

VET Study visit Ljubljana, Slovenia, 5 - 7 March 2012

Visit details

1st day morning

Study visit participants:

- Ragnheiður Bóasdóttir (expert from Iceland)
- Frančiška (Fani) Al-Mansour (expert from Slovenia and host)
- Bernarda Kokalj (expert from Slovenia and host)
- Harald Weber (European Agency staff member)



Ragnheiður, Frančiška, Bernarda, Harald (left to right)

Ministry of Education

Welcome by Mrs Slavica Černoša, MIZKS, Adult Education Division (<http://www.mss.gov.si>), and short presentation of the Slovenian educational set-up and the Ministry's vision of the routes to employment for students with SEN.



Basic information on Slovenia

- In recent years, approximately 5% of GDP have been spent on education.
- At the end of 2010, the population of Slovenia is amounted to 2.048.951 people; women represented 50.5% of the whole population.
- In 2002, 67% of population achieved at least upper secondary education.
- In 2009, the average age rose up to 41.4 years and the ageing index reached 118 (SORS).

While in 2002 67% of the population achieved at least upper secondary education, which is now more than 75%.

- Basic education is compulsory and funded by budgetary resources.
- State universities and vocational non-university colleges are autonomous.
- Members of ethnic minorities have the right to receive education and further instruction in their mother tongue. Romanies are likewise granted special educational rights.

Members of ethnic minorities means here Italian and Hungarian.

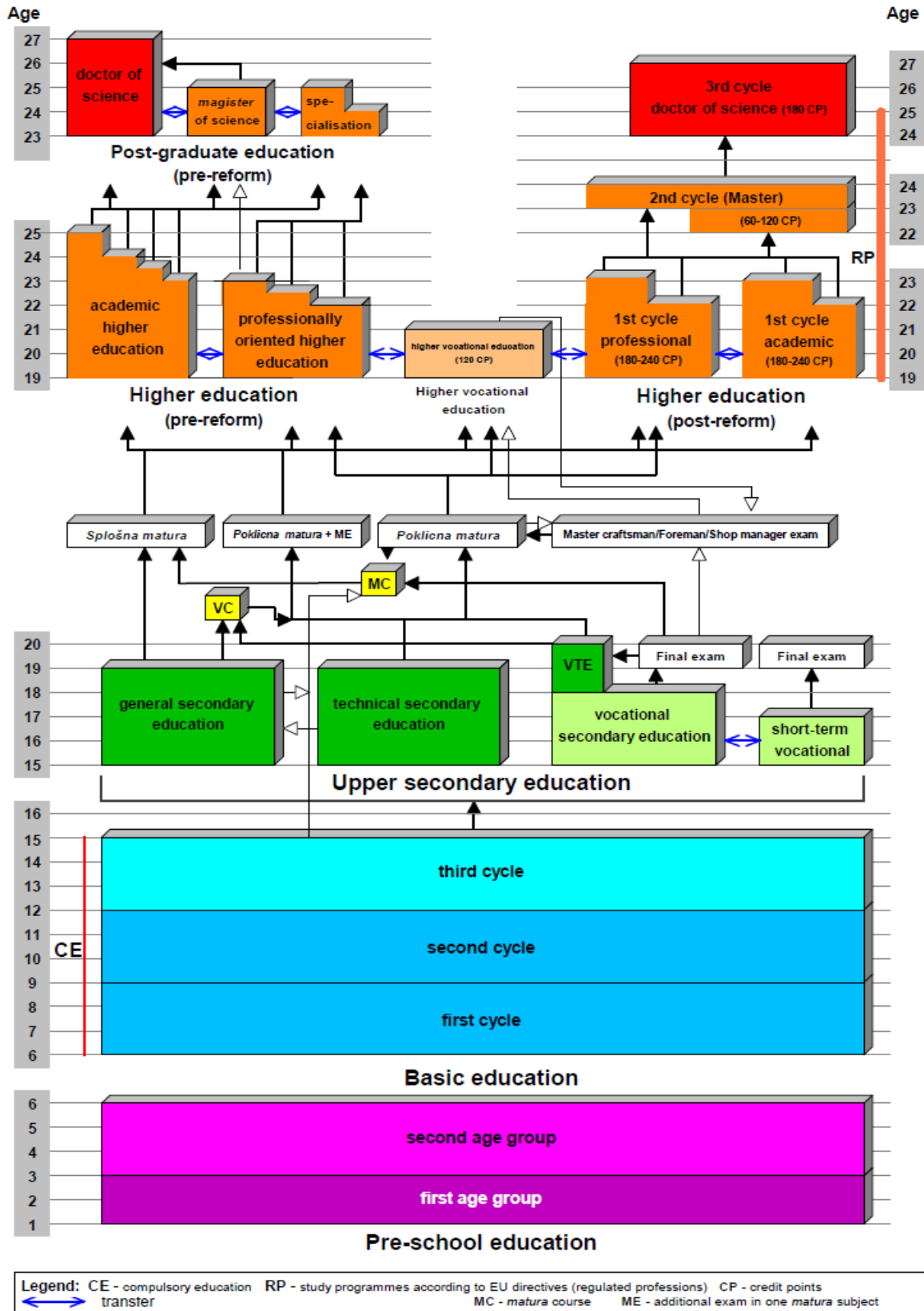
The structure of the education system

- Pre-school education (1 - 5)
- Basic education (single structure of primary and lower secondary education (6 - 15)
- (Upper) secondary education (15 – 19)
 - vocational and technical education
 - secondary general education (e.g. Gymnasium)
- Post-secondary vocational education (19 – 21)
- Higher education (19 – 23)
 - undergraduate academic and professional education (1st degree)
 - post-graduate education (2nd and 3rd degree) (23 – 27)

Specific parts of the system

- Adult education
- Music and dance education
- Special needs education
- Modified programmes and programmes in ethnically and linguistically mixed areas

The Structure of the Education System in Slovenia 2006/07



"Short term vocational" refers to mainly people with SEN. These are special programmes, and after finishing them students have the same level as third level basic education students, and they can proceed to vocational secondary education.

Organisation and Management of the system

- The Ministry of Education, Science, Culture and Sport is responsible for
 - implementation of the education policy,
 - enforcement of educational legislation,
 - supervision of the operation and management of public educational institutions and other institutions in the field of education,
 - financing or co-financing preschool, primary, upper secondary and post-secondary vocational education.
- The School Inspectorate of the Republic of Slovenia is forming part of the Ministry. The Inspectorate supervises the work and operations of public educational institutions (with the exception of those in the sphere of higher education) and the implementation of state-approved programmes in private pre-school institutions and schools

This refers to standard schools, but schools like the one of Fani are also inspected by the Inspectorates for Work, for Health etc.

- Development and consulting in education is provided by:
 - The National Education Institute,
 - The National Institute for Vocational Education and Training,
 - Slovenian Institute for Adult Education

The National Education Institute prepares all materials for general education. The National Institute for VET is responsible for VET and provides support for teachers, does counselling, provides in-service training or develops new strategies and educational programmes.

- External examinations for learners at all levels of education are administered by the State Examinations Centre.
- A special Centre for Educational and Extracurricular Activities has been established to provide such activities in out-of-schools settings (e.g. sport and environment)
- The National School for Leadership Education (NSLE) is responsible for the training and professional development of head teachers and candidates.

This is a 1 year programme for candidates and another – optional - year for new head teachers. They finish with an exam. Every year there are additional offers. Teacher education is generally a masters course, except for Kindergarten.

Educational attainment / Year of census	1971	1981	1991	2002
No schooling and incomplete elementary school	30.0	26.2	17.6	7.0
Elementary school	41.2	32.9	30.1	26.0
(Upper) secondary school	25.5	34.9	43.4	54.0
Non-university college	1.3	2.8	4.6	5.1
University	2.0	3.2	4.3	7.9

The numbers in the statistics for "no schooling and incomplete elementary school" dropped to approximately 3 % now, and the number for "(upper) secondary school" raised to approximately 70%.

Handout "Education of children with SEN in Slovenia" (Bojana Globačnik)

Situation in Slovenia

- 2 million inhabitants
- The number of new born babies in 2010: 22 343 (SLO 9,80 – EU 10,76)
- Generation of pupils in regular compulsory school – 162 544 (2011)
- 75.3% of pre-school children are included in Kindergartens (2011)
- 51 special groups SEN children

The basic aims of the area of education

- Equal opportunities
- Concept of individual education with cooperation of parents
- Connecting education – employment
- Inclusion in regular education system
- Inclusion of new technologies

Groups of Children with disability in Slovenia

- Blind – visual impairment
- Deaf – hearing impairment
- Children with speech and language difficulties
- Mobility impaired
- Children with mental difficulties
- Chronically ill children
- Children with social and emotional disorders
- Children with learning difficulties
- Children with autistic disorders (1.9.2012)

School system

- Regular schools
- Regular Kindergartens
- Network of specialised centres
 - 3 institutions for deaf children
 - 2 institutions for mobility impaired children
 - 1 institution for blind children
 - 10 institutions for emotional and social difficulties
 - 28 special schools for children with mental difficulties

Proceeding

1. Request of parents, Kindergartens, health services, social services, schools
2. Commission (professional opinion)
3. Decree of schooling
4. Programme of education, other supports
5. After 30 days – individualised programme

Regular education system – Inclusion (school year 2010/2011)

- Regular schools: 8 641 pupils with disabilities (4.8%)
- Regular Kindergartens: 700 SEN children
- General upper secondary or vocational schools: 1449 students (1.5 %)
- Special groups in Kindergartens: 150 children

SEN in Slovenia (2010/2011)

- 162 544 generation of pupils in school year
- 3 249 in special institutions (2 %)
- 8 641 in regular schools (4.8 %)

Support in regular schools

- Special hours (individual, small groups)
- Pre-school children 3 hours weekly (out of group)
- Primary and secondary school pupils 3 – 5 hours weekly
- Personal assistant for mobility impaired (children with autism and blind children, new legislation 01.09.2012)
- Lower normative of pupils in the classroom

Essential work in the future

- Education for the teachers for inclusive school
- More professional work of commissions
- Network of the support and resource centres on the local level
- Early childhood intervention

Visit of the Secondary Vocational and Technical School Bezigrad-Ljubljana

Welcome by Mrs Fani Al-Mansour, Director and Headmistress

Short presentation of integration and inclusion of students with special needs and the work with them, by Mrs Andreja Godec. Handout "Individual professional help" by Andreja Godec, school advisor (see [1-iph.pdf](#))



The SPSSB Ljubljana has 924 students enrolled in 14 different programmes relating to lower vocational, vocational, secondary and technical levels. 5 of the teachers provide coordinated help for 84 individuals with physical and mental problems. 75% have deficits in specific areas of learning, 14% long-term illness (e.g. Asperger syndrome), 3% emotional behavioural disorders, 2% language or speech disabilities, and 8% with mild mental disorders.

The school makes presentations on its programmes in primary schools. There are also international student exchanges with Finland, France, Germany, Spain, and Italy, in the Leonardo da Vinci mobility programme (this year 40 students). There are different committees in the Institute for Education who make decisions on the school a child should go and on the individual support needs. However, parents always have the last word.

Tour of the facilities and meetings with staff and students

Stefan is a social pedagogue, he has 34 students with 1 - 3 hrs per week before or after school. The aim is to enhance students' knowledge. Adjustments he is doing often help all students, not just those who need it. The prolongation of tests is possible if needed. He tries to encourage students and to show paths how to find own solutions. He also uses smart boards and smart notebooks.



Visit of the Institute for Deaf and Hard of Hearing people in Ljubljana

Welcome by Bernarda Kokalj

Excerpts from the Handout "Zavod za gluhe in naglušne Ljubljana"

"Welcome to the Ljubljana School for the Deaf. Our school is the central Slovenian state institution for the education of the Deaf, hard-of-hearing and speech-impaired children and adolescents. Founded in 1900 in Ljubljana, initially as a private institution, it has operated as a state institution since 1905. The founder of the Ljubljana School for the Deaf is the Government of the Republic of Slovenia.

Areas of work

We educate children from the time of diagnosis until they have completed their studies at our secondary school. Our primary goal is the optimal development of the child's abilities in all areas, with special emphasis on the development of language (the Slovene language and the Slovenian Sign Language), communication, hearing and speech.

We are aware of the fact that language is essential for the comprehensive development of the child, therefore our primary goal is the development of the child's language skills. This means that the education of the Deaf is supported by the Slovenian Sign Language and the Slovene language. The hard-of-hearing children and the children with cochlear implants are educated in the Slovene language with the emphasis on individual speech therapy and hearing training; the speech- and language-impaired children are educated with emphasis on speech and language development. Our main principle is holistic approach, team approach to education, training and rehabilitation, and working with the parents. We employ both hearing and Deaf teachers. In the last years we have paid a lot of attention to the development of the education of children with Autistic Spectrum Disorder.

Secondary School

We are the only secondary school for the Deaf, hard-of-hearing and speech- and language-impaired students in Slovenia. In lower and middle vocational education, middle technical and vocational-technical education, the students can choose from graphics, wood technology, mechanical technology, textile technology, and information and media technology programmes. The duration of schooling is extended and the methods of work are modified. The co-ordinated theoretical and practical courses, the modular structure of the programmes, and the collaboration with employers and industry enable easier transition between various programmes, a better quality of work and better practical skills training for the alumni. The classes are small (up to 10 students). In addition to the core programme, the students can take part in various extra-curricular activities (sports, film production, information Technology, drama, poetry of the Deaf etc.). The students complete their education by passing the final exam or the vocational baccalaureate exam. In addition to regular education programmes we also deliver an adult education programme for the Deaf and hard-of-hearing.

Integration and Inclusion

Integration of the Deaf, hard-of-hearing and speech- and language-impaired in mainstream education has been practised for decades. As early as 1970 we ran a special unit for hard-of-hearing pupils in a nearby school (Primary school Mirana Jarca). In 1976 the integration of individual Deaf and hard-of-hearing pupils in their local primary schools became more frequent. The number of integrated Deaf and hard-of-hearing children has been rising ever since.

Upon the suggestion of the Steering Committee, the Deaf and hard-of-hearing have the right to additional individual help and adjustments in the educational process, examinations, and enrolment in secondary schools and faculties.

The co-operation of the Ljubljana School for the Deaf experts with schools with integrated children is carried through our itinerant (peripatetic) service and in-house special education training and speech and language therapy. We prepare and carry out workshops and lectures on deafness and impaired hearing for their parents, teachers and other pupils in mainstream schools. We also deliver seminars for experts on subjects related to education and personal development of the

Deaf and hard-of-hearing. We run groups of Deaf and hard-of-hearing children and adolescents and their parents. Our purpose is a successful social integration of the children in the hearing environment, and raising the awareness of the public about deafness and various handicaps."



Tour of the facilities, meeting with experts

Vocational programme

Visit of the CNC room. The teacher has currently 3 students on 3 different levels. The school is too small to have always the newest equipment, so they cooperate with Fani's school and others via shared lessons.



The teacher prepares individual lessons / programmes. For instance he had prepared a technical drawing on the table; if the student doesn't understand how the drawing relates to a real piece of metal, he cuts it so the drawing and the pieces look equal, and the student understands the relation between both.

Things produced in that workshop have a practical relevance and need behind. Programmes are one year longer than in Fani's school, but the outcome (so-called vocational Matura) is equal. Students have about 24 weeks of practical training phases in real companies, i.e. 3 weeks in the 1st year and 15 weeks in their last year.

Technical programme

Visit of the media and graphics technics studio. Work is performed there with all typical graphic applications. Also the preparation of a book publication was presented. Students also learn to make the corporate design for companies or to design complete websites.

Visit of the dormitory

Welcome by Leja and Katja

In 4 groups each with 12 children and 2 teachers the afternoons after school has ended are filled with quality activities. The groups are mixed in age and gender. At weekends the students return to their families, but because the institution is the only one in Slovenia, pupils come from all over the country. The teachers have an exchange with a London based institution on the topic of Asperger Syndrome, and for deaf also with institutions in Sweden and Finland. Quite a lot of volunteers (14) are active in the field.

1st day afternoon

Presentation of Katja Krajnc "Additional help for children in mainstream schools" (see file [2-aih.pdf](#))

Support in primary schools, 1/4 for hard of hearing, 3/4 for speech and behaviour disorders.

Inclusion unit: there is a long history of several decades already in supporting students in mainstream. An examination through the steering committee and the determination of the type of education results in individual help and / or adjustments. The committee is always active in the transition, but also in between if pupils, parents or teacher request it.

The institution has currently 20 professional workers of which 14 are working outside throughout the country. They provide 350 hrs per week additional assistance, of which 287 hrs are for deaf or hard of hearing, and 63 for children with speech and language disorders. Last year 64 children in pre-school, 136 in primary schools and 25 in secondary schools were helped. These specialists are visiting 84 cities per week, each with 22 lesson hours per week or more. Additionally this team provides workshops and lectures for parents and teachers and others in mainstream schools, and seminars for experts.

Simona (social pedagogue) and Alenka (psychologist)

20% of the programme is called "open curriculum", equalling 5-9 hours per week, to be defined by the school. Emotional literacy was formed last year on an experimental basis to introduce this subject (motivated by a study visit in the UK).

Alenka is a member of the committee for the deaf, together with other specialists. Parents of a young child need to apply a questionnaire and visit several specialists. The results will be discussed in the committee, and a decision is made by then. There is a continuity of the experts in that committee, e.g. Alenka is a member since 15 years. From 1st September onwards, also every deaf child in mainstream has the right for a sign interpreter.

MDDSZ presentation employment of persons with disabilities, Zaposlovanje invalidov. Presentation by Mr Cveto Ursic, Ministry of Labour, Family and Social Affairs (see file [3-lfs-ministry.pdf](#))

More than 70 acts deal with disabilities, with 5 different categories of disabled. The most prominent is article 14 of the constitution "Equity before the law", but also the rehabilitation and employment act.

17 vocational centres dealing with vocational rehabilitation, i.e. assessment, placement etc. but not with vocational education.

Social economy are companies with a minimum of 40% of people with disabilities. The company receives benefits for the salaries, and adjustments of the workplaces.

Employment centres provide work for those who have at least 30% workability; they earn a minimum wage of about 760Euro.

Finally, there are also day care centres.

2nd day morning and afternoon

Visit at the Centre of Education and Rehabilitation (CIRIUS), Kamnik

Welcome by Sasa (headmistress), Alenka, Tanja, Dozan



PowerPoint presentation on CIRIUS by Tanja (see file [4-cirius.pdf](#))

CIRIUS is a government specialised centre for education and comprehensive rehabilitation for children and adolescents with motor impairments, chronic illnesses, multiple disabilities and specific learning disabilities. It was founded 1947 and is available for children throughout the country. It has currently 171 children of which 120 are in the secondary school.

The goal is to achieve an appropriate educational level with regard to the individual's abilities, positively influence his/her state of health and especially to achieve the highest possible level of independence and competence in physical, intellectual and social functioning.

The "committee for guidance" decides which educational programme is most suitable for an individual. The professionals in that committee assess whether a child with a motor impairment or illness has such special educational and other needs that they cannot be adequately met in regular schools. In such cases, it is necessary to weigh up the possibilities of an admission to CIRIUS.

CIRIUS consists of a primary school, a secondary school and adult education and education at Kamnik Grammar school with boarding in CIRIUS.

In average there are 12 students/class or fewer. They are enrolled in modified programmes. 90 of them have a recognised SEN, 30 without an official statement yet with certain problems. Some of the programmes lead to Matura, the basis to continue at the University. An individual educational plan (IEP) is done for each student. A multi-disciplinary team under involvement of the parents meets when there is a need, e.g. when the IEP is made up.

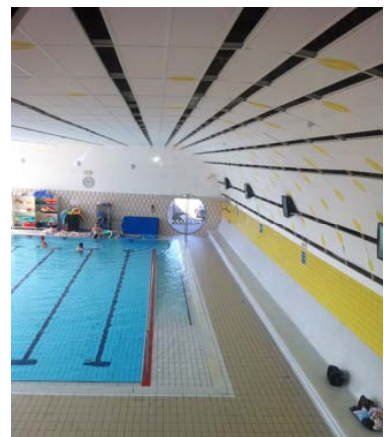


Presentation by Dozan: Hard facts: of 13 young students who will leave CIRIUS about 2 to 3 will get a proper job in the next years. They are all definitely qualified, yet employers are not responsive to that. The longer they do not get a job, the more they will lose their qualification and their motivation. As wages are almost not higher than social benefits, there are no incentives to change that situation from some point onwards.

Visit of CIRIUS

Visit included:

- Dormitory visit: focus on autonomy and independence; double rooms and apartments for 2 or 3 students.
- Medical department: medical services and personnel for any imaginable need
- Library: includes working / study places, a relaxation room and a radio station (!)
- Occupational therapy: development of senses, kitchen to learn cooking, computer room with adapted keyboards
- Speech therapy: focus on alternative communication
- Physiotherapy: individual therapy provided twice per week for primary school, and once per week for secondary school
- Sport centre and swimming pool: ramp for wheelchair into the pool, adapted sport facilities



Visit of the practice firm in the economical department

Simulation of business. Founded 1995 (second in Slovenia). Consisting of an accounting department, marketing, communication dept., secretary, director etc. It encompasses all activities a company deals with. The social goals of such a firm in CIRIUS: development of

a sense of responsibility, teamwork, organisational abilities, relations to co-workers, correct reaction in different situations. 1 day per week.

300 firms in 38 economic schools, CIRIUS cooperates with many of them. They participate in fairs and competitions and were successful several times in the past.



Technical department

Computer help and administrator course / assistant in administration; 3 years course, lowest level of vocational education. They learn to write, send and receive e-mails, to write texts etc.

Electrical workshop: assistants in technological processes; practical lessons, assembly of computers, electric circuits, boards, etc.