



University of Ljubljana
Faculty of Education

Inclusion in Slovenia

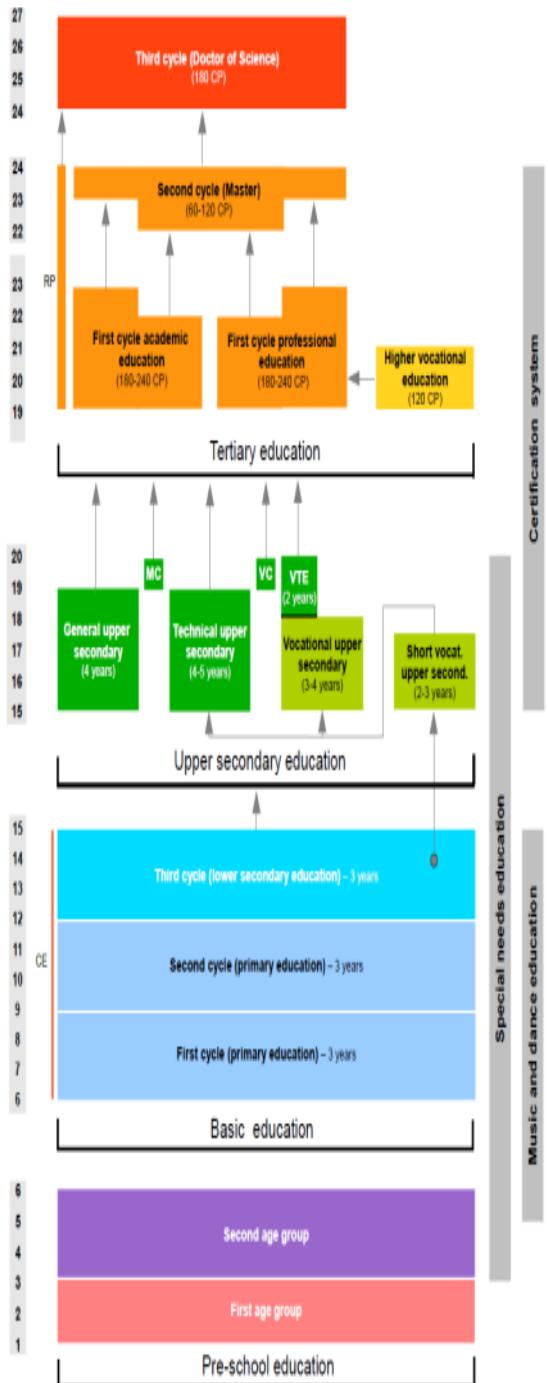
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University of Ljubljana



- Established in 1919
- 26 members / faculties & academies
- 50.000 students
- 6000 staff members

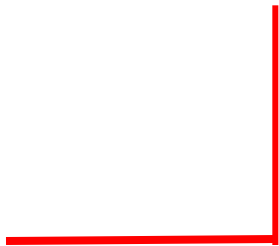


Compulsory school education

Lasts for 9 years and begins when the child reaches the age of 6 and ends when he/she successfully completes the education programme or after 9 years of schooling.

Compulsory nine-year primary school falls into three-year cycles:

- first cycle 1-3 (age 6-8)
- second cycle (age 9-11) and
- third cycle (age 12-14).





Groups of children with SEN (according to Slovenian legislation)

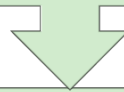
- Children with *learning disabilities* (deficiencies in specific fields of education)
- Children with *intellectual disabilities*
- Children with *speech and language problems*
- Children with *emotional and behavioral problems*
- Children with *physical disabilities*
- Children with *a long-term illness*
- Children with *hearing impairments*
- Children with *visual impairments*
- Children with *autism spectrum disorders*



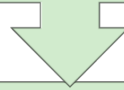


5 levels of support model for SEN STUDENTS (1.)

1) support of the classroom teacher within the classroom and other activities
(additional teachers help)



2) additional support from the school council service



3) additional individual and group support



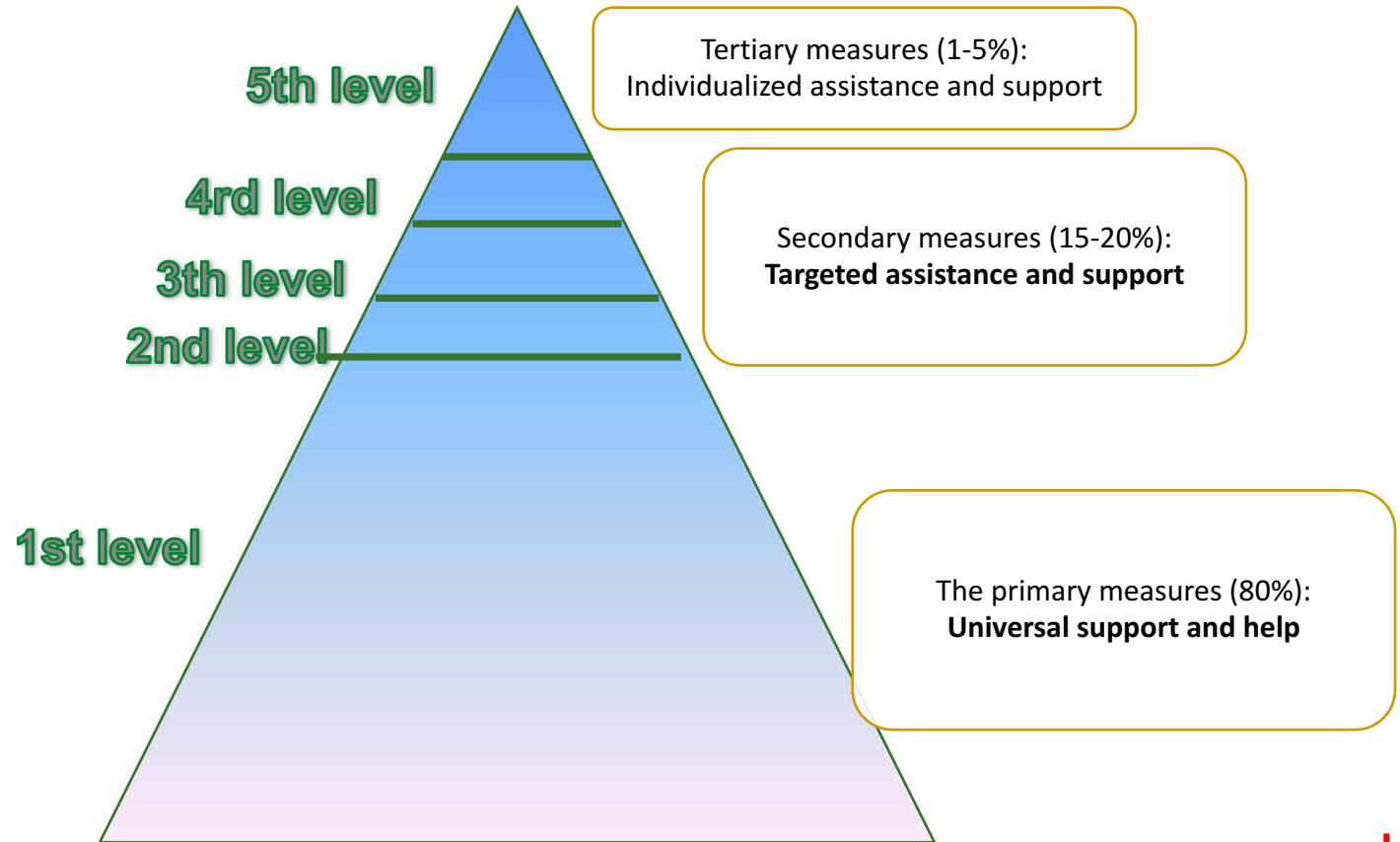
4) support from outside institution



5) statementing process for one of the programs for SEN pupils and for
individualised program



5 levels of support model for SEN STUDENTS (2.)



Percentage of students with special needs from year 2006 till year 2014 (9th grade)

- 2006 – 2,3 %
- 2007 – 3,4 %
- 2008 – 4,6 %
- 2009 – 5,1 %
- 2010 – 6,3 %
- 2011 – 6,8 %
- 2012 – 7,8 %
- 2013 – 8,0 %
- 2014 – 8,9 %

- The biggest group is students with deficits at specific areas of learning, the next is a group of students with long term illness and students with speech and language disorders.
- These groups also have the most adjustments in conducting NAK.

- In the 6th grade out of all students that participated at NAK 8.7% was of students with special needs (last year 6.5%).

- How well are teachers educated in the field of inclusive education?
 - Since 2009/10 (bologna study programs) each student has one course connected with inclusive education (60 hours)

Comparison of achievements of students with special needs and those without in the 9th grade

	% of points of students without	% of points of students with	Comparison of % of students with and without
Slovene	56,5	40,4	71,5
Mathematics	55,0	37,3	67,8
English	63,7	36,8	57,8
Physics	47,7	33,8	70,9
Arts in music	70,4	53,2	75,6
Biology	48,3	38,8	80,3

Concept: identification of and Work with Gifted Students in Nine-Year Elementary School (1999)

Elementary school grade								
1	2	3	4	5	6	7	8	9
<i>MONITORING</i> of students – characteristic traits, needs, interests, and <i>INDIVIDUALIZATION</i>								
		<ul style="list-style-type: none"> NOMINATION <i>Criteria: school records, outstanding achievements, hobbies, opinions delivered by the teacher or school counseling service</i> 						
		<ul style="list-style-type: none"> IDENTIFICATION (17,28 € per student / MIZŠ) <i>Criteria: teacher assessment, ability test, creativity test</i> NOTIFICATION OF PARENTS AND THEIR OPINIONS 						
		<ul style="list-style-type: none"> INDIVIDUAL PROGRAMMES 						

25 % of population is identified as gifted

Researches

- Behaviour problems, school, social context (dr.Alenka Kobolt, 2010)
- Analysis of Discourses and Paradigms in the Field of special education (dr.Irena Lesar, 2010)
- Forms and Frequency of Disturbing Behaviour and Reasons Teachers Assign to this Behaviour (dr.Alenka Kobolt, 2010)
- Teachers about Behavioural Reactions and Learning Success of Pupils with Special Needs in Regular Primary School (dr.Mojca Peček-Čuk, 2010)

- Inclusive Education for Children with Specific Learning Difficulties: Analysis of Opportunities and Barriers in Inclusive Education in Slovenia (Marija Kavkler, 2015).
- Analysis of Education of Children with Specific Needs(Opara, Zorc-Maver, 2010).
- Pupils with Learning Difficulties (Čačinovič-Vogrinčič and others, 2012).