



Slovenia

Dr. Igor Lukšič
Minister of Education and Sport



Dr. Igor Lukšič was born on 3 December in Novo mesto. He obtained his PhD at the University of Ljubljana in 1993. He started his academic career as a Teaching Assistant at the Faculty of Social Sciences of the University of Ljubljana in 1986. Subsequently, he became Assistant Professor in 1993 and Associate Professor in 1998. In 2001 he also took the position of Visiting Associate Professor at the Faculty of Political Sciences of the University of Zagreb, Croatia. In 1997 he became the Head of the Department of Political Sciences, in 1999 Vice Dean and in 2001 Dean of the Faculty of Social Sciences of the University of Ljubljana. Since 2002 he has been a member of the Subcommittee of Science and Research for the Committee of Higher Education in the Republic of Slovenia and a member of Professional Board in charge of the Constitutional Commission of the National Assembly of Slovenia. Since 1984 he has been a member of editorial board of "Tribuna" (student journal of University of Ljubljana) and "Časopis za kritiko znanosti" (Journal of Critical Knowledge). Currently he is editor-in-chief of "Teorija in praksa" (Theory and Practice), journal for social sciences. From 1993 to 1997 he was a member of presidency of political party United List of Social Democrats. In subsequent four years he was appointed president of the Program Council of party. Dr. Igor Lukšič is newly appointed Minister for Education and Sport of the Republic of Slovenia-

Education for Inclusive Society

It seems that the dynamics and the complexity of the modern world blur our perception of what is really important for us. In this sense, education is one of those areas that can have a profound influence on our lives. To begin with, in the world we live in, a man without proper knowledge and competencies has but a small chance of getting a job i.e. of being a part of the economically active population. What is more, the complexity of modern society makes it hard for a man without appropriate knowledge and competencies to deal with even the most basic of day-to-day activities. In the end, this explains why education is becoming not merely an important but actually a vital part of present-day society, of the knowledge society and of every individual.

Unfortunately though, when faced with a rapid build-up of knowledge, and the position the latter has in a knowledge-based society, we often fail to see that the value of knowledge goes far beyond the here and now. Knowledge is also an asset because it opens new horizons and gives meaning to our existence: every kind of education includes an ethical dimension and gives us a view of the future.

Education presents a connection between the past and the future – a link between generations. Although based on the past, it should certainly be oriented to the future. As for the future, it can only be based on sustainable development, which involves a productive attitude towards nature and particularly towards life in a community. Knowledge is power solely when it concentrates on seeking quality and fullness of life of all people: a person can realise himself or herself only when living alongside other people, and when the distinctiveness and uniqueness of every individual is respected. The ability to carry out inclusive policies in the field of education is therefore more than just a buzzword; it reflects



certain humanism in education policy, while also being a touchstone for the democracy of the education system.

The fundamental role of an education system is therefore to provide knowledge and competencies which lead to creativity in resolving the questions and problems of our existence, to sustainable development and to increased quality of people's lives in living side by side. On this background my ministry has taken several new policy initiatives to increase the emphasis on basic skills in kindergarten and primary school, and to ensure early support intervention if so needed.

All young people deserve quality education according to their needs and capabilities. It is hence my hope that the ICE 48 will be a success. Sharing ideas, experiences and good practices of inclusive education may give a new boost to the global EFA efforts as well as to the individual countries. I will do my best to contribute to this end also during the next High Level Meeting on Education for All, which will be co-hosted by Norway in Oslo in December.