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LIFELONG LEARNING: EDUCATION AND TRAINING POLICIES
COORDINATION OF LIFELONG LEARNING POLICIES

**NATIONAL REPORT
ON THE IMPLEMENTATION
OF THE EDUCATION AND TRAINING
2010 WORK PROGRAMME**

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The report was drawn up by:

Beno Arnejčič, PhD, Ministry of Education and Sport

Karin Bakračevič Vukman, PhD, Faculty of Arts, University of Maribor

Verena Balažic, Ministry of Education and Sport

Andreja Barle Lakota, PhD, Ministry of Education and Sport

Meta Brank, Ministry of Education and Sport

Borut Čampelj, MSc, Ministry of Education and Sport

Slavica Černoša, PhD, Ministry of Education and Sport

Mateja Gajgar, MA, Ministry of Education and Sport

Zdravka Godunc, Ministry of Education and Sport

Ljudmila Ivšek, MA, National Education Institute

Miha Lovšin, MA, National Institute for VET

Slava Pevec Grm, MA, National Institute for VET

Nada Požar Matijašič, Ministry of Education and Sport

Erika Rustja, MA, Ministry of Education and Sport

Simon Starček, Ministry of Education and Sport

Vlasta Šemrov, Ministry of Education and Sport

Vida Trilar, Ministry of Education and Sport

Alenka Urbančič, MSc, Ministry of Education and Sport

Darinka Vrečko, Ministry of Higher Education, Science and Technology

Metka Zevnik, National Institute for VET

Mirko Zorman, MA, National Education Institute

Barbara Zupan, Office of Youth, Ministry of Education and Sport

Darko Zupanc, MSc, National Examinations Centre

Amalija Žakelj, PhD, National Education Institute

Chapter 1

KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

1.1. PROVISION FOR KEY COMPETENCES

*The Lifelong Learning Strategy for Slovenia*¹ was adopted in 2007. The strategic development vision states that the fundamental objective is to "create the appropriate conditions for every person to be ensured opportunities for the full development of their abilities". Specific objectives were taken into account when the guidelines for the reform of all types of education programmes at all levels were drawn up during the last reporting period. *The Lifelong Learning Strategy* and *The Recommendation of the European Parliament and the Council on Key Competences*² were used as the expert basis for acquiring resources from EU structural funds, especially the European Social Fund (ESF), and for the formulation of calls for tenders from national resources. Implementers, i.e. school consortiums, are also fully included in the implementation of these projects. This is aimed at increasing the responsibility of schools for their own development and their participation in decision making, as well as ensuring that those involved in the realisation of the changes also own them. Moreover, the promotion of key competences is an important theme within continuous professional development (CPD) of teachers.

The principles defined in the European framework of qualifications, particularly with regard to vocational education and training (VET), were taken into account in the reform of the educational and training system even before the framework was officially confirmed by the European Parliament and Council. For this reason, it is thought that the conditions necessary for realising the recommendations to the Member States regarding the use of the framework in the national systems of qualifications have already been created.

We are not actively participating in the key competences cluster, but we do take into consideration the available results of the cluster's work in policy formulation and make use of them in the implementation of measures.

¹ Jelenc, Z., ed., *Strategija vseživljenjskosti učenja v Sloveniji*, Ljubljana: Ministrstvo za šolstvo in šport: Pedagoški inštitut, 2007.

² Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences, Official Journal of the EU, L394/10.

1.2. INCLUSION OF KEY COMPETENCES IN THE NATIONAL FRAMEWORK CURRICULA

The updating of the curricula in basic schools (ISCED 1 and 2) and *gimnazije* (general upper secondary schools - ISCED 3A) began in 2006 as an upgrade to the 1996-1998 curricular reforms. Currently, the process is in the implementation phase.³ The explicit demand to take into account a competence approach is among the fundamental principles of the update. Didactic approaches to teaching and learning, such as the cross-curricular dimension, searching for and using various sources and solving complex problems, are systematically included in the updated curricula adopted in 2008 by the National Council of Experts for General Education.⁴ Teacher education of this type is already in full swing.

In addition, in the drawing up of programmes for VET (ISCED 3A, 3B and 3C) an important step forward has been made with regard to incorporating key competences into the curricula. Key competences are being developed through general educational subjects and in vocational modules, and some of the integrated key qualifications also through the curriculum as a whole. With regard to each competence, a description has been produced, including its component parts, the conditions and circumstances necessary for its development and how it is monitored.⁵ This framework served as a basis for drawing up the draft national curriculum and for implementation at the individual school level. Initial evaluations show that the operationalization of the achievement of key competences is a very demanding process for schools and that in practice we have yet to see the desired progress.

1.2.1. Communication in the mother tongue (language of instruction)

There are three recognised languages of instruction within the Slovenian education system: Slovenian, Italian and Hungarian. These appear in the curricula as languages of instruction and also as subjects. There is particular emphasis on the creation of a special relationship with the mother tongue (language awareness) and the language of instruction, as well as on the knowledge of language(s) as a value.

Slovenian is the language of instruction through which knowledge in individual disciplines is conveyed; it is also a core school subject; in addition, it is the initial subject for the multilingual learning approach in the curricula; mastering this language makes the learning of additional/foreign languages more effective and facilitates permanence of knowledge.

³ The drawing up and introduction of new programmes and curricula takes place to a large extent via ESF projects.

⁴ <http://www.zrss.si/default.asp?link=predmet&tip=6> (curricula for primary school - ISCED 1 and 2); <http://portal.mss.edus.si/msswww/programi2>

⁵ <http://www.cpi.si/strokovna-podrocja.aspx> (the inclusion of key qualifications in educational programmes in secondary vocational education).

All the updated curricula contain the following words: “In learning (for example history) pupils and students develop their communication skills in Slovenian, whilst also carrying out communication activities, such as listening/watching, reading, speaking/talking and writing. At the same time, the pedagogic language aspect (with both its components: the one relating to the subject matter and the one concerning motivation) is also being realised.”

See Appendices 1. AD/1.2.1.

1.2.2. Communication in foreign languages

Investment in the knowledge of foreign languages includes:

- a connection between multilingualism and multiculturalism as a contribution to lifelong learning (the added value of multilingualism)
- the knowledge of the languages of immigrants (we took into consideration migration policy and mother tongue knowledge as a factor in the integration of immigrants)
- the knowledge of local languages, which makes conducting business abroad easier (the strategy for regional and minority languages)
- early introduction of foreign languages in basic school (the obligatory second foreign language in basic school - ISCED 2 and the introduction of a foreign language in the first three years of basic school - ISCED 1)
- a flexible syllabus in basic schools and within it differentiation and individualisation
- within the framework of the initial education of teachers we introduced the strategy of a longer stay abroad, which enables direct contact with a foreign language
- CROMO - intercultural language module
- European classes
- Internet classrooms have been introduced in which distance education takes place
- Informatisation of subjects; development groups for e-English and e-German

See Appendices 1. AD/1.2.2.

1.2.3. Mathematical competence and basic competences in science and technology

During the curricula updating phase 2007-2008, the mathematical competences and the basic competences in science and technology were particularly carefully defined and included in the curricula. Thus goals aimed at increasing abilities in science and mathematics for the development of complex thinking processes were included in all science subjects:

- searching, processing and evaluating information from various sources
- the use of terminology when describing phenomena, processes and laws
- the ability to form an attitude and take a decision.

In 2008, there was an ESF invitation for tenders, the objective of which was to develop didactic approaches which would contribute towards raising competences in science and make it more popular. The project is based on a partnership between faculties and a consortium of schools.

1.2.4. Digital competence

Digital literacy has been defined in curricula and in the accompanying activities⁶ through which the Ministry of Education and Sport (MES) guarantees the development of digital competences. Digital competence has been defined in different, subject-specific ways in the updated curricula for *gimnazije* and in the new knowledge standards catalogues for secondary VET (integrated key competence), and it will now also be included in all basic school curricula for all subjects.

More specifically, digital literacy has been included in curricula in the following manner:

- Basic school (ISCED 1 in 2): it is included as obligatory content in the technical education subject in years 6 and 7 (ISCED 1 and 2). In the third three-year cycle (ISCED 2), elective subjects are available in computing and information technology. In most schools digital literacy is introduced from year 1 onwards (in the form of courses or extracurricular activities). Digital literacy is mentioned in curricula only with regard to certain subjects.
- Upper secondary schools (ISCED 3): in VET digital literacy is included in all subjects. In the *gimnazija* curricula for almost all subjects⁷ it is included among the general objectives (the use of information technology or digital literacy), among specific educational goals and recommended activities, and among didactic recommendations (the use of visual material and computer technology is important).

1.2.5. Learning to learn

With regard to the current general education curricula, it can be said that they include individual elements designed to develop the competence of learning to learn, both its cognitive and emotional components. The updated curricula include guidelines towards the realisation of all eight key competences, with emphasis on learning to learn. Critical thinking, creativity, initiative, problem solving, risk assessment, decision making and constructive management of feelings are stressed as important.

⁶ See Appendices 1. AD/1.2.4.

⁷ See example in geography, Appendices 1. AD/1.2.4.

Experts at the National Institute for VET (NIVET) prepared a project on *The Inclusion of Key Qualifications in Learning to Learn in Educational Programmes for Secondary Vocational Education* (ISCED 3A, 3B in 3C), in which it is emphasised that it is necessary to develop and maintain internal motivation for permanent learning and that a positive attitude to learning and education is of great importance for a successful inclusion of the individual in society. Learning to learn was defined as an ability to use various learning strategies, methods and techniques and as a constant development of learning habits. Global and operative objectives for learning to learn are defined in detail: cognitive, meta-cognitive and emotional-motivational. In addition, the basic abilities, operational objectives and recommended activities are stated, which need to be carried out in order to realise the didactic objectives of learning to learn.

See also Appendices 1. AD/1.2.5.

1.2.6. Social and civic competences

The development of social and civic competences is one of the general objectives in curricula for subjects involving learning about the environment (years 1 to 3 of basic school - ISCED 1), society and science and technology (years 4 and 5 - ISCED 1), geography (years 6 to 9 - ISCED 2), and the new syllabus of civic and patriotic education and ethics (years 8 and 9 - ISCED 2). It is also included in the curricula for history (years 6 to 9 - ISCED 1 and 2) and a number of elective subjects.

With regard to secondary schools, in addition to sociology mention should also be made of history, within which are envisaged many measures aimed at increasing education in human rights. Thus in the curriculum for *gimnazije* (ISCED 3A), goals relating to the development of relations, behaviour, attitudes and standpoints are included. In addition, compulsory and optional elective content can include various aspects of social and civic competences.

The MES has financed a project involving the production of teaching material for education in sustainable development. All the material was provided free of charge to educational workers. ESF public invitations to tenders have been published for the development research models in this area, for educational institution networks and for the training of educational workers. All these activities should lead to an even more effective and constructive participation in social and political life and in conflict resolution, whilst individuals should be qualified to fully participate in civic life.

See also Appendices 1. AD/1.2.6.

1.2.7. Sense of initiative and entrepreneurship

Initiative and entrepreneurship are emphasised in particular in the curricula for VET (ISCED 3A, 3B and 3C). A model has been developed for the inclusion of this competence in the curricula. The emphasis is on the pedagogic process and the use of active learning methods. Developers of individual knowledge standards catalogues must think about how entrepreneurial characteristics and culture can be included in the curricula and which active learning methods should be used.

An important role in establishing this competence is played by the monitoring of the individual within the learning process, as this is how we can obtain feedback on his or her progress. In its own curriculum, a school can define how it will monitor and evaluate individual progress (e.g. self-evaluation with the help of a portfolio, the teacher's evaluation with the aid of a control sheet, assessment using numeric grades).

1.2.8. Cultural awareness and expression

In 2008 a proposal was put forward for national guidelines on the inclusion of cultural and artistic education within the educational process (the document defines and sets out objectives and principles connected with cultural and artistic education). A programme of cultural education as a cross-cultural theme is also being created.

The curricula for basic school and *gimnazije* updated in spring 2008 treat cultural and artistic education as a cross-curricular topic. In basic school (ISCED 1 and 2) the competence is developed within the scope of the compulsory and optional subjects, cultural days and extra-curricular activities. In *gimnazije* where general educational programmes are implemented (ISCED 3A) work is carried out within general subjects (compulsory subjects and optional contents), as well as within optional elective content. Compulsory and optional content can include various cultural fields. Cultural days also contribute towards cultural literacy. A similar situation applies to vocational and technical secondary schools (ISCED 3A, 3B and 3C).

In April 2008, the government adopted a *Resolution on the National Programme for Culture 2008-2011*, in which cultural education is defined as one of the principles of cultural policy and is emphasised among the areas and long-term objectives of cultural policy.

See also Appendices 1. AD/1.2.8.

1.3. KEY COMPETENCES FOR ALL YOUNG PEOPLE

1.3.1. Development of key competences for all young people in general education (ISCED 1, 2 and 3A)

Various mechanisms for supporting schools have been developed, such as a network of study groups of teachers teaching in individual years, subjects or subject areas, as well as of non-teaching staff, or the network of learning schools. Work within these networks consists of a combination of introducing change using a top-down approach (lectures, interpretation of guidelines, expert materials) or a bottom-up approach (exchange of examples of good practice, cooperation in the planning of work and the formulation of specific approaches to learning and teaching, etc.).

A similar approach has been used in the introduction of changes to *gimnazije* and those changes in secondary VET that are related to general education. In addition, networks of 10 to 20 schools have been developed (some with ESF funds) for the introduction of changes, which are led by advisers from public institutes. School development teams also take part in them as they, too, are factors in the introduction of changes to schools. Experience gained with smaller sample of schools (such as the European classes in *gimnazije*) is then transferred to programmes used elsewhere. Another important factor in this modernisation are innovative projects initiated by preschool institutions and schools themselves, centred around a particular problem that employees try to solve with the cost-free help of advisers from public institutes.

A document on *Working with Pupils with Learning Difficulties* has also been adopted and is particularly competence oriented. It focuses primarily on reading, mathematical and motor competences.

Youth centres, local community youth councils and youth organisations all play an important role in their own specific way in enabling the development of key competences in young people.

See also Appendices 1. AD/1.3.1.

1.3.2. Development of key competences for all young people in VET (ISCED 3A, 3B and 3C)

Slovenia is trying to achieve this objective through measures at national and school levels. At national level this is done primarily through the new curricula, in which the objectives of the

key competences that all students should attain have been defined, through the extensive training of teachers for the development of key competences, through teachers working with each other, with everyone else involved in their working sphere and with the wider community, and through the preparation of learning material. With regard to the implemented curriculum set by each school, there is a recommendation that schools themselves should define the methods they will use in the development of key competences. Increasingly, the preparation of personal education plans and the maintenance of a portfolio of learning achievements is being established, whereby special attention and even a special chapter is dedicated to the development of key competences. Thus the school, together with its pupils, is in a better position to follow the progress of each student in a much more individual manner and to adopt measures for improvement. Greater autonomy in the organisation and implementation of measures and the new method of financing offer schools many opportunities for the preparation of additional activities. Most of these are co-financed via ESF projects.

In recent years the number of non-governmental organisations carrying out youth programmes for personal and career development that include career orientation, career planning and personal development in the widest possible sense has increased. At the national level instruments have been developed which encourage the recognition of the non-formal knowledge and experience that young people obtain through youth work.

More on this in Appendices 1. AD/1.3.2.

1.4. KEY COMPETENCES FOR ALL ADULTS

1.4.1. Progress in the development of key competences for all adults

The key competences of adults are a constituent part of the *Resolution on the National Programme for Adult Education until 2010* (ReNPAAE) adopted in 2004. The Resolution states the following objectives:

- improving the general education of adults
- raising the educational level, whereby 12 years of successfully completed education is the basic educational standard
- increasing employment opportunities
- increasing opportunities for learning and inclusion in education.

With regard to the general education of adults, the improvement of the following key competences is specifically envisaged: the raising of the general educational and cultural level, personal development and social inclusion; active civic competences; a healthy lifestyle;

protection of the environment; the preservation of cultural traditions and national identity; the development of writing skills; the acquisition of new basic skills; the reduction of social discrimination; motivation and encouragement of learning and the resumption of education.

Every two years it is necessary to report to the Parliament about the realisation of the ReNPAAE, thus ensuring that the key competences for adults form a constituent part of annual adult education programmes adopted by the Government. Annual programmes define the mechanisms and instruments aimed at ensuring the realisation of the objectives that include key competences for adults.

For more on these projects see 1.6.3 and Appendices 1. AD/1.4.1.

1.4.2. Current adult target groups and specific provisions for them

Target groups have been defined in the following priority areas:

- adults who have not completed compulsory education are guaranteed free education
- younger adults (aged 16-24) who are not included in the educational process or are not working (drop-outs) are ensured a year-long inclusion in the programme Project Learning for Young Adults (PLYA), co-financed by the ESF. This is provided as required and in the last two years, 12 groups throughout Slovenia have been organised annually, involving 18 participants
- money for the unemployed is provided separately within the framework of the training programme for the unemployed managed by the Ministry of Labour, Family and Social Affairs (MLFSA); the MES co-finances the formal secondary education of the unemployed
- adults aged between 25 and 64 who have not completed four-years of secondary vocational or general education are every year given the opportunity to acquire a secondary education with the help of ESF resources
- with regard to older adults (65 or over), there is co-financing of educational programmes involving language learning, social studies and the preservation of cultural heritage, healthy living and environment protection, and inter-generational co-existence and intercultural competences.

1.4.3. National data on the participation of adults

All the data collected by the Statistical Office of the Republic of Slovenia (SORS) is accessible, particularly that connected with the monitoring of the acquisition of formal education. The SORS also collects data on participation in non-formal education by age and gender and by education area.

1.4.4. Collaboration with representatives of other policy areas, social partners and other stakeholders

Collaboration with the MLFSA is good and frequent, as we plan our annual adult education programmes together. The Council of Experts for Adult Education which examines these programmes every year and issues a statement about them, includes other social partners (trade unions, employers, education providers and other ministries). Collaboration with all government departments takes place at the level of the interdepartmental Inter-generational Co-existence Council, which oversees the realisation of the *Strategy for the Protection of the Elderly until 2010*.

1.5. TEACHER EDUCATION FOR A COMPETENCE-BASED APPROACH

1.5.1. Initial teacher education

The *Higher Education Act (2006)* states that all study programmes - including initial teacher education programmes - have to be formulated “according to the principles for the establishment of a European Higher Education Area”; they must contain “a definition of the basic objectives of the programme and the general and subject-specific competences that should be obtained through the programme”.

On the basis of this Act and the *Professional and Academic Titles Act (2006)* the Council for Higher Education adopted the *Criteria for the Accreditation of Study Programmes for Teacher Education (2008)*, which define the competences obtained by students training to be teachers. All future graduates of teacher education study programmes commencing in 2009/10 will acquire a second Bologna level qualification (equivalent to the masters programme; 300 credit points - ECTS) and the related competences (cognitive, action and emotional/motivational). The *Criteria* state that additional education programmes (60 ECTS) must “ensure the attainment of the competences necessary to effectively carry out the profession of teaching.”

Within initial teacher education, the Council for CPD of professionals in education, the minister’s consulting body, in 2004 approved the implementation of prescribed programmes for trainees and novices, lasting 40 hours, with the aim of preparing them for the teaching certification examination (passing this examination is a pre-requisite for school employment) and the implementation of a competence-based approach to teaching and to CPD training. During 2007 and 2008, 540 participants were included in programmes for trainees and 3,597 took part in the CPD programmes.

See Appendices 1. AD/1.5.

1.5.2. CPD of teachers

This takes place at all educational levels in various forms: within the framework of thematic conferences, professional training programmes, study groups, mentor networks and other networks uniting professionals working in public-sector schools and in computer literacy programmes. It is financed from national resources and by the ESF. In-service teacher education and training programmes enable the development of the following competences: co-facilitating or encouraging learning, team teaching, cooperation between teachers and parents, development work, learning techniques for the formative assessment of knowledge and for self-assessment of professional development.

In 2007 and 2008, just under 150,000 staff were included in all these forms of CPD training, whereby we take into account the actual attendance number, which means that the same professional may have attended more than one form of training.

For a more detailed description of the programmes and projects, see Appendices 1. AD/1.5.

1.6. TRANSVERSAL KEY COMPETENCES

1.6.1. Transversal key competences in general education (ISCED 1, 2 and 3A)

We are trying to provide transversal key competences in general education primarily through the promotion of the planning approach to the work of preschool institutions and schools as a whole, whereby the main tool is development planning. The foundations of the development plan consist of various approaches to self-evaluation on the basis of which joint priorities are formulated, which go beyond the individual subject/discipline or year.

During the last curricular reform, a certain progress was made in the definition of transversal competences, albeit still not at the programme level, but through individual subject objectives. A great deal of attention was dedicated to the cross-curricular dimension and the planning and implementation of team teaching, including within CPD training.

Various forms of work that supplement the basic organisation into classes and subjects also contribute towards the realisation of transversal competences at all educational levels; this includes activities days, when the organisational focus is on problem orientation and projects.

1.6.2. Transversal key competences in VET (ISCED 3A, 3B and 3C)

Transversal key competences in VET are realised through joint development planning and the implementation and evaluation of the implemented curricula at school level. At this level new organisational and didactic approaches are developed. Project weeks, where a team of teachers, together with students, plans, implements and evaluates an integrated approach to a specific task/problem, are developing successfully. Transversal key competences are particularly emphasised when students independently carry out a task, present the results to a wider public (business representatives, parents) and self-evaluate their work.

1.6.3. Transversal key competences in adult education

Since 2004, in addition to calls for applications to non-formal educational programmes financed from the national budget, whereby various short programmes attended by approximately 15,000 individuals a year are co-financed to the value of approximately EUR 200,000 a year, Slovenia has been co-financing, with the help of the ESF, various larger projects aimed at the attainment of key competences.

A range of training programmes for success in life have been developed for less educated adults and vulnerable groups who have not completed secondary or sometimes even compulsory education, within which most of the key competences are acquired at various levels, adapted to each individual group. These programmes are attended by approximately 1,000 people a year, whilst the basic computer literacy is acquired by approximately 1,500 people annually. Approximately EUR 1 million is earmarked for these programmes.

The PLYA programme is adapted to the most vulnerable group of young people between 15 and 24 who, due to incomplete education and unfavourable social conditions, have found themselves on the social margins. The emphasis within this programme is on the acquisition of social competences, on cultural awareness and expression, innovativeness, motivation and creativity, learning to learn and digital literacy. Approximately 200 young people a year are educated within these programmes, of which around 80% return to formal education or find employment. This project is co-financed to the value of EUR 1.2 million a year.

1.6.4. Transversal key competences in education of teachers and trainers

Approaches to and forms of CPD include:

- *Thematic conferences*, a short form of training aimed at the entire teaching staff of a particular school. All the transversal key competences in teacher education are included. Over the last two years, 10,375 participants have attended these conferences.
- *Professional training programmes*, published by the MES every year in the *Catalogue of Programmes for Continuous Professional Development of Teachers*, enable continued professional development. In 2007 and 2008, programmes aimed at the acquisition of learning to learn competences, social and civic competences, competences related to initiative, entrepreneurship, and cultural awareness and expression were also carried out. Over the last two years, 19,410 professionals have participated in these programmes.⁸
- *Study groups, mentor networks and other networks* involving professionals in public-sector schools, which are short forms of CPD programmes, aimed at learning about what is new in curricula and educational programmes, or at learning how to implement the new features through teaching work. In study groups aimed at those involved in VET, the emphasis in 2007 and 2008 was on the assessment and support of the science and technology competence. Within study groups for general education teachers received training in incorporating the key competences into their teaching. Over the last two years, 73,165 professionals have participated in these programmes. In 2008, 1,428 professionals from basic schools for children with special needs received training.

For training within the framework of ESF projects see *Appendices 1. AD/1.6.4.*

1.7. SUMMATIVE AND FORMATIVE STUDENT ASSESSMENT

On the compulsory basic school level (ISCED 1 and 2), national legislation regulates the formative assessment of knowledge and grading, the final end-of-year assessment and the national assessment of knowledge (NA).⁹ Since the last report, the national assessment has undergone considerable changes in that it now serves chiefly as additional information about the learning and teaching of a particular subject, which can be used to improve learning and teaching at a particular school and within the national system.¹⁰ In basic school a particularly important formative role (progress, upgrading, lifelong learning) is played by the national assessment in mathematics and Slovenian after year 6.

On the basis of the reformed curricula, the tasks included in the national assessment at all levels increasingly serve as a means of assessing the attainment of key competences. With the

⁸ The development of the professional competences was not defined in detail in the Catalogue, instead content relating to the development of competences is included in the framework of individual programme themes.

⁹ More on this in the Eurydice study *National Testing of Pupils in Europe at ISCED Levels 1 and 2*, drawn up for the Czech presidency of the EU. See also *Table 1.8*, below.

¹⁰ See also *Appendices 1. AD/1.8.*, first paragraph.

support of the CPD training, this approach is increasingly being established also in the internal formative and summative assessment. Progress has been achieved in particular with regard to the assessment of specific competences. The assessment of transversal competences is currently not keeping pace with their gradual introduction either in the prescribed curricula or in the implemented curricula at school level.

External assessment of knowledge in secondary school (ISCED 3) has a pronouncedly summative function. The data obtained are used also for improvements in teaching and learning.¹¹ In addition, recent changes (since 2005) in the rules relating to assessment and in the assessment method both in general and particularly in VET have proved to be a better way of encouraging the monitoring of each student's progress. They act directly as a means of reducing the drop-out rate, whilst also contributing to greater responsibility on the part of students for their learning and the results thereof.

The new rules on knowledge assessment in VET (ISCED 3A, 3B and 3C) offer a high degree of autonomy and responsibility to schools, particularly with regard to formative assessment. In their implemented curricula, schools define a plan of assessment, plus the key and vocational competences. The teaching staff involved in a particular programme also define the method to be used for monitoring the transversal key competences. If a student does not attain the minimal standard, the school draws up a personal education plan. In addition, schools encourage students to keep a record of learning achievements and to reflect regularly on their achieved learning results. As the key competences are frequently developed through a number of subjects, team assessment has been introduced as a new feature. In summative assessment the attainment of key competences is also evaluated in the final examination and the vocational *matura* certified examination.

1.8. EVALUATION OF THE OUTCOMES OF EDUCATION AND TRAINING SYSTEMS

The evaluation of the outcomes of education and training systems is an *on-going* process. It is carried out with the aid of the analysis of external assessments at various levels of the educational process (see *Table 1.8*) and occasionally by the Quality and Evaluation Council, which commissions relevant evaluation studies. The data and basic analyses thereof at the national level are prepared by the National Examinations Centre (NEC), which also develops various tools for (self-)evaluation at the school and classroom levels.

¹¹ See also Appendices 1. AD/1.8., second paragraph.

Table 1.8: An overview of current external examinations in Slovenia

External assessment	Pupil age	Type of assessment	Scope	Assessment characteristics
NA year 6 (ISCED 1)	11/12	NA	Voluntary (in 2008, 96% pupils)	Slovenian, Mathematics, English/German
NA year 9 (ISCED 2)	14/15	NA	Compulsory (100% of the population)	Slovenian, Mathematics and one other subject. Each September the Minister chooses a maximum of four subjects; each subject is assessed at a randomly selected quarter of all schools (the selection is set in March).
General <i>matura</i> examination (ISCED 3A)	18/19	Public examination	Compulsory (approx. 40% of the population)	Slovenian, Mathematics, a foreign language and two subjects chosen by the candidate
Vocational <i>matura</i> examination (ISCED 3A)	18/19	Public examination	Compulsory (approx. 40% - 50% of the entire population)	Slovenian, a technical subject (dependent on the programme), Mathematics/English, a product or service with the presentation (depending on the programme)

The national assessment (NA) is used to assess the key competences included in the objectives and standards of the curricula for the compulsory basic school subjects (ISCED 1 and 2): communication in the mother tongue, communication in foreign languages, mathematical competence and the basic competences in science and technology. There is an evaluation of the national assessment results for the whole country, for individual schools, classes and pupils. A description of the evaluation appears in the publications that are discussed by the National Council of Experts for General Education each year and published by the NEC.¹² At the end of the school year, each school receives information about the achievements of its pupils and (self-)evaluation instruments, with instructions.¹³ The evaluation of the national assessment results serves to reveal the strengths and weaknesses in learning and teaching at school and teacher levels, as well as at the national level. Teachers remedy the specific learning and teaching weaknesses, whilst recommendations for individual subject areas are included in the subject curricula.

¹² See also Appendices 3. AD/1.8.

¹³ See also Appendices 3. AD/1.8.

With regard to the general and vocational *matura* (ISCED 3A), student results are evaluated at the national level every year; the reports are dealt with by the councils of experts responsible for general education and for VET. The published reports include a synthesis of the statistical data and the conclusion and analysis of achievements by individual schools (also shown are the differences in achievements between schools, whilst the identity of the schools is not revealed). The NEC also facilitates an analysis of the results of the general and vocational *matura* exams at school level and classroom level within a school. In addition to a large number of optional subjects, examinations also evaluate the key competences relating to communication in the mother tongue and a foreign language, mathematical competence, science and technology competence, and digital literacy.

Within VET (ISCED 3A, 3B and 3C), the introduction of new programmes and the achievement of educational objectives is also monitored via various research studies carried out by the NIVET. In 2007/2008 the achievement of the objectives of the transversal key competences was monitored particularly carefully. The results of this monitoring are being used in development work with schools and in the preparation of training for the teachers involved in particular programmes. Analyses also come in useful when drawing up further measures. In addition, Slovenia has recently been paying particular attention to developmental research work, analysing the factors involved in the pupils' success, e.g. linking achievements with the socio-economic status of pupils.

See also Appendices 1. AD/1.8.

Chapter 2

TRANSVERSAL LIFELONG LEARNING ISSUES

In recent years, Slovenia has achieved significant progress in the implementation of an integrated lifelong learning strategy. In 2007, a *National Lifelong Learning Strategy* was adopted. VET is an important pillar of lifelong learning. The strategy focuses on a coherent link between initial and further education, a flexible and open system of VET that facilitates the evaluation and recognition of knowledge obtained by following different paths, an emphasis on on-the-job training and motivating employers to invest in education and training. The system of VET already has a built-in lifelong learning element, particularly on the systemic level (the removal of dead ends, the possibility to transfer vertically even during VET, a direct - shorter - and indirect path to the same qualification), whilst the second phase of the reform (since 2001) has been directed towards the creation of flexible conditions for lifelong learning (flexible, modularly built educational programmes, credit points system, the recognition of non-formal

knowledge). The construction of an open and flexible system without dead ends and the recognition of non-formal knowledge are the two main areas in which most work has been done in recent years.

Through unified implementation and the use of the Klasius classification system of education and training (2006), which includes all the national programmes and qualifications - from those obtained in basic school to doctorates, those obtained within the formal educational system and national vocational qualifications (NVQ) obtained within the certification system - the Slovenian government has established the foundations for the building of a unified national framework of qualifications. In recent years important steps have also been taken with regard to the implementation of learning outcomes, which have been defined for all new programmes within VET and national vocational qualifications (knowledge, skills and competences).

The *National Vocational Qualifications Act* adopted in 2000 introduced a system for the assessment and certification of NVQs which is based on learning outcomes, irrespective of how the knowledge, skills or abilities are obtained. The assessment and certification of NVQs is aimed at adults and takes place on the basis of a direct demonstration of knowledge, skills and abilities or on the basis of certificates or any other evidence submitted by the individual. This enables the results of non-formal and informal learning to become recognised. The business sector sees the benefits of this Act primarily in that it enables a quick reaction to changes in working practices, that the procedures of introducing knowledge and competences are shorter, and that the candidates who have to prove their vocational qualifications can do this through direct assessment and certification.

In 2006, the *National Vocational Qualifications Act* was amended with the aim of combining formal and non-formal education and work experience, of ensuring partnership and cooperation in the development of NVQs and their promotion, of enabling transferability between different areas and levels of education and training, and of ensuring transparency of the implementation of certification procedures.

A great deal of work has been done in recent years in the preparation of national professional standards (in the Official Gazette, 279 vocational standards and 69 catalogues of standards of professional knowledge and skills have been published), 297 assessors have been trained and 320 advisors have attended training. Over 17,000 certificates have been granted. In 2008, an evaluation of the certificate system was carried out for the first time, allowing an insight into and analysis of the system. A series of proposals for further development has been formulated. In future, more attention will have to be paid to the results (both with regard to the

professional development of the individual and to the competitiveness of companies) and to the development of the evaluation system.

The realisation of the objectives of the *Lifelong Learning Strategy* is a challenge and an opportunity for the professionals and those implementing the strategy as it represents a totally different way of perceiving and understanding learning, knowledge, education and training than that which previously applied in Slovenia. So far, the realisation of the strategy has been based on the following premises:

- enable all citizens to be able to learn and be educated throughout their life, in all areas of life and in all environments, with particular attention to ensuring opportunities for educationally deprived groups
- strengthen the awareness that by learning individuals increase their trust in themselves, develop creativity and entrepreneurship and the knowledge, skills and qualifications they need to actively take part in economic and social life and to create for themselves a better quality of life.

This year and over the next few years it will be necessary to invest more effort into the realisation of goals and strategic developments necessary for the fulfilment of the strategy. What is involved here is also a different concept of understanding learning: “Learning in all its dimensions and in all areas of life enables us to realise that we can learn with pleasure, that learning can take place in a relaxed manner, not just at school, but also within the family, in companies and organisations, in the community and in everyday work. Two roles and experiences are included in such learning - not just ‘I am being taught’, but also ‘I’m learning’ and ‘I’m teaching others’, which can alternate at different times and in different places.”¹⁴

In future it will be particularly important to develop lifelong learning through better education and training. Together with the implementation of the *Education and Training 2010* programme it will be necessary to define the nationally agreed basic (minimum) threshold of knowledge, skills and competences, which will be in line with the recommendations of the European Parliament and Council on key competences for lifelong learning and which needs to be guaranteed to every individual as an inalienable right so that every individual can achieve it, retain it and upgrade it through additional learning and education.

Investing in the infrastructure important for the fulfilment of the *Lifelong Learning Strategy* is connected with the realisation of other strategies, in particular the *National Strategy for the Development of Adult Literacy*, the *National Programme and Strategy for the Development of a Society with a Large Proportion of the Aged*, the *National Programme for Higher Education* and

¹⁴ Jelenc, Z., ed., *Strategija vseživljenjskosti učenja v Sloveniji*, Ljubljana: Ministrstvo za šolstvo in šport Republike Slovenije: Javni zavod Pedagoški inštitut, 2007.

so on. In the realisation of the strategy there will also be an emphasis on making education and training more accessible and on opening up systems of education and training to a wider public. In addition, the implementation of the national qualifications framework will also need to be further developed.

Chapter 3

VOCATIONAL EDUCATION AND TRAINING

Slovenia is pursuing established approaches to increasing the attractiveness of VET programmes and their connection to the labour market. These include competence-oriented and modularly designed educational programmes, the establishment of inter-business educational centres, and the recognition of non-formal knowledge and skills. At the same time, we have tried to increase the attractiveness of VET via activities through:

- the improvement of the reputation of VET
- better information provision about VET
- working with the professionals that play a key role in vocational guidance.

3.1. INCREASING THE ATTRACTIVENESS OF VET

Various activities involving public presentations in the media and at events have been introduced. At the same time, on joining the European Skills Promotion Organisation (ESPO), Slovenia took part in the EUROSILLS competition in vocational skills (*for more on this, see Appendices 1. AD/3.1.*)

Radio programmes have been broadcast on national and commercial radios. We have taken part in those dealing with the continuation of VET, presenting the view that in addition to monitor an individual's abilities it is essential to monitor his or her interests, not just school grades.

The promotion of VET using poster advertisements took place in 2008 for the first time. Leading up to school open days, the poster campaign encouraged young people to follow their interests and ensure that they have a chance of being happy in their professional career.

Articles in daily newspapers were dedicated to the reasons why only a small number of young people enrol for secondary VET programmes. They also presented new approaches to the promotion of these programmes and told readers where to obtain information.

Promotion at education festivals and fairs and at career and employment fairs was carried out in the light of employment opportunities and the continuation of education. The target audience were primarily young people who are deciding on their education, their parents, and those who have lost their jobs and wish to gain a different qualification.

3.2. GETTING INFORMATION ON VET

High quality, user-friendly information is one of the key factors we believe can contribute towards increasing the attractiveness of VET. We have developed three products through which to fulfil this goal.

A short manual of effective communication provides information about practical communication tools, their advantages and disadvantages and the circumstances in which they can be used to all those involved in the promotion of VET at schools or in other institutions. For all those who want a more in-depth study, there is the *Communication Plan*, which takes the form of a communication manual. The manual was created on the basis of observations that secondary schools in particular invest a great deal of energy in the promotion of their programmes, but do not possess suitable marketing knowledge.

A video game about careers opportunities in a cartoon form enables young people to inform themselves about educational areas and various careers whilst creating their own story, adding pictures and short sentences, making it easier for them to decide on their educational path. The video game is designed to build on the attractiveness of the information about VET.

The Information Centre for careers guidance www.mojazbira.si is an internet portal where pupils, their parents, other adults and the expert public can easily find clear, transparent and useful information concerning either decisions about their future careers and life paths or other career-related decisions. Users can thus find in a single location all the necessary information, including the relevant details about schools, careers, training, legislation, learning materials, rules, etc. and file it in their folders. At the same time, users can see the calendar of events connected with VET. In addition to all this, the Information Centre offers the above mentioned video game and the communication manual. Until now, information was available in different locations, depending on the institution collecting and managing specific data. The Information Centre thus signifies a paradigm shift in that the focus has been moved from the standpoint of the institution in possession of the data to the standpoint of the users of this data.

3.3. EXPERT PUBLIC WITH THE KEY ROLE IN VOCATIONAL ORIENTATION

A study trying to establish how much vocational education features in study programmes aimed at teachers and school counsellors examined the qualifications of future teachers for careers guidance. The study tried to establish what qualifications final-year students have for working with pupils and their parents in relation to careers guidance in the widest sense and it transpired that students do not have this capacity. Thus various study materials are being created for basic school teachers and school counsellors, which should contribute towards rectifying this situation.

A presentation for school counselling services

The three products described under 3.2 were presented to the counselling services at basic and upper secondary schools. At the very forefront of our presentations was the recommendation that future students should be given high quality information, without ever being suggested to them which school they should choose.

Chapter 4

HIGHER EDUCATION

4.1. PLANS AND MEASURES TO DIVERSIFY THE INCOME STREAMS OF HIGHER EDUCATION INSTITUTIONS

As financing from the national budget can not keep up with the increasing number of students, higher education institutions have started obtaining income from other sources. The state supports these efforts. Higher education institutions can obtain income from the national budget, school fees and other contributions from students, payments for services or from grants, inheritance, gifts and other sources.

The basic source of financing is from public finance resources, which accounts for nearly three quarters of all income. This income comes primarily from the national budget (various ministries, not just the Ministry of Higher Education, Science and Technology), but is increasingly supplemented with public calls for tenders relating to cohesion policy, and with funds from local community budgets and from public agencies.

Other sources of income resulting from performing a public service are also significant. The largest share here comes from the sale of public services (e.g. fees), which can be charged for part-time and post-graduate studies. The proportion of resources gained directly from the

European Union budget and from other European institutions is also increasing. This includes income obtained from interest received, donations from sources at home and abroad, participation in profits and from dividends and from the surplus in income over expenditure that occurs on the basis of the principal activity. The third category consists of income created by higher education institutions with the sale of goods and services on the market. In 2007, this represented 6% of total income.

Acquiring new sources of finance (from the EU budget, public calls for tenders relating to international projects and income obtained by selling goods and services on the market) is encouraged mainly through the publication of information about possible participation in various projects and public calls for applications, and through the encouragement of cooperation with the business sector through various projects.

The state is also promoting the acquisition of additional funds by enabling additional performance related payments from the sale of goods and services on the market to the level of 60% of the surplus of income over expenditure created through market oriented activities and funds obtained through public calls for tender connected with international projects. Considering that salaries are determined by collective agreement, this constitutes an award mechanism that encourages the acquisition of additional sources of financing.

Centres of excellence are one of successful forms of cooperation with the business sector in the research area, financed from structural funds.

4.2. LIFELONG LEARNING IN HIGHER EDUCATION

Slovenia is encouraging lifelong learning in higher education mainly through measures aimed at easier access to higher education and at a greater diversity of what is on offer. Whilst the first group of measures are related to legislation, the measures in the second group are also stimulated through the financial mechanism.

Among the measures are the reform of admission requirements towards greater permeability (extending admission requirements from the general to the vocational *matura*), the introduction of preparatory programmes for the *matura*, and formal opportunities to transfer from the post-secondary vocational education system to the higher education system.

The amendment of the higher education act from 2004 that enabled the implementation of the Bologna reform, for the first time defined CPD programmes as a form of lifelong learning. In addition, it made it possible for higher education institutions to organise various forms of non-

formal learning, such as courses, summer schools and training programmes. Since 2004, the criteria related to the recognition of prior learning are among the *Criteria for the Accreditation of Higher Education Institutions and Study Programmes* adopted by the Council for Higher Education. The recognition of previously obtained competences is used in the assessment of the fulfilment of the conditions for admission, when setting the limitations of admission, for transfers between programmes, in the recognition of the fulfilled study obligations and in the acquisition of a specific educational level.

The second group of measures involves the encouragement and constant widening of the diversity of what is on offer. With each new year, higher education institutions supplement what they offer, both with respect to the programmes and forms of their implementation aimed at adult students and to the range of short training programmes aimed at updating already acquired qualifications and/or obtaining new general or professional knowledge, skills and competences. Greater flexibility should also be achieved through the realisation of the various principles of the Bologna reform, such as the credit points system, the general possibility of transfer between study levels, a greater degree of choice within programmes, the modular structure of study programmes, practical training during study, independent study in small groups, the tutorial system, etc.

These measures are co-financed primarily from European structural funds. In the current programme period, the resources are focused on raising the quality of higher education and the implementation of the Bologna reform, both of which contribute towards the development of lifelong learning.

In addition, the higher education system is adapting to the needs of adult participants through other financial mechanisms, such as study grants, state subsidies, loans, co-financing by employers; the state also co-finances training after graduation and during traineeship, and so on.

APPENDICES

1. ADDITIONAL EXPLANATION AND DESCRIPTION OF PROJECTS

AD/1.2.1.

The National Education Institute (NEI) and the Ministry of Education and Sport (MES) organised a two-day conference *Languages in Education* (25 and 26 September 2008) with a view to providing information on the key competence Communication in the mother tongue and new trends in language policy development at European level. Its purpose was to open a professional dialogue between language policy planners and experts in education at all levels, from pre-school to university education and lifelong learning. The intended aims of the conference were threefold; (1) to provide an overview of language policy development trends in Europe and Slovenia, (2) to recognise the importance of various individual's communication competences and those of a society, and (3) to identify the role of the Slovenian language in the national education system. At the end of the conference, all three objectives were met.

ESF PROJECT COMMUNICATION IN THE SLOVENIAN LANGUAGE

With globalisation processes and new technologies at full swing, it is essential that each language be equipped with proper computerised language resources and tools. The Slovenian language is lagging behind other official languages of the European Union, particularly with regard to resources and tools whose development is time-consuming and requires considerable financial investment. The 2007-2013 financial perspective therefore aims to make less significant the difference between the development stage of language resources and tools for the Slovenian language and for some other EU languages. We wish to achieve this with the project *Communication in the Slovenian Language*.

Its objective is to improve competences related to communication in Slovenian and to develop language resources and tools for it. A total of EUR 3.2 million has been earmarked for the purpose in the period between June 2008 and the end of 2013.

Project activities are divided into three modules with the following objectives:

- The aim of the first module is to design a reference corpus of Slovenian (an extensive on-line collection of texts with over 100 million words which will contain typical text samples of different genres, i.e. the language of newspapers, magazines, books, the Internet, etc.); a lexical database of Slovenian (this database will contain information on lexical features such as frequency of occurrence, pronunciation, morphology, phraseology, etc.); and a grammatical annotation tool for Slovenian (software for automated analysis of style and syntax).
- The purpose of the second module is to explore the possibilities of introducing language technologies and new didactic approaches that will take into account the fact that the language of Slovenian native speakers changes as technologies develop, thus bringing real-life spoken language closer to the educational process.
- The primary goal of the third module is the compilation of a grammar designed for pedagogical purposes and based on the observation of the actual linguistic phenomena as recorded in the reference corpus of Slovenian. The second goal is the compilation of a manual which, based on the analysis of authentic texts, will help native and non-native speakers of Slovenian to overcome typical grammatical and stylistic difficulties in text-production.

The project selected in a public tender procedure was designed by a consortium of five partner companies with an extensive network of well-trained experts from various professional fields. Three extensive documents have been prepared so far, defining the three end products of the project which are: a new written corpus of Slovenian; a training corpus intended for developing statistical analysis tools; and a machine-readable lexicon of inflected words. The outcomes were already presented at a conference held in early February 2009.

More on this at www.slovenscina.eu.

AD/1.2.2.

With the 2007 amendments to the *Basic School Act* a second foreign language was introduced in the third education period (ISCED 2). In the 2008-2009 school year, some basic schools engaged in a pilot

project organised by the NEI. A second foreign language is to become an obligatory subject in all basic schools in school year 2010-2011.

CROMO is the Intercultural Crossborder Module, a supplement to the European Language Portfolio 15+. The Council of Europe and the EU support intercultural initiatives like CROMO, which aims to promote respect for diversity both nationally and across borders and to value experience not only between people from different countries but also experience with individuals from other cultural backgrounds in the same country. CROMO may well be seen as the three-lateral (Austrian, Italian and Slovenian) achievement of ideals inherent in many policies and initiatives of the European Union and the Council of Europe.

In 2004, the MES gave the green light to the introduction of European classes in *gimnazije*. The programme has been monitored by the NEI. It includes extra foreign language classes, participation of foreign teachers, interdisciplinary project work, discussion groups, evening events and panels involving European content.

INTERNET CLASSROOMS

Under the pilot project European Language Portfolio, internet classrooms were designed to facilitate adult language learning and teaching, training for assistants in foreign language classes and learning a foreign language. These internet classrooms are available to all teachers, assistant teachers and students involved in the project.

E-ENGLISH, E-GERMAN

Internet classrooms for foreign languages are distinguished by state-of-the-art ICT and a variety of didactic aids. A text-book is just one of the many teaching/learning tools used by teachers to achieve the objectives of language classes.

ESF PROJECT *COMMUNICATION IN FOREIGN LANGUAGES*

In 2008, the NEI launched a two-year project *Communication in Foreign Languages*. The objectives for this project are:

- The global objective from the perspective of EU membership; the ability to communicate in several foreign languages (that is, more than one) is a desirable skill for all European citizens. This encourages us to be more open to other people's cultures and views, improves cognitive competences and strengthens the learner's mother tongue skills; it also enables citizens to take advantage of the freedom to work or study in another EU Member State (flexibility of labour).
- Another objective of the project is to introduce innovative approaches in foreign language teaching by involving foreign teachers in the implementation of the curriculum. For this purpose 22 teachers from 22 basic and upper secondary schools were selected to take part in the project. The introduction of innovative approaches in the implemented curriculum has been conceived as one of the strategies that aim to improve the quality of teaching and promote lifelong teaching of foreign languages. Also, it means that teachers are trained to teach languages innovatively, whereby they include intercultural dimensions, interdisciplinary approaches, co-operative and team teaching, and introduce new features in their teaching in basic and upper secondary schools which are also promoted by the European Commission's *New Framework Strategy for Multilingualism*. The latter promotes active multiculturalism, i.e. teaching foreign languages in multicultural groups, and the development of foreign language literacy in professional disciplines and subject areas (interdisciplinary teaching).
- Another component is the introduction of a foreign language and raising the awareness of interculturalism/interlingualism in the first cycle of basic school. The relevant goals are: to substantiate the importance and usefulness of early foreign language learning; to prepare an expert background for the introduction of foreign languages in the first cycle of basic school; to pursue a social objective (i.e. enable all students, irrespective of their social status, to learn foreign languages from day one of basic school); to encourage children's interest in multilingualism and bilingualism and raise their awareness of cultural diversity (immigrants); to encourage and develop innovative and research-related/project approach to foreign language learning and teaching; to enhance the basic school curriculum through integrated teaching of foreign languages, to introduce multilingual and intercultural dimensions; to develop teachers' didactic qualifications for teaching languages at early stages.

AD/1.2.4.

On a yearly basis, the MES co-finances training for 6,000 to 8,000 pre-school, basic and upper secondary school teachers of which the purpose is to introduce new teaching/learning approaches involving ICT and promote a more active role of students in class and the role of teachers as mentors. Such training is intended for teachers of various subjects and professional areas. To implement these new approaches and digital literacy in class, teachers need support services (such as counselling, didactic guidance and assistance) and concrete resources such as those that the MES prepared in the last four years during which 70 extensive e-materials were published on the Internet for various subject and professional areas. However, awareness of digital competence should also be raised among school managers who are the strategic planners and implementers; they are those who create a vision and develop it, prepare follow-up plans and concrete targets, budget documents and employment plans, make evaluations, etc. Further, it is important that professional staff liaise both nationally and internationally and that the available national and European budget resources are combined. Many resources come from the ESF (for the improvement of the education system, teacher training and new e-materials). Over EUR 12 million has been invested for the purpose since 2004. The most distinguished experts are involved in development projects at national level as well as in the 6th and 7th Framework Programmes of the European Commission, which include projects such as *Calibrate* and *Melt* to provide a common repository of e-resources in Europe; *EdReNe* and *Aspect* intended for research and exchange of standards for sharing e-resources in Europe; *Spring Day* for the promotion of European institutions; *Safe Internet* for the promotion of safe use of the Internet; *Spice* for the purpose of creating a common resource data base for evaluation of information and communication technologies, etc. At national level digital literacy is coordinated by the Programme Council for the Computerisation of Schools.

INTRODUCTION OF DIGITAL COMPETENCE IN THE GIMNAZIJA CURRICULA - GEOGRAPHY AS AN EXAMPLE Students:

- develop the ability to search for, collect and process electronic information, data and definitions, and learn how to use them as systematically as possible
- take advantage of ICT possibilities, thus enhancing their critical thinking, creativity and interests in a host of activities related to home, free-time, school, future studies or profession
- develop a positive attitude to ICT as individual users or team members
- develop a critical stance to available information
- develop a positive attitude to and a sense of safe and responsible use of the Internet, with attention to privacy protection and respect for cultural diversity
- collect, arrange, process and display data about landscape phenomena and processes by using the GIS and other tools (GPS, Google Earth, etc.).

Students:

- confidently search for, collect and process electronic information, data and definitions (students are able to organise data, distinguish important information from irrelevant, identify objective and biased information, as well as real and fictitious information)
- use ICT tools for a specific purpose and need, thus enhancing critical thinking, creativity and interest in a host of new activities related to home, free-time and school, which all serve as a basis for their future studies and work
- develop a positive attitude to using ICT tools in various activities
- use the Internet safely and responsibly.

AD/1.2.5.

In 2008, Slovenia participated in a pre-pilot study on the suitability of instrument for measuring the key competence learning to learn. The pre-pilot was headed by a group of experts from the European Commission for the development of the learning to learn indicator (See Sources below).

AD/1.2.6.

In July 2007, the education minister adopted the *Guidelines on Sustainable Development in Pre-school and Pre-university Education*. The main purpose of these guidelines is to underline the importance of education for sustainable development (ESD) and identify the possibilities for implementing sustainable development in the fields of formal, non-formal and informal learning. The guidelines apply to preschool institutions and schools, the MES and public institutions, NGOs and local communities.

RESEARCH AND PROJECTS

ESF public invitations to tenders

In 2008 the *Public Invitation to Tender for the Implementation of Projects in the Field of Social and Civic Competences* was issued, in which the implementers of the following themes on the research and introduction of models in educational institutions were selected: a healthy lifestyle, identifying violence and its prevention, active citizenship. The implementation of projects began on 1 December 2008 and will end on 31 August 2010. The four projects are worth EUR 438,000.

Also, seven educational institution networks were selected that had liaised with external partners (universities, research institutions, NGOs, etc.) in order to prepare and implement the projects on: identification and prevention of violence; spending active free time and inter-generational co-existence; sustainable development of the environment and space; active citizenship and gender equality. The implementation of projects began on 1st December 2008 and ends on 31st August 2010. The total value of projects is EUR 714,000.

Also, educational workers are being trained in the above topics. *See Appendices 1. AD/1.6.4.*

2008 Target Research Programme (TRP) public invitation to tenders

As part of the Target Research Programme the MES awarded several contracts to projects under the theme *Key Competences* in relation with the following social and civic competences:

- the impact of education on interpersonal relations, gender differences and sexuality, and related themes (e.g. health and violence)
- the development of the concept of multicultural dialogue in education
- civic education
- possible impact of education on spending free time in a responsible manner
- expert groundwork for the introduction of intergenerational dialogue in education.

The project outcomes will serve as a basis for the preparation of documents and programmes for the development of social and civic competences.

The Hidden Treasure invitation to public tenders

In the school years 2006-07 and 2007-08, calls for tenders were published, the focus of which was education for sustainable development. Several projects on civic education were selected. These projects were dedicated to deeper understanding of social processes which are important for sustainable development and its values; development of skills such as argumentation, constructive conflict resolution; communication with external environment, etc. The projects were aimed at encouraging cross curricular cooperation between civic education and teaching of history, philosophy, religions, languages, geography, social sciences and natural sciences.

There are also a number of other projects aimed at teaching students to respect human rights such as the one implemented under the Unesco Associated Schools Project Network. The Network's priorities include education for sustainable development; peace and human rights; intercultural learning; fighting the HIV and AIDS, and reducing poverty; pursuing environmental sustainability through the use of ICT. In school year 2007-08, a total of 338 educational institutions were involved in various national ASP Network projects, while 50 educational institutions participated in projects recommended by the Unesco.

DIDACTIC MATERIALS

The publication *Education in Human Rights* contains views and assessments of activities to be undertaken in education in human rights in future. Contributions were written by experts, implementers and representatives of government institutions and NGOs. Other materials include: book *What Does Climate Change Bring* by environmentalist Lučka Kajfež Bogataj, *Professor Gams' Calendar* about climate change; a publication on cultural education *Culture and Arts in Education - provision for the 21st century*, *Orbis Lusus* - a contemporary 3D-virtual reality computer game with pronouncedly educational historical and geographic content.

AD/1.2.8.

In view of many European priorities and those of the *National Programme for Culture 2004-2007*, the Ministry of Culture (MC) and the Ministry of Education and Sport (MES) agreed to work more closely and in a more coordinated manner in the field of cultural education. The ministries started

cooperating in the 2005-06 academic year when they set up an initiative to appoint coordinators of cultural education in educational institutions, and continued their activities in the 2006-07 academic year when they launched the project the *Year of Culture in Preschool Institutions, Basic and Upper Secondary Schools*. The project consisted of various activities such as: presentations of projects by preschool institutions and schools; presentation of programmes of cultural institutions to principals of preschool institutions and schools; a conference for basic school teachers and representatives of cultural institutions with a view to presenting positive feedback of effective cultural education and possibilities of networking between cultural institutions and schools. The analysis of the Year of Culture (2007-08) showed that preschool institutions and schools carried out more cultural projects and that cooperation between preschool institutions and basic schools one hand and cultural institutions on the other was more intense. The Year of Culture analysis is available at: <http://www.zrss.si/default.asp?link=predmet&pid=26&rid=2013&tip=6>.

In May 2008, the MES organised the *Festival of Creativity and Innovation in Learning* which was held in Ljubljana. Preschool institutions, basic and upper secondary schools, sport societies, public educational institutions, cultural institutions and the MC took part in the festival.

NATIONAL PROGRAMME FOR CULTURE 2008-2011

The definition of cultural education is the result of cooperation between the MC and the MES. Partnership, especially between educational and cultural institutions, plays an important role both nationally and locally in the development of cultural education.

The *National Programme for Culture 2008-2011* defines the following objectives of cultural and artistic education:

- paying due care and attention to cultural institutions to make sure they offer programmes for children and youth in all areas of culture, and to make culture available and popular among youth
- considering cultural education as cross-curricular content and dimension
- paying due care to provide continuous professional development (CPD) for professional staff in cultural education and for experts and authors in cultural institutions who design projects and programmes for children in preschool institutions and youth in schools
- formulating an action plan of cooperation, and setting up a network of participating, partner, educational and cultural institutions in the field of cultural education
- paying special care to provide access to information on cultural events for children and youth within the national cultural portal.

ESF PUBLIC INVITATIONS TO TENDERS

A call for tenders was published in the 2008-09 academic year, of which the purpose is to co-finance projects undertaken by educational institution networks aimed at raising cultural literacy of children, pupils, students and adults (professional educational workers and parents), linking schools with cultural institutions and preparing drafts and guidelines on the integration of cultural education in the curricula.

PROJECT *GROWING UP WITH A BOOK*

The MC, in cooperation with the MES and the Public Libraries Association, launched the *Growing up with a Book* project as part of the Year of Culture. The project has linked basic schools with public libraries. The project was well accepted by pupils, teachers and librarians, and has been running for the third year in a row.

The goal of the project (which presently targets only seventh-graders, aged 13-14) is to adopt a friendly attitude to reading and books, increase library attendance and encourage reading culture. A special programme has been prepared for pupils who visit a public library as part of their school activities. Students learn relevant information about the library and receive a youth fiction book as a gift at the end of their visit. Around 19,500 seventh-graders both from regular and schools with special educational curriculum - including some schools from the local cross-border areas - were involved in the project in the 2007-08 academic year.

SLOVENIAN LIBRARY AND MUSEUM MEGA QUIZ

On the initiative of the MC, the Centre for Youth Literature and the Pedagogical Section of the Slovenian Museum Association conceived and organised the Slovenian Library and Museum MEGA Quiz.

Challenging primarily pupils in the second and third cycles of the nine-year basic school (aged 9-15), the quiz encourages library and information literacy and promotes cultural heritage and visits to cultural institutions. The project was received well by schools and libraries which is why the MC and the MES decided to keep supporting it in future.

READING BADGE

The Reading Badge is financially supported by the MC and the MES. Its origins go back to year 1960. The Reading Badge is a national cultural and educational movement, the purpose of which is to promote reading culture among children and youth. Each year around 140,000 pupils voluntarily decide to participate in the Reading Badge competition. The Reading Badge is carried out in 99% Slovenian basic schools, involving on average 56% of basic school pupils whilst 40% of ninth-graders have been awarded a golden reading badge (which means that they have been readers for nine years). In preschool institutions and year 1 of basic schools the emphasis is on family reading. In the past five years, over 200,000 books were given to readers with the help of Reading Badge sponsors. A lot of attention is devoted to the dialogue between readers and mentor teachers. Cultural events and meetings with authors are also organised. The Reading Badge contributes significantly to cooperation between schools, and to cooperation between school libraries and public libraries.

AD/1.3.1.

As far as DIGITAL LITERACY is concerned, the focus is largely on lifelong education (free of charge education in any place, at any time and for anyone) supported by new educational e-materials for various subjects and professional areas. It is important that e-material is freely accessible to youth under the Creative Commons license. Further, it is important that internet services (e.g. resources repositories, forums, videoconferences, etc.) are available to youth. Most schools enable free access to ICT and the Internet after class.

In Slovenia, YOUTH WORK activities have developed in scope to promote youth participation in the society and youth autonomy, thus facilitating young people's transition to adulthood and labour market. These activities are principally developed by youth organisations at the local and national levels. In the 2006-07 period, there was an increase in the number of local youth centres enabling young people to engage in associative activities, to take advantage of information and counselling provided, to engage in voluntary work and non-formal learning, to contribute to social coherence and integration, and to enjoy mobility.

Although youth organisation membership rates went up in 2006-07 (10% of all youth aged 14-29 are members), the figures related to youth participation in organised activities are still not satisfactory. Youth centres mostly compile statistics on the number of young people seeking information and counselling services. On average, a youth centre provides counselling 1,000 to 10,000 times, depending on the size of municipality. In 2007, the number of youth centres receiving financial support went up, which means that young people have been offered more possibilities to use information and counselling services.

Also, there has been an increase in the number of local community youth councils, the purpose of which is to engage young people in co-decision processes relating to matters and policies that impact their life. Through co-decision young people learn to participate in civic life and develop their civic competences.

Youth centres, local community youth councils and youth organisations play an important role in community work at the local level. Increasingly, importance is placed on youth's non-formal learning, and recent years have seen an increase in the number of basic and upper secondary schools cooperating with youth centres and organisations. Youth organisations play a significant role in assisting underprivileged young people (dropouts, youth with learning disabilities, second-generation migrants, ethnic minorities, young people with disabilities, etc.) who find it easier to engage in non-formal learning activities through which they develop their personality and build their competences.

AD/1.3.2.

In recent years the number of NGOs carrying out youth programmes for personal and career development that include career orientation, career planning and personal development in the widest possible sense has increased. They provide information and counselling services and offer group counselling; they also organise activities related to social roles and social inclusion, youth

research, non-formal learning and awareness-raising actions. These programmes empower youth to make the right decisions about career and education, to become aware of the labour market situation, to learn about employers and professions, to recognise their personal potentials and take up an active and responsible role in their career planning and assuming social roles.

Instruments were developed at the national level which encourage the recognition of the non-formal knowledge and experience that young people obtain through youth work. A special tool, an e-portfolio of non-formal skills called Nefiks was developed enabling youth to keep track of activities through which they acquire new skills and knowledge. In terms of international youth work, Youthpass is gaining importance as the tool developed under the EU Youth in Action Programme to help young people record their participation in foreign youth exchange projects.

Coordination among partners providing information and counselling services, which have lately expanded their activities to career planning, education, labour market and employment, has been enhanced both nationally and regionally. Through networking employers, schools, youth organisations and web-based providers of youth programmes and information, young people's access to information is facilitated.

As early as in 2006, the Slovenian Student Union as a non-governmental organisation began paying its attention to youth unemployment issues, particularly those related to higher vocationally, professionally and academically educated youth. A project group Kajpami.si (*What-about-us*) was set up which prepared the *Strategy on Youth Employment in the Knowledge Society*. The Strategy includes all components of lifelong learning and lifelong recording of achievements, and contains a comprehensive concept of career counselling in Slovenia. The Slovenian Student Union handed over the strategy document to the responsible ministry on 2 April 2008. This led to enhanced cooperation with the MLFSA through setting up a single body tasked with preparing programmes and policies to facilitate youth's transition to labour market.

AD/1.4.1.

With a view to raising the educational level in the formal secondary education, schooling fee of 2,500 to 3,000 adults has been covered on an annual basis. The project's value is EUR 2 million.

As far as digital competence is concerned, the focus is largely on lifelong education (free of charge education in any place, at any time and for anyone) supported by new educational e-material for various subjects and professional areas. It is important that e-material is freely accessible to youth under the Creative Commons license.

AD/1.5.

List of competences defined in the *Criteria*:

The ability to cooperate is reinforced through:

- self-confidence, autonomy and responsibility in interpersonal contacts
- communication competence
- team work skills combined with acceptance of diversity, multiculturalism and ethics
- ability to appreciate other value systems
- ability to resolve problems efficiently.

b) Efficient teaching includes:

- time planning and management
- mastering teaching/learning strategies and various testing and assessment methods
- being able to consider different developmental characteristics and specific needs of children, students and adults (hereinafter students) as to encourage successful learning
- supporting the development of students to become lifelong learners
- using ICT and developing students' computer literacy.

c) Interaction with working and social environments (with the society and in the society) includes:

- other colleagues in school, other schools and institutions and experts in education
- parents and other persons responsible for students
- local, regional, European and global levels.

d) Qualification for sustainable professional growth (lifelong learning) includes:

- being able to reflect on and evaluate one's own teaching strategies
- improve the quality of one's own work by developing study and research skills

- communication competence, openness to other people’s advice and latest achievements in the relevant professional field, capacity to develop and create knowledge.
- e) Organisation and leadership competences coupled with good knowledge of one’s own profession and school regulations.

EUROPEAN COMMUNITY PROGRAMME FOR LIFELONG LEARNING

Under the Comenius action which is designed for assistant teachers, i.e. future educators, 17 teachers have been involved. Senior students, who are about to finish their university pedagogical studies, spend 3-12 months abroad as teachers hosted by an EU school, and are trained to teach their subject in a foreign language. The majority will teach in English while a few will use German and French.

ESF PROJECTS

Within the project Partnership between Faculties and Schools II, which ended in 2007, faculties and their partner institutions carried out 4 models designed to develop competences of future teachers and their mentor teachers at school, and to prepare programmes for further professional training.

- *Model I: Teaching practice* as part of the initial training programme for educators (drafting a list of competences of graduates in pedagogical studies and competences of practising students to be achieved upon the completion of practical pedagogical training, as well as competences of faculty professors/professional staff responsible for organising teaching practice activities; exemplary school networks for the implementation of teaching practice; supporting documents for the implementation of the teaching practice model; programmes for professional training of faculty professors/professional staff in charge of carrying out teaching practice and for mentors in partner schools);
- *Model II: Introducing teacher trainees and novice teachers* in the educational profession and process (draft list of competences for teacher trainees and novice teachers upon the completion of practical teacher training supervised by a mentor; a mentor training model and a proposal for mentor licensing procedure; programme for professional training of mentors, preparation of supporting materials and didactic aids; a model for introducing teacher trainees and novice teachers in the pedagogical work including supporting documentation);
- *Model III: Continuous professional development* as part of lifelong learning of educators, supported by modern teaching technologies (22 new programmes developed, 37 programmes of professional training implemented, on-line education portals, interactive web sites).
- *Model IV: Research on teaching practice* and direct use of outcomes in pedagogical work, within which the following forms have been developed: research tools for analysing the efficiency of new approaches, interactive on-line self-assessment questionnaire, activities of which the purpose is to transfer outcomes into school practice and to prepare systemic, organisational and normative changes to support this process).

Overall, 3,001 participants from 598 institutions took part in the project which yielded 43 new educational and training programmes.

CPD training has been made available to teachers in vocational education by the National Institute for VET (NIVET) and the National Education Institute (NEI) and, from 2008 onward, also by three consortiums of vocational and professional schools.

- The NIVET and the NEI deliver training for the development of competences in managing pedagogical work, testing and assessment, and effective teaching methods. In 2008, a total of 427 seminars were organised and attended by 11,540 teachers, principals and other professional staff with some of them attending more than one form of training.
- The three consortiums have been introducing new modular and competence-oriented educational programmes. Throughout the project professional staff shall take part in training focused on team-planning of work within school development teams, targeted lesson planning, various ways of communication with students, identifying students’ individual capacity and problem-oriented teaching, team problem-solving, monitoring the implementation of curriculum objectives, etc. In all project-related courses trainees (i.e. educational and management staff) shall develop communication skills necessary to improve evaluation and team planning. In 2008, seminars were organised and attended by 2,080 teachers, principals and other professional staff with some of them attending more than one seminar. Also, 70 moderators and educator trainers have already attended training, the benefits of which they will pass on to professional staff in vocational education throughout the duration of the project which will run until 2013.

Partnership between education and work II - a two-year project which ended in 2007 consisted of two models:

- *Model I*: CPD training for *teachers of theoretical technical courses in relevant professional fields* as a form of lifelong learning supported by modern teaching technologies and direct involvement in the working process.
- *Model II*: Training for *implementers of practical training in the working process*, so that they are able to provide a creative learning environment, use forms and methods of active learning and teaching, and validate student attainment in respect of vocational competences.

A total of 851 participants from 255 organisations (schools, companies, craft industry and chambers) were included in the project.

Several other projects have been developed by the NEI targeting teachers in general education:

- The project *Evaluations* deals with teacher centred professional development. Educators have been instructed to take a competence based approach to learning indirectly, i.e. by recording their own professional progress through active study and personal projects.
- In 2008, approximately 1,800 teachers took part in two modules of the *Training teachers for the introduction of updated gimnazija programmes* project. The first module was a teacher centred professional development course (personal development, setting up a learning community and becoming autonomous). The second module focused on didactic methods aimed at developing students' competences, promoting cooperative teaching and learning, active participation of students, formative nature of assessment, orientation towards complex achievement and the development of critical thinking.
- The project *Communication in Foreign Languages* is also designed to encourage teaching methods, particularly co-operative learning and interculturalism. See *Appendices AD/1.2.2*.

As far as the use of ICT in teaching and learning is concerned, pre-school and school educators attend relevant seminars and other forms of professional consultations (i.e. meetings of professional staff of particular subject areas, summer schools, conferences, international conferences, fairs, etc.). Currently, significant emphasis is placed on upgrading the e-competent teacher standard, which should be attained by every educator. The standard is aimed at achieving basic computer literacy, general didactic skills of the use of ICT in teaching and learning, specialist didactic skills of the competent use of ICT in individual subject areas and activities. The concrete figures can be found under AD/1.2.4. In addition to the e-competent teacher standard, services supporting e-competence of schools are being developed (counselling for school management staff; counselling, didactic and technical support for teachers, students, schools, etc.). The outcomes will be presented in the next reporting period.

NATIONAL FUNDS

To train vocational educators in cross-curricular competences (e.g. environmental and healthcare education, learning to learn), the NEI prepared 22 seminars and workshops that were attended by 1,146 teachers. Also in 2008, with the purpose to connect informatics and professional modules, the NEI delivered training to 45 teacher teams of schools which started introducing year 1 of the revised vocational and professional education programmes. These seminars were attended by 1,469 teachers.

AD/1.6.4.

TRAINING FOR EDUCATORS IN BASIC SCHOOLS WITH SPECIAL CURRICULUM

Although the *Catalogue of CPD Programmes* contained no special educational needs (SEN) teacher CPD programmes, SEN teachers were still able to participate in 51 study groups, each lasting 16 hours. It is therefore possible to conclude that each SEN teacher participated in at least one training session lasting 16 hours. Participants were familiarized with up-to-date information in special needs education (latest news and projects), state-of-the-art special needs methodology and didactics, work with parents, functional learning, presentation of new text-books for adapted lower educational standards, national examination, composition and assessment of tests and other specific content relating to various study groups. Their suggestions and needs were taken into account and attention was paid to the following topics: transition between programmes at preschool level (a practical example); presentation of activities related to children with special needs (the Maribor model), presentation of activities for physically impaired children at *the Centre for Education and Rehabilitation of Physically Handicapped Children and Adolescents* in Kamnik; ways of dealing with

senior adolescents with moderate mental deficiency; alternative ways of communication with youth and young adults with special needs; managing school documentation; aggression and conflict management; international voluntary activities in special education with a good practice case from Slovenia; encouraging sensory, motor, cognitive, speech and language development; sensory integration; good communication; our own and children's needs; child abuse; domestic violence; child protection; etc.

ESF PROJECTS

In 2008 several three-year projects were launched with a new way of organising CPD of teachers. Each CPD programme contains a 7-day training session to be attended by individual participant, implemented in three stages and involving intermediate activities. Through these competence oriented programmes trainees are encouraged to participate actively by engaging their experience, taking advantage of and using the skills acquired in their working environment, after which they reflect on their performance and interact with peers within the trained group.

The following two projects focus on the development of transversal key competences:

- *Cultural Awareness and Expression* the purpose of which is to provide additional stimulus to and training for educators in culture and arts, literacy in various subject areas, youth education and lifelong learning (more about the project at <http://84.255.203.50/kulturnazavest/>).
- *Social and Civic Competences* which will provide professional training programmes for educators in themes such as a healthy lifestyle, active citizenship, inter-generational co-existence, promotion of intercultural dialogue, equal gender opportunities, environment protection and the significance of space, identification and prevention of violence, etc. Read more about the project at <http://usposabljanje.pef.uni-lj.si/>

In 2004, a new form of training was introduced in which vocational educators were trained in school teams. The following competences were in the focus: team work, social competences, initiative and entrepreneurship, learning to learn. A total of 264 sessions for school teams were held in 2008.

Under the project *Teacher Training for Introduction of Updated Gimnazija Programmes* school development and project teams were set up, joining 300 teachers from 70 general secondary schools (*gimnazije*). One of the project's important aspects is to train these teams to encourage changes among school staff and transfer and disseminate the acquired competences and strategies.

EUROPEAN COMMUNITY PROGRAMME FOR LIFELONG LEARNING

Individual mobility projects

The purpose is to provide support to individual teachers through developing education and training opportunities so that greater compatibility and comparability with the European standards is attained. Through these processes knowledge provided by Slovenian educational institutions and teachers who acquire it will become more competitive in the labour market. Altogether 736 educator trainers, VET teachers of practical courses and teachers of foreign language specialised in a particular discipline participated in these forms of education and training. The emphasis was placed on learning to learn, development of linguistic competence, intercultural awareness, self-initiative and entrepreneurship.

International school cooperation in projects which have a direct bearing on the development and implementation of the curriculum

Within the framework of thematic projects a group consisting of Slovenian and EU teachers has been developing teaching methods and didactic approaches to support the development of the curriculum. In 2007 and 2008, the following teacher competences were given special attention: learning to learn, linguistic competence, team work, social and civic competences, self-initiative and cultural awareness and expression. This period saw the implementation of 100 school partnership projects involving 500 teachers.

eTwinning is one of the actions under the Lifelong Learning Programme which supports and promotes the direct use of state-of-the-art technologies in the classroom in basic and upper secondary schools. The main emphasis is mainly on the international partnership projects and professional growth of participants. To train the participants in active cooperation, 15 workshops, two international pedagogical workshops and two national conferences were organised in 2007 and 2008. A total of 800

teachers from all over Slovenia participated in the training, while 255 schools and 311 teachers are involved in the action.

AD/1.8.

NATIONAL ASSESSMENT RESULTS: Schools are able to compare their achievements nationally and receive feedback, at school level, on the quality of the teaching/learning they provide. Teachers receive statistical analyses which reveal their students' strengths and weaknesses and can thus evaluate the pedagogical process in class. Principals include analyses and teachers' evaluations in the school's Report on the Implementation of the National Assessment of Knowledge which is a constituent part of the annual report on the implementation of the school's annual working plan. Students receive a report on their NA performance and assessments of their tests which show whether they have understood the learning content tested through NA. Teachers present student performance reports to parents.

MATURA: Secondary schools use a software which allows them to access data related to them, thus enabling analyses and comparison of results with comparable schools/students at national level. The **ASSESSMENT OF/FOR LEARNING ANALYTIC TOOL (ALAT)**, which was developed through a project supported by both the ESF and the MES, contains data from 2002 onward and enables schools to differentiate and filter data by various criteria such as gender, class, educational programme, type of *matura*, *matura* subject, etc. The way Slovenia deals with the simultaneous analysis of student achievement data, which is supported by the School Performance Feedback System (SPFS), has been presented at several international seminars and conferences (See Sources below).

Through collecting external examinations data the National Examination Centre (NEC) can make **ASSESSMENTS OF THE ADDED VALUE OF EDUCATION** in Slovenia. Co-financed by the MES and the ESF, the current project *Development of a value-added model*, which is based on the experience gained through the OECD project *Development of value-added models in education* and designed in accordance with the recommended guidelines (OECD, 2008, See Sources below), is aimed at developing a model of added value for the purpose of Slovenia so that external examination data will be collected and the added value for ISCED 2 and 3A educational levels established.

In 2008, the NEC launched the project *PLACING ENGLISH LANGUAGE EXAMS IN THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES* which is financed via the ESF. All standard external English language tests at various educational levels in Slovenia will be classified with the help of standardized procedures (familiarization, specification, standardization, validation) in accordance with international standards. The project covers English language tests under the National Assessment (years 6 - ISCED 1 - and 9 of basic school - ISCED 2), the general *matura* (ISCED 3A), the vocational *matura* (ISCED 3A) (See *Table 1.8*) and English language examinations for adults. Many distinguished Slovenian experts in foreign language examination and assessment participate in the project.

AD/3.1.

The European competition in vocational skills **EUROSKILLS** first took place at the European level in Rotterdam in September 2008. Out of ten teams, which entered the competition, Slovenia ended in the sixth place in the ICT programme. This is a good result and the NIVET, Slovenia's representative in the ESPO, has already put forward an initiative to organise similar vocational skills competitions following the model of Euroskills.

2. STATISTICAL DATA

Public expenditure on formal education by educational levels and purpose of use, 2005

	Total	Pre-school education (ISCED 0)	Compulsory education (ISCED 1, 2)	Upper secondary education (ISCED 3-4)	Tertiary education (ISCED 5)	Not distributed by educational levels
	000 EUR					
Total	1 646 269	135 958	753 409	397 442	359 372	88
Direct use for educational institutions	1 499 353	135 958	753 338	335 808	274 153	88
Transfers, payments to households and private entities	146 916	0	67	61 630	85 215	0

Expenditure on educational institutions by educational levels and funds, 2005

	Total	Pre-school education	Compulsory education	Secondary education	Tertiary education	Not distributed by educational levels
	000 EUR					
Total	1 738 754	168 632	832 336	369 070	368 628	88
Public expenditure	1 499 353	135 958	753 338	335 808	274 153	88
Private expenditure	228 806	32 670	78 918	33 121	84 093	0
Funds from international sources	10 595	0	79	138	10 378	0

Public expenditure on formal education by educational levels and purpose of use, 2006

	Total	Pre-school education	Compulsory education	Secondary education	Tertiary education	Not distributed by educational levels
	000 EUR					
Total	1 774 908	158 229	792 572	441 024	382 979	108
Direct use for educational institutions	1 623 539	158 229	792 376	379 411	293 486	38
Transfers, payments to households and private entities	151 369	0	196	61 613	89 493	67

Expenditure on educational institutions by educational levels and funds, 2006

	Total	Pre-school education	Compulsory education	Secondary education	Tertiary education	Not distributed by educational levels
	000 EUR					
Total	1 878 797	193 674	876 815	413 933	394 333	38
Public expenditure	1 623 539	158 229	792 376	379 411	293 486	38
Private expenditure	242 543	35 436	84 343	34 360	88 399	0
Funds from international sources	12 715	8	96	163	12 444	0

Data source: Statistical Office of the Republic of Slovenia (SORS)

Proportion of public expenditure on formal education in the GDP by educational levels, Slovenia, 1995-2006

Year	Educational levels				
	Total	Preschool education (ISCED 0)	Compulsory education (ISCED 1-2)	Secondary education (ISCED 3-4)	Tertiary education (ISCED 5)
1995	5.87	0.56	2.42	1.54	1.34
1996	5.85	0.51	2.49	1.61	1.24
1997	5.98	0.46	2.61	1.69	1.22
1998	5.93	0.48	2.62	1.63	1.20
1999	5.89	0.47	2.52	1.59	1.31
2000	5.86	0.47	2.54	1.56	1.29
2001	5.97	0.57	2.45	1.64	1.30
2002	5.87	0.58	2.55	1.44	1.29
2003	5.91	0.55	2.61	1.43	1.32
2004	5.85	0.48	2.68	1.36	1.32
2005	5.83	0.48	2.67	1.41	1.27
2006	5.83	0.52	2.60	1.45	1.26

Data source: SORS

Note:

ISCED 0 - public expenditure for children 3-6 years old enrolled in preschool institutions

ISCED 1-2 - public expenditure for pupils 6-14 years old enrolled in basic schools + children 3-6 years old enrolled in preschool units that are attached to basic schools

ISCED 3-4 - public expenditure for students of upper secondary schools and post-secondary non-tertiary students (15-18/19)

ISCED 5- public expenditure for tertiary education students (ISCED 6 excluded)

Learning foreign languages

Basic and upper secondary students and adults learning foreign languages in the 2006/07 academic year

	As a compulsory subject		As a compulsory option	Extra-curricular choice
	Youth	Adults	Youth	Youth
In basic schools				
English	97 114	1 177	2 949	9 202
German	7 006	134	18 116	3 489
French	-	-	1 836	99
Italian	-	-	1 443	170
Latin	-	-	98	135
Spanish	-	-	760	-
Other	-	-	219	137
In upper secondary schools				
English	85 981	13 193	-	22
German	49 100	6 175	329	20
Italian	3 822	1 300	1 778	50
French	3 638	18	618	84
Spanish	2 073	20	669	172
Russian	88	-	51	110
Hungarian	-	-	-	3
Latin	-	-	1 229	64
Other	-	-	42	-

Data source: SORS

Pupils learning foreign and second languages according to the national curriculum, at the end of academic year, annually

		2005	2006	
		Years -Total	Years -Total	
SLOVENIA	Basic schools	Foreign and second languages - TOTAL	105 619	109 766
		English	90 494	97 114
		German	7 665	7 006
		Slovenian as a local language	2 363	594
		Italian as a local language	4 538	4 500
		Hungarian as a local language	559	552

Pupils learning a foreign language as an elective subject, Slovenia, at the end of academic year, annually

		2005		2006	
		As a second foreign language	As a third foreign language	As a second foreign language	As a third foreign language
		Years -Total	Years -Total	Years -Total	Years -Total
Basic schools	Foreign languages - TOTAL	26 220	656	24 990	431
	English	3 435	43	2 948	1
	French	1 824	143	1 779	57
	Italian	1 529	65	1 417	26
	German	18 510	318	17 850	266
	Spanish	577	68	715	45
	Latin	134	4	93	5
	Croatian	211	15	188	31

Pupils who have chosen to learn a foreign language or other subject from among optional subjects, at the end of the academic year, annually

		2005	2006
		Years -Total	Years -Total
Basic schools	Optional subjects - TOTAL	13 380	15 734
	English	8 756	9 202
	German	2 326	3 489
	French	75	99
	Italian	227	170
	Latin	170	135
	Other languages	29	137
	Computer science	1 681	2 476
	Other subjects	116	26

Schools and pupils in Italian and bilingual (Slovenian-Hungarian) basic schools, annually

		2005		2006	
		Schools - TOTAL	Pupils - TOTAL	Schools - TOTAL	Pupils - TOTAL
Basic schools	Italian	8	369	8	373
	Slovenian and Hungarian (bilingual)	7	855	7	836

Pupils learning foreign languages and second languages according to the national curriculum of basic school (ISCED 1)

		2005				2006			
		Years 1-9	Year 1	Year 2	Year 3	Years 1-9	Year 1	Year 2	Year 3
Basic schools	Foreign languages and second languages - TOTAL	105 619	765	871	1 017	109 766	722	657	730

Data source: SORS

Schools, classes, pupils, students, participants and professional staff¹⁾

	Schools	Classes	Pupils, students, participants		Professional staff ²⁾	
			Total	Female	Total	Female
Basic schools						
For youth education ³⁾						
1995/96	441	9 456	207 032	101 239	15 372	12 985
2000/01	448	9 033	180 874	87 980	15 382	13 076
2002/03	448	8 923	175 743	85 518	16 039	13 756
2003/04	446	9 111	177 083	86 203	17 145	14 821
2004/05	446	8 893	171 358	83 343	17 446	15 111
2005/06	447	8 767	167 616	81 536	17 713	15 349
2006/07	447	8 632	164 991	80 050	17 671	15 336
For adult education						
1995/96	23	90	1 204	420	245	177
2000/01	31	154	2 153	657	397	297
2002/03	32	167	2 272	677	428	330
2003/04	31	182	2 163	665	468	364
2004/05	32	170	2 127	634	520	408
2005/06	29	132	1 562	490	475	349
2006/07	26	136	1 495	511	436	329
Upper secondary schools						
For youth education						
1995/96	154	3 895	102 079	51 266	8 143	4 892
2000/01	149	4 012	100 858	50 375	8 763	5 631
2002/03	143	3 906	98 768	49 494	8 482	5 544
2003/04	143	3 925	100 132	50 238	8 640	5 654
2004/05	142	3 869	98 578	49 331	8 563	5 624
2005/06	142	3 856	97 885	48 542	8 661	5 642
2006/07	142	3 560	93 073	46 139	8 408	5 529
For adult education						
1995/96	72	390	9 617	5 037	2 263	1 318
2000/01	130	848	20 879	11 092	4 096	2 626
2002/03	139	903	22 928	10 905	4 103	2 609
2003/04	138	895	21 732	10 528	4 258	2 692
2004/05	130	868	18 942	9 538	3 898	2 527
2005/06	128	918	17 245	8 947	3 900	2 550
2006/07	126	823	14 956	7 594	3 760	2 482

Data source: SORS

1) The data refer to the end of the academic year.

2) Including teachers, school management staff, counsellors and other professional staff with full or part-time employment.

3) Single-site and central basic schools (exclusive of branch schools).

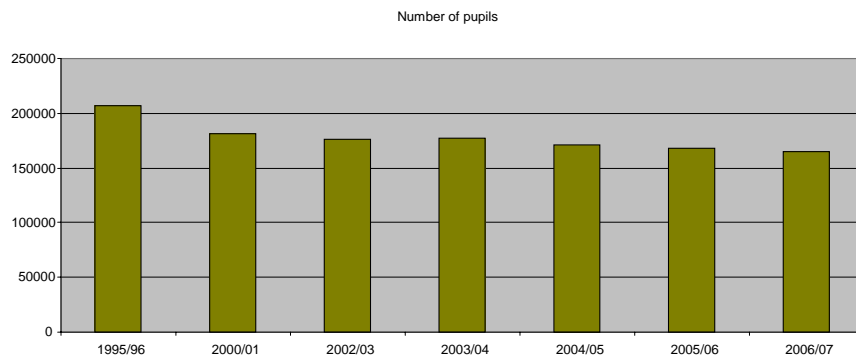


Diagram: Youth attending basic school, by school years

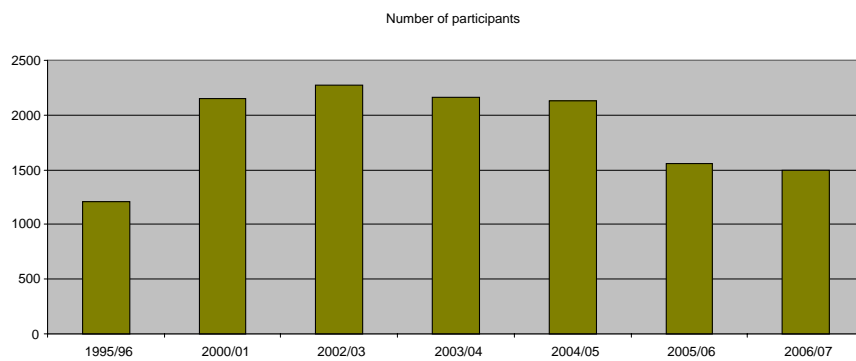


Diagram: Adults attending basic school, by school years

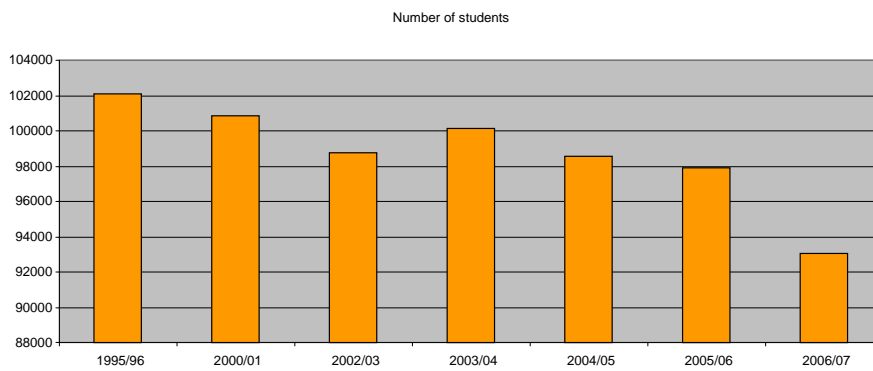


Diagram: Youth attending upper secondary school, by school years

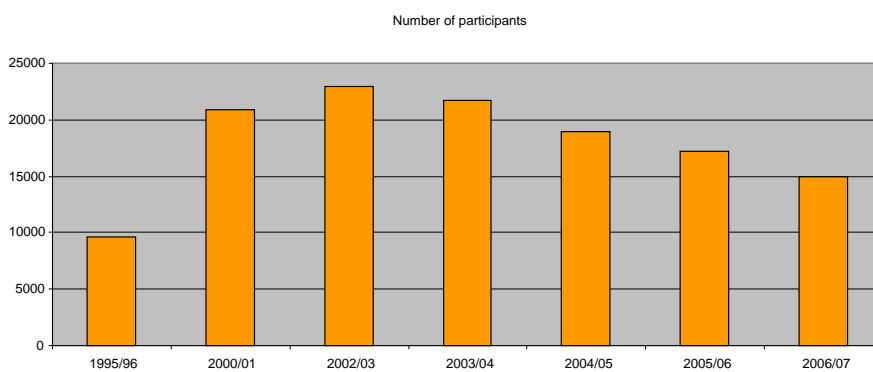


Diagram: Adults attending upper secondary school, by school years

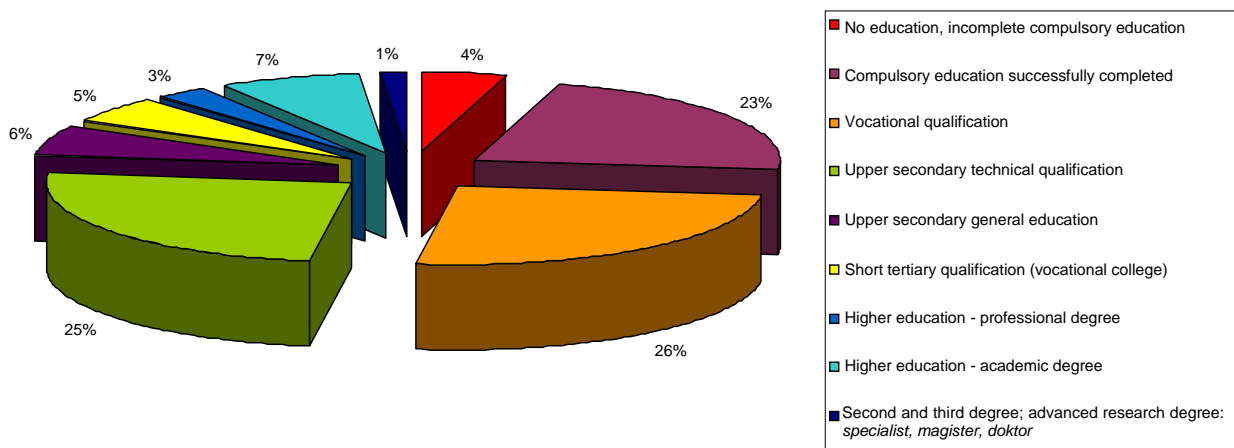
Basic and upper secondary school enrolment

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Basic schools	175 370	177 535	172 521	167 890	164 477	163 208
Public						
Eight-year	149 722	114 600	73 949	36 285	20 489	8 168
Nine-year	25 489	62 736	98 376	131 383	143 751	154 776
Private						
Eight-year	159	-	-	-	-	-
Nine-year	-	199	196	222	237	264
Upper secondary schools	103 538	103 203	101 876	99 860	96 310	91 623
Public						
Vocational programmes	24 991	23 170	21 293	19 566	17 564	15 701
Technical programmes	39 924	40 664	40 786	40 335	39 468	38 240
General programmes (<i>gimnazija</i>)	36 664	37 319	39 797	37 813	37 240	35 651
Private						
Vocational programmes	-	-	-	-	-	-
Technical programmes	-	-	-	-	-	-
General programmes (<i>gimnazija</i>)	1 959	2 050	2 039	2 146	2 038	2 031

Population, 15+, by educational levels, age groups and gender, 2007

IN 1000

	Total	Age groups (years)						
		15-24	25-34	35-44	45-54	55-64	65-74	75+
Total	1 734	256	302	293	318	243	195	126
No education, incomplete compulsory education	77	5	2 ^M	4 ^M	9	11	22	24
Compulsory education successfully completed	392	98	21	42	63	59	60	49
Vocational qualification	435	36	73	84	100	70	50	22
Upper secondary technical qualification	432	63	94	90	77	58	34	16
Upper secondary general education	104	50	21	7	9	7	5	6
Short tertiary qualification (vocational college)	91	1 ^M	14	19	25	17	11	4
Higher education - professional degree	51	1 ^M	24	11	9	4 ^M	1 ^M	1 ^M
Higher education - academic degree	130	1 ^M	49	30	22	14	9	3 ^M
Second and third degree; advanced research degree: <i>specialist, magister, doktor</i>	22	N	4	6	6	3 ^M	2 ^M	1 ^M



Population, 15+, by educational levels, 1971, 1981, 1991, 2002, 2003-2005 censuses

Year	Total	No education, incomplete compulsory education	Compulsory education	Upper secondary education	Short tertiary education	Higher education
1971	1 263 139	375 260	522 217	317 261	16 668	25 810
1981	1 411 877	370 169	458 626	487 937	40 136	44 469
1991	1 514 722	263 488	451 222	652 292	69 509	65 240
2002	1 663 869	115 556	433 910	899 341	84 044	131 018
2003	1 700 000	94 000	422 000	957 000	86 000	141 000
2004	1 707 000	92 000	408 000	959 000	86 000	163 000
2005	1 714 000	88 000	406 000	952 000	89 000	178 000
2006	1 724 000	80 000	397 000	960 000	94 000	182 000
2007	1 734 000	77 000	392 000	971 000	91 000	203 000

Data source: SORS

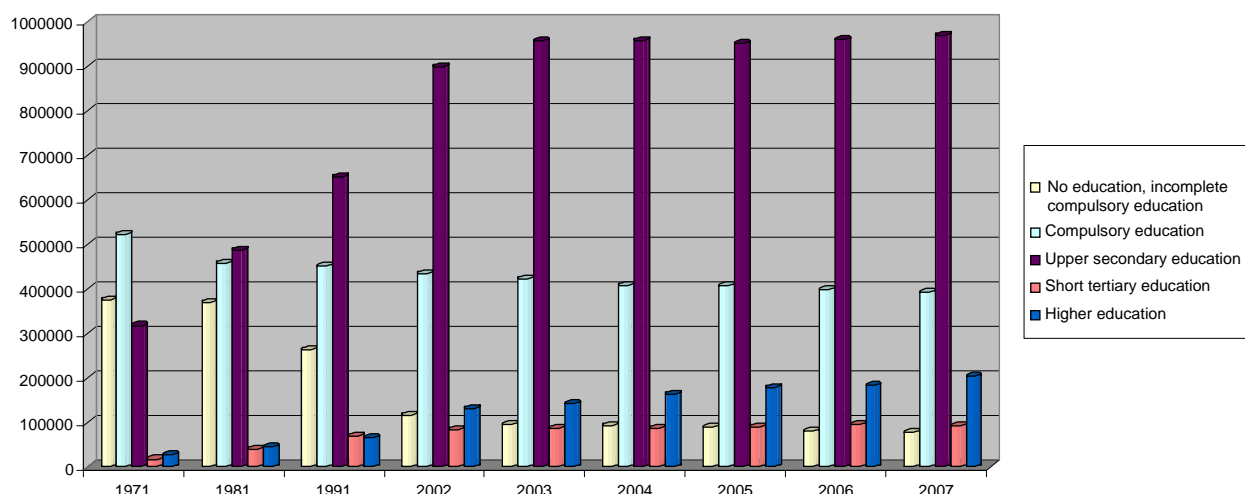


Diagram: Population, 15+, by educational levels, 1971, 1981, 1991, 2002, 2003-2005 censuses

Distribution of pupils and apprentices enrolled in year 1 of upper secondary education programmes by school years from 2005-2006 to 2008-2009

AREA		2005/2006	2006/2007	2007/2008	2008/2009
1	AGRO FOOD PROCESSING	4.91	3.93	3.31	4.7
2	ECONOMY	16.83	13.14	10.42	10.29
3	ELECTRICAL AND COMPUTER SCIENCES	9.5	10.17	8.7	8.45
4	CATERING AND TOURISM	6.15	5.34	4.21	3.76
5	FORESTRY	0.19	0.17	0.13	0.15
6	CIVIL ENGINEERING	2.61	2.65	2.55	3.37
7	WOOD TECHNOLOGY	2.09	1.99	1.57	1.71
8	METALLURGICAL AND MACHINE SCIENCES	8.9	8.79	7.56	8.2
9	PEDAGOGICAL SCIENCE	1.88	2.2	1.87	2.14
10	CHEMISTRY, PHARMACY AND NON-METAL INDUSTRY	1.3	1.14	1.16	1.43
11	CULTURE	0.72	0.67	0.68	0.75
12	PERSONAL SERVICES	2.59	2.23	1.97	1.74
13	TRANSPORT AND COMMUNICATION	1.34	1.5	1.49	1.23
14	PRINTING AND PAPER	1.32	1.36	1.17	1.33
15	MINING	0.17	0.11	0.08	0.1
16	GENERAL EDUCATION	33.58	33.69	28.13	29.06
17	GENERAL EDUCATION - TECHNICAL	10.57	9.8	7.55	7.38
18	TEXTILES	0.28	0.18	0.2	0.17
19	SECURITY SERVICES	0	0	0	0.11
20	ENVIRONMENTAL PROTECTION	0	0	0	0.92
21	HEALTH	7.15	7.43	6.46	6.93

Share of all students enrolled in upper secondary school education programmes by school years

School year	SVE	SeVE	STE	GIMNAZIJE		VTE	VC	MC
				general	technical			
2005/2006	1.9	17.8	32.6	29.5	9	7.4	0.3	1.5
2006/2007	1.7	16.5	33.3	30.4	8.9	7.3	0.4	1.5
2007/2008	1.4	15.7	34.2	31.2	8.5	7.2	0.4	1.4
2008/2009	1.3	15.1	35.3	31.9	8.2	6.5	0.4	1.3

Legend:

SVE - short vocational education
 SeVE - secondary vocational education
 STE - secondary technical education
 VTE - vocational technical education
 VC - vocational courses (vocational post-secondary non-tertiary courses) - ISCED 4
 MC - *matura* course (preparatory courses for the *matura* examination) - ISCED 4

Data source: SORS

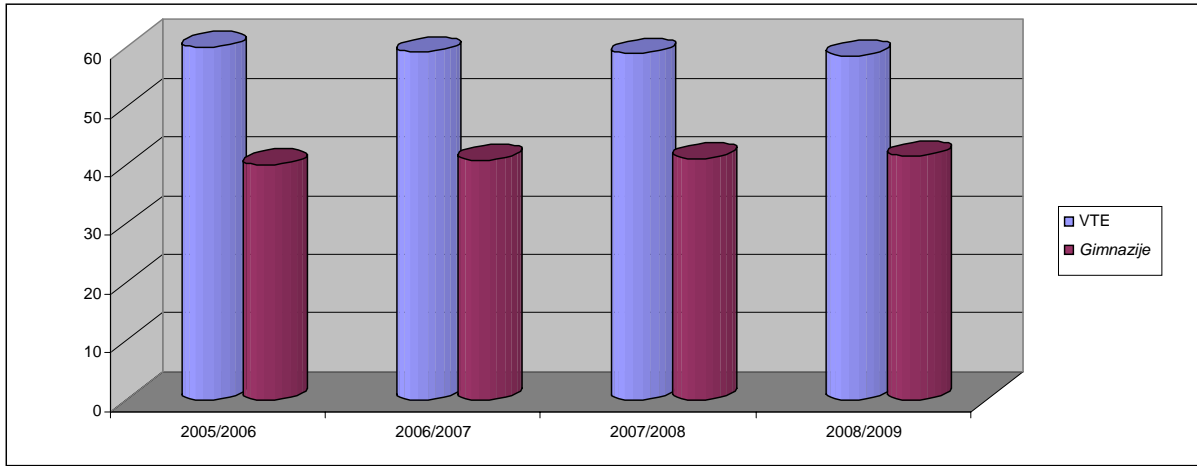


Diagram: Trends in student enrolment in upper secondary school programmes (vocational education and training and *gimnazije*)

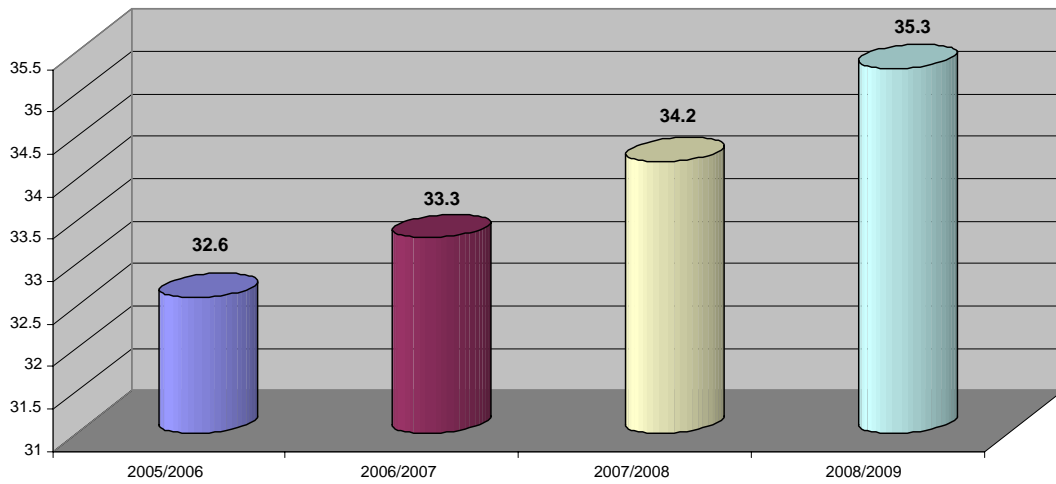


Diagram: Overview of enrolment trends related to technical education

Student enrolment in higher vocational colleges (short tertiary education, ISCED 5B) by education programmes, year and type of study, Slovenia, 2008-09

Education programme	Number of students			Year 1		Year 2	
	Total	Full-time	Part-time	Total	Full-time	Total	Full-time
Total	16 995	6 803	10 192	8 934	4 253	8 061	2 550
Ballet	10	0	10	0	0	10	0
Economist	2 337	806	1 531	2 336	806	1	0
Electrical engineering	77	0	77	26	0	51	0
Electronics	239	133	106	152	116	87	17
Photography	85	44	41	85	44	0	0
Geotechnology and mining	29	29	0	29	29	0	0
Catering	169	134	35	0	0	169	134
Catering and tourism	522	365	157	522	365	0	0
Civil engineering	737	132	605	374	81	363	51
Horticulture	173	132	41	97	82	76	50
Informatics	1 037	415	622	597	296	440	119
Agriculture	38	22	16	0	0	38	22
Commercialist	1 409	262	1 147	53	0	1 356	262
Sanitation	278	40	238	0	0	278	40
Wood technology	209	149	60	82	70	127	79
Logistic engineering	619	158	461	619	158	0	0
Media production	244	133	111	244	133	0	0
Mechatronics	1 222	652	570	604	407	618	245
Multimedia	174	56	118	0	0	174	56
Materials design	75	70	5	75	70	0	0
Social network organiser	178	0	178	178	0	0	0
Police	64	64	0	31	31	33	33
Business secretary	1 612	390	1 222	744	241	868	149
Postal services	452	283	169	173	138	279	145
Transport	487	95	392	0	0	487	95
Accountant	736	144	592	14	0	722	144
Mining and geotechnology	29	29	0	0	0	29	29
Mechanical engineering	1 451	585	866	668	341	783	244
Telecommunications	297	182	115	162	128	135	54
Tourism	438	262	176	0	0	438	262
Landscape and rural management	565	447	118	408	331	157	116
Dental sanitarian	17	0	17	6	0	11	0
Protection of the environment and sanitation	307	73	234	288	73	19	0
Food technology	91	57	34	0	0	91	57
Food technology and nutrition	588	460	128	367	313	221	147

Data source: SORS

Student enrolment in higher education, by universities, by single higher educational institutions state-maintained, and by education programmes, Slovenia, 2008-09 academic year

	Total			Full-time		
	All enrolled	Enrolled in year 1		All enrolled	Enrolled in year 1	
	All enrolled	Total	New entrants	All enrolled	Total	New entrants
Higher education institutes - Total	83 527.0	25 114.5	21 458.0	67 460.0	20 751.0	17 805.0
Professional higher (pre-reform)	19 762.0	5 216.0	4 334.0	13 249.0	3 975.0	3 305.0
Academic higher (pre-reform)	35 941.0	5 871.5	4 827.0	32 688.0	5 354.0	4 386.0
Professional higher (1 st Bologna cycle)	11 397.0	6 350.0	5 558.0	7 297.0	4 428.0	3 906.0
Academic higher (1st Bologna cycle)	15 667.0	7 152.0	6 292.0	13 585.0	6 535.0	5 807.0
Long integrated Master (2 nd Bologna cycle)	760.0	525.0	447.0	641.0	459.0	401.0
University of Ljubljana	53 735.5	15 354.0	12 505.5	45 932.0	13 142.5	10 882.5
Professional higher (pre-reform)	12 436.0	3 693.0	2 949.0	9 173.0	2 866.0	2 325.0
Academic higher (pre-reform)	27 838.5	5 125.0	4 146.5	25 508.0	4 681.5	3 767.5
Professional higher (1st Bologna cycle)	3 057.0	2 023.0	1 601.0	2 203.0	1 482.0	1 232.0
Academic higher (1st Bologna cycle)	9 644.0	3 988.0	3 362.0	8 407.0	3 654.0	3 157.0
Long integrated Master (2nd Bologna cycle)	760.0	525.0	447.0	641.0	459.0	401.0
University of Maribor	20 785.5	6 464.5	5 871.5	15 909.0	5 286.5	4 745.5
Professional higher (pre-reform)	5 365.0	1 211.0	1 090.0	3 037.0	924.0	809.0
Academic higher (pre-reform)	7 249.5	675.5	609.5	6 380.0	601.5	547.5
Professional higher (1st Bologna cycle)	4 030.0	2 260.0	2 034.0	2 779.0	1 637.0	1 443.0
Academic higher (1st Bologna cycle)	4 141.0	2 318.0	2 138.0	3 713.0	2 124.0	1 946.0
University of Primorska	5 497.0	1 627.0	1 482.0	3 459.0	1 170.0	1 072.0
Professional higher (pre-reform)	1 681.0	312.0	295.0	850.0	185.0	171.0
Academic higher (pre-reform)	731.0	71.0	71.0	678.0	71.0	71.0
Professional higher (1st Bologna cycle)	1 950.0	791.0	698.0	1 008.0	479.0	430.0
Academic higher (1st Bologna cycle)	1 135.0	453.0	418.0	923.0	435.0	400.0
University of Nova Gorica	524.0	188.0	174.0	469.0	184.0	174.0
Professional higher (pre-reform)	114.0	-	-	67.0	-	-
Academic higher (pre-reform)	122.0	-	-	122.0	-	-
Professional higher (1st Bologna cycle)	175.0	110.0	99.0	167.0	106.0	99.0
Academic higher (1st Bologna cycle)	113.0	78.0	75.0	113.0	78.0	75.0
Single higher educational institutions	2 985.0	1 481.0	1 425.0	1 691.0	968.0	931.0
Professional higher (pre-reform)	166.0	-	-	122.0	-	-
Academic higher (pre-reform)	-	-	-	-	-	-
Professional higher (1st Bologna cycle)	2 185.0	1 166.0	1 126.0	1 140.0	724.0	702.0
Academic higher (1st Bologna cycle)	634.0	315.0	299.0	429.0	244.0	229.0

* The data include students enrolled in the 2nd degree uniform master study programmes, because these are the programmes that have replaced the previous 9 or 10 semester long university study programmes.

* Decimal places in the presented data appear due to the nature of two-subject studies which enable studies at two higher educational institutions or in two different years at the same time.

Data source: SORS

Some general indicators of information society

	2004	2005	2006	2007	2008
Number of internet users per 100 inhabitants ¹⁾²⁾	43	56	60	63	63
Number of regular internet users per 100 inhabitants ¹⁾³⁾	37	50	54	56	58
Use of internet from home (share of internet users, %) ¹⁾³⁾	70	76	81	85	86
Use of e-banking (share of internet users, %) ¹⁾³⁾	23	22	28	32	34
Use of e-shopping (share of internet users, %) ¹⁾²⁾	22	22	26	33	35

1) The 2004 and 2005 data include persons aged 16-74 and 10-74, respectively.

2) Data refer to persons who have used the internet at least once.

3) Data refer to persons who have been using the internet over the last three months.

Data source: SORS

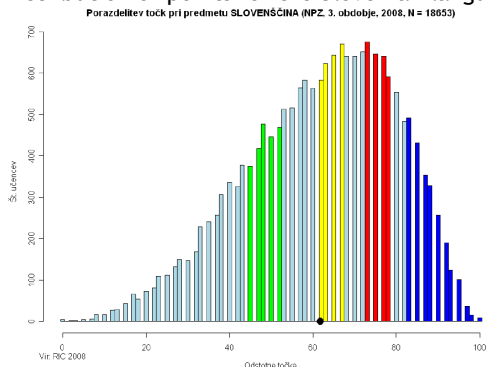
Availability of computers and access to the Internet, Slovenia, at the beginning of the school year 2007-08

	Number of computers					
	Total	With access to the Internet	For employees only		For students	
			Total	With access to the Internet		
Basic schools	21 332	19 204	7 605	7 157	13 727	12 047
Basic schools with special curriculum	1 028	844	370	351	658	493

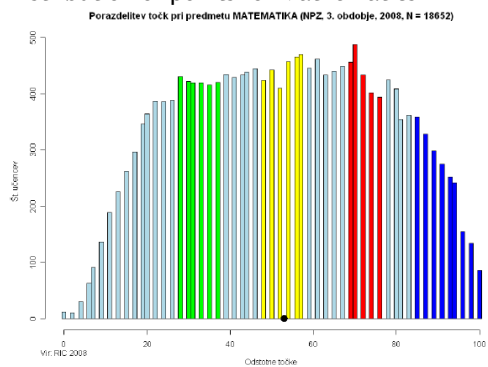
National Assessment (NA)

2008

Distribution of points for the Slovenian language

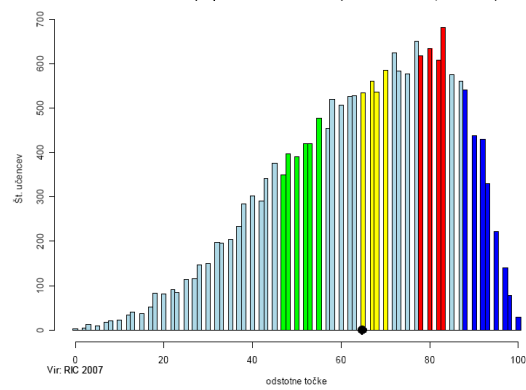


Distribution of points for Mathematics

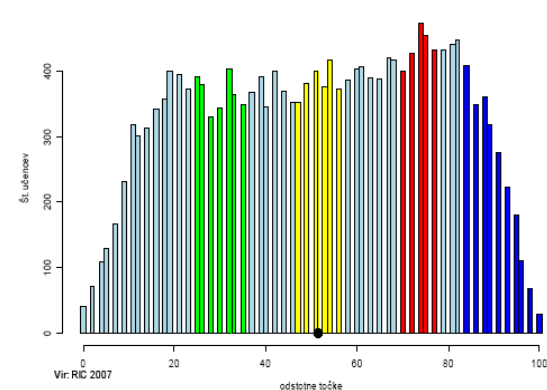


2007

Porazdelitev točk pri predmetu slovenščina (NPZ 3. obd. 2007, N = 19056)

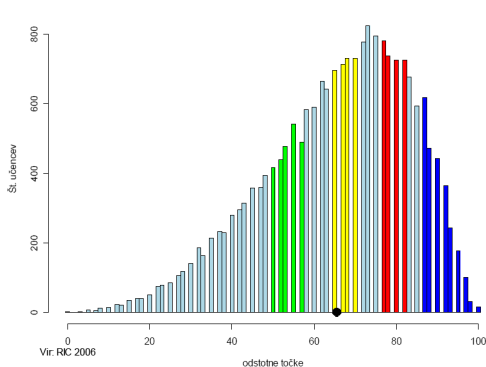


Porazdelitev točk pri predmetu matematika (NPZ 3. obd. 2007, N = 19310)

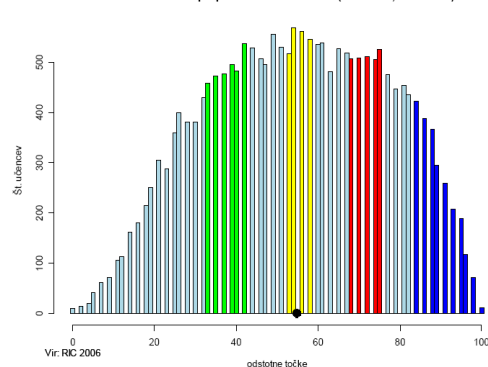


2006

Porazdelitev točk pri predmetu slovenščina (NPZ 2006, N = 20686)



Porazdelitev točk pri predmetu matematika (NPZ 2006, N = 20829)



DESCRIPTION OF THE PERFORMANCE OF NINTH-GRADERS (NATIONAL ASSESSMENT)

The diagrams on pupils' performance show four areas marked with different colours.

The **green area** refers to pupils whose overall results define the demarcation line of the *lowest quartile* of outcomes (in relation to other outcomes). 10% of pupils are in this area and their results are better from the lower 20% of outcomes and lower than 70% of other outcomes. (In statistical terms their performance is above the 20th quantile and below the 30th quantile.)

The **yellow area** shows pupils whose overall results define the median cutting the outcomes in *two halves*. 10% of pupils are in this area and their results are better than the lower 45% of outcomes and lower than 45% of other outcomes. (In statistical terms their performance is between the 45th quantile and the 55th quantile.)

The **red area** shows pupils whose overall results define the demarcation line of the *upper quarter* of outcomes. 10% of pupils are in this area and their results are better than the lower 70% of outcomes and lower than 20% of other outcomes. (In statistical terms their performance is between the 70th quantile and the 80th quantile.)

The **blue area** denotes pupils whose overall results are in the *upper tenth* of outcomes. 10% of pupils have highest performance which is higher than 90% of other outcomes. (In statistical terms their performance is above the 90th quantile.)

Data source: NEC (NATIONAL EXAMINATION CENTRE)

General *matura*

General *matura* - overall data for spring and autumn exams

	Applications	Candidates	Failed	Passed	Percentage of passed
<i>Matura</i> 2008	11 067	10 199	1 397	8 802	86.3%
<i>Matura</i> 2007	11 557	10 644	1 428	9 216	86.6%
<i>Matura</i> 2006	11 625	10 742	1 494	9 248	86.1%
<i>Matura</i> 2005	10 996	10 136	1 366	8 770	86.5%
<i>Matura</i> 2004	10 960	10 218	1 178	9 040	88.5%
<i>Matura</i> 2003	10 236	9 615	1 173	8 442	87.8%

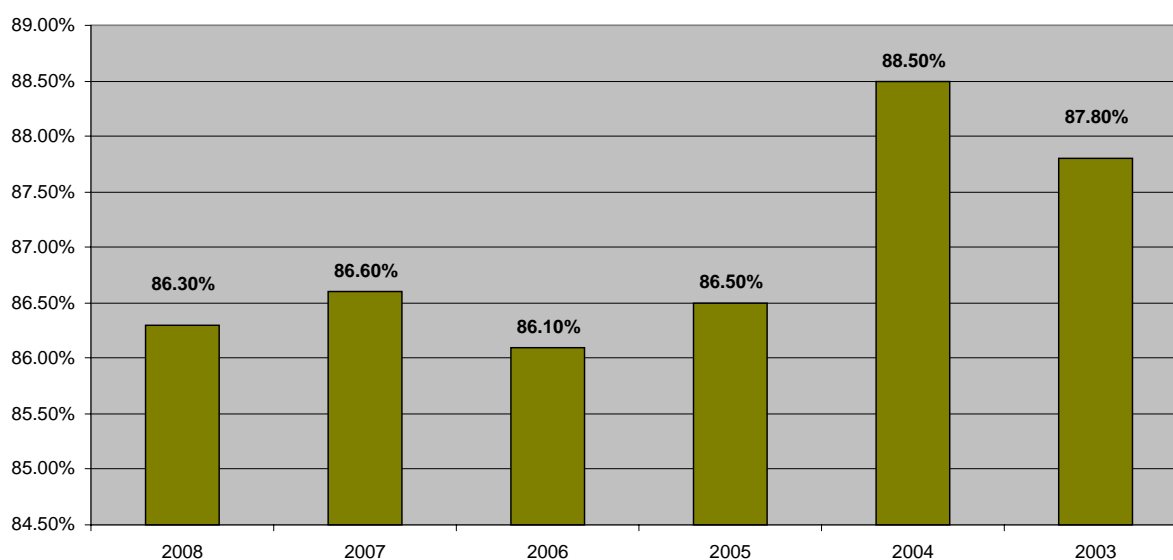
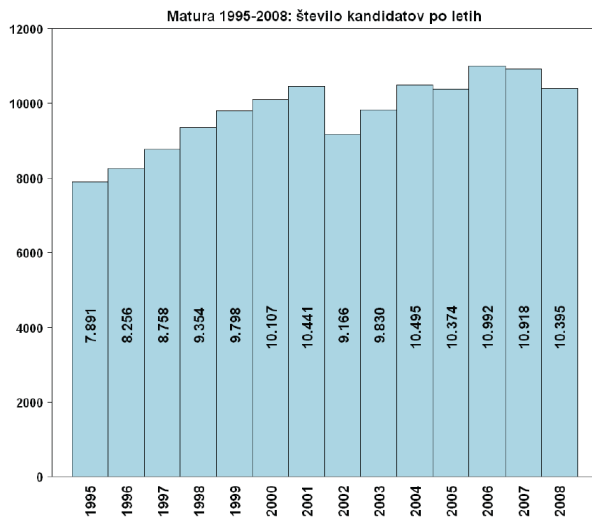


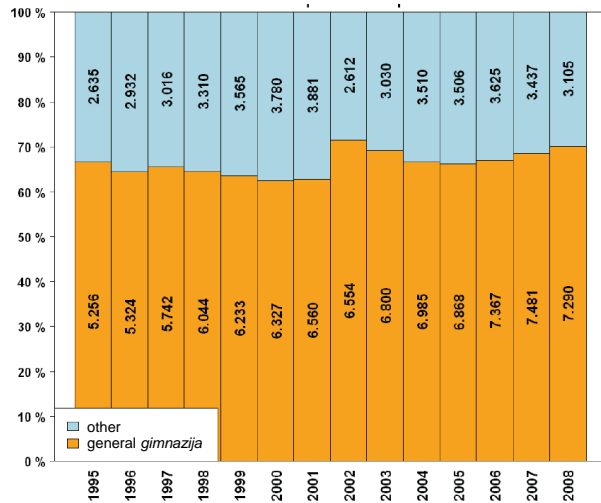
Diagram: Percentage of students who passed the *matura*

General *matura* in the period 1995-2008

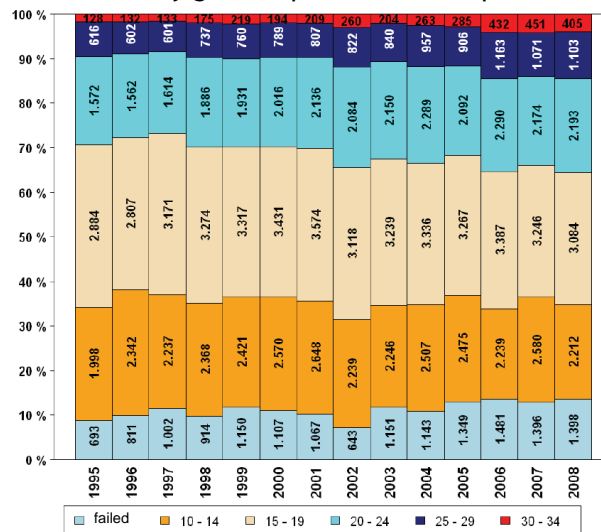
Number of candidates per year



Distribution by type of school



Distribution by general performance in points



Data source: National Examination Centre (NEC)

Vocational *matura*

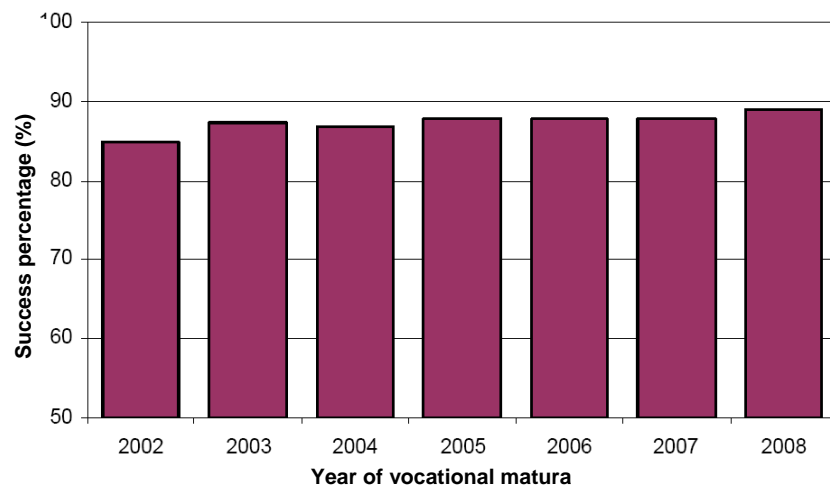
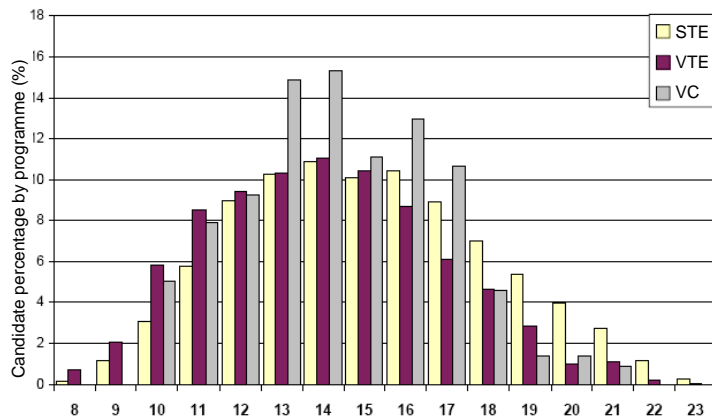


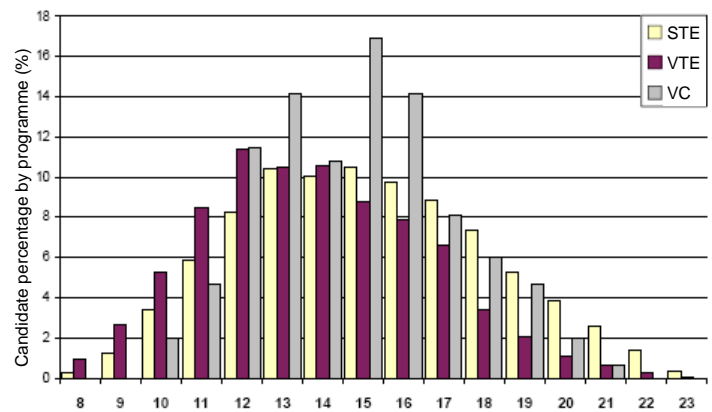
Diagram: Candidate performance at vocational *matura* since 2002

General performance at vocational *matura* by years

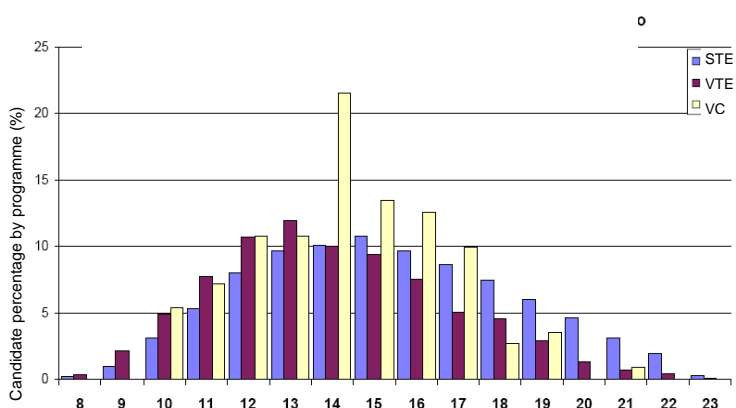
2008



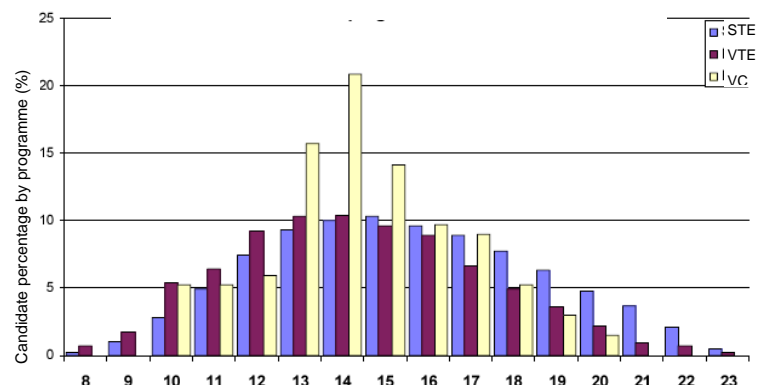
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2006



2005



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