



ACT-INCLUSIVE – Actors of Change Towards Inclusive Education
Grant Agreement No. 101090038 — ACT-INCLUSIVE — ERASMUS-EDU-2022-PCOOP-ENGO



PRESS RELEASE 1

On Country Sheets



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ACT-INCLUSIVE Project Unveils Comprehensive Report on Inclusive Education in Slovenia

Slovenia – September 30, 2024 – The ACT-INCLUSIVE project, a significant initiative funded by the Erasmus+ programme under the "Partnership for Cooperation in the field of Education and Training (ERASMUS-EDU-2022-PCOOP-ENGO), is proud to present the latest findings on the state of inclusive education in Slovenia. The comprehensive report, that may be found on the project's [website](#), developed by Centre Val, details the current structures, challenges, and opportunities within mainstream schools for students with disabilities.

This press release aims to inform educators, policymakers, researchers, and the general public about the current state of inclusive education in Slovenia and the necessary steps forward to ensure a more inclusive educational environment for all students.

What is Inclusive Education?

Inclusive education means that every child has the right to quality education and learning. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Why Inclusive Education?

Inclusive education is critical. It promotes diversity, equity, and social justice. It recognizes that every student is unique and has different learning needs. It seeks to create an environment that is responsive to those learning needs.

Inclusive Education: A Historical and Legislative Overview

The history of inclusive education in Slovenia is marked by significant legislative developments.

The Slovenian education system mandates that schools prepare an Individualized Program within 30 days following a decision on orientation for students with disabilities. These tailored programs address various aspects of education, including setting achievable goals, implementing necessary adjustments for assessments, and providing professional assistance. The aim is to equip students with the skills they need to thrive both academically and socially.

As part of the support framework, schools form expert groups, comprising school principals, professional staff, and parents, to oversee the preparation and implementation of these programs. Regular evaluations are conducted to assess the progress and adjust strategies as necessary, ensuring that each student's unique needs are met.

The Additional Support Assistance (DSPA) plays a vital role in this initiative, providing rehabilitation and learning aid functions. Experts, including special educators and



psychologists, work closely with students to overcome barriers and foster an inclusive learning environment.

Current Structures and Support Systems

Schools are also prioritizing the onboarding process for new students, ensuring that parents, school staff, and peers are involved in creating a welcoming environment. Adaptations in the classroom, such as specialized seating and modified assessments, are implemented to facilitate learning for all students.

Moreover, Slovenian schools are committed to raising awareness about disabilities. Interactive sessions are organized to help students understand and empathize with their peers facing learning challenges. These initiatives have garnered positive responses from students, fostering a culture of inclusion and respect.

Challenges and Barriers to Inclusiveness

Despite the progress made, challenges remain. Many schools still face accessibility issues, with inadequate facilities for students with mobility impairments. The integration of students with disabilities into mainstream classrooms is often hindered by a lack of resources and support. To address these challenges, it is crucial to promote the benefits of inclusive education and invest in teacher training on special educational needs.

Voices from the Field

The report is enriched with perspectives from **XX** teachers and **XX** students across **XX** mainstream schools in Slovenia. Their insights highlight the practical challenges and successes of implementing inclusive education on the ground. Teachers and students both emphasize the need for more resources, better training, and a more inclusive school culture.

Looking Ahead: Recommendations for Policy and Practice

The findings from the Slovenian Country Sheets are instrumental in shaping future policies and practices. Key recommendations include Slovenia's dedication to inclusive education, reflecting its commitment to human rights and equality, aligning with national and international standards. Through continued collaboration among educators, parents, and community partners, Slovenia aims to ensure that all children can achieve their full potential.

About ACT-INCLUSIVE

The ACT-INCLUSIVE project aims to spread inclusive practices and materials suited for raising awareness within school communities and empowering students with disabilities. The project is supported by the European Association of Service Providers for Persons with Disabilities (Belgium) and educational centers from Spain, Hungary, Cyprus, France, and Slovenia.

More Information

For more information, please visit our [website](#) and/ or follow us on [FB](#) and [LinkedIn](#).

