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The Fifth Consultation of the implementing of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)

NATIONAL REPORT ON THE IMPLEMENTATION OF THE *RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, COOPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS*

SLOVENIA

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QUESTIONNAIRE

1 Information about the respondent

Date: 4th of March 2013
Institution responsible for completing the Questionnaire: Ministry of Education, Science and Sport, Republic of Slovenia
Responsible department: Education Development Office
Contact person [redacted]
Mailing address: [redacted]
Telephone number: [redacted]
E-mail address: [redacted]
Webpage: http://www.mizks.gov.si/

2 Components for education for peace and human rights

A Legislative, judicial, administrative measures at the national level

1. Legal framework

Constitution of Republic of Slovenia protects the human rights and freedoms in II. Chapter (Human rights and fundamental freedoms) from 14 to 65 Article of Constitution, Chapter III is dedicated to Economic and Social relations and deals with economic and social rights. In accordance with the Constitution, everyone is guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political or other conviction, material standing, birth, education, social status, disability, or any other personal circumstance. Judicial protection of human rights and the right to obtain redress for the violation of such rights are guaranteed by the Constitution. In the event of cases of discrimination, they are handled by the relevant institutions (for example, the Human Rights Ombudsman).
The anti-discrimination legislation includes a basic and general law on eliminating discrimination as well as provisions ensuring equal treatment in laws regulating areas such as labour market, social security, education and health.

As regards the education legislation in the field of human rights and intercultural dialogue, peace, tolerance, mutual respect, understanding and cooperation among the people residing on the territory of the Republic of Slovenia, the following should be exposed:

The *Organisation and Financing of Education Act* sets the goals on which human right education in all aspects of primary (ISCED 1), lower (ISCED 2) and upper secondary (ISCED 3) education is based. They include education conducive to mutual tolerance, developing awareness of gender equality, respect for differences, cooperation, respect for children's and human rights and basic liberties, and equal opportunities for both sexes, also with a view to developing the ability needed to live in a democratic society. Yet further goals are to secure equal educational opportunities for areas facing special development problems, children from socially disadvantaged backgrounds, and children, young people and adults with special needs (Article 2).

The amendment to this Act is aimed at the following set goals:
- guaranteeing optimum development to individuals regardless of their sex, social and cultural background, religion, race, ethnic and national origin, and physical and mental constitution or handicaps;
- educating for sustainable development and active integration into a democratic society, which includes deeper understanding and a responsible attitude towards oneself, one's health, other people, towards one's own and other cultures, natural and social environment, and future generations.

Besides the objectives to educate for respect, cooperation, mutual tolerance, respect for being different and respect for human rights and fundamental freedoms, to foster literacy and the competency to understand, communicate and express oneself in the Slovene language, and in the areas defined as ethnically mixed, also in the Italian and Hungarian languages, the amendments and modifications to the ***Elementary School Act*** in addition, emphasise that elementary education is to educate for sustainable development, active integration into democratic society, which includes deeper understanding and a responsible relationship towards oneself, other people, one's own and other cultures, natural and social environments, future generations, and an emphasis on developing an ability to communicate in foreign languages.

Article 3 in the ***Preschool Institutions Act*** states that the preschool education is based on the principles of democracy, pluralism, staff's autonomy, professionalism and responsibility; equal opportunity for children and parents, taking into account differences among children; choice and the right to be different; keeping a balance among various aspects of the child's physical and mental development.

Article 7 of Adult Education Act from 1996 states that participants in adult education can acquire the knowledge and skills in special educational programmes for adults. These programmes are those the aim of which is to increase the general educational and cultural level of inhabitants and functional literacy, training for employment and profession, programmes for the education of unemployed, education for democracy, learning foreign languages, learning of Slovene language for migrants, education for the quality of life, education for the fulfilment of special rights of minorities and adults with special needs and special groups and other general adult education.

B. Methods introduces to draw the attention of various authorities in the country to the *Recommendation and to counter possible obstacles*

2. Measures taken to raise awareness of the basic principles of the Recommendation

The basic principles were incorporated into legislation and curriculum.

3 Main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country

During the implementation of the key measures from the *Recommendation,* the greatest obstacle is presented by the organisation of civil services and non-governmental organisations. We are still facing great entropy and lacking synergic performance that would enhance the effects of otherwise numerous activities that are carried out in order to realise the *Recommendation.*

C. Process of the development and implementation of national policies

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

In Slovenia there are many practices/strategies/plans/programmes which include education for peace and human rights and reflect the principles of the rights based approach to education, such as peace education, citizenship education, multicultural education, global education, education for sustainable development etc.

Below are some of examples of such national policies (plans, guidelines, strategies etc.) that deal with education for peace and HR, are based on HR and promote peace and diversity and are prepared in order to empower different minorities.

- Decade on Education for Sustainable Development (2005-2014)

In July 2007, the Minister of Education and Sport adopted ***Guidelines for Education for Sustainable Development*** *from Preschool to University Education.* The main aim of the Guidelines is to emphasise the meaning of education for sustainable development and point to the possibilities for the implementation of sustainable development into formal and informal learning. These Guidelines apply to kindergartens and schools, the Ministry of Education and Sport, public institutions, non-governmental organisations and local communities.

Education for sustainable development in Slovenia primarily includes respecting universal values, active citizenship and participation, quality interpersonal relationships, and the development of social competencies (non-violence, tolerance, cooperation, respect, etc.). The Guidelines have also measures for: kindergartens, schools, Ministry of Education, public institutions, NGO-s, local communities. All other activities in the field of Education for Sustainable Development comply with guidelines:

- in Year 2011 updated curricula for primary school was approved by Ministry of Education of Slovenia. The most important causes for modernization were:
  - actualization of content,
  - introduction of cross-curricular approach,
  - integration of education for sustainable development and Key competences.

Education for sustainable development as an important cross-curricula content is integrated in all educational subjects and learning period form 1st till 3rd grade. Some of ESD topics in updated curricula are: civic culture, library information skills, cultural education, environment education and health education, consumer education, lifelong learning and others. According to stated topic, updated school curricula enable schools and teachers to plan and use comprehensive approach to teaching.

Updated school curricula were introduced into primary schools in school years 2011/2012 and 2012/2013 by the National Education Institute. Study groups, conferences and regional meetings for teachers have been organized with the aim of familiarization of teachers with the mentioned modernization.

The National Education Institute of the Republic of Slovenia is a partner in the following networks and projects in the field of ESD: ENSI (Environment and School Initiatives), CoDeS (Collaboration of Schools and Communities for Sustainable Development), Reformed Curriculum in Primary and Secondary School and also Empowerment of Student Literacy and Access to Knowledge, Learning to learn, Empowerment of students literacy and access to the knowledge, SiiT - School-oriented Interactive Identification Tools and others.

In 2012 a virtual classroom for the promotion of ESD was set up. Teachers can find in it some information about projects (national and international) in the field of ESD; they can present their own examples of good practice and discuss about challenges and obstacles with other teachers through forum.

The promotion of ESD is also very successfully introduced by journal for teachers titled *Sustainable Development in School and Kindergarten*, which was established in 2007. The edition has a vision to promote Education for Sustainable Development (ESD) for schools and kindergartens in Slovenia.

National sectoral plans for education

Education for peace and Human Rights are incorporated in White Paper on Education from 2011 by the Ministry for Education and Sport; the Slovenian Educational system as such includes human rights and responsibilities, autonomy, justice and quality as general principles of education. It also proposes how HRE, citizenship education and education for peace should be taught. It also includes the importance of enlargement of the educational offer, especially for vulnerable groups and that the measures of affirmative action for the most deprivileged groups are needed.

In May 2007, the Minister of Education and Sport adopted the STRATEGY OF INTEGRATION OF CHILDREN, PUPILS AND STUDENTS OF IMMIGRANTS INTO THE EDUCATIONAL SYSTEM IN THE REPUBLIC OF SLOVENIA. The most important measures are: adjustments in the implementation of curriculum for faster and higher quality integration into the educational process; preparation of strategies for working with immigrant parents and their integration into school life; encouraging intercultural learning and positive attitude towards understanding and accepting differences; introducing Slovene as a second language; quality teaching of languages of immigrant children; quality education and training of teaching staff. On the basis of the above mentioned Strategy the first Guidelines for the Education of Migrant Children in Kindergartens and in Schools were adopted by the National Expert Council for General Education in 2009. The guidelines define the principles, measures and solutions for the integration of children with migrant background into the education system. A revised version of the Guidelines was published in 2012. The intention of the revised version was to be more concise and much more practice oriented: each measure, principle is followed by practical solutions. One of the chapters of the guidelines is dealing with the mother tongue and culture provision for migrant children – to help teachers providing these lessons, the National Education Institute prepared in 2012 Guidelines for the mother tongue and culture tuition for migrant children in Slovenia. The Ministry for Education, Science, Culture and Sport has been for many years supporting and co-financing the mother tongue tuition.

In January 2013 the STRATEGY FOR THE INCLUSION OF MIGRANTS IN ADULT EDUCATION was written, however, it has not been adopted yet. The main aim of the strategy is to create conditions for the education of adult migrants for their integration into Slovene society and to enhance social cohesion. The goals are to encourage and motivate migrants for education for becoming more competitive on the labour market, for life-long learning and active citizenship. Another goal is to create equal opportunities in education for the people of various ethnicities and cultures and to enable better communication and understanding of the needs of migrants. The annex to the strategy is the action plan for 2013 and 2014, the aim of which is to enable the implementation of the strategy. For the following years until 2020 the formation of further two-year action plans is envisaged in the strategy.

National human rights plan

Slovenia has adopted the Plan of Action (2005-2009) for the World Programme for Human Rights Education (UN) focusing on the national school system, and has put in place policies and legislation for a rights-based approach to education, with special attention given to human rights education. At the primary school level, topics linked to human rights are included in the school curriculum.

As HRE is a cross-curricular subject, it is also implemented through more flexible methods, such as theme days, activity weeks, or special events on the subject of human rights; In Slovenia, we also organized and carried out curricular projects in cooperation with non-domestic partner schools (European Social Fund (ESF) projects, UNESCO ASP net, Comenius).

Slovenia also started with activities towards the implementation of the second phase of the World Programme for Human Rights Education. In Slovenia, HRE is systematically provided to police officers, who also learn about the role of national human rights institutions and NGOs through meetings with the Ombudsman and Amnesty International, among others. Special emphasis is placed on training of the police officers in how to manage stereotypes and prejudices and prevent discrimination. The subject of human rights also receives more emphasis in teacher education and training, school project tenders, and research topics.

The Ministry of Foreign Affairs is coordinating government agencies in preparations of World Programme for Human Rights Education. Currently, we are in the process of identifying possible ways for preparing the action plan and the implementation program within the existing resources. We envisage the documents to be prepared by the end of 2013.

Poverty reduction strategies, development plans

ROMA

The Government of the Republic of Slovenia adopted the National Programme of Measures for Roma for the period 2010-2015 (hereinafter referred to as: NPMR 2010-2015) in March 2010. The NPMR 2010-2015 defined six strategic goals, which are the basis for concrete measures:

1. Improving the living conditions of the Roma community and arranging Roma settlements in an orderly manner
2. Improving the educational structure of Roma community members and increasing attendance of Roma children in pre-school educational programmes and compulsory educational programmes, as well as increasing the inclusion of young and adult Roma in further educational processes in compliance with the principle of life-long learning
3. Increasing employment and decreasing unemployment rates of members of the Roma community
4. Improving healthcare for members of the Roma community, in particular of women and children
5. Preserving and developing cultural, informational activities of the Roma community, and endeavouring to preserve and develop different variations of the Roma language
6. Raising awareness of the majority population of the existence, culture, customs and traditions of the Roma community, and raising awareness of the minority population on their rights and obligations as citizens of the Republic of Slovenia.

One of its goals is raising awareness of the majority population of the existence, culture customs and traditions of the Roma community, and raising awareness of the minority population on their rights and obligations as citizens

of the Republic of Slovenia. To achieve it, the NPMR 2010-2015 created three measures: (1) activities aimed at the prevention of discrimination and elimination of prejudice and stereotypes about Roma; (2) education of representatives of the Roma community in councils of self-governing local communities (Roma councillors), in associations and other organisations (Roma activists); (3) education of civil servants who have frequent contacts with Roma in their work. In the field of awareness raising and fight against discrimination, the prevailing opinion is that the activities with their different approaches (e.g. the awareness raising campaign "*Dosta! Go beyond prejudice, discover the Roma*", training of civil servants, financing of Roma and other organisations for carrying out activities in this field, etc.) are a good instrument for raising awareness of both the majority population and the Roma, as well as being an instrument of education on the Roma community. Roma were fully included in drafting the NPMR 2010-2015 and are taking active part in its implementation and monitoring of its realization." For better education of Roma children all goals should taken in the consideration. Education of Roma in Slovenia has also got some priority areas:

- Inclusion of Roma assistants in the educational process
- Early inclusion in educational processes – setting up conditions for inclusion in preschool education
- Creating conditions for developing confidence in schools, learning about Roma culture and removing prejudices
- Raising the quality of education provided to Roma children
- Establishment of a "support for learning" network, in particular for secondary school Roma students

In order to ensure better education to Roma The Strategy of Education of Roma in the Republic of Slovenia (2004) was put forward. The strategy, which was again revised in 2011, was prepared in close collaboration with the Union of Roma of Slovenia. The amended strategy includes a number of measures and many of them have been carried out:

- a project introducing and educating Roma assistants
- a network of schools with Roma pupils
- making and providing method (and materials) for teaching Slovenian as a foreign language
- implementing activities of intercultural dialogue
- the standardization of the Roma language
- financing education of adult Roma
- proper scholarship policy
- more favourable norms and standards for classes wherein the Roma children are integrated financing of nutrition, textbooks, school trips, etc.
- Early inclusion in educational processes (setting up conditions for inclusion in pre-school education)
- Creating conditions for developing confidence in schools, including the learning about Roma culture and the removal of prejudices
- Raising the quality of education provided to Roma children
- Establishing a "support for learning" network, in particular for secondary school Roma students
- Etc.

Children's rights have earned increased attention in the United Nations Conventions, Resolutions and Protocols. Education for human and children's rights has been incorporated in various national (governmental) strategies and plans. The PROGRAMME FOR CHILDREN AND YOUTH 2006-2016, which was drafted in 2006, and incorporate various awareness raising activities for children's rights especially in the field of protection from neglected, violence and abuse. The operationalization of the programme is laid down in every 2 years in Plans of Action. The Republic of Slovenia is developing a system to make children visible in policy development, especially through children's parliaments and other mechanism of children's participation and promotion of children's rights. In the framework of the public institute of the Social Protection Institute of the RS, the Child Observatory was established to set up specialised databases and monitor the situation and welfare of children in Slovenia. Raising awareness and dissemination of information on the Convention are regular activities of the civil society and of the Government of the Republic of Slovenia. A Deputy Ombudsman is responsible for the field of protection of the rights of the child and social protection. The Human Rights Ombudsman is also dealing with complaints or initiatives, promotion of the respect of the rights of the child, direct work with children and adolescents at schools (workshops, conversations, surveys, analyses, and tenders) and carries out other activities. On the basis of a pilot project "Child Advocate – Voice of the Child" the project was launched and defines the right of a child to an advocate, whose basic purpose is to protect the rights of children in cases, where

the interests of parents are contrary to the benefits of the children and in all other cases, when the rights of children cannot be protected in any other suitable way.

In 2006, the RESOLUTION ON THE NATIONAL SOCIAL ASSISTANCE PROGRAMME 2006 – 2010 was adopted; it is based on the principles of ensuring human dignity, social justice, solidarity and the responsibility of an individual for his/her own social security and the social security of his/her family members. The programmes, services and benefits provided within the social assistance system aim at: ensuring and increasing social inclusion, empowering the users of the social assistance system and developing their abilities to cope with daily life, providing help and care in cases of inability to carry out basic daily activities, providing basic social security in times of crisis when a lack of other sources of income is encountered, providing equal opportunities to women and men and preventing poverty. Objectives and strategies, as well as measures for attaining the social assistance aims, are defined by taking account of Slovenia's Development Strategy. The National Programme defines the bases for the establishment of a network of development and experimental programmes to be funded by the state through a joint programme. Financial implications have been foreseen for all measures; annual reports on the implementation of the programme are submitted to the government. The Government of the Republic of Slovenia adopted, at the meeting dated February 21st 2013, the new RESOLUTION ON THE NATIONAL SOCIAL ASSISTANCE PROGRAMME 2013–2020. The three main objectives of the development of the social protection system to 2020 are: reduce poverty and increase social inclusion of disadvantaged and vulnerable groups of the population; improve the availability and diversity of services and programs; improve the quality of services and programs, and other forms of assistance (through an increase in the operational efficiency of the implementing organizations, increase their autonomy and quality management and providing greater impact users and user representatives in the planning and provision of services).

Measures and activities set out in the RESOLUTION ON THE NATIONAL PROGRAMME FOR EQUAL OPPORTUNITIES FOR WOMEN AND MEN (2005 - 2013) adopted in 2005 which refer to education, wish to bring about systematic inclusion of gender equality into all levels of the educational system, namely, into curricula, teaching materials, and study programmes in the field of education, as well as into further education and training of professional staff in the educational system. Its main activities are: monitoring and developing curricula at all levels of the educational system from the perspective of gender equality, including from the perspective of education for equal and responsible partnership, parenthood and family life, the prevention of violence (against women) and means of non-violent conflict resolution, problems of human trafficking and sexual exploitation due to prostitution and pornography and sexual violence; shaping of recommendations for the inclusion of gender-equality education into all (relevant) subjects, areas and programmes; inclusion of gender-equality education into further training of professional staff; and monitoring students' books and other teaching materials from the perspective of gender-equality. Every two years action plans are prepared which include specific activities in order to achieve goals set up in the resolution.

An important step in the field of combating family violence was the adoption of THE FAMILY VIOLENCE PREVENTION ACT. The Act was drawn up in collaboration with the academia and the civil society. The act makes a distinction among physical, sexual, psychological and economic violence and the negligence of due care for a family member. Special protection against violence is provided for children, elderly people and people with disabilities. Paragraph 4 of Article 10 of the act stipulates that the practitioners responsible for performance of functions in the field of violence must in the framework of lifelong education; improvement and training regularly educate themselves in the field of violence in the extent as defined by competent ministers. The same stipulates also Article 19 of the Rules on the organization and functioning of the social work centres, multidisciplinary teams and regional services in dealing with domestic violence. To effectively implement the Act, the National Assembly of the RS adopted the Resolution on the 2009–2014 National Programme on Prevention of Family Violence which set out the goals, actions and key deliverers of policies for the prevention and reduction of family violence in Slovenia by 2014. The Government has also drawn up a two-year action plan for 2010 and 2011 and for 2012 and 2013 for the prevention of family violence. The field of education is of great importance in both Resolution and Action plan. In 2009, the Ministry of Education and Sport adopted Rules on the Treatment of Domestic Violence for Educational Institutions in accordance with the Family Violence Act. The Rules aimed at professional staff, and sets out a course of action in educational institutions in case of children experiencing violence: identifying and reporting violence, work at educational institutions after a report has been filed, membership of a professional worker in a multi-disciplinary team at Social Work Centres, etc. School principals shall be

responsible for the implementation of Rules. In accordance with the Family Violence Act and rules proposal, professional staff was trained to work with children undergoing domestic violence. Various projects for primary and secondary education have been carried out on experimental basis, providing a basis for subsequent inclusion of solutions/proposals in the education system.

Other documents

Based on the Youth Act (the Public Interest in the Youth Sector Act adopted in 2010) Slovenia has started to draft its first national youth programme which will be adopted in 2013. The draft National Youth programme defines encouragement of youth mobility as one of the main objectives and proposes participation of youth organisations in promotion of global education as one of the indicators. Global education includes variety of topics such as development education, human rights education, and intercultural education, the environment and sustainable development, education for peace and conflict prevention, the role of civil society, inequality, etc. The main objective of the proposed National Youth programme is to strengthen the role of youth organizations and youth work organizations in global education; and raise civic and intercultural competences of young people.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

No special body for the development of national policy has been established in this area, however, groups that also deal with human rights education were appointed, for instance, Intersectoral Working Group for Human Rights (at the Ministry of Foreign Affairs), the Programme Group for Education and Sustainable Development, Working group for programme for children and youth 2006-2016, Working group on prevention of domestic violence etc.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- Preschool education, early childhood
- Primary school
- Secondary school, Technical and Vocational Education and Training
- Higher Education
- Teachers
- Educational community
- Civil society, non-formal education

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

A) Curriculum

Contents of education for peace and human rights are obligatory and optional, subject-based and cross-curricular.

One of the most important changes introduced into the national curriculum in the educational reform since the past 15 years have been the increasing importance attached to HR education, the participation of pupils and their active involvement in the school community, and the development of critical and independent thinking needed to participate in the local community, society, democratic processes and educational institutions alike. In particular, these changes have influenced to a significant extent the area of HR and have encouraged experts and policy makers to reflect anew the meaning and role of HR education and their influence on the formation and development of a democratic political culture based on the principles of HR, fundamental freedoms, democracy and the rule of law. The issue of HR education and the teaching for democratic citizenship has therefore become one of the central points of discussion in terms of theory, research, policy, and practice.

Changes to the elementary school curriculum were adopted in June 2008 and then soon revised in 2011, so the first school year with new curricula was in 2011/12.

The development of social and civic competencies, peace and human rights education is one of the general aims of obligatory subjects such as environmental education (years 1-3 of primary school - ISCED 1), social and environmental science and technical education (years 4 and 5 – ISCED 1), geography (years 6 – 9, ISCED 1 and 2), new civic and patriotic education and ethics curriculum (years 7 and 8, – ISCED 2), and it is also incorporated into the history curriculum (years 6 – 9 - ISCED 1 in 2) and in numerous optional subjects (years 7 – 9, ISCED 2).

At the level of primary education, topics linked to HR are included into other HR related subjects (the mother tongue, natural and social environment, society, science and technology).

The subject of civic, patriotic education and ethics is an integral part of the curriculum in the field of social sciences and humanities at the level of lower secondary education. It is offered in years 7 and 8 with a total of 70 (45-minute) lessons in each year. The civic and patriotic education and ethics syllabus determines the basic subject units, attainment targets for knowledge and skills, and goals for lessons or teaching units. Topics within the syllabus, that enhance HRE and peace education, are combined in topics such us: (7th grade) – Individual, communities, state; Community of citizens of republic of Slovenia; Slovenia is grounded on Human rights; Beliefs, religions and state; (8th grade) – Democracy nearby, World community (globalization).

The optional subject of civic culture is offered in the last (9th) year of elementary school. It is taught for one hour a week (i.e. 32 hours of teaching in all). The subject is connected with civic education and ethics. It represents an extension and deepening of relevant knowledge, skills and understanding.

Changes to the school curriculum for secondary schools with a special attention to HR education and cultural education (also includes interculturality) were adopted in February 2008. In high schools (ISCED 3), besides sociology, let us also mention history education that contains several measures for strengthening HR education. It is written in the national curriculum document in the definition of the subject (History) and in general objectives of a subject. It is one of a core curriculum topics and it is located in many historical topics, like the age of Enlightenment, French revolution, Democratic and undemocratic systems in 20. Century (Contemporary History) etc. Curriculum has also obligatory topics such as peaceful movements, and optional, such as Human right and civilian movements. With regard to secondary schools, in addition to sociology mention should also be made of history, within which are envisaged many measures aimed at increasing education in human rights. Thus in the curriculum for gimnazije (ISCED 3A), goals relating to the development of attitudes, behaviour, tendencies and standpoints are included. In addition, compulsory and optional elective content can include various aspects of social and civic competences.

In vocational (ISCED 3) and technical (ISCED 3a) schools, the topics on human rights education are mainly included in the general educational module of all programmes – subjects Sociology and Psychology, comprising 68 lessons. The content of social skills including non-violence, tolerance, cooperation, respect (based on catalogues of knowledge for key qualifications) is integrated into the curriculum of all programmes, while its implementation is defined by the school implementation curricula.

The curriculum for general upper-secondary education (ISCED 3A) aims at developing relationships, actions, attitudes and positions. In addition, compulsory and voluntary optional activities can comprise different areas of social and civic competencies.

In general upper secondary education (gimnazija), citizenship education is a mandatory part of the core curriculum option including a total of 15 teaching hours per school year. The citizenship curriculum in gimnazija allows the topics to be covered by means of a planned programme combining provision with separate curriculum time, explicit opportunities for citizenship via activities that focus on its aims alongside those of other areas of the mandatory curriculum (links with other school subjects, such as philosophy, sociology, history, geography and the mother tongue), whole-school activities, and a range of opportunities for students to learn through their participation in the life of the school and local community. Out of the five main curriculum units that are part of the civic culture syllabus for the gimnazija (i.e. constitutional order of the Republic of Slovenia, the state, the individual, society and the state, political systems and the economic system of the Republic of Slovenia), three units have to be covered within the 15 hours of provision.

In 2008, renewed curriculums for primary schools (revised in 2011) and general upper secondary education were adopted, with an emphasis on a competency-based and cross-curricular approach. Cross-curricular

dimensions, which include education for human and children's rights and peace education, can in Slovenia be taught through:

- a specially designed timetable (flexible syllabus), thematic days, activity weeks or events focusing on one of the cross-curricular dimensions,
- projects with partner schools in Slovenia and abroad,
- school subjects, by correlations between subjects on the basis of common themes or questions;
- activities that are incorporated into routine school work, for instance, the organisation of exhibitions, working with parents,
- the entire development plan, management and school ethos, etc...

The content of these key qualifications is integrated into the curriculum of all vocational programmes, while its implementation is defined by the school implementation curricula. In the education process, HRE is implemented in various ways:
– as part of modules;
– as a separate module (bio-technical programmes – sustainable development module);
– within project weeks;
– through individual school projects, extracurricular activities;
– as an active method of work used in various subjects and vocational modules.

B) Training of teachers and other educational personnel (pre-service and in-service training)

The education for peace and human rights is included in: Pre-service teacher training, In-service teacher training; head teacher training.
It is voluntary or mandatory.

Pre-service teacher training – Universities and independent HE institutions are, in accordance with the Constitution of the Republic of Slovenia and the Higher Education Act, autonomous institutions. This means that in addition to freedom of research, freedom of artistic production and dissemination of knowledge they enjoy the right to independently manage their internal organisation and bodies. The law determines that all Slovenian citizens have equal educational opportunities, regardless of their resistance, cultural or linguistic origin, health condition, social background or gender.

The constitution regulates autonomy of universities and professional colleges as higher education institutions and also allows freedom in scientific and artistic endeavours. Members of academic community are free to pursue, develop and transmit knowledge and ideas. Academic freedom includes the liberty of individuals to freely express opinions about the institution or system in which they work.
Universities are autonomous; but their programmes consist of contents of HRE and peace education, citizenship education.
For example – Faculty of Education, Ljubljana has some optional subjects/modules, such as “Society, Culture, Education”, Faculty of Arts, Ljubljana teaches future teachers of citizenship education etc.

In-service teacher training
Teachers must be granted a minimum of 15 days of education in 3 years, and with the permission of their head teacher, they can choose any topic on any date.
Teacher training is conducted in different ways: through further education and training programmes, which are financed from the national budget and the European Structural Funds, through education and training conducted by public institutes operating in the field of education (i.e. The National Education Institute, National Institute for Vocational Education and Training, National School for Leadership in Education (NSLE, Šola za ravnatelje), and through non-governmental organisations. Seminars for teachers for Peace and Human Rights Education are often prepared and organised with some non-government organisations (Amnesty International, Centre for Citizenship Education) UNICEF, UNESCO…)
Teachers of vocational and technical schools have the opportunity to gain knowledge on human rights in professional training programmes, financed by the Ministry of Education and Sport from the national budget and which are published each year in the Catalogue of further education programmes for professional staff in

education and also within the network of study groups for teachers of vocational and technical schools (seminars in the field of sustainable development, mediation in schools, etc.).

Professional training programmes, financed by the Ministry of Education and Sport from the national budget and which are published each year in the Catalogue of further education programmes for professional staff in education for an individual school year, enable a continued professional development of teaching staff. Several programmes were published, which trained professional staff to emphasise intercultural dialogue and HRE.

Pedagogical counsellors at The National Education Institute offer counselling services to all the school staff, with an emphasis on the implementation of human rights. Together with school management and teaching staff, they identified critical points - violations of human and/or children's rights in the school environment. Schools were offered assistance in preparing a school educational plan, where representatives of parents and pupils could also take part. The educational plan defines basic school values that are based on respecting human rights. To raise the sensitisation about respecting human rights in everyday school and outside of school life, various activities were carried out on remembrance days (i.e. 10 December, 20 November).

Many in-service teacher trainings were financed by Ministry of Education and European Social Fund:

Such an example is the project "Professional training of professional staff in education in the field of social and civic competencies" commenced in 2008 and carried out a three year in-service teacher education program that aimed at the training of teachers (ISCED 0 to ISCED 3) on issues related to human rights, citizenship education, intercultural education, identifying and preventing violence, equal opportunities and antidiscrimination issues etc. Approximately, 4.000 teachers and other educational personnel have been involved in this training activity. At the same time, other in-service training activities have also been carried out as part of other projects and training initiatives. The primary purpose of the project that refers to active citizenship and intercultural dialogue is to present the theoretical complexity of ensuring equality and unity, and accepting, integrating and respecting differences in the modern plural society; to expose the problem of harmonising various goals of education; to present different perspectives of understanding civic education; analyse various competencies of active citizenship; to warn about the complexity of the issue of participation in the modern society; to problematize the issue of multi-cultural citizenship and multi-ethical patriotism as well as multiculturalism in general, and to warn about different issues related to socio-economic inequality, globalisation and human rights.

Throughout the entire reporting period, the advisors of the National Education Institute of the RS were training teachers and other teaching staff in accordance with the HR education principles. They implemented different forms and methods of training. We would like to expose the following:

In service teacher training and head teacher trainings have been carried through different projects, financed through European Social Fund and Ministry of Education; such examples are: The increase in social and cultural capital with a Roma population, Successful inclusion of Roma in education, The professional training of teachers v education for prevention and recognition of domestic violence 2010-2012, etc.

Head- teacher training

The National School for Leadership in Education (NSLE), which offers training programmes for pre-school and school leaders, deputy head teachers and teachers, offers training programmes for heartaches and candidates for Headship Licence, under the educational topic concerning the enforcement of the human rights protection policy. Optional activity titled "Implementing Human and Children's Rights in Schools - School Culture and Head Teacher Responsibility" has been prepared in cooperation with the Human Rights Ombudsman. Besides general training programmes, the NSLE enables teachers and future head teachers to critically address concrete issues regarding the policy of human rights protection in the field of education. The optional activity is available every year to participants of the NSLE programmes.

Training in HRE for teachers is also provided by NGO-s (especially Amnesty International of Slovenia, School for Peace, SLOGA etc.) For example: SLOGA and its members mainly organize/implement workshops for children and youth and for training of teachers. Such training is mainly based on teacher's free time and high-level of motivation as well as support from the school headmasters.

c) Teaching and learning process and tools (textbooks and other materials, teaching methodologies that are learner-centred, encourage, participation etc).

In cooperation with various institutions and individuals, pedagogical counsellors at The National Education Institute of the RS have been developing, promoting and implementing different strategies of HR learning; for this purpose, they updated the existing curriculum and prepared new learning/working materials for teachers and text books for pupils. The principles of modern didactic strategy of HR education are being implemented through the above mentioned methods.

In the updated curriculum for Civic and patriotic education and ethics (2008, revised 2011) a strong emphasis has been placed on the use of didactic approaches that encourage active and democratic teaching and learning about human rights along the entire structure of elementary education. Several didactic/learning materials have been prepared for this purpose.

Didactic perspectives of teaching/working materials and text books:

— Teaching working materials focus on teachers to offer them support during planning and implementing learning situations in the pedagogical process related to human rights education. Teaching materials focus on raising the awareness of teachers about teaching pupils through their own experience – situated learning, that is, through the concrete implementation of rights and not only verbally
— The textbook aims at the active/interactive teaching of pupils while its didactic structure and contents entirely support the principles of human rights education. It encourages pupils to engage in interactive, research and situated learning; to form their own views, critical stance and constructive ethical relations based on knowing, understanding and implementing human and children's rights

Examples of materials and text book:

- Together Strong - Ministry of Foreign Affairs published in June 2012 first Slovenian textbook on the UN, destined for elementary school pupils. The textbook entitled 'Stronger Together' is a result of the fruitful cooperation of the Foreign Ministry, the Ministry of Education, Science, Culture and Sport, and the UN Information Service in Vienna (UNIS). It represents a significant contribution to raising awareness about the UN, its role, goals, importance and achievements in all areas of activity involving human rights, sustainable development, peace, and security.
  The textbook is destined for young people and to those interested in the functioning of the only universal international organisation uniting 193 Member States. A great portion of the textbook deals with the role and participation of Slovenia in various areas of the UN's scope of activities. All Slovenian primary schools will receive a copy of the textbook, and it will also be available in libraries for the wider public. The Foreign Ministry wishes to pursue the education programme on the UN through an interactive web page that would offer additional content, tasks and discussions on the functioning of the UN in the contemporary world.
- To address education of children on the rights of the child, Slovenia devised a project "Our rights", whereby a new teaching tool was designed and used throughout the OSCE region to improve respect for and understanding of the rights of the child as contained in the Convention on the rights of the child.
- 2008 Educational Research Institute (co-financed by European Social Fund), with assistance from external contractors, designed and implemented a web portal CIVIPEDIA. The web portal was established for the purpose of developing quality teaching materials and media digitalization of materials that could be used by teachers of different school subjects (mainly those connected with citizenship education), as well as in certain other school activities.

Others:

— E-materials related to HR education. With the help of these materials, teachers plan and implement their pedagogical process
— Materials of teachers "from practice for practice" published in the cyber classroom. The role of the materials is to implement and motivate HR education
— The publication of articles in magazines from the field of education. Through their articles, authors explain and raise awareness about the importance of education that is in compliance with the principles of human rights and active citizenship

— The text book for Civic and patriotic education and ethics. The didactic structure of the contents and the implementation of the teaching process strongly encourages pupils to engage in research and an experiential approach to gathering information, understanding and implementing human rights

The Ministry of Education and Sport co-financed the translations and publications of numerous didactic materials that were prepared by the Council of Europe, and distributed them among the professional staff in education.

The non-governmental organisation Centre of citizenship education (http://www.eip-ass.si/), which also publishes numerous didactic materials and Amnesty International Slovenia are very active in the field of HR education.

d) The learning environment

Human rights education is related to the SCHOOL EDUCATION PLAN. Pursuant to the Primary School Act, educational work is defined as expert work carried out in compliance with professional rules, in accordance with the law, implementing regulations and school instruments. Each school must have its own education plan, which defines educational activities and forms of cooperation between school and parents and their participation in the implementation of the education plan, while taking account of the needs and interests of children and particular features of the wider environment. Educational activities include proactive and preventive activities, counselling, guidance and other activities (commendations, prizes, rewards, types of disciplinary measures, etc.) aimed at providing a safe and supportive environment. Staff members, pupils and parents all participate in drafting a school's education plan. The education plan is adopted by the School Council on the proposal of the headmaster and following the procedure for annual work plan adoption. The headmaster reports on the implementation of the education plan to the Parents Council and School Council at least once a year.
On the basis of the school education plan, the school's code of conduct lays down the detailed obligations and responsibilities of pupils, methods of ensuring safety, rules of conduct, educational measures for individual violations of rules, pupils' organisation, justification for absence, cooperation in ensuring pupils' health care, and regulates other issues.
A school's code of conduct is published in the school's booklet, in which the school presents the characteristics of its programme, the organisation of work in accordance with the annual work plan, the rights and obligations of pupils, the content of the education plan, house rules and other information.

In September 2010 the Regulations for school rules in secondary schools were adopted. The Regulations define the rights, duties and prohibitions for students in time of classes, the ways in which the rights are enforced, the fulfilment of duties, the actions in cases of violations, which are defined in the Regulations and general school Acts, and school's obligations in enforcing the provisions of the Regulations.

In the updated Elementary Education Act from 2011 there is a new definition of children with special needs. This definition excludes gifted children and children with learning disability. These two groups are included in the new Articles of the Act. As defined in the 11th Article gifted children are those whose intellect is high above the average and those with an award for outstanding achievement in various academic fields, arts or sports. The school must provide the right conditions for these students; the content and methods of work are adapted and the students have the possibility of attending additional classes; there is also the possibility of other forms of individual or group assistance.
For children with learning disabilities the programs must be implemented in an adapted way with additional professional help; there is also the possibility of an adapted elementary education program or a specific program.
In 2011 a relevant change for foreigners and immigrants was adopted. It was decided that teaching of Slovenian language and culture must be organized, in accordance with international treaties, for children of Slovenian emigrants and expatriates. In addition from 2011 children of foreigners can be promoted in the next class in the first year they attend a Slovenian school without being graded in all subjects.
PARTICIPATION OF PUPILS AND STUDENTS also reflects the learning environment.
Pupils and students can cooperate in different ways; they can freely express their opinion, co-operate in decision making and organising interests.

Please refer to answer 15 to find out more about school discipline policy and school rules, which accurately lay down pupils' duties and responsibilities, ways of ensuring safety, code of conduct, educational measures for

individual violations of rules, organisation of pupils, excusing absences, cooperation in ensuring health care to pupils, and other fields.

In accordance with Article 43 of the umbrella act in the field of education, the Organisation and Financing of Education Act, rules in public nursery schools and schools are adopted by public school or nursery school councils. Article 46 accurately prescribes a detailed composition of a council, which enables the cooperation of two student representatives in councils of public vocational or technical schools, general upper secondary schools, and public residence halls for students.
A public school council appoints and relieves a school head teacher, adopts school development programme, annual working plan and the report on its implementation, passes decisions on the introduction of superior standard and other programmes, considers reports on educational issues, passes decisions concerning the complaints regarding a status of a pupil, apprentice, higher education student and adults as a second level body, passes decisions on complaints concerning the rights, duties and responsibilities of employees deriving from employment relationship, considers matters forwarded by childcare, teacher, adult education or lecturers panel, school inspection, representative employee union, parent council, association of pupils, apprentices, high school students or students, and carries out other tasks set out by the law and articles of association.

PRIMARY SCHOOLS (from 6 to 15 years of age) – In primary schools, home-class periods are part of the compulsory programme. During home-class periods, pupils and their home-class teacher discuss issues related to work and life of pupils.

In order to enforce their rights and interests, home classes may through their representatives join (not compulsory, though) into an association of pupils or school parliament, which adopt an annual work programme. In case, an association of school pupils has been established, it normally carries out the following tasks:

- collects remarks and proposals of home classes concerning the timetable, activity days, excursions, extra-curricular activities, events and other activities organised by school,
- monitors the enforcement of rights and duties of pupils, and warns the head teacher and school council about any violations of pupils' rights,
- organises school events, cooperates in publishing a school newspaper and informs other pupils about its activities,
- plans and organises joint campaigns (collecting campaigns, solidarity campaigns, etc),
- proposes improvements of living environment (cleaner school environment) and takes part in attaining the set objectives,
- puts forward proposals for commendations, awards and recognitions of pupils,
- carries out other tasks agreed by pupils.

Association of school pupils has a mentor, appointed by a head teacher from professional school workers. Mentors can also be nominated by home-class representatives. Prior to appointing a mentor, head teachers must obtain an opinion from the association of school pupils.

CHILDREN'S PARLIAMENTS

Besides the already mentioned organisational forms, we should mention a school parliament, which is an executive body of association of school pupils. School parliaments consist of pupils elected by association of school pupils. The number of representatives is determined with regard to the number of home-classes in a school, and cannot be less than 9. School parliaments are convened at least twice a year. School parliaments are convened by head teachers, or mentors of association of school pupils. The initiative for convening the school parliament can also be made by home-class representatives. If the initiative is made by representatives of at least three home-classes, head teachers or mentors are obliged to convene a school parliament. The children's parliament is based on Article 12 of the UN Children's Rights Convention, which says that "every child has the right to freely express an opinion in all matters affecting her/him and to have that opinion taken into account". Children's parliaments are one of the best forms of HR education, especially for active and creative citizenship. Organisation of primary school pupils in a school parliament is set out in School rules, which are adopted by the school council on the proposal of a head teacher, and it is not binding, but depends on an individual school.

SECONDARY SCHOOLS (from 15 years of age):

TECHNICAL AND VOCATIONAL SCHOOLS: School councils also consist of student representatives; councils decide upon requests concerning the protection of rights regarding obtaining or losing a student status.
On the basis of the Vocational Education Act, student representatives also participate in Quality Assurance Commissions, which monitor and establish the quality of educational work. There is also a Commission for the Protection of Students' Rights, whose its members are appointed by a school council.
Students can organise an association of students (hereinafter referred to as the association). The association acts at the school level and in home-classes. The association is led by a committee which consists of all home-class representatives. The association organises out-of-school life and activities and considers issues related to educational work and management, and communicates its proposals to school bodies. High school students can also join into student associations.

GENERAL UPPER SECONDARY SCHOOLS (GIMNAZIJA): General upper secondary schools also have school councils which include student representatives, who decide upon, among other, complaints concerning obtaining or losing a student status. There are also associations of students which have the same function as in technical and vocational schools. In accordance with the Rules on the code of conduct in secondary schools, schools must ensure the basic conditions for the work of association of students (facilities and the necessary information). The association of students works in accordance with its own rules and normally meets outside school hours. Upon agreement of the association of students, head teachers may nominate a mentor for the association. Teachers council, parents council and school council consider proposals, opinions and initiatives communicated by the association of students and inform it about their own positions and determinations at least once a year.

Associations of students at an individual high school appoint students who become members of the parliament of the School Student Organisation of Slovenia (SSOS). The SSOS aims to: improve the material position of students, enforce and protect the rights of students, ensure the cooperation of students in extra-curricular activities, strengthen and spread the influence of students on the curriculum, learning process and the ways of assessment of knowledge in high schools, improve the quality of relationships in high schools, improve the provision of information and the impact of students on the civil society, ensure school democracy, sovereignty and equality in high schools, and defend equal opportunities for all, defend and strengthen the impact of students on issues related to their material and spiritual growth. In addition to the Presidency, the SSOS also consists of the Council, etc., and liaises with the Student Organisation of Slovenia.

Pupils and students have a possibility to express their opinion in school media, which are created with the help of teachers-mentors in primary and secondary schools.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (teacher training institutions, national curriculum development institutions etc)

- Coordination – Ministry of Education, Science and Sport
- Curriculum - Ministry of Education, Science and Sport, educational institutions (The National Education Institute, National Institute for Vocational Education and Training– for formal education)
- Teacher training - Ministry of Education, Science and Sport, educational institutions (National School for Leadership in Education, The National Education Institute, National Institute for Vocational Education and Training etc.)
- Teaching materials – textbooks adopted by Council of experts of general education
- Learning environment – Ministry of Education, Science and Sport, schools

9) Is the specific budget allocated to the implementation of the policies?
No.

10) Does a systemic mechanism of monitoring the implementation of the policies exist?

The different strategies, programmes have normally action plans; reports of the fulfilments is prepared and discussed on ministerial and governmental level.
Below is presented the monitoring of quality in educational institutions and set out some forms of external evaluation of topics connected to HRE and peace education.

The responsibility for quality and evaluation in educational institutions and the educational system is shared by the government and educational institutions themselves. One of the key objectives of reforms and continuous modernisation in education is improvement in the quality of education, hence, the government regulates and organises systems of evaluation for educational institutions and for the education system as a whole.
The regulations of The Ministry of Education, Culture, Science and Sport impose on educational institutions the obligation to conduct ongoing internal evaluations and authorise public agencies and evaluation bodies to organise external evaluations. Some approaches have become traditional, such as the analysis of school results at the end of assessment periods and the operation of school inspections in pre-school institutions and schools. However, the last decade has seen accelerated development in new forms, such as the project of self-evaluation and quality in pre-school institutions, schools and higher education institutions; external assessment in compulsory education and at the end of general and technical upper secondary education; and participation in international research projects which assess student performance. The Ministry of Education and Sport is responsible for the development of evaluation processes in the educational system at the pre-tertiary level. The Council for Evaluation was appointed to coordinate the processes of evaluation in educational programmes. This Council is an advisory body which manages and addresses evaluation related topics, especially at the level of pre-school education programmes, compulsory education programmes and upper secondary education programmes.
The monitoring of the educational process and the implementation of changes in pre-school institutions and schools is the responsibility of the following public institutions: the National Education Institute, the Institute of the RS for Vocational Education and Training and the Slovenian Institute for Adult Education.
All the monitoring systems, internal or external, are in place to assess respect for human right principles in teaching practice, teaching quality with regard to human right education, respect for human rights, to assess respect for human rights principles in school management and governance processes and changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights.

The pre-school institution or school head teacher evaluates the work of each pre-school teacher or teacher respectively in accordance with the Act; it requires that the head teacher participates in the pedagogical work, monitors it, provides advice to pedagogical staff and makes proposals for their promotion.
The school's Teachers Assembly, the Parents Council and the School Council discuss the school report at the end of each academic year. They evaluate results and the effects of the school's programme and policies and add their comments to the report; in other words, they make proposals for new solutions and considerations. In the beginning of the new academic year, the process of internal evaluation is reflected in the programme of the institution's development and in the annual work plan. Measures applicable to critical issues in the educational process in a school are often monitored and also evaluated by the school advisory service. Since the 1990s schools have been using different methods of evaluation and quality assurance in educational work, including data from national and international comparable studies of academic results. Every school is informed of the results achieved by its pupils and of the national averages. Hence, every school is able to assess its own quality of work. Schools report to the School Council about their conclusions and proposed measures to improve the quality of their work. In 2007, the Ministry financed a project which assessed the added value of each school. It is another tool that should assist schools, based on academic results achieved at enrolment and on completion of a particular programme, to evaluate their share in the quality of academic results.

For external evaluation of schools, the main method used is external assessment of knowledge at the end of the second three-year cycle in the basic school, upon completion of basic school and upon completion of upper secondary school. External administrative and educational evaluation of schools is also performed by the Inspectorate of the Republic of Slovenia for Education and Sport, a body within the Ministry of Education and Sport. Its organisation, areas of control and authorities are regulated by the School Inspection Act. The aim of school inspection is to ensure compliance and subsequently protection of pre-school children and other learners' rights.
The areas of control include the organisation, financing and conduct of educational programmes. For example: compliance with conditions set for the provision of educational activity, organisation of educational work, provision of educational programmes, respect for children's rights and obligations, respect for learners' rights and obligations, respect for pedagogical workers' rights and obligations, keeping educational records and issuing public certificates, budgeting and other.

Monitoring, defined as a procedure of the systemic collection of information on the implementation of new programmes and new programme elements aimed at resolving problems in educational practice as they arise, is a responsibility the National Education Institute (general education programmes), the Institute of the RS for Vocational Education and Training (vocational education programmes) and the Slovenian Institute for Adult Education (adult education programmes).
Implementation, monitoring and evaluation of new educational programmes, new programme elements and their changes follow procedures prescribed by the Modernisation of educational activities rules; the Council for Evaluation has an important role. Once a year, the Council proposes evaluation study programme, gives an opinion on plans and reports of public institutes on modernisation of educational work, and prepares annual reports about its work for the Minister and responsible professional councils.

Other forms of external evaluation of the education system include:

- analyses of national results and indicators in comparable international research projects (PISA, TIMSS, PIRLS, TALIS, SITES, CIVICS, EAG);
- Analyses of results of basic, developmental and applicative research projects in all areas of education co-financed by the Slovenian Research Agency (CRP).

Slovenia joined all referred internationally comparable studies, namely: PISA (Programme for International Student Assessment), TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study), TALIS (Teaching and Learning International Survey), CIVED/ICCS, SITES/ICILS (Second Information Technology in Education Study/ International Computer and Information Literacy Study), EC ESLC (European Survey on Language Competences), OECD study PISA evaluates education systems worldwide every three years by assessing 15-year-olds' competencies in the key subjects: reading, mathematics and science.

The topic of human rights is researched by the International Civic and Citizenship Education Study (ICCS), which was conducted in 2009 and enable international comparison of results. The results were published in 2010, and are particularly interesting to compare them with the Civic Education Study (CIVED) results from 1999. On the basis of the comparative analysis we are able to show (possible) changes in knowledge, concepts and views on human rights.

Both CIVED/ICCS and the 2005 Eurydice survey (Slovenia took also part on Citizenship education in 2012 Eurydice survey) showed many of the participating countries focusing on abstract concepts such as human rights alongside a traditional focus on knowledge of political institutions and processes (Eurydice, 2005; Torney-Purta et al., 1999).

One Item in ICCS required students to recognize the fundamental purpose of the United Nations Universal Declaration of Human Rights. The achievement data for this item suggest that this purpose was familiar to most ICCS students. Across all participating countries, 68 % of students achieved full credit on this item; percentages ranged from 38 to 92 %. As exposed in ICCS international report many countries emphasize human rights education in their civic and citizenship education programs, which helps explain the extent of students' familiarity with the purpose of the declaration (Schulz, Ainley, Fraillon, Kerr, Losito, 2010). Slovenia had 78 % of correct response.

D) Contents of the national implementation of education for peace and human rights

11) themes, topics (democracy and HRE, learner's everyday life, violence, HIV, Aids, moral and ethical values)

democracy and HRE:
Slovenia is aware of the important role of democracy and education for human rights and peace thus we pay special attention to the development of appropriate policies, legislation and practices in this field. NGO's, teachers' associations, research experts and others are included in the preparation of legislative proposals, strategies, action plans, etc. (See also item 6.a – Curriculum)

learner's everyday life

Between 2010 and 2012 Slovenia continued with efforts to improve children's lives. The emphasis was on children's rights. The activities were mainly focused on human rights, within the fields of cooperation for development, humanitarian aid and safety policies.
In this regard one of the most important tasks in the educational system is the elimination of children's discrimination based on ethnicity.
In schools assistance or special measures are needed for children and youth belonging to different ethnical groups. The groups of children that need an adjusted system are:

- children from the Italian and Hungarian national community, living in the area where the minority is, have the constitutional right to attend schools in their first language,
- children from the Roma community are a special group and their rights are defined by different Acts. In kindergartens the number of children per one adult is better than in ordinary kindergartens' groups. In elementary school the norms for classes, where there are at least three children belonging to the Roma community, are better than in ordinary classes. The Ministry of Education, Science, Culture and Sport finances projects with the goal of including an assistant for Roma children in the educational system. He or she is usually a member of the Roma community and helps the children to overcome emotional and language barriers. The assistant is the connection between the kindergarten or school and the Roma community.
- Children of migrants (foreigners): their rights are defined in the Kindergarten Education Act, Elementary and Secondary Education Act, Vocational Education and Training Regulator Act; The Asylum Act guarantees the right to education to refugees and asylum seekers. In 2007 the strategy for active inclusion of children of migrants in the educational system was adopted, and on this basis the guidelines for the education of foreign children in kindergartens and schools were prepared in 2009. The guidelines were revisited in 2012. The guidelines define strategies, adaptations of work, ways of cooperation and inclusion of migrant's children and their parents. A Slovenian language curriculum for foreign students (70 hours) was adopted in Secondary schools. The pupils and students, who are asylum seekers, have the right to a free school meal, and they can borrow free textbooks from the Textbook Fund. Ministry of Education, Science, Culture and Sport supports the implementation of first language and culture supplementary classes for migrant's children in elementary schools. The Ministry of Internal Affairs has prepared a website with information the foreigners need to live and work in Slovenia. On the website there is also information about free Slovenian language courses and courses, where foreigners can learn about Slovenian's history, culture and constitutional arrangements for citizens of third world countries.
  A project entitled Empowerment of students with the improvement of their literacy and access to knowledge is implemented by the National Education Institute. The main goal is to compensate the shortfalls that derive from the families' less stimulating socioeconomic status.

VIOLENCE

See also answer C4,

Prevention and treatment of violence is one of most important priorities of educational policies in cooperation with other institution (centres for social care, Police etc.) recently.
Since 2004 when minister for education adopted Guidelines for analyzing, preventing and treating of violence in school environment, a fruitful co-working between different governmental and non-governmental institutions has been achieved.
On the basis on many research projects and prepared models on preventing different types of violence, a lot of work has been done in the field of in-service teacher training and head teacher training. Such examples are:

- work on National School for Leadership in Education (the networks of schools, that work on preventing violence)
- projects, financed by European Social Fund – ESF (Violence is OUT, we are IN – network of elementary schools); Institute of Criminology prepared a model of emotional empowerment of schools/teachers etc.
- ministry and ESF financed many in-service teacher trainings (Professional training of professional staff in education in the field of social and civic competencies with an emphasise ob violence; in service teacher training through projects ESF - Training of educational personnel: building-up competences for preventing violence and Systematic dealing with violence in the family – training for professionals in education"

As mentioned before, an important step in the field of combating family/domestic violence. The Act was drawn up and the paragraph 4 of Article 10 of the act stipulates that the practitioners responsible for performance of functions in the field of violence must in the framework of lifelong education; improvement and training regularly

educate themselves in the field of violence in the extent as defined by competent ministers. In 2009, the Ministry of Education and Sport adopted Rules on the Treatment of Domestic Violence for Educational Institutions in accordance with the Family Violence Act. The Rules aimed at professional staff, and sets out a course of action in educational institutions in case of children experiencing violence: identifying and reporting violence, work at educational institutions after a report has been filed, membership of a professional worker in a multi-disciplinary team at Social Work Centres, etc. School principals shall be responsible for the implementation of Rules. In accordance with the Family Violence Act and rules proposal, professional staffs were trained to work with children undergoing domestic violence. Various projects for primary and secondary education have been carried out on experimental basis, providing a basis for subsequent inclusion of solutions/proposals in the education system.

Also more and more safe houses for victims of domestic violence are opened. Every year many humanitarian aid projects are implemented.

Moral and ethical values (culture of peace, justice, rights and responsibilities):

See answers: 7a, d.
Ethics is a part of a compulsory subject of civic, patriotic education and ethics, which is an integral part of the curriculum in the field of social sciences and humanities at the level of lower secondary education. It is offered in years 7 and 8 with a total of 70 (45-minute) lessons in each year. The civic and patriotic education and ethics syllabus determines the basic subject units, attainment targets for knowledge and skills, and goals for lessons or teaching units.

Very important is also learning environment: adoption of school educational plan in elementary schools; on the basis of the school education plan, the school's code of conduct lays down the detailed obligations and responsibilities of pupils, methods of ensuring safety, rules of conduct, educational measures for individual violations of rules, pupils' organisation, justification for absence, cooperation in ensuring pupils' health care, and regulates other issues. A school's code of conduct is published in the school's booklet, in which the school presents the characteristics of its programme, the organisation of work in accordance with the annual work plan, the rights and obligations of pupils, the content of the education plan, house rules and other information.
In secondary schools Regulations for school rules in secondary schools are valid (they define the rights, duties and prohibitions for students in time of classes, the ways in which the rights are enforced, the fulfilment of duties, the actions in cases of violations, which are defined in the Regulations and general school Acts, and school's obligations in enforcing the provisions of the Regulations).

Aids/HIV

The Strategy for preventing and controlling HIV infection for the period 2010-2015 addresses the concern of assuring comprehensive sexual and reproductive health education. This document states that the promotion of responsible and safe sexual behaviour is the most important factor for the prevention of sexually transmitted HIV infection among the entire population, including young people. The inclusion of topics concerning healthy sexuality into primary school curriculum is of fundamental importance.
One of the pillars of the strategy is the reduction of personal and social influence of HIV infection for a better integration of infected persons in the society and limitation of discrimination and stigmatisation. Young people should therefore be educated also about intolerance of discrimination and violence, the diversity of society; furthermore, they should be encouraged to respect diversity. Inclusion of these topics in the primary school curriculum is of fundamental importance.
In the framework of the health system health education activities on sexual health are organized for all children and adolescents including school dropouts and are conducted in health dispensaries with the goal of influencing the behaviour of an individual or group in relation to sexual health. These must be complemented by education in the school setting.

The Ministry of Education is well informed of the need to further develop the existing curricula in primary and secondary schools. Teacher's modules and curricular materials have already been developed, yet there remains the final step to bridge the intersectoral gap and initiate the process of integration into curricular documents and

the education of teachers. The final goal is to include sexual and reproductive health education within a general curriculum taught by specially trained teachers.

12. Actions/practices (major initiatives) HR education

a. Celebration of diversity (intercultural education, intercultural and interfaith dialogue)

INTERCULTURAL EDUCATION

A competency-based approach was the primary driving force behind the curriculum reform for elementary and general upper secondary education The updated curricula aim at developing all key competencies, strongly emphasising intercultural communication ability, and intercultural competence, which does not solely imply knowing and understanding other cultures, but also refers to the ability of active and proactive endeavours for efficient communication between these cultures and for their mutual enrichment that is enabled by the variety and diversity of perspectives.

Slovenian Institute for Adult Education is developing intercultural adult education, both theoretically and practically. In the scope of intercultural adult education in Slovenia the already-mentioned Strategy for the Inclusion of Migrants in Adult Education was written together with the representatives of the Ministry of Education, Science, Culture and Sport and members of other 14 institutions. Besides, the Codex of Intercultural Dialogue for Adult Educators was written in 2011. In 2007 the programme for the Training in Intercultural Competences for Adult Educators was written. It includes the education for peace and human rights. The training has already been implemented for the following target groups beside adult educators: employers, secondary school teachers, members of NGOs etc. Besides, various non-formal educational programmes for migrants are being developed.

In May 2009, the Council of Experts of General Education confirmed the document The National Guidelines for Arts and Culture Education. The Guidelines explain and facilitate the awareness of the role that systematic arts education plays in the improvement of the quality of education. One of the primary objectives of the arts and culture education set out in the Guidelines is "expressing cultural diversity", since quality arts and culture education should encourage individuals to become aware of and express their own culture, which will in turn enable the discovery of other cultures, teach and strengthen tolerance and understanding of the differences between cultures and encourage intercultural dialogue. The Guidelines also contain one of the principles of intercultural dialogue, which enables us to expose the possibility for knowing, creating, evaluating, experiencing and representing one's own culture, detecting, understanding and appreciating diversity, overcoming prejudices towards other cultures, comparing cultures, educating for tolerance and maintaining or upgrading one's own identity and culture; at the same time, it emphasises the importance of integrating various cultures into educational work and enables experiential recognition of cultural differences.

One of the priorities is to encourage educational institutions to open up to local, regional, national and international environments, and to incorporate the elements of intercultural dialogue into curricula, further education and training programmes for professional workers in education, and project-based work in educational institutions.

Among the priorities of promoting intercultural education in kindergartens and schools are: raising the awareness of management and professional staff about encouraging intercultural dialogue with everyone in the educational process, encouraging teachers of all subjects to exchange experience with a stress on interculturality, cooperating with the holders and operators of activities related to the integration of children from different language and cultural communities who migrated to Slovenia, cooperating with governmental and non-governmental organisations as well as institutions in other countries that promote intercultural dialogue.

Educational Research Institute (Developmental Research Centre for Educational Initiatives Step by Step) has long term experiences in promoting "celebration of diversity", since they established a network of Step by step preschools and primary schools. One of the goals of the network is implementation of ISSA (International Step by Step Association) quality principles into practice, among which one is called "Inclusion, Diversity, and the Values of Democracy". The Centre organizes professional meetings and training for teachers and head teachers, where specific topic are discussed and then implemented into practice (e.g. Strategies for encouraging intercultural dialogue, developing learning environment for children from all cultures and language background, etc.).

From 2007 to 2010, Educational Research Institute (Developmental Research Centre for Educational Initiatives Step by Step) took part in a Comenius project titled *INTER Network. Intercultural Education, Teacher Training and School Practice* (funded with support from the European Commission).

The INTER Network purported to improve quality of education and contributed to innovation in schools by assisting them in the adoption / implementation of an intercultural approach, fostering the reflection on cultural diversity and providing a scenario in which to cooperate, exchanging and elaborating practical tools for initial and in-service teacher training. The main aim was to create the INTER Network itself. Specific aims of the Network were:

1. To define, exemplify and promote discussion about intercultural education as an approach to deal with cultural diversity at school in terms of theoretical foundations and practical implications.
2. To critically assess and exchange results, ideas and innovation about European, national and local educational policies and practices developed in relation to meeting the needs of culturally diverse students and communities, specifically those so-named "intercultural" initiatives.
3. To cooperate in the elaboration and implementation of teacher training initiatives in the network institutions (masters and other postgraduate courses, seminars, workshops, etc.) in order to support teachers to deal with cultural diversity in a flexible way by adopting an intercultural approach in their daily practices.
4. To elaborate, implement, make available and disseminate tools to analyse, support, manage and improve the intercultural approach in schooling practices, in relation to curriculum and institutional dimensions, and teacher training.

The INTER Network comprised 23 partners from 12 countries. Partners were working on shifting the school education vision of diversity from a compensatory to an intercultural approach. This implies considering that Intercultural Education is aimed at all members of society, it is not special education for special people. Its objectives involved offering quality education to all students and not only to guarantee access to the school system. In the same way, it involved the development of intercultural skills, which involved acquiring knowledge, attitudes and skills for life. Last, but not least, it is necessary to permanently analyze mechanisms of personal and institutional racism. INTER Network is an opportunity for every participant to practice intercultural competencies: communication skills, cooperation and cultural awareness. (Reference: http://internetwork.up.pt/ (8. 2. 2013)

Since 1995, when the Council of Europe launched the campaign 'All Different – All Equal', the Office of the Republic of Slovenia for Youth has encouraged tolerance, equality, solidarity and understanding, and human rights education. In addition to promotional activities, the Office for Youth co-finances programmes that encourage intercultural learning and intercultural competences; with the assistance of the European Social Fund, a consortium project group was established at the national level, encouraging intercultural competences of young people. Project's activities were focused on youth and their understanding of other cultures and are entirely based on youth participation. Through the activities of informing and training of young people, and promoting the accessibility of culture, partners of the project ensuring the dispersion of effects, quality of the structure and content of the project network.

b) Bilingual and multilingual education

BILINGUAL AND MULTILINGUAL EDUCATION

Education of the Italian and Hungarian national minorities is a component part of the educational system in Slovenia. The school legislation deals with the issue of mutual understanding among all language groups in the country in the Organization and Financing of Education Act (ZOFVI) and the Elementary School Act (ZOŠ):

– Organization and Financing of Education Act (ZOFVI): education in Slovenia shall aim at "developing language proficiency and skills as well as promoting the awareness of the position of the Slovene language as the language of the Slovene state; and, in ethnically mixed areas, fostering and developing the Italian and Hungarian languages in addition to Slovene"

– One of the general goals to be achieved by elementary education (Article 2 of the Elementary School Act) is "to foster literacy, and the competency to understand, communicate and express oneself in the Slovene language and, in the areas defined as ethnically mixed, also in the Italian and the Hungarian languages respectively", "to learn about other cultures and foreign languages", and "to educate for mutual tolerance, and respect for being different, willingness to cooperate, respect for human rights and fundamental freedoms and,

consequently, develop the ability to live in a democratic society," which significantly contributes to respecting, understanding and tolerating regional or minority languages

– Article 6 of the Elementary School Act, which sets out the language of instruction in education, stipulates that in elementary schools in areas populated by Slovenes and members of the Italian minority, and defined as ethnically mixed areas "pupils in schools providing instruction in Slovene shall also learn Italian, and pupils in schools providing instruction in Italian shall also learn Slovene"

– Article 7 of the Elementary School Act determines the protection of the rights of minorities regulated by law

– Article 8 of the Elementary School Act does not limit teaching to individual languages, but enables children of Slovene citizens whose mother tongue is not Slovene, the teaching of their respective native languages and culture in compliance with international agreements.

Two different models of education for members of the Italian and Hungarian national minorities have developed in Slovenia, as an implication of different historical and other effects. However, it is important to stress that both models have the same goals: bilingualism and the coexistence of both nations and cultures.

With a view to ensuring the rights of members of the Italian ethnic minority in the field of pre-school, elementary, general secondary and vocational education, and in compliance with the legislation, kindergartens and schools have been established in areas defined as ethnically mixed, where education is conducted in the Italian language. Slovene is a compulsory subject in these schools. In educational institutions where the language of instruction is Slovene, it is compulsory to learn an ethnic minority language.

In areas populated by the Slovenes and members of the Hungarian national minority, and which are defined as ethnically mixed, education is conducted bilingually in compliance with the law, namely in the Slovene and Hungarian languages respectively. Kindergartens and schools in these areas are attended by children and pupils of the Slovene and Hungarian nationalities. Such work enables children and pupils to learn, besides their mother tongue, the language and the culture of the other nation. Educational work is conducted in both languages, while in learning the mother tongue and the other language, pupils are divided into groups, which enables the teaching of the mother tongue at a higher level.

Mutual understanding among all language groups in the country is promoted mainly through the themes of the following subjects, where these themes are also explicitly represented: Slovene Language (years 1-9 primary school - ISCED 1 and 2), Geography (years 6-9 primary school - ISCED 1 in 2), History (years 6-9 primary school – ISCED 1 and 2), Social Education (years 5-9 primary school – ISCED 1 and 2), Civic and Patriotic Education and Ethics (years 8 and 9 primary school – ISCED 2) and an optional subject Civic Culture (year 9 primary school – ISCED 2).

Programmes promoting coexistence with the Italian and Hungarian national ethnic minorities are constantly conducted in this area and wish to offer the expert training of professional staff.

In 2004, the council of experts from the field of education adopted the document *The Strategy for the Education of Roma in the Republic of Slovenia (and revised it in 2011)* which contains the following most important proposals of the measures: integration of the Roma children into pre-school education in kindergartens at least two years before starting primary school; inclusion of a Roma assistant in educational institutions (as a bridge between kindergartens and schools and the Roma community); introducing the Roma language at the facultative level, learning the Slovene language, introducing topics on Roma culture, history and identity into lessons; an end to homogenous departments that cause segregation of the Roma children, but legally prescribed forms of individualisation, internal and flexible differentiation and various forms of study help; establishing trust in schools and eliminating prejudice; further education and training of teaching staff. Such aims were carried out through many activities from Ministry of Education and different projects, financed through European Social Fund. For example: in projects Successful inclusion of Roma in education and The increase in social and cultural capital with a Roma population, participants of professional training were introduced with strategies for creating a bilingual learning environment, knowledge about teaching Slovene language as a second language, and approaches for developing children' pre-literacy skills.

In May 2007, the Minister of Education and Sport adopted the *Strategy of Integration of Children, Pupils and Students of Immigrants into the Educational System in the Republic of Slovenia.* The most important measures are: adjustments in the implementation of curriculum for faster and higher quality integration into the educational

process; preparation of strategies for working with immigrant parents and their integration into school life; encouraging intercultural learning and positive attitude towards understanding and accepting differences; introducing Slovene as a second language; quality teaching of languages of immigrant children; quality education and training of teaching staff. Based on the *Strategy*, the Ministry of Education and Sport published a public tender in 2008 that aims at ensuring the conditions for the implementation of measures from the Strategy and develop mechanisms that will contribute towards a more effective integration of immigrant children into the school system, which in turn will ensure their better integration into society and improve their position on the job market. Training programmes for teaching staff to carry out successful work with children and youths of immigrants have also been carried out.

Measures which promote communication with immigrant families and (additional) language teaching of immigrants' mother tongue:[1]

- Foreigners who are in contact with public services can apply for a translator or interpreter, but have to pay for these services. In practice, this means that schools ask families with immigrant parents or bilingual pupils at schools to perform this function. This method is also recommended by the above-mentioned *Strategy of Integration of Children, Pupils and Students of Immigrants into the Educational System in the Republic of Slovenia.*
- Learning of the mother tongue of migrant children has been enabled on the basis of bilateral agreements (Slovenia has concluded bilateral agreements with Germany, Austria, Bosnia, Croatia, Montenegro, Russia and Serbia) - diplomatic missions of the countries of origin finance teachers, and teaching is conducted in schools (for example, the Croatian, Serbian, Bosnian and Macedonian languages). The Ministry of Education, Science, Culture and Sport is also financing the teaching of German, Finnish, Albanian and Russian as an extra-curricular activity throughout the compulsory education (ISCED 1, ISCED 2). From the school year 2010/11 the co-financing of this activity is covering also upper-secondary school students (ISCED 3). Learning of the mother tongue is conducted outside the regular lessons, and the number of lessons can vary from two to four school lessons per week.
- In the final three years of compulsory education (ISCED 2), immigrant pupils can choose their own mother tongue as an optional foreign language, namely, German, Spanish, French, Italian, English, Croatian, Macedonian, Russian and Serbian. However, a minimum number of pupils have to enrol if this optional subject is to be organised and taught.

c) Promotion of the gender-sensitive education systems

The *Act on Equal Opportunities for Women and Men*, adopted in 2002, determines a special role of the education and vocational training systems in ensuring gender equality in schooling, including the preparation of both genders for active and equal participation in all spheres of social life. The responsible ministries shall ensure that the gender equality is integrated into education policies and programmes, textbooks and teaching tools and in pedagogical methods.

Measures and activities set out in the *Resolution on the National Programme for Equal Opportunities for Women and Men (2005 - 2013)* adopted in 2005 which refer to education, aim to bring about systematic integration of gender equality into all levels of the educational system, namely, into curricula, teaching materials, and study programmes in the field of education, as well as into further education and training of professional staff in the educational system. Its main activities are: monitoring and developing curricula at all levels of the educational system from the perspective of gender equality, including from the perspective of education for equal and responsible partnership, parenthood and family life, the prevention of violence (against women) and means of non-violent conflict resolution, problems of human trafficking and sexual exploitation due to prostitution and pornography and sexual violence; shaping of recommendations for the integration of gender-equality education into all (relevant) subjects, areas and programmes; integration of gender-equality education into further training of professional staff; and monitoring students' books and other teaching materials from the perspective of gender-equality.

d) prevention of racism, discrimination and violence

[1] Source: Measures introduced in European school systems to foster communication with immigrant families and heritage language teaching for immigrant children, working material of the Eurydice network, February 2009.

In 2010, as one of the results of the project "Equal in Diversity", co-financed by the EU Progress programme, the educational film entitled "Smehljaji" (Smiles) was produced. The film addressed the issues of stereotypes and prejudices of the youth towards diversity due to different personal circumstances, in particular the ethnic background, disability and sexual orientation. The film included the discussion points and other information and sources on diversity and non-discrimination, to serve as the educational tool for teaching and counselling staff in schools. The film was distributed to all high-schools in Slovenia.

The issue of violence is subject-based and cross-curricular. The legislative basis for its inclusion is in acts, such as The Organisation and Financing of Education Act, which sets the goals on which human rights education in all aspects of primary (ISCED 1), lower (ISCED 2) and upper secondary (ISCED 3) education is based and the level of target education is elementary and secondary education, but also pre-school education. The aims also include education conducive to mutual tolerance, developing awareness of gender equality, democratic and active citizenship, respect for differences, cooperation, respect for children's and human rights and basic liberties, and equal opportunities for both sexes, also with a view to developing the ability needed to live in a democratic society.
Crosscurricular dimensions are covered in different ways; With regard to secondary schools, in addition to sociology mention should also be made of history, within which are envisaged many measures aimed at increasing education in human rights. Thus in the curriculum for *gimnazije* (ISCED 3A), goals relating to the development of attitudes, behaviour, tendencies and standpoints are included. In addition, compulsory and optional elective content can include various aspects of social and civic competences.

Forms of violence that the school with cooperation with different institutions is preventing and recognising are specially peer violence, violence against woman and domestic violence. Many projects and especially in-service teacher training for prevention of violence have been carried out.

In 2009, the Ministry of Education and Sport adopted Rules on the Treatment of Domestic Violence for Educational Institutions in accordance with the Family Violence Act. The Rules aimed at professional staff, and sets out a course of action in educational institutions in case of children experiencing violence: identifying and reporting violence, work at educational institutions after a report has been filed, membership of a professional worker in a multi-disciplinary team at Social Work Centres, etc. School principals are responsible for the implementation of the protocol. In accordance with the Family Violence Act and rules proposal, professional staff was trained to work with children undergoing domestic violence.

See also answer 11 – violence.

Slovenia voiced consistently and regularly its strong condemnation of all forms of racism and xenophobia, including anti-Semitism, within the United Nations and other regional and international forums. During the Slovenian Chairmanship in 2005, the OSCE adopted a declaration (the Cordoba Declaration) which condemns racism, xenophobia and anti-Semitism as well as other forms of intolerance and discrimination and, among others, recalls the importance of education on the Holocaust and on anti-Semitism.

Since then Slovenia has taken significant steps in this regard; we have established a national working group that links organisations dealing with Holocaust issues in Slovenia (researchers, educators, museums, scholars, governmental institutions); the research, commemorative and educational activities on Holocaust in Slovenia have been significantly augmented and interlinked.

In December 2011 Slovenia gained full membership in the International Holocaust Remembrance Association (IHRA), which led to increasing engagements in national activities in education, remembrance and research; plans for regional projects are in the making. Teacher training seminars on Holocaust education and other crimes against humanity were successfully performed; IHRA's pedagogical guidelines on teaching about Holocaust were translated into Slovenian language and distributed nationally to primary schools.

In order to make the Government policy relating to Holocaust Education, Remembrance or Research public and to further raise awareness on these, the Government of the Republic of Slovenia on 14 February 2008 resolved

to commemorate 27 January as National Holocaust Remembrance Day. Since then school commemorative activities with exhibitions and various discussion events have been increasingly reported every year.

e) Civic engagement of youth

In the past Slovenian youth policy was aimed primarily at strengthening active citizenship of young people. The emphasis was placed on measures to foster the active participation or social engagement of young people, to stimulate their volunteer work, to ensure quality information and counselling, as to well as provide better insight into the youth field.

Youth participation was relatively unregulated until 2010. The organisational structure was partly governed by the Youth Councils Act, while the issue of legal personality was also regulated in the Student Association Act. Both acts enable young people to participate in adopting laws and regulations that affect the life and work of young people. Pursuant to the act, one of the roles of the youth councils is to provide information to the public and carry out activities in the area of international youth cooperation.

In May 2010, the Public Interest in the Youth Sector Act was adopted. Article 20 of the act defines the functioning of the Council of the Government of the Republic of Slovenia for Youth, which is a new expert and consultative body that carries out technical tasks and supports the government in deciding on youth-related matters. The act stipulates that the council must facilitate the participation of young people in consultation and co-decision bodies at the national and local levels. It must also monitor, establish and assess the status of young people in society and take account of their proposals when adopting measures at the national level.

As an effective approach to support development of intercultural awareness and competences for all young people and to combat prejudices, the project "Young Ambassadors of intercultural dialogue (2009 – 2013)" was realized. The project was one of eight networks financed by European Social Fund. The network was engaged in providing conceptual bases and documents and in testing models aimed at increasing the intercultural competencies and awareness of young people. More then 500 young people were involved in non-formal education in the youth work field. The findings of these three-year projects have been presented to the public as well as national and local governments.

13. Activities with institutions and levels

a) UNESCO Asp net Schools

The UNESCO Associated Schools Project Network promotes education for sustainable development; peace and human rights; intercultural learning, the fight against HIV/Aids and reducing poverty; attaining environmental sustainability goals by utilising information and communication technology. In the 2011/2012 school year, 84 educational institutions were active members of the Slovenian ASPnet and 14 national projects of the ASPnet Slovenia were realized.

b) Non-formal education

In the field of adult education, the following groups of people were identified as vulnerable: people with low levels of education and low literacy skills, the unemployed, young adults not included in educational process or work process (dropouts), the elderly, and recently, immigrants. *The Resolution on the Master Plan for Adult Education in the Republic of Slovenia until 2010* (ReNPIO), adopted by the National Assembly in 2004, has enabled the integration of various groups of adults into lifelong learning on the basis of social partnership.

The Resolution set out the following goals: improve the general level of education of adults; raise the level of education, where a minimum of 12 years of successfully completed schooling is a basic educational requirement; improve employability and increase the possibilities to study and to be included in education.

In order to raise the general level of education of adults, the following key competences should be improved: raising general education and cultural levels, personal development and social inclusion; active citizenship; a healthy life; environment protection; preserving cultural tradition and national identity; developing literacy skills; acquiring new basic skills; reducing the number of socially underprivileged people; promoting learning and motivating people to restart their unfinished education.

In order to attain these goals, the following activities have been ensured: the training of professional staff; a varied and diversified offer of programmes, particularly informal education (5 publicly acknowledged programmes for improving adult literacy and a programme for young dropouts - Learning for Young Adults); a network of counselling centres (14 active counselling centres); research and development activity; information activity; organisational infrastructure and good promotional activity with a 14 year tradition of a lifelong learning national festival.

Slovenian Institute for Adult Education is forming various educational programmes for vulnerable groups including migrants. In 2011 the educational programme Early Integration of Migrants was developed, since November 2012 migrants can enrol in it in 30 Slovene towns. The goal of the programme is to enhance the integration of migrants into Slovene society, to enable them to learn the Slovene language and to gain the knowledge about Slovene society, culture and constitution. Some folk-high schools developed educational programmes for migrants including uneducated female migrants. Some educational programmes are intended for the Roma. The programmes for developing social competences and active citizenship of adults are also being implemented and also non-formal educational programmes for strengthening the awareness of human rights by NGOs and folk-high schools.

Another form of non-formal learning are study circles, some of them focus on the contents of intercultural dialogue, peace and human rights. A study circle is a form of voluntary learning which is free of charge for the participants. It consists of a group of 5 -12 people who meet at least five times and conclude their gatherings by common action. Study circles are spread in all 12 regions of Slovenia.

c) Higher education institutions

Universities and independent tertiary institutions are, in accordance with the Constitution of the Republic of Slovenia and the Higher Education Act, autonomous institutions. This means that in addition to freedom of research, freedom of artistic production and dissemination of knowledge they enjoy the right to independently manage their internal organisation and bodies.

Measures and activities set out in the Resolution on the National Programme for Equal Opportunities for Women and men 2005-2013 adopted in 2005, which refers to education, wish to bring about systematic inclusion of gender equality into all levels of educational system, namely into curricula, teaching material, and study programs in the field of education, as well as into further education and training of professional staff in the educational system.

d) Interactions between schools, local governments, universities, civil society and wider community

Interaction which facilitates awareness of children's rights and key principles of HRE is implemented in the following ways: cooperation in projects, educating children and teachers, school management; all such cooperation is conducted for the benefit of children and respects children’s rights. A public pre-school or school council (the most important school body), which, among other, appoints and relieves a head teacher, adopts school development programme, annual working plan and the report on its implementation, consists of three representatives of the founder, five employee representatives and three representatives of parents; a council of a public vocational or technical school, general upper secondary school and public residence hall for students consists of three representatives of the founder, five employee representatives, three representatives of parents, and two student representatives. Municipalities as founders of primary schools are actively involved in various school activities; in the case of vocational schools, representatives of the business sector also actively participate in various activities.

There are a great number of projects which involve various people and aim to educate about children's/human rights, aim to respect children's/human and act for the benefit of a child. As a requirement in the selection of various projects (i.e. on the subject of social and citizenship competencies, cultural education) the Ministry of Education and Sport prescribed schools are to cooperate with external partners who work in the field of a selected topic (for instance, if projects deal with the subject of intercultural dialogue, schools should link up with senior citizens homes; there is a lot of cooperation in projects with NGOs and other institutions (UNESCO, Unece), as they offer professional support and professional education and training.

Various preventive measures for the prevention of school dropout (project "Preventive Measures for the Prevention of Dropout in Technical and Vocational Education", PUPO project) enabled us to develop a set of activities at various levels to prevent school failure and social exclusion; the ISM project offers counselling to young dropouts.

One of the main objectives of education for sustainable development is for pupils to become active citizens who are involved into local community/society and take care of it. An important part of the learning process is to obtaining experience of mutual cooperation with local community.
Mutual cooperation with local authorities/organisations/groups/networks (such as local leaders, parents, parents associations, local enterprises and non-governmental organizations) offers pupils an opportunity to get practical experience in civic matters and to learn and develop additional skills, such as verbal and written communication, as well as to improve their understanding of social values.

The system of links for raising the awareness about children's rights and key principles of HRE has also been set up with the so-called Child Observatory operating under the Analysis and Development Unit (under the Social Protection Institute of the RS). One of its key roles is to monitor the situation and the well-being of children on the basis of specialised databases on this population.

e) International cooperation (exchange programmes for educational professionals and students, research projects, symposium, workshops, cooperation with civil society organizations, universities, school networks)

Some examples of the exchange of experience, meetings, and projects that were carried out together with partners from other countries and regions:

Main work in this field in Slovenia is done by The Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) which is a public institution working in the field of international projects and international mobility.

National youth organisations mainly promote international cooperation of young people through their umbrella organisations or its members, the local youth centres and youth clubs mainly use EU programmes in the field of youth (Youth in Action programme), education and training (Lifelong Learning Programme), active citizenship (Europe for citizens programme), culture (Culture programme).

Slovenia with the Institute Voluntariat as a national coordinator also participates at GLEN (Global Education Network of Young Europeans). This is a European network for global learning which aims to contribute to a better understanding of global interdependence, sustainable development, responsible development policy and North-South relations based on equal partnership and mutual respect.

Other opportunities can be found in Non-governmental organizations promoting voluntary work, such as Slovene Philanthropy, Humanitas, SOS Phone, Edirisa, Focus, Institute for African Studies, International African forum, Slovene Caritas, Unicef, Global Institute, Key Association, Ekvilib Institute and others. Many of them would offer opportunities for young people.

There is also a significant number of Student NGOs active in Slovenia and they organize exchange programmes, which are often financed by Student Organisations.
The Educational Research Institute has been involved in the IEA ICCS study since 1999. Moreover, since 2012 the Educational Research Institute carries out a dissemination activity in co-operation with the Trubar House of

Literature that presents either project results or publications on topics associated with issues related to human rights, citizenship education, equal opportunities etc.

14. Research on education for peace and human rights, impact on policy formulation and educational practices, partners in research

The target research programme (CRP) is a special form of implementing and financing research and development activities, through which the ministry responsible for science, in cooperation with other ministries, contributes to the forming and realisation of strategic goals that have been determined in long-term development planning documents at the sectoral and national levels. Below are some titles of research papers from the previous years that refer to human rights and social and civic competencies, and were financed by the Ministry of Education and Sport:

- Political science and history contents of citizenship education
- Slovenian as a second language in primary schools in Slovenia
- Teacher education for new competences for the knowledge society and the role of these competencies in educational goal attainment at school
- The incorporation of the elements of sustainable development into the school curriculum
- Violence in schools: Conceptualisation, detection, models of prevention and intervention
- Violent behaviour analysis (frequency, forms and trends) in Slovenian schools on international comparisons from year 1991 on, etc.

In 2008, applications facilitating the development and implementation of models into education on the following topics were selected in the Public tender for implementing projects from the field of social and civic competencies (the selected projects are co-financed by the ESF): a healthy lifestyle, identification and prevention of violence, active citizenship. They finished in 2010.

Between 2010 and 2011 the Educational Research Institute together with the Scientific Research Centre of the Slovene Academy of Arts and Sciences carried out a research project on multicultural education and the management of diversity. Several research initiatives have been carried out, therefore strengthening the understanding of various issues associated with diversity, including toleration, justice, citizenship, rights, migrants etc. At the same time, the Faculty of Social Sciences (University of Ljubljana) has carried out a research project on citizenship and citizenship education.

Within the framework of its research work, the Educational Research Institute is carrying out an IEA International Civic and Citizenship Education Study (ICCS 2009), whose principal objectives are to:

- research the ways in which the youth in different countries prepare for their citizenship;
- report on the results about the knowledge, conceptual understanding and competencies in the field of civic and citizenship education;
- collect and analyse the data on views in the field of citizenship and readiness to engage in public and political life;The study is significant for Slovenia due to the intensive changes in the field of curricular planning of civic and citizenship education. Slovenia also participated in ICCS 2009 regional European module.

The target groups of the study are 8th grade primary school students, and 9th grade students in Slovenia. The number of participating schools in each country varies between 150 and 170. Besides students and teachers, the questionnaires are also filled in at the school and national levels. The study in Slovenia was conducted in schools in March 2009, and the international report was published in November 2010. Trends results showed that the average civic content knowledge scale score was statistically significantly higher in ICCS (2009) than in CIVED (1999), by three scale points only for Slovenia. The average scale scores for the upper grade were statistically significantly higher than the scores in the target grades. The magnitude of the difference was in Slovenia 24 scale score. The national average for students' perceptions of the importance of conventional citizenship was more than three points below the ICCS average. As was the case in CIVED, female students were more supportive of gender equality than were male students, and these differences were statistically significant in all countries. In Slovenia (also in Austria, Cyprus, Finland, Greece and Liechtenstein) study exposed the difference of almost or about one standard deviation. The interest scale in the political and social issues exposed lower level of student interests (for five points below the ICCS average) in Slovenia. The national average for students' participation in human rights organization within last year was 10 % (ICCS average is 16 %; what means that Slovenian students

were significantly below ICCS average). The ICCS teacher questionnaire included a set of items asking teachers if they had participated with their target-grade students in each of the following civic-related activities organized by the school in the local community (the percentage for Slovenian' teachers are in the brackets): activities related to the environment, geared to the local area (46 %); human rights projects (27 %); activities related to underprivileged people or groups (23 %); cultural activities (74 %); multicultural and intercultural activities within the local community (38 %); campaigns to raise people's awareness, such as World AIDS Day and World No Tobacco Day (47 %); activities related to improving facilities for the local community (17 %); participation in sport events (70 %). In most of the participating countries, less than 10 percent of the participating teachers said that they had not participated in any of these initiatives with their target-grade classes. But Slovenia was in the group of countries where these percentages were equal to or higher than 10 percent. Interesting is that Slovenian principals reported that 49 % of target grade students had opportunity to participate in human right projects (what is above ICCS average, which is 35 %). In Slovenia the highest percentages of teachers (64 %) considered promoting students' critical and independent thinking as one of the most important aims of civic and citizenship education (promoting respect for and safeguard of the environment (55 %), promoting knowledge of citizens, rights and responsibilities 49 %).
90 % of teachers in teaching civic and citizenship education in Slovenia are confident or very confident in teaching human rights (ICCS average is 93 %), 83 % in different cultural and ethnics groups , 77 % in voting and elections, 32 % in the economy and business (ICCS average is 60 %), rights and responsibilities at work 81 %, 63 % in the global community and international organizations (ICCS average is 75 %), the environment 91 %, 66 % in emigration and immigration (ICCS average is 79 %), equal opportunities for men and women 92 %, 93 % in citizens' rights and responsibilities, the constitution and political system 72 %, 80 % in media communication, volunteering 73 % and 40 % in legal institutions and courts (ICCS average for the last one is 59 %).
The percentage of students engaged in electoral activity at school had significant positive effects on civic knowledge in only two countries — Slovenia and Spain (and a significant negative effect in Finland).

In May 2009, the National Education Institute of the RS together with the National Examinations Centre, RIC, carried out the first national assessment in Civic and patriotic education and ethics. The assessment exam at the national level was prepared by the Subject Testing Committee appointed by the Minister of Education and consisted of a university professor, pedagogical counsellor, a principal, and teachers teaching the subject. 4,697 pupils from grade 9 primary school took the exam (a quarter of all grade 9 pupils in Slovenia in the 2008/09 school year). The primary objective of the exam was to test the knowledge, understanding, evaluation and implementation of human rights (freedom of thought and expression, personal integrity, the right to have a family, education, equality before the law, freedom of religious beliefs). Pupils attained an average of 68.23%. The general finding from the analysis of the results is that pupils who took the exam sufficiently know, understand and value human rights. However, these results cannot guarantee that human rights will be strictly respected in real life. These findings and monitoring will be a challenge for our future work.

15. By which means is the impact of education for peace and human rights on learners evaluated?

See answer 14 and 10.

III. CHALLENGES AND GENERAL COMMENTS

The report on the implemented activities reveals that Slovenia has been devoting a lot of attention to this field. Nonetheless, it is true that we are still facing an uncoordinated performance; therefore, our efforts in the future will be directed towards the joint planning of activities – at least at the national level.