Study on
How Initial Teacher Education prepares student teachers to deal with Diversity in the Classroom

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Research report from SLOVENIA

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Study on How Initial Teacher Education prepares student teachers to deal with Diversity in the Classroom

1. Country Profile: SLOVENIA

Section A
Local Context

Part I

A1: How diverse is the learner population in your country in terms of migrant, minority, linguistic and/or religious background? And what challenges does increasing diversity create for teachers?

Please support your answer with the data we have provided you with in the Excel sheet ‘Statistics related to ITE’ and Country data sheet, as well as any additional and relevant statistical information you will find. Possible indicators for answering this question include:

- Share of individuals with a minority/ migrant background of total population;
- Largest minority/ migrant groups in the country;
- Recent data on refugees’ inflow in your country;
- Share of learners with a migrant and/or minority background in pre-primary, primary and general education (if possible specify separately for different ISCED levels).

In addition, please comment on data limitation in your country.

Please provide a concise answer as continuous text in the following text box:

Answer

Based on the concept of diversity defined in the context of this study, the population of Slovenia can be divided into three main groups of learners. First there are Italian and Hungarian minorities which are defined as national minorities. The second group are Roma communities. Roma are recognised as an ethnic minority. Both groups have constitutional rights.¹ There is also a third group, that of migrant learners (EU and non-EU).

On the level of educational rules and regulation the rights for all abovementioned types of groups are defined in the so-called “umbrella law” Organisation and Financing of Education Act (ZOVFI), as well as Elementary school Act (ZOVFI), Act on pre-primary education (ZVrt), Vocational education and training Act (ZPSI) and in different sub-acts and regulations. In case of Roma learners, there is a Strategy on inclusion of Roma

¹ Constitution of RS; (Ustava RS) http://www.us-rs.si/media/ustava.republike.slovenije.pdf (art. 64., 65.)
learners in education (Strategija vzgoje in izobraževanja Romov v Sloveniji 2004/2011). Migrant learners are guaranteed to have the same access to elementary education as Slovenian citizens as elementary education is mandatory for all children according to the Constitution of Slovenia.

Overall, statistical information for 2016 shows that there are 5.2% of foreign citizens in Slovenia, from a total population of 2,064,188. In 2002, 2,258 individuals proclaimed themselves as Italians, and 3,762 claimed their mother language to be Italian. The same year 6,243 individuals proclaimed themselves as Hungarians and 7,713 claimed their mother language to be Hungarian. In 2002 there were 3,246 individuals that proclaimed themselves as Roma and 3,834 of those who claimed their mother language to be Roma. Estimations of different organisations state that there are around 7,000 to 12,000 Roma individuals in Slovenia.

Mipex index and Eurostat data from 2000 on additionally show that there is a high number of Non-EU, foreign-born migrants in Slovenia, who are mainly from the Western Balkans (91%) (Bosnia and Herzegovina, Kosovo, FRY Macedonia, Serbia and Croatia). The remaining 9% is distributed over a larger number of countries and do not represent larger groups.

There is no central evidence on the number of children who speak Slovenian as a second language. Data from the National institute for Education form 2006 (ZRSŠ), taken on a sample of educational institutions from pre primary, primary and secondary education shows that there are 10.27% children in pre/primary education that speak Slovenian as a second language, 31.5% in primary education, and 11.74% in all secondary education.

The data of the Ministry of Education Science and Sports (from 2014 to 2016) show that every school year there are between 120 and 160 students enrolled in Italian schools and bilingual elementary schools (Hungarian and Slovenian language). The number of enrolled students in the abovementioned types of secondary schools in the last three years has been around 360.

According to the Mipex report, the basic challenge for Slovenia seems to be the language barriers in relation to the high student/teacher ratios. There are also indications that propose juridical changes. Some of them are: development of coherent strategies and instruments for inclusion of migrant children in education, the need for teacher competence enhancement in relation to teaching migrants as well as teacher/parent cooperation, and the need to increase additional amount of hours for Slovenian language. There is also the need for developing strategies and practice for inclusion of migrant languages and cultural specifics in classrooms.

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2 Elementary School Act; (ZOsn) http://piers.si/Pis.web/pregledPredpisa?id=ZAKO448 (art. 10).
3 Constitution of RS; art. 57.
5 Ministry of Internal affairs; MNZ: manjšine http://www.un.gov.si/si/manjsine/ (13.5.2016); From 2008, in accordance with the art. 4. of Regulation of EU Parliament an EU Commission (Uredbe (ES) št. 763/2008 Evropskega parlamenta in Sveta), the collection of data on nationality in population census is no longer mandatory (13.5.2016 http://www.un.gov.si/si/manjsine/).
8 Ministry of Education Science and Sport. MIZŠ, personal correspondence.
9 Please see comment 6.
Nevertheless, the National Educational Institute (ZRŠŠ) and the Ministry of Education, Science and Sport provide support to teacher dealing with diversity issues, by offering them consult (such as expert consult, networks of public institution experts and schools, teachers; ITE network for sharing good practices concerning diversity is under preparation, and different study materials. This support is mainly of recent date (after the “migrant shock in autumn 2015) and ongoing.

The National educational institute developed Guidelines for the inclusion of migrants into education in 2012 and proposed a variety of useful literature as well as ideas and practical advice how to implement the proposed guidelines at different levels and in different aspects of education. The Slovenian Migration Institute (ZRC-SAZU) and other public institutions as well as individual schools also provide relevant information for tackling diversity in education. These are usually a product of project activities and are disseminated accordingly. The latest project called “Developing multiculturalism as a form of cohabitation. Improving teachers’ competence on inclusion of migrant learners in education” ended in 2015 and involved 65 elementary and secondary schools, 3,800 teachers and 1,543 migrant learners. The goal of the project was twofold. One of the aims was enhance the knowledge and competence of teachers and professional workers in education on inclusion of migrant children through didactic approaches, social strategies of inclusion of children and their parents, teaching Slovenian as a second language etc. The second aim was practical implementation.

In terms of recent refugee crises, Slovenia has started implementing a two-phase approach for the inclusion of refugee children into the educational system. The first phase includes 20 hours of Slovenian language instructions and social inclusion in new environment. It will take place before the formal inclusion in school learning. Second phase includes a personal plan of learning an inclusion for every migrant learner that involves additional learning support, continuing Slovenian language instructions, additional lessons of mother language and culture, extracurricular school activities and inclusion in wider social environment. In March 2016 the official data of the Ministry on recent refugee learners was as follows: 45 migrant learners and international protection/asylum seekers enrolled into elementary schools, 1 with already established status, 7 were at that time waiting on enrolment.

Data limitation:

The statistical data on teachers and learners is gathered at the level of the Ministry of education, science and sport (MIZŠ), the Statistical office of Slovenia (SURS), the National Examinations Centre (RIC) and other relevant public institutions and in part at the level of individual schools. Not all data however is public knowledge. There are measures of what is considered personal information (e.g. religious, ethnic affiliation) on teachers and students that could be public knowledge.

We also did not refer to the data provided in the excel sheet. As we tried to verify the accuracy of the provided data with the National statistical office (SURS), they denied being the source of data in the excel sheet (personal correspondence, May 2016).

12 Guidelines for inclusion of migrants in to education; smernice za vključevanje otrok priseljencev v vrtce in šole; smernice za celostno vključevanje priseljencev (otrok, učencev in dijakov) iz drugih jezikovnih in kulturnih okolij v slovenski vzgojno-izobraževalni sistem (2012), Ljubljana: Zavod za šolstvo.
14 »Razvijamo medkulturnost kot novo obliko sobivanja. Izboljšanje usposobljenosti strokovnih delavcev za uspešnejše vključevanje učencev in dijakov priseljencev v vzgojo in izobraževanj» (2015), Ljubljana: MIZŠ.
16 Ex. Education, Science and Culture Trade Union of Slovenia; SVIZ; Vključevanje otrok priseljencev v vzgoji in izobraževanje (23.5.2016)
17 Please see also comment 6.
Furthermore they explained they do not collect data on ethnicity. Additionally the category of first generation migrant also includes all Slovenians born abroad despite parent background. Second generation migrants are all native born with at least one parent being a first generation migrant. This data can be incomplete as the children parent relations are not always accounted for.

Employment data is collected through Statistical register of Employment and is published only at the level of the status of the employer and employment sector (e.g. Education). There is a high chance of statistical inaccuracy so SURS does not publish detailed data on professions.¹⁸

A2: How attractive is the teacher profession in your country?

Please support your answer with the data we have provided you with in the Excel sheet ‘ITE related statistics’, as well as any additional and relevant statistical information you will find. Possible indicators for answering this question include:

- Enrolment rates in initial teacher education programmes;
- Number of prospective student applicants per place in ITE programmes;
- Retention rate within initial teacher education programmes;
- Employment rate of newly graduate teachers;
- Retention rate of young teachers within the teacher profession.

Please provide a concise answer as continuous text in the following text box.

Answer

There are three possible pathways to teaching; full time students, part time students and PAI students (those who already have a degree in a subject area and must take additional 60 ECTS in educational sciences and pedagogy to get a teaching licence; e.g. VET practical subject teachers with no prior pedagogical, andragogical training). Teacher education programmes in all three pathways regulate the number of enrolment posts annually. The number of enrolled students, progression rates, etc. are monitored and evaluated in annual Quality reports at the level of individual Teacher Education faculties at three public universities and in self-evaluation reports at the level of individual study programs.¹⁹ At the University of Ljubljana for example, the interest in ITE study programmes on average remains higher than annually available enrolment posts in all three pathways and is overall slightly higher than in other two public universities. It could be estimated that ITE is still an attractive choice, especially for women.²⁰ National statistical office data for study year of 2015/2016 show that more than 6,000 students were enrolled in ITE programmes.²¹ The data for the Faculty of Education, University of Ljubljana shows that the number of applicants for ITE study programmes is always higher than the number of enrolment posts.²²

The estimation of the attractiveness of the teaching profession is however ambivalent. Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe on part of EU Commission reports that teacher profession is losing its attractiveness. This is connected with lower salaries and decreasing work conditions (increased student/teacher ratios, etc.).²³ In Slovenia this happened with the

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²² The numbers of enrolments for the last three years are approximately: 90-95 for elementary school teachers, 35 for social pedagogy, 40 for special and rehabilitation pedagogy and 30 for double subject elementary school teacher. The last is the only study programme for which the interests (on average and for different possible study modules) does not exceed the number of enrolment posts. All other abovementioned study programmes have up to three times more applications. (Internal data; QA office, Faculty of Education, UL).

austerity measures in public sector from 2008 on. Eurydice (2014/15) shows that teacher salaries in Slovenia vary from 23,520 to 25,704 €. But the level of attractiveness probably still remains on account of teachers and pre-school teachers at all levels of public education having a status of public servants. Public servants' salaries, labour relations and retirement are unified across the state. The Employment Relationships Act determines employment with concluding and terminating contracts, single 40-hour weekly workload, types and forms of labour relations, payments, holidays and similar subjects. Individual rights from labour relations are subject to negotiations between the government and unions and are regulated by collective agreements. A special law regulates the obligatory pension and disability insurance by virtue of intergenerational solidarity. Eurydice (2012) data for Slovenia shows that there is hardly any shortage of teacher: 0.6% for mathematics teachers, 1.7% for science, 0.0% for Slovenian language and 4.5% for other subjects. In addition we can also find data on age averages of current teacher population (9.5% of young teachers age less that 30 years, 31.3% ages between 30 and 40, 41.1% between 40 and 50 and, 18.2% above 50).

The employability of teachers is also evaluated annually at the level of individual ITE study programs and at the level of faculties as part of the QAA mechanism. The data collected at the Faculty of Education UL, on a sample of graduate population, shows very high level of employment of ITE study programmes in special and rehabilitation education, fair employment from social pedagogy and class teacher and less favourable from subject teachers. Some national statistics are available at the National Employment Services (ZRSZ). Their data shows that from January to April there were between 300 and 400 job openings in the education sector.

A3: How diverse is the pre-service and practising teacher population in your country?

Please support your answer with the data we have provided you with, as well as any additional and relevant statistical information you will find. Possible indicators for answering this question include (please use Country data sheet for reference):

- Share of individuals with a minority/ migrant background in total student teacher population (if possible specify separately for different ISCED levels).
- Share of individuals with a minority/ migrant background in total practicing teacher population (if possible specify separately for different ISCED levels).

In addition, please comment on data limitation in your country.

Please provide a concise answer as continuous text in the following text box.

Answer

This question cannot be answered. There is no publicly available data on teacher’s national, religious, ethnic background. Please see A1 data limitations.
A4: How is Initial Teacher Education organised in your country?

Information on this question should consist of a concise description of the governance and organisation of initial teacher education in your country, including a general description of:

- the providers of initial teacher education, their level of autonomy and how are they funded;
- how the general and professional components of teacher education are combined in ITE institutions;
- the process of ITE curricula development and who is responsible for it;
- the quality assurance mechanisms of ITE programmes in your country;
- the process of preparing teacher educators (e.g. professors, lecturers, teacher trainers) to teach pre-service teachers;
- how is induction organised and/or linked with ITE.

Please provide an answer as continuous text in the following text box.

Please do not exceed the limit of ½ page and use the following font style: Arial, size 10.

Answer

In Slovenia only public universities offer initial teacher education (ITE). Every study programme has to be accredited – like all higher education study programmes – by the National agency of RS for quality in Higher Education (NAKVIS) in order to obtain national validity. Study programmes are therefore required to adopt the general criteria (for all higher education programmes) as well as special criteria to determine the adequacy and appropriateness of a study programme leading to the qualification of certain teacher/education staff categories.29

Staff categories are also defined by Organisation and Financing of Education Act (ZOFVI). Article 10030 defines the required Pedagogical, Pedagogical-Andragogical or Special Pedagogical Educational Qualification for different levels of education.

ITE programmes at public universities are financed from the state budget.31 Universities as well as individual faculties within universities have wide autonomy32 that allows them to design curricula for different types of ITE (Class teacher – i.e. Elementary School grades 1-5, Subject teacher education – Elementary school grades 5-9 Secondary schools) in accordance with criteria and regulations of NAKVIS and other relevant Acts and regulation. While ITE for primary education is obtained at Faculties of Education (following the concurrent model), Secondary school teacher are trained also at some other faculties, in the concurrent model. Since 2010, a master's degree is required for teachers in primary (1–9) and upper secondary school (10–13). A fairly detailed description of the requirements on the formal education and practical training that individuals must undertake to become public school teachers is located on the website of the Slovenian unit of Eurydice.33 Regulations for accreditation of study programmes in TE define minimum of 60 ECTS for pedagogy and pedagogical training in subjects needed for teaching subjects (e.g psychology, general didactics, etc.) and the minimum 15 ECTS for practical placement in schools before graduation. In addition, practical training can be also found in subject preparation courses (e.g., the so-called special/subject didactics),

The process of becoming a teacher educator in relation to different practices and responsibilities in teaching falls under Universities (i.e. promotion to teaching titles; accreditation measures)34 and National regulations35

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30 ZOFVI (5.15.2016).
31 ZVIS atr.6.
32 ZVIS atr.6.
34 Habilitation rules UL. Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev ter sodelavcev Univerze v Ljubljani z dne 25.10.2011, veljajo od 1.11.2011
35 Higher Education Act;
that define the standards of entering and remaining a teacher in higher education (Doctorate as a minimum requirement for teachers and Masters as a minimum requirement for assistants).

Teacher mentors are school teachers and are provided to students in periods of their practical work by a contract between a faculty and a school. Qualification on becoming a teacher mentor are related to years in teaching and attendance in continuous professional development programmes.\textsuperscript{36}

Induction period is however not organised as part of ITE; it is a responsibility of individual graduate and a precondition for State's professional exam. The later is mandatory to enter into teaching.

\textsuperscript{36} Regulation on progression in titles for teachers (atr. 8): Pravilnik o napredovanju zaposlenih v vzgoji in izobraževanju v nazive. \url{http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV4272} (23.5.2016)
Section B
Initial Teacher Education for Diversity

Part I

B1: How is diversity understood in education policy documents in your country?

- To answer this question, please overview the concepts and target groups that are used in the policy documents to operationalise classroom diversity (e.g. new immigrants, first and second generation migrants, refugees, asylum seekers, learners with different mother tongue, Roma or other national minorities, etc.).
- How different is national understanding of diversity from definition used in this study.

To recall, the study adopts an inclusive definition of ‘diversity’ which we understand in terms of migrant, minority, ethno-cultural, religious and linguistic background, covering first and subsequent generations of migrants, EU and third country migrants as well as ‘national’ ethnic, cultural and linguistic minorities.

Please provide a concise answer as continuous text in the following text box.

Answer

The concept of diversity as defined in the study is part of a wider understanding of diversity in Slovenia. The White paper on Education in RS (2011)\(^{37}\) encompasses the concept of diversity through human rights, autonomy of education in relation to guaranteeing democracy and plurality of values. To understand the conceptualisation of diversity we need to explain that all public schools in Slovenia are neutral regarding political and religious world views, with strong autonomy in different areas.\(^{38}\) In relation to this the quality of education is fairly emphasised, especially through self-evaluation as a responsibility of school director\(^{39}\) and annual external assessments of student achievements.\(^{40}\) The quality concept in short combines educational result with highly emphasised concept of fairness, strongly related to equality as defined by different experts.\(^{41}\)

Basic principles of educating for diversity regarding equity and equality are included in curricula (general and subject specific) as developing competences for democratic citizenship, human values, understanding diversity, enhancing tolerance and solidarity etc. One of the general goals in education is stated as follows: “Assurance of equal opportunities in education for everyone (despite gender, social or cultural background, religion, ethnicity, nationality, world view, physical or mental ability)”\(^{42}\).

In case of target groups of this study, diversity is understood on the basis of the status in knowledge of the Slovenian language. In case of national minorities (Italian, Hungarian), their rights are constitutional.\(^{43}\) In education this guarantees them the possibility of instruction in Italian or Hungarian language. While the first

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\(^{37}\) Krek, J et all (2011) Bela knjiga o vzgoja in izobraževanju v Republiki Sloveniji. (Ljubljana: Ministrstvo za šolstvo in šport.

\(^{38}\) Institutional, professional and financial.

\(^{39}\) ZOFVI, art. 49.

\(^{40}\) NAntional External examination Centre (RIC); [http://www.ric.si/?lng=eng](http://www.ric.si/?lng=eng) (15.5.2016)


\(^{42}\) White paper on education in RS; Bela knjiga, p.16,17.

\(^{43}\) Constitution, art. 5 and 64.
is implemented as all Italian schools, the second follows the bilingual principle of instruction (bilingual schools).\textsuperscript{44} Roma rights are also constitutional;\textsuperscript{45} in addition there is also a special Roma Community Act.\textsuperscript{46} In education inclusion mechanisms of migrant children are principally based through learning the Slovenian language. There are additional guidelines for Roma students (2004/2011).\textsuperscript{47}

The organisation and financing of education Act, Elementary School Gimnazija Act (ZGim)\textsuperscript{48}, Vocational education and training Act (ZPsi)\textsuperscript{49} and other sub-acts and regulations therefore guarantee the rights on language and culture in schools for national minorities. The Roma ethnic minority is additionally addressed through wider social and cultural inclusion aspects.\textsuperscript{50} The Strategy on the inclusion of Roma learners in education (2004/2011) for example attempts to connect different aspect/mechanisms of educational attainment which is still fairly low. This results in unequal opportunities in labour market and in wider aspects of social inclusion. This still differs between regions. Roma learners are guaranteed inclusion measures such as Slovenian language lessons to other school inclusion activities. These are usually projects founded by the Ministry. Some schools also have Roma assistants in classrooms to help both Roma children and teachers with regard to language and socio cultural inclusion.\textsuperscript{51}

Integration of migrant children in Slovenian education system is, as already mentioned above, related to Slovenian language instruction, through additional hours of language instruction. These hours vary from individual to individual and are regulated by the Ministry of education science and sport. The implementation is left for the schools. The average amount of additional hours is one hour per week.\textsuperscript{52}

B2: Is teacher education/ preparation for diversity or teaching about diversity defined as one of the education policy goals? If yes, where are these goals set?

- For example such goals can be set in long term national education development strategy; medium term policy documents (e.g. national programme for teacher education); or short term planning documents (e.g. annual implementation plans).

Please provide a concise answer as continuous text in the following text box.

**Answer**

As indicated in the B1 section, the ITE follows professional guidelines in curriculum development that also implement the above mentioned goal of equity and equality. There are ITE study programmes that specialize in different aspect of inclusion, e.g. social pedagogy, special and rehabilitation education etc. They train future educational experts who can work in various educational institutions and support learners as well teachers in different aspects of inclusion. As a consequence of the current refugee flow, the Ministry of education, science and sport (MIŽŠ) in cooperation with other public institutions and experts has recently set up additional measures to help refugee children and schools in inclusion processes. It adopts a two phase model based on preparatory and induction phase.\textsuperscript{53} It has also launched a project for the enhancement of

\footnotesize
\begin{itemize}
  \item \textsuperscript{44} Also see Ministry of internal affairs; MNZ [http://www.un.gov.si/si/manjsine/](15.5.2016)
  \item \textsuperscript{45} Constitution, art. 65.
  \item \textsuperscript{46} Roma Community Act; ZRomS [http://www.pisrs.si/Pis.web(pregledPredpisa?id=ZAKO4405](15.5.2016).
  \item \textsuperscript{48} ZGim: [http://www.uradni-list.si/1/objava.jsp?urlid=20071&stevilka=2](15.5.2016)
  \item \textsuperscript{49} ZPsi: [http://www.uradni-list.si/1/objava.jsp?urlid=200679&stevilka=3449](15.5.2016)
  \item Please see comment 38.
  \item \textsuperscript{50} ex UVRIZ [http://www.ric-nm.si/si/projekti/zakljuceni/uspesno-vkljucevanje-romov-v-vzgojo-in-izobrazevanje-ii](15.5.2016)
  \item \textsuperscript{51} Strategy of inclusion of migrant children and learners in education system in Slovenia; Strategija vklju\'\j enja otrok, u\'\j \vencev in dijakov migrantov v sistem vzgoje in izobra\'\j enja v republiki Sloveniji (2007). Komisija za pr\'\j pravo koncepta vklju\'\j enja u\'\j \vencev migrantov v sistem vzgoje in izobra\'\j enja. Ljubljana: Ministrstvo za slo\'\j sto in \'sport RS.
  \item \textsuperscript{52} ex. [http://www.mizs.gov.si/fileadmin/miza.gov.si/paguploads/slike/Migrant/\'Akcijski_nacr\'t1.jpg](15.5.2016) and [http://www.mizs.gov.si/si/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/(15.5.2016)]
professional staff in education entitled “Enhancement of social and civic competence for teachers”. This project aims at empowering teachers (teachers who are already working, as part of their professional development; only active teachers are included as part of in-service, not student teachers) in different aspects of inclusion. The training will be implemented in different workshops/classes such as Teaching Slovenian as a second language, inclusion of migrant learners and their families in Slovenian society, violence and zero tolerance policy, realization of rights of Hungarian and Italian minorities etc.

ITE study programmes offer competences in diversity and inclusion that are considered general and transversal. Other types of preparation regarding diversity are considered and implemented through in-service professional development programmes as well as projects and differ from school to school in relation to student population issues (e.g. the above mentioned project).

B3: Are there any requirements related to preparedness for diversity (or teaching about diversity) included in the national/ regional competence framework for teachers? If so, what are these elements and how are they reflected in ITE curricula?

- If there is no teacher competence framework in your country, please indicate.
- If there is one, when answering this question please include information of the provisions in the ITE organisation to make sure that teachers gain these competences and whether these competences are taught in ITE programmes.

Specific examples of such competences could include but are not limited to:

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Communication and relationships</th>
<th>Management and teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of the political, legal and structural context of sociocultural diversity</td>
<td>Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds</td>
<td>Addressing socio-cultural diversity in curriculum and institutional development</td>
</tr>
<tr>
<td>Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education</td>
<td>Recognising and responding to the communicative and cultural aspects of language(s) used in school</td>
<td>Establishing a participatory, inclusive and safe learning environment</td>
</tr>
<tr>
<td>Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings</td>
<td>Creating open-mindedness and respect in the school community</td>
<td>Selecting and modifying teaching methods for the learning needs of pupils</td>
</tr>
<tr>
<td>Knowledge of the range of teaching approaches, methods and materials for responding to diversity</td>
<td>Motivating and stimulating all pupils to engage in learning individually and in cooperation with others</td>
<td>Critically evaluating diversity within teaching materials, e.g. textbooks, videos, media</td>
</tr>
<tr>
<td>Skills of inquiry into different socio-cultural issues</td>
<td>Involving all parents in school activities and collective decision-making</td>
<td>Using of a variety of approaches to culturally sensitive teaching and assessment</td>
</tr>
<tr>
<td>Reflection on one’s own identity and engagement with diversity</td>
<td>Dealing with conflicts and violence to prevent marginalization and school failure</td>
<td>Systematic reflection on and evaluation of own practice and its impact on students</td>
</tr>
</tbody>
</table>

Please provide information as bullet points in the following text box.

Answer


Regulations for accreditation of study programmes in Teacher Education contain the national teacher competence framework (Art. 5) (please see also B8). General competences are also defined at the intersection of EU guidelines (2007), national experts and institutions. “Ability to work in multicultural environments, understanding, valuing and respecting those differences” is one of the competences related to ITE. ITE study programmes are partly autonomous. For example, the University of Ljubljana, Faculty of Education developed a list of generic ITE competences and subject-specific competences as part of the Tuning project (Tuning Educational Structures in Europe) in 2002 and evaluated in 2006 and 2007. Again, understanding and working in line with the principle of inclusiveness, non discrimination and multiculturalism is one of the key generic competences for all graduates from ITE study programs.

Assessing these competences in study programmes is part of self-evaluation processes and annual self-evaluation reports at the institutional and programme level. These are also regularly assessed by NAKVIS as part of the reaccreditation process (every 5-7 years).

B4: Are there any national standards/guidelines/regulations on preparing teachers to deal with diversity at the ITE and/or induction level? Are there any requirements to include diversity training in specific subject areas (e.g. in history, ethics, religious education, civic education and such)?

- If yes, is there any evidence that these standards/guidelines/regulations are (not) taken into account in ITE curricula development and/or during the induction phase?

Please provide a concise answer as continuous text in the following text box.

**Answer**

Guidelines on preparing teachers to deal with diversity have, at least for now, been considered mainly as part of continuous professional development. There are no specific guidelines on diversity in the induction period as in the Slovenian system, induction is not included in ITE but is rather a practice of transition to the labour market. As mentioned above, there are specific ITE study programmes that are focused on different types of inclusion – e.g. social pedagogy which is most close to the diversity concept of the study. In other ITE study programmes, the national standards and guidelines for dealing with diversity arise from the standards for accreditation of ITE study programmes and from key competences in accordance with the curriculum.

Diversity issues are at least in theory addressed as part of various basic subjects or courses that are part of ITE, such as sociology of education, philosophy of education, pedagogy etc., and within them themes such as equality, equity, fairness, ethics, gender, etc.

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56 See comment 21.
60 Please see comment 45.
62 Ex. [https://www.pef.uni-lj.si/168.html](https://www.pef.uni-lj.si/168.html) (16.5.2016)
63 See also B2 and B8.
B5: What kinds of programmes, courses, field experience or other ways at the ITE provider level or during the induction stage are foreseen to prepare student teachers to teach students with a diverse background? Are they mandatory, or elective? How effective are they in preparing teachers for diversity?

- Consider that there is no need to describe specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.
- Please refer to the available research evidence (if any) when describing their effectiveness.

Please provide a concise answer as continuous text in the following text box.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teachers are prepared for diversity within different courses. For example, sociology and philosophy of education as part of the so-called basic educational studies are mandatory for all students in all ITE study programmes. The subjects/courses thematise the concepts of diversity at different levels such as social differences and types of cohabitation, tolerance, stigma, multiculturalism, etc. 64</td>
</tr>
</tbody>
</table>

Study programmes such as Social pedagogy at the Faculty of Education, University of Ljubljana, deal with different types of diversity. In relation to this study we can mention the elective subject/course ‘Minorities, Inequality and Intercultural Dialogue’. Syllabus outline is as follows: Understanding culture and cultural differences; Subcultures, minority cultures and dynamics of minority-majority relations. The relations of power, social status of ethnic, cultural and other minorities. Discrimination, racism, prejudice, xenophobia, nationalism, sexism, ageism etc.

Tolerance, diversity, different conceptions of interculturalism. Individualistic and collectivistic cultures. (Media) (re)presentation of minority cultures. Migration, contemporary migratory flows, global asymmetry, cultural contact, cultural conflict. Cultural conditioning of gender roles, perceptions and culture of masculinity. Social, national, ethnic identity. Identity in a period of uncertainty, identity as a dynamic construct, identity politics, the concept of hybridity, fused identity, post-national citizenship, politics of singularity, transnationalism, fragmented identities. The new sociology of ethnicity. Descendants of immigrants and ethnicity based subcultures, cultural divergence etc. Aspects, cross-sections, the interactions of inequality: class, gender, race, ethnicity, age. Taking into account the differences in developing non-discriminatory work. The importance of the participation of minority representatives in the creation of practices, models and policies for multicultural work. Getting to know and creating models of good practice. Competencies trans- and multi-cultural work in education, community work, counselling, mental health, in supervision, employment etc. Social pedagogy is the only study programme in ITE (at two out of three public universities: UL and UP) that includes compulsory practical training for diversity as part of the concept of wider social inclusion of socially excluded. So far, there has been no study programme with practical training focused on e.g. traineeship in schools with a higher level of diverse pupils. This is involved in some courses within teacher professional development. 64

64 Curriculum for Sociology of education, Faculty of Education, UL. https://www.pef.uni-lj.si/fileadmin/Datoteke/Studijski_programi/Ucni_nacrti/Pred%C5%A1olska_vzgoja/A9-Sociologija_vzgoja.pdf (27.5.2016). The abovementioned data is for Faculty of Education, UL.
B6: Are there any admission criteria related to students’ preparedness for/attitudes towards diversity when young people are enrolling into ITE programmes?

- Although the typical entry into ITE is purely based on academic achievement at school, some countries/universities have moved towards testing candidates broader qualities for teaching, including attitudes, for instance through interviews. Please provide information on what are the admission requirements in your country and whether they include any requirements related to preparedness for diversity.

Please provide a concise answer as continuous text in the following text box.

**Answer**

In Slovenia there is a Central admission system (VPIS) in place and enrolment is based on academic achievement. There is no special testing for future student’s preparedness for diversity.

---

B7: Are there any differences in provision of education for diversity between different pathways to the teacher profession? What are they and how can they be explained?

- By different pathways we mean e.g., formal ITE (university-based or college-based), alternative pathways to teacher profession (e.g., provided by NGOs), private provision, etc.

Please provide a concise answer as continuous text in the following text box.

**Answer**

Professional teacher qualification in Slovenia can only be obtained through formal University based study programmes. Principles and rules that are applied are the same regardless of the three pathways (full-time, part-time, PAI) to the teacher profession.

---

B8: Are the requirements on providing courses to deal with cultural, linguistic or religious diversity included in the ITE quality assurance criteria? Is there any evidence of these elements being reflected in evaluation reports on ITE programmes?

Please provide a concise answer as continuous text in the following text box.

**Answer**

The National Agency for Quality Assurance in Higher Education (NAKVIS) is responsible for accreditation and reaccreditation of study programmes. Programmes are prepared according to general higher education regulations as well as specific regulations for accreditation of study programmes in Teacher Education. Criteria for accreditation of ITE programmes, Article 5 defines general competences, e.g. the formation of positive attitude towards students, understanding their social, cultural, linguistic or religious background and other personal circumstances and also recognition and implementation of ethical dimensions in teaching profession. These competences are not necessary provided in a form of a specific course but in a cross curricular way and are implemented as different aspects of theory and practice in education.

---

65 Ex. Merila za akreditacijo študijskih programov za izobraževanje učiteljev.
Answer
Some initiatives for diversity and inclusion issues as part of the quality of education could be related to international conference activities, e.g. “Quality and equal opportunities” (2015). The focus of the conference was equal opportunities of children from birth to the age of 10.66

B9: Are there any on-going policy discussions/debates/reforms on the content and organization of initial teacher education as a response to the changing realities, such as the recent refugee inflow?

*Please provide a concise answer as continuous text in the following text box.*

Answer
As mentioned above, for now ongoing policy discussions are related to professional development of teachers. For example: how to introduce the child into new environment, individualisation and specific didactic approaches, dialogue with parents on non-migrant children, tackling stereotypes, etc.67

The recent refugee inflow has not been yet addressed as part of the ITE policy discussions.

---


Part II

B10: Please provide examples of national/regional/local level specific policies, initiatives, and measures to support preparation of teachers for diversity in the classroom and the society.

Please, provide this information for at least 5 measures, however, depending on the size of the country you are covering, there might be more than five that you should consider including.

Please enter information for this part of the country profile directly in the Excel Sheet (do not report in this word file) in accordance to the requirements set out in the policy mapping guidelines.

Some of the examples of such measures⁶⁸ could include but are not limited to:

- Policies, initiatives, and measures aimed at training student teachers to deal with diversity via comprehensive ITR programmes and curricula;
- Policies, initiatives, and measures focused to support trainee teachers’ practical training for diversity through internships in diverse schools coupled with dedicated supervision, or multicultural/multilingual placements in community-based or urban settings;
- Funding schemes at the national level to support courses for diversity training; mandatory courses on intercultural, multicultural, multilingual and diversity training at the ITE levels;
- Policies, initiatives, and measures aimed at relaxing entry requirements to teaching profession for refugee students;
- Mandatory measures supporting the placement of student teachers in schools with a large proportion of students with a migrant/minority background; or to diversify profile of teachers across schools (e.g., minority teachers could be also placed in schools with predominantly native pupils to expose these schools to diversity).
- Supporting research on intercultural, multilingual and multicultural education on good practices and their subsequent adaptation at the ITE institution level.
- Supporting specific training for teacher educators on how to teach diversity
- Policies, initiatives, and measures supporting and encouraging international exchange of student teachers with specific focus on learning about diversity;
- Policies, initiatives, and measures promoting collaborative practices between schools, ITE providers and policy-makers on developing relevant ITE curricula and programmes;
- Policies, initiatives, and measures providing incentives for ITE providers to develop programmes on diversity;
- Policies, initiatives, and measures encouraging/establishing alternative pathways with the focus on preparation for diversity.

⁶⁸ Please note that since the European Commission has just published a comparative study on diversity in teacher profession and specific policies in place on attracting teachers with migrant/minority background into teacher profession and ITE studies, our study will aim to cover examples of different policies aimed at improving ITE in preparing student teachers (regardless of their background) for diversity in the classroom.

Part III - Conclusions

B11: Overview of the Key Findings in the Part I and Part II of the Section B

Based on the evidence, please conclude:

- on the key barriers to preparing pre-service teachers to deal with linguistic, cultural and religious diversity in the classrooms;
- on the most effective measures (if any) to address these barriers in your country context.

Please enter information as a continuous text in the following text box.

Please do not exceed the limit of 1 page and use the following font style: Arial, size 10.

The policy and practice differs between study programs, so it is difficult to make an overall conclusion.

Population in Slovenian schools was traditionally fairly homogenous, so lack of experience in this field. On the other hand, within rather homogenous classes of the past, sensitivity to these issues remained often underdeveloped. It seems that the main barrier to preparing teachers to deal with diversity is a lack of both theory and practice on inclusion (which should be integrated in ITE curricula). In recent years, this is gradually changing, but so far only (rare) elective subjects address these issues. Larger and more coherent / integrated representation of these contents and activities in the initial training of future teachers would require far-reaching intervention in the existing curricula, and this is a very challenging task.

It is encouraging that the ITE institutions are raising awareness of the importance of these issues. Elective courses mentioned above (and developed in the recent period), may be regarded as a success. Especially important support is provided by two programmes in Social pedagogy (noted above; at one university in place since 1990, at another from 2013) and it is clear that the graduates of these programs assume a lot of responsibility in dealing with diversity in Slovenian schools.

At the national level, it would be necessary to adopt clear guidelines for educational policies in this area and draw systemic measures. It seems that the problems arising in recent times promote going in this way. Currently it is not yet possible to report consistent measures in this area.

In conclusion, there have been no measures on the system level in the field of ITE, only different activities as part of in-service training for teachers. Furthermore up till now there has been no research on the policy and practice of diversity in ITE.
Sources

1. Bibliography

*Please use the style mentioned in the policy mapping guidelines.*


Korak za korakom. [http://www.korakzakorakom.si/content/view/190/189/](http://www.korakzakorakom.si/content/view/190/189/) (19.5.2016)


Merila za volitve v nazive visokošolskih učiteljev, znanstvenih delavcev ter sodelavcev Univerze v Ljubljani z dne 25.10.2011, veljajo od 1.11.2011 (may 2016)

Merila za akreditacijo študijskih programov za izobraževanje učiteljev [http://www.pisrs.si/Pis.web/pregledPredpisa?id=MERI41](http://www.pisrs.si/Pis.web/pregledPredpisa?id=MERI41) (may 2016)

MNZ; [http://www.un.gov.si/si/manjsine/](http://www.un.gov.si/si/manjsine/) (may 2016);

Mipex; [http://www.mipex.eu/slovenia](http://www.mipex.eu/slovenia) (may 2016)


Pravilnik o napredovanju zaposlenih v vzgoji in izobraževanju v nazive.  [http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV4272](http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV4272) (may 2016)


Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v republiki Sloveniji (2007). Komisija za pripravo koncepta vključevanja učencev migrantov v sistem vzgoje in izobraževanja. Ljubljana: Ministrstvo za šolstvo in šport RS.


Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v republiki Sloveniji (2007). Komisija za pripravo koncepta vključevanja učencev migrantov v sistem vzgoje in izobraževanja. Ljubljana: Ministrstvo za šolstvo in šport RS.

Unesco Saber report; Internal data (April 2015)

Ustava RS;  [http://www.us-rs.si/media/ustava.republike.slovenije.pdf](http://www.us-rs.si/media/ustava.republike.slovenije.pdf) (may 2016)


Vključevanje otrok priseljencev v vzgoji in izobraževanje. SVIZ;  [http://www.sviz.si/novice/3688/0/Vklju%C4%89evanje-otrok-priseljencev-v-vzgojo-in-izobra%C5%BEevanje](http://www.sviz.si/novice/3688/0/Vklju%C4%89evanje-otrok-priseljencev-v-vzgojo-in-izobra%C5%BEevanje) (may 2016)


Zaposlitev diplomantov Pedagoške fakultete v Ljubljani:  [https://www.pef.uni-lj.si/fileadmin/Datoteke/Senat/poro%C4%8Dilo_o_zaposljivosti.pdf](https://www.pef.uni-lj.si/fileadmin/Datoteke/Senat/poro%C4%8Dilo_o_zaposljivosti.pdf) (may 2016)

ZGim  [http://www.uradni-list.si/1/objava.jsp?urlid=20071&stevilka=2](http://www.uradni-list.si/1/objava.jsp?urlid=20071&stevilka=2) (may 2016)

ZOFVI  [http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO445](http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO445) (may 2016)
2. Interviews

*If you have conducted any interview(s), please specify the following information about your interviewee(s):*

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Job Title</th>
<th>Organisation</th>
<th>Tel. Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N.N.</td>
<td></td>
<td>Statistical Office of the RS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>N.N.</td>
<td></td>
<td>Ministry of Education, Science and Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>N.N.</td>
<td></td>
<td>University of Ljubljana, Faculty of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>N.N.</td>
<td></td>
<td>ZRC-SAZU, Slovenian Migration Institute</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
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</table>

Note:

None of the interviewees did give consent to the publication of her/his identity.
## ANNEX

### Description of Measure - Evaluation

<table>
<thead>
<tr>
<th>Country</th>
<th>Name of Measure</th>
<th>Brief description</th>
<th>Governance level (national, regional, local)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td></td>
<td>This section should present a very brief description of the measure (2-3 sentences). You should explain succinctly what it aims to achieve, for whom, and what form it takes. You might wish to write this part last, after you have completed the other sections below.</td>
<td>Please indicate if the measure is implemented at national, regional or local level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISCED level addressed</th>
<th>Target group (e.g. potential students of teacher training; actual students in teacher training; teacher educators; other (specify))</th>
<th>Number of beneficiaries (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please indicate the ISCED level which the measure is aimed at (whether for teachers currently in-post or teaching candidates). Your main focus should be on the measures aimed at: ISCED 1 (primary), ISCED 2 (lower secondary), or ISCED 3 (upper secondary). However, interesting cases of preparation of future teachers for early childhood education and care (ECEC), as well as, vocational education and training (VET) can also be covered.</td>
<td>Please choose one of the following: potential students in teacher education programmes; actual students in teacher education; teacher educators; other (specify)</td>
</tr>
<tr>
<td></td>
<td>Please indicate the number of approximate beneficiaries reached and the time period (if available)</td>
<td></td>
</tr>
<tr>
<td>Key actors involved in the design and delivery</td>
<td>Start and end date</td>
<td>Website/Sources</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Please specify which actors are involved in the design and delivery of the measure, e.g. teacher training institutions, NGOs, local/ regional/ national government. Please specify the name of the organisation in each case (with English translation as relevant).</td>
<td>Please indicate start and end date (or start date – ongoing if applicable)</td>
<td>Please indicate project website and other sources you might have used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference(s) to relevant evaluation report(s), study(ies) or research articles</th>
<th>key findings on the effectiveness and impact of the measure</th>
<th>Please assess potential transferrability of the measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate full reference(s)</td>
<td>Based on the evidence available, please provide the most important key findings on the effectiveness and impact of the measure.</td>
<td>If the evidence is available, please provide the most important key findings on the transferability of an initiative.</td>
</tr>
<tr>
<td>Please provide your assessment regarding credibility of research evidence</td>
<td>Do you propose to include the measure as a case study for more in-depth analysis? If so why?</td>
<td>Comments</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Please specify if you consider the evidence as credible (YES/NO).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An evaluation can be considered sound if:</td>
<td>Please specify if you consider that the measure may be suitable for a case study analysis (YES/NO). If YES, please specify the reason why.</td>
<td>Please provide any comments you might have for each measure</td>
</tr>
<tr>
<td>(1) Evaluation findings contain reliable conclusions regarding the achievements of the intervention, based on both quantitative and qualitative data. It enables a sound understanding of causal linkages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Methodological approach is clearly described and could be replicated, including description of indicators used.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Study on how Initial Teacher Education prepares student teachers to deal with diversity in the classroom

2. Case Study Report – Slovenia

Please carefully read and follow the information and guidance provided in the attached Case Study Guidelines while preparing this Case Study Report.

COUNTRY: SLOVENIA

<table>
<thead>
<tr>
<th>Name of the measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for accreditation of study programmes for teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of the measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is/ was responsible for the design, funding and implementation of the measure?</td>
</tr>
<tr>
<td>The initiative for Criteria was made by the Ministry of Education. There was a need to modernise the pre-existing regulation/ criteria which were unsuitable in relation to the changes that came with the Bologna process. An outline was proposed, debated and aligned on several occasions between 2008 and 2011 between the Minister and the deans of Faculties that provide ITE study programmes. In 2011 a consensus was reached and NAKVIS formally adopted the Criteria.</td>
</tr>
<tr>
<td>At what level is/ was the measure implemented?</td>
</tr>
<tr>
<td>The measure is a national regulation and is therefore implemented nationally.</td>
</tr>
<tr>
<td>What is/ was the main target group of the measure?</td>
</tr>
<tr>
<td>Study programmes, curricula at the ITE institutions and school teachers.</td>
</tr>
<tr>
<td>When was the measure first implemented? If discontinued, when?</td>
</tr>
<tr>
<td>2011.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Short description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support autonomy of teachers: when they enter the profession they should be able to autonomously use the competences achieved without being pressured by general public, parents, etc. General competences (Criteria, atr.5) are divided in to four main categories: Efficient education (with 17 sub categories), Cooperation with professional and social environment (3 sub categories), Competence for professional development (3 sub categories) and Organizational and leadership competence (5 sub categories). The points of interest for diversity fall under Efficient education; providing a safe and supportive environment for learning, respecting personal differences, positive attitude towards students in relation to their social, cultural, language, religious background. Also, it aims at increasing the accountability in relation to the Faculties and providers of the ITE study programmes, especially due to the implementation of the principles of the Bologna Process. Specific paragraphs/sub competences that imply the implementation of diversity in</td>
</tr>
</tbody>
</table>

http://www.uradnolist.si/1/objava.jsp?urlid=201194&stevilka=4013
ITE were widely conceived as part of requirements of the Convention on the Rights of the Child. As evident for the name of the measure, The Criteria are used for (re)accreditation of ITE study programmes. SQAA/NAKIS, is responsible for monitoring all the mentioned competence.

- **What are/were the main activities?**
  Alignment of existing practices with principles of the Bologna Process and with the national regulation. All study programmes that provide nationally/internationally acknowledged degrees need to be accredited.

INITIAL ACCREDITATION or RE-ACCREDITATION is granted for the maximum period of seven years. The accreditation procedure includes self-evaluation, an assessment and a report prepared by the expert group, and the decision of SQAA Council on granting the accreditation. Before the adoption of the founding charter, the founder must obtain a decision on accreditation of a higher education institution, while study programmes become certified upon being granted accreditation, (see also: Criteria for accreditation and external evaluation of Higher Education institutions and study programmes [http://pisrs.si/Pis.web/pregledPredpisa?id=MERI135](http://pisrs.si/Pis.web/pregledPredpisa?id=MERI135)) There are additional Criteria for ITE study programmes (the measure of interest). The competence related to diversity are usually applied cross curricular, as an integral part of ITE study programmes.

- **How was the idea of this good practice developed?**
  Please see find the description under section “type of the measure”. Diversity is still an evolving, rather new concept in Slovenian education discourses. The policy, theories and practice of the concept is however emphasised and is part of the dominant discourses in Slovenian education, such as equity and equality, justice and fairness, multiculturalism, inclusion, ...

- **What are/were the main inputs (resources needed for the implementation of the measure)?**
  Reaching a consensus between stakeholders, passing the regulation at national level and authorizing NAKVIS (Slovenian Quality Assurance Agency) for the adoption.

- **To what extent the ITE provider(s) and the context within which the practice is/was implemented differs from what is commonplace in the region/country?**
  As this is a national regulation, the practice of implementation of the measure cannot differ regarding the outcome of ITE study programme. It can however differ in relation to the autonomy of content and practice of higher education institutions and teachers in higher education. There is no evidence or information available on how the measure is implemented in different study programmes for ITE.

### Evidence on effectiveness

- **What are the main results of the measure/initiative?**
  Ensuring basic conditions for the development of general competences for (future) teachers.

- **How successful and effective was the measure? What were the results and outcomes for student teachers and other involved stakeholders?**
  The measure is part of regular re-accreditation process. As it is implemented as an integral part of ITE study programs, the effects are not measured nationally. They can however be, at least partly, found in results of the TALIS 2008. As mentioned, discourses as equity and equality, justice and fairness, multiculturalism, inclusion have a long tradition in the field of education in Slovenia. This and the nature of competence related to teachers as professionals makes it difficult to assess what is considered a value oriented rationality with instrumental reasoning. There is still however room for improvement in different areas regarding diversity. Country profile for Slovenia includes some relevant information. In short: Till recently Slovenia has had a relatively “stable” profile and flow of migrant population. Most of them were economic migrants form former Yugoslav republic or South East Europe. This is one of the main reasons why we do not yet have specific discourse on diversity and why the competence regarding specific issue is not one of the dominant interests of evaluation.

- **What are the main strengths and weaknesses of the measure? How could the initiative be improved?**
  The strength is that it is a national regulation, and that it has been implemented at all institutions that provide ITE. The weakness in relation to the conceptualisation of diversity is that the measure in its current formulation is too broad. It is more in line with the Convention on the Rights of the Child than the concept of diversity in narrower sense – which in Slovenia is not yet nationally defined as such.
What is the evidence of its sustainability?
It has been nationally implemented from 2011.

What were the main limitations to the sustainability of the measure and the main reasons behind them (if any)?
Cannot be commented.

Was the cost-benefit or cost-effectiveness analysis of the measure/initiative conducted? What were its main conclusions, evidence?
Cannot be commented.

**Key success factors**

What are/ were the important contextual factors faced while implementing the measure?
Achieving a high consensus on the measure between the Ministry (MIZŠ) and the faculties that provide ITE study programmes. All the parties had mostly common interest – alignment with Bologna, providing security and autonomy for teachers and study programmes, ...

What are/ were the crucial elements for its effective implementation?
Please see the comment above.

What factors in your opinion limit/ limited the sustainability of positive outcomes of the measure?
Cannot comment.

How the impact of the measure could be improved?
The measure could be strengthened through reflective, self-evaluation practices of study programmes and individual teachers/ subject that are already in place. Perhaps establishing a dialogue between government, experts, teachers and getting feedback on what policy mechanisms, instruments they have or lack to be able to deal with cultural diversity in classrooms/ schools.

**Transferability**

If it was initially a local/ regional measure/initiative, has it become mainstream nationally?

Are there delivery mechanisms already within the ITE/education system that would make possible to introduce this practice at the national level? What are they?

Do you know if the measure has been transferred to other regions outside your country? If not, do you think the measure could be easily adapted to other education systems or contexts?

What, if any, are the limitations to transferability of the measure? How can they be overcome?

**Comments and conclusions**

Please provide any additional comments, important information and conclusions to further explain the context in which the selected measure operates/ operated.

Darinka Cankar, Ministry of Education Science and Sport, Head of the Human Resources Development Office.

Darja Zorc Maver, Faculty of Education, University of Ljubljana, Head of the Department of Social Pedagogy.

Tatjana Debevec, Slovenian Quality Assurance Agency (NAKVIS).

Janez Vogrinc, Faculty of Education, University of Ljubljana, vice dean responsible for QA.

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69 Please follow the referencing style guide provided in the attached Case Study Guidelines.