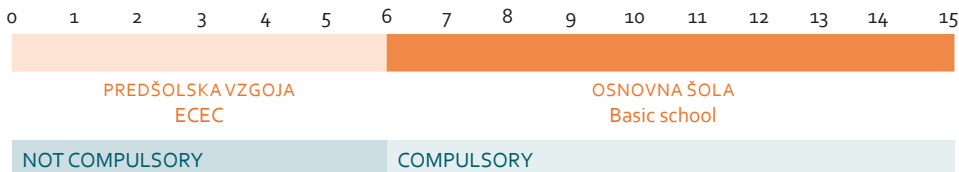


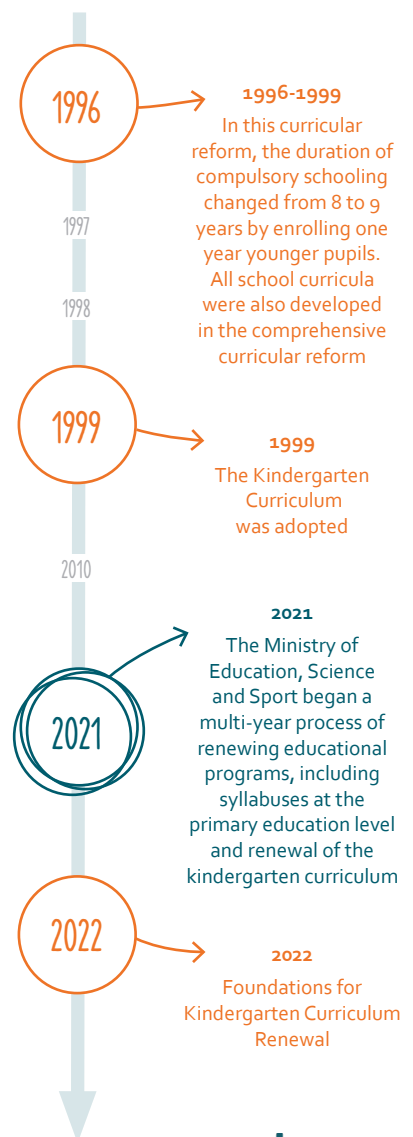
SLOVENIA

STRUCTURE OF EARLY CHILDHOOD AND PRIMARY EDUCATION

The early childhood education and care (preschool education) in Slovenia is part of the education system. It has been inside the realm of the Ministry responsible for education since 1993. ECEC is organised as a single system for all children 1–6 years of age and/or until they start basic school (single system of primary and lower secondary education).



TIMELINE OF RECENT POLICY MEASURES



ECEC



ATTENDANCE

In the school year 2021/22, there are 82.5% of children aged 1–5 who attend preschool education, 93.7% of children aged 4–5 and 67% of children aged 1–3. The majority of children are enrolled in public kindergartens.



PROVISION

Municipalities are the founders of public kindergartens (as independent unit or kindergarten unit at school). If needed, municipalities grant a private kindergarten a concession to provide a public service and the same programme as a public kindergarten. There also exists a system of regulated home care.



PERSONNEL

Preschool teachers (bachelor's degree) and preschool teacher assistants (upper secondary education) work together in a team. They are both present at least 6 hours (with children aged 0–3) or at least 4 hours a day (with children aged 4–6).

BASIC SCHOOL



ATTENDANCE

Compulsory basic education is organized in a single-structure nine-year basic school attended by pupils aged 6 to 15 years. Parents enrol children in school in the catchment area where they reside. However, they may enrol the child in another school. Basic schools have to provide places for all children in the catchment area.



PROVISION

Basic education is provided by basic schools. The basic school comprises three educational cycles, each three years long. The majority of children with special educational needs attend the mainstream kindergartens and schools. The SEN students benefit from the adapted implementation and additional professional support. Adapted basic education may be also provided by educational institutions specialising in children/students with special needs.



PERSONNEL

In the first three-year educational cycle, children are taught by generalist (class) teachers. It is recommended that the same person teaches the class for all three years. Primary school teachers (master's degree) work in basic schools. In the 1st grade classroom, they partly work with a second professional (preschool education bachelor's degree/primary school teacher master's degree), depending on the number of children in the classroom.



SLOVENIA: 3 CURRENT ISSUES IN TRANSITIONS ACROSS ECEC AND/OR PRIMARY SCHOOL

1. INCREASE IN SCHOOL POSTPONEMENT → SCHOOL YEAR 2010/11: 4.5% → 2021/22: 11.4%

- TO DO:
- MORE SYSTEMATIC ATTENTION SHOULD BE PAID TO TRANSITIONS. THE SYSTEMIC SOLUTIONS, IN GENERAL, ARE APPROPRIATE, BUT THE IMPLEMENTATION OF TRANSITIONS IN PRACTICE IS NOT ALWAYS ADEQUATE.
 - ESTABLISHING INTER-INSTITUTIONAL PROFESSIONAL LEARNING COMMUNITIES (IPLCS).
 - ESTABLISHING PARTNERSHIPS PRESCHOOL-SCHOOL-PARENTS TO GAIN GREATER TRUST IN EDUCATION INSTITUTIONS.
 - ANALYSIS OF THE ADEQUACY OF PROFESSIONAL DECISIONS OF THE COMMISSIONS, IN CHARGE OF SCHOOL POSTPONEMENT.
 - ANALYSIS OF THE PROCESS OF TRANSITION ON DIFFERENT LEVELS (NATIONAL-LOCAL).

2. LACK OF IMPLEMENTATION OF MEASURES, WHICH WERE ADOPTED DURING THE CURRICULAR REFORM

MEASURES, SUCH AS: 2ND PROFESSIONAL IN THE 1ST GRADE; TRANSITION OF PRESCHOOL TEACHERS WITH THEIR GROUP OF CHILDREN TO THE 1ST GRADE; ADDITIONAL TRAINING FOR TEACHERS, WHO WORK IN THE 1ST GRADE WITH 6-YEAR OLDS ARE NOT IMPLEMENTED AS THEY WERE PLANNED.

- TO DO:
- REIMPLEMENTATION OF MEASURES, WHICH WERE ADOPTED DURING THE CURRICULAR REFORM.
 - SUPPORTING AND RAISING AWARENESS OF THE KINDERGARTEN AND SCHOOL MANAGEMENT ABOUT THE SUPPORTIVE LEGISLATION, WHICH CAN HELP TO ENSURE SMOOTHER TRANSITION.

3. SCHOOLIFICATION OF PRESCHOOL EDUCATION

THE PARADIGM OF CHILD'S READINESS INSTEAD OF INSTITUTION'S READINESS IS STILL OFTEN PRESENT IN EDUCATION

- TO DO:
- COMMON TRAININGS FOR PRESCHOOL AND SCHOOL PROFESSIONALS AND MANAGEMENT.
 - ESTABLISHING IPLCS.
 - DEVELOPING AN INCLUSIVE ATMOSPHERE AND CULTURE WITHIN THE INSTITUTION.

SOURCES:

- [HTTPS://EACEA.EC.EUROPA.EU/NATIONAL-POLICIES/EURYDICE/CONTENT/SLOVENIA_EN](https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en)
- [HTTPS://WWW.STAT.SI/STATWEB/FIELD/INDEX/9/83](https://www.stat.si/statweb/field/index/9/83)
- [HTTPS://WWW.OECD.ORG/EDUCATION/SCHOOL/SS5-COUNTRY-BACKGROUND-REPORT-SLOVENIA.PDF](https://www.oecd.org/education/school/ss5-country-background-report-slovenia.pdf)