathematics, and foreign language) in the second cycle (25% of the periods in individual subjects are provided in separate groups), which changes into external differentiation in the third cycle, whereby in grades 7 and 8 the level of difficulty is chosen by pupils themselves, while in grade 9 it depends on the marks obtained,
- the optional part of the curriculum in the third educational cycle (seventh-, eighth- and ninth-graders select 3 subjects from the cluster of sciences and mathematics and the cluster of social sciences and humanities offered by the school),
- differentiated assistance to pupils and parents in the framework of options offered by the extended curriculum, and the optional tenth year of schooling.

The compulsory curriculum is that part of the education process which must be provided by schools and studied by all pupils. It consists of compulsory subjects, activity days, electives and home-room periods.

The optional elementary school curriculum is that part of the education process which must be provided by the school but pupils are free to decide whether they will participate in it or not. It includes educational assistance for children with special needs, remedial classes, additional classes, after-school care and other forms of care for pupils, interest activities and out-of-school classes.

The implementation of the nine-year basic education began in the 1999/2000 school year. Nine-year basic education is divided into 3 three-year cycles. Children that reach the age of 6 in a particular calendar year enter the first class in that year.

The systemic changes in basic education, initiated in 1996, introduced the tenth year of education designed for pupils who have failed or wish to improve their results of the external knowledge assessment and for pupils with special needs who decide not to enrol in secondary school in spite of having successfully completed elementary school.

Successful completion of basic education enables pupils to proceed to education in their choice of secondary school. Pupils who fulfil the legal compulsory education requirement and successfully complete at least six classes in the eight-year elementary school or at least seven classes in the nine-year elementary school can continue their education in a short-term vocational education programme. Success at that level opens doors to other more demanding secondary school programmes.

1.2.1.3. (Upper) secondary education

Secondary education follows compulsory general education. Secondary schools, including vocational and technical schools, gimnazije, and school centres, offer programmes varying in content, duration and goals. Some shorter programmes of two and a half to three years are primarily vocationally oriented and lead directly to the labour market; longer 4-year programmes are either predominantly general (e.g. the general gimnazija programme) or more or less vocationally oriented (e.g. technical gimnazija or secondary technical school programmes).

a. General education

The general secondary school preparing students for further studies is called gimnazija. The admission requirement for gimnazija is a completed elementary school.

Changes in programmes offered by gimnazije were launched already at the beginning of the 1990's with the reintroduction of what is called the gimnazija curriculum, which had been discontinued at the beginning of the 1980's, and with the enactment of a matura as a school-leaving examination giving access to university studies.

The gimnazija is a type of school that prepares students for academic studies, fosters creativity, imparts knowledge, and develops abilities, skills and other personal traits, necessary for professional and personal success. Its aim is to provide broad liberal education and knowledge to serve as a common foundation for all courses of university studies, while making it possible to
reflect on the limits of learning. In doing this, it builds on knowledge, skills, and attitudes acquired in elementary school and systematically upgrades the education achieved.

It ends with an external examination in five subjects, called a *matura* examination. Those *gimnazija* students that for various reasons do not wish to continue their education have a possibility to enter the labour market by attending a vocational course and gaining a qualification in the selected occupation.

*Gimnazija* programmes are divided into two groups: general and professionally oriented. Choice is provided at the school level (through the differentiation of *gimnazija* programmes) and the level of individuals. The purpose of choice is to provide a higher level of instruction in a certain field and a balanced general education at the same time. The weekly schedule of subjects consists of three parts: compulsory subjects, electives, and optional activities (a student must choose from the list of activities offered by the school).

The type of school called general *gimnazija* also offers classical programmes, the International Baccalaureate programme, and the programmes of private Catholic *gimnazije*.

The technical *gimnazija* is a school offering general education with a certain professional orientation. By concentrating on engineering it develops technical thinking, stimulates understanding of complex interrelationships between the development of sciences, engineering, and society, and qualifies its graduates for engineering studies at universities. Students are offered a choice of profession-specific electives to be taken at the *matura* examination in addition to general ones.

The business-oriented *gimnazija* has been designed to meet the interests of students seeking to gain some knowledge in economics. Students obtain liberal education along with the fundamentals of economics and business and develop analytical thinking, organisational and management skills, capacity for teamwork, and entrepreneurial and managerial skills.

The art *gimnazija* provides programmes with four concentrations: on music (with the following modules: A - musical sentence, B - singing-instrument playing, and C - jazz-popular music), dance (with the following modules: A - ballet and B - modern dance), fine arts, and drama and theatre.

In addition to the programmes of private Catholic schools, the Council of Experts for General Education also approved the *gimnazija* programme of the Waldorf school in Ljubljana and a programme of a private art *gimnazija* - drama and theatre option. (See also Chapter III.2.1.1.2.)

- **Matura course**

The *matura* course, a one-year education programme, has been designed for graduates of four-year secondary technical schools that wish to sit the *matura* examination and continue their studies at a university. It provides a planned and systematic preparation for *matura* examinations. Individuals who have graduated from a secondary vocational or technical school, or have completed the third grade of *gimnazija* and have withdrawn from school for at least a year, or have completed basic education and passed a test at the level of the third grade of *gimnazija* programmes qualify for admission to a *matura* course.

b. Technical and vocational education
Technical and vocational education and training, further education and training, and personnel certification form a full-fledged and coherent system.

An essential new development in vocational and technical education is the participation of social partners in preparing and implementing the individual elements of the education system. The planning, programming and provision of vocational education is a joint responsibility of social partners (employers and trade unions) and the state.

As already mentioned, vocational and technical education includes several forms: short term vocational education, secondary vocational education, secondary technical education, vocational-technical education, and other forms of licensing or personnel certification.

- **Short-term vocational programmes**

Short-term vocational programmes admit applicants who have successfully completed elementary school or who have completed a modified education programme for children with special needs, as well as applicants who, although having attended elementary school for eight years, have failed to complete it successfully.

As a rule, short-term vocational education should last a year and a half for students and apprentices that have completed their basic education, and two and a half years for those without completed basic education. Exceptionally, training can last longer for individuals with special educational needs or in cases when a broader scope of occupation-specific knowledge calls for longer practical training.

The certificate of the final examination enables students to enter the labour market or to enter the first year at any other (upper) secondary vocational school. Students that reach educational aims ahead of others are given an opportunity for accelerated progress. Their education is organised in such a way that they can graduate in a shorter period of time, especially if they intend to continue their education in the same strand at a secondary vocational school.

- **Secondary vocational programmes**

Secondary vocational programmes are offered in the dual, that is the apprenticeship, system and/or in the school-based system. The core curriculum is common to all programmes and includes a minimal scope of theoretical and practical knowledge and skills specified by occupational standards and required for a certain vocational qualification, regardless of the type of educational provision. This core consists of:

- academic and occupation-specific subjects (theoretical instruction), their knowledge catalogues being based on common core contents,
- practical training component based on standards assuming that examination syllabi are the same for the school-based and apprenticeship systems,
- interest activities.

The practical component consists of:

- practical training at school or in an inter-company centre offering practical training,
- on-the-job practical training (offered by employers in the dual system), and
- on-the-job practice (offered by employers in the school-based system).

Practical training in the framework of the dual system is offered by employers. Programmes also specify the part of practical training that can be provided by schools and/or inter-company centres as practical instruction.
Secondary vocational education programmes normally last three years. They can last four years only in cases when more demanding and complex jobs in an occupation call for longer practical training. Minimal liberal education attainment targets for four-year secondary vocational schools are the same as those for three-year education programmes.

The certificate of the final examination enables students to enter the labour market or to continue education in two-year vocational-technical programmes, which end with a *poklicna matura*, leading to a qualification at the level of a secondary technical school. On the other hand, graduates who find a job immediately after completing a three-year vocational programme can re-enter education after at least three years of employment to obtain a qualification at the level of a secondary technical school by passing examinations. By passing an examination for master craftsman, foreman or shop manager, they demonstrate a higher level of competence in their occupation. If they additionally pass examinations in the general subjects of the *poklicna matura*, they can continue their studies in post-secondary vocational education.

- **Secondary technical education programmes**

Secondary technical education programmes normally last four years. They can last five years only as a result of higher requirements posed by a certain occupation or for reasons related to further studies. When it is proposed that a programme should last five years, such a proposal must be explicitly justified on the basis of more demanding requirements specified in the classification of occupations.

The weekly schedule of subjects must consist of four clusters:
- academic subjects guaranteeing a minimum common standard of general education in technical schools,
- theoretical technical subjects,
- practical training (in schools, on-the-job, that is in the dual system, and in-company practice), consisting of at least 456 periods;
- interest activities.

- **Vocational-technical education programmes**

Vocational-technical education programmes have been developed as an upgrade of vocational education programmes and lead to educational qualifications at the level of a secondary technical school, also called a technical qualification, in a specific field. These educational qualifications are equivalent to those obtained after a completion of a four-year technical school. The aims of these programmes are the same as those of secondary technical education programmes.

The weekly schedule of subjects consists of four clusters:
- academic subjects guaranteeing a minimum common standard of general education in technical schools,
- theoretical technical subjects,
- practical training (in schools, on-the-job, that is in the dual system, and in-company practice),
- interest activities.

Vocational-technical education programmes can also be offered for occupations for which there are no regular secondary technical education programmes envisaged in the classification of occupations. General aims of these programmes are comparable with the aims of technical education programmes.
• Vocational courses

Their aim is to provide a bridge between general and vocational education. They are based on the principle that applicants having finished a general secondary school (general, classical, or technical *gimnazija*) can achieve a high level of vocational or professional qualification by completing a shorter, suitably planned vocational education and training course. The basic aim of vocational courses is to make it possible for graduates from general, classical, and technical *gimnazije* to obtain initial vocational qualifications at the level of corresponding secondary vocational and technical schools.

Programmes target students who have completed the fourth grade of a general or technical *gimnazija*. Educational aims are the same as for vocational and technical education. The course leads to a vocational qualification needed on the labour market or for further studies at post-secondary vocational and professional colleges.

• Other forms of licensing

  **Master craftsman, foreman, and shop manager examinations**

Education at the level of upper-secondary education can be obtained by passing a master craftsman, foreman, or shop manager examination. As a rule, these examinations are designed for candidates that have completed a secondary vocational school and have appropriate work experience. By passing the examination, they obtain the title of a master craftsman, foreman, or shop manager and an educational qualification equivalent to that obtained by a completion of a secondary technical school.

Master craftsman examinations assess the candidate's competence for the management of a craftsperson's workshop, masterful performance of the job, and practical training of apprentices. The title of master craftsman is a requirement for obtaining a permit for running a workshop.

  **Further training programmes**

Further training programmes are aimed at deepening and broadening vocational knowledge and skills, retraining and obtaining additional qualifications at the same level of education, or specialising in a narrower occupational or professional field. Specialisation can lead to a new vocational or educational qualification.

After the completion of further training courses, occupational qualifications are assessed in compliance with the legislation regulating the assessment and award of national vocational qualifications. Special components of these programmes are therefore comparable with catalogues of knowledge and skills attainment targets. Vocational qualifications are competencies needed to carry out an occupation or individual occupational tasks at a certain level of difficulty.

These programmes are based on labour market needs and designed exclusively as adult education programmes. They are nevertheless a component of a unified system of technical and vocational education and training and present a flexible addition to the standard provision of technical and vocational education programmes, rapidly responding to labour market needs.
Further training programmes are prepared on the basis of a well-grounded initiative submitted by the competent chamber or, in sectors with no established chambers, the competent ministry or some other juristic or natural person.

**Vocational qualifications**

A vocational qualification consists of a combination of practical and theoretical knowledge and skills and social competencies needed for performing a job at a certain level of difficulty in compliance with the *Standard Classification of Occupations*. The legal framework is given by the *National Vocational Qualifications Act*. In certain cases, occupational qualifications can be obtained either by completing a vocational education and training programme or by certification. While the former lead to educational qualifications and the right to practice an occupation, the latter pathway leads to the award of occupational qualifications only. This means that the holders of occupational qualifications obtained by certification possess a license to work but not an educational qualification.

A national vocational qualification can be obtained:
- by direct assessment of occupation-related knowledge, skills, and competencies, set forth in a syllabus, or
- on the basis of awards obtained by completing secondary technical and vocational education and training programmes, or in some other way.

In cases of individuals with special educational needs, the forms and the duration of assessment and the composition of assessment bodies can be adapted to their needs.

Occupational qualifications are usually very tightly connected to labour market needs. The holders of occupational qualifications are licensed for exercising an occupation. At the same time, occupational qualifications attest that certain knowledge has been acquired and certain competencies reached (either on the job or by self-education). By obtaining an occupational qualification, its holder becomes more competitive on the labour market. This procedure has been designed for adults.

### 1.2.1.4. Post-secondary vocational education

This type of education is a new feature in the system. First vocational colleges were established in 1996/97. Programmes are markedly practice-oriented and tightly connected with the world of work. The link between education and work is very strong, since a significant part of training is provided in companies. We can thus say that post-secondary vocational education is organised in parallel with higher education, and not as an integral part thereof. One of the following admission requirements must be met for enrolment in vocational colleges: matura, poklicna matura or former final examination, or the general part of the poklicna matura in combination with the master craftsman examination. Post-secondary vocational education lasts for two years ending with a diploma examination. A post-secondary vocational diploma enables students to start work in specific occupations. Since the 1998/99 academic year, vocational college graduates have been able to enrol in the second year of professionally oriented higher education programmes if the higher education institution providing this type of studies allows such arrangements.

### 1.2.1.5. Higher education

Higher education in Slovenia consists of:
- undergraduate professionally oriented studies offered by professional colleges, faculties, and art academies;
- undergraduate academic studies offered by faculties and art academies; and
- post-graduate studies leading to:
  - specialisation \( (\text{specializacija}) \) offered by professional colleges, faculties, and art academies,
  - master's degrees \( (\text{magisterij}) \) offered by faculties and art academies,
  - doctoral degrees \( (\text{doktorat znanosti}) \) offered by faculties and art academies;
- post-graduate, non-degree courses offered by professional colleges, faculties, and art academies.

a. Academic and professionally oriented higher education

- Professionally oriented higher education

Professionally oriented study programmes are conducted by faculties and professional colleges of both universities (University of Ljubljana and University of Maribor) and free-standing higher education institutions: Polytechnic in Nova Gorica, College of Global Entrepreneurship in Portorož, College of Hotel and Travel Administration in Portorož, College of Management in Koper, College of Business and Management in Novo mesto, and College of Drawing and Painting in Ljubljana.

As a rule, programmes leading to professional degrees take three or three and a half years (six or seven semesters) to complete. As an exception, the study programmes in Social Work and Sanitary Engineering will last for four years (eight semesters) until related academic study programmes are offered. Students retain their student status for an additional year, during which they fulfil the remaining programme requirements, write their diploma papers, and defend them.

Study programmes are adopted by the senates of higher education institutions. Prior to the adoption of the programme, the senates of university member institutions are required to obtain the consent of the university senate, while the senates of university non-members need the consent of the Council for Higher Education of the Republic of Slovenia.

During their studies, full-time students are permitted to repeat the same programme year or transfer to another study programme only once. In specific programmes, gifted students may advance faster than specified by study programmes.

Some faculties and professional colleges are gradually introducing the credit system (the system of measuring the equivalence of different higher education study programmes). Based on the credit system, study programmes are evaluated according to a unified methodology. In this way, programmes will be easily compared, transfer of students from one higher education institution to another facilitated, and programme requirements including diplomas recognised. The number of credit points for a specific subject is based on the number of hours. For ten hours of lectures, twenty hours of exercises, or ten hours of seminars, students will be granted one credit point. Diploma papers will also be granted a specific number of points.

After students have passed all examinations, they are required to write a diploma paper. The diploma paper defence is the last requirement for graduation.

Students who have completed professionally oriented study programmes are awarded a professional title. Professional titles are formed by adding the name based on the study programme to the word \( \text{diplomirani} \) (male) or \( \text{diplomirana} \) (female) respectively. The professional title or its abbreviation \( \text{dipl.} \) follows the graduate's name. In engineering, biotechnical, and technological fields, professional titles are formed by adding the name based on the study programme to the words
diplomirani inženir (male) or diplomirana inženirka (female) respectively. The professional title or its abbreviation dipl. inž. follows the graduate's name.

- Academic higher education

Undergraduate academic programmes are provided by faculties and art academies in almost all fields. There are 141 (single-discipline and double-discipline) study programmes leading to university degrees.

As a rule, academic study programmes take four years (eight semesters) to complete. Some programmes last for four years and a half (nine semesters - architecture, electrical engineering, pharmacy, civil engineering, geodesy, computer science and information technology, mechanical engineering), and some last for five years (ten semesters - single discipline study of theology, veterinary medicine). Study programmes at the Faculty of Medicine take six years (twelve semesters - medicine, dentistry) to complete. Students retain their student status for an additional year, during which they fulfil the remaining programme requirements, write their diploma papers, and defend them.

Study programmes are adopted by the senates of higher education institutions. Prior to the adoption of the programme, the senates of university member institutions are required to obtain the consent of the university senate, while the senates of university non-members need the consent of the Council for Higher Education of the Republic of Slovenia.

During their studies, full-time students are permitted to repeat the year or transfer to another study programme only once. In specific programmes, gifted students may advance faster than specified by study programmes.

Some faculties and art academies are gradually introducing the credit system.

Diplomas are awarded to students who have passed all examinations and other requirements according to the syllabi, written their diploma papers, and passed oral diploma examinations.

Students who have completed academic study programmes are awarded appropriate professional titles. Professional titles are formed by adding the name based on the study programme to the words univerzitetni diplomirani (male) or univerzitetna diplomirana (female) respectively. The professional title or its abbreviation univ. dipl. follows the graduate's name.

In artistic fields, professional titles are formed by adding the name based on the study programme to the word akademski (male) or akademska (female) respectively. The professional title or its abbreviation akad. follows the graduate's name.

In technical, biotechnical, and technological fields, professional titles are formed by adding the name based on the study programme to the words univerzitetni diplomirani inženir (male) or univerzitetna diplomirana inženirka (female) respectively. The professional title or its abbreviation univ. dipl. inž. follows the graduate's name.

For academic study programmes that qualify graduates for teaching, professional titles are formed by adding the name based on the study programme to the words profesor (male) or profesorica (female) respectively. The professional title or its abbreviation prof. follows the graduate's name.

However, while the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, better known as the Lisbon Convention, was being drafted, it became evident that it was impossible for diplomas to contain enough data for employers and higher
education institutions at which diploma holders might seek to continue their studies to be sufficiently well informed about the holders’ prior education. Article IX.3 binds the parties to the Convention to “promote, through the national information centres or otherwise, the use of the UNESCO/Council of Europe Diploma Supplement or any other comparable document by the higher education institutions”. In summer 1999, the idea was endorsed by the signatories of the Bologna Declaration.

The model Diploma Supplement was prepared within the framework of a European Commission, Council of Europe and UNESCO/Cepes project. Over 70 institutions, including Naric centres and employer representatives along with universities and other higher education institutions, participated in drafting the document, the University of Ljubljana (Faculty of Chemistry and Chemical Technology) and the University of Maribor (Faculty of Electrical Engineering and Computer Science) being among them. The Diploma Supplement should contain short but precise information on the level of education, nature of the study programme, its contents and status in the national education structure. It should be free from any value judgements, equivalence statements or suggestions about recognition in other countries.

The amendment to The Higher Education Act adopted in 1999 stipulated that the Diploma Supplement should be an obligatory part of all diplomas conferred after a successful completion of any state-approved undergraduate or post-graduate study programme. In compliance with the law and the statutes of higher education institutions it will normally be written in the Slovenian language; if required by the graduate, an English version will also be supplied. Diploma Supplements will first be issued to individuals graduating in 2001/2002.

b. Post-graduate education

- Post-graduate education

Post-graduate studies include programmes leading to specializacija (specialisation or a specialist degree), programmes leading to magisterij (a master's degree), and programmes leading to doktorat znanosti (a Ph.D. degree). Programmes leading to a specialist degree may be conducted by universities, faculties, art academies, and professional colleges, while programmes leading to master's or Ph.D. degrees may only be conducted by universities, faculties, and art academies.

Studies leading to specialist degrees take one or two years to complete unless otherwise specified by special regulations. Studies leading to master's degrees take two years, and studies leading to a Ph.D. four years to complete.

Higher education legislation and university statutes enable direct transfer from a programme leading to a master's degree to a programme leading to a Ph.D. This should primarily provide a possibility to earn a Ph.D. at an earlier stage and facilitate the transfer from doctoral to master's studies. Some faculties also permit the transfer between specialist and master's studies.

In Slovenia, there are 54 study programmes leading to specialist degrees and 115 programmes leading to master's degrees. A Ph.D. can be earned in all key scientific fields.

Programmes leading to master's degrees consist of a maximum of 450 hours of organised study activities (lectures, seminars). A minimum of 25 % of the programme is intended for individual research work for writing a thesis. In the 1999/2000 academic year, a credit-based system was used for the first time. The ECTS has been recommended. Students are granted a maximum of ninety credit points for organised forms of study and thirty credit points for individual research or a thesis.
Students have the right to earn a minimum of 10% of credit points in different study programmes or at other faculties in Slovenia or abroad.

A Ph.D. is awarded to students who have previously earned a master's degree. Doctoral studies that are uniform in structure have been promoted lately. The first two years of doctoral studies are governed by rules specified for master's studies, and the subsequent two years are intended for individual research and writing of a doctoral dissertation.

Students who have satisfied all requirements of their study programme for that specific year may advance to the next year. Transfers between master's and doctoral programmes are possible. Students who have first completed a master's programme may continue with their studies for another two years and earn a Ph.D. title. Students who enrol in a four-year doctoral study may finish their studies after two years and earn the title of \textit{magister znanosti} (Master of Science) or \textit{magister umetnosti} (Master of Arts).

Study programmes leading to specialist degrees end with the defence of a thesis. After a successful defence, students earn the second professional title of \textit{specialist} (Specialist) followed by their specific field of study. The professional title's abbreviation \textit{spec.} follows the graduate's name and the first professional title.

Study programmes leading to master's degrees end with the defence of a master's thesis. With a successful defence, graduates earn the academic title of \textit{magister znanosti} (male) or \textit{magistrica znanosti} (female). The academic title in artistic fields is \textit{magister umetnosti} (male) or \textit{magistrica umetnosti} (female). Diplomas may also include the scientific or artistic fields for which the titles were bestowed; however, the fields do not constitute part of the titles. The abbreviation \textit{mag.} precedes the graduate's name.

Study programmes leading to a Ph.D. end with a defence of the dissertation. The academic title of \textit{doktor znanosti} (male) or \textit{doktorica znanosti} (female) is earned. Diplomas may also include the scientific fields for which the titles were bestowed; however, the fields do not constitute part of the titles. The abbreviation \textit{dr.} precedes the graduate's name.

1.2.1.6. Adult education

The high degree of complexity of adult education is reflected in the network of numerous and diverse educational and other institutions and programmes. Traditional institutions providing adult education courses as their core activity are called \textit{ljudska univerza} (peoples’ university). Schools and higher education institutions, basically providing youth education, also offer formal education courses for adults, adapting the organisation and programmes to the needs of adult learners. Such forms include basic education courses for adults, vocational education (in particular apprenticeship), evening \textit{gimnazija} programmes, vocational and \textit{matura} courses, post-secondary vocational college programmes, and part-time higher education studies. In-service training and post-graduate studies are designed exclusively for adult learners, that is part-time students.

Adult education is characterised by an impressive programme diversity. Schools and higher education institutions offer formal education programmes, the organisation and timetables of which are adapted to the needs and interests of adult learners. Non-formal education programmes are designed for various target groups, for example employed people seeking to improve their employment opportunities or gain promotion, individuals wishing to enhance the quality of their life, individuals pursuing a hobby, the unemployed, marginal groups, ethnic groups, and foreigners.
With the exception of courses that require a certain level of prior knowledge (e.g. foreign languages), access to most non-formal education courses is unrestricted.

A new act introducing the certification system was passed in 2000. It enables the assessment and verification of vocation-related knowledge, skills and experiences acquired out-of-school. It thus makes it possible for individuals to obtain a vocational qualification in ways other than through formal schooling. Candidates will undergo a knowledge assessment procedure by a special commission to obtain a state-approved certificate (called certifikat in Slovenian) attesting their competence for the performance of certain vocational tasks. Vocational qualifications obtained in this way can be used by their holders to find a job or in further training, demonstrating that part of an education programme has already been mastered.

1.2.1.7. Education of children with special needs

Education of children with special needs aims at training individuals for a job and active participation in the social life of their environment (See Chapter III.2.3.5.).

This is offered as early as the pre-school level in special development classes for children aged 3 and above with severe mental and physical disabilities. Basic education is provided by elementary schools offering modified curricula for pupils with minor mental disabilities and in special classes for children with moderate and severe mental disabilities. Children with severe disabilities attend a special programme. Having completed such a programme, they usually find a job in special centres providing care and employment.

Mainstream secondary schools and schools that are part of care and training centres for the disabled offer modified lower- and upper-secondary vocational education and training programmes. Special education institutions provide education at levels from pre-school to the end of secondary school, day care and all necessary health services.

Children with learning difficulties attend regular schools offering various forms of individual and group assistance. Children who need to be hospitalised for an extended period attend schools in hospitals.

Children, pupils and students with special needs, in particular those with poor sensory integration, poor motor skills or minor behaviour disorders, can also be mainstreamed. When they are mainstreamed, the following is required by law: a smaller number of pupils or students in a class, additional professional support provided by a specially qualified educator, modifications in curriculum delivery, and other possible modifications, such as special rooms or equipment. Additional assistance to children with poor motor skills can be provided by mobile special education services.

A new act on special education passed in 2000 sets out the procedure for the placement of children with special needs into the most appropriate education programme. Placement will be carried out by special commissions. In the future, programmes will be more individualised and better adapted to the individual's special needs. Transfers between programmes will be possible because the development of each child will be monitored and the appropriateness of the initial placement continuously assessed. Parents will participate in decision making, planning and direct work with children at all levels.

1.2.1.8. Music and dance education
The new *Music Schools Act* (2000) reformed basic music and dance education offered by state and private music schools (See Chapter III.2.2.3.5.). The aims and tasks of this type of education are to identify and develop musical and dance talent, to contribute to the formation of a pupil's personality, to raise the level of the population's musical education in a planned way, to offer knowledge and experiences required for performing in amateur bands, orchestra, choirs and dance groups or to continue music and dance education at higher levels, and to facilitate artistic experience and expression. Music schools offer education for pre-school children, elementary school pupils, secondary school students, apprentices, college students and adults. Most often, music and dance education is given in parallel to compulsory basic education. Having completed elementary and music schools, pupils can follow the same model at the secondary school level or opt for an art *gimnazija*.

1.2.1.9. Private pre-school institutions and schools

Private pre-school institutions and schools can provide various programmes (See Chapter III.2.1.1.2.). If they seek state approval for their programmes, they must guarantee at least the same educational standard as public schools.

1.2.2. Organisation and management of the system

The Ministry of Education, Science and Sport is responsible for the implementation of the education policy. Its prime responsibility is to enforce educational legislation. It has the authority to decide on administrative matters related to pre-school education, basic education, secondary general, technical and vocational education, post-secondary vocational education, higher education, education of children with special needs, music education, adult education, education of the Italian and Hungarian ethnic minorities in Slovenia, education of Romanies, education of the Slovenian ethnic minority in Italy, Austria and Hungary, supplementary Slovenian language and culture courses for Slovenian nationals abroad, and supplementary courses for Slovenian citizens with other ethnic backgrounds in their respective languages and cultures.

The Ministry of Education, Science and Sport supervises the operation and management of public educational institutions and other institutions in the field of education. The administrative supervision primarily focuses on whether the requirements concerning human resources and facilities for educational provision are met. The Ministry provides funding in compliance with the adopted standards and criteria.

Certain powers concerning vocational education and training programmes and professional profiles underpinning the education programmes are vested in the Ministry of Labour, Family and Social Affairs.

The Ministry of Education, Science and Sport is headed by a Minister, who is accountable for the work of the Ministry. The Minister has the authority to issue delegated legislation setting forth the requirements concerning human resources and facilities for the provision of education, specifying standards and criteria for the provision and funding of education, determining the enrolment procedure and the rights and duties of pupils, apprentices, secondary and college students, defining the academic calendar, and specifying knowledge assessment.

Inspection is carried out by the School Inspectorate of the Republic of Slovenia forming part of the Ministry of Education. The Inspectorate supervises the work and operations of public educational institutions (with the exception of those in the sphere of higher education) and the implementation
of state-approved programmes in private pre-school institutions and schools. It is headed by the Chief Inspector nominated by the Minister of Education and appointed by the Government.

Councils of experts for individual education sectors have been established to make professional decisions in their respective field of competence (e.g. the adoption of curricula, syllabi, knowledge catalogues, and examination catalogues). At the same time they are consultative bodies of the Government providing professional assistance in decision making and preparation of legislation. The chairperson and members of the councils of experts are appointed by the Slovenian Government from the ranks of experts in the relevant fields of education, science and arts and from the ranks of relevant ministries, chambers and trade unions. The Council of Experts for General Education and the Council of Experts for Technical and Vocational Education deal with pre-university education, while the Council of Experts for Higher Education is in charge of higher education. A special Council of Experts for Adult Education has been established to deal with issues concerning this field.

Educational development and consulting services are provided by the National Education Institute (Zavod Republike Slovenije za šolstvo), the Institute for Vocational Education and Training (Center Republike Slovenije za poklicno izobraževanje), and the Slovenian Adult Education Centre (Andragoški center Republike Slovenije). External examinations for learners at all levels of education are administered by the State Examination Centre (Državni izpitni center). A special Centre for Educational and Extracurricular Activities (Center za šolske in obšolske dejavnosti) has been established to provide such activities in out-of-school settings. The sphere of sports is covered by the Slovenian Sports Institute (Zavod Republike Slovenije za šport).

1.3. Evaluation policy, methods and instruments

1.3.1. A historical overview of monitoring and evaluation of education

Between 1945 and the beginning of the 1990s, several national evaluation studies were conducted in the field of education. As a rule they were carried out prior to major systemic changes, and with reference to individual segments of the education system (e.g. a study from the start of the 1990s entitled Evaluation of Life and Work in Elementary School as well as several evaluation studies covering secondary education in the same period).

In the 1950s, the National Education Institute (Zavod Republike Slovenije za šolstvo), an advisory and supervisory body, was set up. In line with the guidelines adopted, its task was to monitor the work of each school and, consequently, to issue at least one report a year to the school's founders. Its other tasks included monitoring important systemic issues, such as student drop-out rates, final examinations, etc. Later, several other public institutions were established to provide systematic monitoring of individual segments of the education system: the Slovenian Adult Education Centre (Andragoški center Republike Slovenije); School for Headmasters (Šola za ravnatelje); National Examination Centre (Državni izpitni center) for the assessment of knowledge at the national level; and the Centre of the Republic of Slovenia for Vocational Education and Training (Center Republike Slovenije za poklicno izobraževanje).

In terms of self-evaluation, schools were obliged to monitor their work in regular meetings about teaching and assessment, as well as during discussions of the annual report.

The task of major research projects in the pre-school, basic, and secondary education sectors was given to the Educational Research Institute (Pedagoški inštitut), and the task of monitoring and developing the indicators important for the development of higher education was given to the
University Research and Development Centre (Center za razvoj univerze) (university enrolment, drop-out rates, etc.).

1.3.2. Knowledge assessment

Achievement control is defined as the collection of information on students' understanding of learning contents. It is performed before and after new contents are taught. Teachers' notes taken in the achievement control process should not be transformed into grades. Assessment consists of determining and evaluating the acquired knowledge and is performed after a certain subject matter has been taught and reinforced and after its understanding and mastering by students has been verified. The function of achievement control is to obtain feedback on students' preliminary knowledge and their mastering of new subject matter, while assessment means the evaluation of acquired knowledge.

In the 8-year elementary school, pupils' achievements in individual subjects are measured in terms of descriptive and numerical assessment, depending on the subject. The type of and procedures for assessment are regulated by the regulations on assessment. In numerically graded subjects, marks are given for written and oral achievements.

In the 9-year elementary school, pilot-implemented in a sample of schools starting in the 1999/2000 school year, the type of assessment varies from one educational period to another. In the first educational cycle (grades 1 to 3), assessment is descriptive; in the second (grades 4 to 6) it is a combination of descriptive and numerical; and in the third educational cycle (grades 7 to 9), it is numerical only.

The grades for numerical assessment range from 1 to 5; 1 (unsatisfactory) is a failing grade, while 2 (satisfactory), 3 (good), 4 (very good), and 5 (excellent) are passing grades. At the end of the school year, overall achievement is graded on the 1 to 5 scale.

Knowledge in individual subjects and other curriculum components is assessed on the basis of written and oral examinations, exercises, seminar papers, products, performances and in other ways. Teachers are required to grant students a possibility to take part in knowledge assessment. They have to inform students immediately of the grades awarded in oral assessment and allow them to see graded tests and papers. Overall achievement is graded at the end of the school year.

The major part of assessment is performed by teachers themselves, whereby they should take into account attainment targets, defined in curricular documents (syllabi and examination catalogues). The new legislation also introduced external assessment at the end of each cycle in elementary school and at the end of secondary school (final examinations, poklicna matura, matura as school leaving examinations).

External knowledge assessment is characterised by various elements. For example, examination papers are prepared by special commissions appointed at the national level and not by those who actually teach the students taking the examination; examinations are taken simultaneously by the whole cohort of students in the same education programme; students' achievements are graded by teachers from schools other than their own according to criteria defined in advance.

1.3.2.1. External assessment of knowledge at the end of compulsory education

With the introduction of the 9-year elementary school, a new concept of external examination at the end of elementary school was prepared. A group of experts from faculties, schools and the National...
Education Institute (Zavod Republike Slovenije za šolstvo) was appointed to prepare a new concept. The concept was prepared in 2000.

During the school year, internal assessment is used. Teachers are required to grant pupils a possibility to take part in planning the assessment of knowledge. Likewise, pupils have to be informed about the grade received. At the end of each assessment period, schools are required to inform parents about their child's achievement in writing (oral information is sufficient for first-graders). At the end of each grade, pupils receive report cards stating grades in individual subjects and the grade for overall achievement.

At the end of each cycle, pupils' achievement of minimal attainment targets is assessed by statewide tests following standardised procedures. Statewide tests are prepared by the State Examination Centre (Državni izpitni center). At the end of the first cycle (third grade), the knowledge in Slovenian and mathematics is assessed. At the end of the second cycle (sixth grade), they assess the knowledge in Slovenian, mathematics, and the first foreign language. Assessment is not compulsory for students. Assessment results give students additional information about their achievement.

At the end of the third cycle (ninth grade), the knowledge in Slovenian, mathematics, the first foreign language or another compulsory subject is assessed. This final assessment forms part of the programme and is mandatory.

1.3.2.2. Monitoring (poklicna) matura results at the national level

- Matura

*Matura* examinations are taken after a successful completion of the fourth grade of gimnazija or after a *matura* course. They are regulated by the *Matura Act*. In agreement with the minister competent for education, *gimnazije* may administer International Baccalaureate examinations, which are equivalent to the national *matura* examinations.

Matura is a (statewide external) school-leaving examination leading to an educational qualification at the level of secondary education. It consists of compulsory and elective subjects.

Compulsory subjects (the mother tongue, mathematics, and foreign language) provide knowledge important for university studies. Examinations in a foreign language and mathematics can be taken at the elementary or advanced level.

Elective subjects impart knowledge important for university studies in a certain field. Taking into account the rules, examinees choose two, possibly three elective subjects. The following subjects can be taken at *matura* examinations as electives: foreign language (English, German, French, Italian, Spanish, and Russian), biology, chemistry, physics, history, geography, sociology, psychology, philosophy, art history, Latin, Greek, music, fine arts theory, economics, electrical engineering, computer science, mechanics, materials, and biotechnology.

The contents of examinations, that is the knowledge assessed, the level of difficulty, special conditions (such as the duration of the examination, allowed resources), and assessment forms are set forth by examination catalogues. In most subjects, examinations are written and oral.

A state commission, called the National *Matura* Commission, is in charge of the overall administration of *matura* examinations. Knowledge catalogues and examination materials for each subject are prepared by special subject commissions counting 5 to 7 members. Examination papers
are assessed by external examiners. Only 20% of the grade are granted internally by school teachers (for the oral examination, exercises, or seminar papers). Technical and administrative support in preparing examination materials and assessing is provided by the State Examination Centre (Državni izpitni center).

After passing the *matura* examination, students are awarded a *matura* certificate. The best students receive the *matura* certificate *cum laude*. The *matura* examination gives access to university studies.

Every year, the National *Matura* Commission, together with subject *matura* commissions, produces a report on the progress of *matura* and students' achievements. It is the duty of every subject *matura* commission to evaluate each examination question and prepare a special report on it in accordance with the adopted methodology. External examiners are asked to evaluate test papers, even when they mark them. Their opinions form a constituent part of the report which subject commissions prepare for the National *Matura* Commission. The Commission reports to the Council of Experts of the Republic of Slovenia for General Education and all schools about the annual analysis of *matura*.

- Poklicna matura

The aim of *poklicna matura* (which could be translated as vocational *matura*), a statewide school-leaving examination at the end of secondary technical education programmes, is to assess educational achievement in core academic and technical subjects and the coherence of practical skills and occupational competence. Examinees prove their practical skills with a product or service, displaying also their theoretical knowledge and their ability to apply it.

It consists of examinations in:
  a) subjects compulsory for all students enrolled in a certain programme, such as:
     - a written and oral Slovenian language examination,
     - a written and oral examination in a technical subject,
  b) elective subjects:
     - a written and oral examination in a foreign language or mathematics, and
     - a seminar paper, or product, or service and its defence, or an oral, or written examination in a fourth (occupation-specific) subject.

The contents of the examinations in individual subjects and the requirements concerning the product, service, or seminar paper must be clearly and concretely determined on the basis of uniform standards, therefore they are set forth by examination catalogues.

1.3.3. Evaluation of education activities in pre-school institutions and schools

Educational legislation puts several school bodies in charge of ongoing monitoring and evaluation of the education process: teachers' assembly, parents' council, school council, the principal, and the school counselling services.

In order to further develop the culture of self-evaluation, the Ministry of Education, Science and Sport, in conjunction with public service institutions responsible for school monitoring, decided to support the Assessment and Quality Assurance of Education project. In 1999 instrumental guidelines were adopted, on the basis of which elementary and secondary schools could systematically self-assess the education process. The idea behind these instruments is for schools to systematically monitor and pay particular attention to those indicators which influence the quality of education. Schools participate in this project on a voluntary basis.
1.3.3.1. Self-evaluation in pre-school institutions

Each pre-school institution is required to prepare an annual action plan. This includes a detailed definition of the schedule of work as well as a timeline for substantial tasks. The work programme is based on a nationally adopted programme; however, it contains all specific features concerning pre-school institutions. On the basis of the outline programme, pre-school teachers monitor their work on a regular basis, whereas in professional meetings they discuss whether and how the outlined programme is being carried out.

Pre-school teachers inform parents of the implementation of the programme in individual groups at their meetings with parents. Pre-school teachers have to report to professional services and to the management of pre-school institutions concerning the implementation of the programme in individual groups.

In addition to self-evaluation conducted at the level of groups and individual pre-school institutions, all pre-school teachers participate in teachers' circles (where the implementation of the programme - conditions, ways, methods - is discussed with pre-school teachers from other pre-school institutions in a given region).

1.3.3.2. Self-evaluation in elementary schools

In elementary schools the basis for the work of the school is the adopted national programme and an annual action plan based thereon. Apart from the prescribed national curriculum, elementary schools also plan part of the programme (extended programme) themselves or in co-operation with the local community. Elementary schools perform various forms of self-evaluation. Firstly, there is class-level self-evaluation, of which one of the most important forms is a class meeting during home-room periods. In such meetings, normally held once a week, pupils and the teacher responsible for the class examine their work, and discuss possible problems and the achievements of the class. Parents learn about the progress of a particular class as well as individual pupils through consultation periods and parent-teacher meetings.

The teaching process is discussed at meetings given over to assessment and teaching; these take place in each assessment period (normally three times a year). In addition, each elementary school has an active counselling service which pays close attention to pupils' progress, drop-out rates, career guidance, etc. The service also deals with the specific problems of individual pupils (see Chapter III.2.2.5.).

Apart from self-evaluation at the level of the elementary school, teachers of individual subjects meet in teachers' circles, which allow teachers from different regions to co-operate. Meetings of these groups are intended for self-evaluation of the teaching process, as well as for exchange of experience of teachers teaching in schools of the same type (e.g. history teachers from elementary schools) from a particular region.

1.3.3.3. Self-evaluation in secondary schools

See Chapter III.1.3.3.2.

1.3.3.4. Self-evaluation in tertiary education
In addition to the existing forms of self-evaluation (in departments and senates of higher education institutions and the university) new higher education legislation introduced systematic concern for the quality of higher education.

In 1996, within the Assessment of Quality and Planning of Higher Education project, instruments for self-evaluation of study programmes were prepared. Self-evaluation reports have thus become an integral part of the system for ensuring quality in higher education. Both universities are preparing actual introduction of the quality assessment system.

1.3.4. Evaluation of education at the local level

Educational legislation adopted in 1996 opens the way to numerous types of co-operation between pre-school institutions and schools and their communities. Since the responsibility for the work of pre-school institutions and elementary schools largely falls to local authorities (the founder's rights), interest in evaluation at the local level is most evident in these two sectors of education.

1.3.5. Evaluation of education at the national level

Monitoring of educational programmes is carried out by public institutions, such as the National Education Institute (Zavod Republike Slovenije za šolstvo), the Centre of the Republic of Slovenia for Vocational Education and Training (Center Republike Slovenije za poklicno izobraževanje), the Slovenian Adult Education Centre (Andragoški center Republike Slovenije), and the National Examination Centre (Državni izpitni center).

The National Education Institute (Zavod Republike Slovenije za šolstvo) is concerned with the monitoring of programmes in pre-school institutions, elementary schools and general upper-secondary schools (gimnazije); the Centre of the Republic of Slovenia for Vocational Education and Training (Center Republike Slovenije za poklicno izobraževanje) with the monitoring of programmes in vocational and technical schools; and the National Examination Centre (Državni izpitni center) with compulsory external examinations at the end of basic and general upper-secondary education (matura) at the national level. Also, for a number of years, the Slovenian Adult Education Centre has dealt with the problems of young people who drop out of education.

At the end of 1998, a 17-member National Commission for the Implementation and Assessment of Innovations and Programmes in Education was established. The members were experts from different schools, the universities, and the Educational Research Institute (Pedagoški inštitut). The Commission has prepared methodological guidelines as well as a time frame for the evaluation of newly adopted programmes (introduced during the Curricular Reform of 1996-1999).

Since 2001, the National Council for Curricular Evaluation, composed of experts from public educational institutions and members of the Councils of Experts, has been in charge of curricular evaluation (See Chapter II). Once a year, the National Council for Curricular Evaluation prepares a comprehensive evaluation report based on evaluation studies carried out by research and development institutions. The report is submitted to the Councils of Experts. It contains a mandatory part with proposals for possible corrections and changes of new curricula.

1.3.5.1. Monitoring drop-out at the national level

The Employment Office of Slovenia (Zavod Republike Slovenije za zaposlovanje) manages the drop-out statistics. Monitoring drop-out problems in elementary and upper-secondary education is one of the permanent duties of the National Education Institute (Zavod Republike Slovenije za šolstvo), while the Centre of the Republic of Slovenia for Vocational Education and Training
(Center Republike Slovenije za poklicno izobraževanje) monitors drop-out in secondary vocational and technical education. The Slovenian Adult Education Centre (Andragoški center Republike Slovenije) is involved in finding solutions for the re-entry of drop-out students into the education system.

1.3.6. Educational research in Slovenia

Apart from experts at faculties, the Educational Research Institute (Pedagoški inštitut) systematically undertakes research work in the field of education. The Institute plays an active role in several important international research studies, e.g. IEA studies: TIMSS, international study on literacy, etc. It also takes part in OECD studies (See Chapter III.2.2.8.1.).

Every year, the Ministry of Education, Science and Sport initiates and co-finances research projects concerning the curricula, all based on annual tenders. Strategic goals for education research were formulated, and a public tender for research projects was announced in 2000.
Figure 2: The structure of the education system in Slovenia, 1999
2. QUANTITATIVE AND QUALITATIVE ACHIEVEMENTS IN THE PAST DECADE

2.1. Accessibility of the public education system

2.1.1. Public and private education

2.1.1.1. Network of public education institutions

a. Pre-school institutions

The network of pre-school institutions is composed of public pre-school institutions and private pre-school institutions with concessions, pre-school classes in institutions for children with special needs and pre-school classes in hospitals throughout the territory of the state.

In the 1999/2000 school year, altogether 64,151 children attended 290 pre-school institutions. In all, 113 free-standing pre-school institutions were included in the public network, of which 99 were public and 5 were private pre-school institutions with a concession. 177 pre-school units were affiliated with elementary schools. 9 private pre-school institutions without a concession were not included in the public network.

Most pre-school institutions carry out their programmes at various sites.

Seven educational institutions for children with special needs included 25 pre-school classes. 19 pre-school classes were in two hospitals, covering the territory of Slovenia.

Due to a lowered birth rate, the absolute number of children attending pre-school institutions slightly decreased in the period between 1993/94 and 1997/98; their percentage, however, continued to rise. In the school years 1998/99 and 1999/00, the absolute number of children began to rise again.

Table 1: Number and percentage of children attending pre-school institutions

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of attending children</th>
<th>% of attending children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993/94</td>
<td>67,178</td>
<td>52.3</td>
</tr>
<tr>
<td>1994/95</td>
<td>66,703</td>
<td>54.4</td>
</tr>
<tr>
<td>1995/96</td>
<td>66,553</td>
<td>56.9</td>
</tr>
<tr>
<td>1996/97</td>
<td>65,332</td>
<td>57.7</td>
</tr>
<tr>
<td>1997/98</td>
<td>62,662</td>
<td>58.6</td>
</tr>
<tr>
<td>1998/99</td>
<td>62,848</td>
<td>58.9</td>
</tr>
<tr>
<td>1999/00</td>
<td>64,151</td>
<td>61.1</td>
</tr>
</tbody>
</table>

Note: The above table includes children aged 1 to 6.5.

Because of the reorganisation of local governments many free-standing pre-school institutions have become affiliated with elementary schools in recent years. Since January 1999 their number has increased from 159 to 177.

Under Article 10 of the *Pre-school Institutions Act* (Official Gazette 12/96 and 44/2000), the municipalities must provide a possibility for children to attend a pre-school. Where there is no public pre-school at their home district or there are no vacancies but a sufficient number of parents have expressed an interest in their children attending a pre-school institution, the local community must initiate a procedure for assuring additional places in public pre-school institutions or put out a tender for a concession.

b. Elementary school
The Slovenian elementary school network is characterised by the tendency to locate the elementary school, at least the lower grades, as close as possible to the child’s place of residence. Thus, in the school year 2000/01, there were, in addition to 448 single-site and main-campus elementary schools, 366 branch elementary schools. Branch schools are not independent in terms of organisation, but function as dislocated units of main-campus elementary schools. In branch schools, instruction is most often organised for pupils from grades 1 to 4; fewer or more grades are rather rare, although sometimes all 8 grades are available. The size of main-campus and branch elementary schools varies. In 2000/01, the smallest branch school had 3 pupils and the largest 275 pupils; the smallest single-site and/or main-campus school had 28 pupils, and the largest 987 pupils. In the majority of branch schools (225 schools) instruction is provided in mixed-age classes, so that pupils from two or more grades attend the same class. Due to a nation-wide decrease in the number of pupils, this type of teaching is increasingly used in all elementary schools (in the school year 2000/01 in 17 schools).

c. Secondary schools

The public network of secondary schools is composed of public and private secondary schools. In 2000/01 most secondary schools in Slovenia offered the academically oriented programmes of gimnazije (77). They were followed by schools providing programmes in economics (39), metallurgy and mechanical engineering (32), electrical engineering and computer science (18), textile field (14) and social studies and culture (14). These were followed by schools providing programmes in catering and tourism, wood processing, health care, civil engineering, etc.

Programmes are assigned to schools in accordance with the criteria for the formation of the secondary school network. Each year the Ministry of Education, Science and Sport publishes a pre-enrolment announcement specifying the provision of programmes by schools and the number of places available for each programme and school. In preparing the announcement, the Ministry takes into account the criteria and the needs and resources of the industry and schools.

d. Higher education

In Slovenia, there are two universities and 10 free-standing higher education institutions. Both universities, the University of Ljubljana and the University of Maribor, are state universities and the College of Police and Security Studies is a state-founded higher education institution. Five institutions founded as private institutions have been granted a concession by the state. The public school network comprises the following: the University of Ljubljana (consisting of 20 faculties, of which one is located in Portorož, 3 art academies and 3 professional colleges), the University of Maribor (consisting of 9 faculties, of which one is located in Kranj, and 1 professional college); 4 free-standing higher education institutions in the Primorsko region with concessions (Turistica - College of Hotel and Travel Administration, and College of Global Entrepreneurship in Portorož; College of Management in Koper; Postgraduate School of Environmental Science in Nova Gorica); and 1 higher education institution with a concession located in Novo mesto. The IHS, a Postgraduate School of Humanities in Ljubljana, is also largely funded by public funds. Also in Ljubljana is the private College of Drawing and Painting. Two private faculties, the Faculty of National and European Studies and the Faculty of Humanities, are located in Ljubljana and Koper, but have not yet started work.

Public higher education institutions can thus be found in seven cities. Certain faculties, however, organise studies also in dislocated units, which makes the network much larger.
If the overall tertiary education is taken into account, the public network also includes 15 vocational
colleges (14 public and 1 with a concession) throughout Slovenia. There are 5 private vocational
colleges located in Ljubljana and 1 in Maribor.

Distance learning has gradually become more common. It is organised by the Faculty of Economics
of the University of Ljubljana, the Faculty of Civil Engineering of the University of Maribor, and
by Doba - Vocational College for Business Secretaries.

Table 2: Increase in the number of study places from 1981/1982 to 1999/2000

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Pre-enrolment announcement full-time %</th>
<th>Pre-enrolment announcement full-time</th>
<th>Applications full-time %</th>
<th>First year enrolment full-time %</th>
<th>First year enrolment part-time %</th>
<th>Total %</th>
<th>Total enrolment full-time %</th>
<th>Total enrolment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981/82</td>
<td>8,715</td>
<td>100</td>
<td>9,704</td>
<td>100</td>
<td>9,186</td>
<td>100</td>
<td>12,914</td>
<td>100</td>
</tr>
<tr>
<td>1982/83</td>
<td>8,666</td>
<td>99</td>
<td>9,802</td>
<td>101</td>
<td>10,074</td>
<td>110</td>
<td>13,554</td>
<td>105</td>
</tr>
<tr>
<td>1983/84</td>
<td>8,873</td>
<td>102</td>
<td>10,349</td>
<td>107</td>
<td>9,970</td>
<td>109</td>
<td>13,924</td>
<td>108</td>
</tr>
<tr>
<td>1984/85</td>
<td>8,763</td>
<td>101</td>
<td>12,235</td>
<td>126</td>
<td>10,271</td>
<td>112</td>
<td>14,156</td>
<td>110</td>
</tr>
<tr>
<td>1985/86</td>
<td>8,882</td>
<td>102</td>
<td>12,237</td>
<td>126</td>
<td>10,036</td>
<td>109</td>
<td>14,684</td>
<td>114</td>
</tr>
<tr>
<td>1986/87</td>
<td>9,390</td>
<td>108</td>
<td>11,512</td>
<td>119</td>
<td>10,513</td>
<td>114</td>
<td>15,830</td>
<td>123</td>
</tr>
<tr>
<td>1987/88</td>
<td>9,805</td>
<td>113</td>
<td>11,639</td>
<td>120</td>
<td>11,014</td>
<td>120</td>
<td>15,661</td>
<td>121</td>
</tr>
<tr>
<td>1988/89</td>
<td>9,835</td>
<td>113</td>
<td>12,224</td>
<td>126</td>
<td>11,266</td>
<td>123</td>
<td>16,518</td>
<td>127</td>
</tr>
<tr>
<td>1989/90</td>
<td>9,480</td>
<td>109</td>
<td>12,237</td>
<td>126</td>
<td>12,305</td>
<td>124</td>
<td>14,629</td>
<td>127</td>
</tr>
<tr>
<td>1990/91</td>
<td>9,695</td>
<td>111</td>
<td>13,471</td>
<td>139</td>
<td>12,122</td>
<td>132</td>
<td>15,254</td>
<td>118</td>
</tr>
<tr>
<td>1991/92</td>
<td>9,523</td>
<td>109</td>
<td>14,741</td>
<td>152</td>
<td>13,298</td>
<td>145</td>
<td>16,319</td>
<td>126</td>
</tr>
<tr>
<td>1992/93</td>
<td>9,885</td>
<td>113</td>
<td>14,997</td>
<td>155</td>
<td>12,749</td>
<td>139</td>
<td>16,659</td>
<td>129</td>
</tr>
<tr>
<td>1993/94</td>
<td>10,752</td>
<td>123</td>
<td>17,404</td>
<td>179</td>
<td>13,190</td>
<td>144</td>
<td>17,585</td>
<td>136</td>
</tr>
<tr>
<td>1994/95</td>
<td>11,278</td>
<td>129</td>
<td>17,598</td>
<td>181</td>
<td>13,605</td>
<td>148</td>
<td>18,816</td>
<td>146</td>
</tr>
<tr>
<td>1995/96</td>
<td>12,321</td>
<td>141</td>
<td>17,065</td>
<td>176</td>
<td>14,095</td>
<td>153</td>
<td>19,246</td>
<td>149</td>
</tr>
<tr>
<td>1996/97</td>
<td>13,160</td>
<td>151</td>
<td>17,541</td>
<td>181</td>
<td>14,527</td>
<td>158</td>
<td>20,420</td>
<td>158</td>
</tr>
<tr>
<td>1997/98</td>
<td>13,526</td>
<td>155</td>
<td>18,248</td>
<td>188</td>
<td>15,220</td>
<td>165</td>
<td>22,509</td>
<td>174</td>
</tr>
<tr>
<td>1998/99</td>
<td>13,993</td>
<td>160</td>
<td>19,237</td>
<td>198</td>
<td>16,669</td>
<td>181</td>
<td>26,546</td>
<td>205</td>
</tr>
</tbody>
</table>

According to preliminary statistics (Statistical Information No. 290/2000) for the 2000/01 academic
year, 5,008 students were enrolled in vocational colleges (1,979 youth and 3,029 adults); 64,989
students were enrolled in higher education programmes, of which 45,915 as full-time and 19,074 as
part-time students. The total enrolment in tertiary education amounted to 69,997 students.

Table 3: 2001/02 enrolment projection

<table>
<thead>
<tr>
<th>University of Ljubljana</th>
<th>University of Maribor</th>
<th>Free-standing higher education institutions</th>
<th>Vocational colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time study</td>
<td>61.5 %</td>
<td>28 %</td>
<td>3.4 %</td>
</tr>
<tr>
<td>Total</td>
<td>53.3 %</td>
<td>28 %</td>
<td>6.2 %</td>
</tr>
</tbody>
</table>

e. Adult education

In Slovenia, adult education providers can be divided into three groups.

1. The first group consists of adult education institutions (e.g. ljudske univerze, which could be
translated as people's universities) whose main activity is the education of adults.
2. The second group is formed by institutions for youth and adult education. Their main activity is
youth education, but they also organise and offer adult education programmes (provided also by
some private educational institutions on the basis of concession).
3. Extremely wide and diversified is the third group of providers. They provide adult education although this is not their basic activity. They could be called other adult education providers. They provide (mainly non-formal) adult education as an important part of their overall business programme along with their main activity (which is not educational). This group also includes cultural and art institutions, e.g. libraries, museums, theatres, archives, community centres, furthermore political organisations and parties, organisations specifically targeting rural and farm populations, local community organisations, organisations for leisure activities, professional, environmental-protection, and social-welfare organisations, organisations for the disabled, organisations offering help to families, parents, spouses, tourist organisations, travel agents, organisations targeting the ageing and the retired population, housewives, and migrant workers.

- Adult education institutions whose main activity is adult education provision

**Ljudske univerze (people's universities)**

There are 44 people's universities in Slovenia, carrying out the education of adults as their basic activity. The following programmes are provided on a broad basis: basic adult education, foreign language courses, computer courses, in-service training in administration, finance, and management. Some institutions independently provide state-approved short-term vocational, secondary vocational, and technical education programmes. In co-operation with higher education institutions they also offer higher education courses.

**Company training centres**

The second type of adult education providers are training centres in companies. Some are very well developed. They employ a large number of professionals, and have a status of training centres. At the other end, there are single employees in personnel departments organising training. There are a number of variations in between these two extremes. All these organisational forms have in common the task of organising further education and in-service training for the staff of their company or the group of companies that have established such an (inter-)company training centre. Usually they do not provide general education (with the exception of knowledge needed by their employees, for example foreign languages) nor do they offer state-approved education programmes leading to educational qualifications.

- Other adult education providers

**Adult education in (upper) secondary schools**

Some upper-secondary schools offering adult education employ adult education specialists (specialists in andragogy, organisers of adult education), others carry out this activity as an additional activity with the staff regularly engaged in youth education.

**Adult education at vocational colleges and higher education institutions**

Vocational colleges, a new development in the education system, have become quite attractive for adults recently. Almost as many adults as young learners enrol in these programmes. Some higher education institutions also offer study programmes for adults, while some adults enrol in their programmes targeting the youth. Certain higher education institutions provide off-campus adult education courses in several major cities in Slovenia. Among them, the Ljubljana Faculty of
Economy should be mentioned. It has been offering distance education and developing off-campus study centres for quite some time.

**Private education providers**

They are the newest development in this field. Immediately after their establishment, most of them offered foreign language courses and various other training courses (computer courses, accounting courses). During their development many of them diversified their services and now offer a variety of courses ranging from non-formal general education courses to education programmes leading to educational qualifications.

- Other adult education providers whose main activity is other than education

**Centres developed within the Slovenian Camber of Commerce**

These centres have developed within the Chamber of Commerce of Slovenia, but now function as completely or partially independent centres. They are the Centre for Management Training, Foreign Trade Training Centre, Centre for Seminar Activities, and Centre for Technical and Technological Training. All perform their activities all over Slovenia and provide highly demanding and specialised training of top and middle management.

**Other providers**

An extensive group represents institutions, associations, and societies that are not classified as educational institutions by their basic activity but carry it out in addition to their primary business programme. The diversity of provision is considerable, since they cover general and specialised education. Some of the providers are: the Association of Accountants and Financial Professionals of Slovenia, municipal, regional, and national societies of human resource managers, professional associations of economists, psychologists, and other professionals, the Firemen Association of Slovenia, the Alpine Association of Slovenia, the Red Cross, the Association of Engineers and Technicians of Slovenia, church organisations, Spiritual University, political organisations, Domus, Third Age University, etc.

2.1.1.2. Regulatory framework and the educational provision of private pre-school institutions and schools

a. Pre-school institutions

Private pre-school institutions add to the educational provision of public pre-school institutions. The founding of private pre-school institutions was first instituted with the Institutes Act (Official Gazette 12/91). The Organisation and Financing of Education Act (Official Gazette 12/96 and 24/96) and the Pre-school Institutions Act lay down in more detail the establishment of private pre-school institutions, their types, conditions of their operation, pre-school programmes and funding.

*The Organisation and Financing of Education Act* specifies two types of private pre-school institutions: those with a concession (granted by the local community), which must meet regulatory requirements for public pre-school institutions and implement the Curriculum for Pre-school Institutions, and those without a concession (private initiative by individuals or groups of individuals). Private pre-school institutions without a concession must also meet requirements concerning the staff, premises and equipment. In addition to that they need a positive opinion from
the Council of Experts of the Republic of Slovenia for General Education. Pre-school institutions carrying out programmes according to specific pedagogic principles are an exception and are only required to meet the spatial requirements. Before issuing a positive opinion, the Council of Experts must verify if the programme has been recognised by a corresponding international association.

The funding of private pre-school institutions with a concession is regulated with a concession agreement between the grantor and the concessionaire and is, as a rule, regulated in a similar way as for public pre-school institutions. Private pre-school institutions without a concession are eligible for public funding (85 % of the funds which a local community ensures for salaries and material costs per child in a public pre-school institution) if they carry out at least a half-day programme, have at least two units of children, their premises and staff meet regulatory requirements, and if they are accessible to all children.

Between 1991, when the legal basis for the establishment of private pre-school institutions was provided, and 1996, when the Organisation and Financing of Education Act began to apply, two pre-school institutions carrying out the Curriculum for Pre-school Institutions were created (in 1999, the Curriculum for Pre-school Institutions replaced the then valid Education Programme for Education and Care of Pre-school Children), one focusing on music, the other on ecology. Also established were three Catholic pre-school institutions (one began to implement the Curriculum for Pre-school Institutions in 2000) and two pre-school institutions carrying out the Waldorf programme.

Following the entry into force of the Organisation and Financing of Education Act, seven more private pre-school institutions were established in 1996. The Church established six pre-school institutions, four of which implement pre-school programme with Catholic content, whilst two of them implement the lay Curriculum for Pre-school Institutions. One pre-school institution carries out a programme including some elements of the English language.

b. Elementary schools

There are two types of private schools: concessionaire and private schools in the narrow sense of the word. Concessionaire schools operate on the basis of concession agreements. Their programmes do not differ from programmes of public schools (adopted by the minister upon the proposal of the council of experts), whereas private schools may determine their programmes themselves. The expression "private schools" also includes schools which carry out their education programmes according to the internationally valid pedagogical principles (Steiner, Freinet, Decroly, Montessori, etc.). The laws determine only those minimum requirements which enable children to acquire education comparable to that gained in state-approved schools.

Private elementary schools may be established only by Slovenian legal and natural persons.

Teachers must have the required qualifications, pass the teaching certification examination and must be proficient in the Slovenian language. In bilingual schools in nationally mixed areas, teachers must be proficient either in Slovenian and Hungarian or Slovenian and Italian, as the case may be. The schools must also have the necessary premises and equipment required by law. Private schools which carry out their programmes according to special pedagogical principles must satisfy the conditions laid down for school premises, whereas staffing requirements are determined by the founder.

Private schools are entitled to budgetary funding, provided that they meet statutory requirements and offer state-approved basic education programmes.
Private schools are entitled to funds for each student in the total amount of 85 % of funds provided by the state for salaries and indirect labour-related costs per pupil of a public school. Public financing also represents certain restrictions for private schools both in determining the tuition and salaries for teachers and the method of carrying out their activities.

Teachers' salaries in private schools must not exceed the salaries in public schools, otherwise they are no longer entitled to receive funding from the state budget. Publicly financed profit-oriented educational activity is prohibited. In addition to the foregoing, the law restricts public financing of private schools in cases when enrolment in a private school might jeopardise the existence of the only public school in the same area. Under such circumstances, private schools are not eligible for public financing.

In addition to the financial inspection, the National Inspectorate for Education and Sport also supervises the organisation and implementation of state-approved programmes in private schools in accordance with the School Inspection Act. This inspection should ensure the compliance with the conditions imposed on private schools by laws and other regulations, and should especially protect the rights of pupils, teachers and other professionals.

There is only one private elementary school in Slovenia at the moment, i.e. the Waldorf School.

c. Secondary schools

_The first concessions for the performance of a public service in secondary school education were granted in the school year 1992/93 to two providers of the gimnazija programme on the basis of the Organisation and Financing of Education Act. In the next school year eight more concessions were granted to various two- to four-year technical programmes. In all, 688 students were included in programmes with a concession in the school year 1993/94._

_The situation in private education has subsequently changed. There has been, in particular, an expansion of gimnazija programmes. In 1996, the new Organisation and Financing of Education Act was adopted providing for new opportunities in the area of private education._

_In 2000/2001 there were six providers of different technical and vocational education programmes with a concession including 865 students, and five private schools carrying out the gimnazija programme and receiving funding from the state budget. In all, 1605 students attended these schools._

_2.1.2. Transfers between schools, programmes and levels of education_

At the elementary school level there are no obstacles for transfer since elementary schools carry out a uniform programme. As a rule, children enrol in the nearest elementary school (each elementary school has a specific school district, a geographic area from which children are enrolled). In agreement with parents and schools it is possible to enrol pupils into any other elementary school. No bridging examinations are required to transfer from one elementary school to another.

Transfer among different secondary schools carrying out the same type of programmes is made possible by the _Gimnazije Act_ and the _Vocational and Technical Education Act_. Students may thus make the transition throughout the school year provided that the school in which they wish to enrol has approved the transfer. The decision is taken by the principal after obtaining the opinion of the teaching staff.
Transfers among various secondary school programmes are normally possible. In case of programmes differing in subjects, however, relevant bridging examinations must be taken. Most often students transfer from more demanding to less demanding programmes. In the majority of cases the transfer is effected after the first year.

The new educational laws of 1996 have introduced a number of mechanisms enabling transfers also after the completion of a certain type of secondary school programmes (e.g., vocational, matura courses, etc.). For example, a student in a gimnazija programme does not need to take the graduation (matura) exam at the completion of the gimnazija programme, but can enrol in a vocational course instead and obtains a vocational qualification with its successful completion.

2.1.3. State subsidies which enhance the accessibility of education

2.1.3.1. Subsidies for pre-school education programmes

Until the entry into force of the Organisation and Financing of Education Act and the Pre-school Institutions Act, the tuition for pre-school programmes depended only on the parents' incomes and not on the cost and the type of the programme attended.

The Pre-school Institutions Act specifies that the basis for the tuition is the cost of the programme attended by the child. The tuition fee paid by parents is determined on the basis of a scale, ranking parents into fee classes according to the income per family member in comparison with the average salary in Slovenia. Parents receiving a welfare supplement are exempted from payment. If more than one child from the same family attends a pre-school institution, the fee for older children is reduced by one fee class.

Since 1 January 2000 parents pay not more than 80% and not less than 10% of the cost of the pre-school programme attended by their child. 80% thus represent the full parental contribution. Parents may apply for a reduction in tuition to the competent municipal body. After they are ranked according to their income, the amount of tuition is determined. Ranking is repeated on 1 January every year.

In exceptional cases the municipality may, on the basis of opinions and data of competent services (fiscal body, social service), amend the already specified ranking into a fee class.

In 2000 parents paid the tuition amounting to 32.4% of the actual costs on the average. The difference to the full cost of the programme, that is 67.6%, was provided by the municipalities, as stipulated by law.

2.1.3.2. Subsidy for extended education programmes

In basic education, the compulsory part of the programme, which includes compulsory subjects, optional subjects and home-room periods, is financed in full by public funds. In accordance with standards and criteria, the government also finances parts of the extended programme: remedial classes, additional classes, out-of-school classes, assistance to pupils with learning difficulties and work with gifted pupils, after-school care in grades 1 to 4, and optional activities to the extent determined by the timetable for the eight-year elementary school. For other activities within the extended programme, for example out-of-school classes and additional optional activities, schools may charge parent contributions (the Ministry of Education, Science and Sport co-finances out-of-school classes for all pupils and assures an additional 15 % for those pupils who cannot pay the full price because of their social status).
2.1.3.3. Subsidy for school transportation

Municipalities are required to provide funds to cover the costs of elementary school pupils' transportation and care for the commuting children living more than four kilometres from their schools.

2.1.3.4. Subsidies for school meals

Since 1992, the Ministry of Education, Science and Sport has been reimbursing one school meal per day to socially disadvantaged pupils, students and apprentices. The basis for subsidies for school meals is provided by Article 81 of the Organisation and Financing of Education Act.

The funds are allocated to schools according to the following criteria: the average personal income and the unemployment rate in the municipality, whilst for secondary schools the type of school and class shifts are additionally taken into account. Funding is increased for elementary schools with modified programmes for children with special needs, institutions for children with special needs and elementary schools attended by Romany children.

Parents may apply for subsidised meals to the school attended by their child. The school counselling service determines the pupils and students entitled to subsidised meals on the basis of certain criteria, such as: family income just above the poverty line, parental unemployment, long-term social problems and diseases in the family, alcoholism in the family, single-parent families, etc.

The Ministry of Education, Science and Sport provides free school meals for those first-graders of the nine-year elementary school whose parents receive a welfare supplement in compliance with social care regulations. Free school meals are available for a certain period of time (six months at the most); parents must therefore report any change with regard to their eligibility for the welfare supplement. This type of aid is expected to continue in the future.

In 2000/2001, 22.8% of all pupils, students and apprentices were eligible for subsidised meals.

2.1.3.5. Subsidy for textbook holdings

Between the school years 1994/95 and 1998/99 the Ministry of Education, Science and Sport was particularly concerned with the issue of textbooks.

Between 1994 and 1998, the Ministry of Education, Science and Sport focused primarily on the creation of new and the renewal of existing textbook holdings in elementary schools. In the 1993/94 school year, the textbook holdings were available in 40% of elementary school libraries with approximately 60% of pupils in these schools participating. In 1996/97, textbooks were available in all elementary schools with every second pupil borrowing textbooks from the library holdings. It is important that practically no textbooks are left on the bookshelves after the beginning of the school year. The number of children who have borrowed the textbooks from textbook holdings has been increasing every year.

Table 4: Percentage of pupils borrowing textbooks by grades in 1998/99

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of pupils borrowing textbooks</td>
<td>52.8</td>
<td>60.7</td>
<td>61.0</td>
<td>66.7</td>
<td>71.8</td>
<td>75.1</td>
<td>76.4</td>
<td>77.6</td>
</tr>
</tbody>
</table>
The number of first-graders that borrowed textbooks was the lowest, 52.8% on the average. Most textbooks were borrowed by eighth-graders (almost 78% of them borrowed).

In the 1997/98 school year, the Ministry of Education, Science and Sport began to promote the establishment of textbook holdings also in secondary schools. Secondary schools began independently to revive and/or set up textbook holdings. In the 1998/99 school year, 83.4% of schools opted to set up a textbook fund, whilst 16.6% of schools did not.

In secondary schools with textbook holdings, the following per cent of students have borrowed textbooks (Table 5):

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of students borrowing textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14.29</td>
</tr>
<tr>
<td>2</td>
<td>21.75</td>
</tr>
<tr>
<td>3</td>
<td>30.28</td>
</tr>
<tr>
<td>4</td>
<td>32.47</td>
</tr>
<tr>
<td>5</td>
<td>30.28</td>
</tr>
</tbody>
</table>

The Ministry of Education, Science and Sport has been subsidising limited edition textbooks for a number of years. These are mainly textbooks for technical subjects, ethnic minorities and children with special needs. In 1998, the Ministry of Education, Science and Sport paid particular attention to the co-financing of new textbooks.

2.1.3.6. The scholarship and student loan system

a. The scholarship system

Scholarships are specified in the Employment and Unemployment Insurance Act implemented by the Employment Service of Slovenia. Lower educational attainment than in the developed world and a growing number of socially disadvantaged individuals lacking adequate resources to gain suitable education are the key reasons for state funding of education.

The scholarship system is based on:
1. company scholarships, awarded by companies and employers to attract possible future employees;
2. state scholarships for apprentices, secondary school students and university students who otherwise could not afford to remain in education although they have exhibited academic success and personality traits suiting the chosen education and vocation;
3. Zois scholarships (named after Baron Žiga (Sigismundus) Zois von Edelstein, Slovenian enlightener, patron, poet, critic, and translator) for exceptionally gifted students in order to increase the educational attainment of the most gifted youth.

The state likewise provides funds for almost a hundred of the best students from Slovenian universities and free-standing higher education institutions, awarded from the Munda Fund. Scholarships are also awarded from other funds in Slovenia, but their scope is limited.

b. The system of student loans

Student loans are a new form of financial assistance helping students to cover the cost of education or tuition. Their purpose is to provide assistance to students who are not eligible for other forms of financial assistance (state, company, Zois scholarships) and thus enable a large circle of young people to continue their studies.

The state is involved in student loan schemes primarily by assuring equal conditions for all applicants, providing the legal framework for these conditions, granting concessions to the banks
providing such loans, subsidising the real interest rate, and delaying the repayment of the loan until the student finds employment (but not longer than two years after the termination of the loan).

All citizens of the Republic of Slovenia without a job and not older than 26 at the time of their enrolment in the first year of studies (other than those who have obtained financial assistance from public or private sources at least in the amount of a one-year state scholarship, or enrolled in the education programmes for the unemployed within the framework of the Programme 5000) may apply for a student loan. The age limit for first-time applicants may be higher, depending on the year of study and the programme selected.

c. Scholarships awarded by the Ministry of Education, Science and Sport

These scholarships are planned and target-oriented as they are intended only for students in disciplines characterised by skills gap. All state scholarships are announced in a special brochure of the Employment Service of Slovenia. The grantees sign a contract with the Ministry of Education, Science and Sport binding them to work as teachers after graduation. In order to enable graduates from non-educational programmes of study to become teachers, the Ministry finances their participation in education courses after graduation.

To assure smooth and gradual transition from study to work, newly graduated teachers are required to serve an induction period. Positions of such teachers are financed in addition to regular posts. Positions are advertised once a year in daily newspapers and on the Internet, but the announcement is open throughout the year. Probationary teachers are employed for a limited period of time and have the same rights as other employees. They are also entitled to participate in additional education and training out of their school or pre-school institution.

After completing the induction period or after a year of service in an educational establishment, teachers-to-be must pass a teaching certification examination. The examination is organised by the Ministry and is free of charge for the candidates. After passing the examination, teachers are awarded a teaching licence and may be employed as tenured staff.

To ensure sufficient competency and professional development of teachers, they have the opportunity to participate in the various forms of lifelong education, financed in full or in part by the Ministry (See Chapter III.2.2.6.).

Teachers and pre-school teachers who for various reasons have not gained adequate education before they entered the workforce may continue their studies as part-time students. The part-time study of working pre-school teachers and teachers has been subsidised by the Ministry for a number of years. Subsidies amount to about 70% of study costs. The Ministry also co-finances master's and doctoral studies.

Following a Slovenian Government’s decision, Ad futura was established in July 2001. Ad futura is a public scholarly foundation with the aim of encouraging the best Slovenian students to enrol in undergraduate studies at renowned universities abroad and in post-graduate studies at home and to participate in research at Slovenian research institutions. The foundation is also expected to increase awareness among foreign students for post-graduate studies and research in Slovenia. Before that, there were no systematic arrangements for the country to assist Slovenian students in their studies abroad or foreign students in their studies at Slovenian universities and professional colleges or facilitate their participation in research.
2.2. Quality and relevance of education

2.2.1. The choice of education programmes

2.2.1.1. Pre-school institutions

In terms of duration, pre-school institutions carry out whole-day, half-day and shorter programmes. The programmes may be carried out in the morning, in the afternoon or in shifts. Prior to the implementation of the Pre-school Institutions Act in March 1996, pre-school institutions had normally offered only whole-day programmes in the morning. Half-day and shorter programmes were intended as pre-primary school, which was compulsory for all children one year prior to school entry. Since the adoption of the Pre-school Institutions Act, the number of half-day and shorter programmes in pre-school institutions has gradually increased; the number of pre-school classes offering care in the afternoon or alternating between morning and afternoon has also risen.

Private pre-school institutions, founded in addition to public ones, allow parents a greater choice of forms and methods of work and educational contents for their children. The Pre-school Institutions Act guarantees parents the right to choose a programme in a public or private pre-school institution. If children are ill and cannot go to the pre-school institution, education can be provided at their home.

Children with special needs have a choice of programmes to guarantee their optimal development. The stress is placed on mainstreaming, provided that pre-school institutions can guarantee proper conditions for it.

In order to make it easier for parents to choose the programme which would best meet the needs of their children, pre-school institutions are required to present the programmes, their goals, contents, and educational methods in a special brochure. In the case of private pre-school institutions, the brochure must also quote the opinion of the Council of Experts for General Education concerning the programme. These brochures must be available to parents before they enrol their child in an institution.

The educational provision of public pre-school institutions is also varied, which is made possible by the Curriculum for Pre-school Institutions. This national document determines only the professional framework for work with children. The implementing curriculum prepared by the pre-school institutions themselves takes account of the response of children, the characteristics of the environment, and the needs of parents.

2.2.1.2. Elementary school

All elementary schools in Slovenia with the exception of the Waldorf Elementary School in Ljubljana are public schools. The law permits the establishment of private schools to improve the choice. Funding amounting to 85% of the cost of salaries and material per pupil in public schools is provided from the state budget (see Chapter III.2.1.1.2.).

2.2.1.3. Secondary schools

Successful completion of basic education gives children the right to enrol in a secondary school of their choice. However, certain art programmes require a test of artistic talent (art gimnazije, design schools, etc.), and a proof of good sports achievements is required for the sports gimnazija.
Pupils who have fulfilled the legal compulsory education requirement and successfully completed at least six grades of elementary school may continue their education in a short-term vocational school.

Children can apply for any programme, but enrolment is restricted if the number of applicants significantly exceeds the number of places available (this is in particular the case in certain gimnazije and in schools and programmes carried out in large towns).

2.2.1.4. Higher education

The choice of a higher education study programme is regulated by law and statutes of higher education institutions. In principle, all those meeting the admission requirements for a higher education programme have the right to enrol in such a programme. Actually, the number of students admitted is restricted due to the limited number of places available in specific study programmes. State higher education institutions and private higher education institutions with a concession must obtain the Government's approval for the number of study places for first-year students.

2.2.2. Standards and criteria

2.2.2.1. Pre-school institutions

Regulations specify that pre-school classes for the first age group (1 to 3 years) may not count more than 14 children and classes for the second age group (between 3 and up to school age) not more than 24 children.

Until the adoption of the Pre-school Institutions Act the lower standards applied only to classes for children with special educational needs.

The Pre-school Institutions Act also provides for the possibility of establishing pre-school classes with fewer children or classes with a more favourable staff to child ratio:

- When one or two children with special needs are integrated in a regular group, the number of children in such a group is 6 to 12 for the first age group and 16 to 22 for the second age group. Special classes for children with special educational needs consist of 3 to 6 children.
- Where hospital units have a certain number of bedridden children, educational activities are provided for 10 children by one teacher.
- In disadvantaged regions and for Romany children, 5 children are sufficient to form a class.
- In pre-school classes attended by the Romany children, the teacher/pupil ratio is improved during at least 3 hours every day, to wit:
  - one staff member for every 4 children of the first age group, and
  - one staff member for every 7 children of the second age group.
- In pre-school classes in the areas with nationally mixed population, two teachers must be present at the same time for at least 6 hours a day in the first and second age groups.

2.2.2.2. Elementary school

Under the Organisation and Financing of Education Act, the minister sets specific standards and criteria for education in disadvantaged areas, in nationally mixed areas, for Romany children, and children and youth with special needs. In all the above cases, standards have been adapted to meet the specific requirements.
The weekly teaching load, expressed in periods of 45 minutes, is 21 periods for the Slovenian language teachers, the Italian language teachers in schools where Italian is the language of instruction, and the Slovenian and Hungarian language teachers in bilingual schools.

The minimum number of pupils for the formation of bilingual elementary school classes is 21.

The minimum number of pupils for the formation of an elementary school class with Romany children is 16.

The minimum number of pupils for the formation of a class with at least 3 Romany children is 21.

The competent administrative body may allow exemptions from these standards.

2.2.2.3. Secondary schools

In addition to special standards applicable to bilingual schools and schools in the areas with nationally mixed population in the Slovenian Istra, the standards specify a smaller number of students for all programmes integrating children with special needs. In short-term vocational programmes, the standard is lowered from 25 students in regular classes to 20 if there is one student with special needs in a class, 18 if there are two, 15 if there are three, and 12 if there are four or more students with special needs.

The general standard for gimnazije and secondary vocational and technical programmes sets the number of students between 28 and 32, while the number of students is lowered to 26 if one of them has special educational needs, to 23 if two have special educational needs, and to 20 if three students have special educational needs.

2.2.2.4. Higher education

In compliance with current standards for the funding of higher education (Official Gazette 39/92), study programmes receive public funds if at least 30 students are enrolled in the programme. If fewer students are enrolled, the programme of study may only be organised in exceptional cases upon the Government's approval. So far only the programmes of national significance have been granted such an approval. The approval has been granted to all three art academies and one faculty of the University of Ljubljana for 15 programmes of study (e.g. dramatic performance, dramaturgy, music, musicology) and one faculty of the University of Maribor for one study programme (Hungarian).

In all other cases, smaller groups (with 10 students and less) are only possible in certain subjects, in particular when smaller study groups are required for work safety reasons and in elective courses in the last years of study.

2.2.3. Educational areas of special national significance

2.2.3.1. Computer literacy

Modern information and communication technologies require efficient information management. The Computer Literacy Project (Ro Project), instituted in 1994 by the School Tolar Act, raised the level of computerisation of Slovenian schools. This was a significant contribution to more efficient, modern, creative and friendly educational institutions.

Three areas of activity were identified within this project with the following principal goals:

1. Education:
– to train teachers and students in using modern information and communication technologies and thus raise the quality of teaching and learning.

2. Computerisation of schools:
– to computerise the educational contents and work methods, set up computer networks at schools, unify the software, provide adequate software and hardware and provide appropriate organisational structure for the computerisation of schools.

3. Research and development:
– to provide the possibility for research and development in the field of the introduction of new information technologies into education.

The following results have been achieved:

1. Training of educators:
– half of all Slovenian teachers have taken part in Ro seminars;
– the Slovenian education network sio.edus.si makes it possible for teachers, pupils, parents and others to communicate via the world wide web, participate in virtual discussions, conferences and education projects, offer and seek information and materials, and benefit from the provision of distance learning on the Internet;
– the Slovenian education network is a full member of the European School Network - EUN Schoolnet.

2. Computer and information technology is co-financed at three levels:
- education software and basic software tools. Authorised software, listed in the Ro Software Catalogue, is purchased for use in schools;
- hardware, additional equipment – printers and presentation equipment. Schools use modern hardware acquired through public tenders;
- engineering approach to local networking and Internet access enabling schools to build a teaching and learning network, a school management network, and to connect to the Internet.

A cost-free access to the Internet and support to its users, teachers and students, is available through ARNES (Academic Research and Education Network of Slovenia).

3. Research and development has targeted the basic strategic fields:
- conceptual teaching of natural and technical sciences,
- networking to provide support for teaching and learning,
- artificial intelligence methods – educational expert systems,
- didactics of computer- and multimedia-supported teaching and learning, and
- computer in experimentation.

Schools carry out a number of Ro projects resulting in manuals and web pages. The didactic software has ramified into individual subject areas.

Participation of educational establishments: Various activities of the Ro project are available to all educational establishments (pre-school institutions, elementary schools, institutions for children with special educational needs, music schools, vocational schools, secondary schools and gimnazije, residential facilities, faculties of education):
- education,
- access to authorised software, manuals and other reference materials,
- purchase of computer software,
- computer networking and connection to the Internet,
- access to research and development results.

The scope of these activities depends on the level of computerisation and participation of schools in the Ro project. The activities of the Ro project are presented by educational establishments at councils of experts, educational events as well as days of open doors for the Ro project.
2.2.3.2. Teaching and learning foreign languages in Slovenia

Teaching and learning a foreign language is a complex process integrating the potential, knowledge and skills at different levels. Slovenia boasts high awareness of the importance of intensive learning of foreign languages and the learning of several widely spoken languages, minority languages, the languages of the neighbouring countries and less taught languages, providing a sound basis for linguistic diversification.

The new linguistic curriculum, the socio-linguistic and pragmatic aspects of learning and teaching modern languages, what is called the European dimensions, such as learner autonomy, learning to learn, bilingual education, teaching subjects in a foreign language, communication technology, self-evaluation of learning achievements and, last but not least, early foreign language learning, all dictate a changed role of the teacher, the student and of all those who lead and prepare the national strategy in the area of foreign/second language teaching and learning.

All these elements have been incorporated in the Slovenian curricular reform. The dynamics of the reform will be monitored systematically, in particular in the elementary school and in the field of undergraduate education and the in-service teacher training for foreign language teachers.

a. Situation concerning foreign languages and their status in elementary and secondary general education

Foreign language learning as a compulsory subject begins in the fifth grade of the eight-year elementary school at the age of 11, or in the fourth grade of the nine-year elementary school at the age of 9. The foreign language remains a compulsory subject until the completion of the secondary general education (gimnazije) at 18/19 years of age. For students in gimnazije two foreign languages are compulsory.

Pupils may choose a foreign language as an elective as early as the first grade of elementary school at the age of 7 or 6, provided that it is offered by the school (as an extra-curricular activity or an optional subject). The project “Foreign Language at the First Stage of Basic Education”, introduced in the school year 1990/91, has already spread the practice of early foreign language teaching. The new project “Teaching French in Elementary School”, introduced in the 1995/96 school year, enhanced the choice of foreign language learning. The possibilities for learning a foreign language as an optional subject increase with the age of the pupil. Students in gimnazije programmes can choose a third or even a fourth foreign language as an elective.

The new programme of the last cycle of the nine-year elementary school has introduced electives, among which also a foreign language. In grade 7, at the age of 12, pupils will have the option of choosing a second foreign language. The introduction of a second foreign language as an elective in elementary school in the school year 1998/99 is the basis of the project entitled “Second Foreign Language in Elementary School”.

In 1998, the project “Early Foreign Language Learning in Pre-school Institutions” for children from 3 to 6 was instituted. About a third of pre-school institutions provide foreign language teaching, mostly English, followed by German, as well as Italian and French. Most often, foreign language teaching requires one period per week or half a period to one period twice a week.

Choice of foreign languages:
- the lower grades of the elementary school provide a choice of the following optional subjects: English, German, French, Italian;
- the higher grades of the elementary school: English, German, French, Hungarian, Russian, Latin;
- and gimnazije (age 15-18): English, German, French, Italian, Spanish, Russian, classical languages (Latin, Greek).

The choice of foreign languages provided by schools depends on tradition, the wishes of parents and pupils and takes into account the availability of adequately trained teachers. The geographic position of Slovenia, that is the proximity of the Italian and/or Austrian border, also influences the selection of a foreign language. English, as the most widespread foreign language of instruction, has the advantage. As many as 80% of all pupils and students opt for English, 18% for German, 2% for other languages.

Table 6: Number of periods per week in the school year 1999/2000

<table>
<thead>
<tr>
<th>Age of pupils and/or students</th>
<th>9 years old</th>
<th>11 years old</th>
<th>13 years old</th>
<th>16 years old (in gimnazija programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of periods</td>
<td>minutes</td>
<td>No. of periods</td>
<td>minutes</td>
<td>No. of periods</td>
</tr>
<tr>
<td>first compulsory</td>
<td>(2) (90)</td>
<td>3(4) 135</td>
<td>3 (3) 135</td>
<td>3 135</td>
</tr>
<tr>
<td>second compulsory</td>
<td>- - - -</td>
<td>- - - -</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td>third compulsory</td>
<td>- - - -</td>
<td>- - - -</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td>first elective</td>
<td>- - - -</td>
<td>- - - -</td>
<td>(2) (90)</td>
<td>3 135</td>
</tr>
<tr>
<td>second elective</td>
<td>- - - -</td>
<td>- - - -</td>
<td>(2) (90)</td>
<td>- - - -</td>
</tr>
</tbody>
</table>

The acquisition of basic communication skills in a multicultural and/or multilingual environment is one of the basic aims of modern foreign language teaching. Linguistic plurality, hence the knowledge of one or several foreign languages (recommended in all international language documents of the Council of Europe), is also an aim of the Slovenian curricular reform. The knowledge of two or perhaps even three foreign languages (the languages of neighbouring countries and another foreign language) is rapidly becoming a requirement for further studies, vocational and professional work and self-education. That is why optimal conditions need to be assured in second foreign language teaching in order to achieve as useful and integrated knowledge of the second foreign language as possible.

b. Strategy of language education from the point of view of international co-operation

For many years Slovenia has been taking part in most international linguistic projects proposed by the Council of Europe. The projects have facilitated the evaluation of Slovenian knowledge and experience in this specific field through internationally comparable procedures.

The findings and recommendations provided in the basic international documents relating to languages, such as the Threshold Level, Common European Framework of Reference, and the European Language Portfolio, have already been partially included in the reformed curricula whilst preserving the specifics of Slovenian language education development.

In 1998, Slovenia joined the “Language Portfolio”, a pilot project by the Council of Europe, and is currently testing, together with 14 other countries, this internationally comparable method of evaluation and self-evaluation of learning and teaching a foreign language. This has enhanced the mobility of individuals, who are encouraged to adopt the strategy of efficient lifelong learning of languages. Slovenia co-operates closely with the European Modern Languages Centre in Graz which is responsible, at the level of international co-operation of the signatories of the agreement, for the promotion of dialogue and exchange of experience among countries and individual experts.
(linking theory and practice and promoting new approaches in the area of language learning and training of coaches), i.e., for the practical aspect of the implementation of the linguistic strategy and the transfer of results into practice and, in particular, for providing support to new member countries in the process of developing language education.

International links and exchanges which are currently based on the knowledge and use of foreign languages have an invaluable cultural and political significance. The knowledge of foreign languages enhances the knowledge of close cultures and those further away, which in turn impacts the personality of individuals and provides the basis for a peaceful co-existence of individuals and nations.

We are aware that we need to raise the awareness of each individual with regard to the need for lifelong learning of foreign languages as a duty of each individual and the society as a whole.

2.2.3.3. Physical education

Physical education in schools exerts a systematic, professional and integrated influence on young generations, shapes their attitude towards sports and promotes a healthy lifestyle. Whilst providing respect for the individual, sports in schools also provide an opportunity for socialising, help individuals to find their place in the society, enhance respect for social norms and protect the young from various forms of addiction.

In lower grades of elementary school, three periods per week are allocated to physical education, while in the last three grades the number is reduced to two, supplemented by electives. In addition to that, at least one block module of out-of-school sports activities is offered during compulsory schooling, while five sports days are provided in each grade. Almost all secondary programmes other than short-term vocational programmes offer three periods of physical education per week.

In 1998 and 1999, new curricula for physical education were adopted for all types of school. They are explicitly target-oriented and provide an integrated approach to school sports. They provide for a variety of contents and organisational forms to be selected by individual schools, such as sports days, out-of-school modules, many extra-curricular activities, school sports competitions, and additional programmes. Many important aims of physical education and the related sports may only be implemented thanks to these specific organisational forms.

The general guidelines, as they are identified in the physical education curricula, follow the basic guidelines provided in many adopted international documents (the European Manifesto on Young People and Sport in Lisbon, 1995; World Summit on Physical Education in Berlin, 1999; Unesco’s Declaration of Punta del Este, 1999). The basic purpose of teacher's educational efforts should be to facilitate students' achievement, which requires sensible differentiation and consideration of children's individual abilities, a humane relationship between the teacher and the pupils, and a systematic development of the ability for co-operation.

The curricula are designed to be open, facilitating school autonomy in selecting the contents with regard to the environment and the specific interests of pupils and students, and the methods and forms of work. In planning and implementing physical education, sports teachers take account of the school's specific features (resources, staff, geographic and climatic conditions, and tradition) and the interests of pupils/students.
Physical education aims to achieve a significant and diverse knowledge of sports and relevant theoretical information, the development of motor and functional motor skills, emphasising, in particular, the formation of personal attitudes and values.

The subject matter of the basic programme includes the natural forms of motion and the basic elements of the following sports: athletics, gymnastics and dance, ball games, swimming, and trekking. The expansion of the programme in the last three-year cycle of elementary school and in secondary school facilitates the knowledge of various other sports, such as tennis, table tennis, martial arts, cycling, skating, roller skating, aerobics, and other sports available to the youth in their free time.

In addition to regular classes and compulsory sports days, schools are required by law to provide an optional programme which, however, pupils and students join on a voluntary basis (extra-curricular sports activities, out-of-school classes, programmes for pupils with special needs). In addition to that, they may provide yet another optional programme; the pupils participate in the activities on a voluntary basis (many additional programmes, school sports competitions, and non-competitive events). All these programmes and their goals complement the aim of regular instruction to provide children and youth with at least one hour of sports daily whilst at the same time facilitating the choice of sports according to the child's preferences. In particular in the first three-year cycle, sports contents intertwine with the contents of the programmes of morning care and after-school classes.

Selectivity is in particular emphasised in the last elementary school cycle, where schools may offer two electives, Sports and Dance, and in secondary school, where in the first two years autonomous choice of contents is possible for one third and in the final two years for two thirds of regular hours. The contents and the implementation of the elective part of regular instruction must, however, comply with the goals set in the curriculum.

In particular in the last cycle of elementary school, in sports as an elective subject, and in secondary education, the main goal of physical education is to teach the young to adopt sports as an intrinsic value in all periods of their life. Emphasis is placed on the introduction of various sports disciplines, intense practice in the chosen discipline, regular monitoring of the development of students' physical characteristics and motor skills, and autonomy in planning exercises.

Many new elements of the school curriculum have already been implemented in practice. The project "Get to Know Your Heartbeat with Heart Frequency Monitors" has in the last four years been aimed at promoting a cross-curricular integration and independent research work by pupils and students. The basis and experience for the preparation of the elective Sports were provided by the project "Third Period of Physical Education in Elementary Grades 7 and 8", which was implemented from 1995 to 1999. A new element in the curriculum is also a twenty-hour swimming course in the first elementary school cycle as part of regular instruction. Its implementation in terms of organisation and financing will only be possible in co-operation between the state, local communities, and schools. The issue of swimming skills has been on the agenda for many years and it has been established that a systemic approach is necessary to improve results.

2.2.3.4. Health education

The curricular reform focused extensively on health care. Health care topics were identified as covering all the subjects across the curriculum. A special group of experts and teachers (a curricular commission) was set up in order to formulate the concept of health care as an integral part of compulsory subjects. Their proposals helped include health care contents in different syllabi. They could also submit proposals for the development of new syllabi.
Health care is also included in optional contents in gimnazije. Professionals in the area of health care may thus draft an elective within the optional part of the curriculum.

For some years, Slovenian schools have been participating in an extremely successful project called Healthy Schools, which includes schools promoting a healthy way of life as part of school life in general. Over 100 schools have joined the network.

2.2.3.5. Music education

Music schools are an integral part of the education system. Music education is offered at all levels, from elementary schools to universities. Providers at the basic level of music and dance education are called music schools. Music and dance programmes at the secondary level are provided by art gimnazije, and at the higher education level by the Academy of Music in Ljubljana (pure art and educational options), the Faculty of Education in Maribor (music education), and the Faculty of Arts in Ljubljana (musicology).

Music and dance education at the elementary level is regulated by the Music Schools Act (Official Gazette 19/2000). The Act regulates music and dance education in public and private music schools. It builds on the results achieved in music education in the Republic of Slovenia after 1971 (when the first law governing music schools was adopted); it emphasises the discovery and development of gifted pupils, the acquisition of knowledge for further music and dance education, acquisition of knowledge and experience required to take part in amateur activities and performances. Special significance is given to the participation of pupils in school string or brass orchestras (each public music school is required to have at least one orchestra). Extra lessons may be given to gifted pupils. Folk instruments have been newly introduced (zither, diatonic accordion and tamboura). The Act also incorporates the provisions of the European Charter and the recommendations for music education and music schools (the Weimar Charter, EMU, 1999; European Music Educators Conference, Copenhagen, 1991; Resolution of the European Task Force for Music in School, Luebeck, 1990, etc.).

Music school programmes facilitate the learning of the following instruments or subjects: violin, viola, violoncello, double bass, harp, guitar; transverse flute, recorder, oboe, clarinet, saxophone, bassoon; horn, trumpet, trombone, tuba and other wind instruments; percussion instruments; piano, accordion, organ; voice; dance – ballet and modern dance; solfeggio; chamber orchestra and orchestra. Also available is music and dance preparatory school. Public music schools are also required to offer pre-school music education for pre-school children.

Music schools are funded from the national budget with a smaller share provided by local communities and tuition fees paid by pupils (parents) to cover material costs. The programmes of elementary music and dance education are provided by 53 public music schools, 3 private music schools, and 1 private teacher; almost 11% of the overall elementary school population attends music schools. The list of subjects is fully compatible with European guidelines. Curricula are also comparable, which is evidenced by the results achieved by our pupils at European, international, interregional and other competitions. Since 1993, music schools of the Republic of Slovenia have been members of EMU – European Union of Music Schools, Vaduz, and since 1992 members of EMCY – European Association of Music Competitions for the Youth, Brussels-Munich.

2.2.4. Extra-curricular educational provision
2.2.4.1. Out-of-school classes

In Slovenia out-of-school classes were introduced in 1963. The Elementary School Act of 1996 was a milestone in the development of this concept. According to this Act, out-of-school classes became a component of the extended elementary school curriculum. They have been defined as a didactic system – a form of educational provision that, thanks to its special organisation, enables the achievement of certain goals, execution of activities and delivery of contents of individual syllabi which are difficult to carry out in regular classes.

The Elementary School Act requires schools to offer out-of-school classes to pupils at least twice during their compulsory education. Children attend on voluntary basis. With this Act, out-of-school classes became a compulsory part of the annual work plan of all schools and one of the quality indicators in education.

At first only swimming and skiing were taught. With out-of-school classes becoming part of the extended elementary school programme, a wider spectrum of goals and contents, related to various fields of education (culture, science, sports, engineering), can be realised. In agreement with parents, each elementary school designs its own model of out-of-school classes taking into account pupils' needs. The model depends on the goals, contents, time, and place of provision. In designing the model, schools take into account all pupils' financial positions and other circumstances.

Out-of-school classes can be offered more than twice provided that the requirements stated below are met.

- Because out-of-school classes are provided within the scope of periods earmarked for the regular programme, they must include objectives contained in syllabi.
- Any such classes beyond the mandatory provision are financed in full by the participants themselves. Schools have to make sure that also socially disadvantaged pupils can participate.
- Because out-of-school classes are provided within the scope of the periods earmarked for the regular programme and because objectives from syllabi must be attained, schools are required to concurrently provide a comparable programme with the same objectives for pupils not taking part in out-of-school classes.
- Normally all parents must agree to sending their children to out-of-school classes.
- All teams of subject teachers must agree with the organisation of additional out-of-school classes.

The duration of out-of-school classes depends on the participants' ages and the scope of selected contents.

2.2.4.2. After-school classes and other forms of school care

Within the extended programme (not compulsory for pupils) schools provide the following organisational forms to meet the needs of pupils and their parents:

- after-school classes,
- morning care,
- care of commuters, and
- care of pupils waiting for classes to resume.

1. After-school classes are a form of educational process organised by the school after instruction and are intended for pupils from grades 1 to 6. They are carried out under professional supervision, may be offered at different times, and have a different duration. They comprise four different types of activities.
Independent learning is an activity guiding pupils and assisting them in developing efficient work habits for independent learning. The knowledge obtained in class is further consolidated, expanded, deepened, systematised, and applied to new situations. The activity focuses on regular, independent, and qualitative completion of assignments.

Creative use of free time is intended for entertainment, relaxation, and rest, devoid of learning obligations. Pupils deal with various subject matters of their choice. They are guided into purpose-oriented activities by their teacher who encourages their interests and abilities in all the basic areas of personality development: emotional, motivational, cognitive, physical and motor, social, aesthetic, and morally-ethnic.

Relaxation includes activities intended for rest, relaxation, renewal of psychological and physical powers and is carried out actively and passively. Relaxation activities are timed to take account of the child’s biorhythm.

Activities concerned with nutrition provide the framework for the promotion of good nutritional habits and for the organisation of snack time and lunch breaks by the school.

General goals of after-school classes are:
- to ensure a stimulating, healthy, and safe psychosocial and physical environment for pupils' development and education;
- to enable pupils to do their assignments regularly, independently and successfully and provide adequate professional assistance, if needed;
- to enable joint planning and selection of activities and, consequently, joint development of programmes;
- to promote an understanding of the importance of knowledge for growth and personal development;
- to promote an understanding of the significance of quality in relationships with peers for the well-being and joint achievement.

2. Morning care is a type of educational work with first-grade pupils and other pupils requiring care before the start of classes. The following general goals of morning care apply:
- to provide a safe and stimulating environment before the start of classes;
- to organise rest or activities of choice to ensure that pupils are happy, relaxed, and ready to learn;
- to provide learning assistance, at pupils' request of.

3. Commuter care is a type of educational work consisting of care in after-school classes until the pupils leave for home. General goals of commuter care are:
- to provide a safe environment for pupils waiting for their parents to pick them up after class or waiting for organised transport home;
- to organise rest or entertaining activities of choice for the purpose of relaxation;
- at pupils' request and within the resources available provide adequate conditions for learning.

4. Care of pupils waiting for classes to resume is a type of educational work for grades 7, 8 and 9, whereby the school provides an active and safe waiting period in accordance with the pupils’ interests and the school’s resources for the pupils waiting for classes to resume. The following general goals apply to the care of pupils waiting for classes to resume:
- to provide a safe environment for the pupils waiting for classes to resume by providing a variety of activities (individual and group activities, educational and entertaining and/or relaxing);
- to organise, at their request and within the resources available, activities of their choice;
- to facilitate individual discussions with the school educators (the home-room teacher, teaching staff of individual classes, tutors for different activities, school counsellors, the principal);
- to provide support and access to sources of information.

2.2.4.3. Full-time student housing – dormitories

In the Republic of Slovenia, a public network of dormitories is organised. Dormitories are educational institutions providing state-approved education programme on the basis of the Organisation and Financing of Education Act. They are founded by the state for secondary school students who, after completing elementary school, continue their education in a secondary school outside their place of permanent residence.

The public network consists of 42 dormitories. Budgetary funds are also allocated to 3 private dormitories. The network of dormitories is diverse and has sufficient capacity to meet the needs of all the students in the country.

Every year between 7,000 and 8,000 students are lodged in dormitories. In addition to providing room and board, dormitories also provide education.

A uniform fee is charged. The educational part of the programme is funded from the state budget.

2.2.4.4. Informal education

General non-formal education is strikingly multifaceted. It includes citizenship education and education aimed at the individual's holistic development, coexistence with others and the different, preventing educational discrimination, and promoting creativity. Well-developed non-formal general education enables personal and social links based on joint activities and common aims, values, and cultural heritage in the broadest sense of the word. It facilitates adaptation to social changes and develops the individual's self-esteem and ability to assume various roles in life.

Slovenia has achieved a greater diversity in the provision of programmes and a better adaptability of this provision to the characteristics of adults in non-formal education than in formal education. Although this type of education is still not sufficiently systemically supported and much of developmental potential is hidden, programmes and organisational forms have been diversified, granting adults an easier access to knowledge and training. Programmes of non-formal general education are offered in different fields, including culture, health, agriculture, labour, social activities and others.

Examples of more recent forms of non-formal education are some projects developed by the Slovenian Adult Education Centre, which have been successfully implemented in practice.
- Centres for self-directed learning have been established in several places and regions. They can be found in various educational institutions and in libraries. Recently they have also been established in education centres of various enterprises. They offer adults a variety of programmes in the field of general education (computer, foreign language, personal development, communication courses, etc.).
- The Learning Exchange is another form of educational provision, offering a variety of knowledge, skills, and competencies. The Learning Exchange acts as an intermediary between the supply of and demand for various skills, competencies, and knowledge and enables their exchange.
The third form of adult education is study circles, a flexible, democratic, and decentralised form of adult education. Members of study circles choose educational contents themselves. Usually the contents are related to local problems.

In addition, quite a few alternative non-formal education programmes for special target groups have been developed in the last few years. Let us mention only some of them:
- Project Learning for Young Adults, a programme for young adults who dropped out of the school system;
- Training for Success in Life, a literacy programme for various target groups;
- various programmes developed by Third Age University, mainly taking care of animating and educating the elderly.

2.2.5. Counselling service in pre-school institutions and schools

Counselling service is provided in Slovenian public pre-school institutions, schools at all educational levels (elementary schools, gimnazije, vocational, and technical schools), dormitories, and in facilities offering educational provision to children and youth with special needs. In accordance with educational legislation (1996), counselling is carried out by staff including psychologists, educationalists, social workers, social educationalists and special education teachers.

In accordance with the implementing regulations (1997), a pre-school institution with 30 classes employs or otherwise ensures the services of one counsellor. The counsellors from several pre-school institutions form a counselling team in a specific area where the total number of pre-school classes is between 60 and 70. The counselling team is composed of counsellors of diverse professional background. An elementary school with 20 classes employs one counsellor, schools with a greater and/or smaller number of classes employ a corresponding number of counsellors. The same is the case with gimnazije, vocational, and technical schools. In accordance with the new educational legislation, counsellors are employed also by dormitories, namely one counsellor for a dormitory with 20 or more educational groups. One counsellor is employed by every elementary school providing a modified programme for children with special needs in at least 10 classes, while at least two counsellors work in the special institutions for children with special needs.

According to the latest data (1999), educational institutions employ 235 psychologists, 555 educationalists, special education teachers, and social educationalists, and 234 social workers.

The counselling service in Slovenian public schools has from the very beginning (in the 50’s and 60’s) operated as an "internal" professional service of the school. Although it maintains contacts with experts from corresponding external institutions, it remains within the bounds of the educational institution whose integral part it is. In this way it is able to respond faster and more efficiently to the needs of the school.

Of great significance for the counselling service is the latest curricular reform in the Republic of Slovenia (1997–1999): a group of university experts and expert practitioners, with representation from all professional counselling profiles has prepared, in close co-operation with counsellors in teachers' circles (in accordance with the general methodology of curricular reform), the first national curricular document for the work of counselling services in pre-school institutions, schools and dormitories. The Programme Guidelines for the Work of the Counselling Service (or Programme Guidelines in short) were approved by the Council of Experts of the Republic of Slovenia for General Education (1999).
The Programme Guidelines address three levels (in three documents): the level of pre-school institutions, the level of elementary schools, and the level of gimnazije, short-term and secondary vocational schools, secondary technical schools, and dormitories. The guidelines present nine fundamental principles of counselling (the principle of professionalism and in-service training; the principle of professional autonomy; the principle of interdisciplinarity, professional co-operation and networking; the principle of topicality; the principle of development orientation; the principle of flexible balance between the basic types of activities of the counselling service; the principle of a comprehensive approach; the principle of co-operation in a counselling relationship; the principle of self-evaluation) and the basic types of activities performed by the counselling service (support activities, development and prevention, and planning and evaluation). The general part is common to all three documents and all three levels and is followed by the more specific part focusing on the basic areas of counselling. Because of their specific character, the division into the basic areas is different for individual levels. For the counselling service in pre-school institutions the following division of work has been adopted: counselling work with children; pre-school teachers and their assistants; parents, guardians, and families; the management of pre-school institutions; external institutions. For the counselling service in the elementary school, a similar division is effected within the six basic areas of life and work in school, namely: learning and teaching; school culture, education, atmosphere, order; physical, personal (cognitive and emotional), and social development; schooling; vocational orientation; social and economic hardship. For the counselling service at the secondary level, the following division was found to be the most useful: planning, monitoring, and evaluation of school work and the work of school counselling service; development and analytical tasks; guidance work with students; with teachers; with parents; in-service training, preparation of materials and other; preparation for counselling work; documenting counselling work.

A team of professionals is preparing an adaptation of the Programme Guidelines for work with children and youth with special needs.

Direct professional support is provided for the implementation of Programme Guidelines and its monitoring by the National Education Institute (Zavod Republike Slovenije za šolstvo). The wider (strategic and development) co-ordination of counselling work is provided by the Education Development Unit (Urad za šolstvo).

### 2.2.6. In-service teacher training

The beginnings of the in-service training system date back to the 1980's. A major shift occurred at the beginning of 1990's, when in-service teacher training became part of the teacher promotion system. The promotion system stimulates teachers and other educators to continually participate in in-service training.

Teachers can be promoted to three ranks designated by the title of teacher-mentor, teacher-adviser and teacher-councillor. To be promoted to a higher rank teachers should submit a proof of successful participation in a certain number of in-service training courses, in addition to proofs of professional accomplishments (for example, participation in curriculum planning or international projects).

There are various forms of in-service training provision: teachers' circles, thematic conferences, licensing courses, contracted and off-the-shelf training courses.

Teachers' circles are a form of teachers' professional co-operation and education. All Slovenian teachers are grouped locally into 30-member teachers' circles by disciplines. They meet three times a year to discuss topical issues in their subject fields. Each group is chaired by one of the teachers.
The programme of training is planned in cooperation with the advisers of the competent public centre (e.g. the National Education Institute, the Centre for Vocational Education and Training). During the reform, a part of the meetings was reserved for the discussion of the problems concerning the subject curriculum development. Their work is financed by the Ministry of Education, Science and Sport. Training is provided by teachers themselves and advisers from public centres.

**Thematic teacher conferences** are a form of training provided for all the staff members of individual schools. When a common need for dealing with a problem is identified by school, outside experts are invited to explain the issue and moderate the discussion. This form of education facilitates topic-oriented professional development of the entire staff. It is an important form of preparing teachers for new curricular developments.

**Licensing courses** are a form of post-graduate studies to obtain a license for teaching a third or a fourth subject. They are provided by faculties. Up to 75% of the costs are covered by the ministry, the rest by participants themselves.

*Licensing courses include also postgraduate teacher training modules.* Postgraduate teacher training modules are provided by the same faculty from which teachers have graduated. They add up to over 300 hours and are directly related to the introduction of new curricula. The modules were conceived together with the new legislation (in 1994). The need for this type of education was identified by subject curricular commissions while they were preparing new syllabi. It is compulsory for teachers in the first grade of the new nine-year elementary school, regardless of whether they possess a degree in pre-school or class teaching. It is also compulsory for teachers of certain subjects and some other educators.

The introduction of changes into elementary school curriculum and the initiation of early language learning resulted in a need for language training for teachers at the class level to enable them to teach foreign languages. Such training has been developed by both faculties offering education studies for class-level teachers.

**Other training courses** are either contracted by the ministry and tailored to the requirements of the new syllabi or offered by providers on the market. The former are financed by the ministry in full (because their provision is a matter of the ministry's interest, e.g. courses related to the implementation of a new curriculum), while the ministry's financial contribution for the latter amounts to up to 80%. They are provided by faculties, public centres, schools, pre-school institutions, dormitories for secondary school students, societies and associations, institutes, training centres, and private providers. Priority is given to courses aimed at transferring the experience gained in the introduction of innovation projects and courses supporting the educational reform. Courses are selected on the basis of a public tender issued by the Ministry of Education, Science and Sport every year. The bidders must meet the following requirements: they must be registered as education providers, possess suitable premises and equipment, employ properly qualified teachers, and possess references in the field in which they offer training courses. The requirements are rather strict but they nevertheless make it possible for a variety of organisations, some of which are not engaged exclusively in educational activities, to become part of the in-service training provision.

Courses are selected by a number of experts (teachers, university professors). They are presented in a special catalogue, showing the percentage of funding provided from the state budget and the number of points counted towards teachers' promotion.

Experts evaluating and selecting the courses must be professionally competent, they must have no personal interest in the provision of individual courses, and must strictly apply the selection criteria.
The concept of in-service teacher training is developed by a professional body called the Programme Committee for In-Service Teacher Training, which consists of 15 members from various institutions, schools, faculties, the ministry, and trade unions. Administrative and other support is provided by an office employing eight specialists from various disciplines. Most of them are educators.

In the past three years the programmes carried out have been evaluated in detail. The evaluation served as the basis for improving the in-service training concept. It has been stated that:

- recently the provision of courses has greatly exceeded the number of educators;
- on the average every teacher could participate in a contracted or off-the-shelf course for 20 to 25 participants once a year and in three teachers' circle meetings given over to training;
- the number of various providers is growing, which has resulted in the development of different training forms and methods, a variety of courses, and a higher quality of training provision;
- the motive for participation in almost half of the participants is their personal desire for knowledge and skills. They are equally motivated by job-related needs and the desire to exchange experiences with their colleagues. A good 7% of participants were sent to training by the management. Only 4% of them admitted that promotion was the most important or second most important motive for participation.

At the UNESCO international conference in Geneva, Slovenia was selected as one of the five countries to prepare a report on the application the recommendation concerning the status of teachers and the teachers' role in building the culture of peace.

The premises for the recognition of the teachers' role in the internationalisation of education were established by the UNESCO World Conference on the changed role of teachers in the contemporary world and the Council of Europe projects in the field of in-service teacher training.

The system of a continuing professional development of teachers, which is based on the basic principles of human resource development, should provide knowledge and skills that will facilitate our equal participation in the Europe of knowledge. Information and communication skills, foreign language proficiency, and managerial skills seem to be the most important.

Teachers join various professional and other associations. Slovenian teachers are most active in AEDE (Association Europeene des Enseignants) and the Education International, which is a worldwide educators' federation with 23 million members in 149 countries and autonomous regions. Its role as a partner to governmental organisations in designing common starting points for the development of education is increasing. It is also important in transposing the latest educational trends to Slovenia.

2.2.7. Share of pupils advancing to the next level

The share of elementary school pupils continuing their education at the secondary level amounts to 98%.

The share of pupils and apprentices continuing their education in technical education programmes after completing a vocational school has been increasing every year and amounts to more than 40%.

2.2.8. Comparability of knowledge at the international level
2.2.8.1. International test results – results of IEA studies for Slovenia

1989 – The Secondary International Mathematics Study (SIMS) was carried out a few years after its first international implementation as the first study to be carried out in Slovenia after it had joined the IEA. The results have shown that
- Slovenian students in the senior years of natural science and mathematics programmes in career-oriented education ranked 6th in mathematics among 17 countries, after Hong Kong, Japan, Great Britain, Finland, and Sweden;
- Slovenian secondary school students in the last year of natural science and mathematics programmes achieved the average results of students from other countries in mathematics-oriented programmes;
- Slovenian secondary school students in other programmes scored far below the international average, ranking last among 17 school systems;
- the highest score was achieved in algebra, sets, and relations, and the lowest score in geometry.

1992 – Reading Literacy (RL) was verified in grades 3 and 8 of elementary school. The results have shown that
- in overall reading skills the eighth-graders ranked 11th among 31 countries, and third-graders ranked 20th among 27 countries;
- Slovenian pupils achieved the highest score in reading narratives (14th place for third-graders and 7th place for eighth-graders), scored lower in reading graphic messages (17th place for third-graders and 9th place for eighth-graders), and achieved the lowest score in reading explanations (20th place for third-graders and 11th place for eighth-graders);
- by far the best results were achieved by Finland followed by France, Sweden, New Zealand, Hungary, Iceland, Switzerland and pupils from Hong Kong, the USA, and Singapore.

1992 – The COMPED (Computers in Education) study involved 7 states at the level of 3rd grade of secondary school and focused on determining the knowledge of computer concepts, use of the computer, and operation of computer programmes. The results for Slovenia were similar to those for the USA in terms of the share of the best, mediocre, and poor pupils, worse than those for Austria and Latvia and better than the results for Bulgaria, Japan and India.

1995 – TIMSS 95 (Third International Mathematics and Science Study) involved pupils in grades 3, 4, 7, and 8 of elementary school and the last year of secondary school. The results have shown that
- Slovenian third-graders ranked 8th and fourth-graders 7th in mathematics among 24 countries and were preceded only by their peers from Korea, Hong Kong, Japan, and the Czech Republic and that the third- and fourth-graders achieved average results and ranked 11th in natural science, whilst Korea, Japan, the USA, Austria, and Australia ranked better;
- Slovenian seventh-graders ranked 16th among 41 countries and eighth-graders ranked 10th in mathematics; in natural science the seventh-graders ranked 6th and eighth-graders ranked 7th among peers from other countries; better results were achieved by Singapore, Korea, the Czech Republic, and Japan; Slovenian pupils scored highest in biology and lowest in chemistry and scored highest in dealing with data and lowest in algebra;
- Slovenian students in general secondary schools ranked 11th among 21 countries in general knowledge of mathematics and natural science, graduating students ranked 11th in mathematics among 16 countries and students preparing to graduate in physics ranked 5th among 16 countries;
- the top 10% of Slovenian graduates in mathematics and physics ranked first among groups of the best 10% of students from other countries.
1998 – SITES (Second Information Technology in Education Study) involved available technology and its use at the level of elementary and secondary schools. Among 26 countries Slovenia’s schools were found to be well equipped. The attitude towards the use of technologies shows that a more modern approach in education is being adopted with emphasis on the preparation of pupils for lifelong learning in the information age as well as the use of traditional educational practices. However, the introduction of technology in the Slovenian curriculum is still at the initial stage.

1999 – TIMSS 99 (Third International Mathematics and Science Study), a repetition of the previous TIMSS study on the elementary school population. The results have shown that
- Slovenian pupils ranked 13th in science among 38 countries and 11th in mathematics;
- they scored highest in data presentation and lowest in geometry, highest in the knowledge of Earth and lowest in chemistry;
- the results for Slovenia have remained unchanged after 4 years; however, as a state, Slovenia moved from the group of countries with above average results in 1995 for eighth-graders to the group of countries with average results in 1999, the place it occupied in 1995 with respect to fourth-graders.

2.2.8.2. Participation in international co-operation, education and research

At a time when many events and problems have become interrelated and part of a larger context, Slovenian educators are fully aware of the necessity of networking, comparability and compatibility, and adoption of international standards necessary for equal participation in new currents and processes.

Recently, at least three basic reasons have been identified in Slovenia in support of the expansion and promotion of international co-operation in the field of education. The first two reasons are internal and closely interrelated: firstly, the creation of an independent Slovenian state and, secondly, the conceptual and legislative changes throughout the education system, which have taken place in the last few years. The third, external, reason is the new geopolitical structure of Europe and certain processes which have existed in Europe for almost the entire post-war period and have intensified in the last decade. These processes provide the basis for strategic shifts in the philosophy of international co-operation which has been marked by a shift from the individual to inter-institutional co-operation and from bilateral to multilateral co-operation in Europe and elsewhere in the last decade. This shift has begun to dissolve the national borders in education and has helped to build a new "international educational area", which, however, must not gravitate towards harmonisation or standardisation, but must follow the synergetic lines from bottom up, which means that comparability rests primarily on the quality of co-operation.

Slovenia has successfully adapted to these trends and joined all forms of international co-operation in education: bilateral, regional, and multilateral co-operation at the individual, institutional, and governmental levels.

Slovenia has placed special significance on co-operation with the neighbouring countries, on the education of "Slovenians abroad", that is, members of the Slovenian national minority in the neighbouring countries, Slovenian emigrants, and migrant workers.

Since 1992, more than 30 international bilateral agreements have been signed by Slovenia on education, culture, and science, more than 20 programmes and some protocols. These documents pave the way for an easier and more efficient co-operation of Slovenia with the greater part of European and some non-European countries at all levels and in all areas of education. In particular,
the various forms of direct links and exchanges, from secondary school students, university students to teachers, professors, and experts have been encouraged.

At the regional level, which is becoming an indispensable and complementary part of bilateral as well as multilateral co-operation, school links and exchanges should be singled out, in particular CEEPUS, a successful Central European Exchange Programme for University Studies, promoting academic mobility, which Slovenia joined at its very inception (1995).

Besides, Slovenia actively participated in the Tempus programme. At the end of 1997, most Slovenian higher education institutions were included in the programme, participating in 65 projects. 417 grants were awarded to Slovenian students for their studies at universities and other institutions in the European Union Member States, and some small-scale exchange programmes for young researchers and some complementary activities were funded. More precisely, Slovenian institutions participated in 3 complementary measures projects and 21 Joint European Projects in 1997. In April 1999, the programme was extended for the third time, until the year 2006 (Tempus III). Nevertheless, as a result of being granted the status of an EU candidate country, Slovenia can no longer benefit from the Tempus programme. It is, however, eligible to participate fully in the Community programmes such as Socrates and Leonardo.

Slovenia is also very active in the Stability Pact for South-Eastern Europe, in particular in the Task Force Education and Youth – Enhanced Graz Process. Combining its experience in educational reform and the knowledge of the region, it is able to provide assistance to reforms of other school systems for the purposes of establishing stability and democracy.

Currently, special emphasis in the field of education is placed on multilateral co-operation, transcending the two other forms of co-operation, in particular by adopting the basic goals consisting of building the above mentioned synergies, enhancing comparability and creating a common educational area.

Since 1992, Slovenia has been active in education projects initiated by the Council of Europe: Education for Democratic Citizenship, Learning and Teaching about the History of Europe in the 20th century, Modern Languages, Learning and Teaching in the Communication Society, Educational Strategies for Social Cohesion and Democratic Security, Education of Roma/Gypsies, in-service training programmes for educational staff, school links and exchanges, and the competition "Europe at School".

Slovenia has also actively participated in UNESCO programmes which have a broader, more basic, and global scope providing for lifelong learning and "education for all". In Slovenia, the Associated Schools Project Network (ASP) is active. The network includes 29 institutions: 1 pre-school institution, 18 elementary schools, 9 secondary schools, and 1 dormitory. Schools take part in international projects and every year a one-week international meeting is held in Piran. A brochure has been published by UNESCO and sent to all the countries.

A significant step towards intensifying international co-operation was made by joining the European Union programmes. The current period signifies for Slovenia a transition from what is named "assistance" programmes, which the European Union had previously intended for the Central and East European countries, to co-operation on a more equal footing in three major programmes, SOCRATES for the field of education, LEONARDO for the field of vocational and technical training, and Youth. In 1999, Slovenia joined the first generation of programmes and in 2000 the second generation.
All three programmes are very diverse and multi-layered and encompass the political and strategic levels and the level of teachers and pupils, which is considered as particularly important.

The basic philosophy, which has recently so unequivocally imposed co-operation in the field of education, vocational and technical training, and youth in Europe, is founded on the recognition that education and training are one of the basic issues of European economic, social, and cultural development. Two basic goals have encouraged greater co-operation in education, vocational and technical training, and youth: the integration processes and the need for quality and comparability of education and training of the workforce and citizens ready to engage in active European citizenship.

Schools are expected to fulfil two aims: to encourage the confidence of young people in their regional and national identity and at the same time develop their awareness of belonging to a broader, open European community, and to transmit their knowledge and skills to enhance Europe’s competitiveness in the world market.

Slovenia realised that this is a process and that synergies in education will be set up primarily thanks to enhanced international co-operation, developed through networking, joint programmes and projects and will be based on common databases and on the mobility of pupils, students, and teachers. The quality of this co-operation is a requirement for achieving comparability of knowledge, skills, and values, which in turn provides the basis for successful linking and participation in the broader development process.

It is estimated that in the next few years important changes in academic mobility in Slovenia (mobility of students and professors) will take place and that international co-operation in vocational and technical education and training will be stepped up. The key areas on which comparability in Europe will be built and which will consequently change and enrich the national educational development are: lifelong learning, new information and communication technologies, education for democratic citizenship, foreign language learning – together with the provision of quality in education.

Different forms of international co-operation are offered by the Ministry of Education, Science and Sport and by the Office for EU Programmes, the National Education Institute (Zavod Republike Slovenije za šolstvo), the Centre for Vocational Education and Training (Center za poklicno izobraževanje), the Slovenian Adult Education Centre (Andragoški center Slovenije) and other public institutions in the field of education. The Educational Research Institute also actively participates in international research projects.
2.3. Equal educational opportunities

2.3.1. Equal educational opportunities for both sexes

2.3.1.1. Equal educational opportunities for both sexes in the curricular reform

Equal educational opportunities for both sexes have been one of the principles of the curricular reform in Slovenia. They are one of the proclaimed educational aims specified by law (see Chapter III.1.1.) and included in the guidelines for the introduction of concrete changes in programmes and curricula.

In drafting the programmes and curricula, the commissions had to:

- systematically incorporate the contents and topics relating to the differences between the sexes in the subject area (special attention had to be paid to the history curriculum and the issue of the absence of women from the history of mankind and from the teaching of history);
- draft suitable recommendations for the writing of textbooks, manuals, and didactic tools from the point of view of content, language, illustration, exercise, etc. (e.g., ensure equal representation of male and female identification figures);
- elaborate a standardised procedure for verifying how these recommendations were taken into account;
- provide, within the cross-curricular theme of educational and vocational information, non-traditional models for the choice of an educational pathway and vocation;
- organise, in accordance with didactic recommendations, regular discussion groups and instruction, also in single sex groups, promote writing about the topic of gender roles and stereotypes, sexual harassment, violence, etc.;
- provide systematic information for parents and the public and alert them to the issue of gender-specific education;
- examine potential topics for in-service training of teachers and counsellors;
- in all documents, stress the importance of individuality, respect for privacy, and the feeling of intimacy, enable otherness and choice, promote tolerance, solidarity, and multiculturalism (and indirectly discard stereotypes), take into account the individual and group differences and provide the conditions for expression of these differences, develop critical thinking and resist the ideological, political, religious and similar pressures, and introduce the possibility of different perceptions of the same thing or event.

2.3.1.2. Educational attainment in the Republic of Slovenia with regard to sex


<table>
<thead>
<tr>
<th>Year</th>
<th>No educational qualification</th>
<th>Up to 7 grades of elementary school</th>
<th>Elementary school</th>
<th>Secondary schools</th>
<th>2-year post-secondary education</th>
<th>Higher education</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>Men 2.0</td>
<td>53.9</td>
<td>16.3</td>
<td>24.5</td>
<td>0.7</td>
<td>2.1</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Women 2.3</td>
<td>62.1</td>
<td>22.6</td>
<td>11.7</td>
<td>0.3</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>1971</td>
<td>Men 1.2</td>
<td>28.3</td>
<td>32.5</td>
<td>32.7</td>
<td>1.6</td>
<td>3.1</td>
<td>0.6</td>
</tr>
<tr>
<td></td>
<td>Women 1.5</td>
<td>28.7</td>
<td>48.5</td>
<td>18.6</td>
<td>1.1</td>
<td>1.1</td>
<td>0.5</td>
</tr>
<tr>
<td>1981</td>
<td>Men 1.3</td>
<td>22.1</td>
<td>25.7</td>
<td>42.5</td>
<td>2.9</td>
<td>4.4</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>Women 1.5</td>
<td>26.8</td>
<td>38.7</td>
<td>27.3</td>
<td>2.7</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>1991</td>
<td>Men 0.5</td>
<td>15.2</td>
<td>23.7</td>
<td>49.6</td>
<td>4.2</td>
<td>5.4</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Women 0.8</td>
<td>17.6</td>
<td>35.5</td>
<td>36.6</td>
<td>4.9</td>
<td>3.3</td>
<td>1.3</td>
</tr>
</tbody>
</table>

The table shows that the overall level of education continues to rise and that in general men stay in education longer than women.
2.3.1.3. Performance of boys and girls in compulsory education in mathematics and natural sciences


In the eighth grade no statistically significant differences were found between the average achievements of boys and girls in mathematics (in 1995 and in 1999). In 1999, no differences were found in the percentage of girls and boys scoring in the top quarter and half. No differences were found among girls and boys in their achievement in specific content areas nor in their positive attitude towards mathematics. There has been no change in the trend since 1995. These results differ from the international average where statistical data show that boys score higher than girls, in particular in the area of fractions, numbers and measurements, and where a higher percentage of boys exhibit a positive attitude towards mathematics.

In 1999, statistically higher results were achieved in natural science subjects in the eighth grade by boys than by girls. The difference between the sexes, however, has decreased since 1995. The average achievement of girls in 1999 remained at the same level, whilst the average achievement of boys decreased. In 1999, the percentage of boys scoring in the upper quarter and upper half was higher than that of the girls. There were no statistically significant differences among boys and girls in specific subject areas of natural science. Girls scored higher in positive attitude towards learning biology; in physics this percentage was higher for boys, whilst in chemistry the percentages between boys and girls did not differ. These trends have remained unchanged since 1995. Although Slovenian results were similar to international, the international average achievement of girls in 1999, compared to 1995, statistically increased (even though it remained lower than that of boys). Boys in comparison to girls showed more advanced knowledge of Earth, physics, chemistry and environmental issues, and a higher percentage of boys had a positive attitude towards chemistry.

Research results have shown no significant differences between Slovenian girls and boys in mathematics and the positive attitude towards mathematics; in natural science the achievements of boys were statistically higher. The difference between boys and girls has been decreasing. Boys expressed a more positive attitude towards chemistry and physics and the girls towards biology.

2.3.2. Equal educational opportunities with regard to age

In adult education, which has a significant developmental role, the expectations will only be met by implementing the concept and strategy of lifelong learning for all. According to this concept, the education of youth and adults is complementary, which means that the opportunities for learning are equally and efficiently distributed among the population.

People with different characteristics do not have equal opportunities for education and learning, in particular in adult education, either because these opportunities are not available to them or they cannot make use of them. The differences emerging among age groups in terms of participation in education may not be explained only with age. At least two other factors must be taken into account, namely the impact of education and the funding sources for education.

Data gathered at the end of 1998 show that the participation of adults in various forms of learning changes in individual life periods. The most active is the age group between 26 and 40. The number of participants over 40 decreases greatly.
Most educational measures target the younger generation in Slovenia, resulting in poor access of older citizens to education. Similar trends are characteristic also of some other countries. A comparison of OECD countries has shown that in most countries the share of participants in education slightly decreased with the increase in age, in particular after 55.

Analyses also show that low educational activity is to a large degree influenced by the level of education already attained. Raising the level of education also increases the rate of participation in education regardless of age. In view of the fact that the schooling of the older generations was shorter (in the age group between 55 and 64, only 26% completed secondary school), we can assume that the low level of education is the key factor affecting their participation in education. Since 1987, the share of the least educated actively involved in the educational process has further decreased whilst the share of the most educated increased.

Another factor significantly impacting the participation of adults in education is funding. Data show that 54% of the population under 25 (not counting full-time university and secondary school students) pay for their education themselves and only 16% receive funding from the state. Employers rarely cover the costs of education in this age group. In the age groups 26 to 40 and 41 to 60, employers cover the costs of education in more than two thirds of the cases. Education of the highest age group depends on budgetary funding. Participants from this age group seldom cover the costs of education themselves.

Employers most seldom financially support the education of those with the lowest qualifications. They provide funding only for 36% of the cases. On the other hand, employers cover almost three quarters of the costs of education of the most educated population. In about two thirds they also cover the costs of education for persons with short-term and secondary vocational education and secondary general and technical education. In other words, the better educated receive more financial assistance for adult-education programmes from their employers and those with the best education also from the state, whilst the least educated depend mostly on their own financial resources.

The analysis of accessibility of educational opportunities for adults has shown that they depend on the adult’s age and level of education. Adults in the age group from 26 to 40 with at least secondary education most often continue their studies. They are followed by younger adults between 16 and 25. Participation in adult education decreases dramatically after the age of 40 and is lower than the Slovenian average. After the age of 60 only few individuals take part in education. Education is better available to those adults who have completed at least secondary school as they also receive the most funding from their employers and the state.

2.3.3. Equal educational opportunities with regard to nationality

Education in areas where Slovenian nationals live together with the members of the Italian or Hungarian minority and which are classified as ethnically and linguistically mixed areas, is part of the uniform education system in the Republic of Slovenia. It is therefore upgraded and modified at the same time as the rest of the school system.

Modifications and curriculum reform of this segment of the education system took into account the results of research and development on education in ethnically and linguistically mixed regions (Dr Nečak and Dr Čok). The issues of language teaching have been researched in the framework of Tempus as well as other international projects. The intensive development of language teaching models in ethnically and linguistically mixed regions is reflected in ongoing search for better
educational pathways. The latest proposed instruction model for bilingual areas was discussed by the respective Council of Experts in May 2001.

2.3.3.1. Modified programmes and programmes in ethnically and linguistically mixed areas

Education in pre-school institutions and schools in ethnically and linguistically mixed areas is provided in accordance with the Constitution of the Republic of Slovenia, educational legislation, and the law regulating special educational rights of the Italian and the Hungarian ethnic minorities.

In the ethnically and linguistically mixed area of Prekmurje, bilingual pre-school institutions, elementary schools, and a secondary school with Slovenian and Hungarian as the languages of instruction are attended by the children from this area. Classes are mixed and the languages of instruction are Slovenian and Hungarian. In addition to their mother tongue, children of both minorities learn each other’s language and the history and culture of both nations.

In the ethnically and linguistically mixed area of Slovenian Istra, pre-school institutions, elementary schools, and secondary schools offer Slovenian or Italian as the languages of instruction. Pupils in schools where the language of instruction is Slovenian must learn Italian as the second language and children in schools with Italian as the language of instruction must learn Slovenian as the second language. They also learn about the history, culture, and natural heritage of both nations.

To achieve parity in the development of ethnic minorities and the Slovenian nation, the organisation and the education programmes for pre-school institutions and schools in ethnically mixed areas have been adapted in the following fields: educational aims, weekly schedules of subjects, syllabi, knowledge and examination catalogues, admission requirements, and programme implementation guidelines.

a. Bilingual education in the ethnically mixed area of Prekmurje

Bilingual pre-school institutions

In the area with Slovenian and Hungarian population, bilingual education begins in pre-school institutions where children are integrated into ethnically mixed classes. In addition to general aims, specific goals, like bilingual education and education for tolerance, are pursued.

From the age of five onwards all children attend pre-school institutions, because they provide free of charge compulsory two-year bilingual pre-primary classes, where children learn the elements of the other language, Slovenians Hungarian and Hungarians Slovenian.

Following the two-year pre-primary classes, children normally enrol in bilingual elementary schools.

Bilingual elementary schools

The education programme of the Slovenian elementary school also applies to the bilingual elementary school. In addition to the aims specified by educational legislation, bilingual elementary school programmes also contain goals which enhance the quality of life in the ethnically mixed area. They aim at the preservation and development of the linguistic and cultural identity of the Hungarian ethnic minority, promotion of intercultural communication and integration, and facilitate the understanding and co-existence of both nations.
In addition to specific goals, the weekly schedule of subjects and guidelines for the implementation of the education programme have been modified for bilingual elementary schools.

Syllabi and examination catalogues have been prepared for Hungarian as the mother tongue and as the second language and for Slovenian as the second language. Syllabi for social studies, history, geography, music, and fine arts have been supplemented and expanded with the goals and contents of the Hungarian national programme.

Bilingual Slovenian-Hungarian instruction is attended by the pupils of Slovenian, Hungarian and other nationalities in linguistically mixed classes. The Slovenian and Hungarian languages are the mother tongues of pupils and also the subjects and the languages of instruction. In instruction of all subjects, both languages are equal and used alternatively during instruction. The school upholds the different linguistic basis of pupils and uses different didactic and methodical means to achieve the common goals. Bilingual elementary schools prepare students for active communication in both languages. It thus lays the foundation for an equal treatment of both languages leading to equal opportunities for further schooling.

During the first stage of elementary school the instruction of the Slovenian and the Hungarian languages is carried out at two levels, as the mother tongue and as the second language. In other subjects, instruction is bilingual. In dealing with the subject matter, the Slovenian and the Hungarian languages are used interchangeably during instruction. Textbooks and other didactic materials are bilingual.

During the second stage, Slovenian is taught at one level with flexible differentiation in grades 5 and 6, and the Hungarian language at two levels, as the mother tongue and as the second language. In other subjects, Slovenian is used more often than during the first stage of elementary school. Only the basic content and the terminology are presented in both languages. Slovenian textbooks with the basic content in the Hungarian language are used. Textbooks and other didactic materials used for the study of Hungarian national topics are in Hungarian.

In all subjects, pupils may express themselves orally or in writing in their mother tongue or in the language of their choice.

For successful work in a bilingual elementary school it is important to ensure a regular supply of textbooks and didactic materials. For the instruction of the Hungarian language as the mother tongue, textbooks from Hungary approved by the Council of Experts of the Republic of Slovenia for General Education are used. Textbooks for Hungarian as the second language are the result of a joint effort of Hungarian authors and Slovenian teachers. For other subjects, bilingual textbooks or textbooks in Slovenian and textbooks with the core content in Hungarian are used. These textbooks give students basic disciplinary knowledge in the Hungarian language. Textbooks and other didactic materials used for the study of Hungarian national topics are in Hungarian.

Various forms of in-service teacher training are available in Slovenia and Hungary.

The network of bilingual elementary schools covers the entire ethnically and linguistically mixed area of Prekmurje where education programmes are carried out in two main, two single-site and six branch elementary schools.

Bilingual secondary school
After completing the bilingual elementary school, pupils may enrol in a bilingual secondary school in the town of Lendava.

The bilingual secondary school carries out a bilingual academic programme of general *gimnazija* and programmes in economics, mechanical engineering, and a three-year programme for shop assistants.

The basis for bilingual education programmes is provided by goals, the weekly schedule of subjects, curricula, knowledge and examination catalogues, which have been amended and supplemented for the purpose of implementing the specific objectives and tasks. Guidelines for the implementation of bilingual programmes have been prepared. Syllabi, knowledge and examination catalogues have been prepared for the Hungarian as the mother tongue and as the second language. Syllabi for history, geography, and art education have been supplemented and expanded with the goals and contents specified in the Hungarian national programme.

Slovenian is taught at one level and Hungarian at two levels, as the mother tongue and a second language. In other subjects, the instruction is carried out in the Slovenian and the Hungarian languages. The contents of the Hungarian history, geography, and art education are presented in Hungarian with the Slovenian terminology. In other subjects, the procedure is reversed: the contents are presented in the Slovenian language and the Hungarian terminology is provided.

The contents of the Slovenian and the Hungarian languages as the subject matter (e.g., literary theory, literary history, etc.) have been co-ordinated to avoid overlapping. Written assignments (papers, seminar papers, and reports) can be submitted in the mother tongue or in the language of choice.

Slovenian textbooks are used, while textbooks and other materials in the Hungarian language are available in the library. Textbooks from Hungary approved by the Council of Experts of the Republic of Slovenia for General Education are used for instruction of the Hungarian language.

b. Schools in ethnically and linguistically mixed area of Slovenian Istra

In the ethnically and linguistically mixed area of Slovenian Istra with Slovenian and Italian population, pre-school institutions, elementary and secondary schools provide education in Slovenian or Italian. To enhance equality between Slovenian and Italian nationals and develop and encourage mutual understanding, the learning of Italian as the second language is compulsory for Slovenian children from the pre-school institution to the end of secondary school. In this way children gain knowledge of the culture and history of the Italian minority. Slovenian as the second language is compulsory for the children of the Italian minority at all the above mentioned levels. They also learn about the Slovenian culture, and the history and culture of the Italian minority and the Italian nation.

Schools providing instruction in Slovenian

To implement the specific tasks of "education for co-existence" between Slovenians and the members of the Italian minority and to promote intercultural education, these schools have incorporated specific goals in addition to general ones in their programmes. Modified weekly schedules of subjects, implementation guidelines, additional textbooks, and systematic linguistic training of Italian language teachers have been provided.
In pre-school institutions, children are taught the basics of the Italian language as the second language twice a week during the pre-primary classes. In elementary school, Italian as the second language is taught two periods per week from grade 1 to 8. In secondary schools, the number of periods allocated to Italian as a second language varies.

Schools providing instruction in Italian

Members of the Italian minority in Slovenian Istra can attend pre-school institutions, elementary and secondary schools (general gimnazija and programmes in economics, entrepreneurship, and a three-year programme for shop assistants) with Italian as the language of instruction. To promote equality among Slovenian and Italian nationals and to develop and encourage mutual understanding, Italian-minority children learn Slovenian as the second language and about Slovenian culture and the history and culture of the Italian minority and the Italian nation at all levels, from the pre-school institution to the end of the secondary school.

Pre-school institutions

Pre-school institutions operate within elementary schools with Italian as the language of instruction. During the pre-primary classes, children learn Slovenian as the second language two periods per week.

Elementary schools with Italian as the language of instruction

The network of elementary schools providing instruction in Italian covers the entire ethnically and linguistically mixed area in Slovenian Istra. Education is provided in one single-site, two main elementary schools, and six branch elementary schools.

Instruction is provided in the Italian language. In addition to their mother tongue, pupils must learn Slovenian as the second language from grade one to eight. The Slovenian curriculum for elementary schools has been modified to include the goals supporting the quality of life in ethnically mixed areas. These goals stress the preservation and development of the linguistic and cultural identity of the members of the Italian minority, foster intercultural communication and integration, and promote understanding and co-existence among Slovenian and Italian nationals. Besides, the weekly schedule of subjects has been modified and implementation guidelines prepared.

Syllabi and knowledge catalogues for Italian as the mother tongue and Slovenian as the second language have been prepared. Syllabi for social studies, history, geography, music, and art education have been expanded to include the goals and the contents of the Italian national programme.

Secondary schools with Italian as the language of instruction

In Slovenian Istra there are three secondary schools with Italian as the language of instruction. The secondary schools of Koper and Piran implement the programme of general gimnazija, and the secondary vocational school in Izola the programme in economics, entrepreneurship, and a three-year programme for shop assistants.
Instruction is provided in Italian. Slovenian is compulsory as the second language from the first to the fourth grade.

The Slovenian curriculum has been modified to include the goals supporting the quality of life in ethnically mixed areas. These goals stress the preservation and development of the linguistic and cultural identity of the members of the Italian minority, foster intercultural communication and integration, and promote understanding and co-existence among Slovenian and Italian nationals.

Weekly schedules of subjects have likewise been modified. Syllabi, knowledge and examination catalogues for Italian as the mother tongue and Slovenian as the second language have been prepared. Syllabi for social studies, history, geography, music, and art education have been expanded to include the goals and the contents of the Italian national programme.

For successful educational practice in elementary and secondary schools, appropriate textbooks and other didactic materials are essential. For Italian as the mother tongue, textbooks from Italy approved by the Council of Experts of the Republic of Slovenia for General Education are used. In other subjects, translations of Slovenian textbooks or textbooks from Italy approved by the Council of Experts are used. The libraries hold a rich selection of textbooks and other literature in the Italian language.

In-service training for teachers is available in Slovenia and Italy.

c. Funding the educational provision for ethnic minorities in the Republic of Slovenia

The Ministry of Education, Science and Sport provides additional funding for the implementation of the principle "one language – one teacher" in bilingual pre-school institutions, which means that the classes in the first and the second age groups are staffed by two teachers six hours daily.

Furthermore, funds are provided for bilingual schools to cover additional costs relating to the bilingual instructions, in particular:

- costs of additional teaching aids,
- costs of education of staff in the country of origin,
- co-operation with schools and institutions in the country of origin.

Educators in bilingual pre-school institutions and schools receive a 20% bonus, and in pre-school institutions and schools with Italian as the language of instruction receive a 15% bonus on top of the basic pay.

Bilingual educational institutions and educational institutions with Italian as the language of instruction also receive funds for:

- the preparation of original textbooks required in particular for the instruction of the language of the environment and the translation of Slovenian textbooks,
- bilingual documentation and documentation in the language of the minority.

2.3.3.2. Special programmes for Romanies

Special standards and criteria apply to the formation of classes for Romany children. Thus the standard for the formation of an elementary school class attended by Romany children only is 16 pupils per class. If there are at least 3 Romany children in a mainstream class, the standard is 21 pupils per class. A pre-school Romany unit may be formed if at least 5 Romany children attend.
The Ministry of Education, Science and Sport covers a quarter of the programme costs for such classes (see Chapters III.2.2.2.1. and 2.2.2.2.). For schools attended by Romany pupils, the Ministry of Education, Science and Sport sponsors additional periods for work with these pupils in smaller groups. Romany pupils also attend after-school classes. Although some are intended for the Romanies only, most Romany children are mainstreamed.

The Ministry of Education, Science and Sport provides higher subsidies for school meals for half of the Romany pupils in a particular school. The Ministry also subsidises textbooks and workbooks for Romany pupils. The amount of SIT 1,100 per Romany pupil per month is provided by the Ministry for school requisites, transportation, and admission fees for cultural, science and sports activities, and similar.

a. Preparation of instructions for the implementation of the pre-school curriculum for Romany children

The attendance of pre-school institutions by the Romany children is most often accompanied by problems related to different cultural habits of Romany children, their irregular attendance, and the relatively poor co-operation of parents. In terms of educational activities, the children’s lack of knowledge of the Slovenian language and their difficulty in mastering it is the obstacle most frequently quoted by teachers. Children also exhibit poor concentration or short concentration spans and poor fine motor skills.

The contents of instructions were defined on the basis of these findings and the findings of an innovation project entitled Birds. The Birds project was carried out in the Romany pre-school institution called Ladybug in the town of Novo mesto with the support of the National Education Institute (Zavod Republike Slovenije za šolstvo)in the 1998/99 and 1999/2000 school years.

b. Instructions for the adaptation of the eight-year elementary school programme to the needs of the Romany pupils

In 1993, the Council of Experts of the Republic of Slovenia for General Education adopted a document entitled Instructions for the adaptation of the eight-year elementary school programme to the needs of the Romany pupils. The document was prepared by the National Education Institute (Zavod Republike Slovenije za šolstvo).

The document emphasises that the Romany children must be treated as children with different educational needs. In the introduction, teachers are advised to pay attention to their more or less deficient knowledge of the Slovenian language and to adequately adjust the education process to this fact. It is also emphasised that the special needs of Romany children are the result of their different material, social, and cultural conditions.

In the Instructions for the adaptation of the elementary school programme to the needs of the Romany children the substantive aspects are defined (educational goals in individual grades and subjects, taking into account the pace and the time necessary to master the subject matter), together with the special didactic recommendations, organisation, and standards.

The contents of the document focus on the Slovenian language and mathematics. It is recommended that Romany children should gradually learn more and more elements of the programme so that by the age of 10 at the latest they begin to follow the regular programme.
c. Instructions for the implementation of the nine-year elementary school programme

In 2000, the Council of Experts of the Republic of Slovenia for General Education adopted the revised document entitled *Instructions for the implementation of the nine-year elementary school programme for Romany pupils*. The document was prepared by the National Education Institute.

It is based on another document entitled *Information on the status of Romanies in the Republic of Slovenia* (source: Government of the Republic of Slovenia, Government Office for Nationalities, 1995), which takes into account the right of Romanies to use their language and to preserve and foster their cultural identity.

The document specifically emphasises that the development of the potential of Romany pupils must be facilitated, in particular in the areas for which the Romany have particular affinity. Individualised programmes or more flexible methods of work can be used to access their intrinsic knowledge and lifestyle and facilitate a more appropriate approach to learning.

The structure of this document is in keeping with the structure of the first document *Instructions for the adaptation of the eight-year elementary school programme to the needs of Romany pupils*. In this second document, however, the didactic and methodical approach is emphasised and not the lowering or adaptation of objectives. The same minimum attainment targets are compulsory for Romany pupils as for the children from other backgrounds.

Teachers, in collaboration with school counsellors, prepare individualised programmes of work for those Romany pupils who have problems with following the regular nine-year elementary school programme.

The document particularly emphasises the importance of co-operation with parents. The most successful form of co-operation with the parents of Romany children turned out to be teachers' or school counsellors' visits in the Romany settlement.

d. Workbooks for Romany pupils

In accordance with the *Instructions for the adaptation of the eight-year elementary school programme to the needs of Romany pupils*, fifteen workbooks have been prepared, among which workbooks for the Slovenian language, mathematics, and nature and social studies.

These workbooks were judged as necessary and adequate by teachers working with Romany pupils.

On the basis of teachers' opinion, workbooks for Romany pupils in the nine-year elementary school are being prepared.

2.3.3.3. International school and Slovenian language courses for foreigners

a. International School

The International School of Ljubljana was founded in November 1993. With the independence and international recognition of Slovenia, the number of foreign diplomatic and consular missions, and economic and other representatives in Ljubljana increased. Education and pre-school care were needed for the children of the staff. The language of instruction is English. In selecting the
providers their experience, adequate staff, and facilities were taken into account. As a result, the following institutions were selected:

- the pre-school institution VVZ Center Vrtec, Ljubljana,
- Danila Kumar Elementary School, Ljubljana, and
- Gimnazija Bežigrad, Ljubljana for secondary school level programmes.

The International School is intended for foreigners. As an exception, Slovenian citizens who have lived abroad for at least four years and plan to move abroad again may be admitted. The exceptions are decided upon by the Ministry of Education, Science and Sport.

When the International School was founded, the minister competent for education appointed a Co-ordination Committee to co-ordinate the relationships between the Ministry of Education, Science and Sport and parents, draft tuition fee proposals (for which the Minister's consent is needed every year) and co-ordinate other organisational, financial and substantive tasks. The head of the Organisational Unit of the International School, appointed by the Council of Gimnazija Bežigrad, is in charge of co-ordinating the overall programme of the International School.

b. Slovenian for Foreigners

The programme of Slovenian for Foreigners was introduced to meet the needs of foreigners for language courses in Slovenian. According to the data of the Centre for Slovenian as a Second/Foreign Language, at least 400 participants enrol every year in courses offered at the Faculty of Arts, and their numbers increase every year. Furthermore, several thousands of foreign citizens are preparing to take the test of the active knowledge of Slovenian (one of the documents required to obtain the Slovenian citizenship).

The programme of Slovenian for Foreigners targets those adults whose aim is to communicate in the Slovenian language, exchange experience with the Slovenian speakers and acquaint themselves with the cultural, social, economic, and political aspects of Slovenia. The programme is also intended for those who require a formal document testifying to their knowledge of the Slovenian language in order to be able to carry out their job, or those who want to enrol in one of Slovenian higher education institutions, or apply for Slovenian citizenship.

The main goal of the instruction of Slovenian as a second/foreign language is to improve the students’ ability to communicate in Slovenian. Course participants learn the language used by native speakers in everyday situations through simulation of various communication situations.

2.3.3.4. Enrolment of refugee children at the various levels of the education system

In the Republic of Slovenia the education of the refugee population first became relevant at the beginning of the war in Croatia. The children who escaped the war-torn region came to Slovenia as refugees and were integrated in the Slovenian school system. Upon returning home, they were reintegrated in the domestic school environment without major difficulties. When the war in Bosnia and Herzegovina (BiH) began in 1992, the situation was different due to a large number of refugees and, in particular, a large number of children and youth of compulsory school age.

a. Temporary refugees from Bosnia and Herzegovina – elementary school children

In accordance with the World Declaration on Education for All, the state is required to meet the basic learning needs of all children of compulsory school age, and thus also of refugees. At the time
only estimates of the number of refugees of school age were available, indicating that such a numerous refugee population could not be immediately integrated in the Slovenian school system due to a lack of facilities. It was decided in agreement with the representatives of BiH that the children would receive education in their mother tongue in accordance with a partially reduced national education programme of BiH. With this form of education it was possible to make the lives of refugee children in a foreign environment as little traumatic as possible. The drawback of this form of education, however, was that the pupils had fewer opportunities for inclusion in the Slovenian environment and had fewer contacts with their Slovenian peers.

Table 8: Network of schools providing the national curriculum of Bosnia and Herzegovina in the Republic of Slovenia

<table>
<thead>
<tr>
<th>School year</th>
<th>No. of municipalities</th>
<th>No. of schools</th>
<th>No. of pupils</th>
<th>No. of teachers</th>
<th>Overall performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992/93</td>
<td>45</td>
<td>55</td>
<td>5224</td>
<td>362</td>
<td>97 %</td>
</tr>
<tr>
<td>1993/94</td>
<td>32</td>
<td>32</td>
<td>3835</td>
<td>368</td>
<td>95 %</td>
</tr>
<tr>
<td>1994/95**</td>
<td>23</td>
<td>23</td>
<td>2267</td>
<td>307</td>
<td>94 %</td>
</tr>
<tr>
<td>1995/96</td>
<td>1*</td>
<td>1</td>
<td>101</td>
<td>19</td>
<td>98 %</td>
</tr>
</tbody>
</table>

* in the municipality of Postojna  
** in the school year 1994/95, 520 pupils – temporary refugees already attended Slovenian schools.

The above table reveals that the number of children and elementary schools has been reduced over the years in parallel with a reduction in the number of teachers.

In the first year, the education programme contained the complete number of hours for core subjects (mother tongue, foreign tongue, and mathematics) and fewer hours for other subjects. In the next years, the number of contact hours increased slowly and the Slovenian language teaching was made part of the education programme.

After three years, it became clear that this method of schooling had to be changed. The decreasing number of pupils made the formation of classes difficult. An increasing number of parents wanted to include their children in regular Slovenian schools. As a result, in 1995, the Ministry of Education, Science and Sport prepared a programme for integrating temporary refugee children in Slovenian elementary schools.

Table 9: Number of schools and pupils in Slovenian schools from 1996 to 2000

<table>
<thead>
<tr>
<th>School year</th>
<th>No. of Slovenian schools integrating pupils from BiH</th>
<th>No. of pupils</th>
<th>No. of pupils included in the analysis</th>
<th>Share of pupils advancing to a higher grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>120</td>
<td>520</td>
<td>377</td>
<td>89.3</td>
</tr>
<tr>
<td>1995/96</td>
<td>261</td>
<td>2848</td>
<td>1990</td>
<td>87</td>
</tr>
<tr>
<td>1996/97</td>
<td>234</td>
<td>1671</td>
<td>1430</td>
<td>88</td>
</tr>
<tr>
<td>1997/98</td>
<td>129</td>
<td>914</td>
<td>616</td>
<td>92</td>
</tr>
<tr>
<td>1998/99</td>
<td>126</td>
<td>582</td>
<td>455</td>
<td>96</td>
</tr>
<tr>
<td>1999/2000</td>
<td>106</td>
<td>475</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The data in the above table show that the number of children who came to Slovenia from BiH as refugees and who attend Slovenian schools has been decreasing every year. A percentage of the children returned home and a percentage moved to a third country.

Learning assistance was organised in schools to help these children to gain the knowledge required. It focused primarily on the Slovenian and foreign languages and mathematics. Learning assistance was provided by Slovenian and Bosnian teachers, most of whom worked in refugee centres. This
form of learning assistance was funded by foreign sponsors, but the pupils also had the opportunity to resort to learning assistance provided by elementary schools. A smaller percentage of children attended after-school classes. In the past three school years, learning assistance has also been organised by the Slovenian Philanthropy and the Society for Children and Parents Sezam.

Material aid to pupils:
- all pupils received free school snacks, and about 10% of them also received free lunch (those with health problems, in after-school classes, and neglected pupils);
- all pupils received free textbooks;
- workbooks and other teaching aids were partially reimbursed;
- free transportation was arranged;
- schools received additional funding for each pupil to cover for school activities (cultural events, sports, excursions).

b. Temporary refugees from Bosnia and Herzegovina – secondary school students

Those temporary refugees who wished to attend secondary schools found themselves in a more difficult situation than the children of compulsory school age. The transition demanded that the refugees not only learn the Slovenian language but also that they fill extensive knowledge gaps and master new subjects. Secondary schools could decide autonomously on whether to admit refugees to the number of places available.

In June 1995, the legal basis for the inclusion of the refugees in the Slovenian school system was provided by the "Agreement on the education of the citizens of the Republic of Bosnia and Herzegovina residing on the territory of the Republic of Slovenia as temporary refugees" concluded between the Ministry of Education, Science and Sport and the Government of the Republic of Bosnia and Herzegovina. The Agreement provided the legal basis for secondary school students, temporary refugees, to obtain a special certificate of completion. The certificate is issued by the educational institutions which educate temporary refugees. After passing the final or maturity examination, students obtain regular certificates of completed secondary school and may, provided they meet the requirements, continue their studies. Slovenia has thus made it possible for refugees to complete their education on an equal level as Slovenian students and to continue their studies under the conditions applicable to Slovenian citizens. BiH, on the other hand, assured their citizens that their schooling in Slovenia would be recognised should they return home prior to completing their education in Slovenia.

Table 10: Number of refugee students who completed schooling in the Republic of Slovenia from 1993 to 1999 and those enrolled in 1999/2000

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gimnazije</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year secondary schools</td>
<td>182</td>
<td>103</td>
<td>108</td>
<td>72</td>
<td>18</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3-year vocational schools</td>
<td>190</td>
<td>337</td>
<td>160</td>
<td>165</td>
<td>94</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>553</td>
<td>618</td>
<td>379</td>
<td>208</td>
<td>156</td>
<td>103</td>
</tr>
</tbody>
</table>

The following regular forms of annual aid are available: contribution for the purchase of school textbooks, payment of tuition fees to students in additional classes, payment to schools for providing learning assistance to refugee students and, in the school year 1997/98, payment of snacks and expenses related to cultural events and similar activities. Schools and/or teachers had the possibility to provide additional educational assistance to occasional students. The Ministry of Education, Science and Sport received the funds to cover the costs of this programme from the UNHCR. Individual schools organised learning assistance also with the help of Slovenian secondary school students. Most often assistance was provided for the Slovenian language, foreign
languages (English and Russian), and mathematics, and in certain vocational schools also for certain technical subjects. Learning assistance was also provided by other organisations and many volunteers.

c. Temporary refugees from Bosnia and Herzegovina – higher education students

The citizens of BiH were admitted to higher education studies without major problems until 1999 even though as foreign citizens they should have been required to pay tuition fees. Despite the large numbers of students, free education was made possible thanks to the study assistance provided by the Ministry of Education, Science and Sport for these students as grantees of the Republic of Slovenia. From 1993 to 1995, students from BiH regardless of their formal status of residence could enrol in higher education institutions without paying the tuition fee also thanks to the aid of the Slovenian Philanthropy, the UNHCR and the Open Society Institute. Many higher education institutions also exempted them from the payment of tuition fees on their own initiative.

The Ministry of Science and Technology provided grants for the citizens of BiH pursuing postgraduate studies in the Republic of Slovenia. In the 1998/99 academic year, the Ministry of Economic Relations and Development in conjunction with the Ministry of Education, Science and Sport increased the scope of learning assistance to the students from BiH. The funds intended for this population have been provided from the funds allocated by the Republic of Slovenia to BiH for reconstruction.

d. Refugees from Kosovo

From the beginning of the school year 1998/99 refugees from Kosovo have been enrolling in Slovenian elementary schools. The Ministry of Education, Science and Sport began to collect data on the number of school age children from Kosovo and to prepare uniform starting points for work with the refugees in elementary schools: the programme of learning assistance and the learning of the Slovenian language, basic health checks, free snacks, and the provision of school requisites.

The Ministry of Education, Science and Sport prepared a project of organised learning assistance for these children, which also comprised teacher training and organised learning assistance for pupils. The programme also focused on the adjustment of pupils to the new environment and their acquaintance with a new set of behaviour patterns. Additional learning assistance was organised in all schools for these pupils – assistance of individual teachers who view work with these pupils as a professional challenge. Teachers received further training for this work in special courses. Individual learning assistance has been carried out with the aid of the Open Society Institute, the UNHCR, Slovenian Philanthropy and the National Commission for UNESCO.

2.3.3.5. Slovenian language and culture courses for Slovenian children living abroad

Approximately 500,000 Slovenians and their children live outside the borders of the Republic of Slovenia. They are either members of minorities in the neighbouring countries, migrant workers, or emigrants. Slovenia pays increasing attention to all three groups, in particular as regards the preservation of the Slovenian language, learning about Slovenian natural and cultural heritage and similar issues.

The initiative for this educational activity came from the Slovenian associations where such instruction was first provided.
Slovenian language and culture courses in West European countries were first introduced in Great Britain in 1962, in Belgium in 1966, and became more prominent in France, Denmark, the Federal Republic of Germany, Switzerland, Luxembourg, Sweden, and the Netherlands between 1966 and 1973.

The provision of Slovenian language and culture courses is usually based on international agreements. It is carried out in a way and within the scope agreed by the education authorities of the host country. In host European countries, however, political and statutory conditions for education of immigrant children, in particular those concerning instruction in their mother tongue, often change and are subject to the current policies.

Recently there has been a decrease in the number of pupils in the traditional destinations for migrant workers, as the immigration to these countries has ceased. Following the independence and the international recognition of Slovenia, there has been an increased interest in the learning of the Slovenian language among Slovenians in the territory of the former Yugoslavia.

In the 2000/2001 school year, Slovenian language and culture courses have been provided in 16 countries: Austria, Belgium, Bosnia and Herzegovina, the Czech Republic, France, Croatia, Liechtenstein, Hungary (for children of the detached personnel in Budapest), Macedonia, the Netherlands, the Russian Federation, Switzerland, Sweden, Great Britain, the Federal Republic of Germany, and the Federal Republic of Yugoslavia.

In language learning, more modern methods of instruction have been introduced. That is why the Ministry of Education, Science and Sport has organised and funded the Slovenian Language Summer School for nine consecutive years. Pupils of Slovenian origin from 7 to 17 years of age living abroad may attend a fourteen-day summer school of the Slovenian language in Slovenia. Each year, the school is in a different place with accommodation provided by peers and host families. Every day Slovenian language instruction is provided at a local elementary school. In this way the students learn the Slovenian language in an original environment.

Slovenian language instruction for Slovenians overseas (Australia, Argentina, the USA, Canada) is most often provided under the auspices of Slovenian associations or the Church.

### 2.3.4. Equal educational opportunities with regard to religious affiliation

Slovenia has laic public schooling. School autonomy is tied to the separation of state and church. Although confessional religious instruction has not been an integral part of the curriculum in public schools, possibilities have been provided for gaining acquaintance with world religions within other subjects (mother tongue, civics, ethics and society/civic education and ethics, sociology, philosophy, etc.). The nine-year elementary school must also provide an elective subject on religions and ethics.

The elective on religions and ethics offers the possibility for students to expand, supplement, differentiate, and challenge the knowledge gained on religions and ethics in compulsory and common subjects.

The elective does not presume that ethical issues must necessarily relate to the issue of religions nor does it limit the discussion of religions to ethical issues. "Ethics" addresses the moral dimension of human relationships and life (and should not be regarded as a special branch of philosophy). The treatment of religions should focus on their ethical values as the guiding force in human
relationships; whilst the treatment of human relationships and life issues should take into account religious and world views and their consequences.

The subject is intended for pupils who have a (Christian) religious upbringing at home and receive religious instruction through church, for affiliates of other religions, and for pupils who have no religious upbringing at home and no religious affiliation.

The instruction is not neutral with regard to the basic norms and values of ("civilised") human life and human co-existence in the modern, democratic society, the welfare state and the rule of law (to which the public school also belongs). School instruction helps to develop the competencies (knowledge, sensibility, judgement) necessary to uphold the values and norms as they are presented in the basic documents on human rights and recapitulated in the aims of the school reform. To achieve this aim, school instruction uses all means available which are, however, in compliance with these values, also implying a conscious commitment and example of the teachers. There are values and orientations inherent in Christianity and other world religions and traditional world views and ethics that affirm and support these particular values of human life and co-existence.

2.3.5. Equal educational opportunities for children with special needs

2.3.5.1. Discovery and work with gifted and talented pupils in compulsory education

At the end of the nineties a conceptual document for work with gifted pupils was adopted. The expression "discovery of gifted and talented pupils" is used to describe the entire process of recording and identifying gifted and talented pupils and obtaining parental opinion.

The concept of discovery and work with gifted and talented pupils is based on the modern concept of giftedness. Work with gifted and talented children is supposed to begin as early as possible, at first as internal differentiation in school and subsequently as internal and flexible differentiation, and, at the end of compulsory schooling, also as partial external differentiation.

Teachers, school counsellors, and parents are all involved in the discovery of gifted and talented pupils. If necessary, schools interconnect and also invite experts from other institutions. The discovery is, as a rule, carried out at each educational stage of compulsory schooling and is different for each stage. This should make sure that all gifted and talented pupils have an equal opportunity to be discovered.

In addition to timely discovery of gifted and talented pupils and organisation of different forms of work with them, the concept also involves an ongoing and comprehensive monitoring of the gifted and talented, in all personality traits.

Work with gifted and talented children is based on the following fundamental principles:
- broadening and deepening of the basic knowledge,
- accelerated progress through the learning process,
- development of creativity,
- use of higher forms of learning,
- use of learning through co-operation,
- taking into account special abilities and strong interests,
- taking into account individuality,
- enhancing self-reliance and responsibility,
- concern for a comprehensive personality development,
- variety of provisions and freedom of choice for pupils,
- introduction of mentoring relationship between pupils and teachers and other programme providers,
- taking care that gifted and talented pupils gain peer acceptance,
- providing the possibility for socialising with regard to their special needs and interests.

Care of gifted and talented pupils is part of the annual work programme and included in the mission of every school. The school administration is in charge of implementing the concept.

2.3.5.2. Concept of work with pupils with learning difficulties

New educational legislation (1996) mentions pupils with learning difficulties as a new category of children with special needs (also included are gifted and talented pupils). Pupils with learning difficulties are a very heterogeneous group of children with a variety of cognitive, social, emotional and other characteristics, experiencing greater learning difficulties than their peers. Schools are required to provide adequate methods of work and access to remedial classes and facilitate other forms of individual and group assistance by counsellors in close co-operation with the home-room teacher. These pupils attend regular schools and attain the same attainment targets as their peers. They do not belong to the category of children with special needs that need special placement.

A task force is preparing a concept of work with pupils with learning difficulties, the first national curricular document of this kind.

2.3.5.3. Education of children, youth and adults with special needs

Contrary to the pre-reform situation when special needs education was a parallel system, the educational reform imbedded this type of educational provision in mainstream education. This is in line with the Salamanca Statement and the Framework for Action on Special Needs Education, adopted in Salamanca, Spain, in 1994.

The adoption of new school legislation increased the possibilities for education of children with special needs. The **Placement of Children with Special Needs Act** in conjunction with the **Pre-school Institutions Act**, the **Elementary School Act**, the **Vocational and Technical Education Act** and the **Gimnazije Act** has improved the opportunities for the mainstreaming of these children if their mental and physical conditions enable them to achieve the minimum attainment target in individual programmes with the extra help provided.

The laws adopted, in particular the **Elementary School Act**, contain provisions defining the methods and forms of education of children with special needs at various educational levels.

The **Placement of Children with Special Needs Act** provides sufficient flexibility and identifies a variety of programmes for children with special needs allowing them to complete their schooling with adequate adjustment and additional assistance.

The Act sets forth the placement procedure and the ways and forms of educational provision. The Act introduces another important new element. Before the adoption of this Act, children, adolescents, and adults with special needs were placed into different institutions on the basis of a single examination and following a decision by a team of experts, whereas now placement is regarded as a process. The criteria for placement and the rights of individuals with special needs are also specified by law.
A commission was established to lay down the criteria for defining the types and levels of problems, impairments, and disabilities as well as standards and criteria for the provision of additional assistance to guarantee that the educational rights of individuals with special needs are respected.

In Slovenia, every child is entitled to education and given the opportunity to achieve and maintain an acceptable level of knowledge. With this, the requirements of the Salamanca Statement and the Framework for Action on Special Needs Education are met.

a. Education programmes for children, youth, and adults with special needs

Educational legislation and the *Placement of Children with Special Needs Act* envisage the following education programmes for children, youth, and adults:

**Programmes for pre-school children with special needs**
- Programmes of pre-school education with modified provision have been designed for children requiring modifications in work organisation, schedule, space organisation, special therapeutic accessories, didactic and methodological adaptations, and additional expert help inside or outside the group.
- Modified programmes for pre-school children are programmes for blind and partially sighted, deaf and hard-of-hearing, mentally disabled and physically impaired children demanding intensive interdisciplinary and multidisciplinary help. The programmes include additional contents needed for these children to successfully achieve the goals.

**Programmes for elementary school pupils with special needs**
- Elementary school education programmes with modified provision include pupils expected to achieve at least the minimum attainment target as prescribed by the programme. Modifications in work organisation, schedule, space organisation, special therapeutic accessories, didactic and methodological adaptations, modifications in knowledge assessment, a different pace of progress, and additional expert help inside or outside the class are necessary for these children to work successfully and achieve the objectives in spite of their special needs.
- Modified elementary school education programmes offer pupils with special needs an opportunity to achieve the same standard of education as their peers. They are intended for blind and partially sighted, deaf and hard-of-hearing, and physically impaired children who need intensive interdisciplinary and multidisciplinary help. Syllabi are designed according to the standards applying to programmes with modified provision.
- There is also a modified education programme that does not lead to the achievement of the same educational standard as mainstream programmes. It is intended for children with mild mental disabilities. The educational goals of this programme are comparable to those of the finished seventh grade of elementary school. Children can continue their education in non-demanding short-term vocational programmes.
- Special education programmes are intended for children with moderate to profound mental disabilities.
- There is also an education programme for pupils with behaviour and personality disturbances.

**Secondary school education for students with special needs**
- Education programmes with modified provision
- Modified education programmes give youth with special needs an opportunity to achieve an equal standard of education as their peers in mainstream programmes.
- Education programmes for students with mild mental retardation and students with behaviour and personality disturbances

(For explanation see the description of elementary school programmes.)
University education
- Mainstream study programmes

Adults with special needs have the right to participate in the above-mentioned types of programmes, provided in the framework of adult education.

Apart from these programmes, various other assistance and support programmes are provided.

According to educational legislation, children, youth, and adults with special needs are served by a variety of programmes. Furthermore, they have the right to individualised learning plans.

The Salamanca Statement on principles, policy, and practice in special needs education proclaims that:
- every child has unique characteristics, interests, abilities, and learning needs,
- education systems should be designed and education programmes implemented to take into account the wide diversity of these characteristics and needs.

In Slovenia, these requirements have been met by the provision of a whole range of different programmes for learners with special needs and a possibility for an individualised learning plan.

The Salamanca Statement furthermore declares that:
- those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Slovenian educational legislation has already been aligned with these principles. Their practical implementation will be gradual, starting in schools that fulfil all the conditions for the provision of inclusive education for children with special needs.
2.4. Society's role in the process of change

At the time of the curricular reform, particular attention was paid to the democratisation of processes and the creation of possibilities for the participation of all the interested parties in the process of change. Thus a public call for proposals was launched, in which 126 institutions (faculties, schools, societies, non-governmental organisations, and others) took part. Proposals for members of the curricular commissions were drafted. The curricular commissions, which were formally responsible for the preparation of proposals, were composed of 500 experts. Another 300 participated as reviewers, consultants, etc.

Furthermore, all Slovenian teachers were acquainted with the proposals and drafts of syllabi in teachers' circles. As many as 80% of them contributed their remarks and opinions to the drawing up of syllabi.

All meetings of curricular commissions, including the meetings of the National Curriculum Council, were public. Media reported regularly from the sessions of the National Curriculum Council. In the course of the reform, regular press conferences and expert panels were held.

Members of curricular commissions, for compulsory education, for example, held meetings with the representatives of local government, parents, and school representatives, to present to them the proposals of the reform of compulsory education.

Parents were also informed of intended changes through special publications.

2.4.1. Curriculum planning and the decision-making process

2.4.1.1. Pre-school curriculum

a. Curriculum planning and the decision-making process at the national level

Professional decision making in the area of education and professional assistance in decision making at the national level is the task of the Council of Experts of the Republic of Slovenia for General Education (see Chapter III.1.2.), which adopts pre-school programmes or curricula and gives its opinion on the adequacy of programmes provided by public and private pre-school institutions. For this purpose, the Council of Experts for General Education seeks the opinions of various institutions and experts (Commission for Pre-school Institutions within the Council of Experts for General Education, National Education Institute, Education Development Unit).

Applications for programmes based on special pedagogic principles, such as Steiner, Montessori and similar, must be accompanied by a certificate issued by a relevant international association.

The Council of Experts for General Education also gives its opinion on the projects to be implemented in pre-school institutions. If the opinion is positive, the projects may impact the curriculum.

b. Curriculum planning and decision making at the municipal level

Pre-school institutions are founded by municipalities. Moreover, municipalities are required to provide the conditions for the implementation of the curriculum in pre-school institutions.

Pre-school institution councils are composed of five representatives of the pre-school institution staff, three representatives of parents, and three representatives of the
municipality. The duties of the pre-school institution council consist of appointing and dismissing the head of the pre-school institution; adopting the development programme of the pre-school institution, the annual work plan, and the report on its realisation; approving the introduction of non-standard and other programmes; discussing the reports on educational issues; deciding the appeals concerning the rights, obligations, and responsibilities of the staff, complaints by parents concerning educational provision; and performing other tasks as provided by law and the founding act.

c. Curriculum planning and the process of decision making at the level of the pre-school institution

Work plans are prepared annually and adopted by the pre-school institution council. The activities of teachers are planned in accordance with this plan.

In the process of democratisation of the pre-school curriculum and removal of obstacles related to the hidden curriculum, special attention should be paid to the following principles: taking account of group differences with regard to sex, social, and cultural background, world view and other characteristics and the establishment of conditions for expressing these differences; taking account of the differences and multiculturalism at the level of the selection of contents, activities, and materials enabling children to gain experience and knowledge of the diversity of the world, people, objects, etc.; respect for the particularities of the environment, children, and parents; ensuring activities for the whole group, smaller groups and individually; and adequate complementation and integration of different types of activities (planned – spontaneous, group – individual activities, etc.).

d. Curriculum planning and the process of decision making at the level of parents

The parents have the right to participate in planning the life and work of the pre-school institutions and classes and to participate actively in educational activities in agreement with pre-school teachers. At the same time they must respect the professional autonomy of the pre-school institution.

For co-operation with parents to be as smooth as possible, parents must be informed of the programmes offered by the pre-school institution. They must receive a brochure containing the basic data on the pre-school institution and have the right to a continuous exchange of information and to discuss any issues with the pre-school teacher, assistant teacher, and the counselling service. They have the right to a gradual introduction of their child into the pre-school institution. The pre-school institution must provide ongoing and systematic information concerning their rights and responsibilities.

2.4.1.2. Elementary school education

a. Curriculum planning and the decision-making process at the state level

The national curriculum of compulsory education is developed at the state level. Its provision is assured by the state. It is defined by:
- its scope, that is the number of periods of the compulsory programme,
- a list of compulsory (common) subjects defined by the number of periods, objectives, and attainment targets,
- a list of possible electives defined by the number of periods, objectives, and attainment targets,
- the concept of work for home-room periods (under preparation), which is a mandatory element of the programme, and
- the mandatory provision of extended curriculum elements defined by their duration and goals.

Along with the extended curriculum, the state provides other support mechanisms for the provision of the national curriculum, the most important being:

- at the level of school services: school counsellors (see Chapter III.2.2.5.), school library (including the textbook holdings that are mandatory for public elementary schools), school cafeteria (taking care of school meals), a computer specialist to organise information services, a lab assistant for science subjects, etc.;
- in co-operation with independent providers: health care for pupils (mandatory medical check-ups for first-graders, check-ups every other year, vaccination), traffic safety course and cycling test, first aid course, vocational counselling, etc.
- at the level of modifications concerning implementation and contents: curricular documents for children with special needs, ethnic minorities, etc.

b. Curriculum planning and the decision-making process at the municipal level

Municipalities can supplement the compulsory education curriculum in the framework of extended curriculum activities, taking place in schools and centres for educational and extracurricular activities in addition to regular classes. Dependent on pupils' and parents' interests, they often provide additional foreign language courses and sports and other activities stimulating a healthy way of life.

c. Curriculum planning and decision-making process at the school level

Schools participate in curriculum planning by:
- selecting suitable electives from the list of possible ones,
- organising activity days,
- choosing textbooks (the school's textbook holdings),
- participating in projects and competitions at the level of schools, municipalities, regions, the state and internationally,
- organising various activities in the framework of the extended programme.

d. Curriculum planning and the decision-making process at the level of teachers

Teachers contribute to the curriculum planning by:
- selecting teaching contents and preparing teaching materials,
- selecting textbooks and additional teaching materials (because of mandatory textbook holdings, the teachers of the same class/profile are expected to reach an agreement in making their choice),
- selecting teaching methods, techniques, and pace, that is by individualising their approach.

e. Curriculum planning and the decision-making process at the level of pupils and their parents

Pupils and their parents plan pupils' personal curricula by:
- selecting the level of difficulty in subjects with internal and later external differentiation (Slovenian, mathematics, foreign languages: English or German);
- choosing the electives that can be taught for one, two or three years for 1 or 2 periods per week. In this way, pupils choose up to 9 subjects, which impact the scope of their personal curriculum. The latter can vary by two periods per week;
- participating in preparations for school competitions;
- participating in organised project work;
- participating in a variety of extended curriculum activities.

2.4.1.3. General education

a. Curriculum planning and the decision-making process at the state level

State-approved curricula are adopted by Minister in collaboration with the Council of Experts for General Education. The latter lays down the contents of the curriculum and proposes its general component.

The Council of Experts for General Education:
- determines weekly schedules of subjects and knowledge catalogues for the subjects taught at gimnazija and the matura course;
- determines examination catalogues for matura examinations;
- approves textbooks and teaching tools for general education subjects;
- verifies the equivalence of proficiency standards set forth for education programmes of private general secondary schools;
- accredits education programmes of private schools;
- proposes the curricula of gimnazija and matura courses for adoption by minister.

Framework documents underpinning the decisions of the Council of Experts are prepared by the National Education Institute.

b. Curriculum planning and the decision-making process at the school level

The programmes of general gimnazija offer a choice of languages to be chosen as a second and third foreign languages by students. German, English, French, and Italian are offered as second foreign languages. Furthermore, Spanish as another EU language is offered by some schools. Of other European languages, one school teaches Russian and one Hungarian. Latin can be offered as the third foreign language. Students in classical gimnazija can choose one modern language or Greek as the third foreign language. In the third and fourth grades, students have a choice of electives. Most of them opt for subjects they expect to sit at matura examinations.

In technical gimnazija, the number of periods earmarked for electives is slightly smaller than in general gimnazija. In technical gimnazija, electives should enable students to acquire in-depth knowledge in one of the engineering disciplines they are particularly interested in: electronics, computer science, mechanical engineering, civil engineering, agriculture, wood engineering, and microbiology. In business-oriented gimnazija, electives serve to orient students towards one of the economic fields (business informatics, history of economics, economic geography). When enrolling in the first grade of the art gimnazija, students select the orientation and the module within that orientation (if there is one).

Another component of the programmes of general and other gimnazije are optional activities. They differ from traditional school subjects in provision. Courses are listed in the Catalogue of Optional Activities, issued by the Slovenian National Education Institute or prepared by schools themselves. Schools can deliver courses themselves or in collaboration with independent providers. Optional activities give students an opportunity to acquire knowledge and skills according to their interests and desires, corresponding to their values and aims in life. Schools are highly autonomous in
providing optional activities. Normally they are delivered as multiple hour units. They are not the same as subjects. They neither replace in-class instruction nor are they detailed by syllabus.

Optional activities are divided into:
- contents that are compulsory for all students and
- contents that can be freely chosen by each student separately.

All students are required to take a certain number of hours of these contents. Schools themselves decide on the form and manner of their provision.

Choice is largest in general gimnazija, where periods allocated to electives and optional activities amount to 19% of all contact hours. In classical gimnazija their share is 15%, in technical 12%, in business-oriented 15%, in art gimnazija - music option 7 to 9%, in dance option 7%, and in fine arts option 11%. In all programmes, students have least choice in the first grade. Then the number of periods allocated to the learning contents of students' choice increases and is largest in the fourth grade.

c. Curriculum planning and the decision-making process at the level of individuals

Contents that can be freely chosen by each student separately: logic, religions and ethics, a field trip, camp, or similar, research methods, keyboard skills, voluntary social work, first aid, sports camps and out-of-school classes, learning to learn.

Schools are required to offer at least 15 hours of such contents. Contents chosen by a sufficient number of students, as stipulated by the criteria for the formation of groups, are actually carried out. This means that such contents are compulsory for schools but not for students. If students do not select the contents offered by school, they are required to choose some other activities listed in the Catalogue.

Provision of optional activities: Schools are responsible for the educational and organisational aspect of the provision of optional activities. They can decide to recognise certain activities even if they have not been organised by school.

Such activities include: classes in music school, organised sports and dance practice, choir singing, participation in some other art activity, foreign-language and computer courses or courses giving some other knowledge and skills, active participation in school interest groups and societies, regular attendance of theatrical and film performances and concerts (season tickets), research projects, traffic safety courses, coaching of hiking and scouts troops, knowledge competitions, organised volunteer social work, participation in clubs and societies (firefighting, environmental protection), or anything else approved by school.

2.4.1.4. Vocational and technical education

a. Curriculum planning and the decision-making process at the state level

The framework is determined by legislation and framework documents adopted during the curricular reform. The schedule is determined by annual work programmes of the Centre for Vocational Education and Training, which prepares and co-ordinates the preparation of most of the documents to be adopted by the Council of Experts for Technical and Vocational Education, consisting of experts nominated by employers, trade unions, and ministries. The Council adopts
special parts of all vocational and technical education curricula and submits the general parts of those curricula to the competent minister for adoption. It also discusses the catalogues of knowledge and skills attainment targets for occupational qualifications and proposes them to the minister competent for labour issues for adoption.

Syllabi for general education subjects are adopted by the Council of Experts for General Education.

b. Curriculum planning and the decision-making process at the level of social partners

Social partners participate in the preparation of all documents with the exception of knowledge catalogues for general education subjects. They participate in working groups preparing knowledge and examination catalogues for individual programmes. Prior to the adoption of curricula, discussions with social partners and the professional public are organised.

Examination catalogues for master craftsman, foreman, and shop manager examinations are normally prepared by competent chambers. Employers provide the practical training component of vocational education and training programmes within the apprenticeship scheme and assess the achievements of apprentices related to practical training at final examinations.

c. Curriculum planning and the decision-making process at the school level

Technical and vocational schools are partly independent in selecting optional subjects and interest activities. Evaluation results have shown that a higher level of independence should be granted to local stakeholders in linking schools with their social and working environment. Proposed changes in short-term and secondary vocational and technical curricula should lead to a closer co-operation and more active social partnership at local and regional levels.

d. Curriculum planning and the decision-making process at the level of individuals

Students can choose among several options when enrolling in an education programme. If enrolling in an apprenticeship programme, they choose the training site and the employer to conclude a contract with. There is a choice of electives and interest activities in the programme itself. In the course of studies, they make decisions regarding their career and further education, as almost all types of programmes enable graduates to pursue education at a higher level.
IV. STATISTICS

Some demographic and economic indicators, Slovenia, 1998

- Birth rate: 9.0-births/1,000 population (1998)
- Death rate: 9.6-deaths/1,000 population (1998)
- Emigrants: 3.4/1,000 population (1998)
- Immigrants: 2.3/1,000 population (1998)
- Infant mortality rate: 5.2 deaths/1,000 live births (1998)

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<td>0.4</td>
<td>-1.7</td>
<td>-0.7</td>
<td>-1.1</td>
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<tr>
<td>Natural increase - crude rate (per 1000 inhabitants)</td>
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<td>0.1</td>
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<td>Population of working age (15-64) in % of total</td>
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<td>69.4</td>
<td>69.4</td>
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<td>Female in % of working age population</td>
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<td>18.1</td>
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<tr>
<td>Population 65 years and more in % of total</td>
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<td>12.5</td>
<td>12.9</td>
<td>13.2</td>
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Population of Slovenia by age and gender as per 31 December 1998

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<td>12,500</td>
</tr>
<tr>
<td>90-94</td>
<td>4,797</td>
<td>1,079</td>
<td>3,718</td>
</tr>
<tr>
<td>95-99</td>
<td>668</td>
<td>147</td>
<td>521</td>
</tr>
<tr>
<td>100 and more</td>
<td>52</td>
<td>5</td>
<td>47</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,978,334</td>
<td>963,217</td>
<td>1,015,117</td>
</tr>
<tr>
<td>Year</td>
<td>LFS - Labour force (in 1000)</td>
<td>Activity rate (labour force in % of working age population, 15+)</td>
<td>Total employment (LFS, in 1000)</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1993</td>
<td>931.0</td>
<td>57.7</td>
<td>845.0</td>
</tr>
<tr>
<td>1994</td>
<td>936.0</td>
<td>57.6</td>
<td>851.0</td>
</tr>
<tr>
<td>1995</td>
<td>952.0</td>
<td>58.7</td>
<td>882.0</td>
</tr>
<tr>
<td>1996</td>
<td>946.0</td>
<td>57.6</td>
<td>878.0</td>
</tr>
<tr>
<td>1997</td>
<td>978.0</td>
<td>59.5</td>
<td>906.0</td>
</tr>
<tr>
<td>1998</td>
<td>978.0</td>
<td>59.4</td>
<td>900.5</td>
</tr>
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</table>

### Unemployment

<table>
<thead>
<tr>
<th>Year</th>
<th>LFS - Unemployment (in 1000) 2. Quart</th>
<th>LFS - Unemployment rate (unemployed % of labour force) - 2. Quart</th>
<th>LFS - Structure of unemployment - in % of unemployment females</th>
<th>Registered unemployment (in 1000), end of period</th>
<th>Annual change in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>85.0</td>
<td>9.1</td>
<td>42.3</td>
<td>120.3</td>
<td>-9.9</td>
</tr>
<tr>
<td>1994</td>
<td>85.0</td>
<td>9.0</td>
<td>43.5</td>
<td>130.6</td>
<td>2.7</td>
</tr>
<tr>
<td>1995</td>
<td>70.0</td>
<td>7.4</td>
<td>44.3</td>
<td>119.8</td>
<td>-1.8</td>
</tr>
<tr>
<td>1996</td>
<td>69.0</td>
<td>7.3</td>
<td>44.9</td>
<td>120.8</td>
<td>3.3</td>
</tr>
<tr>
<td>1997</td>
<td>69.0</td>
<td>7.1</td>
<td>48.6</td>
<td>124.2</td>
<td>-1.6</td>
</tr>
<tr>
<td>1998</td>
<td>75.0</td>
<td>7.7</td>
<td>46.8</td>
<td>127.5</td>
<td></td>
</tr>
</tbody>
</table>

### Macroeconomic indicators

<table>
<thead>
<tr>
<th>Year</th>
<th>GDP - current prices in ECU bn</th>
<th>GDP real annual change in %</th>
<th>Per capita in ECU, EU (15) = 100</th>
<th>Per capita in PPS, EU (15) = 100</th>
<th>Current account in % of GDP</th>
<th>Consumer prices, annual change in %</th>
<th>Industrial output, real change in %</th>
<th>Unit labour costs (ECU based), real change in %</th>
<th>FDI inflow, ECU mn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>10.8</td>
<td>2.8</td>
<td>34.0</td>
<td>62.0</td>
<td>1.5</td>
<td>32.9</td>
<td>-2.8</td>
<td>12.0</td>
<td>169</td>
</tr>
<tr>
<td>1994</td>
<td>12.1</td>
<td>5.3</td>
<td>36.0</td>
<td>64.0</td>
<td>4.2</td>
<td>21.0</td>
<td>6.4</td>
<td>3.7</td>
<td>278</td>
</tr>
<tr>
<td>1995</td>
<td>14.3</td>
<td>4.1</td>
<td>42.0</td>
<td>65.0</td>
<td>-0.1</td>
<td>13.5</td>
<td>2.0</td>
<td>14.2</td>
<td>332</td>
</tr>
<tr>
<td>1996</td>
<td>14.9</td>
<td>3.1</td>
<td>41.0</td>
<td>67.0</td>
<td>0.2</td>
<td>9.9</td>
<td>1.0</td>
<td>-0.2</td>
<td>314</td>
</tr>
<tr>
<td>1997</td>
<td>16.1</td>
<td>4.6</td>
<td>43.0</td>
<td>68.0</td>
<td>0.2</td>
<td>8.3</td>
<td>1.0</td>
<td>0.4</td>
<td>469</td>
</tr>
<tr>
<td>1998</td>
<td>17.5</td>
<td>3.9</td>
<td>44.0</td>
<td>.</td>
<td>0.0</td>
<td>8.0</td>
<td>0.0</td>
<td>2.1</td>
<td>270</td>
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</table>

### Pre-school education 1998/1999

<table>
<thead>
<tr>
<th>Pre-school institutions</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school institutions</td>
<td>265</td>
<td>13</td>
<td>278</td>
</tr>
<tr>
<td>Children of whom:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in the first age groups (1-3 years)</td>
<td>62,111</td>
<td>579</td>
<td>62,690</td>
</tr>
<tr>
<td>- in the first age groups (1-3 years)</td>
<td>8,959</td>
<td>79</td>
<td>9,538</td>
</tr>
</tbody>
</table>
- in the second age groups (3-6 years)  | 43,685 | 333 | 44,018
- in mixed-age groups | 3,445 | 96 | 8,541
- in childminders families | 228 | - | 228
- classes for children with special needs | 232 | - | 232
- in half-day classes | 4,413 | - | 4,413
- pre-school classes | 2,130 | 71 | 2,201
**Instructional, professional support and management staff** | 7,213 | 68 | 7,281
- of whom pre-school teachers and assistants | 6,954 | 58 | 7,012

### Basic education 1998/99

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of which:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- main schools</td>
<td>814</td>
<td>1</td>
<td>815</td>
</tr>
<tr>
<td>- branch schools</td>
<td>201</td>
<td>-</td>
<td>201</td>
</tr>
<tr>
<td>- single-site schools</td>
<td>370</td>
<td>-</td>
<td>370</td>
</tr>
<tr>
<td><strong>Pupils</strong></td>
<td>193,727</td>
<td>187</td>
<td>193,914</td>
</tr>
<tr>
<td>of whom:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in classes for pupils with special needs</td>
<td>3,361</td>
<td>-</td>
<td>3,361</td>
</tr>
<tr>
<td><strong>Instructional, professional support and management staff</strong></td>
<td>16,170</td>
<td>24</td>
<td>16,194</td>
</tr>
<tr>
<td>of whom:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in classes for pupils with special needs</td>
<td>883</td>
<td>-</td>
<td>883</td>
</tr>
</tbody>
</table>

### Basic education from 1993/94 to 1997/98

<table>
<thead>
<tr>
<th>School year</th>
<th>All pupils</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993/94</td>
<td>213,137</td>
<td>26,611</td>
</tr>
<tr>
<td>1994/95</td>
<td>209,334</td>
<td>26,474</td>
</tr>
<tr>
<td>1995/96</td>
<td>207,032</td>
<td>26,400</td>
</tr>
<tr>
<td>1996/97</td>
<td>200,437</td>
<td>25,165</td>
</tr>
<tr>
<td>1997/98</td>
<td>194,883</td>
<td>24,446</td>
</tr>
</tbody>
</table>

### Secondary education for young people 1998/99

<table>
<thead>
<tr>
<th>Secondary schools</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>of whom:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- in vocational programmes</td>
<td>105,487</td>
<td>1,482</td>
<td>106,969</td>
<td>100</td>
</tr>
<tr>
<td>- in technical programmes</td>
<td>32,764</td>
<td>245</td>
<td>33,009</td>
<td>31</td>
</tr>
<tr>
<td>- in vocational courses</td>
<td>44,368</td>
<td>-</td>
<td>44,368</td>
<td>42</td>
</tr>
<tr>
<td>- in gimnazije</td>
<td>65</td>
<td>-</td>
<td>65</td>
<td>..</td>
</tr>
<tr>
<td>- in matura course</td>
<td>27,789</td>
<td>1,237</td>
<td>29,026</td>
<td>27</td>
</tr>
<tr>
<td><strong>Instructional, professional support and management staff</strong></td>
<td>8,649</td>
<td>167</td>
<td>8,816</td>
<td></td>
</tr>
</tbody>
</table>

### Graduates of upper-secondary education, 1997/98

<table>
<thead>
<tr>
<th>Type of programmes</th>
<th>Final exam</th>
<th>Matura</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term vocational programmes</td>
<td>1,276</td>
<td>424</td>
<td>1,276</td>
</tr>
<tr>
<td>Vocational programmes</td>
<td>7,948</td>
<td>3,448</td>
<td>-</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Vocational-technical programmes (3+2)</td>
<td>1,732</td>
<td>990</td>
<td>3</td>
</tr>
<tr>
<td>Technical programmes</td>
<td>5,342</td>
<td>3,004</td>
<td>2,469</td>
</tr>
<tr>
<td>Vocational courses</td>
<td>15</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Gimnazija programmes</td>
<td>170</td>
<td>96</td>
<td>5,429</td>
</tr>
<tr>
<td>Total</td>
<td>16,483</td>
<td>7,974</td>
<td>7,901</td>
</tr>
</tbody>
</table>

Elementary schools for children with special needs, 1997/98

<table>
<thead>
<tr>
<th>Elementary school</th>
<th>No. of schools</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- for children with mental disabilities</td>
<td>53</td>
<td>2,800</td>
<td>731</td>
</tr>
<tr>
<td>- for blind and visually handicapped</td>
<td>1</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>- for deaf and partially deaf</td>
<td>3</td>
<td>179</td>
<td>69</td>
</tr>
<tr>
<td>- for children with personal and behavioural disturbances</td>
<td>3</td>
<td>91</td>
<td>33</td>
</tr>
<tr>
<td>- for children with physical disabilities</td>
<td>1</td>
<td>60</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>3,176</td>
<td>883</td>
</tr>
</tbody>
</table>

Secondary schools for children with special needs, 1997/98

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>No. of schools</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>- for blind and visually handicapped</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td>- for deaf and partially deaf</td>
<td>1</td>
<td>105</td>
</tr>
<tr>
<td>- for children with physical disabilities</td>
<td>1</td>
<td>136</td>
</tr>
<tr>
<td>- for children with personal and behavioural disturbances</td>
<td>6</td>
<td>139</td>
</tr>
<tr>
<td>- for children with mental disabilities</td>
<td>6</td>
<td>136</td>
</tr>
<tr>
<td>SKUPAJ</td>
<td>15</td>
<td>563</td>
</tr>
</tbody>
</table>

Special institutions for education and training of children with severe developmental difficulties, 1998*

<table>
<thead>
<tr>
<th>Children, Youth</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- for deaf and partially deaf</td>
<td>420</td>
</tr>
<tr>
<td>- for blind and visually handicapped</td>
<td>98</td>
</tr>
<tr>
<td>- for children with physical disabilities</td>
<td>255</td>
</tr>
<tr>
<td>- for children with personal and behavioural disturbances</td>
<td>419</td>
</tr>
<tr>
<td>- for children with moderate and severe mental disabilities</td>
<td>807</td>
</tr>
<tr>
<td>Total</td>
<td>1,999**</td>
</tr>
</tbody>
</table>

* Children with special needs in pre-school institutions are not included.
** Of whom 1,091 attending school

Post-secondary vocational education 1998/1999

<table>
<thead>
<tr>
<th>Post-secondary vocational colleges</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1,326</td>
<td>152</td>
<td>1,478</td>
</tr>
<tr>
<td>youth</td>
<td>817</td>
<td>817</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

- youth
<table>
<thead>
<tr>
<th>Instructional staff given as FTE</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>adults</td>
<td>509</td>
<td>152</td>
<td>661</td>
<td></td>
</tr>
<tr>
<td>- Instructional staff</td>
<td>64</td>
<td>6</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

### Higher education 1998/1999

<table>
<thead>
<tr>
<th>Higher education institutions</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities consisting of:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- faculties</td>
<td>39</td>
<td>7</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>- art academies</td>
<td>29</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>- professional colleges</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- associated member</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Free-standing higher education institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- faculties</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>- professional colleges</td>
<td>-</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>71,828</td>
<td>2,814</td>
<td>74,642</td>
<td>100</td>
</tr>
<tr>
<td>- full-time</td>
<td>51,052</td>
<td>1,098</td>
<td>52,150</td>
<td></td>
</tr>
<tr>
<td>- part-time</td>
<td>20,776</td>
<td>1,716</td>
<td>22,492</td>
<td></td>
</tr>
<tr>
<td>Students in short-term programmes</td>
<td>2,449</td>
<td></td>
<td>2,449</td>
<td>3</td>
</tr>
<tr>
<td>- full-time</td>
<td>1,292</td>
<td></td>
<td>1,292</td>
<td></td>
</tr>
<tr>
<td>- part-time</td>
<td>1,157</td>
<td></td>
<td>1,157</td>
<td></td>
</tr>
<tr>
<td>Students in professionally oriented programmes</td>
<td>28,418</td>
<td>2,814</td>
<td>31,232</td>
<td>42</td>
</tr>
<tr>
<td>- full-time</td>
<td>14,317</td>
<td>1,098</td>
<td>15,415</td>
<td></td>
</tr>
<tr>
<td>- part-time</td>
<td>14,101</td>
<td>1,716</td>
<td>15,817</td>
<td></td>
</tr>
<tr>
<td>Students in academic programmes</td>
<td>40,961</td>
<td></td>
<td>40,961</td>
<td>55</td>
</tr>
<tr>
<td>- full-time</td>
<td>35,443</td>
<td></td>
<td>35,443</td>
<td></td>
</tr>
<tr>
<td>- part-time</td>
<td>5,518</td>
<td></td>
<td>5,518</td>
<td></td>
</tr>
<tr>
<td>Post-graduate students*</td>
<td>2,541</td>
<td>43</td>
<td>2,584</td>
<td></td>
</tr>
<tr>
<td>- leading to magisterij</td>
<td>2,286</td>
<td>43</td>
<td>2,329</td>
<td></td>
</tr>
<tr>
<td>- leading to specializacija</td>
<td>255</td>
<td></td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>- leading to doktorat znanosti</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Academic and academic support staff given as FTE</td>
<td>3,457</td>
<td>87</td>
<td>3,544</td>
<td></td>
</tr>
<tr>
<td>- teachers</td>
<td>1,789</td>
<td>50</td>
<td>1,839</td>
<td></td>
</tr>
<tr>
<td>- assistants</td>
<td>1,654</td>
<td>37</td>
<td>1,691</td>
<td></td>
</tr>
<tr>
<td>- researchers</td>
<td>14</td>
<td></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

*Post-graduate students in 1997/98

### Graduates, 1995-1998

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- junior colleges (former višje šole)</td>
<td>2,746</td>
<td>3,217</td>
<td>3,099</td>
<td>2,809</td>
</tr>
<tr>
<td>- vocational colleges</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>151</td>
</tr>
<tr>
<td>- professionally oriented higher education</td>
<td>-</td>
<td>126</td>
<td>374</td>
<td>1,164</td>
</tr>
<tr>
<td>- academic higher education</td>
<td>3,673</td>
<td>4,381</td>
<td>4,538</td>
<td>4,639</td>
</tr>
<tr>
<td>- specializacija and magisterij</td>
<td>548</td>
<td>595</td>
<td>703</td>
<td>733</td>
</tr>
<tr>
<td>- doktorat znanosti</td>
<td>199</td>
<td>238</td>
<td>206</td>
<td>265</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,166</td>
<td>8,557</td>
<td>8,920</td>
<td>9,761</td>
</tr>
</tbody>
</table>

Graduates by fields and levels of study (ISCED 97), 1998
<table>
<thead>
<tr>
<th>Field of study</th>
<th>ISCED 5B</th>
<th>ISCED 5A</th>
<th>ISCED 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>199</td>
<td>849</td>
<td>5</td>
<td>1,053</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>1</td>
<td>506</td>
<td>39</td>
<td>546</td>
</tr>
<tr>
<td>Social Sciences, Business and Law</td>
<td>1,960</td>
<td>2,030</td>
<td>32</td>
<td>4,022</td>
</tr>
<tr>
<td>Science, Mathematics and Computing</td>
<td>60</td>
<td>350</td>
<td>52</td>
<td>462</td>
</tr>
<tr>
<td>Engineering, Manufacturing and Construction</td>
<td>892</td>
<td>925</td>
<td>70</td>
<td>1,887</td>
</tr>
<tr>
<td>Agriculture and Veterinary Medicine</td>
<td>96</td>
<td>153</td>
<td>33</td>
<td>282</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>509</td>
<td>450</td>
<td>31</td>
<td>990</td>
</tr>
<tr>
<td>Services</td>
<td>407</td>
<td>109</td>
<td>3</td>
<td>519</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,124</strong></td>
<td><strong>5,372</strong></td>
<td><strong>265</strong></td>
<td><strong>9,761</strong></td>
</tr>
</tbody>
</table>

Planned changes in the educational attainment of the population aged from 15 to 64 years according to the *Adult Education Master Plan*

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Situation in 1998</th>
<th>Objectives for 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-64 years</td>
<td>15-64 years</td>
</tr>
<tr>
<td>Non-finished 8-year basic education</td>
<td>14.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Basic 8-year education</td>
<td>26.2</td>
<td>26.2</td>
</tr>
<tr>
<td>Short-term vocational education</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Secondary vocational education</td>
<td>17.9</td>
<td>17.9</td>
</tr>
<tr>
<td>Secondary technical/general education</td>
<td>26.9</td>
<td>26.9</td>
</tr>
<tr>
<td>Post-secondary education</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Higher education</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Average years of education</td>
<td>10.1</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Adults in basic education

<table>
<thead>
<tr>
<th>Year</th>
<th>Adults without completed basic education</th>
<th>Included in basic education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>195,300</td>
<td>2,202</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Adults in (upper) secondary education in relation to the population with finished basic education and short-term vocational education in 1997 aged 20 to 64 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Adults with finished basic and short-term vocational education</th>
<th>Included in (upper) secondary education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>291,231</td>
<td>10,193</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Adults in higher education: Part-time students, enrolled in university education in relation to all students in the academic year 1997/1998*

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of all students</th>
<th>Number of part-time students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997/98</td>
<td>64,678</td>
<td>16,278</td>
<td>25.1</td>
</tr>
</tbody>
</table>

* The table shows the number of part-time students, as the number of adults enrolled in higher education is not registered in the official statistics. Part-time students are thus considered as adults in university education. Included are also students aged from 18 to 20 not accepted as full-time students whose academic fees and other study costs are, as a
rule, being paid by their parents. Such part-time students can, after successfully finishing the study year, acquire the status of full-time students.

### Staff in public pre-school institutions, 1997/98

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of staff (full time + part time)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school teachers</td>
<td>6,898</td>
<td>69.42</td>
</tr>
<tr>
<td>Managerial staff</td>
<td>257</td>
<td>2.59</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>118</td>
<td>1.19</td>
</tr>
<tr>
<td>Other staff</td>
<td>2,663</td>
<td>26.80</td>
</tr>
<tr>
<td>Total staff</td>
<td>9,936</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Pre-school teachers - pre-school teachers, assistant pre-school teachers
Managerial staff - directors, headteachers, assistant headteachers, heads of organisational units
Other professional staff - counselling staff, hygiene staff and others
Other staff - technical, administrative and accounting staff

### Staff in public elementary schools, 1997/98

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of staff (full time + part time)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school teachers</td>
<td>13,393</td>
<td>66.42</td>
</tr>
<tr>
<td>Managerial staff</td>
<td>687</td>
<td>3.41</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>1,162</td>
<td>5.76</td>
</tr>
<tr>
<td>Other staff</td>
<td>4,922</td>
<td>24.41</td>
</tr>
<tr>
<td>Total staff</td>
<td>20,164</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Elementary school teachers - class teachers, specialist teachers, teachers of after-school classes
Managerial staff - directors, headteachers, assistant headteachers, heads of organisational units
Other professional staff - counselling staff, speech therapists, librarians and others
Other staff - technical, administrative and accounting staff

### Staff in public secondary schools, 1997/98

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of staff (full time + part time)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school teachers</td>
<td>7,232</td>
<td>79.14</td>
</tr>
<tr>
<td>Managerial staff</td>
<td>279</td>
<td>3.05</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>488</td>
<td>5.34</td>
</tr>
<tr>
<td>Other staff</td>
<td>1,139</td>
<td>12.46</td>
</tr>
<tr>
<td>Total staff</td>
<td>9,138</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Secondary school teachers
Managerial staff - directors, headteachers, assistant headteachers, heads of organisational units
Other professional staff - counselling staff, librarians, providers of practical instruction, laboratory assistants - associates
Other staff - technical, administrative and accounting staff

### Staff in public post-secondary vocational colleges, 1997/98

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of staff (full-time equivalent)</th>
<th>%</th>
</tr>
</thead>
</table>
### Staff in public higher education institutions, 1997/98

<table>
<thead>
<tr>
<th></th>
<th>Number of staff (full-time equivalent)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education teachers</td>
<td>1,332</td>
<td>26.32</td>
</tr>
<tr>
<td>Managerial staff</td>
<td>433</td>
<td>8.56</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>1,471</td>
<td>29.07</td>
</tr>
<tr>
<td>Other staff</td>
<td>1,825</td>
<td>36.06</td>
</tr>
<tr>
<td><strong>Total staff</strong></td>
<td><strong>5,061</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Higher education teachers - assistant professors, full and associate professors, senior lecturers, lecturers  
Managerial staff - rectors, vice-rectors, deans, pro-deans, representatives of departments  
Other professional staff - assistants, lecturers, expert advisers, senior researchers, junior experts and instructors  
Other staff - technical, administrative and accounting staff

### Staff in schools for special-needs children and youth, 1997/98

<table>
<thead>
<tr>
<th></th>
<th>Number of staff (full time + part time)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>710</td>
<td>67.88</td>
</tr>
<tr>
<td>Managerial staff</td>
<td>42</td>
<td>4.02</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>99</td>
<td>9.46</td>
</tr>
<tr>
<td>Other staff</td>
<td>195</td>
<td>18.64</td>
</tr>
<tr>
<td><strong>Total staff</strong></td>
<td><strong>1,046</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Teachers - teachers, pre-school teachers  
Managerial staff - directors, headteachers, deputy headteachers, heads of organisational units  
Other professional staff - librarians, counselling staff, speech therapists, nurses and other medical staff  
Other staff - technical, administrative and accounting staff

### Staff in ljudske univerze (peoples' universities), 1997/98

<table>
<thead>
<tr>
<th></th>
<th>Number of staff (full time + part time)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3,548</td>
<td>89.87</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>207</td>
<td>5.24</td>
</tr>
<tr>
<td>Other staff</td>
<td>193</td>
<td>4.89</td>
</tr>
<tr>
<td><strong>Total staff</strong></td>
<td><strong>3,948</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Teachers - teachers, instructors  
Other professional staff - adult education specialists, librarians and others  
Other staff - technical, administrative and accounting staff
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**LEGISLATION**

1. Dogovor o zagotavljanju kakovosti vzgoje in izobraževanja, o reševanju presežkov delovne sile, o izvajanju stalnega strokovnega spopolnjevanja in o spremembah pravilnika o napredovanju zaposlenih v vrtcih in šolah v plačilne razrede (Agreement on Quality Assurance in Education, Managing Staff Redundancy, In-service Training, and Amendments to the Rules on Staff Promotion in Pre-School Institutions and Schools), Official Gazette RS 28/1999.


14. Odredba o izobraževalnem programu projektno učenje za mlajše odrasle (Order on the Project Learning for Young Adults Education Programme), Official Gazette RS 63/1999.


18. Odredba o izobraževalnih programih angleščina, nemščina, francoščina in italijanščina za odrasle (Order on the Curricula for the English, German, French, and Italian Language Courses for Adult Learners), Official Gazette RS 59/1999.


23. Odredba o normativih in standardih ter elementih za sistemizacijo delovnih mest, ki so podlaga za organizacijo in financiranje programa 9-letne osnovne šole iz sredstev državnega proračuna (Order on Standards and Criteria and Position Classification Elements Underpinning the


34. Odredba o obrazcu spričevala o delovodskem izpitu (Order on the Form for the Foreman Examination Certificates), Official Gazette RS 116/2000.

35. Odredba o podaljšanju veljavnosti izobraževalnih programov poklicnega usposabljanja in izpopolnjevanja (Order Prolonging the Validity of Vocational Training Programmes), Official Gazette RS 89/1999.


44. Odredba o smeri in stopnji strokovne izobrazbe učiteljev splošnoizobraževalnih predmetov in drugih strokovnih delavcev v poklicnem in strokovnem izobraževanju (Order Determining the Field and Level of Education Required for General Education Subject Teachers and Other Professional Staff in Vocational and Technical Education), Official Gazette RS 60/1999, 77/2000.


46. Odredba o smeri izobrazbe učiteljev in drugih strokovnih delavcev v izobraževalnih programih jezikovnega izobraževanja za odrasle (Order Determining the Field of Education Required for Teachers and Other Professional Staff Teaching Language Courses for Adults), Official Gazette RS 59/1999.

47. Odredba o smeri izobrazbe učiteljev in drugih strokovnih delavcev v izobraževalnem programu za odrasle Slovenščina za tujce (Order Determining the Field of Education Required for Teachers and Other Professional Staff Teaching the Slovenian for Foreigners Adult Education Programme), Official Gazette RS 63/1999.


95. Pravilnik o postopku za pridobitev naziva predavatelj višje šole (Rules on the Procedure for the Award of the Vocational College Lecturer Title), Official Gazette RS 17/1996.
100. Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli (Rules on Knowledge Assessment and Grading and Student Progress in Elementary Schools), Official Gazette RS 29/1996.


104. Pravilnik o preverjanju in ocenjevanju znanja z nacionalnimi preizkusi znanja ob koncu obdobj v devetletni osnovni šoli (Rules on Knowledge Assessment and Grading at Statewide Examinations at the End of Elementary School Cycles), Official Gazette RS 19/2001.


111. Pravilnik o publikaciji vrteca (Rules on Pre-School Institution Presentation Brochures), Official Gazette RS 64/1996.


118. Pravilnik o stalnem izobraževanju in izpopolnjevanju delavcev v vzgojnovarstvenih organizacijah in osnovnih šolah (Rules on In-Service Training of Pre-School and Elementary Staff), Official Gazette SRS 20/1980, 12/1996.

120. Pravilnik o strokovnem spopoldnevanju, izobraževanju in usposabljanju strokovnih delavcev v vzgoji in izobraževanju in o postopku za izbiro programov (Rules on In-Service Education and Training of Education Professionals and the Course Selection Procedure), Official Gazette RS 80/1998.


128. Pravilnik o študijskem koledarju v višjih strokovnih šolah (Rules on Academic Calendar for Vocational Colleges), Official Gazette RS 54/1996.


143. Sklep o določitvi višine subvenciranja mesečnih vozovnic za prevoze dijakov in študentov, ki se šolajo izven kraja bivanja (Decision Determining the Percentage of Subsidies for Monthly Passes of Commuting Students), Official Gazette RS 1/1998.
144. Sklep o financiranju visokošolskega strokovnega izobraževanja glede na trajanje in urni obseg študijskih programov (Decision on Funding Professional Higher Education with Regard to the Duration and Contact Hours of Study Programmes), Official Gazette RS 47/1994.
149. Sklep o sofinanciranju podiplomskega študija (Decision on Co-Funding Post-Graduate Studies), Official Gazette RS 42/1998.
152. Sklep o sprejetju vzgojnega programa za usposabljanje, vzgojo in varstvo predšolskih otrok s slušnimi in govornimi motnjami (Decision Adopting the Pre-School Curriculum for Hearing and Speech Impaired Children), Official Gazette SRS 23/1983.
156. Sklep o višini stroškov vpogleda v izpitno dokumentacijo (Decision Determining the Costs to be Covered by Examinees for Checking the Assessment of Their Matura Examination Papers), Official Gazette RS 22/2000.


