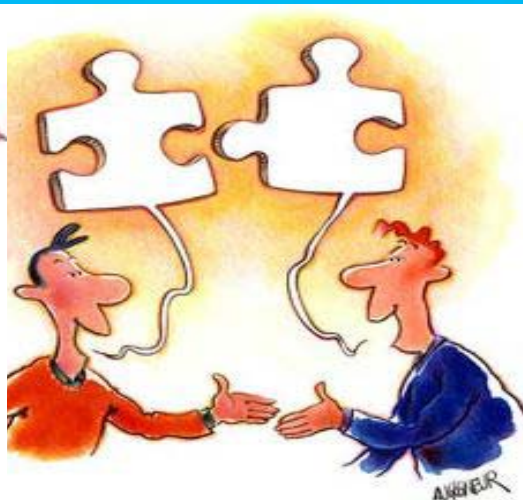


# GUIDANCE FOR THE INTEGRATION OF IMMIGRANT CHILDREN AT KINDERGARTENS AND SCHOOLS



mag. Marta Novak  
[marta.novak@zrss.si](mailto:marta.novak@zrss.si)



Zavod Republike Slovenije za šolstvo

# What are the guidelines?

They are an indicative document of general guidelines for working with children of immigrants in schools and kindergartens and boarding schools helping with integrating and designing educational work.

Regarding the principle of autonomy of schools and kindergartens and boarding schools individual educational institutions should find their own concrete solutions for their work programme including its features.

# The starting point of the Guidelines

- The strategy of including children, students and migrants in the education system in the RS / May 2007 Legal basis / international, domestic



# LEGAL BASIS

- International documents Council Directive of the European Communities of 25 July 1977 on the education of children of migrant workers (77/486 / EEC)
- Council Directive. 2001/55 / EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof
- Council Directive. 2004/83 / EC of 29 April 2004 on minimum standards for the qualification and status of third country nationals or stateless persons as refugees or as persons who otherwise need international protection and the content of the protection granted.
- Resolution of the Council of the European Union (2008 / C 320/01, dated 21 November 2008). The document recommends States to foreigners, especially young people the opportunity to learn the language of the host country, which is a key element for successful integration and employability, while respecting the languages of their countries of origin.

# Slovenian legal basis

- Rights to the integration of foreign children in the Slovenian education system is governed by the Organization and Financing of Education Act, the Elementary School Gymnasiums Act, the Act on Vocational Education and Training and the Rules of examination and evaluation of knowledge and progress of pupils in primary school.
- Regulatory Framework for integration into the school system RS aliens who have a special status (refugees, asylum seekers, himself under international protection), is defined by the Law on Asylum Act on temporary protection of displaced persons, Regulation concerning the rights and obligations of refugees in the RS, the Regulation on conditions for the exercise of the rights of persons enjoying temporary protection on the basis of ZZZRO and the Regulation on the integration of foreigners in the Republic of Slovenia.

## LEGAL STATUS OF PARTICIPANTS BEFORE TO INCLUSION IN VI OUR SYSTEM

Applicable Law / Aliens Act / for immigrants classified into the following groups

- Persons who do not have Slovenian citizenship and thus t. i. typical migrant
- A special category as forced migrants, ie persons with temporary protection, asylum seekers and refugees. Attention is drawn to the category of migrants with special status, which has become topical with the entry of Slovenia into the European Union, namely for nationals of Member States of the European Union.
- Part of migrant children are also children of Slovenian emigrants and expatriates (with Slovenian citizenship or without Slovenian citizenship), who have returned to their homeland.

# BASIC GOALS

- a) ensuring the optimal development of the individual, irrespective of gender, social and cultural background, religion, national origin, and physical and mental constitution
- b) Education in tolerance
- c) Development of awareness of gender equality, respect for diversity and cooperation with others, respect for children's and human rights and fundamental freedoms
- d) Development of equal opportunities for both sexes and thereby develop the ability to live in a democratic society.

# I GENERAL PRINCIPLES

1 The principle of openness, autonomy and professional responsibility of the educational institution and its staff.







2 The principle of equal opportunities, respect for diversity of children (respect for the specificities of children's culture of origin) and the development of multiculturalism.



3 The principle of ensuring the conditions for achieving the objectives and standards of knowledge.



4 The principle of active learning and providing opportunities for communication and other means of expression - language learning Slovene.



**5 The principle of co-operation with the local community. 6 Participation of parents and other community members in the educational process.**

# II. PEDAGOGICAL PRINCIPLES

- The principle of the best interests of the child The principle of non-discrimination
- The principle of cooperation
- The principle of learning about different cultural patterns and identities
- The principle of comprehensive information for The principle of training, education professionals kindergartens and schools
- The principle of sustainability
- The principle of temporal expediency.



# IMPLEMENTATION OF THE PRINCIPLES

- 1.Preparations for the inclusion
2. integration into the proces of education - the education system
- 3.The size, shape and ways of adapting educational work
- 4.Slovenian as the language of instruction
- 5.Concern for quality language teaching for immigrant children
6. Developing multicultural and intercultural competences
- 7.Cooperation with parents
8. Quality education and training for professionals
- 9.Actions at national level

# 1 PREPARATION FOR INCLUSION

- Pleasant environment admission
- Involvement of employees
- Preparing children / pupils at reception



## 2 INTEGRATION OF IMMIGRANTS IN CHILDREN AND EDUCATION SYSTEM EDUCATION

- Collection of data on child / student
- Parents provide information on the following website:  
[www.infotujci.si](http://www.infotujci.si)
- Suggest parents to enroll their children in kindergarten at least two years before entering school
- Determine the comparability of knowledge
- Ranking in the relevant Class / year.



# 3 SCOPE, FORMS AND METHODS FOR MATCHING PART EDUCATION WORK

The creation of an individual plan of activities (INA):

- characteristics and needs of the individual (strengths and weaknesses)
- understanding of the language
- social inclusion
- collaboration with parents
- plan forms and methods of work
- allocation of responsibilities
- monitoring progress of the child and determine the framework of time adjustment
- adjustment standards of knowledge
- customized testing and evaluating knowledge in terms of understanding the substance and the new language of instruction
- to promote peer and tutorial assistance. /



## 4 PLACEMENT OF TEACHING LANGUAGE

- Caring for a child to learn Slovenian immigrants is the domain of professionals.
- Before, during and after the inclusion of Forms / example. preparatory institution, courses, additional classes, Indra.

## 5 CARING FOR CHILDREN quality language teaching IMMIGRANTS

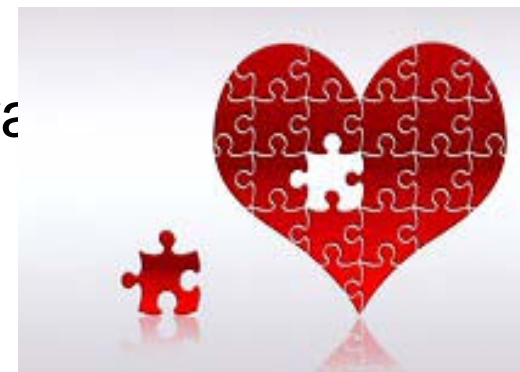
In the context of the given options allow immigrant children

- that can be expressed in the mother tongue;
- networking with kindergartens and schools in places child / pupil comes;
- the acquisition of literature and materials in the languages of immigrant children
- communicating with children's literature in their mother tongue
- the possibility of links with organized forms of ethnic communities, which belongs to the learner (language courses, projects, cultural events, open days ..)
- promote the visibility of the first / native language of pupils enrolled in the school.



## 6 DEVELOPING multiculturalism and intercultural competences

- Encourage all children / students to intercultural communication (project days, events, exchanges between schools, countries, cooperation with non-governmental humanitarian organizations)
- individual children / pupils immigrants to showcase their native language and culture in their various activities.
- International partnerships
- Designate the so-called trustee for immigrants which parents and children / pupils immigrants trust.



# 7 COOPERATION WITH PARENTS AND THE LOCAL COMMUNITY

- In establishing relationships with parents of children of immigrants are respected their privacy, culture, language, worldview and values
- Invite parents to engage in work life in kindergarten / school.
- Help translators.



## 8 HIGH QUALITY EDUCATION AND TRAINING FOR PROFESSIONALS

Provide continuing education for professionals, which includes both didactic methodical knowledge, language skills, and strengthen intercultural competences, which is a prerequisite for effective educational work.

Various institutions in the country



## 9 MEASURES AT NATIONAL LEVEL

- At the undergraduate level educational institutions offer students the content of intercultural pedagogy and ability to use such content;
- The government should ensure adequate materials (teaching materials, work books) for children and practitioners;
- Provide you further in-service training of educators, teachers and other professionals with content intercultural pedagogy.
- Promote the teaching profession among immigrants and descendants of immigrants.

# CONCLUSION

The task of all those involved in education and the community is to ensure with appropriate educational experiences to all children and lead them to experience acceptance, success and satisfaction.



## WATCH VIDEO

<https://www.youtube.com/watch?v=qFxjXaXs2gU>

<https://www.youtube.com/watch?v=erA8CDUA7aE#>

Cultural Incubator in Slovenia

Thank you for your attention

[Marta.novak@zrss.si](mailto:Marta.novak@zrss.si)