



Slovenian National Report

Inclusion of Migrants in Adult Education

Supporting Migrant Inclusion in Lifelong Learning
and Education





Context of education in Slovenia

The official languages in Slovenia are Slovenian, and Italian and Hungarian in ethnically mixed areas inhabited by the Italian and Hungarian national communities.

In 2017 the number of inhabitants was 2065890 (men 1026100; women 1039790). Of these 1946257 were citizens and 119633 (men 77448, women 42185) were foreign citizens.

The Gross Domestic Product per capita in Slovenia was last recorded at 29803.45 US dollars in 2016, when adjusted by purchasing power parity (PPP).

In 2016, public expenditure on education reached 4.8 % of GDP. Expenditure for educational institutions by level of education (for year 2012) were as follows:

- preschool education 20.4%
- basic education 42.7%
- upper secondary education 17.2%
- tertiary education 19.7%

According to the Slovenian constitution, everybody has a right to free education. The state has the obligation to create opportunities for all citizens to obtain proper education. Basic education is compulsory and is publicly funded. The language of instruction is Slovenian. But, the Italian and Hungarian national communities and their members in ethnically mixed areas have the right to education in their respective language. The status and special rights of the Roma community who live in Slovenia are also protected by Constitution. It is also important to emphasize that the children of migrants – including the children of the asylum seekers - have the right to compulsory basic education under the same conditions as other citizens of the Republic of Slovenia.

In Slovenia, Ministry of Education, Science and Sport – as a government body responsible for the educational system – formulates and implement education policies. More precisely: »The Ministry directly or indirectly outlines national programmes and draws up budgets for preschool, basic, upper secondary, higher vocational and higher education. Furthermore, it lays down criteria for financing public services, oversees budget implementation, supports the salary system administration and standardization of staff statuses, and develops investment and major maintenance programmes. It renders decisions on allocation of different educational programmes to institutions for upper secondary and adult education and seeks consent from the Government before publishing to calls for enrolment for upper secondary, higher vocational or higher education programmes... and has its representatives appointed to the governing boards of public institutions.«¹.

Government has also establish different councils of experts. Their role is to support the Ministry on expert matters in specific areas. Councils are:

- Council of the Republic of Slovenia for General Education
- Council of the Republic of Slovenia for Vocational and Professional Education
- Council of the Republic of Slovenia for Adult Education

¹ The Education System in the Republic of Slovenia, 11. <http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf>





- Council of the Republic of Slovenia for Higher Education (it addresses matters of higher vocational education to a certain extent).

Public upper secondary schools, short-cycle higher vocational colleges, higher education institutions, educational institutions for SEN children and residence halls for upper secondary and tertiary students are founded and financed by the state. Pre-school education programmes are financed by municipal funding, fees charged to parents and other sources. Basic education is financed by municipal and state funding. Adult education is financed by municipal and state funding, as well as other sources.²

There are also supporting public institutions in education, set up by the state for the purposes of development, support, monitoring and counselling.

These institutions are:

- National Education Institute of the Republic of Slovenia
- Institute of the Republic of Slovenia for Vocational Education and Training
- National Examinations Centre
- Educational Research Institute
- Slovenian Institute for Adult Education
- Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
- Centre for School and Outdoor Education
- National School of Leadership in Education, and
- Slovenian School Museum

The education system is organised as a public service rendered by public and private institutions. It is possible (allowed by law) to establish private educational institutions with their own educational programme. But, in order to implement officially recognised or accredited programmes, private providers must hold a concession (given by the Ministry after the relevant council of experts – e.g. Council of the Republic of Slovenia for General Education for primary and secondary schools – confirms that the programme is in accordance with the public educational programme and educational policies). All public schools are secular and all school space is autonomous. What that means is that all confessional and political activities in school space are prohibited by law. It must be added that the universities and colleges are autonomous.

The Slovenian Education System consists of 4 basic stages³:

1. Pre-school education for children aged one to six. It is not compulsory, therefore it is up to parents to decide whether to enrol their child or not.

2. Basic education consists of primary and lower secondary education and is organised in a single-structure nineyear basic school attended by pupils aged 6 to 15 years. It is compulsory

² The Education System in the Republic of Slovenia, <http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf>

³ The Education System in the Republic of Slovenia. <http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf>





and provided by public, private school, educational institutions for SEN children, and (for adults) adult education organisations. Schools are obliged to organise remedial classes for pupils in need of learning assistance and supplementary classes for pupils who exceed the prescribed knowledge standards. They may adapt assessment to pupils who at the same attend music schools, pupils who are promising athletes, SEN children and immigrant pupils.

3. Upper secondary education. It is non-cumpulsory and it lasts from two to five years. It includes:

- general education, with different types of four-year gimnazija programmes (gimnazija, classical gimnazija, technical gimnazija, gimnazija of economics, gimnazija of arts) and a one-year matura examination course, and
- vocational and technical education, with educational programmes of different levels of difficulty, such as short upper secondary vocational (2 years) and upper secondary vocational education programmes (3 years) ; upper secondary technical education programmes (4 years), vocational technical education programmes (2 additional years after completing a vocational programme) and the vocational course (1 year) in all of which students shall pass the vocational matura to successfully complete the education programme.

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4. Tertiary education consists of short-cycle higher vocational education and higher education.

- Short-cycle higher vocational education (2 years) is practice-oriented and developed to meet the needs of the economy. They provide students with vocational competencies in accordance with vocational standards.
- Higher education is organized in three Bologna cycles: the firstcycle features higher professional and academic undergraduate bachelor study programmes; the second-cycle features postgraduate master's study programmes and the third-cycle includes doctoral study programmes.

Adult education

There is also a wide variety of programmes and training providers in the Slovenian system of adult education. Adult education comprises the education, training and learning of individuals who have fulfilled the legal compulsory basic school education obligation and wish to acquire, update, expand and deepen their knowledge, and do not have the status of a regular pupil or student. Adult education is provided by adult education institutions, schools or their units, as well as other public or private institutions, by company training centres and private individuals enjoying a status of a private teacher. The system of adult education is regulated by a special act: The Adult Education Act. Nevertheless some programmes are governed by sector-specific laws. To support a system of an adult education, a special institute was established - Slovenian Institute for Adult Education (SIAE). Each year, the SIAE publishes a catalogue of formal and non-formal adult education programmes. These programmes are divided among:

- Programmes of formal educational qualification for the adults wishing to acquire basic school educational qualification and upper secondary education. As basic school educational qualification is a right, the programmes for basic school education are free of charge.
- Special education programmes. These are officially recognised programmes targeted at special groups of adults particularly those that needs to learn or improve their basic





competences or literacy skills or requiring assistance integrating in society. The main officially recognised programmes include programmes for learning foreign languages, digital literacy, Slovenian language for foreigners, development of literacy and basic competences of adults and family literacy Education programme for success in life. A special officially recognised one-year programme called Project Learning for Young Adults is designed for young people who have dropped out of school before attaining their vocational qualification.

- Informal education programmes. These programmes can be for the further professional training or not. ⁴

Recognition of informally acquired knowledge

Slovenia has developed a system for the recognition of non-formal learning and established the national vocational qualification system for recognising competencies on the labour market. Persons who acquired specific knowledge and skills in a non-formal manner may apply to have their knowledge certified. Upon the successful completion of the certification process (including test), the candidate is awarded a certificate of national vocational qualification⁵. Broadly speaking, the Slovenian system of institutions and programmes for the education of the adult covers all Slovenian geographical regions and is more than adequate. In 2015, 37161 (22493 men, and 14668 women) persons were included in the officially recognised educational programmes for the adults.

ENIC-NARIC centre

Important part of the Slovenian education system is ENIC-NARIC centre. It operates under Ministry of Education, Science and Sport . It is a national academic recognition centre, according to the Act on Convention on the Recognition of Qualifications concerning Higher Education in the European Region. In other words, it is a competent authority for assessment and recognition of education in the Republic of Slovenia. The assessment of education, made by the ENIC-NARIC is an official opinion that consists of information on educational qualification, the status of educational institution and educational programme, the field of education, the obtained title or degree, a short description of the educational system, a comparison with educational system in the Republic of Slovenia, etc.

The subject of the assesment is fully or partially completed accredited educational programme. Usually that means a foreign educational qualification, but also the Slovenian educational qualification or educational qualifications issued before June 25th, 1991 in the former Yugoslavia. Anyone wishing to apply for the assessment of education must provide:

- the original of the certificate or diploma,
- a photocopy of the certificate/diploma,
- the certified Slovene translation of the certificate/diploma,

⁴ The Education System in the Republic of Slovenia, 53ff. <http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf>

⁵ The Education System in the Republic of Slovenia, 57 . <http://www.eurydice.si/images/publikacije/The-Education-System-in-the-Republic-of-Slovenia-2016-17.pdf>





- a photocopy of the evidence on the content, duration and the requirements fulfilled during the educational programme (Diploma supplement, annual report cards, transcripts or other),

- a short chronological description of the entire education, prepared and signed by the applicant,

a receipt of the paid costs of the process of assessment of education (50€).

The ENIC_NARIC centre is obliged to issue an official opinion within a two month period of receipt of a complete application.

Assessment of the educational and academic qualification of the immigrants follows the same procedures. For the immigrants that are not in a situation to provide all the documents for a complete application, e.g. asylum seekers, refugees, displaced persons, the assessment follows the recommendations stated in the

Convention on the Recognition of Qualifications concerning Higher Education in the European Region, section VII⁶ and in the European Recognition Manual for Higher Education Institutions (EAR HEI Manual)⁷.

The ENIC_NARIC guide for evaluators strictly follows the manual recommendations⁸.

According to the new “Decree on the methods and conditions for ensuring the rights of persons with international protection”⁹ from December 2017, persons that can not prove their educational qualifications with adequate documents and wish to enroll in the programmes of the secondary education, must pass a special examination. The examination consists of general knowledge that includes social sciences, literature, arts, mathematics, natural sciences and english language. The content of the exam is – on the recommendations of the National Education Institut Slovenia – prescribed by the Ministry of the education, science and sport. The National Education Institut Slovenia also establish a three member examining board. An official translator can be part of the examination proces. A similar procedure is in place for those who wish to enroll in the short cycle higher vocational programmes and higher vocational programmes. The difference is in the content of the exams and in the institution responsible for the establishing a examination board (National Examinations Centre).

Context of Migration in Slovenia and labour market inclusion:

Before the second world war and first five to ten years after the war, Slovenia was an emigrant country. Since then, it became predominantly an immigrant country. Mostly “thanks to migration flows from other republic of the former Yugoslavia. Many migrants born in other ex-Yu republics got Slovenian citizenship in the early 1990s when Slovenia became an

⁶ “Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.”,

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168007f2c7>

⁷ [The European Recognition Manual for Higher Education Institutions \(EAR HEI Manual\)](#), Chapter 21, page 129

⁸ <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

⁹ <http://www.pisrs.si/Pis.web/pregledPredpisa?id=URED7189>





independent state. After that some of them, as well as all newcomers, faced a substantial change in their legal status: former co-nationals became foreigners and later on, with Slovenia's EU membership, even so-called "third country nationals". In this process a special (and not yet completely solved) case was a large group of people who didn't get Slovenian citizenship and at the same time they lost their status as permanent residents. Slovenia is still the destination country for number of people from the territory of the former Yugoslavia."¹⁰. In the last quarter of the 2017 the share of foreign citizens among the whole population was 5,79%¹¹. As can be seen from a table below, the vast majority of foreign citizens in Slovenia is coming from the countries of the former Yugoslavia and EU countries.

Foreigners by COHESION REGION, MEASURES, GROUP OF CITIZENSHIP, YEAR and SEX											
			2015			2016			2017		
			Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women
SLOVENIA	Share (%)	Foreigners - TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Former Yugoslavia	76.4	79.3	70.6	76.4	79.3	70.9	76.0	78.7	71.2
		European Union	16.9	16.2	18.3	16.3	15.8	17.4	16.4	16.0	17.0
		Other countries	6.7	4.4	11.2	7.3	4.9	11.7	7.6	5.3	11.8

Source: Statistical Office of the Republic of Slovenia.

http://pxweb.stat.si/pxweb/Database/Demographics/05_population/15_Population_structure/05_05E10_Citizenship/05_05E10_Citizenship.asp

Due to rounding the shares of groups of citizenships do not always add up to 100.0%.

Citizens of Croatia are counted in this group until 2013.

This group includes citizens of Croatia from 2014 on.

As of 1. 1.

The most common reasons for the immigration in Slovenia are employment and family reunification. The last available data are for 2016:

Immigrated foreigners by COUNTRY OF CITIZENSHIP, YEAR and REASON OF IMMIGRATION							
2016							
	Reason of immigration - TOTAL	Employment	Seasonal work	Family reunification	Study	Other	Unknown
Country of citizenship - TOTAL	13760	6917	...	5392	757	561	133
EU countries	3389	2067	...	572	252	411	87
... Croatia	1095	593	...	251	160	73	18
... other EU member states	2294	1474	...	321	92	338	69
Bosnia and Herzegovina	4811	2521	...	2123	144	8	15
Serbia	1597	1103	...	415	59	15	5

¹⁰ Aldo Milohič, 7.2.2013: An overview of the migration policies and trends – Slovenia,

<http://migrationtothecentre.migrationonline.cz/en/an-overview-of-the-migration-policies-and-trends-slovenia>

¹¹ <http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>





AFRICA	19	6	4	9	60	24	25	11
ASIA	67	8	22	37	342	90	147	105
NORTH AND CENTRAL AMERICA	130	22	51	57	93	26	34	33
SOUTH AMERICA	25	3	13	9	45	16	12	17
AUSTRALIA AND OCEANIA	60	6	41	13	16	5	6	5

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/15_05N31_soc_ec_charac_immigr.asp

Overview of the immigrants employment in the different economic sectors confirms the above mention correspondance.

Employed immigrants by ACTIVITY, YEAR, CITIZENSHIP and SEX							
	2016						
	Citizens of the RS			Foreign citizens			
	Sex - TOTAL	Men	Women	Sex - TOTAL	Men	Women	
Agriculture, forestry and fishing	3	2	1	45	42	3	
Mining and quarrying	2	2	0	3	3	0	
Manufacturing	115	87	28	1137	995	142	
Electricity, gas, steam and air conditioning supply	2	2	0	4	3	1	
Water supply, sewerage, waste management and remediation activities	1	1	0	37	37	0	
Construction	49	46	3	1646	1615	31	
Wholesale and retail trade, repair of motor vehicles and motorcycles	78	44	34	498	381	117	
Transportation and storage	48	41	7	1676	1650	26	
Accommodation and food service activities	49	29	20	334	203	131	
Information and communication	22	16	6	119	85	34	
Financial and insurance activities	3	1	2	16	13	3	
Real estate activities	5	3	2	76	42	34	
Professional, scientific and technical activities	60	33	27	446	324	122	
Administrative and support service activities	28	15	13	705	472	233	
Public administration and defence, compulsory social security	61	43	18	1	0	1	
Education	27	9	18	83	43	40	
Human health and social work activities	27	7	20	54	20	34	
Arts, entertainment and recreation	12	8	4	70	52	18	
Other service activities	6	4	2	70	23	47	
Activities of households as employers, undifferentiated goods and services producing activities of households for own use	6	4	2	12	10	2	
Activities of extraterritorial organisations and bodies	0	0	0	0	0	0	

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/15_05N31_soc_ec_charac_immigr.asp

From the table above it is also obvious that the employed are mostly man. Are women having problems finding work. Maybe. But a quick look at the table showing registered labour market activity status of immigrants shows us a more disturbing picture. A vast majority of women are actually not even searching employment (at least not on an official labour market). Their activity rate is just 30% while overall women activity rate in Slovenia is 68,6%. For comparison,

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Supporting Migrant Inclusion in Lifelong Learning and Education (SMILE)



Erasmus+



activity rate among immigrant men is 73,71% (overall activity rate among men in Slovenia is 74,5).

Immigrants aged 15 or more by SEX, COUNTRY OF PREVIOUS RESIDENCE, YEAR, CITIZENSHIP and ACTIVITY STATUS						
2016						
Citizenship - TOTAL						
	Immigrants aged 15 + years - TOTAL	Active - Total	Employed	Unemployed	Inactive - Total	
Men	- Countries on the area of former Yugoslavia - TOTAL	5289	4423	4261	162	866
	- EU countries - TOTAL	3011	1805	1626	179	1206
	- Other European countries - TOTAL	475	347	335	12	128
	AFRICA	53	22	8	14	31
	ASIA	223	138	124	14	85
	NORTH AND CENTRAL AMERICA	118	46	35	11	72
	SOUTH AMERICA	35	19	11	8	16
	AUSTRALIA AND OCEANIA	46	18	10	8	28
	Women	- Countries on the area of former Yugoslavia - TOTAL	2708	578	427	151
- EU countries - TOTAL		1643	608	492	116	1035
- Other European countries - TOTAL		410	214	197	17	196
AFRICA		26	9	4	5	17
ASIA		186	83	66	17	103
NORTH AND CENTRAL AMERICA		105	37	29	8	68
SOUTH AMERICA		35	11	9	2	24
AUSTRALIA AND OCEANIA		30	3	2	1	27

Source: Statistical Office of the Republic of Slovenia.
http://pxweb.stat.si/pxweb/Database/Demographics/05_population/40_Migration/15_05N31_soc_ec_charac_immigr/15_05N31_soc_e_c_charac_immigr.asp

Why is that so? Part of the answer probably lies in the above mentioned structure of the labour demand. Most of the jobs are in the sectors demanding secondary education. If we look at the educational structure of immigrants by sex, we get the following figures (for the year 2016):

- Man: basic or less – 23,94%; upper secondary – 64,44%; tertiary – 11,74%.
- Women: basic or less – 37,35%; upper secondary – 39,51%; tertiary – 23,14%.

Important factor may also be a little more complicated procedure for the acquiring a working permit in cases of the family reunion, but are very far from being insurmountable.

Migrants and education: inclusion, best practices and challenges

According to the research made to assess the characteristics of the different models of integration (assimilation, multiculturalism, interculturalism)¹² the general public and immigrants agree that it would be wise to distinguish between two forms of inclusion of migrants in education: on the one side is language education and, on the other side, we can put all the other forms. This can be seen in the analysis of the importance of the different

¹² <http://www.debatingeurope.eu/2015/03/26/is-interculturalism-a-better-social-model-than-assimilation/#.Ws3MZIHuaUI>





aspect of integration: both groups are in agreement that for the successful integration speaking language is the most important skill.

Slovenian official integration policy follows this logic and offers an “Initial Integration Programme” that is basically a free slovenian language course with a few additional information about Slovenian society (history, culture and constitutional arrangement). All third country nationals are eligible to attend. The programme can last 180 or 60 + 120 hours (depending on the residence permit of the applicant). Applicants that attend the 120 or 180 hours programme and were present in the course at least 80% of all the hours are entitled to the free-of-charge first Slovenian language exam at the basic level.¹³ Persons with international protection are entitled to free courses of Slovene language and acquaintance with Slovenian culture. A similar free and voluntary course is organized for the asylum seekers.

Citizens of other EU states and refugees are entitled to enroll in all education programmes under the same conditions as Slovenian citizens. Other foreign nationals are entitled based on the principle of reciprocity.¹⁴

It must be said that these programmes also represents the best practices. A lot of other integration programmes (usually implemented by different NGO-s) are organized as an important, indispensable even, addition to these programmes and are offering a learning assistance, additional information about application procedures, information about educational opportunities (programmes, venues, schools...), employment opportunities and maintenance of vocational skills.

Noticable barrier is a lack of language courses that would be specifically oriented toward enhancing migrants language skills for the taking the advantages of specific employment opportunities. Employment Service of Slovenia¹⁵ is working to overcome this obstacle with special information and support service for migrants from non-EU countries and dedicated language courses, but migrants are finding them too crowded, undifferentiated by cultural, socio-economic, educational background. They also complain that there is almost no programmes for the migrants with higher level of education. The biggest barriers to the inclusion of migrants in the adult education are connected to the processes of the assessment of the educational and academic qualification. Even though the system is in place, there are a few problems with its timely implementation. In other words, individual requests are often processed too slowly. This can have an important repercussions for the access of migrants to noncompulsory education and vocational trainings.

¹³ http://www.mnz.gov.si/en/services/slovenia_your_new_country/integration_of_foreigners/; and <http://infotujci.si/en/integration-into-slovenian-society/>

¹⁴ <http://infotujci.si/en/integration-into-slovenian-society/>

¹⁵ Zavod za zaposlovanje, http://english.ess.gov.si/the_info_point_for_foreigners





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5. Debating Europe, <http://www.debatingeurope.eu/2015/03/26/is-interculturalism-a-better-social-model-than-assimilation/#.Ws3MZIhuaUI>
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8. Uredba o načinih in pogojih za zagotavljanje pravic osebam z mednarodno zaščito, <http://www.pisrs.si/Pis.web/pregledPredpisa?id=URED7189>



Field research

Migrants and their experiences and perspectives - methodology and findings

Methodology

We have chosen to concentrate our research on a migrants coming from noneuropean countries for they are the one facing most difficulties in the integration in the slovenian society. We have made four semistructured interview with the migrants that are in Slovenia at least five years and a focus group with eleven migrants that are in Slovenia twelve months at most (some of them are still asylum seekers). We expected a little different findings, because Slovenia was forced to make some changes due to the large upsurge of asylum seekers and refugees since the end of the 2015. We also had an idea that the migrants living in Slovenia at least five years will be able to better represent the attitudes of their diasporas. It turn out that we were wrong about the latter. It seems that migrant diasporas in Slovenia are still not organized as a community(ies) with stronger, consistent and longlasting connections among members. This situation has a direct bearing on all level of integration process, including the inclusion of migrants in the adult education. For example, even most basic information about adult education oppurtunities and possibilities, changes in the official policies etc. are shared only among friends and in a very contingent way.

Findings

1. What is the general situation of education for adult migrants in this country? How inclusive do you think education policy and programmes are in this country towards adult migrants? Are you included in the debate? Do you participate in education policy consultations and confereces? And are you happy with the result of this? Why?

All participants mentioned the initial language courses. They agreed that they are very important, necessary actually. It was also mentioned that inclusion in the basic education was offered to those who had not had the opportunity to finish it in their country of origin. Some of them have finished it. However they were never and are not included in the official consultations concerning educational policies for migrants. Occasionally they participate on round tables and debates organised by NGO-s, but they never have a feeling that their suggestions are really getting through.

2. What are the opportunities for language learning for migrant adults? Are they accessible? What works well? What doesn't work? What is the quality of these programmes? Do migrants finish these programmes successfully and do they find jobs as a result?

None of the participants has any major complaints about opportunities for language learning for adult migrants. They all agree that the language programmes are accesible. The informations about them are also available and satisfactory. The asylum seekers and refugees have emphasized that the slovenian language course for the asylum seekers is a very good practice. Nevertheless, the opinions about actual implementation of the course varied. Some are of the opinion that, because it is not obligatory, it should concentrate more on those attendees that are regular and motivated and that it should take place every day (instead of two days in a week). The others did not agree and were satisfied with the existent way of





implementation. They all agree that a lot of additional information would be needed to rise the motivation of asylum seekers to participate. These informations should include potential advantages for the inclusion in the slovenian society and labour market while still being an asylum seeker and also later, after receiving the status of a refugee. As it stands now, asylum seekers are too often left for themselves to find out its potential benefits. The lack of these kind of informations can be, especially in a combination with a long and uncertain asylum procedure, an important demotivating factor.

They expressed similar opinions regarding the obligatory language courses after they received the refugee status. Especially those that were regularly attending the language course as asylum seekers were complaining that the new course started from the basics. That it was oriented towards the beginners. They noticed the teachers efforts to provide for both groups, but, they think, that can only be done with seperated classes. Additional problem is that migrants are coming from different cultural, ethnic, socio-economic, educational and religious background. Teachers, even while they are trying hard to be fair and open, are striving to deal with such a diversity. Smaller classes with more homogenous participants were suggested; or additional training in intercultural competences for teachers and/or the inclusion of the additional teachers in the class.

On general, the quality of language programmes is good, but smaller classes and more informal teaching methods would be most welcome. They all agreed that more opportunities for “learning by doing”, that is to say, to learn language in a concrete everyday situations would rise their motivation and level of success. There is no doubt that slovenian language is a condition for getting a job. It is not enough, but it is almost impossible to get one if one does not speak slovene.

3. How easy is it when migrant come here to access education? What are the available programmes and systems that help them access education? What are the challenges that migrants find in accessing education opportunities. For accessing vocational education? For accessing colleges and Universities? Are there any validation and accreditation systems that evaluate past experience and qualifications? Are they efficient enough?

Participants agreed that language courses are not the problem from the accessibility point of view. The same goes for the basic education (primary school). Access to vocational and tertiary education is more complicated. A special integration service (part of the Government office for the support and integration of migrants) and different NGO-s are providing information and support for the refugees. However, the refugees are finding their services a bit lacking especially regarding information about educational opportunities. They feel that they are too often left to themselves. More precisely, they get the help and support if they manage to find an educational opportunity on their own. What they miss are actual (in time and location) and comprehensive informations about their rights to different educational programmes; informations about educational opportunities available to them; and informations about the best ways and manners to seize them. They strongly expressed a need for this kind of information to be delivered to every migrant without special request made by them. Now, sometimes even the counselors in the employment service needs to be reminded by migrants about the available education opportunities. How many good opportunities were missed because of this sistemic lack, they asked? Particularly in the light of the important number of





very successful retraining (meaning that retraining ended in employment) for forklift drivers, accountants, cosmeticians and welders.

The same goes for the validation and accreditation system. The system is in place (cf. page 4-5) but migrants hardly know about it. Those who went through this system or are still caught in it are complaining that it is very demanding and that the procedures take too much time (over a year in some cases).

4. Do you think schools/institutes provide the right kind of teachers that are sensitive to migrant adult learners? What are some problems you have found in this area? What are some best practices? What types of psychosocial support do adult learners find in the education programmes and institutes you know? Do you feel there is discrimination towards certain groups of people in school? Have you experienced, or do you know anyone who has experienced this discrimination from teachers? From other students? From anyone else?

Generally speaking, opinions about teachers themselves are good; there was much more complaints about too crowded and too heterogeneous classes (look above 2.). They feel that that represents a big problem for the teachers and also for the migrant learners. Some of them who had the opportunity to attend the language classes in the private language schools suggested that the same principles (e.g. small classes – 5 pupils with two teachers) should be implemented in publicly financed programmes for migrants. They all agreed that learning methods should be very practically oriented. Those who experienced traditional methods and “learning by doing” methods were adamant that the latter is a way to go. They don’t get the psychosocial support in the school even though teachers are sometimes helping them with problems that are not connected to the educational programmes itself.

They don’t feel that discrimination in schools is the problem. Attitudes towards migrants in general population are a different matter. Teachers are always trying to be fair, even though they lack, according to some migrants, certain intercultural skills. A cultural mediators in classes or at the school would be very welcome.

5. Barriers to education? How do you think education can be improved for migrant adults? What can the government and other stakeholders do?

Slovenian language is the biggest barrier. A lot of migrants feel that it is very complicated language; especially for those coming from non-slavic or even non-indoeuropean language background. They also noticed that everything, education and employment, is dependant on speaking the language. Even university level programmes in english are rare. The second biggest obstacle is system of the recognition of informally acquired knowledge and the recognition of the educational and academic qualifications. They believe that the procedures are too complicated and too long. They also complained about the lack of comprehensive and timely informations about all educational rights and opportunities (look above 3.)



Experiences and perspectives of teachers, school administration and support personal – methodology and findings

Methodology

We have made four semistructured interviews with the teachers, one with learning support personnel and three with school administrators (principal and two with persons responsible for adult migrant education in school). Two schools were predominately teaching asylum seekers and refugees and one was more oriented toward third country nationals and economic migrants.

1. From which countries do migrants adult learners usually come from?

Economic migrants and TCN are mainly coming from ex-Yugoslav republics; lately mostly from Macedonia. Situation with asylum seekers and refugees is more diverse: DR Congo, Nigeria, Eritrea, Morocco, Algeria, Syria, Afganistan, Pakistan etc.

2. Are there any factors, such as age and gender, that prove to be challenging to migrant inclusion in education in your school? How are these challenges dealt with? When it comes to adult learners, how is their inclusion in the school programmes? What are the challenges they find? What are the challenges you find with their inclusion?

The biggest challenge is motivation. This is especially true for the migrants that are obliged to participate in language learning courses or basic education courses. Very often they do not realize how important for their future life in Slovenia is knowledge of slovenian language. Teachers and support personnel (where they exist) are trying hard to motivate them; nevertheless dropout is very high. Women are also harder to motivate. Young mothers especially. One school has solved this problem by organising a kind of 'kindergarden' for children while their mothers are in class.

3. What challenges have you faced in the classroom with migrant students? Why? How have you dealt with this? How are you providing for this challenge?

Challenges are many: a) too diverse classes (e.g. different levels of previous education can have negative effect on a learning atmosphere in the class); b) too homogenous classes (e.g. ethnically homogenous classes are, according to some teachers, harder to motivate – students always revert to their mother tongue while in ethnically diverse class a slovenian can start to work as a lingua franca); c) unmotivated students that are obliged to attend is very often a disturbing factor for other students and teachers; d) classes with too many students; e) teachers are often required to offer psychosocial support or to help students with understanding different formulars; e) different level of literacy can also be a big challenge, particularly among asylum seekers and refugees; etc.

Policies to deal with these challenges are diverse. Schools are trying to assess the level of prior knowledge and education of students and to form classes accordingly. Teachers and other school personnel are trying to convince unmotivated migrant students that the courses that they are obliged to attend are really very important, even necessary, for their future. A special courses for illiterate migrants are also organized (they are successful but they must primarily





be oriented toward language speaking skills). A very good and successful praxis is employment of cultural mediators. But they have to be trained in pedagogical skills. In Cene Štupar school are adamant that the best cultural mediators for their kind of work are migrants with previous pedagogical education.

4. Which language do you use to teach? Do migrant learners understand it? What are the challenges and best practices you have found in mitigating language challenges in the classroom?

Teaching language is Slovenian (in language courses, basic education and secondary education) and sometimes, if that is really necessary, English. Migrants have problems with that, of course. A very good way to mitigate these problems is for the teacher to learn some words and phrases from migrant learners' languages. Teachers agreed that this is always welcomed by migrants. But absolutely the best practice are cultural mediators with pedagogical education that are present in the classes: they are able to notice when a teacher needs help or when a student needs help and to act accordingly.

5. What are your recommendations on a policy or school level for promoting migrant inclusion in adult education?

Recommendations (policy and school level): a) all migrants should be continuously informed about education possibilities, rights and opportunities (this should be obligation of the official integration services); b) cultural mediators with pedagogical education, preferably migrants, should be present in every class; c) for those migrants that are obliged to attend classes a new 'motivational structure' is needed (present one is based on punishment for not attending or dropout); d) schools implementing the official integration programmes in education should be given additional assets so that they would be able to organize 'babysitter service' for those migrant learners that are also parents; and f) more informal teaching methods and "learning by doing" in real places and situations needs to be encouraged and financed.

6. What are your recommendations for training teachers in dealing with the multicultural classroom.

Teachers should be given the opportunities: to learn more about intercultural approaches to education; to get acquainted with the cultural, social and religious background of their students; to learn practical skills for work in multicultural and multilingual environment; to learn and to use informal teaching methods. Also, supervisions and individual and/or group consultations for teachers were suggested.

7. Do you believe all migrants who finish the courses at this institute have the same chance at employment as everyone else? Do they face discrimination?

It is hard to say whether they have the same chance at employment as everyone else, but it is perfectly clear that if they do not finish the language courses they will have very hard time finding an employment. It is also quite possible that they will face discrimination, because of the general public attitude toward migrants.



Teachers' Responses to Questionnaires

Answer 5 means that respondents are very much in agreement with the statement and answer 1 means that they are certainly not.

	1	2	3	4	5	mode	'median'
I have difficulties in dealing with a multicultural classroom (students from different countries)	3	4	2	5	6	5	4
Including adult migrants in the classroom is always very difficult	3	4	2	2	9	5	3
Gender and age differences are many times more difficult to deal with than cultural differences	4	7	3	4	2	2	2
Language is the biggest barrier to inclusion of migrant learners in the classroom	0	3	2	5	10	5	4,5
Sometimes native students become impatient or irritated when I try to support disadvantaged migrant learners in the classroom	4	4	3	6	3	4	3
Some migrant learners seem to discriminate or be prejudiced towards other migrant learners	2	4	9	2	3	3	3
Racism is a reality in our school	4	7	4	3	2	2	2
Many migrant learners feel very well integrated in the school with other students	1	2	4	7	6	4	4
The school is not doing enough to prepare migrant learners for the courses they take	10	4	3	2	1	1	1,5
I know many teachers and staff who do their best to support migrant learners, especially when they face several challenges	0	0	3	5	12	5	5
I know that some teachers in this school have not been correct in the way they speak or act towards certain migrants learners	4	5	5	4	2	2 and 3	3
I know there are at least 5-10 non EU migrants who have successfully completed their programme this year (or last)	0	3	2	7	8	5	3
I know there are at least 10-20 non EU migrants who have successfully completed their programme this year (or last)	2	3	3	6	6	4 and 5	4





SMILE

I know there are at least 100 non EU migrants who have successfully completed their programme this year (or last)	13	4	2	1	0	1	1
There are hundreds of non EU migrant learners that complete their studies here every year	15	3	1	1	0	1	1
I have had at least one training on how to address challenges of inclusion for migrant learners in the classroom/school	0	0	0	6	14	5	5
It is impossible to integrate migrants in our school because of their cultural perceptions	12	4	3	1	0	1	1
Inclusion in education is more difficult for migrant women than for migrant men	0	2	3	11	4	4	4
The school needs to have clear policies on diversity in the school, and to implement these policies effectively	5	1	2	6	6	4 and 5	4
Teachers need more training on migrant inclusion in the classroom, methods for bringing the classroom together and overcoming barriers	0	2	1	10	7	4	4
We definitely need better language programmes to prepare migrants for courses	0	3	2	5	10	5	4,5
I really don't want to teach migrant students	18	2	0	0	0	1	1
Some students come from families that pressure them to stay away from black , Muslim or other specific groups of migrants	7	3	7	2	1	1 and 3	2,5

