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The Permanent Mission of the Republic of Slovenia to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and has, with reference to the latter's note RRRDD/DESIB/METS/WPHRE/2015/EI/CK, dated 2 February 2015, the honour to enclose herewith the national evaluation report of Slovenia on the second phase of the World Programme for Human Rights Education.

The Permanent Mission of the Republic of Slovenia to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration. *hm*

Geneva, 20 April 2015



Office of the United Nations High Commissioner for Human Rights

GENEVA



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**Subject: Response to the request by the Office of the High Commissioner for Human Rights regarding the evaluation of the second phase of World Programme for Human Rights Education**

With regard to your request for information concerning the implementation of the Second phase of the World Programme for Human Rights Education (WPHRE) 2 February 2015, we would like to share with you the following information:

**I. Human rights education**

*a) Ministry of Education, Science and Sport*

Human rights education is integrated into the Slovenian school system and in training programmes for professionals.

In the last few years, important changes were introduced into the national curriculum. Various parts of educational programmes (renewed course syllabuses, out-of-school activities, teacher trainings, etc.) are more focused on the human rights education, pupils and students' participation and their active roles in the school community have increased and pupils and students develop critical and independent thinking, essential for taking an active part in local community and society as a whole.

Curricular changes to elementary school were made in 2008; further modifications were introduced in 2011. The development of social and civic competences, education for peace and human rights are part of general objectives in the obligatory subjects of history, patriotic and civic culture and ethics, geography, etc. Human rights education is incorporated in several optional subjects as well. In all syllabuses, emphasis is put not only on human rights education-oriented objectives, but also on cross-curricular approaches, the school atmosphere and diversified didactic approaches. Furthermore, significance is given to various

school activities: more flexible syllabuses, theme days, weeks or events focused on one of the cross-cultural dimensions (e.g., human rights).

*b) Ministry of Interior*

Human rights are part of the mandatory education curricula at the Police Officers School and at the Police College. Human rights education is also the baseline of argumentation at the majority of lectures, namely Ethics and human rights, police powers and other related subjects.

Relevant education programmes, action plans, curricula and training policies adoption, must – by law (Law on the organization and the work of the police) – contain the protection of human rights and fundamental freedoms.

Protection of human rights and fundamental freedoms is also included in in-house trainings for police work in communities, during criminal investigations, for the use of and execution of police powers, as well as practical police procedure, for the protection of national borders and for the treatment of foreign nationals, for the work of Special Unit, for the work of the Office for the protection of persons, for secondments of police officers to international missions and operations. It is also included in different programmes for the development of and consolidation of social skills of police officers.

Teaching personnel has a mandate to pursue human rights education. Programmes are being implemented by the following:

- Professionals educated specifically for this field (in the framework of national public programmes): teachers, psychologists, social pedagogues and other internal experts, who have formally or informally acquired adequate skills for such trainings (postgraduate studies, work in external institutions, participation in national projects, as well as trainings and work abroad);
- Professionals coming from external educational and training establishments and/or NGOs also participate in some of the internal programmes.

These types of trainings are not required for career promotion and do not affect the career system. All programmes are available to everyone who is dealing with specific groups in vulnerable situations. Training programmes are adjusted to European and national standards of human rights and fundamental freedoms protection.

*c) The Police*

Human rights content is included in all training programs for the police force as a basis for their work. All measures listed in the Guidance note for States for the Evaluation of the second phase of the WPHRE, under points A (human rights education in higher education) and B (human rights training for civil servants, law enforcement officials and the military), are in place in respect of the human rights

education and training of the police force. In other words, the answer to all questions posed is "yes". Some further details may be found below.

Human rights are part of the mandatory education curricula at the Police Officers School and at the Police College. Studies are designed around the premise that the police serve the people – the protection of human dignity and rights is therefore a key duty of a police officer. Besides lectures on human rights as such, integrated into courses on police ethics and police powers among other, human rights are mainstreamed throughout the study programs (the role of police in a democratic society, positive attitude of a police officer, oversight over police work, policing a multicultural society, stereotypes, prejudice, discrimination, homophobia, sexism, racism, chauvinism, xenophobia, ethnocentrism, homophobia, consideration of vulnerable groups, mobbing, human rights instruments and mechanisms, codes of conduct, police integrity...). Education combines theoretical knowledge with workshops, case studies and practical problem solving.

*d) Higher education institutions*

*i) University of Maribor and University of Primorska*

In the sphere of human rights education in higher education institutions' policies and related implementation measures no national legislation or national policies exist. In addition, neither special funds nor special coordination mechanisms for human rights education exist at the national level. Human right education themes and issues form part of only a small number of curricula on the level of higher education. Certain academic disciplines nevertheless include them. Specific human rights topics are introduced into some courses as part of certain study programmes. In certain cases special study programmes are offered. In some cases, participatory methodologies and relevant teaching materials are also used. For the implementation of the mentioned activities, financial resources have been assured for accredited study programmes.

In terms of research, innovative methodologies and tools for human rights education have not been developed. Additionally, no evaluations or assessments have taken place, but some cases of lessons learned have been identified (e.g. jurisprudence of the Constitutional Court and of the judiciary). Professional field trips, workshops, round tables and competitions have also been organized. Some exchanges of pedagogic staff in the framework of Erasmus + have taken place. Regarding the learning environment, no explicit policy statements concerning HR of HE actors have been reported. Despite this fact, the teaching personnel have to pursue education for the curricula they are teaching. In addition, students can express their views freely, participate in academic life and interact with the wider community.

*ii) University of Ljubljana*

Human rights trainings have been ongoing for personnel and students throughout the years.

## **II. Human rights training**

### *a) Ministry of Education, Science and Sport*

Teachers and personnel are continuously trained (in-service teacher training).

### *b) Ministry of Interior*

In the past period numerous activities have been carried out. These were implemented with a view to eliminating and preventing human rights violations and contributed to the improvements in the field of human rights protection (a system of supervision of the work has been established, as well as remuneration of the Ministry of Interior and the Police staff for attending in human rights education and training).

The Ministry of the Interior, in line with its monitoring functions (supervision of implementation of police duties) and by verifying the adequacy of solving and dealing with complaints against police proceedings, continuously monitors systemic deficiencies, identified by the Police. The Ministry of the Interior also proposes implementation of necessary provisions, including professional trainings and advanced learning in the field of human rights in police proceedings. Respect for human rights in police procedures is therefore a topic that is very often integrated into different forms of professional advanced learning and training in the Police force and is also subject to constant monitoring.

With a view to increasing the skills and the acquirement of professional information employees of the Ministry of Interior in September 2014 attended a seminar entitled "Istanbul Protocol", organized by the Ombudsperson's Office. The seminar was open to everyone who is faced with this field in his or her daily practice. In the seminar the Istanbul Protocol was presented. It was presented in general context of legal instruments, relating to torture (e.g. the documentation of torture, connecting legal and medical experts, physical and psychological consequences of torture). In addition, international documents (UN, EU), defining torture were presented. Specialized human rights training is also available for officials dealing with specific groups and vulnerable situations. Since 2010 the Police have – in accordance with the EU and national standards of human rights and freedoms protection – carried out in-house trainings of already employed police officers and other staff. These trainings are implemented in accordance with annual training plans in the police force.

### *c) The Police*

Internal in-force training is organized for police officers and other collaborators of the police according to yearly training plans and as foreseen by the Police Organization and Work Act. It is carried out by the General Police Directorate in cooperation with other educational institutions and external trainers, as appropriate.

The protection of human rights is included in internal training programs on community policing, criminal investigations, the use and exercise of police powers, practical police procedures, protection of state borders and consideration of foreigners, social skills programs, and in the training of the Special Unit, the staff of the Security and Protection Centre, and officers participating in international missions.

Trainings are available to all those who may come into contact with persons in a vulnerable situation in the course of their duties, and are in line with EU and national standards on human rights protection.

*d) Higher education institutions*

*i) University of Maribor and University of Primorska*

Training for teaching personnel has been reported and organized; human rights training has been planned (as part of overall training activities), but, for the time being, has not been any information on training materials or resources.

*ii) University of Ljubljana*

Human rights trainings have been ongoing for personnel and students throughout the years.

**III. Examples of good practices**

*a) Ministry of Education, Science and Sport*

Several projects with partner schools in Slovenia and abroad on the topic of HRE have taken place. Schools are linked into networks (e.g., ASPNet, cooperation with the European Wergeland Centre and the Council of Europe, etc.) and emphasis is put on cooperation with parents, as well as on out-of-school activities. Additionally, entire development plan of schools, school atmosphere, etc. includes various dimensions of human rights education.

*b) Ministry of Interior and the Police*

The Police have in the past carried out two projects, namely 'Protecting persons and property in multi-ethnic communities' and 'Training police officers for work in a multi-ethnic society'. Some parts of the syllabus of police work in multicultural community and human rights protection is also include in the curricula of Police Officers school and the Police Academy.

Since 2003 police officers have been trained by the training program 'Training for the identification and the management of stereotypes in a multi-ethnic society'. Given the current situation, most attention is given to Roma communities.

The purpose of the training is to learn about the culture and history of Roma and Roma communities in the Slovenian area, thus encouraging awareness of the diversity and increasing acceptance of diversity in new social situations, as well as seeking appropriate and consistent ways of police officers' work with people of different backgrounds. The trainings are also open to the participation of members of the Roma community. Based on evaluations the police are very satisfied with the training. Interactive workshops with representatives of other ethnic communities were especially highlighted.

In 2007 the Police launched a one-day program 'Combating discrimination'. In 2009 on the basis of evaluations this day spread into a two-day programme, tackling stereotypes' awareness, prejudice management and prevention of discrimination in a multicultural community. Such training became ongoing, with numbers as follows: in 2010: 16 trainings for over 200 officers; 2011: 15 trainings for over 250 officers and 2 trainings for other participants; 2012: 10 trainings for over 150 police officers, 2013: 10 trainings, 2014: 7 trainings). Officers are also offered training in various dialects of Romani language, and in the Albanian language.

In 2013 and 2014, an additional awareness-raising campaign 'Together' on cohabitation with the Roma was carried out for the broader civil service. It included training on stereotype awareness, management of prejudice, working with members of marginalized groups, specificities in communication with the Roma, risks of discrimination, and training on the specificities of Roma communities in individual regions.

Throughout these trainings, special attention has been paid to learning about the culture and history of Roma and their communities in Slovenia, and increasing awareness and acceptance of diversity. Trainings are carried out in cooperation with and with the participation of representatives of the Roma communities, and have been very well received by police officers. The police generally maintain a good dialogue with the Roma communities.

Since 2003 the Police have been dealing systematically with the topic of multi-ethnicity. First positive effects are seen particularly in positive and equal dialogue between the Police and Roma communities in Slovenia.

*c) Higher education institutions*

i) University of Maribor and University of Primorska

No explicit good practices were identified.

ii) University of Ljubljana

Several good practices have been identified, namely:

- Faculty of medicine: human rights and ethics education, social sciences in medicine, rights of mentally disabled persons, ethics and medicine. Additionally different awareness-raising events, exhibitions, round tables etc.;
- Faculty of Social Sciences: International Relations graduate programme (subjects: International Human Rights Protection, International Protection of Minorities); European studies graduate programme. Also conducted are European M.A. in Human Rights and Democracy (under the auspices of European Inter-University Centre for Human Rights and Democratisation) and different subjects on the post-graduate level in addition to an analysis on the functioning of the Universal Periodic Review);
- Faculty of Social Work: different subjects covered on the graduate and post-graduate levels (gender and violence, discrimination, social protection and older persons, institutions for older persons, holistic care of older persons, mental health in a community, social justice and inclusivity, LGBTI aspects, migrants and refugees, etc.). In addition, the Faculty has been involved in different national and international projects and research activities, such as: access to justice of children with mental disabilities, social work as the bearer of social inclusion and social justice in Slovenia, establishment of infrastructure for equal access to publications for blind and weak-sighted etc.;
- Faculty of Law: different subjects covered on the graduate level (European Human Rights Law and specific parts of syllabuses). Additionally, members of the academic staff are also members of the Inter-ministerial commission of the Government of the Republic of Slovenia for Human Rights and Standing coordination group of the Government of the Republic of Slovenia for Humanitarian Law, several different lectures (from national and international lecturers) have taken place; the Faculty also organizes a biannual international conference on the Responsibility to Protect and biannual conference on international environmental law. Students also attend Moot Courts and Rene Cassin international competitions.
- Faculty of Arts: psychology, German language and culture, sociology, Asian and African Studies, archaeology, philosophy, history, general linguistics, ethnology and cultural anthropology. Additionally, research projects related to human rights (e.g. Roma, women, migrants etc.) are continuously managed. Students have also been involved in the preparations for different articles on human rights and civil society, assisted in the preparations for the seminar.

#### IV. Overall human rights education national efforts

Human rights education and training as well as good practices have been identified in various spheres. Slovenia has in the past years taken concrete steps towards creating a more stream-lined and comprehensive approach to human rights education.

All teachers are trained in human rights before obtaining their license, and candidates for principles must attend courses on human rights education. Additional human rights and human rights education training is offered to teachers on a voluntary basis throughout their carrier.



Universities, on the other hand, are autonomous, and we find that not all of them offer courses on human rights, nor do they all offer human rights education training to their professional staff.

Human rights training is systematically provided to police officers, who also learn about the role of national human rights institutions and non-governmental organizations. Special emphasis is placed on training in how to manage stereotypes and prejudices and prevent discrimination.

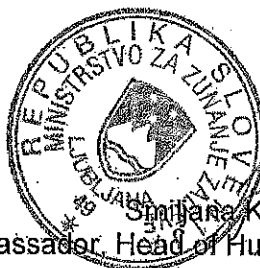
Human rights training is also systematically provided to military personnel taking part in international operations and missions, but not yet to all staff. Training of the administrative staff in the military is being intensified.

Systematic human rights education and training is provided to the police, the military and people working in the judicial system. Furthermore, basic content on human rights is systematically included in the mandatory training for all civil servants upon entry into the profession, as well as in the training program for top managers in public administration.

Having identified a number of gaps, Slovenia will now proceed with the identification of possible measures and preparation of guidelines for improving the provision of human rights education in the focus areas of the second phase of the World Programme.

With Regards,

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