

MINISTRY

OF EDUCATION, SCIENCE AND SPORT



REPUBLIC OF SLOVENIA

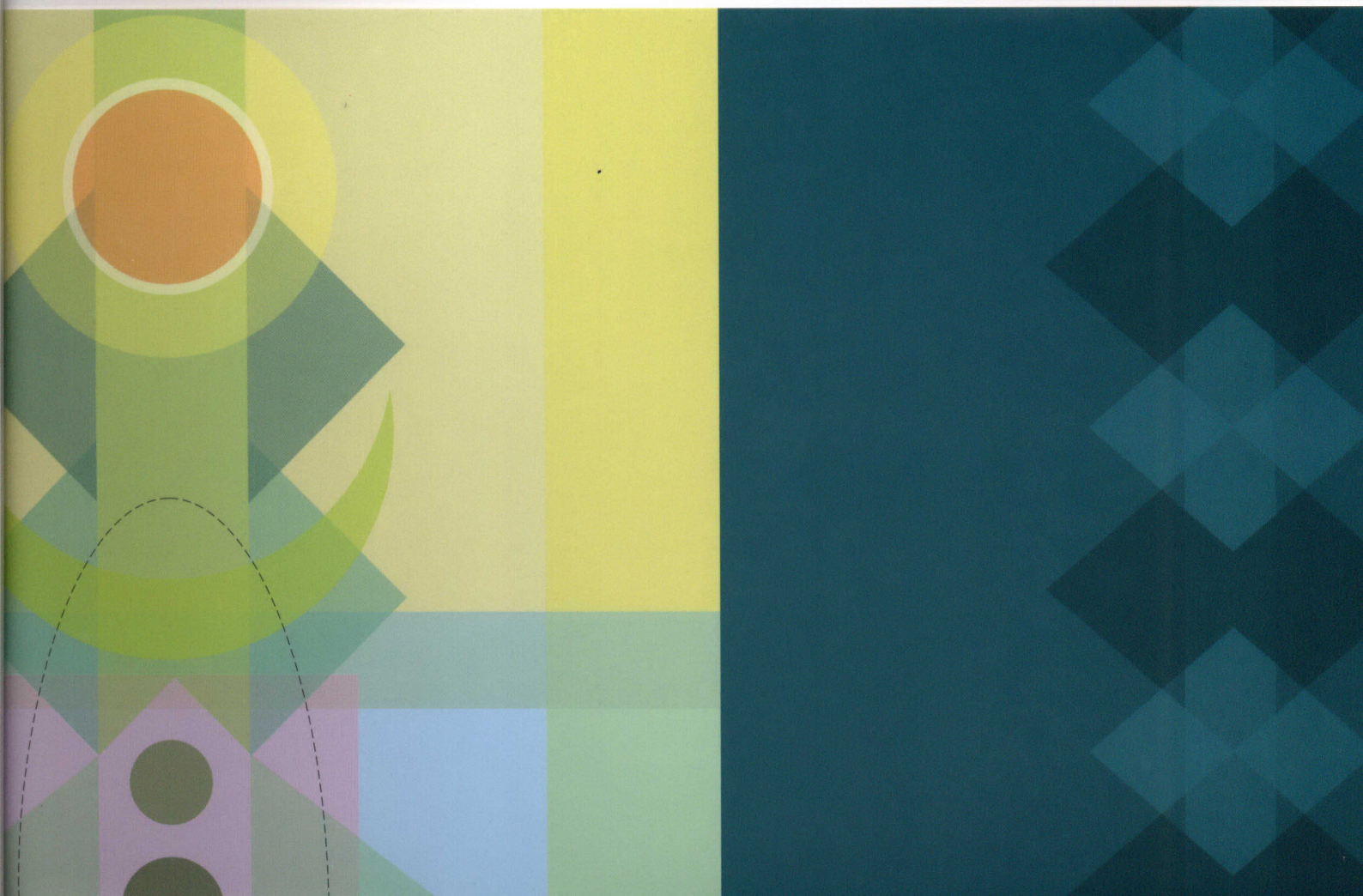
EDUCATION SYSTEM
IN SLOVENIA

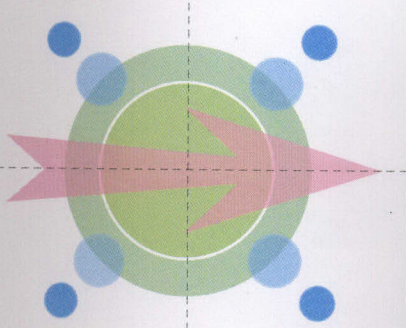
2003/2004

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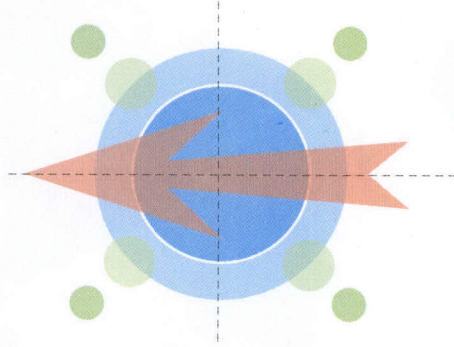
Ljubljana, 2003





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I. 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 further instruction in their mother tongue. Romanies are likewise granted special educational rights.

Slovenia has signed over 30 bilateral agreements on co-operation in education, culture and science, more than 20 programmes and some protocols. Since 1992, Slovenia has actively participated in all educational projects of the Council of Europe and has been involved in the work of the Unesco. Since 1999, it has taken part in the European Union programmes of Socrates, Leonardo and Youth. Since 2002, the Ministry of Education, Science and Sport has co-operated also with the OECD.

In recent years, approximately 6% of GDP have been spent on education.

In 2002, 67% of population had at least upper secondary education.

Table 1: Educational attainment of population aged 15 and over, 1971 - 2002 (proportions)

	1971	1981	1991	2002
NO SCHOOLING AND INCOMPLETE ELEMENTARY SCHOOL	30.0	26.2	17.6	7.0
ELEMENTARY SCHOOL	41.2	32.9	30.1	26.0
UPPER SECONDARY SCHOOL	25.5	34.9	43.4	54.0
NON-UNIVERSITY COLLEGE	1.3	2.8	4.6	5.1
UNIVERSITY	2.0	3.2	4.3	7.9



II. REFORM OF THE EDUCATION SYSTEM AND CONTENTS IN SLOVENIA

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.) at the beginning of the 1990's, changes in the education system became imminent. 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 process of intensive reform of curricular contents took place between 1996 and 1999. It was followed by a process of gradual implementation, monitoring and evaluation of new programmes and syllabi.

1. GOALS AND PRINCIPLES OF THE REFORM

The principles identified by the *White Paper* 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 is 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 reform of the Slovenian education system and contents was based on the following principles (*White Paper on Education in the Republic of Slovenia*):

- *equal opportunities,*
- *the possibility of choice,*
- *fostering of excellence, quality of education,*
- *the increase of the teacher and school's autonomy and professional responsibility,*
- *plurality of cultures and knowledge,*
- *life-long learning.*

The above-mentioned goals and principles 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.

2. REFORMING CURRICULAR DOCUMENTS AND IMPLEMENTATION OF PROGRAMMES

The reform resulted in changed national curricular documents (timetables, syllabi and attainment target syllabi) for all levels of pre-university education.

The leading actor in the curricular reform was the **National Curriculum Council**, appointed by the Slovenian Government in November 1995. 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.

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 was increased every year.

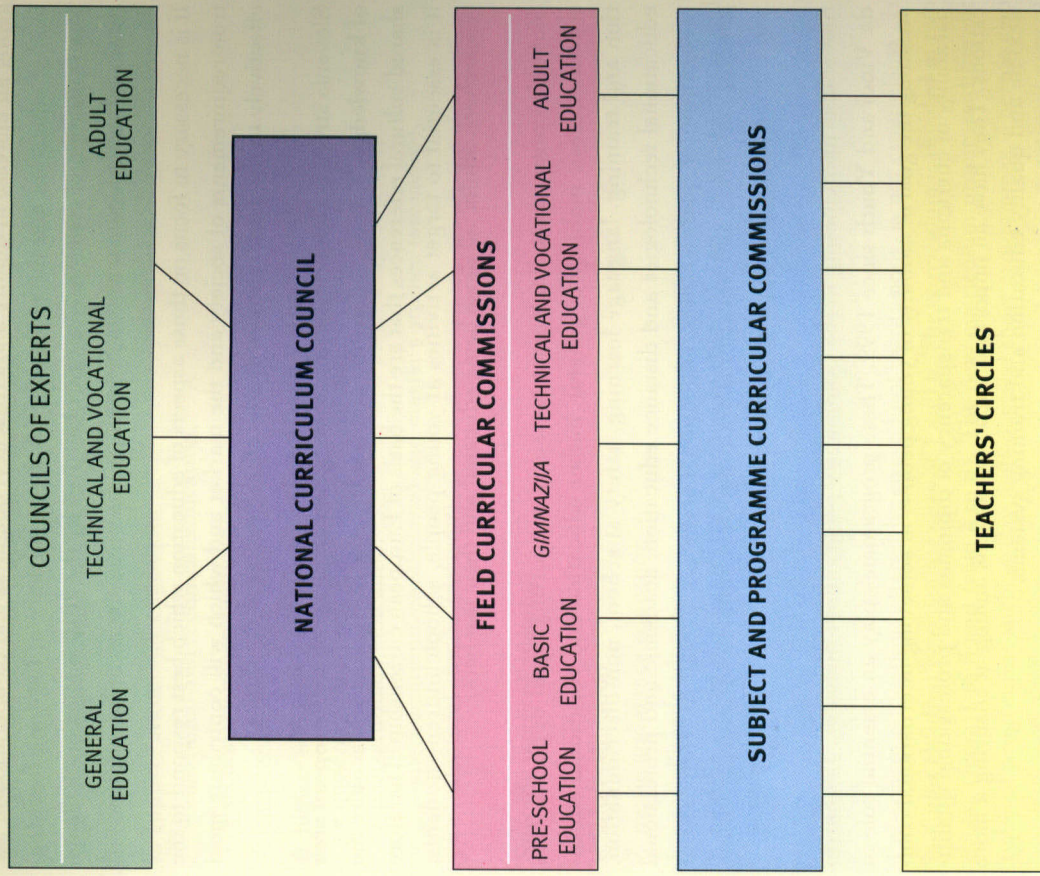
The implementation of new curricula has also brought about systematic monitoring and evaluation of introduced changes.

The ongoing monitoring of newly introduced curricula is the responsibility of appropriate national centres and institutes. They report to the **Councils of Experts** on their findings and submit proposals twice a year.

Evaluation studies of new programmes are conducted. They should serve as the basis for the assessment of changes and impacts of newly introduced curricula. The first studies were launched in 2000.

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.

CURRICULAR COMMISSIONS AND THEIR CONNECTION TO THE COUNCILS OF EXPERTS



III. EDUCATION IN THE 21ST CENTURY

The Republic of Slovenia is actively participating in joint European activities targeting an increase in **quality** and **efficiency**, **openness** and **co-operation** in the field of education and the recognition of the importance of **life-long learning**. The realisation of concrete strategic objectives by the 2010 is a major challenge for the education system also in Slovenia.

It is necessary to focus on those aspects of education which best respond to the true requirements of society and the market and which will contribute most effectively to the modernisation of education systems in the future.

Slovenia strongly supports the idea of construction of a genuine **European area of knowledge**. Through education and research the Europeans will acquire the shared cultural references that are the basis of European citizenship. Therefore it is essential to target activities at young people, schoolchildren, students, researchers, adults, all those being educated and their teachers.

Slovenia continues to implement measures supporting equal opportunities, school success, mobility in general, higher education and vocational education and training, language learning, safety at school, non-discrimination, educational technologies and distance education, academic and professional recognition of qualifications, educational statistics, overall development of general education and vocational training, development of undergraduate and the modernisation of postgraduate studies.

Slovenia is participating in the Community programmes **Socrates**, **Leonardo da Vinci** and **Youth** since 1999. These programmes play an essential role in attaining the goal of mobility of young people, in achieving international comparability of curricula and transparency of diplomas and professional qualifications. They have an important impact on actions aiming at ensuring a more flexible and quality education and training systems.

IV. THE STRUCTURE OF 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:
 - vocational and technical education,
 - secondary general education,
4. post-secondary vocational education,
5. higher education:
 - undergraduate academic and professional education,
 - post-graduate education:
 - specialisation (*specializacija*) and master's studies (*magisterij*),
 - doctoral studies (*doktorat*)

Specific parts of system:

6. adult education
7. music and dance education
8. special needs education
9. modified programmes and programmes in ethnically and linguistically mixed areas

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. The curriculum is divided in two cycles (from 1 to 3 and from 3 to 6). The new curriculum promotes different types of programme such as: day, half-day and short programmes. There is also possibility of childminders, pre-school education at home or occasional care of children in their homes. *The Curriculum for Pre-school Institutions* was approved by Council of Experts and it defines six areas of activities: movement, language, art, nature, society and mathematics. The goals set in individual fields of activities provide the framework for selection of contents and activities by teachers.

2. BASIC EDUCATION

Basic education has been extended from eight years to nine. This has been done gradually. The implementation of the nine-year basic education began in the 1999/2000 school year. Children that reach the age of 6 in a particular calendar year enter the first class in that year. A tenth year of education has been planned for pupils who fail or who wish to improve their results in the external knowledge assessment.

Nine-year basic education is divided into 3 three-year cycles. Elementary schools provide the compulsory and extended curriculum. The compulsory curriculum must be provided by school and studied by all pupils. It consists of compulsory subjects, electives, home-room periods and activity days (culture, science, sports, technology). The optional elementary school curriculum must be provided by 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.

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.

3. (UPPER) SECONDARY EDUCATION

Secondary education follows the compulsory general education. Secondary schools include vocational and technical schools preparing students predominantly for labour and general secondary schools (*gimnazije*) preparing students predominantly for further studies. Programmes in secondary education vary in content, duration and goals.

a. General secondary education

General secondary school preparing students for further studies is called *gimnazija*. *Gimnazija* programmes are divided into two groups: general and professionally oriented (technical *gimnazija*). It lasts four years. It ends with an external examination called the *matura* examination. Those *gimnazija* students who 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.

The aim of **vocational courses** is to provide a bridge between general and vocational education and 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. 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.

b. Secondary vocational and technical education

The planning, programming and provision of vocational and technical education are a joint responsibility of social partners (employers and trade unions) and the state. Common aims and goals of secondary vocational and technical education were defined in a common curricular document. This document stresses attainment targets in interdisciplinary fields and interest activities.

Short-term vocational programmes 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 and finish with a final examination. 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.

Pupils who have successfully completed elementary school can enrol in 3-year **secondary vocational programmes**. Vocational education 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 attainment target syllabi being based on common core contents,
- practical training components based on standards assuming that examination syllabi are the same for the school-based and apprenticeship systems,
- interest activities.

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.

The certificate of the final examination enables students to enter the labour market or to continue education in two-year vocational-technical programmes. **Vocational-technical** programmes are developed as upgrade of vocational education. The aims of vocational-technical programmes are the same as those of technical education programmes and lead to educational qualifications at the level of secondary technical school, also called a technical qualification, in a specific field.

The timetable 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.

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* examination, they can continue their studies in post-secondary vocational education. *only*

Technical education is designed primarily as preparation for vocational and professional colleges, although it also leads to jobs with a broad profile. Secondary technical programmes last four years, which end with the *poklicna matura*.

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. 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 study allows such arrangements.

5. HIGHER EDUCATION

Higher education includes academic university studies and professionally oriented studies. The former should prepare students for highly demanding professions and for more advanced academic studies and research, while the latter should prepare them for highly demanding professions mainly. Faculties and art academies, which are members of universities, and single faculties established as private institutions offer both types of programme, while professional colleges provide only professionally oriented programmes. In addition to teaching, higher education institutions also carry out research and art activities. Study is organised at two levels. At the undergraduate level, students obtain a *diploma*

and the first of the degree titles. At the post-graduate level, students are awarded either a second degree title, the title of specialist, or the academic title of either *magister znanosti* (*magister umetnosti* in artistic fields) - the title is comparable to a master's degree - or *doktor znanosti* (comparable to a PhD).

6. ADULT EDUCATION (CONTINUING EDUCATION)

Adult education is characterised by impressive programme diversity. 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.

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 lives, individuals pursuing a hobby, the unemployed, marginal groups, ethnic groups, and foreigners. Access to most non-formal education courses is unrestricted.

A new act introducing a **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 undergo a knowledge assessment procedure by a special commission to obtain a state-approved certificate (called *certifikat* in Slovenian) attesting their competence in performing 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.

7. MUSIC AND DANCE EDUCATION

The new *Music School Act* (2000) reformed basic music and dance education offered by state and private music schools. 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 art *gimnazija*. The curriculum is fully compatible with European guidelines. Also available is music and dance preparatory school.

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). Public music schools are also required to offer pre-school music education for pre-school children.

8. SPECIAL NEEDS EDUCATION

The new legislation in the field of education of children with special needs was adopted in 2000. According to the new legislation, **inclusion** is the basic principle of education of children with special needs. Since 2001, different programmes have been developed together with compensation programmes for pupils to help them achieve standards of knowledge. In parallel with this, a process of reorganisation and reconceptualisation of institutions for children with special needs has been started.

9. MODIFIED PROGRAMMES AND PROGRAMMES IN ETHNICALLY AND LINGUISTICALLY MIXED AREAS

Education in areas where Slovenian nationals live together with the members of the Italian or Hungarian minorities 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.

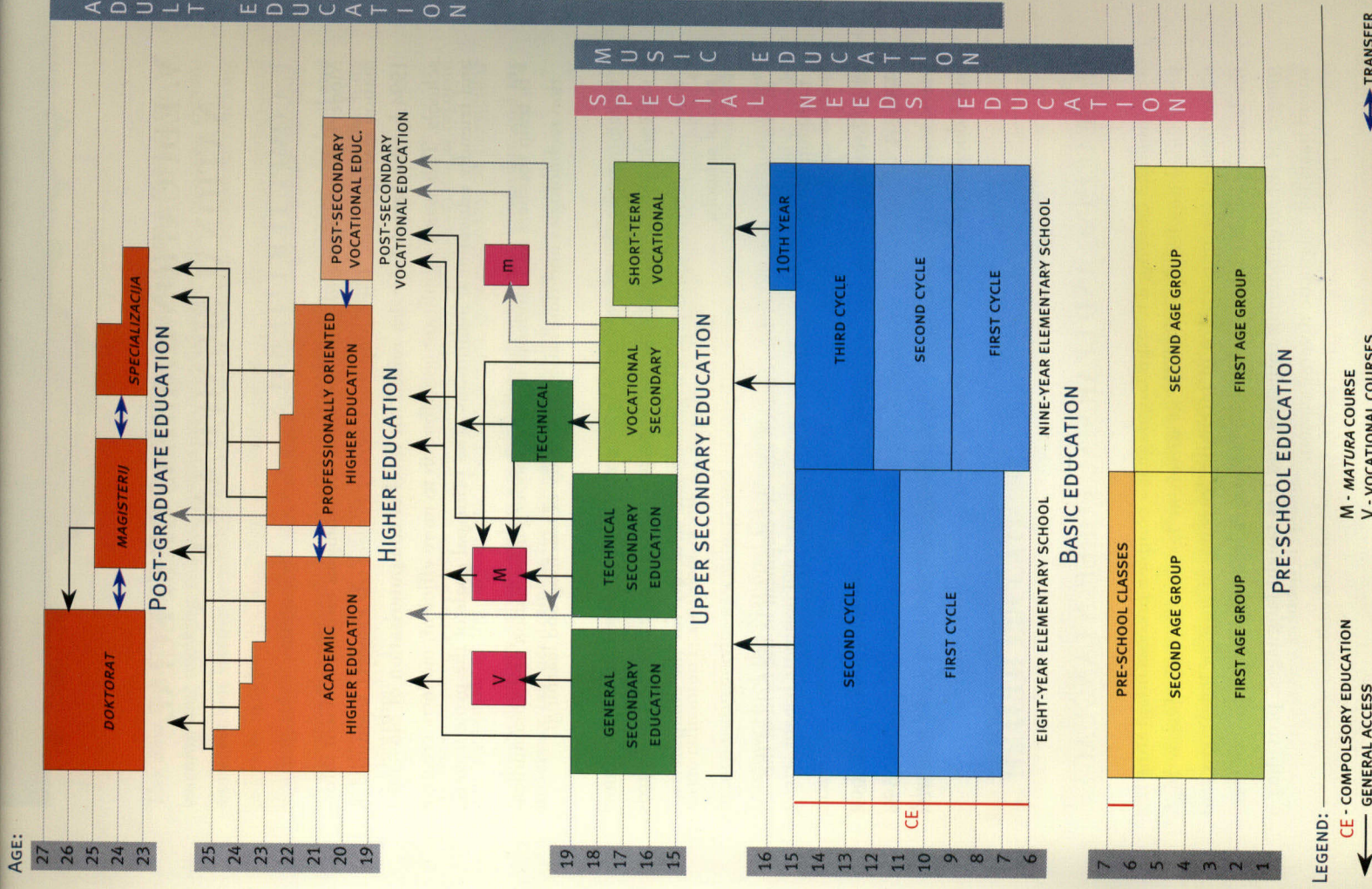
Education in pre-school institutions and schools in ethnically and linguistically mixed areas is provided in accordance with the *Constitution of the Republic of Slovenia*, educational legislation, and the law regulating special educational rights of the Italian and the Hungarian ethnic minorities.

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 language 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 learn each other's language and the history and culture of both nations.

In the ethnically and linguistically mixed area of **Slovenian Istria**, 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, timetables, syllabi, attainment target and examination syllabi, admission requirements, and programme implementation guidelines.



V. EDUCATIONAL AREAS OF SPECIAL NATIONAL SIGNIFICANCE

1. COMPUTER LITERACY

Modern information and communication technologies require efficient information management. The Computer Literacy Project (*Re 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. The principal goals of the project were:

- to train teachers and students in using modern information and communication technologies and thus raise the quality of teaching and learning;
- 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;
- to provide the possibility for research and development in the field of the introduction of new information technologies into education.

The Slovenian education network is a full member of the European School Network - EUN Schoolnet. 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).

2. TEACHING AND LEARNING FOREIGN LANGUAGES

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 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 has been 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.

3. CIVIC EDUCATION

Civic education is a subject of special interest in Slovenia. In 1999, a concept of incorporating civics as a subject and a cross-curricular topic was adopted in the framework of the National Curriculum on all levels of education. In recent years, special attention has been paid to in-service teacher training and the publication of relevant materials. Since 2002, the Ministry of Education, Science and Sport has been developing an electronic network for information exchange on publications, seminars and important events in the field of civic education. Slovenia also actively participates in international projects on civics.

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.



VI. 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 standards and criteria stipulated by the Minister having jurisdiction over education.

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

es 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, attainment target syllabi, and examination syllabi). At the same time they are consultative bodies of the Government providing professional assistance in decision making and preparation of legislation. The chairpersons 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.

Development and consulting in education is provided by the **National Education Institute**, the **Institute for Vocational Education and Training**, and the **Slovenian Adult Education Centre**. External examinations for learners at all levels of education are administered by the **State Examination Centre**. A special **Centre for Educational and Extracurricular Activities** has been established to provide such activities in out-of-school settings. The sphere of sports is covered by the **Slovenian Sports Institute**.

VII. PUPILS AND STUDENTS

The expected number of years of schooling for a six-year-old in Slovenia is 12.9 years. This is more than in other transitional countries and less than in Western Europe (15-17 years).

The share of elementary school pupils continuing their education at the secondary level amounted to 98% in 2001/2002. In 2000, 75.4% of the generation completed secondary school.

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%.

The attendance of youth in regular formal education, both on secondary and higher education levels, has been constantly increasing for the last three decades. The attendance rate of age group 15-18 in secondary education increased from 71% in the middle of the 1980's to 84% in 1996; the attendance rate of age group 19-23 in higher education increased from 13 to 25%. In the second half of the 1990's, the attendance rate of both age groups reached the average rates of the developed countries from 1980.

Slovenia's lagging behind in youth education is smaller than that in adult education. Due to rapid expansion of enrolment in higher education in the 1990's Slovenia has already reached the level of many developed countries.

Table 2: Number and percentage of children attending pre-school institutions

	1995/96	2000/01	2001/02
NUMBER OF ATTENDING CHILDREN	66,553	63,328	61,803
% OF ATTENDING CHILDREN	56.9	61.6 // 56.6*	55.2*

* Note: Changed methodology of the assessment of attendance.

Table 3: Number of pupils in basic education

	1990/91	1995/96	2000/01	2001/02
NUMBER OF PUPILS	226,463	207,975	181,390	178,345
WOMEN (%)	48.7	48.9	48.8	48.7

Table 4: Number of students in (upper) secondary education

	1990/91	1995/96	2000/01	2001/2002
NUMBER OF STUDENTS	94,576	104,827	104,845	103,544
WOMEN (%)	49.8	49.8	49.6	49.6

Table 5: Structure of students according to different type of secondary programme, after the reform

	2001/2002
SHORT TERM VOCATIONAL PROGRAMMES	3.3%
SECONDARY VOCATIONAL PROGRAMMES	23.3%
TECHNICAL - VOCATIONAL PROGRAMMES	-
TECHNICAL SECONDARY PROGRAMMES	33.2%
GENERAL SECONDARY PROGRAMMES - GIMNAZIJA	40.2%
TOTAL	100%

Table 6: Number of students in higher education

	1990/91	1995/96	2001/02	2002/03
NUMBER OF STUDENTS	33,565	45,951	72,320	72,344
WOMEN (%)	55.6	56.9	58.1	56.8

Table 7: Number of students in vocational colleges

	2000/01	2001/02	2002/03
NUMBER OF STUDENTS	4,760	6,170	8,796
WOMEN (%)	39.5	43.4	44.5

Table 8: Number of participants in adult education

	PARTICIPANTS WHO FINISHED PROGRAMS WITH A CERTIFICATE	
	WOMEN (%)	
PEOPLE'S UNIVERSITIES	34,147	59.6
SPECIAL INSTITUTIONS	62,840	51.9
UNITS OF EDUCATIONAL INSTITUTIONS	6,577	32.2
TRAINING CENTRES IN COMPANIES	57,451	35.4
DRIVING SCHOOLS	29,489	48.2
OTHERS	17,235	47.7
TOTAL	207,739	47.1



VIII. TEACHERS

1. INITIAL TEACHER TRAINING

Teachers in public **pre-school institutions and schools** must be properly qualified. They must complete a higher education programme in the appropriate discipline - specialised teaching branch of study. They must be proficient in the Slovenian language and they must pass a teaching certification examination. The required qualifications are obtained through a combination of initial training, in-service training and practical training during the induction period.

Initial training can be obtained by completing a teacher training study programme. If the teacher completes a higher education study programme providing appropriate knowledge in the subject of teaching, but not providing knowledge of the teaching profession, the teacher must acquire such knowledge through a post-graduate non-degree course leading to a teaching qualification.

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.

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.

Vocational college lecturers must have at least a higher education diploma in the appropriate discipline, a teaching qualification, three years of appropriate experience and outstanding achievements in their profession.

The training of **higher education teachers** is self-regulated by higher education institutions. The law only stipulates the general conditions for awarding titles to teaching and research staff (academic staff ranks).

Education of adults is provided by teachers with different educational backgrounds. Some have no teaching qualifications because they are experts only in their own field of specialisation. *The Adult Education Act* stipulates that **teachers of adults** who are active in their profession and who are financed with public funding must have a higher education qualification in the appropriate field of specialisation and a teaching qualification, and must have passed the professional examination (teaching certification examination). The Slovenian Institute for Adult Education offers teachers of adults appropriate longer or shorter courses providing specific training.

2. IN-SERVICE TEACHER TRAINING

A major shift occurred at the beginning of the 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-job training courses.

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.

Table 9: Professional personnel

	1990/91	1995/96	2000/01	2001/02
NUMBER OF PROFESSIONAL PERSONNEL IN ELEMENTARY SCHOOLS	14,695	15,364	15,287	15,382
NUMBER OF PUPILS IN ELEMENTARY SCHOOLS PER PROFESSIONAL PERSONNEL	15.4	13.5	11.9	11.6
NUMBER OF PROFESSIONAL PERSONNEL IN SECONDARY SCHOOLS	6,683	8,053	9,351	8,763
NUMBER OF STUDENTS IN SECONDARY SCHOOLS PER PROFESSIONAL PERSONNEL	14.2	13.0	11.2	11.8
TEACHING STAFF IN POST-SECONDARY VOCATIONAL EDUCATION IN FTE			133	179
STUDENTS PER TEACHING STAFF			21.8	20.8
TEACHING STAFF IN HIGHER EDUCATION IN FTE			3,838	3,969
STUDENTS PER TEACHING STAFF			17.1	17.5

IX. INSTITUTIONS

1. PRE-SCHOOL INSTITUTIONS

Under Article 10 of the *Pre-school Institutions Act*, the municipalities must provide a possibility for children to attend a pre-school institution. Where there is no public pre-school institution 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.

The network of pre-school institutions is composed of public 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 2002/2003 school year, altogether 58,968 children attended 322 pre-school institutions, of which 5 were private with a concession and 7 private without a concession.

59 pre-school institutions included 97 pre-school classes with children with special needs. In 2001/2002, 28 pre-school classes were in hospitals.

2. ELEMENTARY SCHOOLS

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 in mixed-age classes. The size of main-campus and branch elementary schools varies.

Table 10: Number of institutions in basic education

	1990/91	1995/96	2000/01	2001/2002
NUMBER OF ELEMENTARY SCHOOLS	882	823	816	816

3. SECONDARY SCHOOLS

The 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 *gimnazija* (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.

Table 11: Number of institutions in (upper) secondary education

NUMBER OF SECONDARY SCHOOLS	1990/91	1995/96	2000/01	2001/2002
	148	151	149	146

4. HIGHER EDUCATION INSTITUTIONS

In Slovenia, there are three universities and 10 free-standing higher education institutions. Five institutions founded as private institutions have been granted a concession by the state.

Public higher education institutions can be found in seven cities. Certain faculties, however, organise studies also in dislocated units, which makes the network much larger. Distance learning has gradually become more common, too.

Table 12: Number of institutions in higher education

NUMBER OF INSTITUTIONS	1990/91	1995/96	2001/02	2002/03
	28	37	44	48

If the overall tertiary education is taken into account, the public network also includes vocational colleges (public and with a concession) throughout Slovenia.

Table 13: Number of vocational colleges

NUMBER OF INSTITUTIONS	2000/01	2001/02	2002/03
	17	22	31

5. INSTITUTIONS WHICH PROVIDE ADULT EDUCATION (CONTINUING EDUCATION)

Programme diversity results in various possibilities of education providers in the field of adult education. There are 34 people's universities in Slovenia (carrying out the education of adults as their basic activity), training centres in companies, some upper-secondary schools, vocational colleges and higher education institutions, centres developed within the Chamber of Commerce of Slovenia, and private education providers offering programmes of adult education.

Table 14: Number of institutions and programmes in adult education

	NUMBER OF INSTITUTIONS	NUMBER OF PROGRAMMES
PEOPLE'S UNIVERSITIES	34	3,017
SPECIAL INSTITUTIONS	123	7,608
UNITS OF EDUCATIONAL INSTITUTIONS	23	403
TRAINING CENTRES IN COMPANIES	53	3,507
DRIVING SCHOOLS	133	2,391
OTHERS	17	807
TOTAL	393	17,733

6. MUSIC SCHOOLS

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).

The programmes of elementary music and dance education are provided by 53 public music schools, 3 private music schools, and 1 private teacher. Over 13% of the overall elementary school population attends music schools.

7. PRIVATE EDUCATIONAL INSTITUTIONS

The Organisation and Financing of Education Act specifies two types of private educational institutions: those **with a concession**, which must meet regulatory requirements for public institutions and whose programmes do not differ from programmes of public pre-school institutions and schools, and those **without a concession** (private initiative by individuals or groups of individuals). Private pre-school institutions and schools without a concession are not part of the public educational system. Private pre-school institutions and schools may carry out programmes of which the contents may be determined by themselves. In order to make these programmes state-approved, private schools must ask the relevant council of experts for its opinion, so that the programme may guarantee the attainment of equal educational standards.

The expression "private pre-school institutions and schools" also includes private pre-school institutions and schools which carry out their educational programmes according to special pedagogical principles (Steiner, Freinet, Decroly, Montessori, etc.). Their programmes must provide the minimum knowledge enabling students to successfully complete their education and must be recognised by a relevant international association of such schools.

In the sphere of **higher education**, public and private higher education institutions are treated on an equal footing with regard to the conditions that must be satisfied for their establishment. Unlike private educational institutions in the sphere of pre-university education, which are financed from the budget (even if they do not perform a public service), private institutions in higher education are financed only if they are granted a concession by the state.

Table 15: Number of private educational institutions, 1999/2000

	PRIVATE	TOTAL
PRE-SCHOOL INSTITUTIONS	14	808
ELEMENTARY SCHOOLS, OF WHICH:	1	816
▶ CENTRAL SCHOOLS	-	223
▶ BRANCH SCHOOLS	-	370
▶ SINGLE SITE SCHOOLS	1	222
SECONDARY SCHOOLS	5	147
POST-SECONDARY VOCATIONAL COLLEGES	2	9
HIGHER EDUCATION INSTITUTIONS	7	46
▶ UNIVERSITIES CONSISTING OF:	-	2
— FACULTIES	-	28
— ART ACADEMIES	-	3
— PROFESSIONAL COLLEGES	-	5
— ASSOCIATED MEMBER	-	1
▶ SINGLE HIGHER EDUCATION INSTITUTIONS	7	7
— FACULTIES	2	2
— PROFESSIONAL COLLEGES	5	5

X. INTERNATIONAL CO-OPERATION OF EDUCATIONAL INSTITUTIONS

Both elementary and secondary schools are actively involved in international co-operation. The institutions enthusiastically participate in the projects like eSchola, Unesco ASP-schools, ECOschools, Healthy Schools, Spring day, not to mention the Socrates and Leonardo da Vinci programmes which really have a strong impact.

In Slovenia, a great deal of importance is placed on the international co-operation of higher education institutions and the mobility of higher education students and teachers. Since May 1999, the universities and free-standing institutions have been participating fully in the Socrates - especially Erasmus and Leonardo da Vinci programmes. There is also much research cooperation (Cost, Copernicus, 5th/6th Framework programme) and bilateral exchanges. Slovenia is also a member of the Central European Network CEEPUS.

Table 16: Erasmus mobility

	1999/2000	2000/01	2001/02	2002/03	2003/04 (EXP)
NR. OF ERASMUS STUDENTS	170	230	364	440	615
NR. OF TEACHER MOBILITY	42	60	70	72	80

XI. FUNDING AND SUBSIDIES

Within the education system, the resources for funding public services are provided by the national budget and municipal budgets. The Ministry of Education, Science and Sport is the key body responsible for allocating funds in the area of education. According to the latest data the share of GDP allocated to education is 6%. The system of financial flows is different regarding different levels and types of school system. In 2003, the ministry is preparing a new model of financing secondary schools. It is expected that the new model will have been introduced by 2006.

Adult education is financed via three main financial sources: employers, individuals, and public finances. In the national budget, 0.1% of GDP is earmarked for adult education.

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.

Private pre-school and school institutions 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.

1. FUNDING AND SUBSIDIES FOR PRE-SCHOOL EDUCATION PROGRAMMES

The Pre-school Institutions Act specifies that the basis for the tuition is the cost of the programme attended by the child.

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, depending on their income. Parents in receipt of social assistance are excused of payment in entirety. The average payment of parents in 2001 amounted to 32.4 % of the cost of programmes; the difference to the full cost of programmes is provided by municipalities, as stipulated by law.

2. FUNDING AND SUBSIDIES FOR BASIC AND SECONDARY EDUCATION

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 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). Municipalities are responsible to cover the costs for maintenance, renovation, building, and equipment.

In **secondary** education, costs for programmes (such as teaching and non-teaching staff) are financed in full by public funds. Ministry covers also the costs for maintenance, renovation, building, and equipment. In the national budget, 0.64% of GDP is earmarked for vocational and technical education. With the reform of VET system and introduction of the dual system, employers are obliged to financially contribute to organising and carrying out practical training.

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.

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 funds are allocated to schools. 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. In the school year 2001/2002 funding was increased for schools with modified programmes for children with special needs, institutions for children with special needs and elementary schools attended by Romany children. In 2001/2002, 22.8%

of all pupils, students and apprentices were eligible for subsidised meals.

For the past decade, the Ministry of Education, Science and Sport has been promoting the establishment of textbook holdings in elementary and secondary schools. The number of children who have borrowed the textbooks from **textbook holdings** has been increasing every year. All elementary and more than 83.4% of secondary schools opted to set up a textbook fund. The Ministry 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.

3. FUNDING OF HIGHER EDUCATION

The government provides funds for salaries and indirect labour costs and partly also for the maintenance of buildings and equipment. The government finances certain private professional colleges under a concession agreement. It is also concerned with the construction of student residence halls and subsidises room and board to student's residing in such facilities. It provides funds for higher education infrastructure and students' extracurricular activities.

Table 17: Number of beds subsidised by the ministry, 2002/2003

	SUBSIDY IN SIT	NUMBER OF BEDS
RESIDENTIAL FACILITIES FOR STUDENTS	3,000	10,317
PRIVATE RESIDENTIAL FACILITIES	7,000	651
PRIVATE ROOMS	9,000	2,405
TOTAL		13,373

Students are charged no tuition for undergraduate studies in state and concessionaire higher education institutions. However, tuition is paid by undergraduates enrolled in private institutions, all part-time students, and partly also post-graduate students. If a higher education institution provides above the standard services, it may also charge a fee for full-time studies.

4. 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:

- **company scholarships**, awarded by companies and employers to attract possible future employees;
- **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;
- **Zois scholarships** (named after Baron Žiga Zois von Edelstein, a Slovenian enlightener, patron, poet, critic, and translator) for exceptionally gifted students in order to increase the educational attainment of the most gifted youth.

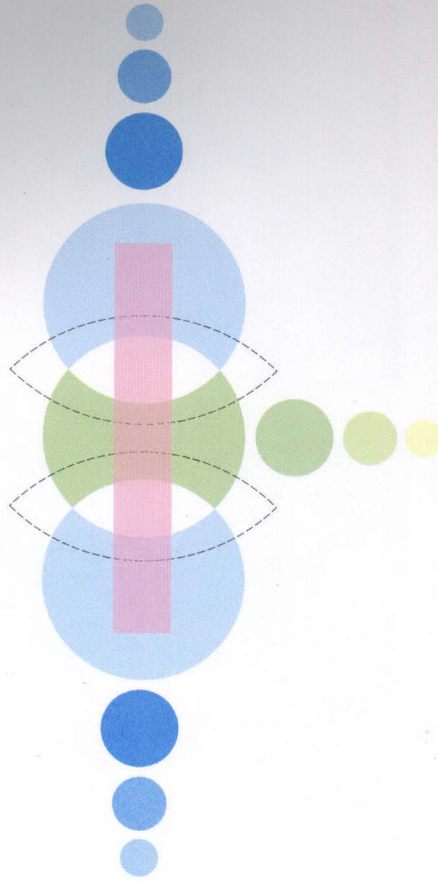
The state likewise provides funds for almost a hundred of the best students from Slovenian universities and free-standing higher education institutions, awarded from the **Munda Fund**. Students applying to study at prominent educational institutions abroad or those foreign students obtaining top results may obtain the **Ad Futura Foundation** scholarships.

Scholarships awarded by the Ministry of Education, Science and Sport are planned and target-oriented as they are intended only for students in disciplines characterised by skills gap.

5. 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 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).



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