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Press release National State of the Art and Gap Analysis

Data Collection and Analysis in Slovenia

Within the PASSAGE consortium, Slovenia, Cyprus, Greece, Italy, Portugal, and Lithuania have taken first steps to cope with increased level of third country nationals arriving in these destinations. The National State of the Art and Gap Analysis, serves as the basis for further elaboration and will serve as comprehensive reference of understanding, knowledge, and awareness of youth in all European participating countries, in issues related to pedagogies and pedagogical integration in the EU.

In these first steps mentioned above, partners conducted a literature review of the pedagogical models and administrative structures and practices in securing the integration of children from migrant background who enter new country-school environment. Data was collected from various resources, which will be later used in creating innovative tools and approaches for better integration of immigrant children into classrooms.

The research shows that We cannot yet speak of the education system in Slovenia as multicultural education, but it is true that in recent years some foundations have been laid in our country for the development of such education. Furthermore, the desk research of the Slovenian education system has proven to be solidary, inclusive, and successful in accepting those who have taken refuge in us due to the wars in the Balkans. In the field of primary education, Slovenia has a number of systemic measures that help ensure equal conditions for all students, regardless of their socio-economic situation or other personal circumstances.

Quantitative analysis revealed some interesting features on the perspective on integration of immigrant children and refugees in Slovenia. Analysed data confirmed that Slovenian system is not very multicultural, as the Slovenian teachers are not very confident in teaching immigrant children. The analysis confirmed that objectives and aims of the PASSAGE project all fully in line with the predicted needs of teachers, which is the need of new, innovative approaches and tools tailored for children with immigrant background.



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