

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Slovenia 2012/2013 data  
background information**



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## BACKGROUND INFORMATION

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

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

#### **Pupils' legal entitlements under what legislation**

The Placement of Children with Special Needs Act.

#### **How additional support is understood within the country context**

Additional support can be delivered in the form of additional hours of assistance to overcome deficiencies, barriers and/or disorders, or in the form of assistance to facilitate learning for a specific subject. A permanent or temporary assistant can be assigned to pupils with severe physical impairments to assist them during lessons or with other activities during school time.

#### **The criteria for an official decision are:**

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

Under the Placement of Children with Special Needs Act, the SEN Guidance Commission co-ordinates professional and administrative activities that qualify a child to be placed in an appropriate educational setting. The Commission prepares an expert opinion, based on the child's direct statement and an interview with the child's legal representative and on pedagogical, special pedagogical, social, psychological, medical and other documentation acquired by the relevant institutions in accordance with personal data protection legislation. The SEN Guidance Commission reports the professional statement to the National Educational institute, which issues an SEN Guidance Decision.

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

The Commission for the placement of children with special needs in first and second level is appointed depending on the type of disabilities, disorders and deficiencies. It consists of three members: a special educator in the appropriate field (depending on the child's specific needs), a psychologist and a specialist paediatrician or specialist child psychiatrist or school medicine specialist. As a rule, the team includes those who deal with the child from the perspective of the child's special needs.



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

The SEN Guidance Decision is a legal document stating that the child may benefit from special education, indicating the most suitable programme and institution, the type and extent of special educational support, the provision of additional human or material resources and, if needed, a reduced class size.

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

The SEN Guidance Decision should be reviewed according to the Commission's opinion in order to give each child a chance to be reassessed.

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

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*Data is available on the number of hours of support allocated to a pupil.*

**Details on what the country proxy is:**

Children with SEN educated in mainstream classes are eligible for a maximum of five hours per week of additional learning and professional assistance carried out outside the mainstream class. The average weekly study load at primary level (ISCED 1) is 23 hours per week, and 28 hours per week at lower-secondary level (ISCED 2). As children with SEN receive an average of three hours per week of additional learning or professional support, it means that they are present in the mainstream class for more than 80% of the time.

**Why this proxy was used:**

It seems the most suitable.

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

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

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



Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).

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

In accordance with the Constitution of the Republic of Slovenia, basic school is mandatory. Children who reach the age of six are obliged to attend one of the formal basic school programmes.

Children considered out of education are those in the compulsory education age group who are not enrolled in any form of formal education.

**Country definitions of formal, non-formal and informal education:**

Formal education is an intentional, timed, institutionalised activity, the outcome of which is normally a publicly recognised qualification.

Non-formal education is an intentional, timed, institutionalised activity that does not end with the acquisition of publicly recognised qualifications. However, it is structured and planned (objectives, duration, teacher). Participants do not receive a publicly valid certificate upon completion of such education.

Informal learning is an intentional, timed activity which does not take place in a particular institution and does not end with the acquisition of publicly recognised qualifications. It involves learning about everyday life, work, family and leisure time. It is not structured or planned and it is not possible to obtain a certificate.

The national definitions of formal, non-formal and informal education are in line with the ISCED 2011 definitions.

In Slovenia, home education is considered formal education.

**Sources of data from non-educational sectors – i.e. social, justice, health:**

Data is provided on children and young people living in social healthcare centres who receive the formal basic school programme with a special curriculum.

In completing the data tables, there were some difficulties regarding where to present data on children and young people with SEN who are permanently resident in social healthcare institutions and who are educated in formal special programmes with qualified teachers. The same type of programme also takes place in educational institutions for children with disabilities who are living at home.

In the table entitled 'Learners with an official decision of SEN', the figures in Question 4 (How many pupils with an official decision of SEN are educated in separate special schools) include 316 children and young people in full-time institutional care, living in centres for training, work and protection and 129 children and young people who are in daily care in these institutions. All of them are educated in special programmes. These institutions are maintained by the Ministry of Labour, Family, Social Affairs and Equal Opportunities.



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## **Provision of data on private sector education**

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

### **Private sector education in the country:**

Private sector means that the educational institution was established by resident or foreign natural or legal persons, with the exception of basic schools, which may only be established by resident natural and legal persons.

### **Pupil population counted for each relevant question:**

Children educated in private basic schools that deliver state-approved programmes were counted.

## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 11

Usual pupil age ranges in the country at ISCED level 2: 12 to 14