



REPUBLIKA SLOVENIJA  
**MINISTRSTVO ZA NOTRANJE ZADEVE**

POLICIJA

Generalna policijska uprava  
Služba generalnega direktorja policije

Štefanova ulica 2, 1501 Ljubljana

T: 01 428 44 50

F: 01 428 50 21

E: [sgdp@policija.si](mailto:sgdp@policija.si)

[www.policija.si](http://www.policija.si)

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### **Police work in multi-ethnic communities**

In areas with multi-ethnic communities the police have been systematically performing numerous activities for many years. Most attention has been paid to resolving security issues in areas where members of the Roma ethnic community live. The police have been paying special attention to the timely detection of conflicts between members of the Roma community, as well as between the Roma and the majority population. In this way we have often managed to prevent the negative development of some events concerning security. We emphasise that a lot of attention is paid to discussions with members of the Roma community, counselling on specific threats, normative regulation, the presentation of the police mandate, and direct contact in cases of actual threats, or threats to lives or the personal safety of individuals. Police officers try to use various communication skills to influence an individual's or groups' behaviour (mediation). In such cases, the police act to transfer moderation, reasonableness and mutual trust.

In 2010, the police dealt with 35 offences of inciting intolerance, and filed 34 criminal complaints to the competent prosecutor's office and 29 reports concerning criminal offences of public incitement to hatred, violence and intolerance, and of infringement of equality. These figures refer to all forms of intolerance, not only intolerance of other ethnic groups such as the Roma, because the police do not keep records based on nationality or other personal characteristics. Since 2003, the police have been carrying out a project to train police officers for work in a multi-ethnic society.

Police officers have been trained to work in Roma communities within the scope of the project, which also includes learning the basics of the Roma language. The purpose of the training is to learn about the culture and history of the Roma and other ethnic communities in Slovenia, and to raise awareness and acceptance of diversity. Currently, a programme called 'Awareness about stereotypes, prejudice management, and discrimination prevention in a multicultural community' is being carried out. In 2008, a dictionary of the Roma language was issued to enable easier communication between police officers and Roma people. It was written by officers stationed at Kočevje police station.

## **Public incitement to hatred, violence or intolerance**

The police address all criminal offences in the field of preventing, detecting and inspecting deviant acts having elements of xenophobia, racism or other forms of intolerance, regardless of their forms of occurrence or the manner of the act. All kinds of assault with racist or discriminatory motives, and other forms of discrimination that can be understood as such on the basis of the circumstances are included. These include written and oral threats or insults uttered on the basis of diversity, damage to the property of the target group, offensive graffiti, flyers or other messages, including those published in electronic media, e.g. on the Internet or in other mass media.

Preventive activity is the best way to reduce intolerance in society. For this purpose, the police have been cooperating with various non-governmental organisations, the Peace Institute and executors of the project 'Spletno oko' of the Faculty of Social Sciences, the Office of the State Prosecutor General of the Republic of Slovenia, and others for quite some time. Thus a substantially higher level of awareness can be achieved, but above all, the most vulnerable groups, which are the most common target of inappropriate messages, can be protected.

The police have been alerted about the provisions of the Protocol to the Convention on Cybercrime, which concerns the criminalisation of acts of a racist and xenophobic nature committed through computer systems, which was also ratified by Slovenia. Additional guidelines for investigating criminal offences in connection with xenophobia and the violation of the right to equality have been sent to them.

An example of good practice is the good cooperation with the non-governmental organisation 'Spletno oko', which has been providing us with reports of criminal offences as defined under Article 297 of the Criminal Code (public incitement to hatred, violence or intolerance). Cooperation with the Peace Institute and the Human Rights Ombudsman is also important. Within the scope of the 'Spletno oko' project we have suggested good practice, i.e. the formation of a special alert banner on important websites which would warn of unauthorised acts connected with the publication of material that incites intolerance and discrimination. In 2010, a seminar on the topic of public incitement to hatred, violence or intolerance was conducted within the 'Spletno oko' project; it was attended by a wide circle of participants (representatives of the State Prosecutor's Office, the police, the media).

In December 2010, six media portals and a contact point for reporting illegal web content (Spletno oko) signed the Code for the regulation of hate speech. The police were also involved in the preparation and signing of the Code and have been active participants in the Safe.si and Spletno oko projects and in the Spletno oko working group.

The Slovenian police have consistently acted in accordance with their powers and procedural rules upon each detection and report of such deviant conduct online reported by third persons. The position of the police is that so-called zero tolerance should be the rule, and primarily a more effective public-private partnership should be ensured, which is why they have regularly attended the various forums and expert consultations organised by the non-governmental sector or other government departments responsible for individual educational, social and other fields.

## **Trafficking in human beings**

In 2011 the Slovenian police discovered and dealt with several forms of trafficking in human beings. There is a growing tendency to employ foreigners on the basis of a work permit from South America, principally from the Dominican Republic. Foreigners have been employed in night clubs as dancers, cleaners and support staff.

Slovenia does not appear as a country of origin of trafficking in human beings, but only as a country of transit and destination in the field of trafficking in human beings for the exploitation of prostitution. In connection with this distinction, there are several forms of prostitution, i.e.:

- Slovenia as a country of destination – this group mostly includes foreign citizens from the East and from South America (women from Ukraine and the Dominican Republic) with temporary residence and a work permit. However, women from the EU (Slovakia, the Czech Republic) without residence and insurance were also discovered in the past year.
- Slovenia as a country of transit – women, primarily from Southeast Europe, the Balkan States and the former Soviet Union, continue on their way west through Slovenia.

The most common victims of criminal offences connected with trafficking in human beings are women aged 18 to 43, who are citizens of Slovenia, Ukraine, Slovakia, Bulgaria.

It is necessary to emphasise that the citizens of the Dominican Republic in police procedures and in interviews with the representatives of non-governmental organisations do not recognise themselves as victims of trafficking in human beings.

The social and economic situations in the environments from which they come are very poor, while their work being forced out of economic necessity into prostitution and sexual exploitation) and life in Slovenia enables them and their families a better life.

With the coordination of an interministerial working group, the police have been cooperating with non-governmental organisations that deal with providing assistance and care for victims of trafficking in human beings. Assistance is carried out in the form of crisis accommodation and safe accommodation. Both forms of accommodation have been carried out by the non-governmental organisations Caritas Slovenia and Society Ključ – Centre for the fight against trafficking in human beings.

The status of aliens as victims of trafficking in human beings is regulated by Article 50 of the Aliens Act (ZTuj-2, Official Gazette of the Republic of Slovenia, No. 50/2011 of 27 June 2011), which regulates the status of victims of trafficking in human beings as regards retention and later temporary residence in Slovenia. It needs to be emphasised that the issuance of a temporary permit to reside for victims of trafficking in human beings is subject to the victim's cooperation as a witness in criminal proceedings.

In 2011, representatives of the criminal police participated in the project 'The Introduction of the Requirements for Establishing Joint Investigation Teams to fight Trafficking in Human Beings in Southeast Europe – JIT THB' based on a more efficient fight against trafficking in human beings, whose aim is to form a list of contact points for implementing JIT in the field of the fight against trafficking in human beings and a list of contact points within the police, prosecution and organisations that deal with helping victims of trafficking; form a protocol to access contact points for implementing JIT; review the organisation and competencies of individual authorities

or services for implementing or managing JIT in individual countries; establish mechanisms for the coordination and implementation of the operational activities of JIT; exchange good practices on the strategies and techniques used. The police actively participated in three workshops, which were organised in Slovenia and Bulgaria.

To celebrate Anti-Trafficking Day, the Criminal Police Directorate organised a panel discussion called 'New Challenges for the More Effective Prevention of Trafficking in Human Beings' on 11 October 2011. The discussion was attended by experts of government and non-governmental organisations whose contributions presented their view of the issues.

Marija Mikulan  
Member of a working group

## ANNEX 1

### ARTS AND CULTURAL EDUCATION IN SLOVENIA

#### I. SHORT DESCRIPTIONS OF SLOVENE BEST PRACTICES

- **The Cultural Bazaar** (practice by policies: the Ministry of Culture, the Ministry of Education and Sport and the National Education Institute of Slovenia)
- **I'm growing with a book** (practice by the Public Agency of the Republic of Slovenia for Book, cooperation: the Ministry of Culture, the Ministry of Education and Sport and the Union of General Libraries)
- **The Reading Badge** (practice by the *Slovenian Reading Badge Society*)
- **The KINOBALOON** (practice by the *City cinema Kinodvor*, Ljubljana)
- **The Concert visits you and Najstfest** (practice by the *Jeunesses Musicales Slovenia*)

#### • THE CULTURAL BAZAAR – PRESENTATION OF CULTURE

Since 2009, on the base of the aims in the *National Programme for Culture 2008- 2011* the Ministry of Culture, the Ministry of Education and Sport and the National Education Institute of Slovenia have organized the *Cultural Bazaar – Presentation of Culture*. In 2011, at this one-day national event, more than 200 Slovene cultural institutions and numerous cultural creators presented themselves to professional workers from kindergartens, and from primary and secondary schools from all over Slovenia. The executive producer of *the Cultural bazaar* is Cankarjev dom, culture and congress centre in Ljubljana.

With such a presentation of culture *Cultural Bazaar* would like to inform the professional and general public about systematic care for the programmes for children and youth offered by cultural institutions in all fields of culture, the accessibility and popularisation of culture among young people. They wish to encourage the integration and cooperation of cultural institutions into kindergartens and schools and to inform the professional workers of the positive effects of quality cultural education. The inclusion of culture into the entire educational process is of vital importance, so children and young people get a chance to meet culture in their everyday lives.

*The Cultural Bazaar* is an important national project which helps us raise the awareness of the significance of cultural and art education for children and youth and is intended not only for experts, but also for the broader public.

*The Bazaar* is organised as a form of professional training for workers from schools (kindergarten teachers, teachers of all school subjects, school librarians, school psychologists ...) and from cultural institutions (pedagogues who are responsible for cultural education in libraries, museums, archives ...). Its rich programme includes professional discussions, lectures and presentations of individual fields of culture, as well as shows and performances of creators, artistic groups, and implementations of artistic workshops.

In the afternoon, *the Bazaar* is open to the broader public (children and youth, their parents ...). They are aware of the importance of including marginalized children and young people (include socio-economically disadvantaged groups) in the overall cultural offer (on national and local level).

Visits to the *Bazaar* are free of charge for all participants.

The event presents various possibilities for implementing cultural activities for children and youth. It covers the fields of activity in kindergartens and the compulsory and extended programme in basic and upper-secondary schools. Cultural institutions also

present the extra-curricular activities, which are organized so that children and youth can spend their free time in a quality and creative way. The purpose of the *Bazaar* is the presentation of a successful partnership between cultural and educational institutions.

Every year *The Catalogue of the Cultural Bazaar* is published. In the catalogue, the participating cultural institutions present their offer for kindergartens and schools in the current school year. The catalogue specifically indicates which projects can be hosted at the school (mobile projects), and marks the projects that are free of charge. In the catalogue, they also emphasized that most projects, especially the mobile ones, are also suitable for children and young people with special needs.

- **I'M GROWING WITH A BOOK** (by the Public Agency of the Republic of Slovenia for Book)

The national project, *I'M GROWING WITH A BOOK: A Slovenian youth literature work for each seventh grader* is the first part of a project being planned by the Ministry of Culture, the Ministry of Education and the Union of General Libraries for stimulating reading culture among youth and children. In the 2006/2007 School Year they began project which connects all basic schools, basic schools for pupils with special needs and all general libraries. The project that takes place for the sixth year is now run by the Public Agency of the Republic of Slovenia for Book and includes 13 and 14 year old pupils. The purpose of this project is to create a positive attitude towards reading and books, increase visits to libraries and promote the reading culture.

The project officially begins on September 8<sup>th</sup>, The International Day of Literature, at the beginning of each school year, but seventh grade/ the first grades of upper-secondary schools visits to public libraries, which are conducted together with teachers or school librarians, takes place throughout the entire school year.

The visit to the library is based on the framework program, *What Does the Library Offer Me?* (which was prepared by a special working group). Each public library has its own offering of diverse programs, projects and events and therefore, in advanced agreement with the schools, it selects the combination of program that fits as much as possible the pupils and their needs. Librarians who present the public library to the students make an effort to ensure that the students' visit to the library is as interesting and attractive as possible. At the conclusion of the visit, each seventh grader is given the book chosen by the public tender. In 2010, the project has been extended to the first grades of Slovenian upper-secondary schools. Librarians grade the project as "a good motivation for the age group in which there are evident a substantial decrease in reading and library visits" and as "an excellent opportunity for schools to co-operate with public libraries and for attaining a new readership in public libraries".

- **THE READING BADGE** (by the Slovenian Reading Badge Society)

The movement for *The Reading Badge* was born 51 years ago when two teachers of Slovenian language Stanko Kotnik and Leopold Suhodolčan were inspired by the idea of rewarding readers with badges. The founders of the Reading Badge organized the activities so as to offer a child as many possibilities as possible for a creative communication with literature, which could give him/her literary-esthetical pleasure and make him/her linked to the book for good. Kotnik and Suhodolčan prepared the regulations where they wrote down the goals, the rules and the procedure of this new activity. Ever since then, the motivational system that invites the child and young people to read in their spare time develops: through teacher-mentors who work with

children and parents from pre-school period until the completion of their secondary education. A young reader, who decides to take part, is given a full guidance over a number of years. The teacher-mentor gives at his disposal a long list of the best and most suitable books. The reading is followed by conversations or some other kind of presentation guided by the mentor.

In ten years from the start, *The Reading Badge* spread as a movement to improve reading habits and reading culture not only all over Slovenia, but also abroad, in Slovenian minority schools in neighbouring Italy, Austria, Hungary and among emigrants in the world. Creativity was not reduced to an empty formalism, but over the years it has been improved with the help of a large number of native language teachers, librarians, headmasters, and all those enthusiastic readers, who within this voluntary activity have gathered children of similar souls showing them how to love books. Owing to its expansion it was necessary to link and coordinate various activities. This task was taken by the Board of "*The Slovenian Association of Reading Badges*", which worked within *Slovenian Association of Friends of Youth*, a non-government organization. The Board is connected with schools through a net of community branches. In some schools *The Reading Badge* activity is included in the teachers or librarians timetable workload. On the other hand, there are majority of schools where this kind of work is done as a spare time activity. Anyway, the share of voluntary work is very high. In the course of time *The Association* grew up into *Slovenian Reading Badge Society (from 2002)*. *The Programme Committee of Reading Badge* was formed to monitor the movement and to take care of the basic directives of its development. It has helped mentors with their work by organizing lectures, workshops with inventive teachers, librarians, supervisors, and specialists in the field of youth literature. In this way the democratic aims of the movement have been supported till this day.

*The Reading Badge Association of Slovenia* has been financing in different ways - applying to the call of Slovenian Book Agency, Government Office for Slovenes Abroad, working with the Institute for the Education. It is also supported by donors, sponsors. During the long history of movement each of the projects has been supported by a number of Slovenian companies, including many Slovenian publishers. Programs for children and young people (and their parents) are free, they can attend them regardless of ethnicity or social status.

Through the years *Slovenian Reading Badge Society* has opened an increasingly democratic dialogue between readers and mentors, as well as adding more and more accompanying activities, such as cultural events, gatherings with artists, an international book quiz etc. At the same time it has encouraged and accelerated the development of school libraries and book production for young people. *Slovenian Reading Badge Society* successfully spreads the reading culture mostly among the young, and it is integrated with all the endeavours for better functional literacy of the individual and the society. The ambitious goal of this movement is to raise a reader who will love and enjoy reading all his life.

*Slovenian Reading Badge Society* is both the name and the "trade mark" of an important cultural and educational movement, of an activity for the development of reading habits and reading culture among the youth. It is one of the most intimate free activities, but at the same time very popular. Teachers and librarians have found *The Reading Badge* to be an excellent form and opportunity to make good books popular.

At the same time pupils are directed to technical literature and getting used to dictionaries, encyclopaedias and various handbooks.

Reading Badge participates with experts in the field of youth literature, libraries, the Pioneers - Centre for Youth Literature and Librarianship (Ljubljana City Library), magazine Child and Book, with the Slovenian section of IBBY, Reading Association of Slovenia, the Slovenian Writers' Association, the Association of Slovenian publishers, with publishers and libraries, mass media, cultural and educational institutions and also with Ministry of Culture, Ministry of Education and Sport and Slovenian Book Agency.

Nowadays in all of its programmes The Reading Badge includes up to 150.000 young participants each year (mostly primary school and preschool children and a smaller number of secondary school pupils), quite a respectable number for a nation of two million people. It also includes adults: teachers and librarians who participate in the programmes as mentors of reading. This is the target group of The Reading Badge's educational programmes for mentors. The third important target group of The Reading Badge are the parents/families of the young readers. The development of family reading is an especially important goal of the programmes for the youngest readers. The Reading Badge is also presented among the children of Slovene minorities, the Slovene emigrants' children in Europe, in the countries of the former Yugoslav Republics and in other parts of the world.

The movement tries to find special ways of developing reading culture among different disadvantaged groups: children living in poverty, children with disabilities and children from a different ethnically-cultural background.

The Reading badge has developed various basic programs and actions that usually take place during the school year:

- *Preschool Reading Badge* promotes family reading. It encourages adults, parents, grandparents and teachers to read to children. It is carried out by nursery school teachers and librarians in public libraries.
- *The Reading Badge in primary school* makes schoolchildren between 7 and 15 read in their free time. The process is carried out by teachers - mentors together with the school library. It may have various forms: such as literary circle, school magazine, young reporters, etc.
- In *Secondary schools Slovenian Reading Badge Society* encourages reading, talking about the books, and literary creativity. These activities take place at debate clubs, at meetings with authors, at literary performances, etc.

The Slovene Reading Badge Society tries to support the work of the teachers, librarians and parents (grandparents), involved in those basic programs in different ways:

- It helps to organize the meetings (cultural events) for young readers with important Slovene writers, illustrators and other cultural workers/artists in financial and other ways (in the past years with special booklets that included presentations of the authors, now with the presentations on the homepage [www.bralnznacka.si](http://www.bralnznacka.si));
- It prints different motivation and informational materials for children and informational and/or educational materials for teachers, librarians and parents;
- It organizes the special sponsor-funded reprints and donations of high quality books, which are given to different kinds of target groups as a present and motivation;
- It organizes different kinds of educational seminars and workshops for mentors of reading and for parents/whole families involved in the programs;



- It tries to inform mentors about important things, events etc., related to books and reading by the online newspaper.

*Slovenian Reading Badge Society* has successfully been spreading the reading culture (for over 50 years now!) mostly among the young, and it is integrated with all the endeavours for better functional literacy of the individual and the society.

- The Reading Badge movement covers 65 % of all primary school children in Slovenia and is being conducted on 99 % of all Slovenian primary schools;
- The project is carried out by about 6000 teachers – mentors in kindergartens, primary schools, public libraries ...;
- Each year approximately 150.000 preschool and primary school children (Slovenia has a population of 2 million people) read within the framework of The Reading Badge;
- 350.000 books were donated to young readers, teachers – mentors and libraries in past 10 years;
- Over 2.000 receivers of monthly released online newspaper ...

The Reading Badge is one of the oldest and respected cultural movements in Slovenia: that is proven by several national awards and by the fact, that last three presidents of the Republic of Slovenia were the patrons of honor of The Reading Badge

- **KINOBALON** (by the City cinema Kinodvor)

City cinema Kinodvor (situated in Ljubljana, Slovenia and financed by the City of Ljubljana) is a public, municipal cinema, operating in the field of showcasing quality cinema. One of the most important goals of the cinema is to provide quality educational film programme for young audiences in the country.

Kinobalon is the name of young audiences educational film programme which offers film programme, workshops and booklets for children, discussions with invited guests and teaching materials for each film.

They are targeting at school groups of all ages (from kindergarten to high schools) and to families on weekends. Their audience is very broad in terms of their social and cultural background, especially on school programme and on workshops.

Each year around 20.000 children visit Kinobalon programme. With the support of City hall of Ljubljana, department for education, they are offering free school screenings with accompanying programme (discussions, materials, workshops, etc.) to certain generations of children in Ljubljana's kindergartens (age 5) and schools (age 8 and ages between 12 and 14). Therefore, approximately 4.000 children in Ljubljana are able to experience film education at their cinema for free each year (since 2009). This is how they reach users, that are otherwise not customary users of culture. With the support of City hall of Ljubljana, department for culture, they are able to offer weekend/vacation workshops for children for free as well.

With the support of Ministry of Culture and City hall of Ljubljana, they are offering all the teaching materials online free of charge with the permission of being used also in other cinemas in the country. The same they do with their school catalogue, which includes all the relevant data on school educational film programme for the whole

country. Working on free educational school and family programmes with free promotional and educational materials is how they improve access to culture.

Kinobalon received Best Young Audience Activities Award 2010 by Europa Cinemas. Ministry of Culture has recognized the work of Kinobalon as the first systematic programme of film education in Slovenia and granted co-financing for 2010-2011 of Kinobalon as a national film education programme.

- **CONCERT VISITS YOU and NAJSTFEST** (by Jeunesses Musicales Slovenia)

With its diverse projects, **Jeunesses Musicales Slovenia** strives after offering its programs to the broadest possible young audiences from all over Slovenia, regardless of their place of living, as they are aware that quality education is the essential component of a child's development. With the support of Ministry for Culture, their programs reach more than 50,000 visitors every year. Their main aim, being nationally recognised organisation, is to decentralise the event-happening from the capital and making their music-education programs equally reachable to everyone.

Among others, mainly two of their projects closely interfere with coming closer to young audiences from different geographical, social and cultural environments:

The first project is called "**Concert visits you**". Many schools from the rural areas in Slovenia can suffer from a lack of quality cultural programs which should be supplementary to music classes. The expenses for smaller communities are always higher if they want to visit a good, nationally recognised music event, as those are usually being presented in bigger cultural centres. As an organisation formed 42 years ago, they are strongly aware that the aspirations of these children are exactly the same as those in the cities and should be treated equally, regardless of their geographical background. Within their "Concert visits you" programs, the concert prices are the same, no matter in on what location the event is being held. And with the help of Ministry for Culture, the extra expenses for musicians travelling to the remote areas are covered. In addition, the programs offered are by its price reachable also to smaller school communities (with less than 100 pupils).

Their "**Concert visits you**" programs give special attention especially to groups of children living outside the capital who deserve to be included in the participation regardless of their different ethnic, geographical, social and cultural background. Quality music education must be based on equal basis and it is their main aim to ensure that every child, especially those from the lowest socio-economic backgrounds, receives a legitimate cultural education and to take part (actively as a musician or as a visitor) in one of the programs. They see the visiting tours playing a very important role also in stimulating the cultural and economic life of regional communities. In 2010 they have successfully organised 159 visiting concert programs outside the Capital. Statistics show a 9 % growth compared to 2009. In addition, in 2010 they invited the children who found themselves in Crisis centres (intended for all children and adolescents from 6 to 18 years of age, who find themselves in acute distress and are therefore removed from the environment in which they live) to visit their Music matinees in Ljubljana.

**Najstfest** (the word "najst" meaning "teen") is the Slovene version of the International Imagine festival, a global series of music concerts for young talents (aged 13 – 19

years). The festivals across the world are open to all styles of music (whether rock or classical, pop or ethno ...). The national Najstfest competition serves as the pre-selection for the international event held every year in a different country. Although a contest, they place their main focus on the human relationships that are built between the different musicians and between the people who attend the festivals. "It is through music that they are able to create positive change together, to break down barriers of whatever nature and make a difference in the world. Also, the national festival is held outside the capital, in different smaller communities to break the centralisation barrier.

In the national Imagine festival **Najstfest** anyone can take part! Young people are not only curious about different music genres, but also enjoy to compete and to compare themselves with their peers. As all music styles are welcome, it is almost impossible to compare the live-acts on stage and to choose a performer to represent their country at an International Imagine Festival, but the basic evaluation by national jury is based on:

- *Musical skills – "What you hear"*
- *Originality – "Express yourself! Dare to be different!"*
- *Preparation – "Design your performance – be prepared for everything"*
- *Communication & stage charisma – "Play with and for your audience".*

The most original band from Slovenia takes part at an International Imagine festival which inspires young people, both onstage and offstage to reach their full potential, creating independent people through independent music! All Imagine Festivals participants are treated with equal respect and professionalism irrespective of music style, age, skills level or cultural background. The main objectives are the musical meeting and interaction between young musicians, representing the full diversity of music styles in order to widen the intercultural understanding of young musicians and audiences.

For the past 42 years Jeunesses Musicales Slovenia was able, with financial support by national Ministry of Culture and with the musician's effort, to be present in all Slovenia's regions. The main key to success is a close collaboration with the local communities and reducing the costs to the minimum, still assuring quality of the programs. Spreading the information to a wider audience and inspiring local mediators are in their opinion equally important. They are doing their best towards their programs' recognition as nationally verified programs by the National education institute.

## **II. PROJECTS COFINANCED BY THE EUROPEAN SOCIAL FUND AT THE MINISTRY OF EDUCATION AND SPORT**

Within the call for tender pertaining to the European Social Fund, the MES in 2008 selected three projects, the objective of which is to raise the cultural literacy among children/pupils/students and adults, thus both the professional staff and the parents, encourage creativity and innovation, open and connect the school with cultural institutions, provide further professional training in various fields of art and culture, and prepare the proposals and guidelines for the inclusion of cultural education into the implementing curricula. Each of these three projects enables the children and youth to gain direct experience in various fields of art and culture. Kindergartens and schools from various social and geographical areas participate in the projects, which contributes to the reduction of regional disparities (accessibility). Children and youth develop communication skills, a critical attitude, self-confidence, public presentation and appearance skills, team work and creative thinking, and the professional workers

acquire knowledge and methodological approaches for developing creativity and innovation.

The project that takes place at the preschool level and connects 8 kindergartens, 1,100 children and 70 preschool teachers, 7 cultural institutions, and 10 artists. Furthermore, the Department of Pedagogy at the Faculty of Art, University of Ljubljana also participates in this project. Here, the emphasis is on recognising and experiencing the Slovenian culture, including the artists in educational work in kindergartens, encouraging visits to cultural institutions in order to enable the acquisition of authentic experiences and raise awareness of the role of adults in planning, performing and evaluating activities for children in the fields of art and culture.

At the basic school level the project includes 8 schools, 596 pupils and their parents, 65 teachers of various subjects, 5 cultural institutions and 35 artists. Further objectives of the project are: updating of the contents and methods of arts and cultural education, development of interdisciplinary cooperation between the performing, visual, film, and musical arts and the reading culture, education of the receiver (reader, viewer, etc.) and the creator, development of team work, and lessons on tolerance, cooperation and overcoming prejudice.

At the upper-secondary level project takes place in 9 schools and includes 1,694 students, 130 professors, 1 cultural institution, and 20 mentors of improvisation. The project is based on the presumption that dealing with art in upper-secondary school, in particular with theatre (performing) arts, represents an irreplaceable element of the humanities education, which ensures an open development of personal identity.

### **III. THE NATIONAL GUIDELINES FOR ARTS AND CULTURAL EDUCATION IN THE FIELD OF EDUCATION**

The *National Guidelines for Cultural and Art Education* (in continuation, the Guidelines) published in May 2009 explain and raise awareness of the role of cultural and art education in improving the quality of education and developing individual creativity and emphasising the importance of art and culture for the 21<sup>st</sup> century society. They point to the need for closer connection between culture, science and education and to the significance of talent and creativity of every individual, which are developed precisely by cultural and art education

([http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Kulturni\\_bazar/2011/National\\_Guidelines\\_for\\_Arts\\_and\\_Education.pdf](http://www.mk.gov.si/fileadmin/mk.gov.si/pageuploads/Ministrstvo/Kulturni_bazar/2011/National_Guidelines_for_Arts_and_Education.pdf)).

The document is important because it both defines arts and cultural education and establish a common basis for understanding of this concept in education. It is intended for professional staff in preschool institutions and schools, employees of cultural

institutions, artists, politicians, parents and the general public.

The objectives of arts and cultural education in the national guidelines are closely interconnected and they mutually complement each other.

#### **1. Implementing the fundamental human right to education and participation in the field of culture**

International documents<sup>5</sup> ensure that everyone can participate in cultural life as a creator,

mediator or recipient/consumer of culture products and services. Culture is recognized as the quality indicator of an individual's everyday life. Quality arts and cultural education provides appropriate basis for implementation of this right in the process of education.

## **2. Developing creativity**

Arts and cultural education promotes the development of the individual's creativity in accordance with his potentials.

## **3. Developing individual skills**

Arts and cultural education promotes the development of emotional-motivational, social, cognitive and physical and motor skills. It stimulates imagination, initiative, freedom and critical thinking and enhances autonomy, awareness of cultural identity and so on. Thus, it allows comprehensive development of an individual.

## **4. Improving the quality of education**

Introducing arts and cultural contents in the school curriculum contributes to the quality of educational work, it promotes cross-curricular integration and transfer of /knowledge and skills across different subjects and fields, and upgrades the objectives of general and professional-theoretical subjects, practical training and pre-school activity fields. Arts and cultural contents is meaningfully included in the life and work of the preschool institutions/school: it places the child/young person in the centre, develops his ability and talent and takes into account his interests.

## **5. Developing aesthetic sensitivity and critical attitude towards art and culture**

Arts and cultural education contributes to the development of individual's sense/appreciation of aesthetics (beauty), formation of his/her fundamental cultural and artistic values, development of critical thinking and self-criticism as well as individual's active involvement in art and culture. Experiencing and re-experiencing cultural creations allows for the development of aesthetic values.

## **6. Expressing cultural diversity**

Arts and cultural education encourages both individual's awareness or expression of his/her own culture and intercultural dialogue; it also makes it possible for him/her to learn about other cultures – through teaching and enhancing tolerance and understanding of diversity; it also contributes to an individual's social involvement.

## **7. Raising the level of cultural awareness**

Quality arts and cultural education of children/youth raises the level of cultural awareness, as defined by the European Parliament and Council (a key competence is cultural awareness and expression). Cultural awareness of people is one of the conditions for their involvement in an open society based on autonomy and freedom of the individual. Thus, culture can become a social development integration factor.

## **8. Being aware of the importance of national cultural heritage**

Arts and cultural education enables an individual to learn about and be aware of the importance of cultural heritage. It promotes the protection and preservation of cultural works that are relevant to national, European and world cultural heritage.

The principles in the national document highlight the specific aspects of quality implementation of arts and cultural education.

**The principle of the importance of arts and cultural education**

- Raising awareness of the professionals and general public about the importance of arts and cultural education for society as a whole.

**The principle of cross-curricularity**

- Implementation of arts and cultural education as cross-curricular content in the curricula of all subjects and pre-school activity fields.

**The principle of accessibility and information**

- Providing regional coverage of all forms of cultural and arts education (formal, informal, non-formal) and accessibility of cultural goods;
- providing information on the programmes of cultural institutions at the national, regional and local levels.

**The principle of quality and adequacy**

- Providing high quality choice/selection of arts and cultural activities and programmes that correspond to the development stages of children/adolescents.

**The principle of equal opportunities and respect for diversity**

- Providing equivalent/comparable conditions for the development of each child/adolescent;
- taking into account individual's age and group characteristics/ differences (with regard to gender, social and cultural origins, world view, etc.) and creating conditions for their expression.

**The principle of freedom and democracy**

- Considering individual's right to freedom of expression and his/her right to participate in the choice of activities in the field of art and culture;
- respecting freedom and responsibility of the author and recipient/consumer of the activity/work of art.

**The principle of intercultural dialogue**

- Providing opportunities for learning, creating, evaluating, (re)experiencing and representing one's own culture, perception, understanding and accepting diversity, overcoming culture prejudice, comparing cultures, education for tolerance and maintaining or building one's own identity and culture;
- integrating different cultures into educational work and ensuring authentic/experience-based learning about cultural differences.

**The principle of the development-process approach**

- Ensuring process oriented learning, which promotes development of individual's own strategies of understanding, expression and thinking.

**The principle of partnership**

- Emphasizing the importance of partnership, integration and collaboration of different entities at various levels of society: their integration at national, regional and local levels, at the level of preschool institutions, schools and cultural institutions, between professional workers in education, between artists and employees of cultural institutions and between educational institutions and families;
- establishing partnership based on international cooperation;

- taking into account team planning and implementation, horizontal and vertical integration between the partners, cooperation with the social environment and specifics of the cultural environment.

#### **The principle of professional competence**

- Facilitating professional and cultural workers involved in education with opportunities to acquire relevant knowledge and skills in the process of education for the implementation of arts and cultural education;
- ensuring further education and training and upgrading of already acquired knowledge;
- providing opportunities for the professionals in education and artists and professionals in the field of culture to recognize the added value of mutual cooperation.

#### **The principle of planning, monitoring and evaluating**

- Highlighting the importance of planning, based on the development-process approach, which includes monitoring and evaluating the activities in the field of arts and cultural education, in order to ensure successful implementation of these activities.

#### **The principle of staying current and contemporary**

- Providing access to new and modern high-quality cultural and artistic contents, practices, genres, processes, etc.

#### **The principle of promoting research work**

- Acquiring expert arguments about the importance of arts and cultural education.

#### **The principle of providing material and spatial conditions**

- Providing adequate material conditions and space for the organisation and implementation of cultural and artistic activities.

By the end of 2011 the National guidelines were followed by a manual presenting different areas of arts, the possibilities of cross-curricular links in the educational process and partnership between schools and different cultural institutions and presenting some examples of the best practices from kindergartens, basic and secondary schools.

**SLOVENIAN NATIONAL COMMISSION FOR UNESCO  
OVERVIEW OF MAJOR INTERNATIONAL ACTIVITIES  
IN THE FRAMEWORK OF CULTURAL DIVERSITY  
2009 – 2011**

South East Europe World Heritage Youth Forum (2011) – example of best practice

The *First South-East Europe World Heritage Youth Forum*, held from 21 – 26 May 2011 in Poreč (Croatia) and Škocjan (Slovenia), gathered young people, educators and representatives of heritage sites from the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Macedonia (FYROM), Montenegro, Moldova, Romania, Serbia, Slovenia and from observer countries such as Switzerland and the United Arab Emirates.

The Forum was held at two sites inscribed in the WH List (the Škocjan Caves in Slovenia and the Euphrasian Basilica in Poreč, Croatia), thus allowing both skills-training/restoration activities, specifically targeting young people (age group 13 – 18) as well as more theoretical ones, including the presentation of the *World Heritage in Young Hands Kit* in order to examine the potential for its inclusion into the school curricula of the concerned countries. The possibility of translating this Kit into national languages of the participating countries has been addressed both ahead of the Forum and during the event itself. Establishing cooperation and synergy between educators, preservationists and the young people is vital to the success of this project.

To start with, schools have been selected in order to initiate WH-related activities. A network among the participating schools, students and teachers in the countries was established well ahead of the Forum, so that links were created in advance. At the main event, each school presented their work on this project and exchanged experiences with the others.

The Forum was jointly organized by the UNESCO National Commissions of Slovenia and Croatia and the UNESCO World Heritage Centre (WHC), in collaboration with UNESCO's Associated Schools Project Network (ASPnet) and the UNESCO Venice Office (BRESCE).

2009

- Participation Programme: Training for members of the national commission of Bosnia and Hercegovina. Slovenia, 10 – 15 May.
- Participation Programme: Training for ASP coordinators from the African region. Participating countries: Lesotho, Namibia, Botswana, Zimbabwe. Slovenia, 18 – 25 October.

2010

- Nomination of Ljubljana as World Book Capital 2010 / 2011.

2011



- World Book Summit. International Congress and UNESCO Regional Forum (in cooperation with the Municipality of Ljubljana, the Slovenian Ministry of Culture and UNESCO office in Venice / BRESCE). Formal Closure of Ljubljana – World Book Capital 2010 / 2011 (participation of UNESCO ADG Janis Karklins). Ljubljana, Slovenia, 31 March – 02 April.
- Participation Programme: First South East Europe World Heritage Youth Forum. Poreč, Croatia and Škocjan, Slovenia, 21 – 26 May (in cooperation with the national commission of Croatia and with the participation of DG Irina Bokova).

#### Ongoing

- European – Arab Dialogue. Slovenia is coordinating the group of the EU countries for the last several years. Ongoing activities.

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