



Slovenia

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT

UNESCO

EDUCATION FOR ALL (EFA)

**NATIONAL REPORT
SLOVENIA**

JANUARY 2015

The report was prepared by various sectors and directorates of the Ministry of Education, Science and Sport and in cooperation with other governmental institutions: the National Education Institute, the Educational Research Institute, the National School for Leadership in Education, the Slovenian Institute for Adult Education, the Institute for Vocational Education and Training, and the Office of the Slovenian National Commission for UNESCO.

Please, take note that in the year 2000 only the data on the expenditure on educational institutions and not the total public expenditure on education were collected. Consequently, the report focuses on the (normative, strategic and conceptual) changes and solutions of recent years together with the statistics of the last five years, and less in comparison with the year 2000.

Some indicators are not available.

Some indicators are available for recent years but it is impossible to give a comparison with the year 2000, since the methodology of collecting the data has changed.

Abbreviations:

ALE - Adult Learning and Education

ECCE - Early Childhood Care and Education

ECED - Early childhood educational development

ESF - European Social Fund

MESS - Ministry of Education, Science and Sport

SORS - Statistical Office of the Republic of Slovenia

NEIRS - National Education Institute of the Republic of Slovenia

NPAE – National Plan on Adult Education in the Republic of Slovenia

Section 1: Introduction

In the Country Profile of Slovenia, there are the following data available:

Population: 2,068,000

Official languages: Slovenian

Other languages: Hungarian, Italian (national minorities), Croatian, German, Romani, Serbian

People Living below National Poverty Line: 13.5 % (2011)

Total Expenditure on Education as % of GDP: 5.7 (2008-2010)

Basic school net enrolment ratio (%): 97.8 (2008-2011)

Total Youth Literacy Rate (15-24 years): total: 99.85 % (2012); male: 99.81 %; female: 99.90 %

Adult Literacy Rate (15 years and over): total: 99.70 % (2012); male: 99.72 %; female: 99.68 %

The Republic of Slovenia is a parliamentary democratic republic; it became independent after the dissolution of the Socialist Federal Republic of Yugoslavia (SFRY) in 1991. Following the attainment of independence, Slovenia pursued its strategic developmental and security interests by joining numerous international and regional organisations: the Organization for Security and Co-operation in Europe in March 1992; the United Nations in May 1992; the Council of Europe in May 1993; the North Atlantic Treaty Organization in March 2004; and the European Union in May 2004. Slovenia extends over 20,300 km², bordering Austria in the north, Italy in the west, Croatia in the south and east, and Hungary in the east.

The official language in Slovenia is Slovenian; in the municipalities in which Italian and Hungarian national communities reside, Italian and Hungarian are also official languages. The capital of Slovenia, as well as its geographical, cultural, scientific, economic, political, and administrative centre, is Ljubljana. On 1 January 2007, the euro was introduced in Slovenia to replace the tolar as legal tender.

Due to its natural and social characteristics, Slovenia is a contact and transit country. Slovenia is the meeting point of four linguistic and cultural regions: Slavic, Germanic, Romance, and Finno-Ugric (Hungarian).

On 1 January 2013, Slovenia's population was 2,058,821, of which 1,019,061 men and 1,039,760 women. The average population density is 101 people per km². The population has increased by 2.9% since 1991, and by 1.3% since 2009, mainly owing to immigration, which is also demonstrated by the net migration change of 65,000 people and natural change of only 15,000 people between 2003 and 2012.

Table 1: **Population by age, Slovenia, 1 January 1991–2013**

	1991	2000	2009	2010	2011	2012	2013
Median age (in years)	35.9	38.6	41.3	41.4	41.7	41.9	42.1
0–14 years (%)	20.6	16.1	14.0	14.0	14.2	14.3	14.5
15–64 years (%)	68.6	70.0	69.6	69.4	69.3	68.9	68.4
65 years and over (%)	10.8	13.9	16.4	16.5	16.5	16.8	17.1

Source: Statistical Office of the Republic of Slovenia (SORS)

On 1 January 2013, foreign nationals accounted for 4.4% of the total Slovenian population, the percentage has increased by 2.1 percentage points since 1995, with the number of males being significantly greater than that of females; however, the percentage of women has been increasing in recent years. The increase in the number of foreign nationals among the Slovenian population can be accounted for largely by immigration.

Table 2: Foreign nationals, Slovenia, 1 January 2009–2013

	2009	2010	2011	2012	2013
TOTAL	70,723	82,316	82,746	85,555	91,385
Males	52,083	60,156	58,697	59,214	62,121
Females	18,640	22,160	24,049	26,341	29,264

Source: SORS

According to the Europop2010 population projection, Slovenia is expected to experience relatively fast population growth by around 2025 (some 2,155,000), when the population will start decreasing slowly. It is projected that by 1 January 2060, Slovenia will have had a population of some 2,058,000 people, representing a 0.5% increase with respect to the first projection year (2010).

Main goals in education in the Republic of Slovenia

The main law in education Organisation and Financing of Education Act pursues the following aims to:

- provide the optimal development of the individual, irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or invalidity;
- educate for mutual tolerance, promote gender equality awareness, respect for human diversity and mutual cooperation, respect for children’s and human rights and fundamental freedoms, foster equal opportunities for women and men, and thereby develop competences to live in a democratic society;
- develop linguistic competences and raise awareness of the Slovenian language, having the status of the language of the Republic of Slovenia; in ethnically mixed areas, foster and develop Italian and Hungarian languages in addition to the Slovenian language;
- assure high-quality education;
- promote awareness of the individual’s integrity;
- raise awareness of citizenship and national identity and broaden knowledge of Slovenia’s history and its culture. Educational institutions shall mark the occasion of public holidays, celebrate with the anthem of the Republic of Slovenia, and pursue other activities to raise awareness of citizenship and national identity. Educational institutions shall display the flag of the Republic of Slovenia throughout the year; in areas where the Italian or Hungarian national communities reside, educational institutions shall also display the flag of the respective national community;
- enable inclusion in European integration processes;
- allow the possibility of choice at all levels of education;
- provide education that corresponds to the level of development and age of the individual;
- provide equal educational opportunities in areas with specific development problems;
- provide equal educational opportunities to children from less favourable social environments;
- allow equal educational opportunities to SEN children and adults;
- educate for sustainable development and active participation in a democratic society, including in-depth knowledge of, and a responsible attitude to, oneself, one’s health, other people, one’s own and other cultures, natural and social environments, and to future generations;
- promote lifelong learning;
- allow all citizens to achieve general qualification and an occupation;
- allow as many people as possible to achieve the highest possible level of education while maintaining the level of difficulty;
- allow as many people as possible to develop and achieve the highest possible level of creativity.

Equal rights and opportunities in education for all, regardless of gender, nationality, social and cultural origin, religion, political or other convictions, education, social status, disabilities or any other personal circumstances, are guaranteed by the *Constitution of the Republic of Slovenia* (<http://www.us-rs.si/media/constitution.pdf> - English version). The [White Paper on Education in the Republic of Slovenia](#) (1995; a short English version) included “equal opportunities and non-discrimination” as well, according to the principles on which the public education system is based; and the [White Paper on Education in the Republic of Slovenia](#) (2011; a short English version; http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf - in Slovenian) contains “equity”, which includes the provision of equal education opportunities. Since then, several provisions regarding education, healthcare, alleviation of barriers and obstacles in the environment, financial social assistance, employment and social integration have been adopted. Important solutions for ensuring equal opportunities have been integrated into many national and development programmes of various fields.

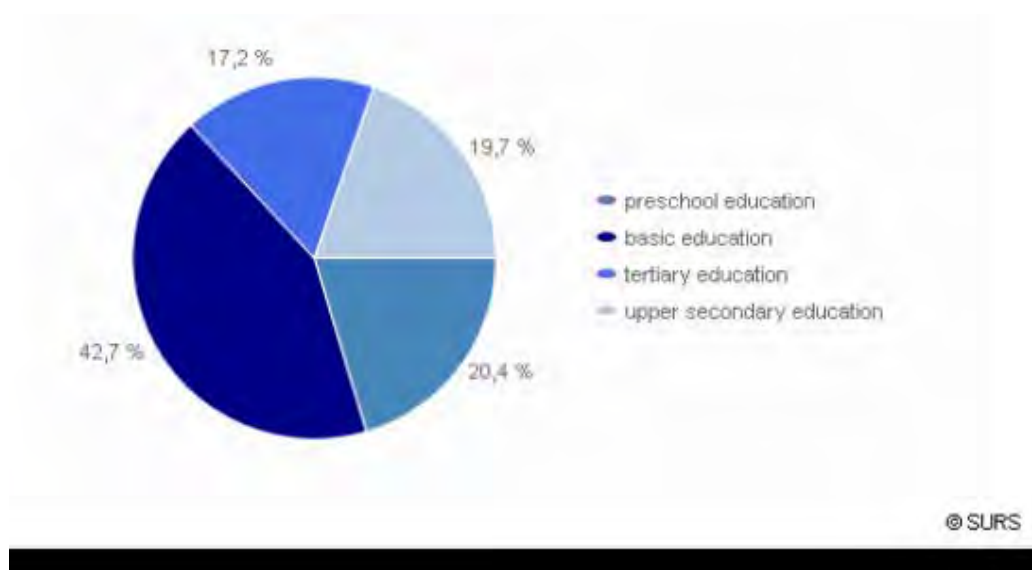
Structure of the educational system from preschool to upper-secondary education

Preschool education is optional, and encompasses the centre-based child care and early childhood education. Children aged over one year can enrol in kindergarten, which they can attend up to enrolling into basic school. Public kindergartens are founded and financed by municipalities.

Compulsory basic education in Slovenia is organised as single structure nine-year basic school attended by children aged six to fifteen years (primary + lower secondary level). Basic education is provided by public and private schools (less than 1 % of students are enrolled in private schools) and educational institutions specialising in children with special needs. Basic education for adults is provided by adult education institutions.

Upper-secondary education takes 2 to 5 years. Educational programmes include vocational, professional and *gimnazija* (general) programmes. Decisions concerning the founding and financing of upper-secondary schools and the distribution of education programmes are taken at the national level. Upper-secondary education is not obligatory, but there is a very high percentage of enrolment.

Picture 1: Expenditure for educational institutions by level of education, Slovenia, 2012



Educational structure of the population

The share of Slovenian citizens with higher education, i.e. completed short-cycle higher education or higher education, continues to rise, while the percentage of the population with basic education or even incomplete basic education is falling. This percentage is the highest among the elderly, while the majority of young people continue their studies at the upper secondary level. Between 2002 and 2011, the share of the population with basic education or less fell from 39 to 30 %. The most significant changes have been recorded in the number of people with higher education: in 2002, 215,000 residents aged 15 or more (12.9 %) had higher education; in 2011, their number attained 308,000, i.e. every sixth resident aged 15 or more. However, the population with completed technical or general upper-secondary education (30.2 % in 2011) still prevails.

On average, women are better educated than men, and the gap continues to grow. In 2002, the number of women with completed higher education for the first time exceeded that of men (by slightly more than a thousand). In 2011, 15.3% of men and 19.6% of women had a higher education degree. The share of men with a master's degree (*magisterij*) or doctoral degree is currently still larger, but only due to the significant difference in the number of older men and women with these degrees. However, women aged 25–41 (except those aged 32) with such degrees are already higher in number than men of the same age group.

In 2011, foreign nationals were, on average, slightly less educated than Slovenians; 5.9% of them had completed higher education and 50.2% upper-secondary education.

Table 3: Population aged 15 or more by type of education and sex, Slovenia, the 2011 and 2002 censuses

Education	2011 Census			2002 Census		
	Total	Males	Females	Total	Males	Females
Total	1,759,336	864,861	894,475	1,663,869	804,286	859,583
Incomplete basic education	77,971	30,246	47,725	115,556	46,492	69,064
Basic education	435,108	183,159	251,949	433,910	169,509	264,401
Vocational or short vocational secondary education	406,837	259,650	147,187	452,292	280,373	171,919
Technical or general upper-secondary education	531,751	259,711	272,040	447,049	206,915	240,134
Short-cycle higher education	84,221	37,141	47,080	84,044	36,083	47,961
Higher education	201,260	82,689	118,571	114,630	55,070	59,560
Master's or doctoral degree	22,188	12,265	9,923	16,388	9,844	6,544

Source: SORS

The most recent survey of literacy was included in the 1991 Census (0.46% of illiterates); however, as a result of compulsory basic education, this phenomenon is no longer statistically typical, since basic education has been compulsory for several decades.

The Republic of Slovenia and Commitment to EFA

Progress towards Education for All is one of the defining development challenges of the 21st century. The right to education is a basic human right and, as such, it should be defended as an end in itself. However, education is also a means to wider social, economic and political goals. In the current situation of the economic crisis and competition of various interests, it is timely to stress the critical role of education. Only educated citizens can achieve economic growth and this requires equal access to high-quality education, now more than ever. No country or society today can afford to exclude anyone from education on grounds of poverty, ethnicity, religion or gender.

Education is more than skills for economic sustainability. Schools are cultural institutions where children learn languages, history and culture of their respective societies, acquire social skills and self-confidence, broaden their horizons and address issues as full and active citizens. People who are denied the full broad-based education are less likely to participate actively in their societies and influence decisions that alter their lives and those of others. That is why education is also fundamental to democracy and government accountability.

Equity must be at the centre of the Education for All Agenda. In Slovenia, there has been strong progress towards many goals. Financing and governance have important roles to play. Slovenia has been working on ensuring equity for the past years and will do so in the future.

Slovenia strongly supports the view that education is a fundamental human right and a catalyst for social justice and development.

Slovenia calls for universal provision of early childhood education services and targeted measures to assist the poor and most vulnerable.

Slovenia welcomes the progress made, but strongly argues for the inclusive quality of Education for All. Slovenia has joined forces on different levels (government, teachers unions and all education stakeholders) in order to guarantee access to inclusive high-quality education to the marginalised and those hard to reach.

The main national strategies, policies, plans and targets for education in the last years are:

- The White Paper on Education 2011: http://www.belaknjiga2011.si/pdf/bela_knjiga_2011.pdf
- The Strategy of Roma Education in the Republic of Slovenia (Council of experts, 2004 and 2011) http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/projekti/Strategija_Romi_dopolnitev_2011.pdf
- The Strategy of the Inclusion of Migrant Children, Pupils and Students into the Education System in the Republic of Slovenia (2007) http://www.zrss.si/pdf/120712074702_strategija_vkljucevanja_otrok_ucencev_in_dijakov_migrantov_v_sistem_vzgoje_in_izobrazevanja_v_rs.pdf
- The National Programme for Youth 2013-2022: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO93>
- The Resolution on the Master Plan for Adult Education in the Republic of Slovenia from 2012 until 2020 <http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO99>
- The Strategy of Lifelong Learning (2007) http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/IU2010/Strategija_VZU.pdf
- The Resolution on the National Programme of Higher Education <http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO71>

The Resolution on the National Research and Development Programme 2011-2015

<http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO68>

Other important documents are:

- Placement of Children with Special Needs Act (2011), which is in force since 2013

<http://www.uradni-list.si/1/objava.jsp?urlid=201158&stevilka=2714> (in Slovenian)

The focus is on maximizing the inclusion of children in regular forms of education. The law redefines the process of placement, which will enable the placement of children more in accordance with their specific educational needs. It gives the possibility of extending the education of persons with moderate, severe and profound intellectual disabilities up to 26 years. The Act also provides for the formation of counseling centres across regions, which should provide a more effective professional treatment, support and professional development for teachers in mainstream schools and preschools.

- Guidelines for the integration of immigrant children in kindergartens and schools (2012)

http://eportal.mss.edus.si/msswww/programi2013/programi/media/pdf/smernice/cistopis_Smernice_vkljucevanje_otrok_priseljencev.pdf (in Slovenian)

- Guidelines for analysis, prevention, and treatment/management of violence in schools (2004)

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/Smernice_nasilje.pdf (in Slovenian)

- Guidelines for Education for Sustainable Development from Preschool to Pre-university Education (2007)

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_strategija_UNECE.doc (in Slovenian)

The main institution responsible for implementing EFA and coordination mechanism is the Ministry of Education, Science and Sport (MESS) and public institutions in the field of education (the National Education Institute, the Educational Research Institute, the National School for Leadership in Education, the Slovenian Institute for Adult Education, the Institute for Vocational Education and Training, The National Examinations Centre).

The MESS works with different ministries and their governmental institutions for the well-being of children and youth. The main partners are: Ministry of Labour, Family, Social Affairs and Equal Opportunities, Ministry of Health, Ministry of Culture, and Ministry of Finance. It cooperates with many NGOs from the field of education.

Section 2: Main EFA challenges in 2000 and targets for 2015

In 2000, the experts taking part in the educational reform identified the following social changes that required appropriate responses from the educational system:

- ageing of the population;
- transition to a post-industrial stage of development;
- economic, social and political transition;
- threats to the environment and natural resources;
- Slovenia's political independence and integration into the European and global economy and communications.

The educational reform identified fundamental problems that had been encountered in 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;
- the overloaded curricula and syllabi;
- too little emphasis on developing motivation for education;
- a limited use of diversified approaches, forms, methods and techniques of work and excessive passiveness of students;
- lack of focus on key aspects of students' development and education;
- too much emphasis 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;
- a too big 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.

Some important progress has been made in legislation and in building new educational concepts, which are presented in Section 3 of this report according to EFA goals.

Section 3: Progress towards the EFA goals

3.1 Expanding Early Childhood Care and Education (ECCE)

Since 1993, **ECCE has been in the domain of the ministry responsible for education which ensures continuity from preschool to basic school education.** The government is responsible for the national policy, the legislative framework and the general programme of preschool education. Preschool education is regulated by two key acts, the Organization and Financing of Education Act (in Slovenian) and the Kindergarten Act (in Slovenian). They specify the terms and conditions for the establishment, organisation and operation of kindergartens. In addition, kindergartens in Slovenia are required to observe norms regarding the number of children (Rules on norms and personnel requirements for the performance of preschool education activity (in Slovenian)); and specific regulations on school premises and amenities as regards the health and safety of children (Rules on norms and minimal technical conditions for premises and equipment of preschool institutions (in Slovenian)).

Preschool education objectives in kindergartens include:

- development of the ability to understand and accept oneself and others;
- development of the ability to negotiate, the respect for diversity and to participate in groups;
- development of the ability to recognise emotions and providing encouragement for emotional experiences and expressions;
- development of curiosity, inquisitive mind, imagination, intuition and independent thinking;
- encouragement for linguistic development and effective and creative use of speech, later also reading and writing;
- encouragement to experience artistic works and to express oneself artistically;
- dissemination of knowledge from different scientific fields and everyday life;
- encouragement for physical and locomotive development;
- development of independence in personal hygiene and care for one's health.

All public kindergartens and kindergartens with a concession are required to operate in accordance with the Kindergarten Curriculum (in Slovenian). It is designed as a framework for different organisational programmes offered

by kindergartens. It includes principles, objectives, developmental features of children, and suitable contents and activities in specific activity areas. Teaching staff has the right to autonomously select from the suggested contents, objectives and methods.

In Slovenia municipalities are responsible for the provision of ECEC and are therefore responsible for capacity monitoring. The municipality can advertise vacancies for each kindergarten on its territory. Some municipalities publish anonymised waiting lists of children waiting to be admitted. All information on vacancies in each municipality is available together at the ministry's website. The application can be used by various stakeholders (municipalities, kindergartens and parents). In February 2013 the Ministry issued the Protocol of procedures for the provision of additional ECEC places. It serves as a recommendation for municipalities.

Preschool education is an integral part of the education system. The system is unified and includes children from the age of 11 months to six years of age when they enrol basic school. In addition to full care (including nutrition), one of the key objectives of kindergartens is to provide every child with high quality and age-appropriate learning and social experience. Preschool education complements family care; children acquire experience and skills that the family environment cannot provide. Considering a very high level of employment of both parents in Slovenia, an important motivation for enrolling children in kindergartens is that the child is taken care of for the time when parents are at work. The participation of children in preschool education is not mandatory; it is up to the parents to decide.

The **widespread and accessible network of kindergartens** must be organized in such a way as to provide parents and children with access and choice. Universal legal entitlement applies to public and 100 % publically subsidised private settings, implementing the national curriculum and to 85 % or less publically subsidised. When there is no kindergarten providing a **public programme** in the local area or there are no places available yet parents are interested in enrolling a sufficient number of children to fill at least one playgroup, the municipality is required to start a procedure of ensuring additional places in a public kindergarten or make a call for a concession. By encouraging and subsidising preschool programmes in **private kindergartens**, the government assists in the provision of necessary vacancies.

Kindergarten programmes can differ in length:

- full-day programmes (6-9 hours per day) - they are usually carried out in the morning, sometimes in the afternoon or in shifts (one week in the morning, next week in the afternoon);
- half-day programmes (4-6 hours);
- short programmes (240 to 720 hours per year) are provided in demographically disadvantaged and remote areas. They can be provided throughout the year or in a condensed form, they can be provided in a kindergarten, a school or in any other suitable space.

When there is a shortage of kindergarten places, a priority ranking is implemented (children at 'social risk' and children with special needs have priority) and waiting lists are made (a special committee prepares a priority list sorting all the enrolled children with regard to the number of points achieved according to the predefined criteria, e.g., the municipality of permanent residence, disadvantaged families, the child's age, siblings in the preschool institution, ...). Data on vacancies are collected every month and entered in a central information point database.

Preschool education can also be organised in the preschool teacher's or preschool assistant's home if they are kindergarten employees, or in a registered preschool teacher's home. A registered preschool teacher must meet the same conditions as preschool teaching staff in public kindergartens and must be registered with the ministry of education.

As there has been a shortage of places recently, some measures have been taken by the Ministry of Education to provide additional places: in 2010, the Kindergarten Act was amended with a provision that enables kindergarten

groups to be organised in a different building which was not intended to be a kindergarten and has an operating permit. That enabled the municipalities to solve spatial issues rapidly with relatively little funds.

Child care can also be provided by childminders who are not qualified to provide an educational programme. They can only provide child-minding services. They can provide them in their home but for no more than a group of six children. They can also register to provide individual care in a child's home. The number of registered at-home childminders of preschool children is higher each year also due to problems of ensuring vacancies in public kindergartens. The childminder is accredited by the Ministry responsible for education. The Ministry requires documents regarding the childminder's education, absence of criminal record and operating permit for the facility in which the ECEC will take place. The home-based care can be evaluated by the Inspectorate of Slovenia for Education and Sport and by the Health Inspectorate. The evaluation is conducted regularly or upon report (e.g. from parents).

Kindergartens have internal counselling services. Counsellors are psychologists, social pedagogues, education specialists and social workers. The main purpose of a counselling service is to take part in solving of educational, psychological and social difficulties of children in kindergarten by assisting and cooperating with all participants of the education process, the parents and, if necessary, with relevant external institutions. It offers assistance to individuals and groups in kindergartens in order to ensure optimal development of all children, regardless of their personal circumstances or the social-economic or cultural situation.

The majority of **children with special needs** (SEN children) attend mainstream kindergartens and schools. The provision of education is adapted to their needs (organisation and method of the curriculum implementation) and they receive additional professional assistance. In cooperation with parents, kindergartens develop an individualized programme for a SEN child in which they specify the work practices and methods of professional or physical assistance. Mainstream kindergartens can also provide adapted and special programmes in special units or classes.

ECEC in ethnically mixed areas: In the area where members of the Italian minority reside, preschool education is conducted in two manners: education is carried out in the Slovenian language and children learn about the Italian language, or the education is carried out in the Italian language and children learn about the Slovenian language. Preschool education programmes are carried out in bilingual kindergartens also in areas where the Hungarian minority resides. Educational work is performed both in the Slovenian and Hungarian languages. Playgroups are attended by two preschool teachers concurrently at least 6 hours per day.

Education of **Roma children** is specified by the *Strategy of Education of Roma in the Republic of Slovenia*, adopted in 2004 and amended in 2011. The appendix to the *Kindergarten Curriculum* on how to work with Roma children was adopted. Roma children are integrated in kindergartens in three ways: the majority is placed in regular classes; kindergartens may organise a group of Roma children only or "Roma" education units may be arranged in Roma settlements. The child-adult ratio in playgroups with Roma children is more favourable. Based on the *Strategy* several projects are taking place introducing the Roma assistant in kindergarten, who helps Roma children to overcome cultural and linguistic barriers and represents a kind of bridge between the kindergarten and the Roma community.

Based on the Strategy for integration of immigrant children, pupils and students in the system of education in the Republic of Slovenia (in Slovenian), adopted in 2007, the Guidelines for the integration of immigrant children in kindergartens and schools (adopted in 2009 and amended in 2012) define strategies, adjustments and methods of cooperation and integration of migrant children and their parents and help kindergartens and schools with planning the education work with foreign children. Preschool teachers carry out activities according to the relevant curriculum to improve language and communication competences of children whose mother tongue is not Slovenian. In preschool, basic, upper-secondary and higher education, refugees have equal status to Slovenian citizens. Migrant children have support provided also by associations and other non-governmental organizations. The Slovenian Philanthropy (NGO; Association for the Promotion of Volunteering) provides counselling, information, psycho-social

assistance and acts as an advocate of migrants; it provides custodial services for unaccompanied children, organizes Slovenian language courses and other forms of learning assistance, social activities and other activities to facilitate integration.

The *Kindergarten Curriculum* is based on the developmental-process approach, which includes high quality planning, implementation and evaluation of the learning process that takes into account individual traits and development of each child as a more important goal than achieving prescribed results. It was drafted as an open and flexible national document with specified principles, outcomes and examples of activities, but is not structured in detail. The *Kindergarten Curriculum* and any subsequently adopted annexes and instructions are considered binding documents for public kindergartens and kindergartens with concession. The curriculum contains basic principles of preschool education (e.g., democracy and pluralism, right to choice and diversity, autonomy, a professional and responsible approach by the staff). The supplementary documents are:

- Guidelines to the *Kindergarten Curriculum* in programmes with adapted implementation and additional expert care for children with special needs (2003; in Slovenian);
- Annex to the *Kindergarten Curriculum* in ethnically mixed areas (2002; in Slovenian);
- Annex to the *Kindergarten Curriculum* for work with Roma children (2002; in Slovenian);
- The *Kindergarten Curriculum* and adapted programmes for preschool children (2006; in Slovenian).

The *Kindergarten Curriculum* expects teaching staff to make autonomous and responsible expert decisions, within the proposed principles and guidelines, about the selection of appropriate methods of work and techniques for preschool children. Children's products are not assessed. The *Kindergarten Curriculum* does not specify knowledge levels and skills that children are required to achieve in individual developmental stages. Preschool teachers observe, analyse and direct the child's learning through play. They encourage children to learn, they guide and motivate them, explain and clarify issues.

Textbooks, didactical material and teaching aids for individual activities in kindergartens are not prescribed. Kindergartens may autonomously buy didactic or teaching materials and aids.

The **assurance of quality** can be made by the external or internal evaluation of the kindergarten. The external administrative and educational evaluation of public and 100 % publically subsidised private kindergartens, implementing the national curriculum is carried out by the Inspectorate of the Republic of Slovenia for Education and Sport, which aims to ensure respect for legality and thereby protect the rights of children and other participants in education. The National Education Institute (NEIRS) monitors the implementation of the curriculum in order to improve the quality of work. The Health Inspectorate of the Republic of Slovenia performs inspection over the implementation of laws and other regulations with the objective of ensuring public health.

The internal evaluation is one of regular activities of the public and 100 % publically subsidised private kindergartens. The head teacher evaluates the work of the preschool teacher in the context of tasks assigned by law. The headteacher must also provide and determine high-quality self-evaluation and prepare the annual report on the self-evaluation of the kindergarten. The law defines that self-evaluation is mandatory, but each kindergarten can choose the areas and tools of self-evaluation. Kindergartens have to follow the following steps: the problem definition and definition of areas of self-evaluation, the choice of tools and data collection, data processing, analysis, the interpretation of data, the preparation of a quality assurance plan. Questionnaires and rating scales on assessment of the quality in the kindergarten are published and were prepared on the basis of the current curriculum and practices in Slovenian kindergartens. They cover various levels and areas of quality:

- the questionnaire for professional staff – it covers all levels of quality, mainly indirect (e.g., professional development and employee satisfaction, cooperation between kindergartens and other institutions, ...) and process ones (implementation of the curriculum, ...);

- the questionnaire for management staff – it covers structural and indirect levels of quality;
- the questionnaire for parents – it covers all quality areas and levels, mainly the cooperation between parents and the kindergarten;
- the rating scale for the professional staff comparison of the actual and desirable work in the kindergarten and the Rating scale: Process quality. The two scales are mainly focused on the quality of the process and designed for the self-evaluation of the professional staff;
- the Scale of social interaction between the preschool teacher and the children (author J. J. Arnett, adapted by Marjanovič, Bajc, Fekonja);
- the Rating scale on the inclusion and well-being of preschool children (author F. Laevers, adapted by Marjanovič, Fekonja);
- instructions for a partially structured interview with the child intended to obtain a view of children as participants in early childhood education in kindergarten on the environment, staff, activities, social relationships and rules that they perceive in the group.

Several case-studies of self-evaluation in kindergartens regarding the geographical environment, the number of groups, etc. are presented in the book *The View into the Kindergarten* (<http://kakovost.ric.si/datoteke/Prvi%20del%20vrtec.pdf>; in Slovenian).

One of the challenges is how to combine various aspects of monitoring and prescribe the use of indicators and instruments due to the importance of school space autonomy, which is embedded in the Slovenian legislation.

Indicators:

The indicators are set in accordance with the ISCED 0 classification:

ISCED 0.1: Early childhood development: Programmes typically targeting children younger than age three;

ISCED 0.2: Pre-primary education: Programmes typically targeting children from age three until the age of entry into ISCED level 1.

Table 4: Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes (data not available by sex)

School year	2000/01	2009/10	2013/14
Total	56.6	71.9	75.0
Early childhood educational development (ECED)	29.2	51.4	54.1
Pre-primary education	69.5	85.8	87.2

Table 5: Participation in pre-primary education and other ECED programmes by age and sex, Slovenia, annually

Age of children	2009/10			2013/14		
	Sex - TOTAL	Boys	Girls	Sex - TOTAL	Boys	Girls
	%					
Enrolment rate - TOTAL	71.9	72.9	70.8	75.0	75.7	74.4
ECED						
1 year	39.2	39.6	38.7	42.1	42.2	42.1
2 years	64.7	65.6	63.7	66.1	66.5	65.6

Pre-primary						
3 years	80.6	80.7	80.5	82.9	83.2	82.6
4 years	87.0	88.3	85.6	88.7	88.7	88.7
5 years	90.0	91.3	88.6	90.0	91.3	88.7
6 years	5.1	6.3	3.9	5.3	6.8	3.7

Table 6: Percentage of new entrants to Grade 1 of basic schools who have attended some form of organized ECCE programme, (data not available by sex)

	Number of new entrants to Grade 1 Basic school	of which have attended any early childhood education programme	Percentage of new entrants to Grade 1 of basic school who have attended some form of organized ECCE programme
	(ISCED 1)	(ISCED 0)	
2009/10	16,606	15,802	95.2
2013/14	19,034	18,636	97.9

Table 7: Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes

	Public and private kindergartens			of which - private kindergartens	
	Number of institutions with their units - total	Number of children - total	Number of private kindergartens	Number of children in private kindergartens	Share of children in private kindergartens (%)
2000/01	814	63,328	14	671	1.1
2009/10	863	71,124	30	1,767	2.5
2013/14	960	83,700	65	3,074	3.7

Table 8: Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Child-Caregiver Ratio in early childhood care programmes)

	2000/01	2009/10	2013/14
Total	9.0	8.2	8.1
Early childhood educational development (ECED)	...	6.3	6.1
Pre-primary education	...	9.4	9.3

Note: The calculation includes preschool teachers and preschool teachers' assistants in pre-primary and other ECED programmes.

Table 9: Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards, by sex

	Percentage of trained teachers		
	Total	Men	Women
2009/10	97.3	84.7	97.3
2013/14	98.7	94.8	98.8

Note 1: The data include preschool teachers and preschool teachers' assistants in pre-primary and other ECED programmes.

Note 2: The data include preschool teachers and their assistants, since preschool teachers' assistants also count as the teaching staff, according to the agreement between the MESS and the SORS regarding the reporting to the international UOE questionnaires.

Table 10: Number of teachers (preschool teachers and preschool teachers' assistants) by academic qualification and sex in pre-primary education and in other ECED programmes

		2013/14							
	TOTAL	Adequate qualification - total	Academic qualification				Inadequate qualification	Adequate qualification - total %	Inadequate qualification %
			Upper secondary ISCED level 3	ISCED level 6	ISCED level 7	ISCED level 8			
Preschool teachers and preschool teachers' assistants - Total	10,558	10,421	6,578	2,943	841	59	137	98.7	1.3
Men	229	217	159	42	13	3	12	94.8	5.2
Women	10,329	10,204	6,419	2,901	828	56	125	98.8	1.2
Of which:									
Preschool teachers	5,057	4,990	1,587	2,592	752	59	67	98.7	1.3
Men	49	48	3	30	12	3	1	98.0	2.0
Women	5,008	4,942	1,584	2,562	740	56	66	98.7	1.3
Preschool teachers' assistants	5,501	5,431	4,991	351	89	0	70	98.7	1.3
Men	180	169	156	12	1	0	11	93.9	6.1
Women	5,321	5,262	4,835	339	88	0	59	98.9	1.1

Note: ISCED 2011

Table 11: Sex distribution of teachers (preschool teachers and preschool teachers' assistants) in pre-primary education and in other ECED programmes

2013/14		
Preschool teachers and preschool teachers' assistants - total	Men	Women
100	2.2	97.8

Table 12: Percentage of female school headmasters/principals/managers in pre-primary education and in other ECED programmes

	2009/10			2013/14		
	Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women
	Number					
Management personnel - TOTAL	310	15	295	374	14	360
..Headmasters	132	12	120	141	10	131
..Assistant headmasters	178	3	175	233	4	229
Sex distribution	%					
Management personnel - TOTAL	100	4.8	95.2	100	3.7	96.3
..Headmasters	100	9.1	90.9	100	7.1	92.9
..Assistant headmasters	100	1.7	98.3	100	1.7	98.3

The preschool teacher and the teacher assistant are working together with a group of children. They prepare and plan the education process, co-operate with parents and take part in the organisation of life and work in the kindergarten. In first age groups, they must be present together for at least six hours per day and in second age groups for at least four hours per day.

In a 40-hour working week preschool teachers must instruct 30 contact hours in a preschool institution, while their assistants must instruct 35 contact hours. Preschool teachers prepare for their work (regular syllabi design, methodological preparation and didactic aids and toys preparation) and execute it. They document it. They follow the development and progress of the children and record it in writing. They organise cultural, sporting and other events for preschool children and prepare and lead trips and camps. They take part in organising everyday life and work in the preschool institution, collaborate with colleagues, professional staff and external experts and parents. They take part in continual professional development and update educational methods and contents. They work as mentors to trainees.

3.2 Universalizing basic education

The Constitution of the Republic of Slovenia in *Article 57 (Education and Schooling)* states that in the Republic of Slovenia "freedom of education shall be guaranteed. Basic education is compulsory and shall be financed from public funds. The state shall create the opportunities for citizens to obtain a proper education".

The basic school is therefore mandatory and financed from public funds.

Terms and conditions for the provision of basic school and the management and funding methods are regulated by the Organisation and Financing of Education Act (1996, 2007; in Slovenian).

Compulsory basic education in Slovenia is organised in a single structure nine-year basic school attended by children aged six to fifteen years. Basic education is provided by public and private schools (less than 1% of students are enrolled in private schools) and educational institutions specialising in children with special needs. Basic education for adults is provided by adult education institutions.

The Basic School Act (1996, 2006; in Slovenian) defines general basic education objectives; gives parents the right to choose the education method for their child; prescribes components and the scope of compulsory and elective basic school programme; regulates enrolments, rights and responsibilities of pupils, basic assessment and testing rules, conditions for pupils progression to the next year and the reporting on end-of year results. The act also regulates basic school education for children with special needs, the rights of migrant children, home-based education and basic school education for adults. The act makes a provision for the Minister to devise detailed rules, instructions, and guidelines for specific areas.

The special School Meals Act (2013; in Slovenian) regulates the area of school diet: organisation, quality of meals, duties of schools to educate pupils to eat healthy food, and subsidised meals.

The main basic education objectives include:

- to enable pupils to acquire knowledge and skills in accordance with their abilities and interests;
- to support personal development;
- to develop the ability for life-long learning and further education;
- to develop awareness of belonging to the nation, national identity and cultural heritage, and to nurture general cultural values;
- to develop respect for human rights, tolerance and acceptance of diversity;
- to develop communication skills in the Slovenian language and foreign languages;
- to facilitate sustainable development and to take responsibility for one's actions, one's health, for other people and the environment;
- to develop entrepreneurial skills, innovation and creativity.

Outcomes for specific subjects and knowledge standards are laid down in the curricula. In public schools, it is not permitted to teach religion (or provide confessional religious lessons with an intention to teach religion) and perform religious ceremonies, because the Constitution stipulates separation of religion from the state.

Policy of Inclusion in Slovenian Education

Slovenia is a country with a relatively low share of **dropouts**, i.e. share of students who left the educational system early. Slovenia set a task in the National reform programme for itself that the share of early school leavers will not exceed 5% in the year 2020. The data shows that this share amounted to 5.3% in the year 2009, 5% in 2010, and 4.2% in 2011 (source: National Reform Programme 2012- 2013, Ministry of Finance).

Drop out is not a priority for Slovenia, as there is a very low percentage of drop outs. The percentage of basic school pupils who left school without having completed the last grade (among all pupils who in the observed year finished schooling) is 1.4. There are many activities which prevent early school leaving and with implementation of compensation programmes which enable re-inclusion for early school leavers (e.g. Project learning for young people,

educational programmes for adults). Preventive measures implemented by basic and upper secondary schools are the following:

- Remedial classes and other forms of assistance for pupils and upper secondary school students which are in need of help with learning;
- Counselling service performing pedagogical, psychological and/or social counselling work with pupils or upper secondary students, parents, teachers and school management;
- Individualization and differentiation of the teaching process;
- Established system of notifying parents about unannounced absences;
- Possibility of taking exams if a pupil or upper secondary school student has not been able to visit classes;
- Possibility of schooling taking longer than foreseen by the programme (status renewal);
- Career guidance on educational choice and occupations electing further education in cooperation with other professional institutions (Slovenian Employment Service, Centre for information and occupational counselling; in Slovenian);
- Care for pupils and upper secondary school students from vulnerable groups.

There are several projects of good practice integrating young people with no education again into the educational system, so that they can obtain formal education. Young people in the age range from 15 to 25 who have no education, occupation and employment and have left the educational system can participate in a one-year publicly valid programme called Project learning for young people (PUM - in Slovenian; Slovenian Institute for Adult Education). The mentors help young people to overcome social outlying, encourage them to continue their education and help them acquire the knowledge and skills that would make it easier for them to find employment. Following the completion of the programme, the mentors continue to monitor these young people for another six months to see whether the young are participating in education or have become employed. On average, 180 young people opt for this programme yearly. The programme has been active since the year 1999.

One of the measures for prevention of early school leaving is also the programme for life successfulness (in particular, the "We read and write together" project (BIPS - in Slovenian) of the Slovenian Institute for Adult Education), which is being carried out at libraries or other public institutions. Parents who hold a lower educational level are being encouraged to read fairy tales to their children in the early grades of basic schools.

Education of children with special needs (SEN children) has been based on the following objectives and principles:

- To benefit a child as much as possible;
- Integrity and complexity of education;
- Equal opportunities and consideration of various needs of children;
- Integration of parents, adopters, foster-carers and guardians in the placement procedure and specification of forms of assistance;
- Individualised approach;
- Interdisciplinarity;
- Balance among different areas of the child's emotional, physical and cognitive development;
- Early placement in a suitable programme of education;
- Immediate and continuous support and professional assistance in education programmes;
- Organisation of education in the near vicinity of residence;
- Adequate conditions for an optimal development of the individual child.

In Slovenia, education of children and young persons with special needs is provided as a public service, but may also be provided in private kindergartens and schools without concessions or in private institutions and as home schooling.

The education of children with special needs has been integrated into all sector-specific instruments complemented by the Placement of Children with Special Needs Act (in Slovenian). The most important goals and principles aimed to:

- provide maximal advantages for a child;
- establish Integrity and complexity of education;
- give equal opportunities and at the same time recognise different needs of children;
- children with autistic disorders are now classified as SEN children;
- pupils with learning disabilities and gifted pupils are no longer counted among children with special needs - basic school provide adequate conditions for these pupils by adapting methods and forms of work and including them in additional/remedial classes and other types of assistance or work, whereby it also adapts the subject contents for gifted pupils.

The State has placed conditions on ensuring equal opportunities of deaf children and children hard of hearing, namely it adopted the Slovenian Sign Language Act (2002; in Slovenian). It specifies that the deaf and hard of hearing have the right to use the Slovenian sign language and to request an interpreter. The measures adopted on the basis of the National guidelines to improve accessibility of built environment, information and communications for people with disabilities (2005; in Slovenian) facilitate easier integration of persons with disabilities and other functional impairments.

The models of education introduced to the **ethnically mixed areas** of Prekmurje and of Slovenian Istria are designed to act as a basis for the implementation of the equal position of the Hungarian and Italian national community, of their language and their culture. However, mostly due to historical reasons the two education models differ between themselves as concerns the language organization of teaching. In Slovenian Istria, teaching in schools is practiced in one language, that is, in the Slovenian language in a school with the Slovenian teaching language, and in the Italian language in a school with the Italian teaching language. At the same time, the second language learning, the language of the environment, is compulsory for all the students. On the ethnically mixed area of Prekmurje, however, schools are bilingual, which means that teaching is carried out in two languages, in Slovenian and in Hungarian. It is characteristic of this model that both, students of the Slovenian and of the Hungarian nationality, attend the bilingual classes. According to numerous analyses both models meet the needs and both of them guarantee a high level of protection and development of minorities on ethnically mixed areas.

In years 2014/2015 two additional projects primarily aiming at fostering the training of teachers in bilingual areas (Italian, Hungarian), are being financed from the funds of the MESS and from the European Social Fund (ESF). The scope of the project is to provide educators and teachers as well as the managerial staff of minority educational institutions of Prekmurje and of Coastal region with the possibility of language training in minority languages and the updating of the minority education system. The basic objective of the project is rising language competences of the teaching staff in minority languages, and consequently raising the competitiveness of the children attending minority educational institutions. An indirect objective of the project is improving the quality and efficiency of educational systems, mainly improving the teaching of the Hungarian and Italian languages.

Roma represent a particularly vulnerable group. In February 2011, the National Expert Council for General Education adopted a supplement to the Roma education strategy from the year 2004 in which additional measures for an increase in their educational level and their successful integration into the system of education are laid down.

The proposed measures are directed in ensuring:

- early participation in the educational system (ensuring spacious capacities in the Roma settlements, development and offer of aid programmes, extracurricular activities and adult programmes);
- a Roma assistant (acquisition of a National Vocational Qualification, education of assistants, a systematic regulation of employment);
- the adaptation of programmes in terms of content (recommendation for introducing the Roma culture into textbooks, as well as staff training);
- continuous professional development for the staff;
- special forms of organisation and material conditions;
- individualization and differentiation with no segregation (didactic strategies, evaluation, after school study assistance);
- various forms of study assistance;
- the establishment of trust in the school, as well as eliminating prejudice;
- the education of adult Roma for the elevation of the educational level as well as workforce development (counselling centres, education of Roma girls and women);
- establishment of social incubators in Roma settlements for all Roma, to prevent prejudices and to include all Roma in education;
- to improve and give opportunity for extra-curricular activities for Roma children.

In accordance with the Roma Education Strategy:

- different manuals and books have been published in Roma language dialects;
- Roma Culture as an optional subject has been offered;
- annual programmes addressing intercultural co-existence are prepared and implemented;
- training seminars for teachers are carried out every year;
- school projects and other activities fostering intercultural dialogue have been carried out;
- networks of teachers who teach Roma have been established for counselling and sharing good practices;
- ensure equal opportunities in access to quality education for Roma children at all levels;
- the Ministry allocates additional funds and has set favourable norms for classes with Roma;
- the non-formal education for Roma has been stressed in different environments: adult education centres or social incubators within Roma settlements;
- Roma children are included in extra-curricular activities free of charge.

In addition, these measures are part of the [National Programme of Measures for the Roma 2010-2015](#). Implementation is being financed by national resources and the ESF, for example:

- increased quality of education for Roma children. The Ministry allocates additional funds and has set favourable norms for classes with Roma. Moreover, it has financed development and research studies related to the issue of successful integration of Roma pupils and to the standardisation of the Roma language as a basis for teaching Roma;
- early inclusion of children in the educational process – the government finances preschool programmes;
- the development of language skills (the Roma and Slovenian languages) and socialisation within educational institutions.

In October 2012, the National Council of Experts for General Education presented renewed [Guidelines for the inclusion of preschool and school migrant children](#) (in Slovenian; first adopted in 2009). The Guidelines defined, in particular, the principles, instructions and ideas for efficient overall integration of children and their immigrant parents in the Slovenian system of education. The Guidelines embraced instructions, ideas, and recommendations for kindergartens, basic schools and upper secondary schools, and residential homes on how to create suitable conditions

for successful learning of all participants irrespective of eventual differences in their psychophysical abilities, language, and socio-economic family status.

In April 2013, the Council of Experts for Adult Education deliberated on the [Strategy of Integration of Immigrants in the Adult Education](#) (in Slovenian) and communicated it to the Minister for approval. Its fundamental aim is to create suitable conditions for education of adult immigrants, their integration in the Slovenian society, so to strengthen the social cohesion. The contents of the Strategy embraces core points, guidelines and measures, analysis of situation, analysis of legal acts, etc. The Strategy shall apply to the period 2013–2020. The Action Plan 1, i.e. the Attachment to the Strategy, shall apply in the period 2013–2014. It is foreseen that new biennial action plans for the future be developed, namely the plans shall be the products of the working group appointed to monitor the Strategy.

As specified by the [Implementation of the Principle of Equal Treatment Act](#) (in Slovenian) adopted in 2004, authorities, educational institutions and other subjects were provided an opportunity to adopt special measures to ensure equality for all. Special emphasis was placed on individuals who found themselves in less favourable situation due to their personal circumstances.

In 2013, the [Office of the Republic of Slovenia for Youth](#) co-financed operations of 59 youth centres that aim above all to promote the active participation of young people in local environment, in particular the participation of young people with fewer opportunities by reason of social exclusion. In 2012/13, the Office's programme of co-financing the construction of youth centres with accommodation facilities expired. In the scope of the programme, one put up ten youth centres across Slovenia. In total, the youth sector gained 456 new beds and created 28 new jobs.

The Constitution of the Republic of Slovenia in Article 57 provides for compulsory basic education. Article 10 of the Basic School Act states that children who are foreign citizens or stateless persons residing in the Republic of Slovenia, have the right to compulsory basic education under the same conditions as nationals of the Republic of Slovenia.

In accordance with Article 48 of the Act parents have the right to enroll a child in basic school in the school district in which the child permanently or temporarily resides. The legal regime provides all school-age children with the possibility of inclusion in the basic-school system. School-age children in Slovenia visit school even if their family's residential status is not settled (i.e., they do not have a permanent or temporary residence yet), which is in line with the principle of the best interests of the child. In this case, children visit the school nearest to where their parents live.

Foreigners may enroll into Slovenian upper-secondary schools under the same conditions as Slovenian citizens. The Ministry of Education, Science and Sport annually issues vacancies in individual educational programs in upper-secondary schools. Foreigners may enter any upper-secondary school, if they meet entry requirements. The condition for enrollment in upper-secondary school is the completed basic school, except in certain educational programs, where, in addition to this condition, a successfully completed test of talent is required.

Children who reside in the Republic of Slovenia and whose mother tongues are not Slovenian, upon entering basic school receive lessons of the Slovenian language and culture and, through cooperation with their countries of origin, also lessons of their mother tongues and cultures. Measures for the integration of children of immigrants are defined by the Guidelines for the integration of immigrant children, which represent a concrete form of implementation of the strategy of including children, pupils and students in the education system as an integral part of the national strategy.

Conditions provided by the system for a successful inclusion of pupils are many:

- additional expert help in learning Slovenian in the first year of education in the Republic of Slovenia for migrant pupils has been provided since 2006; and in the second year of education since 2010/2011;

- for pupils who are foreign citizens or stateless persons and reside in the RS, the methods and deadlines for their knowledge assessment, the number of assessment marks etc. can be adapted in accordance with their parents. The knowledge of foreign pupils can be assessed according to their progress in achieving the goals and standards of knowledge defined in the syllabi. If a pupil moves to another area and enters a school which implements the basic-school program according to the adapted curriculum for basic schools in ethnically mixed areas, his or her knowledge of Italian or Hungarian as a second language can be assessed according to his or her progress in achieving goals or standards of knowledge defined by the syllabi. Adjustments for knowledge assessment are taken into account up to two school years. At the end of the school year in which they first entered basic school in the Republic of Slovenia, migrant pupils from other countries can be unassessed in individual subjects and progress to the next year. At the proposal of the class teacher, the promotion is decided upon by the teachers' faculty;
- migrant pupils from other countries whose mother tongue is not Slovenian and enter Slovenian basic school in Year 6 or Year 9 for the first time, take the national examination of knowledge on a voluntary basis in that school year.

INDICATORS

Compulsory basic education (primary + lower secondary education - ISCED 1 and ISCED 2)

Table 22: Intake Rate (NIR) in basic education, by sex

2009/10			2013/14		
Total	Men	Women	Total	Men	Women
94.0	92.6	95.6	92.6	91.5	93.7

Source: SORS

Table 23: Net Enrolment Ratio (NER) in basic education, by sex

2009/10			2013/14		
Total	Men	Women	Total	Men	Women
96.6	96.5	96.7	97.3	97.0	97.5

Source: SORS

Table 24: Percentage of basic school repeaters, by grade and sex

	2009/10			2013/14		
	Total	Men	Women	Total	Men	Women
	%					
Total	0.7	0.9	0.4	0.7	0.9	0.5
Grade 1	0.5	0.6	0.4	0.5	0.6	0.4
Grade 2	0.5	0.6	0.4	0.6	0.6	0.6
Grade 3	0.8	1.0	0.6	0.8	1.0	0.7
Grade 4	0.4	0.6	0.3	0.5	0.6	0.3
Grade 5	0.6	0.9	0.4	0.6	0.8	0.4
Grade 6	1.1	1.4	0.7	1.2	1.5	0.8
Grade 7	1.1	1.4	0.7	0.9	1.3	0.5
Grade 8	0.9	1.2	0.5	0.8	1.0	0.6
Grade 9	0.1	0.0	0.1	0.2	0.3	0.1

Note: Repeaters in the basic school program with the regular curriculum.

Source: SORS

Table 25: Repetition and promotion rate in basic education, by grade and sex, Slovenia, 2012/13

	Repetition rate			Promotion rate		
	Total	Male	Female	Total	Male	Female
Grades - total	0.9	1.1	0.6	99.1	98.9	99.4
Grade 1	0.6	0.8	0.5	99.4	99.2	99.5
Grade 2	0.7	0.7	0.7	99.3	99.3	99.3
Grade 3	1.0	1.2	0.9	99.0	98.8	99.1
Grade 4	0.6	0.7	0.4	99.4	99.3	99.6
Grade 5	0.8	1.0	0.5	99.2	99.0	99.5
Grade 6	1.4	1.8	0.9	98.6	98.2	99.1
Grade 7	1.1	1.4	0.7	98.9	98.6	99.3
Grade 8	1.5	2.0	0.9	98.5	98.0	99.1
Grade 9	0.5	0.6	0.3	99.5	99.4	99.7

Note: Repeaters in the basic school program with the regular curriculum.

Source: SORS

Table 26: Percentage of basic-school pupils who left school without completing the last grade (among all pupils who finished schooling in the observed year)

	%
2000/01	3.2
2009/10	1.3
2012/13	1.4

Note: Data refer only to the basic school with the regular curriculum.

Source: SORS

Table 27: **Number and percentage of teachers in basic education by level of academic qualification, and with required academic qualifications to teach at basic education level according to national standards**

		2009/10					2012/13						
Teachers - total	<i>Adequate education - total</i>	Academic qualification				Inadequate education	Teachers - total	<i>Adequate education - total</i>	Academic qualification				Inadequate education
		less than ISCED level 6	ISCED level 6	ISCED level 7	ISCED level 8				less than ISCED level 6	ISCED level 6	ISCED level 7	ISCED level 8	
15,458	15,178	332	5,694	8,619	533	280	15,420	15,304	242	4,979	9,688	395	116
%													
100.0	98.2					1.8	100.0	99.2					0.8

Notes: ISCED 2011; Data refer only to teachers in the basic schools with the regular curriculum.

Source: SORS

Table 28: Pupil/Teacher Ratio (PTR) in basic (primary + lower secondary) education

school year	Number of pupils per teacher in FTE	
	2009/10	2012/13
Number of pupils per teacher in basic (primary + lower secondary) education for youth and adults	12.0	12.2
<i>..of which:</i>		
- in basic schools for youth	12.3	12.5
- in basic schools for children with special educational needs	3.6	3.8
- in basic schools for adults	5.7	4.3

Source: SORS

Table 29: Professional personnel in basic schools with the regular curriculum by sex, Slovenia, annually

		2009/10	2012/13	2009/10	2012/13
		Number		Sex distribution of teachers	
Professional personnel - TOTAL	Sex - TOTAL	17,969	17,953		
	Men	2,299	2,284		
	Women	15,670	15,669		
Teachers - TOTAL	Sex - TOTAL	15,458	15,420	100	100
	Men	1,839	1,834	11.9	11.9
	Women	13,619	13,586	88.1	88.1
Of which:					
...Classroom teachers	Sex - TOTAL	6,040	6,218		
	Men	143	178		
	Women	5,897	6,040		
...Subject teachers	Sex - TOTAL	7,123	6,970		
	Men	1,471	1,452		
	Women	5,652	5,518		
...Teachers in daily extension	Sex - TOTAL	2,295	2,232		
	Men	225	204		
	Women	2,070	2,028		
Management personnel	Sex - TOTAL	828	818		
	Men	236	226		
	Women	592	592		
Counsellors	Sex -	877	890		

	TOTAL				
	Men	37	25		
	Women	840	865		
Other professional personnel	Sex - TOTAL	806	825		
	Men	187	199		
	Women	619	626		

Source: SORS

Table 30: **Public expenditure on education, 2000, 2009, 2012, in %**

	2000 ¹	2009	2012
Total public expenditure on education as a percentage of GNP/GDP	...	5.69	5.76
Total public expenditure on education as a percentage of total government expenditure	...	11.68	12.00
Public expenditure on basic education as a percentage of total public expenditure on education	...	43.70	42.70
Public current expenditure on basic education as a percentage of GNP/GDP	...	2.44	2.42
Public current expenditure on basic education per pupil as a percentage of GNP/GDP per capita	...	30.73	30.56
Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education	17.20

Note: In 2000, only the data on the expenditure on educational institutions and not the total public expenditure on education were collected.

3.3 Meeting the learning needs of youths and adults

Following the nine-year compulsory basic education is **upper-secondary education**. The upper-secondary education of two to five years is entered by a generation of children aged 15 years.

Main objectives of the upper-secondary education in Slovenia from 1995 are to:

- enable entire population to attain general educational qualification and an occupation;
- enable the biggest possible share of population to attain the highest level of creativity possible;
- enable the biggest possible share of population to attain the highest level of educational qualification;
- enable the inclusion in the European integration processes.

The upper-secondary education encompasses **general education**, i. e. different types of *gimnazija* programmes and the matura course, and **vocational** and **technical education**.

- general education is aimed at attaining knowledge and skills needed to continue the education at universities;

- vocational and technical education is aimed at attaining an occupation needed to enter the labour market; and technical education at attaining qualifications needed to continue education in non-university tertiary education programmes.

The upper-secondary education is provided by **upper-secondary schools**. The schools may be specialised in the provision of a single programme type (i.e. *gimnazija*) or provide several programmes; they may be single-type organisations or by reason of diversification of programmes and size, they may be organised as school centres with several organisational units.

The **system** of upper-secondary education is **centralised**; decisions about founding and financing of upper-secondary schools, and approving and allocating education programmes are adopted at the national level. However, schools and teachers enjoy autonomy in concretising teaching content, choosing teaching methods, staffing and managing employment relationships, as well as enrolling new students.

Law specifying upper-secondary education:

- Organization and Financing of Education Act (in Slovenian) specifies the requirements for the provision of education activities and the form of the management and funding of such activities;
- Gimnazije Act (in Slovenian) governs education in general and technical *gimnazija* which enable students to gain access to further education at universities upon completion of the general *matura* examination;
- Vocational Education Act (in Slovenian) governs education leading to qualification of short-cycle and upper-secondary education, technical upper-secondary education, as well as in-service training;
- Matura Act (in Slovenian) governs the completion of education within the general and technical upper-secondary education and specifies the content of the general *matura* and vocational *matura*, composition and competences of the matura bodies, and procedure for the completion of *matura*; Placement of Children with Special Needs Act (in Slovenian) governs the guidance of children and youth with special educational needs within the education process and lays down the manner and form of education provision;
- Special Rights of the Italian and Hungarian Ethnic Communities in Education Act (in Slovenian) specifies the implementation of special rights of the indigenous Italian and Hungarian ethnic communities;
- School Meals Act (in Slovenian) specifies the organisation and subsidizing of school nutrition.

Every year, state-approved upper-secondary education programs are adopted. The Ministry publishes secondary-school educational programs which include information on the adoption and the implementation of the revised educational programmes and the expiry of the replaced ones, as well as of the changes and their contents (divided into general and special parts).

Site www.mojazbir.si comprises the most important information about careers and education. It is intended for pupils, parents, adults and counselors (school counselors, career counselors, counselors in lifelong learning). The data is presented in a simple and transparent manner, in addition to textual descriptions there are also available more than 350 video presentations of professions.

Mojazbir.si gives easy and efficient access to the information collected, which would otherwise have to be searched for at many other sites. The site is updated regularly from the databases of the MESS, the Adult Education Centre of Slovenia, the Chamber of Craft and Small Business of Slovenia and the Employment Service of Slovenia. The data are regularly updated by all secondary schools in Slovenia.

Total Youth Literacy Rate (15-24 years): total: 99.85 % (2012); male: 99.81 %; female: 99.90 %

Adult Literacy Rate (15 years and over): total: 99.70 % (2012); male: 99.72 %; female: 99.68 %

At the end of the 2012/13 school year, 76,058 students were enrolled in upper-secondary education, which is slightly less than the previous school year (77,741 students). The reason continues to be a dwindling population in the age group typical for upper-secondary education. It is expected that, in the next few years, the number of secondary students will increase again, since an increase in the number of pupils in basic school was recorded in the last two years. At the end of the observed school year, 30,629 (40 %) of students were included in secondary general education, similarly to the previous school year. 33,543 students (44 %) were enrolled in secondary technical education, while 11,895 students were enrolled in lower and upper secondary vocational education, which is slightly more than 15 % of all students enrolled in upper-secondary education.

At the beginning of the 2013/14 school year, 76,714 students were enrolled in secondary schools. Again, the majority enrolled in secondary technical education (45 %), and in general education (38 %); while 16 % of students enrolled in lower and upper secondary vocational education. In comparison with the previous year, the enrollment in secondary general education decreased by 2 percentage points, the enrollment in secondary technical and vocational education increased by one percentage point, while the enrollment in lower and upper secondary vocational education remained the same.

In school year 2012/13, 18,463 students completed upper-secondary education. 7,471 students (40 %) finished general education, including 7,283 students who finished general and technical gimnazije, and 188 students who finished the matura course. Upper secondary technical and vocational education was finished by 7,740 (42 %) students; among them 1,147 students graduated from vocational technical education, while 151 students finished a vocational course. As the number of students enrolled in lower and upper secondary vocational programmes decreases yearly, there are less and less students who finish these programmes. The proportion of students who completed secondary and vocational programmes in year 2003/04 amounted to 26.3 % of all students, at the end of 2006/07 it amounted to 21.8 % at the end of 2012/13 it was only 17.6 %. Half of the students completed upper-secondary education in the areas of general education and social, economic, administrative and legal sciences.

The largest part of secondary-school adult education is carried out by the units for adult education in schools. In school year 2012/13, there were 14,790 adults included in secondary-school programs, which is slightly less than in the previous year. 66 % of adults finished the school year successfully.

Among 3,234 adults who have completed upper-secondary education, as many as three quarters have finished secondary technical and vocational education; while 17 % of adults completed secondary vocational education.

Table 31: **Upper-secondary education of youth and adults, Slovenia, at the end of school year**

	2011/12	2012/13
Secondary school students		
included in education	77,741	76,058
finished education	18,622	18,463
Adults		
included in education	15,963	14,790
finished education	4,251	3,234

Source: SORS

Table 32: Students in upper-secondary education, Slovenia, at the end of school year 2012/13

	Included in education			Finished education		
	total	men	women	total	men	women
Total	76,058	38,729	37,329	18,463	9,276	9,187
Lower vocational	737	535	202	307	228	79
Secondary vocational	11,158	7,691	3,467	2,945	2,039	906
Secondary technical education	33,534	18,040	15,494	7,740	4,076	3,664
secondary technical education (4-year programmes)	29,721	15,487	14,234	6,442	3,227	3,215
vocational technical	3,514	2,454	1,060	1,147	807	340
vocational course	299	99	200	151	42	109
Secondary general	30,629	12,463	18,166	7,471	2,933	4,538
general and technical <i>gimnazije</i>	30,059	12,291	17,768	7,283	2,863	4,420
<i>Matura</i> course	570	172	398	188	70	118

Source: SORS

A systematic approach to organising **adult education** was first presented in the White Paper on Education in 1995. In 1996, the government appointed the National Council of Experts for Adult Education. In the same year, the [Adult Education Act](#) (in Slovenian) was passed (amended in 2006). According to the Act, adult education is provided on the basis of the national long-term master plan. The Master Plan for the most recent period which ends in 2020 was confirmed by the National Assembly in 2013. It is implemented by the government by drafting annual programmes, by determining priorities and by providing funding from public sources. The National Adult Education Master Plan is a strategic and developmental document. With its confirmation, the National Assembly determines the national interest in adult education, defines activities required for the implementation of adult education, and provides stable funding from public sources. The Plan is the basis for annual work plans. The legal basis for the master plan is provided by several laws. The Adult Education Act regulates non-formal education and learning of people who have completed basic education and do not hold the status of pupil or student. It defines the rights of "mature students" in general, programmes and service providers, and special features of financing and organisation in adult education. It states that adult education is planned by the National Adult Education Master Plan and implemented through annual work plans. In addition to the Adult Education Act, this area is regulated by other school laws and labour and family laws. Adult education in terms of formal and non-formal programmes is regulated by laws on basic, vocational, gimnazija and short higher vocational education. Part-time students include mature students. The examination system which provides national vocational qualifications (the so-called certificate system) is regulated by a special act.

According to the Adult Education Act, adult education is based on principles of continuous learning throughout life, accessibility, autonomy in choice, professional and ethical responsibility of educators and on respect for dignity of mature students. Publicly recognised qualifications gained by adults in adult education are based on the same standards that apply to education for youth.

In the school year 2012/13, 342,689 participants attended different continuing education programs. Slightly more than 82% of participants attended non-verified programmes, slightly more than 11% attended verified programmes and slightly more than 6% attended language programmes. Compared to the previous year the structure did not change.

72% of all 281,229 participants in non-verified programmes attended programmes for the needs of performing an occupation, 22% attended programs for general needs and leisure time and the remaining 6% attended programs for preparation for obtaining national vocational qualification, for head clerk, foreman or master craftsman exams, for individual *matura* subjects and exams for performing an activity.

National adult learning and skills training policies have not been revised since 2000.

In order to increase the participation in adult and lifelong learning, we are aiming at: expanding awareness of the necessity of learning in all periods of life and in all environments; contributing to a holistic understanding of adult education as the driving force for upgrading knowledge and skills, employability, personal growth and co-existence within communities; encouraging people to crave for knowledge and take positive approach to learning.

Table 33: **Adults included in upper-secondary education, by educational institutions, Slovenija, end of school year 2011/12**

Type of educational institutions	Included		
	Total	Men	Women
Total	15,963	7,786	8,177
Adult education centres	3,714	1,336	2,378
Other organisations specialised in adult education	2,190	926	1,264
Educational centers (units) in companies	122	108	14
Adult education units in schools	9,648	5,307	4,341
Chambers' educational centres	-	-	-
Other	289	109	180

- no occurrence

Source: SORS

Table 34: Adults who finished education, by educational institutions, Slovenia, end of school year 2011/12

Type of educational institution	Completed education		
	Total	Men	Women
Total	4,251	1,842	2,409
Adult education centre	1,245	283	962
Other organisations specialised in adult education	712	231	481
Educational centres (units) in companies	36	33	3
Adult education units in schools	2,041	1,184	857
Chambers' educational centres	130	92	38
Other	87	19	68

Source: SORS

3.4 Improving adult literacy level

According to the *Adult Education Act* (2006), adult education comprises education, empowerment, training and learning of individuals who have completed basic school (compulsory education) and intend to acquire, update, and widen their knowledge, while during the education they do not have the status of regular pupils or students. Adult education has two basic meanings. According to a broader understanding, it is a process where individuals, having completed basic education, take part in any kind of permanent and organized activities important for advancing the level of their information, knowledge and understanding or skills, validity and views.

Political commitment to adult education and adult literacy

Lifelong learning:

- Strategija vseživljenjskosti učenja (*Strategy on Lifelong Learning*, the document was approved by the Minister of Education and Sport)
http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/IU2010/Strategija_VZU.pdf

Adult education:

- Zakon o izobraževanju odraslih (*Adult Education Act*)
<http://www.uradni-list.si/1/objava.jsp?urlid=2006110&stevilka=4673>
http://www.see-educoop.net/education_in/pdf/zak_izob_odraslih-slo-enl-t04.pdf
- Resolucija o Nacionalnem programu izobraževanja odraslih (*National Plan on Adult Education in the RS until 2010* – NPAE)
<http://www.uradni-list.si/1/objava.jsp?urlid=200470&stevilka=3149>
- Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji, 2011, p. 369-417 (*White Paper on Education in Slovenia*)
http://www.belaknjiga2011.si/pdf/bela_knjiga_2011.pdf
- Operativni program razvoja človeških virov 2007-2013 (*Human Resource Development Programme 2007-2013*)
http://www.svlr.gov.si/fileadmin/svlrsrp.gov.si/pageuploads/KOHEZIJA/kohezija-200207/op-ess_vlada-150207_koncno.pdf

National programme of adult education (2010) is the document that determines national goals of activities and investments in the field of adult education. In the NPAE 2010, which expired in 2010, there were two major benchmarks set: for participation in lifelong learning and for educational attainment. The new issue of the NPAE 2010 also sets goals for these indicators:

- 18 % participation of the 25-64 population in lifelong learning (the value for 2010 was 16.2);
- 6 % participation in non-formal general education (verified literacy programmes, foreign languages, leisure and liberal educational programmes);
- 1/3 of adults without basic school attainment will accomplish basic level of education;
- 60 % population 25-64 with at least 4-year upper secondary school (the most recent figure available is 55 %).

The accreditation of prior learning has been a very important issue in Slovenia for several years now. There have been a lot of initiatives aiming at making the system of recognition formal and comprehensive (e.g., instructions for forming a career or professional portfolio). The National Examination Centre is responsible for verifying knowledge, regardless of where it has been acquired: matriculation exam, verified language exam, basic school level knowledge etc.

The *White Paper on Education in the RS* (2011) comprises all levels of education. It has a special chapter dedicated to adult education. The main emphases are given to fostering the concept of lifelong learning as the basic frame for increasing the awareness of the importance of adult education, and to the development and further implementation

of the accreditation system. The state is taking over the financial responsibility for education of vulnerable groups and for education for attaining basic knowledge and skills standards.

Adult literacy

The *National Strategy on Literacy Development* ([Nacionalna strategija za razvoj pismenosti](#) – in Slovenian) was approved by the Minister responsible for education.

Adult Learning and Education (ALE) is an important constituent of the Slovenian Active Employment policy (2007-2013), implemented by Ministry of Labour, Family and Social Affairs.

The success of a concrete implementation of policies is limited to some basic issues:

- Law on Adult Education and the Resolution 2010 generated governance and professional actions and mechanisms to develop and maintain a balanced development of ALE for personal, social and economic development and well-being of individuals, communities/state and enterprises;
- actions contributed to equity by improving access and participation in quality ALE and literacy programmes for less educated and qualified and other marginalised groups of adult population;
- responses emerging from local levels, providers and participants in learning.

Impacts of policy and legislation on literacy and ALE practice

Policy development of ALE in the last 10 years was not an isolated process; it has been strongly supported by the research and development activities of the Slovenian Institute for Adult education and by the input of the adult education national associations. In addition, policy development, especially in the field of adult literacy was strongly influenced by the results of the International Adult Literacy Survey (OECD, Statistics Canada, 2000) and CONFITEA V with its humanistic/holistic approach to ALE and adult literacy movements.

According to the *National Strategy on Literacy Development*, literacy is defined as following: “Literacy is continuously developing competence of individuals for using socially agreed systems of symbols in order to learn, understand, produce and use texts for everyday life, education, work and living in the community. Acquired knowledge, skills and developed competences enable an individual a successful and creative personal growth and responsible participation in the labour market and society. Alongside reading, writing and numeracy which are considered basic literacy competences, also listening skills, digital competences, information, media and other literacies, are considered important for individual participation in the society. Competences and literacies as social practices are acquired and developed throughout life in different circumstances and are intertwining all individual activities.”

In 2011 the new concept of adult literacy programmes has been proposed which is based on the results of the national evaluation of adult literacy programmes (conducted in 2010), the *White Paper on Adult Education* in Slovenia (2011) and *EU framework on key competences* (2006). The new concept acknowledges key and transferable skills and competences; the key competences are basic literacy (also communication in the Slovenian language), communication in foreign language and mathematical competences. Transferable competences are digital, learning to learn, social and civic and entrepreneurship competences, and general knowledge about nature, society, science and technology (also cultural awareness, science and technology).

Regarding the national situation (the literacy rate is almost 100 %), the target groups with low literacy (basic) skills are mostly Roma people and some other vulnerable groups of adults (over 45+ with low education or skills who live in the country, low-educated and skilled unemployed, low educated parents, elderly).

Policy development of ALE in the last 15 years was not an isolated process; it has been strongly supported by the research and development activities of the Slovenian Institute for Adult Education and by the input of the adult education national associations. In addition, policy development, especially in the field of adult literacy was strongly influenced by the results of the International Adult Literacy Survey (OECD, Statistics Canada, 2000) and CONFITEA V with its humanistic/holistic approach to ALE and adult literacy movements. On the national level, there were some new developments (programmes, training of teachers, evaluation of the implementation of both, etc.). During the period 2007-2013 the access to the ESF was provided on the national level, with the great emphasis on basic skills programmes for above mentioned target groups. The strategic document of *Adult Education Master Plan (2005-2010)* also gives the priority to different vulnerable target groups of adults. Adult literacy situation in Slovenia according to IALS research back in 1998 defined four **main factors influencing the level of literacy in Slovenia**:

- Level of education (years of schooling);
- Age;
- Level of parent's education;
- Employment status.

In IALS Summary there are also the following conclusions:

- Large numbers of adults on lowest literacy levels (Level 1 and 2);
- Older age groups considerably lower levels of literacy;
- Low numbers of low educated adults performing on highest literacy levels in compare to other countries;
- Low literacy attainments of young adults 16 – 19 out of school.

Participation in adult education in Slovenia depends strongly on the socio-economic characteristics of the adult population (gender, age, formal educational level, status of activity, occupation, place of living, etc.). There are certain issues that need to be addressed in the future years for example:

- Considerable disparity between high and low educated adults in participation in learning activities;
- The most vulnerable groups haven't been reached with adequate support and motivation;
- The share of the 4-years secondary attainment within upper secondary level, which enables tertiary level enrolment is not satisfactory;
- The network of providers delivering publicly relevant and publicly financed programmes as well as supportive activities, designed for vulnerable groups doesn't have proper financial support for stable **provision** on one hand, and is not spread throughout the country evenly on the other (Beltram, 2013).

A network of 14 regional guidance centres for lifelong learning is active in Slovenia. They are evenly distributed throughout Slovenia and have 160 dislocated units altogether (Points of lifelong learning). This is where adults can obtain information on educational possibilities; they are given individual educational plans and directed to educational programmes. Around 36,000 participants are included in the centre activities on a yearly basis.

The Expert Council of the Republic of Slovenia for Adult Education implements two main objectives: 1) to make decisions in matters concerning adult education development; and 2) to provide professional support to governmental policy and legislative regulation of adult education.

The new concept in adult literacy which is addressing the need of adults with lowest literacy levels (less than 12 years of schooling) defines several target groups: young drop-outs 16-25; unemployed; low skilled employed; parents with school age children; low income groups; immigrants; older age groups.

To render the programmes even more effective and improve their quality, we have special Teacher training programmes for the above mentioned basic skills programmes. A considerably regulated publicly funded system provides: regular monitoring; accredited training programme; high profile of adult literacy teaching force; on-going professional development; flexible teaching force (part time); positive transfer of innovation in formal system.

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It is not entirely clear what level of literacy we are talking about. The population censuses in Slovenia have not asked about the basic literacy for quite some time now. It is presumed that illiteracy in Slovenia is negligible, taking into account compulsory basic education.

As mentioned above, the last relevant data for literacy rates for Slovenia are more than 15 years old. Slovenia joined the PIAAC research in the second round and relevant evidence will be available in May 2016, when OECD releases the embargo on the research data.

For adult education see Section 3.3.

3.5 Gender parity and equality in education

Equal educational opportunities for both sexes were one of the principles of the 1996-1999 *curricular reform* in Slovenia. They were one of the proclaimed educational aims specified by law and included in the guidelines for the introduction of concrete changes in programmes and curricula.

One of the principles the Slovenian education system is based on is »equal opportunities, non-discrimination, the possibility of choice and the fostering of excellence«. The principles which underpin the educational aims set forth in Article 2 of the *Organisation and Financing of Education Act* include, among others, the following:

- 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.

In 2012, the Resolution on the National Programme for Equal Opportunities of Women and Men was adopted, where the objectives and measures of education for gender equality and the promotion of equal opportunities for women and men in education were set out: among other things, the integration of the gender-equality perspective in the designed and implemented curricula, in learning materials and in the programs of the continuing professional development of teachers; the promotion of scholarship of female pupils and students in educational programs dominated by men, and vice versa.

With regard to secondary school education, in school year 2012/2013 most students were enrolled in the general education programme (40.27 per cent of all students). The gender structure shows that there were slightly more girls (59.31 per cent). In addition to the general education programme, an equal gender structure can be seen in programmes providing education for services (56.8 per cent of girls; 2010/11 data), agriculture, forestry, fishery and veterinary medicine (51.5 per cent girls; 2010/11 data). The gender imbalance is most apparent in the natural sciences, mathematics and computer science, where male students prevail (96.5 per cent; 2010/11 data); these areas are followed by engineering, manufacturing and construction (93.6 per cent male students; 2010/11 data), while

female students prevail in education and teacher training programmes (93.3 per cent of female students; 2010/11 data).

The statistical data show that the vast majority of teachers is female: at the basic level, there are more than 97 % of women, at the lower-secondary level, there are 79 % of women, and at the secondary school level, there is 66.7 %.

With regard to the leadership of educational institutions, there is a vast majority of female headteachers at the pre-primary level (96.3 %); however, the percentage decreases with the level of education: at the basic school level, there is 73.3 % of female headteachers, and at the secondary school level, there is only 56.1 %.

At the beginning of school year 2013/14, there were 76,714 students enrolled, including 36,997 girls, representing more than 48 % of students in upper-secondary education.

In 2011, the share of women in the population aged 18 to 64 participating in one of the forms of education was slightly higher than the share of men. The most frequent forms of learning include learning via television, using audio- and video-cassettes, professional literature, computer, visiting libraries and education centres.

At the end of 2012/13 school year, the basic education was successfully completed by 17,729 pupils. Among the children who finished basic education, there were 1.4 % of children who fulfilled the legal duty of nine-year education and left basic school without the basic-school certificate.

INDICATORS

Table 35: **Population, aged 15 and above, by sex and educational qualification in 1961, 1971, 1981, 1991 census, in percentage**

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

Note: The table shows that the overall level of education continues to rise and that in general men stay in education longer than women.

Table 36: **Females enrolled as percentage of total enrolment by level of education, Slovenia, 2012/13**

	ECCE 1st age period	Pre-primary 2nd age period	Basic (Grades 1-5)	Basic (Grades 6-9)	Upper secondary
% of females	48.5	48.0	48.6	48.2	48.7

Note: Included are pupils enrolled in the programs with the regular and adapted curriculum and adults in basic and upper-secondary education.

Source: SORS

In the 2012/2013 school year, 161,051 pupils were enrolled in basic schools, of whom 78,409 (48.7%) were girls. In the same school year, 78,208 students were enrolled in secondary schools, of whom 37,887 (48.4%) were girls. Women enter tertiary education more often than men, and are also more successful academically. No substantial changes have been noted regarding the choice of subjects in recent years. A change was recorded in subjects in the areas of science, mathematics and computer science, where the share of female students increased by almost 10 percentage points in the 2004–2011 period.

Table 37: Female teachers as percentage of total number of teachers in basic and upper-secondary education, Slovenia, 2012/13

	Basic (Grades 1-5)	Basic (Grades 6-9)	Upper-secondary
% of female teachers	97.1	79.0	66.7

Note: Included are teachers who teach in the programs with the regular and adapted curriculum (without teachers in after school classes) and teachers who teach adults in basic and upper-secondary education.

Data source: SORS

Table 38: Percentage of female school headmasters/principals/managers by level of education, Slovenia, 2012/13

	Preschool education	Basic education	Upper-secondary education
% of female headmasters	96.3	73.3	56.1

Note: data refer to full and part-time school management personnel and includes headmasters, assistant headmasters and other staff with similar responsibilities.

Data source: SORS

Table 39: Gender Parity Index

	School year 2011/12
GIR in basic education	1.00
GER in basic education	1.00
NER in basic education	1.01
ANER in basic education	1.01
Survival rate to Grade 5	...
Survival rate to last grade of basic education	...
Primary cohort completion rate	...
Transition Rate from basic to secondary (general) education ¹⁾	1.00
GER in secondary education, and by level (lower and upper)	0.99
GER in lower-secondary education	1.01
GER in upper-secondary education	0.98
GER in basic education (primary and lower-secondary education)	1.00
GER in primary education	1.00
GER in lower-secondary education	1.01
ANER in upper-secondary education	...
NER in upper-secondary education	1.01

1) Data for 2011

Data source: <http://data.uis.unesco.org>

GER in ECCE	0.99
NIR in basic education	1.02

Source: SORS

Table 40: Kindergartens and preparation for basic school in the school years from 1995/96 to 2012/13

	Kindergartens	Children total	Girls	% of girls	Staff total	Women	% of women
1995/96	793	66,553	31,559	47.41	6,672	6,555	98.25
2000/01	814	63,328	30,350	47.93	7,163	7,022	98.03
2005/06	777	57,134	27,317	47.81	7,115	7,040	98.95
2009/10	863	71,124	34,158	48.03	8,906	8,754	98.29
2010/11	891	75,972	36,367	47.87	9,640	9,475	98.29
2011/12	922	81,221	39,105	48.15	10,198	9,994	98.00
2012/13	938	83,090	40,031	48.18	10,453	10,240	97.96

Source: Statistical Yearbook 1997, 2002, 2007, 2013, SORS.

Table 41: Pupils in basic and secondary schools, from beginning of school year 1995/96 to 2012/13

	Basic schools			Secondary schools		
	Total	Girls	% of girls	Total	Girls	% of girls
1995/96	207,032	101,239	48.9	102,079	51,266	50.2
2000/01	180,874	87,980	48.6	100,858	50,375	49.9
2005/06	167,616	81,536	48.6	97,885	48,543	49.6
2009/10	160,252	77,795	48.5	85,030	41,300	48.6
2010/11	159,508	77,552	48.6	82,267	42,330	51.4
2011/12	159,701	77,732	48.7	79,901	38,737	48.5
2012/13	161,051	78,409	48.7	78,208	37,887	48.4

Source: Si-stat, SORS.

Table 42: Pupils in basic and secondary schools with the special curriculum, from beginning of school year 2009/10 to 2012/13

	Basic schools			Secondary schools		
	Total	Girls	% of girls	Total	Girls	% of girls
2009/10	1,553	569	36.6	3,940	1,501	38.1
2010/11	1,538	560	36.6	2,900	1,073	37.0
2011/12	1,656	616	37.2	3,184	1,202	37.5
2012/13	1,724	646	37.5	3,508	1,328	37.9

Source: Si-stat, SORS.

Table 43: Secondary schools – pupils, end of school year 2008 and 2011

	2008			2011		
	Total	Girls	% of girls	Total	Girls	% of girls
Total	83,300	41,068	49.3	77,741	38,128	49.0
Short term vocational education	1,017	232	22.8	780	221	28.3
Vocational upper-secondary education	12,248	3,807	31.1	11,273	3,477	30.8
Technical upper-secondary education	35,296	16,389	46.4	34,006	15,640	46.0
General upper-secondary education	34,739	20,640	59.4	31,682	18,790	59.3

Source: Si-stat, SORS.

Table 44: Upper-secondary schools – pupils by fields of study, end of school year 2010/2011

	2011		
	Total	Girls	% of girls
Total	79,830	39,289	49.2
General programmes	33,004	19,649	59.5
Education	2,073	1,935	93.3

Humanities and arts	2,263	1,409	62.3
Social sciences, business and law	8,764	5,631	64.3
Science	2,883	101	3.5
Engineering, manufacturing and construction	15,561	995	6.4
Agriculture	2,244	1,155	51.5
Health and welfare	6,139	4,495	73.2
Services	6,899	3,919	56.8

Source: Statistical Yearbook 2012, SORS.

Table 45: **Enrolled students and graduates at universities and independent higher education institutions from 2000 to 2011, by sex**

	Enrolled			Graduated		
	Total	Women	% of women	Total	Women	% of women
2000	91,494	51,323	56.09	11,497	6,571	57.15
2005	114,794	67,010	58.37	15,787	9,750	61.76
2009	114,873	66,445	57.84	18,103	11,192	61.82
2010	107,134	64,952	60.63	19,694	12,163	61.76
2011	104,003	60,044	57.73	20,461	12,346	60.34
2012	97,704	56,223	57.54	20,596	12,413	60.27

Source: Si-stat, SORS.

Table 46: Students by fields of education and sex, from 2006 to 2011

	2006		2007		2008		2009		2010		2011	
	Total	% of women	Total	% of women	Total	% of women	Total	% of women	Total	% of women	Total	% of women
Total	115,944	58.29	115,445	58.14	114,391	57.96	114,873	57.84	107,134	60.63	104,003	57.73
Education	9,703	80.94	9,298	81.09	8,822	80.00	8,497	81.41	8,234	90.85	8,258	83.05
Humanities and Arts	9,022	72.97	9,365	72.35	9,341	71.32	9,566	68.95	9,078	73.76	9,016	69.41
Social Sciences, Business and Law	48,310	66.50	45,372	67.11	43,437	67.60	43,025	67.50	37,134	67.36	34,962	66.32
Science, Mathematics and Computing	6,446	33.56	6,827	33.47	7,066	36.14	7,685	39.17	7,530	50.07	7,779	41.02
Engineering, Manufacturing and Construction	19,374	24.68	20,952	25.13	21,787	25.35	21,34	25.43	20,915	27.76	20,027	25.05
Agriculture and Veterinary	3,705	57.09	3,819	59.18	3,788	58.92	3,689	56.17	3,435	59.36	3,249	54.63
Health and Welfare	8,381	79.01	8,720	78.92	9,283	78.24	10,006	77.04	10,664	80.99	11,135	77.48
Services	11,003	48.54	11,092	51.09	10,867	51.99	10,671	52.19	10,144	54.32	9,577	53.90

Source: Si-stat, SORS.

Table 47: Graduates by fields of education and sex, 2004 and 2011

	2004			2011		
	Total	Women	% of women	Total	Women	% of women
Total	11,608	7,334	63.2	15,629	9,872	63.2
Education	1,407	1,209	85.9	1,426	1,234	86.5
Humanities and Arts	692	510	74.0	1,208	947	78.4
Social Sciences, Business and Law	5,237	3,554	67.9	6,366	4,373	68.7
Science, Mathematics and Computing	407	163	40.0	1,084	451	41.6
Engineering, Manufacturing and Construction	1,500	396	26.4	2,447	728	29.8
Agriculture and Veterinary	319	188	58.9	431	263	61.0
Health and Welfare	1,261	1,049	83.2	1,581	1,252	79.1
Services	695	265	38.1	1,086	624	57.5

Source: Rapid Reports No. 142/2005 and Statistical Yearbook 2012, SORS.

Table 48: Participation of population aged 15 years and more in formal, continuing and informal education, year 2011

	Population aged 18 to 64	Participation in regular education	Participation in informal learning	Participation in continuing education
Total	1,328,387	143,141	458,511	609,650
Women	645,254	80,996	232,697	316,070
Share of women (%)	48.6	56.6	50.8	51.8

Source: Si-stat, SORS.

3.6 Quality of education

Quality assessment and assurance in education and training is defined by the *Organization and Financing of Education Act*, which imposes a duty of the principal to determine and ensure the quality. The law defines self-evaluation as obligatory.

Slovenia tries to provide all participants in education with access to high-quality education and has developed a system for quality assurance in education in this respect.

The adherence of the management and education activities to legislation of public and private institutions with concessions is supervised by the school inspectorate. It carries out regular and extraordinary inspections and examines legal, organisational and other administrative procedures.

Kindergartens and schools carry out regular self-evaluations. Self-evaluation reports are reviewed by institutional councils. During self-evaluation, education institutions primarily evaluate the education processes and compare students' results at the school with their results during the external assessment of knowledge. The conclusions of the self-evaluation report are considered in the planning of work during the following school year, as well as long-term planning (e.g. when preparing the institution's development programme). All documents are adopted by the council of the kindergarten or school.

Upper-secondary technical and vocational schools are obliged by law to establish quality committees, set up in accordance with the principles of social partnership. The *Council of experts of the Republic of Slovenia for vocational and technical education* has adopted indicators of quality, and schools publish online annual reports on quality as reported by the school's quality committee. The *Institute of the Republic of Slovenia for Vocational Education and Training* monitors the process of assessing and assuring quality in vocational and technical education.

Upon completion of the second cycle of basic school (6th grade) and upon completion of basic school (9th grade) there is an organised national assessment of pupils' knowledge. Upper-secondary students finish upper-secondary professional education with the vocational *matura* or general *matura*, both of which are organised externally, either completely or in part. Every year the National Examination Centre conducts a thorough analysis on the examination results of pupils and upper-secondary students by subjects, municipalities and schools. Information on pupils' and upper-secondary students' end-of-year results are not public. Schools use them to assess the achieved level of the quality of their work. The achievements of their pupils and upper-secondary school students are compared with the average and best achievements in the country.

Information on the enrolment of children, pupils, upper-secondary students and tertiary students are monitored by the SORS. They are published in a form which prevents the identification of a specific statistical unit.

In tertiary education, internal evaluation falls within the responsibility of higher vocational colleges and higher education institutions, whereby the National Agency for Quality Assurance in Higher Education has the main role in external evaluation.

At the central level, data is not available and analysed for separate schools; rather data on national averages is available.

The National Examinations Centre publishes annual reports on national results.

It is a priority to collect data via international research in knowledge and competences of students, thus at the Institute for Educational Research, they collect and analyse results of international assessment of student skills and knowledge (PISA, TIMS, PIRLS, IEDC, etc.). It is a priority as well to produce national reports of the international research projects.

Schools publish online annual self-evaluation reports; they define the process and focal points of self-evaluation at their own discretion. The *National School for Leadership in Education* provides training programmes of self-evaluation

for head-teachers and teachers. Schools join in clusters to participate in projects of the National School for Leadership in Education.

The Ministry responsible for education established a National Framework for Monitoring and Evaluating Quality in educational institutions in 2014 and appointed a technical and operational group for guidance and task realization. The aim is to increase the use of information and the decision-making based on facts [evidence-based decision making]. The aim is to improve the planning, implementation and evaluation at all levels of the education system.

In the process of monitoring and evaluating the quality of achievements, several projects were carried out with school networks and project groups. Final reports were written and evaluations conducted. On the basis of new knowledge, a development of mechanisms and measures is planned for 2015 to introduce improvements in the education system.

Within the national framework for monitoring and evaluation of quality of educational institutions, it is planned that, taking into account the basic system, the implementation is appropriately adapted to the target groups of basic schools with the adapted curriculum, institutions for children and youth with special needs, and adult education.

In Slovenia, there is a common belief that student/pupil achievements are good indicators of quality, thus we collect data at the national level by way of:

- national testing of basic school pupils in Grades 6 and 9
- final examination of upper-secondary students (the general and vocational matura)
- average final grades of upper-secondary students.

Schools have access to performance or achievement data and may use a specific tool to analyse and compare the achievements with the national average, in particular for the purpose of self-evaluation – a relatively new component of the system (since 2007).

As part of an initiative co-funded by the European Social Fund and the Ministry of Education, Science and Sport between 2008 and 2015, a project Design and Implementation of Quality Assurance (QA) in Education (KVIZ) is underway. The design of the project is based on previous experiences of evaluating and quality assurance in education in Slovenia, at the same time, the project incorporates various insights from theory, research, policy and practice from abroad. The project consortium partners and public institutions include: preschools, schools and other educational institutions, the National School for Leadership in Education, The National Institute of Education RS, the Institute for Vocational Education and the National Examinations Centre. The main objectives of the project are to design, develop and introduce a QA system in the field of education focused primarily on school self-evaluation, combined with external evaluation and quality indicators. In the framework of designing and implementing QA system, kindergartens and schools are being trained for self-evaluation. The evaluation of the training showed that the participants gained new knowledge and skills for implementing high quality self-evaluation. On average, they have a positive attitude towards self-evaluation. The correlation between (pre)school/teacher capacity (e.g. knowledge, skills and attitudes) and change at the (pre)school level is strong and evident as well as the correlation between the effectiveness of self-evaluation team and change at (pre)school level.

INDICATORS

- Number and percentage distribution of teachers by academic qualification, level of education (pre-primary, basic and upper-secondary education) and sex
- Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, basic and upper-secondary education) and by sex

The data is not yet available; the indicators are being collected and are still in the testing phase.

Table 49: Pupil-teacher ratio by level of education, 2012

<i>Pre-primary education</i>	Students to contact staff (teachers and teachers' aides)	9
	Students to teaching staff	9
<i>Basic education</i>		16
<i>Secondary education</i>	Lower-secondary education	8
	Upper-secondary education	14
	All secondary education	11

Source: *Education at a Glance*

Table 50: Pupil-class ratio by level of education (Primary and Lower secondary education, 2012)

Primary education (Grade 1 to 3)	Public institutions	19
	Total private institutions	22
	Government-dependent private institutions	22
	Independent private institutions	a
	Total Public and private institutions	19
Lower-secondary education (Grade 5 to 9)	Public institutions	20
	Total private institutions	18
	Government-dependent private institutions	18
	Independent private institutions	a
	Total Public and private institutions	20

Source: *Education at a Glance, 2014*

a – not applicable

- Textbook/Pupil Ratio (TPR) by level of education (pre-primary, basic and upper-secondary education) and by subject

The Ministry of Education, Science, and Sport provides free **textbooks** from textbook funds for all children in basic school. Textbook funds in basic schools are obligatory, while upper-secondary schools are free to set them up or not. Most of them do, with possible financial support from the state budget and a certain participation fee by students. The fee must not exceed one third of the price at which the textbook was purchased by the school. There are special subsidies for socially disadvantaged students, allowing them to borrow textbooks for free.

Local communities by law provide free **transportation** for pupils whose residence is located more than four kilometres from the basic school. First-grade pupils have the right to free transport irrespective of the distance from their residence to their basic school, while in the other grades they have this right if the competent road traffic safety authority finds that the safety of children on the way to school is endangered.

Children and pupils with special needs have the right to free transport, irrespective of the distance from their residence to their school if so determined by the decision on the placement. Students that need education in specialized institutions have the right to free care and free transport home during school free days.

Local communities provide funds for free transport of basic-school pupils. Funds for the protection of commuters who are threatened by dangerous wild animals on their way to school are provided from the national budget.

Funds to subsidize transport for apprentices, secondary-school pupils and higher-education students attending school at a distance of 5 km or more from their place of residence are provided from the national budget. The amount of the subsidy is 70 % at the most, depending on the social situation of the beneficiary, the distance from the place of education and the possibility of housing in an upper-secondary school boarding home or a student residence hall.

Living in an upper-secondary school boarding home: in case that the family has one or more children who reside in an upper-secondary school boarding home, it pays only for the first child, while others live there for free.

The percentage of schools with improved water sources by level of education (pre-primary, basic and upper-secondary education) is 100 %; so is also the percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, basic and upper-secondary education)

Expected years of education under the current education system (excluding education for children under the age of 5 and individuals aged over 40), by gender and mode of study:

Table 51: School life expectancy, 2012

Full-time	All levels of education combined	Men + Women	17
		Men	16
		Women	18
	Basic education	Men + Women	8.8
	Upper-secondary education		3.9
	Post-secondary non-tertiary education		n
	Tertiary education		3.2
Part-time	All levels of education combined	Men + Women	1.4
		Men	1.3
		Women	1.5
	Basic education	Men + Women	n
	Upper-secondary education		0.6
	Post-secondary non-tertiary education		n
	Tertiary education		0.8
Full-time + part-time	All levels of education combined	Men + Women	18.4

Source: *Education at a Glance*

n – data value nil

Section 4: Implementation of national strategies to achieve the six EFA goals

When talking about implementation of EFA goals, we have to stress, that the school system is part of society; Slovenia is integrated into Europe and the globally connected world. The analysis and plan of the school system in the Republic of Slovenia, which was presented in The White Paper on Education in the Republic of Slovenia (2011), is derived from the fact that Slovenia is an integral part of the European Union and a member of the Council of Europe – it is a

contemporary democratic country. Its society and political system are based on the values of human rights, the legal state, pluralist democracy, tolerance and solidarity; the prevailing legitimacy of these values is incontrovertible. At the same time, Slovenia is a country with its own tradition, history, culture and special features, which are formed in a dynamic relationship with the world. Economically and politically, Slovenia is included in the streams of the increasingly globally connected world, in which the existence and continued development of contemporary societies is based on knowledge and on the creation of new knowledge.

The analysis in the White Paper on Education (2011) showed that general principles of education are human rights and responsibilities and autonomy (i.e., the fundamental goal of education is the formation of an independent, thinking and responsible individual, based on the high-quality acquisition of knowledge, social and other skills; the state-school and kindergarten education therefore follow the principles of objectivity, criticality and pluralism). Justice in education, which is an essential element of social justice, is closely linked with equality and quality.

As is stated in Chapter 3, there were many strategies, action plans and legislative solutions adopted in the past which tend to the direction of education for all. Changes were made in order to improve the quality of preschool education and the inclusion of children in kindergartens. Slovenian kindergartens have become one of the best models of early childhood education in international comparisons. Simultaneously, guidelines for the integration of vulnerable groups were developed (see also Chapter 1 and Chapter 3.1.). Changes were also made to primary education, in particular by adopting and implementing acts and strategies for equal opportunities for all (Roma, migrants, children with special needs, etc.). The changes are described in Section 3.2.

In recent years, the possibilities of various forms of education at higher levels have also increased, including adult education and gender equity.

Section 5: Prospects for post-2015

Equity must be at the centre of the Education for All Agenda. Slovenia has been working on ensuring equity and will continue to do it in the future.

Slovenia calls for universal provision of early childhood education services and targeted measures to assist the poor and most vulnerable. It strives for migrant children, children of ethnic minorities and disabled children on all levels of education. The government, teacher unions and all education stakeholders have joined forces on different levels to guarantee access to high-quality education to the marginalized.

Achieving gender parity and equality in education derives from principles of human rights, clearly enshrined and accepted by the international community.

In public kindergartens and schools, which are an integral part of society, the process of education of the young generation must be based on the common values. Young people must be equipped for independent life, for functioning in community and for participation in political life. At the same time, there is an increasingly clear awareness of the fact that the prevailing models of production and consumption which allow contemporary societies to survive and create wealth also cause the destruction of environment; these models are based on an unacceptable exploitation of resources and contribute to the mass extinction of animal and plant species. Therefore, apart from equipping the young generation for independent life and for the challenges of the contemporary world, education must also prepare young people for the necessary changes and equip them for the search of new national and global solutions in ethics, economics, politics, and in humanity's relationship to the natural environment and to itself; solutions that are necessary in order for human civilisation – together with its relationship to the natural environment – to follow the principles of the sustainable development.

Some future goals are also focused on adult learning, such as:

- Expanding awareness of the necessity of learning in all periods of life and in all environments.

- Contribution to a holistic understanding of adult education as the driving force for upgrading knowledge and skills, employability, personal growth and co-existence within communities.
- Encouraging people to crave for knowledge and take positive approach to learning.

To overcome disadvantages like absence of formal teaching qualifications, irregular and insufficient funding, insecurity about the future, limited control over quality and effectiveness, low interest of part time AL teachers for further education and training in the field of adult literacy, we have to make further steps on various levels of policy making and practice by preparing:

- legislation that takes into account the proposals on education of various international organizations;
- the future career development of professionals;
- the system of identification of the talented;
- the verification system of education quality at various levels;
- a renewed strategy of reading literacy;
- a renewed strategy of Roma education;
- protocols on how to deal with violence in schools;
- the new *National Adult Education Master Plan 2013-2020* acknowledges the need to raise education levels and basic competences of vulnerable groups of adults;
- a new programme period of the European Social Fund is about to be agreed on the national and EU levels (end of 2014) – prospects for renewed programs to be implemented;
- the PIAAC data for informed policy-making will be available in May 2016;
- on the practical level, there are the following challenges: on-going teachers' training (based on action research); designing descriptors of key competences of teachers and target groups as potential participants in basic skills and literacy programmes; developing additional educational tools - videos based on narrative stories of adults; promotion of good practices.

Annexes: Major references; detailed statistical tables; excerpts from policies/plans; etc.

Table 52: Kindergartens in school years from 1995/96 to 2012/13

	Kindergartens	Children total	Girls	% of girls	Staff total	Women	% of women
1995/96	793	66,553	31,559	47.41	6,672	6,555	98.25
2000/01	814	63,328	30,350	47.93	7,163	7,022	98.03
2005/06	777	57,134	27,317	47.81	7,115	7,040	98.95
2009/10	863	71,124	34,158	48.03	8,906	8,754	98.29
2010/11	891	75,972	36,367	47.87	9,640	9,475	98.29
2011/12	922	81,221	39,105	48.15	10,198	9,994	98.00
2012/13	938	83,090	40,031	48.18	10,453	10,240	97.96

Source: Statistical Yearbooks 1997, 2002, 2007, 2013, SORS

Table 53: Pupils in basic and secondary schools, from beginning of school year 1995/96 to 2012/13

	Basic schools			Secondary schools		
	Total	Girls	% of girls	Total	Girls	% of girls
1995/96	207,032	101,239	48.9	102,079	51,266	50.2
2000/01	180,874	87,980	48.6	100,858	50,375	49.9
2005/06	167,616	81,536	48.6	97,885	48,543	49.6
2009/10	160,252	77,795	48.5	85,030	41,300	48.6
2010/11	159,508	77,552	48.6	82,267	42,330	51.4
2011/12	159,701	77,732	48.7	79,901	38,737	48.5
2012/13	161,051	78,409	48.7	78,208	37,887	48.4

Source: Si-stat, SORS.

Table 54: Pupils in basic and secondary schools with the special curriculum, from beginning of school year 2009/10 to 2012/13

	Basic schools			Secondary schools		
	Total	Girls	% of girls	Total	Girls	% of girls
2009/10	1,553	569	36.6	3,940	1,501	38.1
2010/11	1,538	560	36.6	2,900	1,073	37.0
2011/12	1,656	616	37.2	3,184	1,202	37.5
2012/13	1,724	646	37.5	3,508	1,328	37.9

Source: Si-stat, SORS.

Table 55: Secondary schools – students, end of school year 2008 and 2011

	2008			2011		
	Total	Girls	% of girls	Total	Girls	% of girls
Total	83,300	41,068	49.3	77,741	38,128	49.0
Short term vocational education	1,017	232	22.8	780	221	28.3
Vocational upper-secondary education	12,248	3,807	31.1	11,273	3,477	30.8
Technical upper-secondary education	35,296	16,389	46.4	34,006	15,640	46.0
General upper-secondary education	34,739	20,640	59.4	31,682	18,790	59.3

Source: Si-stat, SORS.

Table 56: Secondary schools –students by fields of study, end of school year 2010/11

	2011		
	Total	Girls	% of girls
Total	79,830	39,289	49.2
General programmes	33,004	19,649	59.5
Education	2,073	1,935	93.3
Humanities and arts	2,263	1,409	62.3
Social sciences, business and law	8,764	5,631	64.3
Science	2,883	101	3.5
Engineering, manufacturing and construction	15,561	995	6.4
Agriculture	2,244	1,155	51.5
Health and welfare	6,139	4,495	73.2
Services	6,899	3,919	56.8

Source: Statistical Yearbook 2012, SORS.

Table 57: Enrolled students and graduates at universities and independent higher education institutions from 2000 to 2011, by sex

	Enrolled			Graduated		
	Total	Women	% of women	Total	Women	% of women
2000	91,494	51,323	56.09	11,497	6,571	57.15
2005	114,794	67,010	58.37	15,787	9,750	61.76
2009	114,873	66,445	57.84	18,103	11,192	61.82
2010	107,134	64,952	60.63	19,694	12,163	61.76
2011	104,003	60,044	57.73	20,461	12,346	60.34
2012	97,704	56,223	57.54	20,596	12,413	60.27

Source: Si-stat, SORS.

Table 58: Students by fields of education and sex, from 2006 to 2011

	2006		2007		2008		2009		2010		2011	
	Total	% of women	Total	% of women	Total	% of women	Total	% of women	Total	% of women	Total	% of women
Total	115,944	58.29	115,445	58.14	114,391	57.96	114,873	57.84	107,134	60.63	104,003	57.73
Education	9,703	80.94	9,298	81.09	8,822	80.00	8,497	81.41	8,234	90.85	8,258	83,05
Humanities and arts	9,022	72.97	9,365	72.35	9,341	71.32	9,566	68.95	9,078	73.76	9,016	69.41
Social sciences, business and law	48,310	66.50	45,372	67.11	43,437	67.60	43,025	67.50	37,134	67.36	34,962	66.32
Science, mathematics and computing	6,446	33.56	6,827	33.47	7,066	36.14	7,685	39.17	7,530	50.07	7,779	41.02
Engineering, manufacturing and construction	19,374	24.68	20,952	25.13	21,787	25.35	21,734	25.43	20,915	27.76	20,027	25.05
Agriculture and veterinary	3,705	57.09	3,819	59.18	3,788	58.92	3,689	56.17	3,435	59.36	3,249	54.63
Health and welfare	8,381	79.01	8,720	78.92	9,283	78.24	10,006	77.04	10,664	80.99	11,135	77.48
Services	11,003	48.54	11,092	51.09	10,867	51.99	10,671	52.19	10,144	54.32	9,577	53.90

Source: Si-stat, SORS.

Table 59: Graduates by fields of education and sex, 2004 and 2011

	2004			2011		
	Total	Women	% of women	Total	Women	% of women
Total	11,608	7,334	63.2	15,629	9,872	63.2
Education	1,407	1,209	85.9	1,426	1,234	86.5
Humanities and arts	692	510	74.0	1,208	947	78.4
Social sciences, business and law	5,237	3,554	67.9	6,366	4,373	68.7
Science, mathematics and computing	407	163	40.0	1,084	451	41.6
Engineering, manufacturing and construction	1,500	396	26.4	2,447	728	29.8
Agriculture and veterinary	319	188	58.9	431	263	61.0
Health and welfare	1,261	1,049	83.2	1,581	1,252	79.1
Services	695	265	38.1	1,086	624	57.5

Source: Rapid Reports No. 142/2005 and Statistical Yearbook 2012, SORS.

Table 60: Participation of population aged 15 years and more in formal, continuing and informal education, year 2011

	Population aged 18 to 64	Participation in regular education	Participation in informal learning	Participation in continuing education
Total	1,328,387	143,141	458,511	609,650
Women	645,254	80,996	232,697	316,070
Share of women (%)	48.6	56.6	50.8	51.8

Source: Si-stat, SORS.

Table 61: Training after compulsory education

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total	7,222	5,368	4,675	7,273	5,445	5,449	5,071	5,250
Men	4,004	3,094	2,838	4,713	3,349	3,174	3,013	3,041
Women	3,218	2,274	1,837	2,560	2,096	2,275	2,058	2,209

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