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1- SLOVENIA - LJUBLJANA MOBILITY-1

REPORTS

A visit was made to ZGNL the central Slovenian institution for the comprehensive treatment of deaf and hard-of-hearing children, people with speech and language disorders, and people with Autism spectrum disorder in Ljubljana, the capital of Slovenia.

1Day: A briefing about the school and its running system was given by school authorities.

1st day: Language therapy and physiotherapy rooms were visited.

2nd day: The school for the hearing impaired in Portoroz, a city in Slovenia, was visited.

3rd day: A Seminar given by a clinic specialist and a professor about "Ear Health and Care" was attended. .

4th day: School and Class observations were made and subsequently a Project Evaluation Meeting was held.

Contribution of the Project to Our School (What we do not have at our institution)

- A clinic within the school facility
- Vocal training books
- Vocal training rooms
- Cooperation with Universities
- Cooperation with health institutions and rehabilitation centers
- A TV channel and units for the students to shoot films and make recordings
- Vocational courses and classes

At the end of the Project Features that we do Have but they do not (We have)

- They do not have brain stem surgeries.
- Hearing Impaired and autistic students have common classes.

Features of the Institution:

Name of the School: ZGNL Lubljana Deaf Institute

There are 250 students enrolled in this institution with a semi-autonomous complex structure receiving education and health services. Out of these students, 75 are hearing impaired, 50 are autistic, and the remaining have language and speaking disorders. There are 200 personnel working in the service of these children. All of them have to know sign language at least at third degree. There are 2 social service experts, 2 for project management, 2 psychologists, and 1 librarian.

In order to become a teacher in primary school, an education of 5 years after high school and in order to become a teacher at secondary school extra course for two years are compulsory.

1st Day:

- 1) Toddlers are enrolled after the age of 11 month. Until the age of 2, these children receive with together with their families' sign language education and vocal training.
- 2) Children, who can speak after kindergarten well, are enrolled to regular schools. In order to follow up these children, there are monthly school visits for two hours.
- 3) An aide is provided to the teacher at kindergarten and 1st class of primary school by the state.
- 4) At the second stage, autistic children, children with language and speaking disorders, and hearing impaired children are educated together. Along the basic compulsory courses, they also receive courses related to their skills (metal, wood, media design, computer skills).
 - The curriculum in this school is the same as in regular primary schools. In common exams, there is a translator who translates the instructions into sign language. At the 6th grade there is a TEOG like exam.
 - According to their departments these students are sent to different companies for internships. They are sent abroad with EU projects.
 - Foreign languages are compulsory.
 - The primary school has to be finished in time. There are no extensions to the period. However, the education period can be extended during secondary education.
 - Certificate courses and educational activities that could be useful in the future vocations of the students are organized.
 - Out of the school facilities, two flats, rented by the government, are provided for social activities financed with EU projects (Taka-tuka)
 - An extensive library is available at school.
 - Vocal training books have been created.
- 5) At the dormitory female and male students stay together. In the mixed dormitory, the students stay four days a week. Their expenses are covered by the state. Families do not receive any money.
- 6) There are vocal training and pediatric physiotherapy rooms. Here, the education and training is provided by sound therapists (20 sound therapy rooms, 1 physiotherapy room).
- 7) The vocal training rooms are supervised. School principal, a psychologist, and a member of the family can watch behind a glass pane.



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- The physiotherapy room can also be used by patients who are not enrolled at the school.
- 8) There is a clinic providing health service, within the school premises. (At the 4th day information about the clinic is provided.)
- 9) Four hearing-impaired specialist teachers are working in the school. These teachers support other teachers about how the subjects in the curriculum can be taught in sign language. These specialist teachers have a TV channel for the hearing impaired (TIPK TV). There are rooms assigned for TV shootings. They are nominated as sign language translators by the state. In order to become a translator, a one year education in sign language is compulsory.
- 10) The state provides cochlear implants. These are attached to the ear by the teacher. The batteries for the implants are brought by the families. The teacher supervises the implementation of the batteries (at the 2nd day information about cochlear implants have been provided). The ear implant is provided by the state in pairs. If there is a difference in the prices, the families have to offer the differing amount. They have the right to change the device in 8 years. FM systems at the primary school are funded by the state.
- 11) There are no brain stem surgeries in Slovenia.

2nd Day: Information about cochlear implants and hearing aids:

- The hearing test is conducted when the baby is 3 months old.
- According to the decision of the doctor, cochlear implant is implemented before the first age. The state is funds only one.
- The cost of the surgery and necessary devices sums up to 50 000 Euro.
- Out of three different devices, one is chosen by the doctor. The families do not have a choice.
- FM systems at primary school are funded by the state.
- A brief education about hearing aids and FM systems are given both to the families and the children.
- The batteries of the implants are to be bought by the families. The teachers help in the placement of the batteries. If the families pay the difference, the state implants two devices. They have the right to change these in eight years.
- The trademarks used are to 75 % Nukleas and 25 % Model.
- Only the external equipment is being controlled. If there is a problem with the device, it is sent to London. The device returns in a week.
- The implant of each student is controlled with various programs. Accordingly, these are calibrated.

3rd Day: The school for the Hearing Impaired in the Portoroz Province of Slovenia was visited. Information about the school was given by the school director.

3rd Day: The specialist working in the clinic within the school premises gave the following information:

- Education is given in the clinic to infants, children, and adults. Families can participate in the education sessions as well.
- Besides the hearing impaired, autistic children and children with problematic behaviors are also educated.
- Students from the school and from other schools can visit the clinic.
- In order to become a clinical vocal trainer an education of 8 years (5+3) is compulsory.
- There are three health centers in Portoroz, Maribor, and Lulijana. Surgical interventions are made only in Maribor and Lublijana.
- There is a card system indicating how much the state has to pay with the EU health service card.
- 20 vocal therapists are providing service.
- Children are sent to the clinic according to a common report, ear nose and throat specialist, pediatrician, and child psychologists, indicating how many vocal training sessions they will have.
- 20 vocal trainers are serving 230 children receiving inclusive education at various schools.
- The families bring the report to the clinic and education starts immediately.
- Before they continue with compulsory education, they undergo a compulsory health screening.
- At the age of 15 they undergo again a health screening and with it, their health insurance is over.
- At primary education (6-15 years) the FM device is provided free of charge.
- Students can have implants according to the doctors' decision.

v Professors: Within the scope of Net-Guest Project they have established this department and came together with the academicians from 31 countries.

v They are training teachers at the Faculty of Education within the field of hearing, health, and care. They are training voice and vocal therapists (SLT) along with teachers for the hearing impaired. According to their preferences they have elective courses.

v They have to study 4 years at BA level and 1 year at M.A. level in order to become a teacher for the hearing impaired.

v These specialists and teachers can be employed at schools, health centers, clinics, and guidance and counselling centers.

v The MA students focus on the problems of the teachers working in these schools.

v They have 22 students.

v There are three federations for the hearing impaired.

v They are able to choose any curriculum they want.

v There is no special education department.

v They have have developed their own training program over the last 5-6 years.

5th Day: The classes were visited in the school. The Project Evaluation Meeting was held.



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2- SPAIN – MALAGA MOBILITY

REPORTS

School visit to IES La ROSALEDA Malaga; it is a school where children with every kind of hearing impairment is educated. Education is provided according to the preference of the students. Students are divided into groups and according to the degree of hearing loss various resources are determined. Increasing self esteem of the students is among the main aims of the school. Psychological counsellors prepare plans according to varying students' levels. Language development is determined with a language test and education is provided accordingly. Students are under the follow from the birth on until the end of secondary school. Students' families are provided with support and the necessary education if required. Various activities are planned for the development of students' intelligence and psycho motor skills. All education is given by teachers of hearing impaired students. The school councillor and therapists are responsible for speaking, language development and determination of students' levels. Teachers are obliged to know sign language. Beside the professional teachers for different branches, there are also teachers who know sign language. Teachers in the secondary are divided into two groups as language development, social classes and technical classes. If the students receive education from other institutions as well, the school cooperates with these too. Early diagnosis and treatment is of utmost importance and if there is a handicap in education, this is attributed to the system not the child.

The president of Spain's education and psychologist made a general speech; he stated that they do not provide psychological guidance and counselling, family education but support the families if required. With the tasks they have accomplished, inclusive education has become more effective and more important. Schools for special education needs children are closing one after the other slowly. The system that is being now applied is directed for the socialization of the children and hence inclusion is given more importance. In cochlear implant surgeries, only one device is funded by the state. In children with a hearing loss of 55dB and above, four different committees consisting of doctors decide for surgery subsequent to the use of a hearing device for a period of three months. Otherwise, surgery can not be performed. One and half months following the surgery, the children and their families are informed about vocal training. Later on there are annual meetings with the family for evaluation.

CEIP – Garcia Lorca Malaga Primary school was visited. It is a school with a total of 700 students. There are six hearing impaired children. They receive education in Spanish sign language. This school was established in 2007 and there is a sign language translator present. It serves to the middle and upper classes. It is a state school free of charges. The hearing impaired students are taught sometimes individually or in groups. They receive inclusive education. Prior to 2007 sign language was forbidden and the educators did not know sign language. They have learnt it afterwards. Before that there was a school for the hearing impaired but it was closed later. There are only two classes in a school continuing their education informally with 7-8 students in each class. Three students at the school are using FM systems. They are spending 14 hours a week with a child who knows sign language. They consider that there is no need to spend that much time with the others. Whereas there are teachers for the hearing impaired at primary school level, at secondary school there are teachers for different branches. In the school there are also children with different types of impairment. Autistic children also learn sign language and children without any impairment have sign language courses. The classes were visited. The students with the implants can speak well and next to the teachers desk they are educated by the teacher aide. The hearing devices are maintained and repaired on a regular basis by the institution and families who want to be educated on this topic are given courses.

A school giving religious education named colegio "la purisima" was visited. This school served hearing impaired children from 1905 to 2013. The school for the hearing impaired was changed into a regular school. Education for children aged between three and fourteen. There are two classes for the hearing impaired. There are 33 hearing impaired students. Four of them are inclusive education classes; the others are in their own classes. They are using sign language as a means of support and give importance to sign language. They begin the lesson with sign language and continue with regular talking. The problems are the same; education until the fourth grade. After that, speaking is abandoned and they return to sign language. After the school they remove the implant and begin to speak in sign language. There are ghetto groups making the school tasks more difficult as they claim to continue the culture and language of the hearing impaired.

Hence, as advantages, the emphasis on inclusive education, presence of hearing impaired teachers of sign language, being a day school, and teaching a second foreign language to hearing impaired and normal children together can be counted.



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3- AUSTRIA - VIENNA MOBILITY

REPORTS

The name of the center we went to was Equalizent founded in 2004. In the early days, it was very difficult to manage the center and have it approved by the authorities. However, whereas there were 12 employees at the beginning, as a result of the growth experienced there are now 52 employees. Out of these 52 employees, 15 are hearing-impaired. These 15 employees are currently employed to become educators.

The center serves the community in four ways:

Merkez 4 şekilde hizmet veriliyor:

1. Education for total hearing impaired.
2. Education for those with difficulty in hearing.
3. Sign language education for all.
4. Administrative orientation for the hearing impaired from other cultures.

Their aim is to provide all students an environment without handicaps. They introduce sign language to the students and in general convert oral education into education using sign language.

Students are reenrolled to the center after the age of 14-15.

There are schools for the hearing impaired in Austria; however, 70% of the teachers do not know sign language. Education is mainly in form of inclusive education.

The center provides sign language education.

The center received state funds first and in the 2000 years. The state seeing the benefits of sign language is still supporting the institution. Today they are quite strong and do not have any problems in terms of infrastructure.

Sign language translation began in Austria for the first time in 1998. Today there are 456,000 people with hearing loss in Austria and 8,000 to 10,000 of them have totally hearing-impaired. Most of them know sign language.

The equivalent of that institution in Turkey would be a mixture of public education center, rehabilitation center, and employment agency. 95% of the babies born with hearing impairment have implants funded by the state. The cost is € 70,000 per person and was paid entirely by the Austrian state. Every year 200 operations are conducted and organized all by a single professor. Yearly, about € 1.7 million is spent on this issue.

In Austria, education was not given orally until 1880. Last year, oral training was initiated in a meeting last year. In the schools for the hearing impaired, 70 % of the teachers who can not communicate with sign language tried to give oral training for the hearing impaired in order to enable them keep up with the social milieu. However, according to the center visited, this system in theory does not function in practice. The children did not make any progress in terms of education.

There are five classes in the center. The first language in the center is sign language. Likewise sign language is the first language in the USA and Canada. The first priority is to enable students to learn sign language which is like their mother tongue. They state that the mother tongue of the Turkish population is Austria; hence they should learn first Turkish and then German.

In the center, the education provided for those interested in sign language is the same given to the hearing impaired. According to relevant research, the level of the hearing impaired, regardless of how old they are, is that of 8-10 years and after the sign language received they are able to bring it to the age level of their own.

Throughout Austria, there are 1422 and in Vienna 209 educational institutes providing basic education. Out of the hearing impaired students enrolled in these schools, only 7% can enter tertiary level education at universities through the support of sign language translators.

Although the first stages of education are problematic, the state grants support at later stages. Unlike normal children who have a repertoire of 3.500/19.000 words, hearing impaired children know only 250 - 500 words. At the age of 14-15 the repertoire has expanded to 12.000 words in normal children; however, in the hearing impaired it can not surpass 2.000 words. In Austria if an adult knows less than 7.000 words, it means that he does not know anything.

Hearing impaired in Austria has to work after school either at hard labor jobs or for very low wages. Hearing impaired have two groups of workmanship; namely the first group earns enough to be self-sufficient, the other group has to work at a very low cost. The unemployment rate, of 61% in the hearing-impaired youngsters soars up to 100% at the age of 46 and above. Only 35% of the hearing impaired is working with a salary, while the remaining 65% continues to work without a regular payment.



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3- AUSTRIA - VIENNA MOBILITY

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There are 115 sign language translators in Austria. Most of them work part-time. Compared with Switzerland with the same population, there are 450 sign language translators.

Since 2016 in Austria at every public conference, the presence of a sign language translator is according to the law compulsory. Sign language translators receive € 100 in total, € 20 + 20 € for transportation and € 60 for translation, at every event.

Among the future goals of the center is to teach hearing impaired babies sign language. They argue that bilingual teachers are more successful in their classroom. The state has a special curriculum for the hearing-impaired students. However, this program is not approved by the center visited. They want the same program used for regular students also to be used with the hearing impaired.

A student with a hearing impairment receives per week 10 hours speaking courses; however out of the class. A hearing impaired student attending a normal school can also receive 10 hours of speaking course weekly; yet, throughout the inclusive education process.

The center visited claim that due to bilingual teachers, students can make more progress and students in the same class with the hearing impaired students are also to receive sign language education.

The budget of the center consists of three items:

1. 70% government funds
2. 20% sign language course incomes
3. 10% European projects

Yearly, € 1.5 million government funds are given to the center; however, they have to apply for this fund each year anew. This amount is given for 120 students. As the expenses of the center are quite, 80% of the money is used completely.

Students who have learned in their school up to 2.000 words are brought to the center where they try to build up and strengthen the self esteem of the student.

The center has a video shooting studio where technicians are preparing various programs and videos for the hearing impaired.

The classes in the center have at most eight students. They are forming special groups and give instructions with 2-3 students. Moreover, for those students who can not come to the center; the center is providing education via videos.

In the center there are courses for the hearing impaired in order to specialize within a field. Sign language education is provided only for those who are hearing impaired. For regular students, all classes (mathematics, physics, chemistry, etc. ...) are taught with the sign language.

They have three buildings. The first building is used for education, the second for individual education, and the third is reserved for technical tasks.

The youngsters coming to this center do so in order to find a salaried employment. Their new project is to help the hearing impaired find jobs.

The center wants all the hearing impaired to feel like an equal a member of the Austrian society.

Normally the job facilities of state for sign language are very low. They wanted to give more support to people with hearing impairment since the center provides more opportunities.

The young people who start to work are supported for the first 1-2 weeks. They are enabled to communicate with their colleagues. The students who have begun working continue their education by participating in various courses. The center continues to support them.

The students who have begun working come back for 1-2 hours a week for their education at various courses.

The center considers continuing the movement of specialization opened up every year. They got permission from the state for kindergarten teacher next year. Normally a hearing-impaired person is prohibited from being a teacher at a kindergarten.

Former specialization courses were the following:

2012 – Nursery

2013 – Sanitation & Cleaning

2014 – Dentist Assistant

2015 – Kindergarten Teacher Aide

2016 – 2 and 3 Dimensional Animation

3- AUSTRIA - VIENNA MOBILITY

REPORTS

Every year a ball for the hearing-impaired people from different cultures is organized. There are around 2 thousand attendants of the ball and the number is increasing year by year.

If there are hearing impaired personnel at private companies, the center provides support for these people too. The center has special activities. They are developed a variety of applications for companies in order to intertwine hearing-impaired personnel with the others.

The center is preparing books for both adults and children. Up to now, 18 books have been translated into sign language.

They were shooting videos in cooperation with SiMax Company. They are also preparing apps together with SiGame. In order to enable hearing-impaired individuals to find jobs easier a "Video CV" is prepared. Whereas in Austria, normal schools are giving 4 + 4 education, for the hearing impaired, it is 5 + 4.

In the class visited for observation German was taught. The lesson subject was the adjectives. Two teachers were working simultaneously. One was able to speak, the other was hearing impaired. The students were studying on the worksheets. Several worksheets were on the students desks. Students could choose any worksheet they wanted which they considered to be appropriate for their level. After the taks, they were able to correct their own mistakes by seeing looking at the answer sheets themselves. The teacher was not asked any questions. The teachers too did not interfere too much, they were only guiding.

The course being given is a 6-month course. Students have 30 hours a week classes. At the center, open learning and distance education is also provided. This enables the students to see their own deficiencies by working at their own levels. This is also considered to be the best method for students with differing levels.

After 6 months, hearing impaired who could not have the job they have demanded, come again to the centes and change to another field of specialization.

Although the certificates obtained from this center are definitely not equivalent to diploma from a university, it is beneficial jobs started.

In the center, as a new project they turned normal books into sign language books. There are three different parts in these books: picture, text, and sign.

Most of the materials used by the center are available at www.signlanguage-school.eu. On examining the web site, it became obvious that the majority of the content was uploaded in 2012 and the web site was almost untouched in the yars after.

Based on our observations; besides the advantages listed below,

1. Effective coordination established between institutions,
2. Potential of the institution to find workplace for students who have successfully completed the education,
3. Acquired trust and support by the state,
4. Making the sign language accepted as a language by institutions and organizations,
5. No problems in obtaining financial support from public institutions and organizations,
6. Employment of former students who can express themselves and realise themselves by the institution,
7. No difficulties in finding relevant personnel,
8. Constant progress through integration with technology,
9. Performing only the function of guide by the teachers with the students,
10. Presence of materials for every level,

There were also some inherent disadvantages such as the following:

1. There is the impression that hearing impaired individuals do not have any job opportunities, if they do not continue with education provided by the institution,
2. Individuals who have more than on impairment are not allowed to the institution,
3. The sign language educators who are able to hear partially and have a minimum of hearing impairment give training as if they are unable to hear at all.





4- SLOVENYA – LJUBLJANA HAREKETLİLİĞİ -2 REPORTS

A mobility program was organized to Zavod Za Gluho In Naglusne Lubljana School in Slovenia between 12.05.2017-23.05.2017 with the aim of putting our theoretical studies into practice within the context of ongoing ear health and care project. This school is a school that acts together with a hospital.

Jiva, female personnel, was the director of the European Office at the school visited. At the time of our meeting they were carrying our 13 T1 and T2 EU projects.

Everyone attending the meeting introduced himself and his/her role at school and thus a short conversation was made.

Our school principal, Mustafa Bahar, said that the children in the world of the hearing impaired can be directed as demanded and thus videos that will help them should be prepared. He emphasized that there is a need for the preparation of a web page for the hearing impaired in our country and thus to equip them with more concrete information. He added that there are some difficulties for hearing-impaired people, especially with a genetic origin, and emphasized that these videos aim to bring different perspectives to the world of hearing-impaired people.

It was said that the videotapes prepared should aim to transmit information to the hearing impaired without being too professional. It was said that there should be videos with sign languages, English subtitles and subject titles. It was said that a format should be prepared and sent to Turkey within the next 15 days.

The videos to be send, in line with the decision resulting from the discussions with our partners, should be according to the format below:

1. The videos prepared should be for the hearing-impaired students and their families.
2. Each country will determine 3 issues of the hearing impaired in their own country and experts will inform about these problems.
3. The subject and duration will be free, but it will not exceed 10 minutes in order to prevent it to be too boring.
4. The videos to be prepared will have the logo of the European Union and of the respective national agency.
5. Prepared videos will be sent to our school and these will be published on our project website.
6. In the main screen of the video sign language will be employed. However, if the speaker is a specialist, he too could be on the main screen
7. The subtitle language will be English.
8. As the sign language, international sign language will be used.
9. The name of the project and contributors will be at the beginning of each videia.
10. Videos could be prepared later to and uploaded to the project web site. The web site will be a source of information for hearing-impaired children and their families.
11. Already written articles will be translated into English and posted on the website.
12. The image quality of the videos to be prepared will be in 720p (HD) format.
13. Each partner will be able to use the links on the common web site.
14. Before the final report, our partners will be asked to hand in their their ideas and products.
15. At the final report, everything made throughout the project will be demanded in summary; however, with exsamples..

Within the same day, our reportage with Asst. Prof. Dr. Mithat ARICIGIL at Necmettin Erbakan University Meram Medical Faculty on implants and hearing impairment was shared with our project partners. Moreover, our activities, student events, and various celebrations shared via our school social networking site were presented to the partners.

We came together at the Conference Hall of Slovenia Ministry of Science, Art, Sports and Education. We have listened to various presentations throughout the conference. We were informed about the treatment and therapy modalities of handicapped individuals aged 0-23 years and employment opportunities before and after education. Then we listened to presentations made by an English pedagogue on "Disabilities and Problems, Autism and Awareness". Furthermore, we were informed by a neurologist about "The Structure of the Child Brain, Relationship between Education and Development".





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4- SLOVENYA – LJUBLJANA HAREKETLİLİĞİ -2 REPORTS

Again trips to schools in Slovenia were organized. In these visits we were informed that the school visited consisted of three parts, the kindergarten, the primary school, and the secondary school. 250 people, including education and health personnel, were employed. There are about 170 students in the school. Problematic students can be dropped in secondary school; however, primary school is compulsory. In the school there were speech therapy, psycho-therapy and physiotherapy sessions. These sessions are provided within their schools; yet can also be received by children until the age of three provided that the families bring them to school. There are four month old toddlers who came to school with their families in order to be educated. After the age of six, the children can stay in boarding school.

We observed a classroom for individual education from the parent observation room. The place we were in was a place where the parents and the attendant could observe the student at any time, separated by a mirror, and the teacher and the learner could not see the observers. Inside, a child between the ages of 5 and 6 was matching pictures. The teacher was gentle and gentle about the student. During the time we were in, he made painting-painting, painting-color, painting-adaptation activities with his students. The student seemed quite willing and happy.

We observed a classroom for individual education from the parent observation chamber. The place we were in was separated by a mirror. It is a place where parents and school administration could observe the children at any time; yet, the teacher and the learner could not see the observers. Inside, a child between at the age of 5 or 6 was matching pictures. The teacher was gentle and keely engagaed with the student. During the time we were in, he made picture-picture, picture-color, and picture- harmony matching activities with his students. The student seemed quite willing and happy.

Another class we went to was a handcraft class. There were 7-8 sewing machines inside. Every April, they had a festival, and every year they set a topic and worked on it. They are exhibiting their products at this festival. The topic of this year is rain. Therefore, there were a lot of raincoats and raincoat tasks. In this class, the students were having 20 hours each. The number of girls studying in here was more than boys. We were informed that the boys were given carpentry and technical training in other fields. Some of the tools, equipment, and furniture in the school were made by students themselves. Moreover, in a shop affiliated with the school, these products were sold.

In the dormitory shown to use were 4 male and 4 female students. The dormitory was built with the concept of apartment buildings. The students answer all their needs by themselves. There are 3 teachers who work at shifts. The students living here are at the age of 17 and over. After 9 o'clock pm phones and computers prohibited. The devices and equipment they are going to use are used in sequence after making a program for their use. They cook their daily menu by themselves. They take the materials needed from the school kitchen and cook themselves. The teachers working at their shift do not help them. Students staying at the dormitory are going to their home on weekends.

We have learned from our observations and exchanged ideas about how we would integrate these in our institutions in our own countries. Among the advantages of the school are;

1. Cooperation of the school with a clinic or hospital,
2. Presence of speech therapy, psycho-therapy, and physiotherapy sessions,
3. Increasing vocational tasks and duties,
4. Increasing the hours of vocational lessons rather than theoretical classes,
5. Sanctions for students' misbehaviors,
6. Continuity with tertiary, university, education,
7. Teachers assigned to the school board are only responsible for their shift at the school board, they do not have to enter classes,

Considering all the observations made, the students in need of special education do not differ much from the students in Turkey. However, the presence of vocational courses and classes prepares them better for their future jobs. Likewise, the ability to continue with higher education at tertiary level is an outstanding advantage that the hearing impaired in Slovenia have.

