

Basic Information

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10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?

-	Human rights	<u>yes</u>	no
-	The right to education	<u>yes</u>	no
-	A rights based approach to education	<u>yes</u>	no
-	A human rights education	<u>yes</u>	no

The Constitution of the Republic of Slovenia (1991) stipulates freedom of choice in education. Basic education is a single structure system consisting of nine years of compulsory schooling. Over the previous decade, the main priorities have been to improve the education levels of the population and offer all Slovenian citizens equal educational opportunities, regardless of their residence, cultural or linguistic origin, health condition, social background or gender. The constitution regulates fundamental rights in the area of education by determining that:

- Education is free,
- Compulsory basic education is the responsibility of the state,
- The state must finance compulsory education with public funds,
- It is the responsibility of the state to give its citizens the opportunity to obtain adequate education.

The constitution separately regulates the rights of the Italian and Hungarian ethnic minorities. According to the law, the two ethnic minorities are entitled to education taught in their mother tongue and are also permitted to devise and develop their own policy of education. The law determines the areas of compulsory bilingual education (Article 64).

The constitution lays down the rights and duty of parents to oversee the education of their children (Article 54). The constitution regulates the autonomy of univerze (universities) and visoke strokovne šole (professional colleges) as higher education institutions and also allows freedom in scientific and artistic endeavours.

According to the Constitution, members of the Roma population have the right to maintain and develop their own language and culture. Specific educational rights of Roma children are guaranteed by the educational legislation and the Roma Community Act (2007).

Immigrant children have the right to compulsory education under the same conditions as citizens of the Republic of Slovenia. The instruction of immigrant children's native languages and cultures is offered in compliance with

international agreements. From 2007, schools are obliged to offer additional teaching of the Slovene language to those who need it. The objective is to prepare immigrant students for inclusion into the Slovene education system and society, and to support their cultural identity and bilingualism. The National Education Institute develops curricula for languages of immigrant children so that they may choose to study their own native language as an elective.

Slovenian educational legislation is based on different types of educational institutions and it concerns: the objectives, students' rights and responsibilities, organisation, content, evaluation, certification, levels of education, teaching staff, alternative forms of education, data collection and protection of personal data and punitive provisions.

Common administrative and financial matters of pre-school institutions and schools are governed by the Organisation and Financing Education Act (1996, last amendment 2008). Specific and individual matters are regulated by the:

- Pre-school Institutions Act (1996, last revision 2008);
- Basic School Act (1996, last revision 2007);
- Education and training of children, youth and junior adults with special needs (2000, last revision 2006), and in a special Act on the Placement of Children With Special Needs (2000, last revision 2006);
- Music Schools Act (2000, last revision 2006);
- Vocational and Technical Education Act (2006);
- National Vocational Qualifications Act (2000, last revision 2006);
- Gimnazije Act (1996, last revision 2006);
- Adult Education Act (1996, last revision 2006);
- Act Implementing Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education (2001),
- School Inspection Act (1996, last revision 2005).

Post-secondary vocational education is regulated by the Post-Secondary Vocational Education Act (2004).

The Organisation and Financing of Education Act 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. They 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. 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, adopted in March 2008, is aimed at the following newly 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.

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.

According to the Basic School Act, children permanently residing in Slovenia are subject to compulsory education. Parents or guardians must ensure that they complete legal compulsory education requirements, which start in the year the child turns six and end when the programme is completed, or nine years after the commencement of compulsory education. Pupils with special needs have the right to compulsory schooling for an additional three years. Parents have the right to choose between public or private basic schools within the school district of their residence, or home-schooling. The procedure to establish whether a child is ready to commence schooling can be launched following a parents' request or a request from the health services.

If parents fail to enrol their children in basic school (osnovna šola) or do not give them the opportunity to complete basic education, they are criminally liable. Enrolment checks are carried out by basic schools on the basis of records of school-age children in the school districts. Cases of non-enrolment are reported to the ministry, which then investigates if a child is possibly enrolled in another school district. Proportionate and suitable geographical distribution of basic schools is provided by local communities, which set up and maintain schools according to the nationally defined criteria considering the number and the age of children, density, and socio-economic circumstances within a school district.

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 Basic School Act, adopted in October 2007, 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.

Pupils who completed basic school (osnovna šola) and received a school-leaving certificate may continue their education at any general or vocational upper secondary school. Pupils, who fulfilled their compulsory education obligation but failed to complete the basic school education programme, receive a certificate on the fulfilment of their compulsory education obligation and may enrol into short-cycle vocational education programmes. The objectives of general or vocational upper secondary education (gimnazija) set out in the Gimnazije Act also include the following: the development of critical and independent thinking and responsible behaviour; the encouragement of awareness of the integrity of an individual; the development of awareness of nationality and national identity and knowledge of Slovenian history and its culture; education for responsible protection of freedom, for tolerant, peaceful coexistence and respect for others; the development and maintenance of one's own cultural tradition and learning about other cultures and civilisations; education for general cultural and civilisation values rooted in the European tradition; the development of willingness to establish a free democratic and just welfare state, raising awareness of responsibility for the environment and one's own health; raising awareness of the rights and responsibilities of a person and a citizen; the development of talents and preparation for experiencing artistic works and for artistic expression; enable choice of profession.

The Vocational and Technical Education Act lays down similar objectives, namely the promotion of life-long learning; education for sustainable development; the development of independent critical judgment and responsible behaviour; furthermore, such education also stimulates an awareness of human integrity; develops an awareness of nationality and national identity and knowledge of Slovenian history and its culture; educates for responsible protection of freedom and for tolerant peaceful coexistence and respect for others; develops and maintains one's own cultural tradition and teaches about other cultures and civilisations; enables participation in the European division of labour; develops willingness to establish a free democratic and just welfare state; raises awareness of responsibility for the environment and one's own health; raises awareness of the rights and responsibilities of a person and a citizen, develops talents and prepares for experiencing artistic works and for artistic expression.

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

National human rights plan YES NO DOESN'T EXIST

National plans of action against racism, racial discrimination, xenophobia and related intolerance  
YES                    NO                    DOESN'T EXIST

National poverty reduction strategies and other development plans YES NO DOESN'T EXIST

National sectoral plans for primary and secondary education YES NO DOESN'T EXIST.

National plans for Education for All

YES    NO    DOESN'T EXIST

National policy framework as part of Decade on Education for Sustainable Development (2005-2014) –  
YES    NO    DOESN'T EXIST

In Slovenia there are many practices/strategies/plans/programmes that are not strictly defined as above mentioned plans, but reflect the principles of HR. Let us mention a few.

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.

To promote equality, the Government has adopted various national programmes and action plans intended to ensure de facto equality of different social groups. It has established mechanisms for co-ordinating and monitoring the implementation of such programmes and plans, assessing the impacts of implemented activities and reporting.

The State also formulates, initiates and/or carries out activities for raising awareness regarding discrimination; since 2008, for example, it has carried out a campaign against prejudice against the Roma.

In December 2009, to increase awareness about the prohibition and harmfulness of discrimination, the "Equal in Diversity" project was launched.

- The main activity of the project will be a national media campaign (TV and radio spots, jumbo posters, T-shirts, documentary for school population, web page)
- There will also be seminars with awareness and training methods on non discrimination mainstreaming for judges, coordinators for equal opportunities, business sector, trade unions and policy- and decision-makers (state administration) and a 2-day workshop for NGOs to identify problems and priorities in the field of multiple discrimination.

The question of tolerance is one of the most important issues of Slovene school system. Educational objectives are education for mutual tolerance, raising awareness on equality, respect for diversity, uniqueness and mutual cooperation, respect of children's and human rights and fundamental freedoms etc. The Government finances different researches and prepares projects for the school curricula, as for example - project Formal education for citizenship in a multicultural society.

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 drafting of a new National Social Assistance Programme 2011–2015 is currently underway.

The year 2010 has been designated the European Year for Combating Poverty; so Slovenia's activities in 2010 are focused on raising awareness about poverty and social exclusion and providing information to the most vulnerable groups about opportunities for bridging and overcoming their distress. In addition, activities will also be

directed at developing and recognising the significance of different forms of solidarity and voluntary activities. The Ministry of Labour, Family and Social Affairs has issued a tender for the selection of projects aimed at promoting the 2010 European Year.

The government ensures the rights of children in many ways: the first **PROGRAMME FOR CHILDREN AND YOUTH 2006-2016** was drafted in 2006. The operationalization of the programme is laid down in Plan of Action for the implementation of the Programme for children and Youth in the Republic of Slovenia for 2009-2010, which was adapted by the Government of the Republic of Slovenia on the 10 December 2009. Legislation in the Republic of Slovenia is compatible with the Convention of the Rights of the child, and in accordance with Article 8 of the Constitution of the Republic of Slovenia, the United Nations Convention on the Rights of the Child in could be used directly in judgments and administrative procedures. The Republic of Slovenia is developing a system to make children visible in policy development, especially through children's parliaments and other mechanism; With the intent of monitoring the situation of children in the RS, the Child Observatory was established in 2004 in the framework of the public institute of the Social Protection Institute of the RS. The Child Observatory was established with the intent of monitoring the situation of children in Slovenia and establishes specialised databases for monitoring the situation and welfare of children. 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 security. 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", launched in 2006, the proposal of Family Code adopted by the Government and already sent to the National Assembly 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.

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. 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 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 the protocol.

In accordance with the Family Violence Act and the Protocol proposal, all professional staff should be 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. Through a document entitled Platform for Reforming Gimnazija Programmes, an ESF programme, Reform of Gimnazija Programmes, is being implemented; programmes of biotechnical schools are being reformed, and the same is being done by colleges and service and technical schools. All programmes are being reformed so as to include HRE.

In the field of **HUMAN RIGHTS EDUCATION** different programmes, plans, guidelines reflect the rights based approach to education, such as peace education, citizenship education, multicultural education, global education, education for sustainable development etc. In recent years some documents dealing with human rights were prepared and some of them adopted, that include HRE in national human rights plans, national action plan etc, namely:

- National program of education for democratic citizenship and education for human rights (2004/2005)
- Operative Programme of Human Resources development (2007)
- Guidelines for Education for Sustainable Development from Preschool to Pre-university Education (2007)
- Guidelines for analysing, preventing and dealing with violence in schools (2004)
- Strategy for Roma education in the Republic of Slovenia (2004)
- Strategy of inclusion of migrant children, pupils and students in the education system of the Republic of Slovenia (2007)
- Concept of health integration into the curriculum (2004)
- Resolution on the National Programme in the Field of Drugs (2004-2009)
- The national strategy of lifelong learning (2007)
- The concept of working with pupils with learning problems (2007)
- Strategy for the development of literacy (2006).

At the end of 2004 Slovenia prepared a **NATIONAL PROGRAM OF EDUCATION FOR DEMOCRATIC CITIZENSHIP AND EDUCATION FOR HUMAN RIGHTS** (which was adopted in relation to UN Decade for Human Rights Education and the Council of Europe's European Year of Citizenship through Education (in 2005).

See also Item 12.

In 2007, the Government of the Republic of Slovenia (and the European Commission) adopted an **OPERATIONAL PROGRAMME FOR HUMAN RESOURCES DEVELOPMENT BY 2012 OR 2015**, defining issues that will be funded by the European Structural Funds by 2015. A public tender for the selection of operations is being carried out in the area of two development priorities, to wit, within the 3<sup>rd</sup> development priority *Development of Human Resources and Life-Long Learning*, priority axis 3.1. *Improvement of quality and efficiency of the system of education and training* and within the 4<sup>th</sup> development priority *Equal Opportunities and Promotion of Social Inclusion*, priority axis 4.2. *Increasing accessibility and equal opportunities in the education system*.

With a view to improving the quality and efficiency of the system of education and training and in the context of human rights education, several projects funded through public tenders are being carried out. They cover education for human rights in pre-school institutions, schools and research institutions, in cooperation with schools, public institutes in the area of education, non-governmental organisations, etc.

The public tender *Social and Civic Competencies 2008–2010* is of such nature.

Activities Social and civic competences are directed towards:

1) development of models for the integration of the following themes into the implementing curriculum from the area of social and civic competencies:

- a healthy lifestyle (identifying and preventing nutritional disorders, drug and alcohol addictions, etc.)
- identifying and preventing violent behaviour in schools
- active citizenship among the youth

2) projects of educational institution networks that will include topics from the area of social and civic competencies:

- identifying and preventing violent behaviour in schools
- active/target-oriented/creative spending of free time of the youth and inter-generational coexistence
- encouraging active citizenship
- gender-equality education
- environment – environmental protection and the importance of sustainable development

Seven networks of educational institutions work on projects on social and citizenship competencies, together with external partners (faculties, research institutions, non-governmental organizations etc.) who deal with the above mentioned topics. They will prepare analyses of current situation and give proposals of inclusion of the mentioned topics in curricula.

Further training of professional staff in the educational system about the above mentioned topics is already under way.

The project "Professional training of professional staff in education in the field of social and civic competencies" co-financed by the European Social Fund that commenced in 2008 has foreseen the implementation of professional training programmes in the field of healthy life-style, active citizenship, inter-generational coexistence, encouraging inter-cultural dialogue, equal opportunities for men and women, environmental protection, identifying and preventing violence, etc. 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 problematise 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.

The purpose of the public tender for the selection of projects in the area of social, civic and cultural competencies for the period 2009–2010<sup>1</sup> is to provide expert bases and materials, as well as to test models that will contribute towards the development of a youth worker profile or to support projects that, together with other tendered topics, will contribute to increasing the competences of young people in the area of intercultural dialogue and understanding of other cultures.

The project **Inclusion of migrant children in education and training** will develop an expert basis, didactics and teaching aids in learning Slovenian as a second language, test them in practice and, at the same time, develop strategies and models for working with migrant children. Textbooks and teaching aids for teaching Slovenian as a second language will be based on intercultural competences. A network of primary and a network of secondary schools are elaborating strategies for working with migrant parents and their inclusion, as well as for promoting intercultural learning and a positive attitude towards the understanding and acceptance of differences in schools. They will propose forms and methods of adapting the implementation of the curriculum to speed up and improve the quality of inclusion of migrant children in the educational process.

Within the annual work plan for **Communication in foreign languages**, projects are being carried out that introduce innovations encouraged by the European Commission through a new framework strategy for multilingualism. They introduce active multiculturalism (teaching foreign languages in multicultural teams) and the

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<sup>1</sup> These activities differ from the activities carried out within the *Social and Civic Competencies 2008–2010*. They are aimed at formal education or developing models for the implementation curriculum.

development of professional literacy in various disciplines in foreign languages (interdisciplinary teaching – linking of foreign languages with non-linguistic subjects).

The purpose of the project **Formal education for citizenship in a multicultural society** is to draft an expert basis and disseminate concepts and strategies that contribute to the democratisation of teaching practices in a multicultural environment. The objectives of the project are: to review and analyse existing concepts, strategies and approaches; to conceptualise multicultural and civic education in a contemporary society; to draft potential strategies and approaches.

A sort of national sectoral plan for all levels of education is being prepared in the process of **White paper on Education**. The first White Paper on Education was adopted in 1995, so a re-think is required about the structure of the education system. The guiding principles followed in drafting the White Paper are: values, knowledge, sustainable development concepts; strengthening civic knowledge and values and introducing knowledge and values enabling a *reflection on politics* and the existence of Slovenia. The guiding principles also include human rights as a common value foundation, the introduction of ethical theories, dilemmas and solutions, which prepare for making decisions on the dilemmas of the contemporary world and observance of the principle of sustainable development.

The White Paper will be drafted on the basis of an overall analysis of the existing situation in the education system in Slovenia and comparative studies covering foreign systems. This will provide the basis for drawing up proposals for conceptual and systemic solutions concerning the part of the education system or subject matters that prior analysis shows require modifications or changes.

A new White Paper on Mediation is currently being drafted; it indicates that, together with setting up a system of mediation within education in terms of content, formal possibilities for the development of mediation should be established on the level of legislation and implementing regulations. At the primary school level, schools should be encouraged to include mediation in their education plans, while secondary schools should be encouraged to include mediation processes in their regular functioning. In terms of human rights, at least some violations will thus be redressed, i.e. protracted and long settlement of disputes on the level of school or administrative procedures, and human rights and dignity respected. Within peer mediation, two objectives would be achieved: the participation of students in decision-making and the right to freedom of expression. The Inspectorate of the Republic of Slovenia for Education and Sport encourages the introduction of mediation as a means of addressing potential disputes in schools; in 2009, the inspectors attended a training programme in mediation skills.

On the basis of the White Paper and analysis and activities carried out within various ESF projects, a new analysis of the situation in the area of education for human rights will be prepared, which will provide a new possibility for its introduction into the actual education process (curricula, programmes, syllabus, school and extra-curricular activities, etc.). Based on the proposals and the analysis of the situation, a new strategy for human rights education and an HRE action plan are expected to be prepared within the interministerial group for education for human rights.

In July 2007, the Minister of Education and Sport adopted **GUIDELINES FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT FROM PRESCHOOL TO UNIVERSITY EDUCATION**, which were based on Decade on Education for Sustainable Development (2005-2014) and UNECE Strategy for education for sustainable development. The main aim of the Guidelines is to emphasize 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 pre-school institutions and schools, the Ministry of Education and Sport, public institutions, non-governmental organizations 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.

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**, 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.

See also item 15.

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.

See also item 15.

## 12. Has a national implementation strategy being developed to implement any human rights education policy objective?

In recent years some documents dealing with human rights were prepared and adopted that include HRE.

At the end of 2004 Slovenia prepared a *NATIONAL PROGRAM OF EDUCATION FOR DEMOCRATIC CITIZENSHIP AND EDUCATION FOR HUMAN RIGHTS* (which was adopted in relation to UN Decade for Human Rights Education and the Council of Europe's European Year of Citizenship through Education (in 2005). The programme includes basic documents, educational legislation and proposals for curricular reform, analysis of education for democratic citizenship and human rights within the curriculum, international comparisons, key issues not addressed in the current system and linked with education for democratic citizenship and human rights, as well as proposed measures or a strategy for the implementation of the national programme. The programme was followed by the 2005 action plan.

In drafting the programme, numerous activities were (and still are being) carried out, along with projects and proposals for the inclusion of topics concerning democratic citizenship and education for human rights in the implementing curriculum.

## OPERATIONAL PROGRAMME FOR HUMAN RESOURCES DEVELOPMENT BY 2013 OR 2015

In 2006, the Government started to draft an OPERATIONAL PROGRAMME FOR HUMAN RESOURCES DEVELOPMENT BY 2013 or 2015 (adopted in 2007), which identified (also on the basis of various programmes adopted to date) topics to be funded by the European Structural Funds by 2015; the aforementioned programme therefore became an action plan for the Ministry of Education and Sport in relation to different topics and their funding. Analyses of the situation are being carried out within different projects (see response 11), and strategy proposals for the inclusion of different topics in the area of education for human rights put forward.

Further more, all the documents, stated under item 11 anticipate the preparation of action plans, which implement the aims and goals set out in them by determining the activities, measures, financial resources and the institutions, which implement them.

In Slovenia there are many practices/strategies/plans/programmes that are not strictly defined as HRE but 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.

(See also item 18).

If yes, have young people been involved in both developing the national implementation strategy and in its implementation?

For all programmes/strategies/action plans young people been involved in their implementation, but not in their developing.

Has the strategy been published and disseminated? If yes, please share the copy or refer to a website address if available online.

National program of education for democratic citizenship and education for human rights is available on website. All the other programmes/strategies/action plans are on the governmental website, Ministry of Education and Sport (<http://www.mss.gov.si/>) and on Ministry of Labour, Family and Social Affairs (<http://www.mdds.gov.si/>).

**13. Is human rights education present in the national curriculum and educational standards? If yes, please explain its status (e. g. obligatory or optional subject-based or cross-curricular?)**

Yes. It's obligatory, subject-based and cross-curricular.

One of the most important changes introduced into the national curriculum in the educational reform, which took place between 1996 and 1999, was 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 school curriculum (for secondary schools) with a special attention to HR education and cultural education (also includes interculturality) were adopted in February 2008. Changes to the elementary school curriculum were adopted in June 2008.

The development of social and civic competencies is one of the general aims of 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 homeland 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). In high schools (ISCED 3), besides sociology, let us also mention history education that contains several measures for strengthening HR education. 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.

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 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 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 are combined in:

- Mandatory units (democracy – human rights, life in the community covering the nation, country, family, the mass media and information, generations and cultures, religions and beliefs). In the scope of the compulsory topic 'Democracy' there is a special chapter devoted to instruction on human and children's rights, and the implementation of those rights within the Slovenian political system
- Optional units (e.g., relationships between the sexes, distant cultures and places, leisure, forms of sociability, the European Union, terrorism and peace in the world)

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.

In general upper secondary education (gimnazija), citizenship education is (from year 1998) 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.

*Cross-curricular topics and dimensions*, such as human rights education, in Slovenia can be taught through:

1. the entire development plan, management and school ethos,
2. specially designed timetable (flexible syllabus), thematic days, activity weeks or events focusing on one of the cross-curricular dimensions (for example human rights),
3. curricular projects with partner schools in Slovenia and abroad (Treasure Within, Eco-Schools, The European Network of Health Promoting Schools, UNESCO ASP net, Comenius, etc.),
4. school subjects, by integrating subjects on the basis of common topics or questions;
5. activities that are incorporated into routine school work, for instance, the organisation of exhibitions, working with parents, etc..
6. educational visits, various meetings, learning outside school lessons and the integration of external experts, and
7. a combination of all of the above mentioned activities.

In 2005, catalogues of knowledge for key qualifications in vocational and technical education were prepared; they include education for human rights, namely social skills, promotion of health and welfare and intercultural abilities.

By developing social skills, students learn to understand themselves and others, appropriately deal with their own and others' emotions, effectively communicate in various social situations (formal and informal), constructively participate in a group/team, solve problems in personal and professional life, address conflict situations, reach consensus and accept responsibility for planning, organisation and implementation of tasks.

Promotion of health and wellbeing is aimed at providing appropriate information to students about maintaining, protecting and enhancing health and preventing diseases, injuries and intoxication. *Students will be able to* protect, enhance and improve their own and others' health (in private life and in the workplace) and promote attitudes and behaviour that contribute to the health and safety of individuals, groups and the community. In this context, students comprehend the significance of healthy domestic relationships and habits and their influence on the health of children and other family members, and the importance of effective parenthood, understand the relationship between health and quality of life, interactions between physical, mental and social dimensions of health, recognise the factors that influence mental health, emotional wellbeing and stress and strengthen their positive self-image and self-respect as a basis for maintaining health.

Intercultural ability is the ability to live in a multicultural and multiethnic (multinational) society. In the age of globalisation and migration, Europe and Slovenia are becoming culturally and ethnically diverse living environments, in which we must learn to live in solidarity and cohesion. Each individual has the right to maintain her/his own culture and national identity and, at the same time, an obligation to respect other identities and cultures. The coexistence of differences is only possible if individuals bond and adjust to each other. One of the key elements of intercultural ability is learning how mutually to adjust and face the different and even the controversial.

The content of these key qualifications is integrated into the curriculum of all programmes, while its implementation is defined by the school implementation curricula. In the education process, HR are 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.

(See also item 23).

#### 14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?

Human rights are one of the significant educational objective and aims. Education about and for human rights is incorporated in school legislative (see also item 10).

Human rights have important place in curricula as crosscurricular, intercurricular content. It is also an explicit content in civic education. Curriculum content and objectives are human rights-based, methodologies are democratic and participatory, and all materials and textbooks are consistent with human rights values guaranteed by legislation. Schools are oriented in creation of an environment where human rights are practiced and lived in the daily life of the whole school community. Mutual understanding, respect, responsibility and participation between pupils are claims encouraged by teachers as daily routine. Guidelines for writing or revising textbooks that reflect human rights principles noted in Plan of action as educational policies; policy implementation; the learning environment; teaching and learning; education and professional development of school personnel are incorporated in curricula and subject syllabuses.

There are no specific guidelines for textbooks, but writing or revising textbooks has to be in accordance with legislative objectives and aims included in curricula and subject syllabuses.

Have textbooks been prepared according to these guidelines?

Slovenia textbooks used in public education are adopted by governmental Councils of experts in the field of education. All adopted textbooks have to be in accordance with legislative objectives and aims included in the curricula and subject syllabuses.

#### 15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education?

### DISCIPLINE PROCEDURES, SCHOOL GOVERNANCE, MANAGEMENT

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.

Disciplinary procedures are governed by Rules on Educational Warnings in Primary School, which define the conditions under which educational warnings may be given to pupils and the procedure to be followed. The rules stipulate that a written proposal for an educational warning is prepared by a member of the teaching staff and submitted to the class teacher, who assesses, together with the school counselling service, whether the proposal is justified. The class teacher then submits his/her assessment to the school's council of teachers. Educational warnings are given by the school's council of teachers. A pupil can get up to three educational warnings in one school year.

The Rules on the Code of Conduct for Secondary Schools (gimnazije, technical and vocational secondary schools) lay down educational measures for minor, serious and very serious violations. The educational measures are: a warning by the class teacher, a reprimand by the class teacher, a reprimand by the class teachers' council, a reprimand by the headmaster, a reprimand by the council of teachers, suspension and expulsion from school. As a rule, educational measures escalate. A warning and a reprimand by a class teacher are decided by the student's class teacher; a reprimand by the class teachers' council is decided by the class teachers' council by majority vote; a reprimand by the headmaster is decided by the headmaster. A reprimand by the council of teachers, suspension and expulsion from school are decided by the council of teachers. A reprimand from the council of teachers is decided by the council of teachers by a majority of votes of those present, while suspension and expulsion from school are decided by a two-thirds majority of all votes. An educational measure is decided by secret vote of the members of the teachers' council. A student's transfer to another class is decided by the headmaster or the teachers' council if the student has been given a reprimand by the headmaster or the teachers' council, respectively. Transfer to another class is decided at the same time as an educational measure. A student has the right to defense before an educational measure is imposed. A student can defend him/herself or can be assisted by a teacher of his/her choice. If circumstances show that a reprimand by the teachers' council or suspension or expulsion from school can be imposed, the class teacher or the headmaster must notify the parents as soon as he/she learns about the violation and invite them to attend an interview with the student. The class teacher or the headmaster may conduct the interview in the absence of the parents if it was not possible to contact them or if they declined the invitation. In accordance with the student's decision, the interview must be attended by a school teacher of his/her choice and the class teacher if the interview is convened by the headmaster. Before a reprimand by the class teachers' council, by the headmaster or by the teachers' council is given or suspension or expulsion from school imposed, the opinion of the class teacher and school counselling service must be obtained; the opinion of in-class peers may also be obtained. An educational measure for an established violation is issued as a decision, containing an operative part, a reasoning and a legal caution. It is possible to lodge an appeal against an educational measure. If, subsequently, a mistake is found to have been made when imposing a measure, or in the case of unjustified imposition, the school must rectify the mistake or change or annul the educational measure. An educational measure remains in force for one year, except for expulsion from school which expires by the end of the school year or at most the following school year. If it is established during the period of validity of the educational measure that it has achieved its purpose, the body that imposed the measure can issue a decision on its deletion. A deleted educational measure is deemed not to have been imposed. In accordance with the rules on school documentation in secondary education, a file maintained on an educational measure will not be kept after the expiry of the educational measure or after its deletion. Control over the implementation of a disciplinary procedure is exercised by the school inspection. An administrative dispute is allowed against a decision to expel a student; hence, judicial protection is guaranteed.

## INCLUSION POLICY

### STRATEGY FOR ROMA EDUCATION IN THE REPUBLIC OF SLOVENIA (2004)

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, 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.

The Alliance of Slovenian Roma took part in the entire drawing up of the strategic document. The President of the Alliance is also a president of the working group preparing annual action plans for the implementation of the strategy solutions. The Alliance coordinates the European Social Fund project for a more successful integration of the Roma into education, selected at the tender published in April 2008. The Ministry of Education and Sport wishes to empower the Roma people so that they can do as much as possible themselves and contribute to a more successful integration of the Roma population into various forms of education in the Republic of Slovenia.

In addition, the following activities have been carried out so far: it is prohibited to form departments containing exclusively Roma pupils; a network of schools attended by Roma pupils has been established, which enables teachers to exchange experience and examples of good practice and additional professional training; schools have been carrying out projects and other activities aiming at intercultural dialogue; standardisation of the Roma language has been carried out as a base for teaching the Roma language; the base for forming the profession of Roma assistant has been established; the project of developing didactics (and learning materials) of teaching Slovene as a foreign language is being conducted; a curriculum for the subject of Roma culture has been drawn up and adopted. Professional training programmes for teaching staff for successful work with Roma children are under way, and Roma assistants are also being trained. The Ministry of Education and Sport is also financing the education of Roma adults.

#### **STRATEGY OF INCLUSION OF MIGRANT CHILDREN, PUPILS AND STUDENTS IN THE EDUCATION SYSTEM OF THE REPUBLIC OF SLOVENIA (2007)**

In May 2007, the Minister of Education and Sport adopted the **Strategy of Inclusion 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.
2. Learning of the mother tongue of immigrants 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 and Sport is also financing the teaching of German and Russian as an extra-curricular activity during the first six years of compulsory education (ISCED 1). 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.
3. 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 has to enrol if this optional subject is to be organised and taught.

#### **CHILDREN AND YOUTH WITH SPECIAL NEEDS**

In the field of special needs in Slovene school system independent expert committees of the National Education Institute decide on the enrolment of children with special needs in schools with adapted curricula by means of a decision concerning the placing of a child with special needs and they provide an expert opinion of the child's abilities. The Ministry of Education and Sport prepared a new Placement of Children with Special Needs Act, which proposes the idea of inclusion of children with special needs in regular schools and a better intersectoral cooperation with different institutions coping with children with special needs. The public debate about the proposal has not finished yet.

In the field of special needs, the project titled Integrating Children and Youths with Special Needs into Education, financed by the ESS, is currently underway in Slovenia. The project directly promotes and strengthens inclusive learning and culture (promoting awareness, breaking down stereotypes about people with special needs, etc.). The principal aim of the project is to create inclusive environment for everyone in the field of education of children and youths with special needs, regardless of social differences and special needs, and that is why new forms and strategies of work are being developed under the project that commenced in 2008 and will finish in 2011. Working with special needs pupils thus includes animal-assisted therapies, new forms and ways of implementing the training programme for life and work, new strategies of working with children in pre-school period, introduction of solutions in practice for successful inclusion (i.e. co-creating assistance and learning, early recognition of special needs, etc.). The main objective of the project is to define a model and strategies of implementing the concept of learning difficulties with the help of inclusive teams and the inclusion of children with special needs, which was adopted by the Council of the Republic of Slovenia for General Education in 2007. Furthermore, new information centres for counselling and informing children, parents and professional staff are also being formed and established under the project. This will be followed by a thorough examination of the existing curricula in various programmes and drawing up an adapted programme for short-term vocational education that will be based on special pedagogical principles. A model of early treatment of pre-school children suffering from autism spectrum disorder and other communication disorders will be developed under the project.

Children will be actively involved into various activities, where their wishes and needs will be taken into the account, and will thus be able to co-create the project. The principles of integration, inclusion and normalisation in the education of children with special needs will be realised, social exclusion will decrease and the quality of life of these children will be improved; children will develop independence, social and communication skills, self-confidence and positive self-image, and the surrounding community will be informed about the characteristics and needs of the target group (children with special needs), cooperation with local community will be established, etc.

#### **16. Is there a comprehensive training policy on HRE for teachers and educational personnel in school?**

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.

Teachers must be granted a minimum of 15 days of education in 3 years, and with the permission of their headteacher, they can choose any topic on any date.

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. From 2004 to 2008, several different programmes were published in the catalogue (programmes can be repeated several times during one year or over the course of a number of years), which trained teaching staff to promote social and citizenship rights and intercultural dialogue on the subject of civic education, and education for democratic citizenship, tolerance and understanding differences; intercultural dialogue, cooperation and learning; European integrations, etc.

From 2004 to 2008, several programmes were published, which trained professional staff to emphasise intercultural dialogue:

- Achieving tolerance and understanding of those that are different through games
- Intercultural cooperation in the form of project based learning
- European integrations and tolerance
- Intercultural learning – a modern day challenge or much more
- Encouraging intercultural dialogue among students in modern society
- Living together in a multi-cultural society.

Within the programmes of professional training co-financed by the European Social Fund, and within the thematic set "Active citizenship, equal opportunities and preventing social exclusion", programmes on the subject of social sensitivity and education for a tolerant and multicultural society, strategies for learning democratic citizenship, and education for tolerance and accepting differences through youth literature were carried out in 2005/06.

The project "Professional training of professional staff in education in the field of social and civic competencies" co-financed by the European Social Fund that commenced in 2008 (till 2011) has foreseen the implementation of professional training programmes in the field of healthy life-style, active citizenship, inter-generational coexistence, encouraging inter-cultural dialogue, equal opportunities for men and women, environmental protection, identifying and preventing violence, etc. 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 problematise 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:

- a) Seminar: The pedagogical advisors carried out a seminar for kindergarten managers. Seminar topic: Active citizenship and human rights education in kindergartens. The seminar was conducted in October 2007. It hosted 170 participants of the mentioned target group. The contents of the seminar are published in the Consultation Journal (Zbornik o posvetu).
- b) Study groups for civic and homeland education and ethics: Teachers training within the study groups was organised two to three times per year. The territory of Slovenia is divided into 12 study centres (territorial criterion). On average, 17 to 20 teachers participated in a single study group meeting.

Training was conducted with the help of the above mentioned didactic work materials and other appropriate materials for this purpose (i.e. Kompas manual).

The primary goals of the training were:

- the integration of human rights into pedagogical work, content-wise as well as from the perspective of didactic strategies: planning and implementing teaching approaches, teaching methods, and learning and evaluation methods,
- raising the awareness of teachers, so that they can raise the awareness of pupils about the importance of knowing, understanding and implementing human rights in accordance with the principles and recommendations of the United Nations Organisation.
- raising the awareness of teachers and pupils about the importance of human rights protection through relevant legislation and institutions,
- raising the awareness of the need to act in compliance with human rights in everyday school practice and in life situations outside the school field,
- raising awareness of the fact that respecting human rights is the basis of every state governed by the rule of law.
- Organisational and substantive course of study groups:

- theoretical substantive (contents of the declaration and conventions, UN recommendations) and didactic base (didactic strategies),
- the work of teachers in the workshop: preparation of concrete materials to be used in the pedagogical practice,
- presentation of the materials and constructive discussion, exchange of views and dilemmas (application in different environments),
- reflection as a base for future work.

c) Counselling services for schools: Pedagogical counsellors offered 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).

Under the framework of introducing new programmes, vocational and technical secondary schools were informed about and received catalogues of key qualifications, which also include human rights education. When introducing the planning of implementing curricula, the National Institute for Vocational Education offered schools assistance in planning the integration of relevant integrated key competencies into the implementing curriculum.

HRE is included in syllabuses of faculties of education, which are autonomous. See also item 27.

The National School for Leadership in Education (NSLE), which offers training programmes for pre-school and school leaders, deputy headteachers and teachers, offers training programmes for headteachers 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 Headteacher Responsibility" has been prepared in cooperation with the Human Rights Ombudsman. Besides general training programmes, the NSLE enables teachers and future headteachers 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.

Under the ESS project "Lifelong Learning - Educating Educators", a publication was produced in 2006, titled "Implementing Children's Rights in the School Context". The aim of the project was to train headteachers and teachers for systematic monitoring and implementing of children's rights in schools. As one of the project outcomes, the mentioned publication serves as an important aid when training participants on this topic.

Topics from the field of human and children's protection are part of the NSLE programme Networks of Learning Schools 2: Strategies for Preventing Violence - since 2003, the NSLE has been systematically educating professional staff from participating schools and pre-schools on how to recognise children's and human rights violations, non-discriminatory treatment, implementing the principle of equal opportunities and respect for human dignity of everyone in education (children, teachers, parents). When dealing with the above-mentioned topics, a special emphasis has been placed on enforcing children's and human rights concerning the prevention of family violence, peer violence, violence against children with special needs, and violence between pupils and teachers in schools. Family violence and school violence are one of the key obstacles preventing the enforcement of equal opportunities, and violate fundamental children's and human rights. The key principle behind implementing the Networks of Learning Schools programme is to train teachers and headteachers to establish a responsible relationship towards the violation of children's and human rights. Furthermore, since 2003, the topics in this network also deal with the issue of structural violence, which is reflected in the society as a lack of equal opportunities for members of various vulnerable and marginal social groups (children, women, the handicapped, people with mental health problems, members of minority ethnic, cultural, religious groups, asylum seekers, and others), which often leads to a greater exposure to institutional and inter-personal violence.

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. Last year SLOGA started with a national seminar on global education with more than 100 participants, more than half of them were teachers. Hopefully such a seminar will also be taking place in 2010 and it will become a yearly event, mainly aimed at training of teachers.

## B LEARNING ENVIRONMENT

### 17. Are human rights integrated into the learning environment of schools including school governance and management? Please mark on a scale from 1 to 5 (1 yes, 5= not at all).

In carrying out the educational process, schools are required to observe the legislation, the UN Convention of the Rights of the Child, and regulations from the field of respecting children's and human rights and ensuring equal opportunities and non-discrimination to all children included into educational process.

Headteachers constantly receive training and education in order to be able to effectively and consistently enforce children's and human rights, and to act in case of violation of these rights, discrimination or unsuccessful ensuring of equal opportunities. Training and education is conducted under the framework of technical consultations, national and international projects, various NSLE programmes, which enable networking and cooperation with other schools. Headteachers are actively involved in this field and manage projects, which enable pupils and students to familiarise themselves with and become active in the field of children's and human rights. In addition, headteachers ensure their schools participate in the programme of the Slovenian Association of Friends of Youth, which organises school parliaments in primary schools each year on one of the pressing and current topics related to ensuring children's rights. Through various education and further training programmes, participation in different projects and networks, professional workers in education are also equipped with relevant knowledge and skills enabling them to enforce children's and human rights in schools.

Training of headteachers, teachers and counselling staff should ensure that within the school governance and school life, its culture and environment, the sensitivity towards human rights, respect for human dignity and ensuring of equal opportunities is reflected.

The purpose of the above mentioned headteacher and teacher training programmes is the integration of human rights into the learning environment and school culture. And this should be the base for action of schools in case of human rights violations, violence, social exclusion and discrimination. Schools that live the culture of children's and human rights normally act quickly and solve such problems effectively.

### 18. Do practices not defined as human rights education exist in your country which reflects the principles of the rights based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable education? If yes, please explain.

In Slovenia there are many practices/strategies/plans/programmes that are not strictly defined as HRE but reflect the principles of the rights based approach to education, such as intercultural education, global education, bilingual and multilingual education, education for sustainable development, citizenship education, peace education, ASP net schools, etc.

## INTERCULTURAL EDUCATION

A competency-based approach was the primary driving force behind the curriculum reform for elementary and general upper secondary education that took place from 2006 to 2008. 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.

In May 2009, the Council of Experts of the Republic of Slovenia for 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.

**GLOBAL EDUCATION** is a relatively new concept in Slovenia and still mainly remains to be used by civil society organizations. Educators and ministries are more familiar with education for sustainable development which in many ways overlaps with global education. NGO SLOGA and its members, joined in the working group on global education, are actively involved in organizing activities in this field, in formal and non-formal education as well as awareness-raising. Its yearly event is Global Education Week that takes place 3<sup>rd</sup> week of November, under the umbrella of North South Centre of the Council of Europe. Apart from concrete activities and actions working group strives for intense and systematic cooperation with different sectors (schools, ministries, educators).

SLOGA and its members also work on advocacy and since 2007 they have been trying to involve key Slovenian stakeholders into the preparation of the national strategy on global education that would operationalize *Guidelines for Education for Sustainable Development*. As for now Slovenia possesses no strategic document aside from non-binding guidelines. Experiences from other countries demonstrate that GE strategy often succeeds strategy for international development cooperation. For the purpose of forming the national strategy SLOGA is advocating for establishment of multistakeholder group for development 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 (ZOS):

- 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 Homeland 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.

#### **CITIZENSHIP AND VALUES EDUCATION**

Currently, several projects financed by the Ministry of Education and Sport are underway in this field. These projects will prepare the guidelines and proposals that will be integrated into the implementing curricula (Promoting Active Citizenship with Case Studies from History and the Modern World; Formal Ways of Citizenship Education in a Multicultural Society).

See also item 11.

#### **EDUCATION FOR SUSTAINABLE DEVELOPMENT – see also item 11.**

As an educational objective, education for sustainable development has been included into all laws; curricula have been renewed and amended to also include sustainable development, schools are included into several projects, and training of professional staff is underway.

#### **TEACHING ABOUT THE HOLOCAUST**

In 2008, the Slovenian Government pronounced 27 January as a Holocaust Memorial Day, which is also marked by schools. Slovenia actively cooperates in a project team which is striving for international cooperation in the field of education, remembrance and investigation of the Holocaust to always remember that the Holocaust means a warning from the danger of hate, intolerance and prejudice. Topics on the Holocaust have been included into the grade 9 History curriculum, and the Civic and homeland education and ethics curriculum for grades 7 and 8, under the topic of human rights. From 14 to 17 October 2009, under the framework of the Pestalozzi programme, the National Education Institute and the Ministry of Education and Sport organised an international teacher training programme titled From Crimes against Humanity in European History towards European Idea. A practical example of cross-subject teaching was demonstrated (subjects: Civic and homeland education and ethics, History, and the optional subject Media Education) human rights in connection with the Holocaust in the Slovenian school system. When carrying out training programmes for teachers of Civic and

homeland education and ethics – the mentioned example was presented study groups across Slovenia in autumn 2009.

On the subject of human rights, intercultural dialogue, tolerance and conflict resolution Slovene schools participate in the framework of numerous international networks, initiatives, projects and competitions (ACES – Academy of Central European Schools, Europe at School, ...). There are also a number of other projects aimed at teaching students to respect human rights such as the one implemented under the Unesco Associated Schools Project Network. The Network's priorities include education for sustainable development; peace and human rights; intercultural learning; fighting the HIV and AIDS, and reducing poverty; pursuing environmental sustainability through the use of ICT. In the academic year 2007-08, a total of 338 educational institutions were involved in various national ASP Network projects, while 50 educational institutions participated in projects recommended by the Unesco.

The non-governmental organisations the School for Peace and Amnesty International Slovenia are very active in the field of HR education. For example: EIP organization Slovenia – School for Peace is dedicated exclusively to teaching human rights. Through learning respect, tolerance, mutual responsibility and overcoming egocentricity, the organization helps schools to start serving humanity and spread the EIP mission. They therefore carry out various training programmes, publish publications, while their website <http://www.eip-ass.si/> offers a virtual library where it is possible to learn about human rights.

**19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests? Please mark on a scale.**

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 headteacher, 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 headteacher 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 headteacher from professional school workers. Mentors can also be nominated by home-class representatives. Prior to appointing a mentor, headteachers must obtain an opinion from the association of school pupils.

## CILDREN'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 headteachers, 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, headteachers 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 headteacher, 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 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, headteachers 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.

**20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of HRE? Please mark on a scale from 1 to 5 (1 – comprehensive interactions take place: 5 = Not at all).**

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 headteacher, 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 is 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), because 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 councelling 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.

**21. Are monitoring systems in place to access the following? Please mark on a scale from 1 – 5. (1 – comprehensive monitoring system: 5 = Not at all).**

- Respect for human right principles in teaching practice
- Teaching quality with regard to human right education

- Respect for human rights principles in school management and governance processes
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights

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 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).

The major part of research and development work in education is conducted within the target research programmes framework and the programme of international comparative studies conducted by the Educational Research Institute. In 2005, the Minister of Education passed a programme which joined international comparative studies and thus created an important basis for the development of educational policy. On the basis of this programme, Slovenia joined all referred internationally comparable studies, namely: PISA, TIMSS, PIRLS, TALIS, CIVIC, SITES, EAG. The topic of human rights is researched by the International Civic and Citizenship Education Study (ICCS), which was conducted in 2009, and will enable international comparison of results. The results will be published in spring 2010, and it will be particularly interesting to compare them with the Civic Education Study (CIVED) results from 1999. On the basis of the comparative analysis we will be able to show (possible) changes in knowledge, concepts and views on human rights.

**22. Please outline how school fund human rights education including sources and the percentage of State budget allocated in this area?**

Public nursery schools and primary schools are founded and financed by municipalities, while high schools are founded and financed by the state. Private schools are also 85% financed by the state if they carry out publicly acknowledged programmes.

The basic curriculum and the majority of other activities are financed by municipalities and the state; the wider curriculum, can be financed from the public funds and other means: human rights education can be financed from the so-called school fund, where contributions of parents and donations are collected, and which can help schools overcome social inequalities between pupils and students and enables them to participate in superior standard programmes (for instance, visiting galleries, museums, excursions, extra teaching material, etc.); in addition, if schools are the so-called Unesco schools, they can finance many activities. Schools can increasingly respond to invitations to public tenders, where they can obtain additional funds for the so-called soft topics, where we can also classify human rights education (schools obtain a lot of resources from the European Structural Funds).

As financing of such activities is dispersed, it is impossible to give an estimate about the financing; most of the resources come from the state (90% and above), and other sources to a lesser extent (donations, European social funds); the level of financing depends of the size of the school, its commitment to respond to invitations to public tenders, etc.

## C TEACHING AND LEARNING PROCESSES

23. Do curriculum subjects in primary and secondary schools and general upper secondary schooling include HRE? If so, which curriculum subjects include human rights education at primary and secondary levels?

Yes.

In 2008, renewed curriculums for primary schools 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 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, etc..

The development of social and civic competencies and education for human rights are of the general aims of 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 homeland 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). In high schools (ISCED 3), besides sociology, let us also mention history education that contains several measures for strengthening HR education. 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.

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 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 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 are combined in:

- Mandatory units (democracy – human rights, life in the community covering the nation, country, family, the mass media and information, generations and cultures, religions and beliefs)
- In the scope of the compulsory topic 'Democracy' there is a special chapter devoted to instruction on human and children's rights, and the implementation of those rights within the Slovenian political system
- Optional units (e.g., relationships between the sexes, distant cultures and places, leisure, forms of sociability, the European Union, terrorism and peace in the world)

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.

In general upper secondary education (gimnazija), citizenship education is (from year 1998) 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.

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.

#### How many hours are taught and at what grade levels?

See also answer above.

Primary education:

- Environmental education (years 1-3 of primary school - ISCED 1) – every year 3 hours per week
- Social sciences - (years 4 and 5 – ISCED 1) – 2 hours per week in year 4, 3 hours per week in year 5
- Geography (years 6 – 9, ISCED 1 and 2) – 1 hour per week in 6th year, 2 hours per week in 7th year, 1,5 hour per week in 8th year, 2 hours per week in 9th year.
- History - (years 6 – 9, ISCED 1 and 2) – 1 hour per week in 6th year, 2 hours per week in 7th year, 2 hours per week in 8th year, 2 hours per week in 9th year.
- Civic and homeland education and ethics (years 7 and 8, – ISCED 2) – 1 hour per week in 7th year and in 8th year

Optional subjects - Pupils take 2 or 3 hours per week of optional subjects, depends on the parents' consent.; many of the subjects include HRE. For example: 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).

General upper secondary education (gimnazija)

- Citizenship education is (from year 1998) a mandatory part of the core curriculum option including a total of 15 teaching hours per school year.
- Philosophy – ISCED 3A - 2 hours per week in 4 year
- History (ISCED 3A) – 2 hours per week in 1, 2, 3, 4 year
- Geography (ISCED 3A - 2 hours per week in 1, 2, 3 year
- Sociology - (ISCED 3A) - 2 hours per week in 3 year

In vocational (ISCED 3) and technical schools (ISCED 3A)

- general educational module for all programmes - subjects Sociology and Psychology – 68 lessons.

#### 24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?

Learning methodologies associated with human rights education activities exist and are child friendly, learner-centred and encourage participation and its getting better. Below, are two examples.

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 homeland education and ethics (2008) 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 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 text book 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

Currently, the National Institute for Vocational Education of the RS is preparing a manual for sustainable development for teachers, which contains work sheets for students. The manual deals with 17 different topics from the perspective of sustainability, which also include social inclusion and participation. The aim is to provide teachers – who are not specialised in individual topics – with basic information, sources and work materials, which are based on thinking, critical assessment, and promoting responsible behaviour.

#### 25 Which institutions has/have the authority to develop, approve and change curricula?

Subject testing committee for modernising curriculum for individual subjects consists of faculty professors and teachers, and operates under the National Education Institute; when drawing up or updating curricula, the committee considers opinions and advice of teachers (the so-called study groups, cyber classrooms for teachers, where remarks can be given), advisors and other professionals from the field of an individual subject. When modernising the curricula, the committee must observe the curricula modernisation basis proposed by the National Educational Institute of the RS. Proposals of curricula are then discussed by various commissions of the governmental Council of Experts of the RS for General Education, while the Ministry of Education and Sport also has an opportunity to pass remarks; curriculum proposal is then considered and adopted by the Council of Experts for General Education, which consists of professionals from the field of pre-school education, primary school education, general secondary education, and the field of humanities, social sciences, natural sciences, technical sciences and arts.

#### 26. Do teacher guides, manuals, textbooks and other teaching and learning materials in primary and secondary education conform with human rights principles? Please mark on a scale from 1 to 5(1-comprehensively, 5 – Not at all)

Textbooks conform with the above-mentioned statements, as they have to undergo the process of approval, whereas the final approval is passed by a responsible governmental council of experts for education. Textbooks are forwarded into approval by authors, translators, companies, institutes, or other legal or natural persons; most frequently by publishing houses.

Besides publishing houses, materials can also be published by educational public institues (the National Education Institute of the RS, Educational Research Institute, National Institute for Vocational Education), ministries (for instance, Publication on Human Rights Education, My Rights), private citizens, NGOs, etc.

See also item 14.

#### Are materials not produced by your government being used in schools? If so, who produces them?

Yes, they can be used.

To a lesser extent, materials are prepared by the government, and only in the case of textbooks, these have to be approved by the responsible Council of Experts of the RS for Education; most of materials are published by publishing houses, as well as public educational institutions (the National Education Institute of the RS, Educational Research Institute, National Institute for Vocational Education), and, to a lesser extent, the ministries (for instance, Publication on Human Rights Education, My Rights), private citizens, NGOs, etc.

## D. TRAINING OF SCHOOL PERSONNEL

### 27. Is human rights education included in the following?

-	Pre-service teacher training	<u>yes</u>	no
-	In-service teacher training	<u>yes</u>	no
-	Head teacher training.	<u>yes</u>	no

Human rights education is included at all three levels:

#### PRE-SERVICE TEACHER TRAINING

In undergraduate study, the education is compulsory and optional, as in the majority of programmes certain subjects are optional. These subjects and the number of lessons differ from faculty to faculty, as these are independent in creating their programmes.

At the Faculty of Arts of the University of Maribor, several subjects involve contents in the field of the rights of the child in the framework of the two-subject study programme Pedagogy and ...: the contents on human rights are implicitly included in several chapters of Didactics 1 and 2, and in initial chapters dealing with the treatment of fundamental didactic notions (fundamental human rights include education); the characteristics of the class focus especially on the rights to opinion, evaluation and determination. The subjects of debate are the rights to individual differences, mutual consideration and respect. The same contents are also considered in the framework of Family and Preschool Pedagogy (the students prepare diploma theses and seminar papers in the framework of this issue, guided discussions and debates and the presentations of diploma theses/seminar papers). In Andragogy, the fundamental human right (the right to education) is treated as a part of the study contents (in methods, principles of andragogy work and in the history of andragogy), as well as the principles of democracy, tolerance and gender equality. In Special Pedagogy, the guide on the rights of persons with disabilities and the guide on the rights of the child with special needs are dealt with in the framework of lectures and seminars in the field of inclusion (exclusion). The above issue is also dealt with within the subject of General Pedagogy, especially the right to education. In Educational Approaches and Strategies, the rights of the child are considered in the framework of establishing discipline in the classroom.

At the Faculty of Education of the University of Ljubljana, the above contents in the Department for social pedagogy are included in the following expert subjects: The basics of social pedagogy, Theoretic notions of social integration issues, Didactics and methodology of social-pedagogy work, Social pedagogy interventions, Phenomenon of deviation, and Personality theory with psychodynamics.

All study programmes at the Faculty of Education of the University of Maribor (Preschool education, Elementary education, Music pedagogy, Art pedagogy, Sport training) and all the classes in the mentioned study programmes include fundamental recommendations on the rights of the child. The issue of the rights of the child, in particular, is included in subjects in the field of education theory, preschool pedagogy, school pedagogy, special pedagogy, sports pedagogy, general didactics and special didactics. This issue is also included in the subject related to art and music expression. The students prepare seminar papers and diploma theses on the rights of the child; the practice classes and seminars are aimed at preparation of guided discussions (including the presentations of seminar papers/diploma theses) and expert excursions to day-care centres and schools are organised, where the students are acquainted with e.g. bilingualism, the Roma children, etc. The students are thus encouraged towards openness, understanding, tolerance, peace, gender equality, friendship among nations/nationalities and the acceptance of different views of life and religions.

#### IN-SERVICE TEACHER TRAINING:

After the preparatory training period or after performing six months of educational work in nursery school or school, every professional worker in the education must take a proficiency examination, provided he/she has qualifications stipulated by the law and other regulations. Candidates must pass an oral part of the examination; in addition to regulations that govern the field of education and Slovenian language, one third of the exam also consists of constitutional arrangement of the Republic of Slovenia, European Union institutions, the EU legal system, and regulations that govern human and children's rights and fundamental freedoms. Before taking the exam, most candidates participate in (non-obligatory) training.

Furthermore, teachers have a possibility to get further education and training as a pre-condition for the promotion; if teachers participate in educational training, which is scored in accordance with the rules, teachers can get points for promotion. Each professional worker is entitled to 15 days of training and education in 3 years.

#### **HEAD TEACHER TRAINING:**

Headteachers must obtain a Headship Licence; all school directors must participate in the training programme that consists of educational modules, which include human rights education, for instance, People in Organisation, Headteacher as an Educational Leader, and Implementing Human and Children's Rights in School - School Culture and Headteacher's Responsibility. These modules consist of 46 hours.

Within the framework of regular headteacher training, such as technical meetings and seminars, headteachers on average participate in 36 hours of such education per year.

These topics include Leadership for Teaching, which stresses the importance of leadership on learning and teaching, and which should be a priority for schools and headteachers, besides placing greater care to improve school efficiency and encouraging discussions of learning, which leads to a better, more in-depth knowledge of pupils. Development of Headteachers programme specifically deals with this issue, and places particular emphasis on leadership ethics. This topic enables headteachers to learn about the importance of formal power of leadership as such, and the necessity to develop ethical leadership, which involves everything, including the moral perspective of decisions. The programme Leadership for Learning encompasses 60 hours per year, while Development of Headteachers comprises 80 hours per year.

The NSLE has included human rights education into its educational programmes, which are intended for teachers, childcare workers, counselling workers and headteachers. These programmes are conducted under the Networks of Learning Schools and Pre-Schools I and II, and these educational programmes can be used to train the entire teachers or childcare workers councils. The educational contents encourages teachers to contemplate on the essential mission of their schools, and when recognizing the strong and weak points of their schools, to see the connection between their problems and learning and teaching of pupils. Education intertwines with learning in an encouraging mutual cooperation, which builds cooperative culture among teachers, and schools are thus becoming "learning organizations". Approximately 15 schools participate in this programme per year, and undergo 64 hours of educational training.

#### **How many hours are offered?**

- Pre-service teacher training: Faculties are autonomous in preparing the scope of such education
- In-service teacher training – at least 15 days in 3 years
- Head teacher training – Approximately 36 hours per year. See answer above.

#### **28. To what extend is learning, good practice, research and materials collected and made available to educators in HRE?**

Education, good practice, research and materials are available to teachers through public institutions in the field of education, e.g. National Education Institute and National Institute for Vocational Education and Training, where study groups have been set up for teachers of specific subjects, and through web classrooms providing teachers with various materials and information. All this is also available through the portal of the Ministry of Education and Sport, websites of institutions in the area of education and the association of teachers, consultation, conferences, and publications issued by ministries and public institutions and distributed to each school and pre-school, and through information from the Ministry of Education and Sport via school circulars, etc. In using the materials, good practices and information, teachers are autonomous.

Key providers for teachers are public institutions in the area of education which, through their programmes and projects, publish materials and publications resulting from research and projects. The materials produced within the programme are included in publications that are made available to schools. All materials issued within

individual programmes are made available to the participants of these programmes. The implementing programmes enable an exchange of experience and good practices among participants.

### 29. To what extend do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?

Policies of recruitment, appraisal and promotion for teachers, headmasters and school inspectors within large degree are expressing human rights principles. This is reflected in accepting and execution of legal regulations, that they are being done so on level of schools of benchmarks on level of state. Above all through policy of recruitment, promotion and appraisal are expressing the following of human rights:

- perfect development of human personality and feeling of dignity
- values, opinions and behaviour - developing of values and enhancements of opinions and behaviour, that they are supporting human rights
- enhancement of partnership and cooperation on all levels (of school, inspectorate for educational system, ministry for educational system), and many other human rights.

### 30. How are human rights trainings for teachers assessed?

After each unit of education, evaluation/assessment sheets are produced for completion by participants, with the aim of improving the education; at permanent study group meetings, teachers are given the chance to make comments; analyses of teachers' comments are presented at the next meeting by the adviser/head of the study group.

## Part 3: CHALLENGES AND GENERAL COMMENTS

### 31. To what extend has the Plan of Action for the WPHRE 1<sup>st</sup> Phase contributed to improving the integration of human rights education into school systems?

Human rights education has always been one of the priorities of the Slovenian school system; with a specific plan of action, countries were given the opportunity to address the area of human rights education if it was poorly or not at all developed. With the adoption of the plan, awareness in Slovenia regarding human rights education has increased, together with awareness that this area is not limited to a period laid down by an international document but involves a permanent task and efforts by the country, as well as awareness that human rights education is of key importance for the future.

### 32. Please indicate the main obstacles to the implementation of the Plan of Action of WPHRE 1<sup>st</sup> Phase in your country on a scale 1 to 5 (1 - No obstacle; 5 - Major obstacle)

### 33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst 1) educational officials, 2) teachers, 3) young people.

Ad 1) Ad 2) and Ad 3):

A collection of articles on Human Rights Education was published on 10 December 2008 on the occasion of the 60<sup>th</sup> anniversary of the Universal Declaration of Human Rights and the International Year of Human Rights Education (which began with the International Human Rights Day, decided by Resolution 62/171 of the UN General Assembly on 20 March 2008).

The publication is available on the website of the Ministry of Education and Sport: [http://www.mss.gov.si/si/delovna\\_področja/izobrazevanje\\_v\\_sloveniji/publikacije\\_mss/#c16980](http://www.mss.gov.si/si/delovna_področja/izobrazevanje_v_sloveniji/publikacije_mss/#c16980). It contains reflections and evaluations on what needs to be done in the future in the field of human rights education. The articles were written by government representatives and representatives of non-governmental organisations, as well as experts from the field of human rights education, and teachers. The document was distributed to all Slovenian schools and kindergartens, and history and civic education teachers at educational workshops. Publication Human Rights Education acts as a guide, particularly for teachers, as it conveys ideas in a simple

way on how to improve HR education in the school system and outside it, and presents some examples of good practice in Slovenia. It is mainly intended for childcare workers in kindergartens and teaching staff in schools, parents, experts from the field of HR education, and politicians, and pupils. In some articles, the world program is presented in more detail as well as information about similar programmes and projects in the field of human rights education. The publication has been presented at a number of consultations, conferences etc.

The WPHRE has been translated into the Slovenian language and is available on all websites of the Ministry of Education and Sport.

Ad 1); Ad2)

Education and consultations organised on the topic of the programme (in association with the Council of Europe) were attended by officials, teachers/practitioners and experts, who reported on the activities and the programme through information networks.

With relation to the World Programme Slovenia is active also on the international level. It is a member of the Platform for Human Rights Education, which is an informal cross-regional grouping of states within the framework of the United Nations Human Rights Council in Geneva. The Platform supports international initiatives that promote human rights education and training at all levels of society and presently follows two main initiatives, the World Programme for Human Rights Education and the draft United Nations Declaration on Human Rights Education and Training, which is to be adopted by the end of March 2011.

### **35. Methodology of preparation of report**

The report was prepared on the basis of existing reports on similar topics (e.g. UNESCO – 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, Universal Periodic Review of Human Rights – Slovenia, which was in February 2010 in Geneva, etc.); proposals for answers were first reviewed by representatives of the ministry engaged in the field of human rights and bodies affiliated to the ministry; other ministries concerned with human rights were then involved in the preparation of the report, as well as the Human Rights Ombudsman, public institutions in the area of education (the National Education Institute, the Centre of the Republic of Slovenia for Vocational Education and Training,) and certain non-governmental organisations. The draft report was again coordinated with the writers of answers.