USING THE COE INSTRUMENTS FOR THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS

PILOTING THE SELF-ASSESSMENT HANDBOOK FOR PROVIDERS OF COURSES FOR ADULT MIGRANTS

at the Centre for Slovene as a Second/Foreign Language, University of Ljubljana, Faculty of Arts

Strasbourg, June 4th 2014

Nataša Pirih Svetina
Centre for Slovene
as a second/foreign language

courses of Slovene

Slovene at foreign universities

Examination center

Publishing

News

Seminar of Slovene language, literature and culture

Education

Symposium obdobja

Slovene for children and teenagers
THE CENTRE IN FIGURES

- 3200 Slovene language learners, both in Slovenia and abroad
- 1500 exam candidates per year
- 100 teachers
- A network of 57 universities worldwide
- 11 employees at the Centre

- 5 European Language Label awards for projects
# Slovene Language Courses

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- **EILC**
- **EILC+**
- **Intensive Morning Course**
- **Pocket Course**
- **Youth Summer School**
- **Intensive Course**
- **Autumn School**
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- **Morning Course**
- **Intensive Morning Course**
- **Individual Classes**
THE NUMBER OF PARTICIPANTS IN SLOVENE LANGUAGE COURSES IN RECENT YEARS

- 2013: 1283
- 2012: 864
- 2011: 816
- 2010: 794
SLOVENE LANGUAGE COURSES FOR IMMIGRANTS
BASED ON THE MINISTRY CURRICULUM

16 courses; 45 groups, 635 participants

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SLOVENE LANGUAGE COURSES FOR ADULT MIGRANTS

- Organized according to the:
  - the "Decree on ways and scope of providing programmes of support for the integration of third country nationals" and
  - the Ministry curriculum „Initial integration of immigrants“
- Courses are free of charge for participants who are third country nationals
- Co-financed by the EU (75 %) and the Ministry of Interior (25 %)
- Length of course: 60, 120 or 180-hours

- **80 % attendance** leads to the possibility of sitting the Slovene language exam for the first time free of charge
**Nationalities of the Participants**

- Bosnian: 47.7%
- Serbian: 11.3%
- Macedonian: 8.5%
- Russian: 7%
- Ukrainian: 3.3%
- Kosovan: 3%
- Croation: 2.1%
- Montenegrans: 2%
- American: 1.5%
- Belorussian: 1.1%
- Indian: 0.9%
- Brazilian: 0.8%
- Albanian: 0.6%
- Turkish: 0.6%
- Pakistani: 0.6%
- Cuban: 0.6%
- Thai: 0.9%
- Nigerian: 0.8%
- Other nationalities: 7%
PARTICIPANTS BY GENDER AND OCCUPATION

110 different occupations were reported.

Women 65 %

Men 35 %
PILOTING OF THE HANDBOOK

- Invitation from COE, forwarded from the Ministry of Education (summer 2013) to 2 organisations in Slovenia:
  - The Centre for Slovene Studies and
  - The Slovene Institute of Adult Education
PILOTING OF THE HANDBOOK

• The Centre for Slovene Studies decided to take part in the piloting
  ⇒ challenge, opportunity for professional development for the individuals within the Centre as well as a team-building exercise.

• Preparation for piloting session started in September 2013

• Piloting itself took place in October 2013 with the help of the co-author, Richard Rossner, a member of the Council of Europe’s LIAM team of experts.
PREPARATION ACTIVITIES

• Handbook studied in detail
• Translation of the Handbook in Slovene provided by COE
• Questionnaire divided into several parts to enable various targets to be involved in the exercise:
  – Organizational staff (part 1, 3A, 8, 10)
  – Teachers (part 4)
  – Head teacher and teacher trainer (parts: 2, 3B, 5, 6, and 7)
  – Managers (part 9)
MAIN PURPOSE OF THE VISIT

• Getting feedback on the questionnaire, the main part of the Handbook:
  – Ideas for the improvement of the Handbook
  – Detecting missing questions
  – Ideas on the process of self-assessment itself
ORGANIZATION

• Part 4 of the Questionnaire was responded to by the teachers working on the Centre’s courses for immigrants
• Answers were collected, and some of them were discussed at the meeting with Richard Rossner
• Some other parts of the Questionnaire were discussed on the second day of Mr. Rossner’s visit
OUTCOMES

• Piloting of the Handbook – hybrid experience:
  – a real self-assessment experience for the Centre
  – feedback on the Handbook itself
RESULTS OF THE CENTRE’S SELF-ASSESSMENT

• Strong and weak areas in the complex field of work with migrants detected ⇒ important: vulnerable target group

• Some areas where improvement is necessary or desirable were detected

• Action plan or strategic plan needed; the self-assessment process was a good starting point
THE HANDBOOK IN THE EYES OF THE CENTRE

• A very useful tool for institutions receiving and dealing with immigrants (pre- in- and post- self-evaluation)

• It allows the various contexts in which institutions operate to be taken into account

• Form of the questionnaire: questions or statements to be graded

• Several ideas for improvement have been offered to the COE.
THANK YOU!

• For the opportunity to undergo the process of the self-assessment

• For the help of the COE’s Philia Thalgott

• and specially to the co-author of Providers of Courses for Adult Migrants Self-assessment Handbook, Mr. Richard Rossner

• For the attention.
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