

Universal Periodic Review
(20th session, Oct–Nov 2014)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Slovenia

I. BACKGROUND AND FRAMEWORK

Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Notification of succession 05/11/1992	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	05/11/1992 Notification of succession			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	18/09/2008 Ratification			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	18/12/2006 Ratification			Right to take part in cultural life

II. Input to Part III. Implementation of international human rights obligations, taking into account applicable international humanitarian law to items F, J, K, and P

Right to education

Constitutional Framework:

2. The 1991 Constitution of the Republic of Slovenia¹, as amended in 2006, guarantees the right to education under Part II on Human rights and fundamental freedoms in **Articles 57 to 58**. It provides for freedom of education, compulsory basic education, obligation of the State to finance compulsory schooling from public funds, obligation of the State to create opportunities for citizens to obtain a proper education (**Article 57**) and for autonomy of universities and state institutions of higher education (**Article 58**). The Constitution also provides that parents have the right and duty to educate their children (**Article 54**). The right to education of disabled people is also guaranteed (**Article 52**). In addition, the Constitution guarantees special rights to autochthonous Italian and Hungarian national communities. Pursuant to the relevant law “these two national communities and their members have the right to education in their own languages, as well as the right to establish and develop such education and schooling. The Geographic areas in which bilingual schools are compulsory are established by law (**Article 64**)”. The Constitution also provides that “the status and special rights of the Romany community living in Slovenia shall be regulated by law.” (**Article 65**).

3. Moreover, **Article 14** of the Constitution stipulates that “everyone shall be 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 or any other personal circumstance. All are equal before the law.”

4. In addition, “pursuing to **Article 8** of the Constitution of the Republic of Slovenia (under Part I on General provisions) which provides for direct application of international treaties, the Convention against Discrimination in Education became, after its ratification and publication (Slovenia notified succession to the Convention in 1992),² part of Slovenia's national law and legal order. Provisions of the Convention may thus be invoked directly in cases before administrative and judicial organs in Slovenia. The provisions of the Convention that may not be applied directly unless additional regulations and measures are adopted by the State, represent an international obligation and the State must adopt relevant national regulations.”^{3,4}

Legislative Framework:

5. The basic legislative framework for education in Slovenia is made up of:

¹ <http://www.dz-rs.si/index.php?id=351&docid=25&showdoc=1> (Accessed March 2011)

² *Official Gazette of the Republic of Slovenia* 15-86/92 (RS 54/1992).

³ See also *Official Gazette of the Republic of Slovenia* 40/97 and Constitutional Court Decision VI, 86 – opinion no. Rm-1/97 of 5 June 1997.

⁴ Report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 4

- **1996 Organisation and Financing of Education Act**⁵ (as amended in 2007) (provides for organisation, conditions for carrying out educational activities and funding of education);
- **1996 Preschool Institutions Act**⁶ (“Preschool education in preschool centres is not compulsory. Preschool centres are attended by children aged one to six.”)⁷;
- **1996 Elementary School Act**⁸ (as amended in 2007) (“Compulsory basic education is divided in three three-year periods and includes children aged six to fifteen.[...] The Elementary School Act also specifies the rights of national minorities, supplementary education for children of Slovenian emigrants and workers abroad, rights of the Roma community, foreign nationals and children with special needs.”)⁹;
- **2006 Vocational Education Act** (as amended in 2006) (“Secondary vocational education lasts for three years and concludes with a final examination. After having successfully passed the final examination, students may continue their education in vocational/technical education programmes (two years) [...]. Secondary technical education and training lasts four years and is concluded by the vocational *matura*. The vocational *matura* enables students to enrol in vocational and professional colleges and, by passing an additional examination under the general *matura*, to certain university programmes.”)¹⁰;
- **1996 Gimmazije Act**¹¹ (as amended in 2006) (“The general upper secondary school (*gimnazija*) lasts four years, offers general education and is concluded by the general *matura*. A successfully completed general *matura* allows students to enrol in any higher education programme. If a student does not pass the general *matura*, he/she may enrol in a vocational course concluded by the vocational *matura*.”)¹²;
- **Post-secondary vocational education Act**¹³ (“These are two years programmes. After completing all obligations of the post-secondary vocational programme a student obtains a state-approved education and a diploma. A student that completes the obligations of a training programme or of a portion thereof obtains a state-approved education and a certificate”.¹⁴);

⁵ <http://www.unesco.org/education/edurights/media/docs/a36b2378af3f193c33cdfc3eb7044b55d326c81e.pdf>

⁶ <http://www.unesco.org/education/edurights/media/docs/82592c7344e1be4d6f635cfa0998e357a9fd29df.pdf>

⁷ National report submitted by Slovenia to UNESCO in 2007 within the framework of the 7th consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 6

⁸ <http://www.unesco.org/education/edurights/media/docs/e8a5e9be1fcacc34981c772e937360ab27278f42.pdf>

⁹ National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 6

¹⁰ Ibid, pp. 6-7

¹¹ <http://www.unesco.org/education/edurights/media/docs/8968d143cb9929d9b88d96e7df45896a6d51b84b.pdf>

¹² National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 7

¹³ Post-secondary Vocational Education Act (*Official Gazette of the Republic of Slovenia* 86/2004).

¹⁴ National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 7

- **Higher Education Act**¹⁵ (as amended in 2006) (“The Higher Education Act regulates the following: conditions for establishing universities, faculties, art academies and post-secondary vocational institutions, procedures for adopting state-approved education programmes, methods for determining high-educational activities that are financed from public funds, and student status.”¹⁶);
- **Placement of Children with Special Needs Act**¹⁷ (“In Slovenia, children with special needs are educated within the public education system, in preschool centres and mainstream schools, in elementary schools for children with special needs and in institutions for education of children with special needs. Transition between programmes is possible. In compliance with the principle of choice at all levels of education, since 2000 education of children with special needs may be delivered by private preschool centres and schools, subject to conditions laid down by the OFEA.”¹⁸);
- **Adult Education** (“The **Adult Education Act**¹⁹ determines the fundamental principles of Adult Education in the country.”²⁰ “The **labour legislation** which refers also to adult education, includes the **Employment Relationship Act** and the **Employment and Insurance against Unemployment Act** and also by collective agreements. [...] The **Occupational Health and Safety Act**, the **Act on Pension and Disability Insurance**, the **Act on the Disabled by War** and the **Act on Training and Employment of the Disabled Persons** also deal with education and training of adults”²¹).

Policy Framework:

6. “In its laws and development plans (**Slovenia's Development Strategy, National Development Programme**) Slovenia has made the commitment to implement measures and activities that will contribute to create a society of knowledge”²².

7. “Consequently, since the mid-1990s amendments to all framework educational laws have been adopted, whereby greater flexibility of the formal education system has been enabled, a certificate system has been introduced, the area of adult education has been regulated, a higher

¹⁵ <http://www.unesco.org/education/edurights/media/docs/497fd5bb8f4333a30b658d9c18e8ec3bc0589eb.pdf>

¹⁶ National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 7

¹⁷ Placement of Children with Special Needs Act (*Official Gazette of the Republic of Slovenia* 54/2000).

¹⁸ National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, p. 8

¹⁹ <http://www.unesco.org/education/edurights/media/docs/bad282017ccb22c161d234af16c635c3769f16dd.pdf>

²⁰ Slovenia's national report on adult education submitted in the framework of the 6th international conference on adult education, p. 10,

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Europe%20-%20North%20America/Slovenia.pdf, Accessed on 26/11/2013

²¹ Ibid, pp. 11-12

²² National report submitted by Slovenia to UNESCO in 2007 within the framework of the seventh consultation of the Member States on the implementation of the Convention and Recommendation against Discrimination in Education, pp. 9-10

degree of transition between different levels of education has been enabled, and a variety of educational opportunities have been established. [...]”²³

8. “The implementation of the Education For All policy is confronted with problems in two areas, namely higher education and lifelong learning for socially deprived groups. In the last few years, the number of students at the higher education level increased threefold, which is a major burden for public finances. At the same time a number of elements of inequality appear, particularly regarding the opportunity of choosing the desired period of study (students from lower social levels choose shorter study programmes and less attractive studies in terms of social status). In next years it will be necessary, therefore, to give more attention to scholarship policy.”²⁴

➤ **Human Rights Education**

9. “Education for peace and Human Rights is incorporated in the **White Paper on Education** from 2011 by the Ministry for Education and Sport; the Slovenian Educational system as such includes human rights and responsibilities, autonomy, justice and quality as general principles of education. It also proposes how human rights education, citizenship education and education for peace should be taught. It also includes the importance of enlargement of the educational offer, especially for vulnerable groups and that the measures of affirmative action for the most underprivileged groups are needed.”²⁵

10. Slovenia adopted the **Plan of Action (2005-2009) for the World Programme for Human Rights Education (UN)** focusing on the national school system, and put in place policies and legislation for a rights-based approach to education, with special attention given to human rights education. At the primary school level, topics linked to human rights are included in the school curriculum. As human rights education is a cross-curricular subject, it is also implemented through more flexible methods, such as theme days, activity weeks, or special events on the subject of human rights. In Slovenia, curricular projects were organized and carried out in cooperation with non-domestic partner schools (European Social Fund (ESF) projects, UNESCO ASP net, Comenius).²⁶

11. “Slovenia also started with activities towards the implementation of **the second phase of the World Programme for Human Rights Education**. In Slovenia, HRE is systematically provided to police officers, who also learn about the role of national human rights institutions and NGOs through meetings with the Ombudsman and Amnesty International, among others. Special emphasis is placed on training of the police officers in how to manage stereotypes and prejudices and prevent discrimination. The subject of human rights also receives more emphasis in teacher education and training, school project tenders, and research topics.”²⁷

²³ Ibid, pp. 9-10.

²⁴ Ibid, pp. 9-10.

²⁵ Slovenia’s national report submitted to UNESCO on the measures taken for the implementation of the 1974 recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms within the framework of the 5th consultation, 2013, p. 4

²⁶ Slovenia’s national report submitted to UNESCO on the measures taken for the implementation of the 1974 recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms within the framework of the 5th consultation, 2013, p. 4

²⁷ Ibid, p. 5

12. “An important step in the field of combating family violence was the adoption of **THE FAMILY VIOLENCE PREVENTION ACT**. [...] 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 field of education is of great importance in both Resolution and Action plan. In 2009, the Ministry of Education and Sport adopted **Rules on the Treatment of Domestic Violence for Educational Institutions** in accordance with the Family Violence Act. The Rules aimed at professional staff, and sets out a course of action in educational institutions in case of children experiencing violence: identifying and reporting violence, work at educational institutions after a report has been filed, membership of a professional worker in a multi-disciplinary team at Social Work Centres, etc. School principals shall be responsible for the implementation of Rules. In accordance with the Family Violence Act and rules proposal, professional staff was trained to work with children undergoing domestic violence. Various projects for primary and secondary education have been carried out on experimental basis, providing a basis for subsequent inclusion of solutions/proposals in the education system.”²⁸

➤ **Education for sustainable development**

13. “The **UNESCO Associated Schools Project Network** promotes education for sustainable development; peace and human rights; intercultural learning, the fight against HIV/Aids and reducing poverty; attaining environmental sustainability goals by utilising information and communication technology. In the 2011/2012 school year, 84 educational institutions were active members of the Slovenian ASPnet and 14 national projects of the ASPnet Slovenia were realized.”²⁹

➤ **Immigrants students**

14. “In May 2007, the Minister of Education and Sport adopted the **Strategy of Integration of Children, Pupils and Students of Immigrants into the Educational System in the Republic of Slovenia**. The most important measures are: adjustments in the implementation of curriculum for faster and higher quality integration into the educational process; preparation of strategies for working with immigrant parents and their integration into school life; encouraging intercultural learning and positive attitude towards understanding and accepting differences; introducing Slovene as a second language; quality teaching of languages of immigrant children; quality education and training of teaching staff. On the basis of the above mentioned Strategy the first **Guidelines for the Education of Migrant Children in Kindergartens and in Schools** were adopted by the National Expert Council for General Education in 2009. The guidelines define the principles, measures and solutions for the integration of children with migrant background into the education system. A revised version of the Guidelines was published in 2012. The intention of the revised version was to be more concise and much more practice oriented: each measure, principle is followed by practical solutions. One of the chapters of the guidelines is dealing with the mother tongue and culture provision for migrant children – to help teachers providing these lessons, the National Education Institute prepared in 2012 Guidelines for the mother tongue and

²⁸ Ibid, pp. 7-8

²⁹ Ibid, p. 25

culture tuition for migrant children in Slovenia. The Ministry for Education, Science, Culture and Sport has been for many years supporting and co-financing the mother tongue tuition”.³⁰

17. “In January 2013 the **Strategy for the Inclusion of Migrants in Adult Education** was written, however, it has not been adopted yet. The main aim of the strategy is to create conditions for the education of adult migrants for their integration into Slovene society and to enhance social cohesion. The goals are to encourage and motivate migrants for education for becoming more competitive on the labour market, for life-long learning and active citizenship. Another goal is to create equal opportunities in education for the people of various ethnicities and cultures and to enable better communication and understanding of the needs of migrants. The annex to the strategy is the action plan for 2013 and 2014, the aim of which is to enable the implementation of the strategy. For the following years until 2020 the formation of further two-year action plans is envisaged in the strategy.”³¹

- **Roma population**

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

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

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

- a project introducing and educating Roma assistants;
- a network of schools with Roma pupils;

³⁰ Ibid, pp. 4-5

³¹ Ibid, pp. 4-5

- making and providing methods (and materials) for teaching Slovenian as a foreign language;
- implementing activities for promoting an intercultural dialogue;
- the standardization of the Roma language;
- financing education of adult Roma;
- proper scholarship policy;
- more favourable norms and standards for classes wherein the Roma children are integrated, including the financing of nutrition, textbooks, school trips, etc.;
- early inclusion in educational processes (setting up conditions for inclusion in pre-school education);
- creating conditions for developing confidence in schools, including the learning about Roma culture and the removal of prejudices;
- raising the quality of education provided to Roma children
- establishing a "support for learning" network, in particular for secondary school Roma students, etc."³²

➤ **Gender Equality**

17. 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, are aimed at bringing 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.³³

Cooperation:

18. Slovenia is **party** to the 1960 UNESCO Convention against Discrimination in Education since 5 November 1992.

19. Slovenia **did not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the **Sixth Consultation** of Member States (covering the period 1994-1999). Slovenia **reported** to UNESCO within the framework of the **Seventh Consultation** of Member States (covering the

³² Ibid, pp. 5-6

³³ Ibid, p. 7

period 2000-2005). However, Slovenia **did not report** to UNESCO within the framework of the recent **Eighth Consultation** of Member States (2013) (covering the period 2006-2011).

20. Slovenia **did not report** to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the **Fourth Consultation** of Member States (covering the period 2005-2008). However, Slovenia **reported** to UNESCO within the framework of the **Fifth Consultation** of Member States (covering the period 2009-2012).

21. Slovenia **did not report** to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the **First Consultation** (1993). However, Slovenia **did report** to UNESCO within the framework of the **Second Consultation** of Member States (2011).

22. Slovenia is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

Constitutional and Legislative Framework:

23. Freedoms of expression and the press are protected under Article 39 of the Slovenian Constitution (1991).³⁴ The press is further regulated under the Mass Media Act (2001)³⁵ that provides the “right of correction” for anyone offended or insulted by information published in the media. Audiovisual media outlets are further regulated under the Audio Visual Media Services Act (2011).³⁶

24. Defamation continues to be a criminal offence under Articles 160-161 of the Slovenian Penal Code, imposing a maximum penalty of one year in prison.³⁷ Under Articles 163-165, insults to the State, foreign countries or international organizations, Slovenian people and national communities are punishable by a fine or a jail term not exceeding one year.

25. Slovenia passed the Access to Public Information Act in March 2003.

26. Media Self-Regulation: Media self-regulation mechanisms exist through organizations such as the Slovenian Press Council, the Slovenian Association of Journalists, and the Council of Radio & Television Slovenia Ombudsman.

³⁴ http://www.wipo.int/wipolex/en/text.jsp?file_id=180804

³⁵ http://www.rtv slo.si/files/razno/mass_media_act.pdf

³⁶ http://www.en.uni.lu/content/download/46784/536648/file/Slovenia_translation.pdf

³⁷ 2012 amended version: <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/92890/108410/F945022980/SVN-2012-L-92890.pdf>

Safety of Journalists:

27. UNESCO recorded no killing of journalists in Slovenia between 2008 and 2012.

Freedom of scientific research and the right to benefit from scientific progress and its applications

28. In 1987–97 research and development expenditures totaled 1.6% of GNP, while in 2012, according to the Statistical Office of the Republic of Slovenia³⁸, EUR 988.7 million was spent in Slovenia on R&D in all sectors, which represented 2.80% of GDP. Most of the funds for R&D were provided by the business enterprise sector (EUR 763.5 million or 77.2% of total expenditure), followed by the government sector (EUR 121.5 million or 12.3% of total expenditure), the higher education sector (EUR 103.3 million or 10.4% of total expenditure) and the private non-profit sector² (EUR 0.4 million). More than half of persons employed in R&D were researchers.

29. Among 21,343 persons employed for indefinite or definite period in R&D, 59% were researchers. If persons (employed for indefinite or definite period and external collaborators) involved in R&D are expressed in full time equivalent³ (FTE), 15,333 persons were involved in R&D, of whom 9,093 were researchers. In terms of age and gender the structure of Slovenian researchers is satisfactory, since the share of researchers aged 34 years or younger is increasing. This share amounted to 34 % in 1990, and already to 39 % in 2008. At the same time a program of "Young researchers" includes increasing number of women, especially in the field of biotechnical science, medicine, social sciences and humanities, where women also have a majority share. The share of women among persons employed in R&D and among researchers was the same as in the previous year: among all employees 36% (7,700) were women, while among researchers (12,578) 36% were women, this exceeds the EU 27 average (30 %). However, in the academic sector, there were only 17 % of women with a title of full professor in 2007. According to the data from 2008, among the employed researchers the majority works in the area of technical science (42 %) and natural science (34 %), followed by social science (9 %), medical science (7 %), humanities (5 %), and biotechnical science (3 %).

30. In May 2011, the National Assembly of the Republic of Slovenia adopted **the Resolution on Research and Innovation Strategy of Slovenia 2011-2020**³⁹ which presents a modern vision of effective governance of the research and innovation system that should be open and democratic, providing possibilities for various stakeholders to participate in the planning, implementation and evaluation policies and ensuring the sharing of responsibilities in formulating the research and innovation system. The Resolution contains the analysis of the state of affairs and contains guidelines and road map for future reforms. Slovenia supports a comprehensive integration of science and the strengthening of its autonomy and institutions while supporting harmonized interdependence between science, development and innovation, which is unique in providing overall social progress and well-being.

³⁸ http://www.stat.si/eng/novica_prikazi.aspx?id=5873.

³⁹ For more information, please see:

http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_RISS_ANG_nova_verzija.pdf.

31. In Slovenia, the questions of ethics in research are dealt with by the Commission of the Republic of Slovenia for Ethics in Medicine, being an independent body and Ethical Commission for the Experiments on Animals, operating at the Ministry of Agriculture, Forestry and Food. Slovenia ratified the Council of Europe Oviedo Convention on Human Rights and Biomedicine, and additional Protocol on Biomedical Research to Oviedo Convention which are legal and ethical instruments with force of law and are applied to the ethics of research on human in the country. Slovenia has special regulations concerning research on human embryos, handling human cells, tissues, etc. It follows closely the development of ethics in biomedicine, and continues to co-operate in elaborating international standards, e.g. guidelines for ethical assessment of research.

32. At the same time, with regard to social sciences research, the document underlines that there is a need in Slovenia for developing ethical and normative framework for protecting the rights of people, included in the research. Another important area where public debate and control is needed is related with so called 'dual use' of scientific achievements which may be in fact used against the benefit of society (for military purposes, terrorist acts, etc.). Therefore Slovenia envisages developing a national code of ethics, honour and good practices in science which could serve as a basis for codes of individual research institutions. It also intends to establish a Court of Honour for the scientific area.

33. In 2011, the National Assembly of the Republic of Slovenia also adopted the **Resolution on National Higher Education Programme 2011-2020**⁴⁰ which envisages greater co-operation and connection between both higher education institutions and research institutes. It foresees that by 2020, Slovenian higher education will be an integral part of the global higher education space, constantly improving its quality in co-operation and competition with the best foreign institutions (among benchmarks are: In 2020, 20% of Slovenian graduates will be mobile (short-time mobility). By 2020, the share of foreign students studying for the entire period of studies at Slovenian higher education institutions will be at least 10%. By 2020, at least one fifth of doctoral students will study in programmes which are joint programmes held with foreign universities. By 2020 there will be at least 10% of foreign citizens among teachers, staff and researchers in higher education. By the end of the decade, the scope of project activities in co-operation with the best foreign institutions and the share of funds obtained within the framework of international projects will increase).

III. RECOMMENDATIONS

Right to education

34. In the Report of the Working Group on the Universal Periodic Review of 17 February 2010,⁴¹ various recommendations were made to Slovenia. The following concerned education:

A - 29. To take measures to address stereotypical attitudes towards the Roma community and to promote access to education, health and employment for the Roma community (Bhutan);

⁴⁰ For more information, see:

http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_no_va_verzija.pdf.

⁴¹ http://www.upr-info.org/IMG/pdf/Recommendations_to_Slovenia_2010.pdf

A - 31. To provide mandatory human rights education and training to police, prison and detention staff and members of the judiciary, including awareness-raising regarding the protection of the rights of minorities, women and children, and to ensure their accountability for any violation of human rights (Czech Republic);

A - 75. To pursue its national efforts to integrate human rights education into the education system and training programmes, and to continue to pursue that issue at the international level (Morocco);

Analysis:

35. Slovenia took extensive measure to integrate human rights into the education system, into the curriculum, and also into trainings (of teachers, police officers...). Slovenia also adopted new and revised plans/strategies regarding the Roma population.

Specific Recommendations for the 2nd cycle of UPR on the right to education:

36. Slovenia is strongly encouraged:

- i) to submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments, especially for the Convention against Discrimination in Education;
- ii) to pursue its positive efforts to integrate human rights education into the educational system and training programs;
- iii) to intensify its efforts in taking into consideration the situation of rural women and children and in ensuring the effectiveness of the equal access to education;
- iv) to further its efforts to achieve the effectiveness of the equal access to education, especially for women and girls from the Roma population, and to promote their access and retention in all levels of education.

Freedom of opinion and expression

37. Slovenia is recommended to decriminalize defamation in the Penal Code and to place it within the civil code.

38. Slovenia is also recommended that the insult provisions and their penalties be reformed to be better aligned with international standards on freedom of expression.

**Freedom of scientific research and
the right to benefit from scientific progress and its applications**

39. With regard to contribution of science and technology to development, Slovenia is encouraged to report to UNESCO within the framework of the on-going consultations with Member States on the monitoring of the implementation and a possible revision of the 1974 Recommendation on the Status of Scientific Researchers, in particular on the measures undertaken in the country to implement such principles of the Recommendation as the obligation of state authorities to ensure that scientific researchers have the responsibility and the right to work in a spirit of intellectual freedom; to participate in the determination of the aims, content and methods of research, which should be compatible with respect for universal human rights and

fundamental freedoms, as well as ecological and social responsibility; to creativity, occupational mobility, international cooperation for furtherance of international peace, cooperation and understanding, etc.