

Negotiating Position of the Republic of Slovenia on Chapter 18 EDUCATION, VOCATIONAL TRAINING AND YOUTH

The Republic of Slovenia accepts the *acquis* with respect to Chapter 18 – Education, Vocational Training and Youth.

The Republic of Slovenia does not request a transitional period or a derogation to the *acquis* in the chapter on education, vocational training and youth.

The Republic of Slovenia's legislation on education, training and youth is in conformity with the *acquis* in this chapter. The Republic of Slovenia does not need to establish new institutions or administrative bodies to implement the *acquis*.

JUSTIFICATION

During bilateral screening of the legislation it was established that no major problems exist in the chapter on education, training and youth, concerning adoption of the *acquis*. The findings of the Agenda 2000, based on the current status of the Slovenian system of education, state that “concerning the accession no major problems in this field are to be expected”.

This field is being regulated by only one directive (77/486/EEC Council Directive on the Education of the Children of Migrant Workers) the implementation of which has legal basis in the newly adopted Slovenian legislation on education. Slovenia has considerable experience in the field of education of the so-called migrant workers and/or similar categories of

population – concerning both Slovenians abroad or migrants to Slovenia. Analysing the decisions, resolutions and declarations referring to education (e.g. equal opportunities for all, efficiency at school, mobility in higher education, foreign language education, “the European dimension”, safety at school, policy of non-discrimination, educational technologies and distance learning, lifelong learning, academic and vocational certification, quality of education, educational statistics, development of general and vocational training, education and possibilities of employment, etc.), Slovenia has established a high degree of convergence between its own and the EU educational policies.

Articles 126/127 and 149/150 of the Maastricht and of the Amsterdam Treaty respectively, concerning education and training, point out in particular that unification of the systems of education in this field has not been foreseen. It is clearly stated that “the Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and complementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.” Taking measures of encouragement in this field does not require “harmonisation of the laws and regulations with those of the Member States”.

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