



Open Educational Resources
for educating in diversity



Xeno-Tolerance

Supporting VET teachers and trainers to prevent radicalisations

Analysis of needs

NATIONAL REPORT Slovenia

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1 Summary

This report provides an overview of the situation of radicalisation dynamics in the Slovenian educational system.

It should be emphasized that Slovenia has not detected any specific extremism. System of public education is accessible to everybody as well as private payable educational institutions. The Ombudsman Report for the year 2015 e.g. states that the number of cases in the area of discrimination is relatively low. The largest increase was detected in the "equal opportunities regarding to sexual orientation".

But considerable fear, reluctance and hate speech among people were detected in the autumn of last year due to the refugee crisis. Now due to the adoption of appropriate government action things are slowing down but people are still very cautious on the events.

According to the state analysis in Slovenia in the field of trainers education teachers do not receive adequate initial or continuous training on Development of Tolerance and Prevention of Radicalisations (DTPR). But in the schools where they work teachers have a lot of educational workshops in the field of radicalisation, tolerance, conflict situations.

In Slovenia it is well developed field of non-formal education covered by public universities and other public institutions and this system can be a big support in DTPR. We are also introducing a system of recognition of informal knowledge which is a good support to a wide range of people. All the teachers in non-formal education have the appropriate qualifications and competences. In both formal and especially non-formal education we include very different people, also foreigners and so far we have not encountered major difficulties. So even though we have not detect any major problems we are of course very aware to contemporary events and we as a state very seriously include topics that touch our issues in the school system at all levels.

2 Introduction

Recently, the EU witnessed a significant migratory movement due to the crisis, increased poverty as a result of the economic crisis and the increasing effects of climate change in the Middle East and on the African continent. Initially, the migrant wave engulfed particularly Italy and Greece, but from the summer of 2015 coping of migratory flows included a growing number of Member States and candidate countries for EU membership when flow turned from the Central Mediterranean toward the Eastern Mediterranean way, Western Balkan and the North of the EU. Almost a million migrants went northward.

Slovenia as the smallest country and as a country in the Schengen external border is very exposed in this way. Therefore, we stand for common policy within the EU which must be jointly and responsible and especially focused on strict respect and implementation of the existing legal order and the fulfilment of the commitments already made and consistent protection of the external Schengen borders of the EU.

The question of tolerance must be looked holistically; the focus should be on overcoming the causes and control them with the cooperation and raising the awareness to teachers and other trainers.

Slovenia believes that the effort should be spared in the conclusion of readmission agreements with key third countries as well as in the implementation of the action plan with Turkey. Of course it is essential that all efforts for resolving the causes of migration crisis continue.

After the terrorist attacks in Paris, Slovenia, like other EU Member States faced the new security environment and challenges. Therefore, for the successful implementation of combat against terrorism, radicalism and extremism all the attention will devote to the adoption of short-term and long-term measures. It will react in a spirit of solidarity and common European values. In this context, Slovenia wants to pay special attention to prevent radicalisation measures in the field of education, also through an active role in the Western Balkans.

Equality, social inclusion, lifelong learning and culture

In accordance with the strategic objectives of the EU in Slovenia we will also intensify efforts to increase the participation of women in the labour market and equal economic independence by reducing the disparities in wages, incomes and pensions between the sexes and by fighting poverty amongst women, promote equality between women and men in decision making and the fight against gender-based violence, and protection and support to the victims.

Ageing population requires measures that are aimed at active and healthy ageing by reducing the negative consequences of demographic change on the sustainability of the public system. In this context in the year 2016 the White Book will be prepared to answer the Commission's recommendations for further action by Slovenia relating to aging and a new pension reform. Slovenia will continue to stress the importance of mobility and cooperation in education and training between the Member States and the EU institutions. Education affects the development of each individual and society as a whole. Demographic changes and a constant need to update knowledge due to changing economic and social conditions require investment in lifelong learning and educational systems that reacts quicker to changes and are able to adapt to the challenges of modern times.

On the PUP we have organized and conducted several workshops and seminars on the topic of conflict situations in the context related to the DTPR in the last few years. Several teachers, public administration employees, staff of employment services and centres for social work attended these seminars and workshops. So these workshops were on non-formal level which is becoming an increasingly important part of the education system. In this area we see great potential for further development of DTPR. Of course we need to take into account a formal, public educational system as well. We believe that we should made mayor efforts to incorporate DTPR in formal system, to encourage state and ministry to think about and embody it into curricula.

3 Training of teachers, trainers and educators

The European Commission defines formal learning as being typically provided by education or training institutions, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective. The European Commission holds that non-formal learning is not provided by an education or training institution and typically it does not lead to certification. However, it is structured, in terms of learning objectives, learning time and learning support. Non-formal learning is intentional from the learner's point of view.

3.1 Initial training

3.1.1 State of art

The current situation in relation to the integration of DTRP in the initial training of teachers in the formal educational programmes in Slovenia is dependent on the level of education. Looking over the three educational pillars, starting with primary school, we have teachers that are graduates of pedagogical faculties where they gather (during their initial training) learning objectives on how to be teachers and are also faced with situations in the classroom. When they graduate, they are competent for primary school teachings and usually (without their professional development activities) they have no further needs or requirements for any further education or qualification.

Officially and within the Curricula of the Slovenian Universities (4 Universities) there are no specific educational programmes for dealing with radicalisation and xenophobia. There are educational programmes on particular themes within the field such as the philosophy of education, didactics and methodologies for working in the classroom that stimulates learners to critically address issues such as promoting tolerance, raising the level of diversity and recognizing and preventing conflicts.

Educational approaches for students to upgrade the skills on DTRP at initial level differ amongst specific Universities and the relevance of particular educational modules within the subject.

Going further and overlooking the situation regarding position and educational programmes on radicalisation, xenophobia and tolerance in Slovenia for teachers and mentors, the teachers for secondary education (high schools and national qualifications programmes), the situation is even worse because they don't receive any additional training on how to be effective teachers who deal also with the issues of conflict.

In Slovenia the only type of any educational programme or additional training on the subject of tolerance is self-initiated. That means that teachers in primary and secondary (and also tertiary and lifelong learning education) are more or less self-dependant and their actual educational efforts are dependent mainly on their situations in classes (if they are faced with conflicts or aggression or any other types of difficult situations).

Improvement of the quality of teaching obtained through teacher initial education is extremely important as one of the cornerstones of modern and up-to-date educational programmes. In Slovenia there is an Institute for adult education that covers some of the field of trainings for teachers, but it must be stressed out that only for continuous training, not initial educational programmes.

Actually the only initial training prior entering the educational profession is pedagogical-anagogic training for those university graduates that didn't attend pedagogical education but would want to work as teachers. This goes also for teachers training: they obtain basic competences in dealing with conflict situations in the classroom, but in regards of radicalisations and xenophobia there are no initial trainings for teachers in primary and secondary schools. For example, a primary school teacher completes initial university study and then takes part in the pre-service programme. This pre-service programme is intended to raise the level of knowledge about institutional, systematic and political issues but without special emphasis on radicalisations. This is all the initial and semi-initial training the teachers of these levels receive.

As already stated, even within those programmes there aren't any modules on DTRP or DTRP related issues. Their effectiveness as teachers is considered to be enhanced by the incorporation of modules such as teaching methods with no reference to DTRP. Any subsequent training for teachers of all levels of formal education is optional and will be presented further in the document (section on continuous education).

Main and basic problem with the Slovenian educational system is that, even if a graduate has received initial training on methods and possibly tools that can be used for themes such as dealing with conflicting situations and promoting tolerance, the training on DTPR and related themes is not nearly sufficient and, upon entering the formal educational system as teachers (this could also take some time in which they don't receive any additional education or training), the future teachers are in complete lack of competence in regards of xenophobia, nationalism and radicalisms.

All continuous training for teachers in Slovenia is optional. However, it is important to note that according to some national researches and studies a waste majority of educators and teachers stressed out they would want more training on issues of multiculturalism and on practical ways to support the integration of foreign students in the school environment.

Accordingly, the most appreciated efforts nowadays in Slovenia regarding continuous training for teachers lies on the shoulders of EU projects implemented by interested organisations. Participation in EU based projects dealing with modern subjects (which radicalisation definitely is) offers the shortcut (not always the best solution) in gaining expertise and competences on that field, although only on small scale, as far as radicalisation and xenophobia are concerned.

There are some courses (non-formal) for multicultural environments education, accepting the diversity and integration of foreign pupils into educational system, but the situation should be overlooked and updated since the times are beginning to catch on us.

3.1.2 Inclusion of prevention of radicalisation in initial training

Before considering the integration of DTRP in the initial and continuous training of teachers, trainers and educators, there is a need for common national strategy regarding that subject. In order of achieving sustainable strategies and measures for purposes of raising the tolerance and preventing conflicts, there needs to be some sort of common ground for that. If we want to establish formal changes in educational programmes offered by Curriculum of the Universities, there is a need for political consent and of course also the will to achieve the changes.

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The inclusion of such topics in the initial training of primary and secondary school teachers should become a reality in a more general sense. The inclusion of referred subjects depends on the universities themselves given that there is no subsequent training for those who have finished the studies and are entering schools.

Therefore it is not easy to try and incorporate mentioned topics in the initial training of teachers. We should try with inclusion of relevant stakeholders and other interested public, given that there is a need and a will for such implementations. Through those channels we may influence (or at least could be heard) the relevant bodies on the national level for raising the level of efforts for the incorporation of DTRP in that programme. Pedagogical-anagogic educational programme that future teachers attend aims at contributing to the development of the ability of the educator to observe systematically, to analyse the relations and interactions taking place in the classroom and at school in general and to organize and direct the teaching process and critically analyse the teaching task. However, no modules on DTRP or directly related issues are available.

The situation is a little better for non-formal learners, while there are some training on conflict resolutions, multicultural inclusion and diversity and working with specific target groups. But on the other hand there is no framework through which such topics could be included at an initial level. Instead, all professional teachers and trainers are dependant mostly on their own efforts and interest or even situation they are currently in.

3.2 Continuous training

3.2.1 State of art

In Slovenia a continuous DTRP for teachers, educators does not exist. On the website of Government of the Republic of Slovenia there is however a section called “for a tolerant society” where the whole section is devoted to organisations in Slovenia dealing with DTRP issues. They listed nine such organisation and all the activities they offer in the sense of providing teachers, trainers, educators learning material, seminars, workshops, manuals they can use for teaching children in primary, secondary or even higher level of education on tolerance, diversity, refugees, human rights, democracy, ... All this activities are offered to schools for free and each school can decide for themselves whether they want to participate, this are not obligatory activities. Moreover a large amount of workshops they offer is intended for children and teachers, educators can implement those workshops at their school or they can invite the facilitators from these organisations to implement them.

One of the key organisations on that field is **Amnesty International Slovenia** and their key pillars of the work are human rights education, which is carried out under the name School of Human Rights. Its purpose is to create a culture where human rights are understood, read and respected. In schools and various organizations they carried out a number of free activities, such as training for teachers and professional workers and workers on the use of participatory methods to learn about human rights and free workshops for primary and secondary schools. They are supplying teachers, educators with teaching materials and suggestions for classroom activities; preparing educational materials such as books, posters, VIDEOS, proposals for workshops and other materials. The School of Human Rights may respond to current developments in society, more recently, the arrival of refugees. The AIS strives to both society and the country respect of the rights of refugees and provide them with the necessary protection. They are also aware that the refugees - especially for young people – are a new phenomenon that raises a lot of questions. In order to expand the knowledge about refugees and to build readiness for their integration in society they have prepared a set of materials through which these refugees are presented to young people and encourage their engagement. They are available on sola.amnesty.si/begunci. They are offering teacher training for

the implementation of participatory workshops on refugees at schools if the minimum number of participants are guaranteed (The Universal Declaration of Human Rights & Human Rights and Amnesty International; Diversity enriches us; Watch a refugee - see a human being; How would you feel?; Great people for a better world). Free guides are intended for the implementation of activities in schools and in informal settings (Exceptional people for a better world; First steps; Manual on the use of participatory methods in human rights education; Lot 1 - Poverty and human rights; Lot 2 - The right to adequate housing is a human right; Lot 3 - Sexual and reproductive rights are human rights; Methodical manual for the implementation of workshops on poverty; Guide to the implementation of workshops with a picture book Strawberry; A handbook for teachers on how to use the posters as a starting point to talk about racism). Although targeted at young people in the last three years of elementary school and high school students the guides are prepared sufficiently flexible that you can customize or work with other age groups and use only certain elements. Descriptions of activities can help you choose the most appropriate one depending on the purpose of the activity, its duration or school subject to which the activity can be linked.

Activities of the **United Nations Association of Slovenia** in the field of global education mainly include activities for children and youth (the organization of workshops and competitions) and publishing activity. In accordance with the primary purpose of the society is to inform and raise awareness of the ideas and objectives of the United Nations, present a number of activities to the young people in which they educate in the field of human rights with a view to increasing their sensitivity to issues of equality, freedom, mental and physical integrity, safety. Society has carried out a greater number of workshops at various primary schools in recent years representing human rights issues. Since they are aware that they cannot carry out such activities directly in all Slovenian schools, they are relying on the help of teachers and other persons involved in the education of children to spread their ideas. They published a monograph on the subject of human rights education a long time ago.

Experience shows that one of the most effective ways to reach out to young people is conducting prize competitions, so they organise art, literary and photographic works for primary and secondary school students every year on Human Rights Day. Since most of the elementary schools are preparing products for the competition included within the scope of teaching, this is a great opportunity to have the issue of human rights presented to the widest circle of children.

Humanitas conducts workshops on global learning for 15 year now at Slovenian colleges, schools and kindergartens. At their work with young people they noticed the negative consequences of individualism of modern society and at the same time (especially in last year due to the mass influx of people that are fleeing from the wars) the increase of intolerant and even xenophobic views with often completely uncritical acceptance of distorted information from the media and society. In today's world, in which we are actually, not less, but more and more interconnected due to the consequences of globalisation, the nature of individualism and lack of understanding of young people in our societies became even more acute problem. Getting to know the interdependence of the world, especially Europe and the countries of the global south, the essence of the so-called global competence is raising awareness of the interconnectedness of environmental, social, no / equity and migration, and the ability to adapt to this new and rapidly changing environment. Responsibility of the young person is not only the responsibility to oneself, but also a responsibility for all the people. Humanitas workshops promote global competencies of young people who need them for life in a rapidly changing world and equip them with the necessary social skills, such as

critical thinking, action and cooperation in groups, provide knowledge to their peers, social engagement and active global citizenship to live in a multicultural environment.

List of offered activities of the society Humanitas: Learning materials (‘‘ World between the lines’’ – manual for teachers interested in global learning; Humanitas Association, 2013; ‘‘Learn to read the world through the eyes of another’’ – the manual focusing on indigenous perceptions of global issues. Vanesa Andreotti and Lynn Mario, T.M.de Souza, Humanitas Association, 2012; Manual You too – workshops on global learning).

Workshops:

- **Experiential workshops of global learning created of a special interactive module** (area: migrations)

Purpose / objective of the workshop: The purpose of the workshop is to raise awareness of children and young people about the causes and consequences of migration. Workshop participants settled into the skin of refugees and meet people with refugee or migrant experience (following the methodology of living library).

Target group: primary school pupils

Duration: 5-6 school hours

- **Interactive strategic game** (area: climate changes and migration)

Purpose/objective of the workshop: The purpose of the workshop is active participation of pupils, acting as the population of two separate parts of the world that actively decide on the results of the theatre play.

Target group: primary school pupils

Duration: 5-6 school hour

- **Training of teachers** (area: migrations)

Purpose/objectives of the training: The purpose of the training for teachers is to teach them about on global inequalities and migration and present to them the techniques and methodology of global learning. It will also be offered mentoring in the implementation of workshops on global education methodology Humanitas.

Target group: Teachers of primary schools

Duration: 5-6 school hours

Slovenian Caritas has since 2005 implemented various projects and activities in the field of global learning through which they wanted to draw attention to various global issues (poverty, climate changes, hunger, HIV/AIDS) and encourage young people from the Slovenian kindergartens and primary and secondary schools and their teachers, educators to think critically about them and to greater solidarity towards those who suffer from poverty, inequality, conflict...

Within the projects they have developed various educational materials for educators and teachers for workshops in classrooms (documentaries interactive instructions, literary and creative workshops, etc.). In this year the Slovenian Caritas will also prepare materials for organized workshops for teachers of primary and secondary schools on the topic of the refugee problem

(documentary and instructions for carrying out workshops). At the same time they will be focusing primarily on the causes of why people are fleeing from their countries.

Sloga platform is non-profit and non-governmental organizations working in the field of international development, cooperation, global learning and humanitarian aid. Sloga's working group on global learning combines several Slovenian NGOs, and is dealing with the field of global education and awareness on development issues. The issue of global development and the related specific development issues are broad and complex field that combines many different components.

It is extremely important that the general public understands the global event and its causes and consequences, which are hidden in the background of abstract concepts, such as poverty and economic underdevelopment, and is aware of its own involvement in world events. This is why the global learning is important because as a set of concepts of education and awareness of various segments of society, highlights the global themes that are unfortunately often not sufficiently aware, much less understand their background and connections.

The essence of global learning is also highlighting the interconnections of global connections and understanding of the causes and consequences of developmental problems. With this approach, global learning thy in particular contributes to a stronger sense of international solidarity and also helps to create an environment that promotes intercultural dialogue and the creation of an intercultural society.

For the purposes of education on development issues Sloga prepared several materials, including for use in schools and they particularly recommended two:

- **Manual on Global Education (2008)** - The handbook presents the concept of GE - its purpose and content, methodology, open spaces and critical literacy and some practical examples of how to approach this type of learning through activities and interactive workshops. These are set up so that the participants encourage the active engagement, rather than passively receiving information. This manual contains a number of workshops, which are suitable for implementation in various school subjects. All activities are substantively related to the theme of the production of textile products.

- **Publication of global learning in Slovenia (2010)** - This publication is a continuation of the Manual on Global Education, which introduced the concept of global learning with a number of concrete information. It is also a continuation of the project "you too are a part of this world", which was created during the Slovenian Presidency of the EU and the purpose of which is (was) to spread awareness of the 'global solidarity', which obliges us to work together engaged. To this end, Sloga seeks to enhance cooperation between individuals, civil society and government institutions, where education plays an essential role. They therefore hope that this publication will encourage even to lifelong learning and networking that you will be connected with any of the featured organizations, inviting them to come to you to carry out a workshop or prepare your own.

Slovenian Philanthropy strives to create a safe and secure society in partnership of government institutions, the business sector and non-profit organizations and with its volunteer activities provides a stimulating environment for all, including those that due to any circumstance cannot alone provide quality living for themselves and their family.

As non-governmental voluntary organizations they are trying to support the efforts of schools and other institutions in education for positive socialization of children, developing empathy, promoting solidarity and building respectful relationships. Professionals in education are offered the possibility

of fruitful cooperation in the areas where the educational work flows with their mission of humanitarian organizations.

A comprehensive range of programs for primary and secondary schools (migration, volunteering, intergenerational cooperation) was sent to all schools in the beginning of this school year.

They offer lectures on migration to headmasters and teachers – for primary and secondary schools (duration: 1 hour), where they present the experience of volunteers who have worked with refugees; presentations of own experience of immigrants living in Slovenia; film screening and talks (Festival of migrant movie – festival presents films that prioritize topics related to migration, asylum and refugees). These films are suitable for 9th grade of primary school and all secondary education. Mostly they have English subtitles. Screening can be accompanied with discussions on migrants, refugees, interculturalism and human rights. Duration on the discussion or conversations depends on the length of the film. Short films usually take one school hour of discussions, longer ones perhaps 60 minutes or two school hours. Slovenian Philanthropy offers also music workshop “Percussion World” but the focus is not only on playing music but this are also interactive, educational and intercultural workshops in a sense that musical instruments are coming from Africa, South America, Asia and Europe. At the workshop, the students familiarize themselves with the manufacture of musical instruments, using local materials; meet with the importance of decoration of musical instruments, which often tell stories; know the period in which they originate (some have been used for more than 2000 years) and become familiar with their use. At the end of the workshop the students try out a wide variety of musical instruments: djembe, cascascas, rain sticks, Tibetan bowls, gong, hang drum, didgeridoo... The workshop lasts 2 school hours. It is suitable for a group or class.

UNICEF Slovenia raises awareness of children and young people about their rights and educates them to be responsible and active citizens. To achieve this aim they cooperate with kindergartens and schools through the Education for Development. UNICEF has issued several manuals, which are meant to assist mentors in teaching and training children:

•**Young and global (2013)**

Suitable for use: in kindergarten, elementary school, middle school

The manual compiled workshops, which were tested in a number of kindergartens, primary and secondary schools across Slovenia. Through the workshops, the children and young people meet with a wide range of subjects, such as children's rights, non-violence, participation, inclusion, ecology, poverty, Rwanda and health.

•**Beaver creative 2011/2012 (2011)**

Suitable for use: in kindergarten, school-based, middle school

Manual has a special mission - intended as creative fundraising. The manual provides instructions on how to make some simple but beautiful products, funds from the sale of these are designed to help children in developing countries.

The right is also a duty (2009)

Suitable for use: in elementary school

The manual is intended for teachers and tutors who work with young people between 9 and 15 years of age. It contains three types of teaching materials: Ana's story, questions for discussion on children's rights and activities that encourage children to understand and explore children's rights.

•**Preschool children's rights (2009)**

Suitable for use: in the nursery

The manual is intended to lay the foundations of understanding of the rights of children in pre-school children. Through the manual children realize the necessity of knowledge and respect for their rights and the rights of all beings on this planet.

•**I care about the world I'm growing up in (2009)**

Suitable for use: in elementary school

With the help of the guide children learn about the lives of children in developing countries and the problems they face. Learn basic documents: the Convention on the Rights of the Child, the Millennium Declaration and the World Fit for Children.

•**Journey to itself and around the world (2008)**

Suitable for use: in the nursery

Manual tries via travel around the world to awaken children to respect diversity. The journey begins with getting to know people - yourself first, then family, and continues with learning the wider environment.

•**Safe from violence - my right (2007)**

Suitable for use: elementary school, middle school

The manual is intended for those who have to deal with young people, and especially young people themselves, who want to add their share to reducing bullying.

•**This is my toy (2006)**

Suitable for use: in the nursery

The theme of this manual is to prevent bullying among children in kindergarten. It covers topics respect for oneself and others, accepting diversity, understanding emotions and constructive conflict resolution.

•**Children: a forgotten face of AIDS (2006)**

Suitable for use: elementary school, middle school

The manual is made in the context of the campaign Unite for Children - Unite against AIDS, which highlights the fact that children with HIV infection are not exempted. Manual highlights the global issues through various stories of orphaned children.

•**Incorporate children! (2004)**

Suitable for use: elementary school, middle school

The manual is intended for all those who want to encourage young people to take an active opposition to any form of discrimination. The main focus of the handbook is social exclusion,

which young people learn through simulation exercises and stories of children who have experienced it.

•**Do you know your rights (1998)**

Suitable for use: in elementary school

For personal and global development, children around the world need to understand the principle of the right to know the rights to which they are entitled and they have to respect and sympathize with all those who have those rights denied.

•**A drop of water (1997)**

Suitable for use: in elementary school

The quantity of drinking water is for various contaminants, intensive agriculture, climate change and increased water consumption due to an increase number of population decreasing. The project "drop of water" enlightens consumers of drinking water throughout the world, how important it is to keep it clean and that the water is the most basic element for life on Earth.

•**Workshop**

UNICEF prepared a workshop on the theme of Syria, which is carried out by volunteers. It talks about the country and awareness of children of Syria in general and its children. On the basis of application this workshops are carried out in kindergartens, primary and secondary schools.

UN High Commissioner for Refugees (UNHCR) in Slovenia is responsible for the protection of refugees and raise awareness of the importance of peaceful coexistence of people. They offer the following workshops whose content and length are adjusted to the wishes of teachers and student's needs:

•**Who do I pack in a suitcase?**

We are talking with kids about refugees. Who is a refugee and or someone knows who has come to Slovenia from other countries? Are refugee children in any way different from them? Draw a picture on how you imagine the homeland of refugee children. Compare the photos with those from the field. Together we pack those urgent necessities in the suitcase that we would take with us if we had to quickly leave our home. Show them that refugee children are also children, that each may be forced to leave home, we find that peaceful coexistence is crucial.

Target group: primary school students, the 3rd to 5th grade

Duration: 1-2 school hours

•**Welcome home**

We watch a short film on refugee children. We talk about whether the refugee children are different? What would they like to know about children from other countries and what would they like to tell about Slovenia? Do they have any friends from other countries? Do they have relatives living abroad? Together we pack a suitcase of necessities that we would take with us if we need to leave our home. Divided in groups we draw an escape plan, how to flee from home if violence erupts. We show them that everybody can be forced to flee from home and we establish that we need to live in peaceful coexistence.

Target group: primary school students, 6th and 7th grades.

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Duration: 1-2 school hours

•Refugees as an opportunity or a burden?

The teacher outlines the background of refugee problems in general and in our time. We explain that the refugees throughout the world are numerous. We are talking about refugees in Slovenia and those passing through. Formed two groups (pros and cons) and confront the arguments in favour and against the reception of refugees in Slovenia. We show that for every "con" we can find a "pro". At the end we summarize and draw conclusions, with emphasis on peaceful coexistence.

Target group: primary school students, 8th and 9th grade and high school students (more complex subjects and standardized format high school debate)

Duration: 1-2 school hours

•Stories written by refugees

The families from Syria which are currently housed in Slovenia spoke about their experiences.

More stories of refugees who are currently accommodated in Central Europe.

The Institute for Slovenian Emigration at the Scientific Research Centre of the Slovenian Academy of Sciences and Arts (SRC SASA SMI) is engaged in interdisciplinary research of migration processes in Slovenia in the international environment.

Researchers are focusing on the study of emigration and immigration, recidivism, ethnicity, migration and integration policies, cultural and artistic production of emigrant / immigrant and different methodological and theoretical approaches to migration research. Resulting from both theory and practice based on their field research and analysis of secondary sources.

The Institute for Slovenian Emigration at the SRC SASA has in recent years participated in many projects, within which they developed the pedagogical-didactic material freely available on the web. It is useful for the development of intercultural competences of all residents.

In one place they gather existing material of various organizations, which are useful for class workshops.

They have developed a number of educational materials, applied directly to classroom work (workshops); Interleaving. Didactic guide for intercultural education without borders; Developing intercultural competences of teachers and students; Diversity enriches us.

They have developed some new materials suitable for teacher training: ABC migration; AND IN-life stories of composite identities; Intercultural relations and active citizenship; Educate to diversity. An interdisciplinary comparative research between Italy and Slovenia; Dve domovini / Two Homelands - The Institute publishes a journal Dve domovini / Two Homelands (Migration Studies), which is recommended for teacher training.

All this organisations offer their programs to Slovenian schools and publish their activities on their webpages. However more than offering their activities to schools it rather depends on the school or perhaps better from the principals or teachers themselves whether they want to include this topics in their work. Some schools are more engage in these activities than others. There is no obligation for any school to participate in any of these trainings.

Slovenian Ministry of education, science and sport - Service personnel development which plans, coordinates and develops the supply and implementation of further education and training is publishing programmes in the Catalogue of continuing education and training of professional workers in education and teachers, educators can choose or the principle of the school proposes to them which program is most suitable for them. There are not a lot of programmes that meet our topic but you can still find one or two that somehow touches the DTRP issues. This year they could attend thematic conference on Didactic- methodical adjustments to work with children of vulnerable groups (migrants, Roma) and Strategy of developing emotional intelligence and effective communication with them and their pupils.

Intercultural Institute of inclusive education, research and cooperation also offers lectures for teachers and students. These are 2-4 hour lecture in the field of integration of immigrant children and the development of intercultural education. They adapt the experiences and needs of individual schools. They are offering this themes: Facing prejudice and how to overcome them; workshops, books and videos for the development of intercultural competences; the organization of classes and materials for teaching Slovene as a second language; personalized assessment and individualized program: legislation and best practice examples; Cooperating with parents and local organizations: what are the benefits for schools?; How to include Albanian- speaking children?; From multicultural to intercultural school; Teachers as fighters against discrimination in class and society; The model of intercultural education: the successful integration of immigrant children; (Non) acceptance of immigrants in literary texts; Comprised identity: from "half-half" to "and-and"; Slovenia is a country of immigration and emigration; Me elsewhere & others in our country - what have Slovenian emigrants in common with Slovenian immigrants; Modern immigrant writers, women writers in Slovenia; Are all immigrant mothers illiterate? Educated and intelligent immigrants among us; From tolerance to intercultural cooperation. This lectures are however payable.

3.2.2 Integrating prevention of radicalisation in initial training

Given that Slovenia does not have systematic learning on DTPR and that there are only small segments of content that are included in regular education at the intermediate and advanced levels of study - and even that varies depending on the direction one studies, teachers, educators are more or less left to themselves, to deepen their knowledge on the subject of tolerance, diversity ... Fortunately, there is a lot of material, manuals, seminars and workshops on this subject, which are freely available and teachers can, if they wish, make use of them in their work with pupils. A disadvantage is that many teachers doesn't look for this contents if they are not directly confronted with some form of intolerance, conflict ... We note, however, that the increasingly urgent problem or interest for systematic training of teachers, trainers arises on how to integrate migrants in school, how to include organized learning of Slovenian language as a foreign language for immigrants. This however doesn't apply just to a question of the integration of migrants into the Slovenian society, even though the whole country is intensively preparing on that. Therefore, our project will significantly contribute to this area and probably save at least the most pressing problems. Our efforts are directed at addressing conflict situations that occur daily in the school and in society in general. Therefore, once again we emphasize that we want to raise awareness on the issue and include parents too. In the field of non-formal education, things are already quite well developed, but our efforts will begin to incorporate such content in formal education.

4 Existing actions, methods and learning sources

4.1 Racism revealed

A Manual for Educators on Using Poster Artwork to Promote Discussion on Racism

Language: Slovene and English

Short description: This manual has been produced within the context of a project entitled the Ljubljana Poster Festival '11: The Faces of Racism Revealed. It includes a selection of poster artwork produced on the topic of racism by international professional poster artists and art and design students from Slovenia and European partner countries (Poland, France and the Netherlands). Each poster is accompanied by a suggestion of how it can be used to discuss one of the many themes related to racism.

The manual has been designed as a resource for teachers or educators interested in using visual images to promote interactive discussion and critical thinking amongst young people about racism and discrimination. The resource can be used within diverse educational settings and is most appropriate for use with young people above the age of twelve.

The goal of the project is to counter racial stereotypes and contribute to the eradication of racial discrimination and racist attitudes, speech and violence by (1) producing and distributing top-quality artistic reflections on the issue of racial stereotypes and racism in poster form, and (2) encouraging the development of a culture of mutual understanding and inter-cultural dialogue through innovative cross-sector and cross community educational and awareness raising tools and activities.

Keywords: racism, different needs, valuing diversity, Roma communities, discrimination and lack of opportunities, civil rights, solidarity, labelling, stereotypes and prejudice, multiculturalism, assimilation and integration of minority groups, migrations,...

Type: image/text

Creator: Manual prepared by Amnesty International Slovenia and Brumen Foundation

Date of creation: Ljubljana, August 2011

Where to find it

<http://sola.amnesty.si/media/uploads/files/razno/manual%20for%20educators%20about%20racism.pdf>

Pedagogical descriptor: manual

Target group: teachers, educators

Level: primary, secondary school or faculty

Proposal for use: Through this project, they aim to raise public awareness of the various manifestations of racial intolerance in Europe today. The posters can be used as a learning resource for fostering tolerance, understanding and respect for diversity among young people. Each poster includes a link to other related posters. At the end of the manual you will find a link to the entire poster collection of the Faces of Racism Revealed exhibition, where each poster is available for you

to download and use in your activities. A general list of additional educational resources related to the topic of racism and discrimination is also provided.

Activities inducted: This manual has been prepared by Amnesty International Slovenia within the framework of the project Ljubljana Poster Festival '11: The Faces of Racism Revealed (www.posterfestivalljubljana.org). As a partner in the project, Amnesty International Slovenia has held workshops on racial discrimination in primary and secondary schools, organised a poster competition for school children and produced educational materials.

Pedagogical modalities: discussion within classroom, use in group

Rights (cost/copyright-OER description): the objectives, methodology and outputs of this manual are openly accessible on the website referred to above.

Evaluation of transfer possibilities: Each poster also has a list of interactive activities, questions, key learning points, and related human rights and Did you know section with relevant information on the topic and it's easily transferable to be used in all school in Europe for children above age of twelve.

4.2 Guide on Participatory methods in human rights education

Manuals-educational materials-education for human dignity

Language: Slovene

Short description: This manual for human rights education is within the project Education for human dignity, which is funded by the European Commission and is a part of Amnesty International's Education for human dignity and is intended for sharing with manuals substantive project on poverty and human Rights. It is developed flexibility, which allows that it can also be used independently as a general tool in diverse environments. Guide is intended for all who teach human rights and it does not only provide knowledge and skills to successfully use participatory methods, but it is set to also motivate and provides inspiration. Manual contains simple theoretical aspects of learning human rights and participatory methods and on the other hand, to reflect concepts such as participation, implementation of activities, action and evaluation. It also includes seven workshops, training aid for use of participatory methods.

Keywords: human rights

Type: text/workshops

Creator: Amnesty International

Date of creation: November 2011

Where to find it (contact person): <http://sola.amnesty.si/prirocniki.html>

Pedagogical descriptor: manual

Target group: The manual is particularly aimed at those who teach others: teachers, youth workers, educators and activists as also to all those who educate their peers, both in the formal and informal settings, and are committed to human rights education, which seek to involve, inspire and empower participants - especially young people, to do something.

Level: primary, secondary school or faculty

Proposal for use: Manual is a resource for all those who want to integrate into their work the teaching of human rights to participatory methods and working with young people to improve their skills, based on cooperation and integration.

Activities inducted: brainstorming or associations / storm drain, " buzz groups ": problem- oriented group, working in groups, joint debate, debates and interactive discussions, interactive and collaborative games, Role play, theatre, case studies, documentaries / films.

Pedagogical modalities: Amnesty International sees human rights education as an important tool for raising awareness of human rights and empowering people to not only better understand their rights, but also actively participate in decision-making by concern, including cooperation in specific individual and collective actions for expansion, protection and realization of human rights.

Rights (cost/copyright-OER description): All rights reserved. This publication is the copyrighted work, but it may be reproduced free of charge in any manner for the purpose of advocacy, campaigning or education, but not for sale. To copy in any other situations or for use in other publications, or for translation or adaptation is necessary prior written consent of the issuer; it is possible that there is required to pay. For permission or any other information, please contact (in English) copyright@amnesty.org

Evaluation of transfer possibilities: The manual provides useful tips for anyone who wants to use participatory methodologies in human rights education and to improve their skills in the implementation of the workshops. It is primarily intended for those who train or educate others: teachers, youth workers and leaders, activists and young people to educate their peers, both in formal and informal settings. The user wishes to enhance learning human rights, which included participants, offering them inspiration and empowerment to act.

4.3 3. Honour my rights, honour my dignity

Collection of Education for human dignity

Poverty and human rights

Language: Slovene

Short description: Amnesty International's work highlights how people who live in poverty are marginalized from society and how their dignity is degraded through infringement of human rights. For this reason, they feel deprived, excluded and disadvantaged. Often, this contributes to a vicious circle in which people are pushed deeper into poverty and in feeling that their vote will not be considered and that they have no power in any occasion. The purpose of the workshops is to encourage young people to become the defenders of human rights of other people (in their own community, countries or other parts of the world) and through them gain power, to identify, demand and realize their rights. Teachers can use the workshop as curricula hours and adjust them to suit their own circumstances. Youth workers may use it for training and raise awareness among young people at community.

Keywords: human rights, poverty, dignity

Type: text/video

Creator: Amnesty International

Date of creation: December 2011

2015-1-FR01-KA202-015143

Where to find it (contact person):

<https://issuu.com/amnesty/docs/name82e504/62>

<http://dostojanstvo.amnesty.si/izobrazevalna-gradiva/videoposnetki> (video)

Pedagogical descriptor: manual/questionnaires

Target group: As a whole, the collection is intended for young people (from 15 to about 25 years). You can also adjust it to work with slightly younger or older participants. Activities covered are useful in formal environments, such as schools and universities, as well as in informal settings outside the classroom. It uses participatory methodologies that involve, inspire and empower participants to take action.

Level: secondary school, faculty

Proposal for use: This manual for operators of activities, which are designed to provide support to contractors of activities for human rights education with young people (teachers, youth workers and leaders, local activists and young people to teach their peers). Young people will be in these activities conducted by individual and collective journey through reflection, analysis and action. Manual offers all the knowledge and skills the contractor needs.

Activities inducted: In order to ensure a comprehensive learning process, the workshops are implemented in a specific order and each new workshop builds on the knowledge and work from the previous. This set includes five workshops : 1. What is poverty ?; 2. What are Human Rights ?; 3. Right and wrong; 4. Poverty and Human Rights; 5. Respect my rights, respect my dignity. The duration of each workshop, depends on the number of participants as well as of their age, their previous knowledge and experience. Flexibility is recommended, which allows in-depth discussion and analysis, but it also captures all steps of the workshops.

Pedagogical modalities: distant use/theoretical course/discussion within classroom/workshop

Rights (cost/copyright-OER description): All rights reserved. This publication is the copyrighted work, but it may be reproduced free of charge in any manner for the purpose of advocacy, campaigning or education, but not for sale. To copy in any other situations or for use in other publications, or for translation or adaptation is necessary prior written consent of the issuer; it is possible that there required to pay. For permission or any other information, please contact (in English) copyright@amnesty.org

Evaluation of transfer possibilities: This learning tool helps young people to understand the links between human rights violations and poverty. It encourages them to use their own voice to claim their rights and to act in matters which are important to them. It can be used to participate in the campaign by Amnesty International Demand Dignity, which focuses on people living in poverty and advocate for their rights. However, it can also be used in other educational activities that address poverty within the framework of human rights.

4.4 TREE = LIFE

Language: Slovene, English

Short description: UNESCO has the period of 2005 to 2014 declared as a decade of sustainable development in order to internalise the sustainable development values. The main goal of the national UNESCO project TREE = LIFE is to learn the sustainable way of life. The project is part 2015-1-FR01-KA202-015143

of the school curriculum. It is planned interdisciplinary; it can be involved in lessons and other school activities. It has three aspects: responsible attitude to the environment, intercultural learning, awareness of the importance of mutual assistance and of volunteering and our own collaboration in relation to the world. It includes all students, teachers, professionals, parents and representatives of external institutions. Various groups of students are involved in the project and, accordingly, we adapt the goals, the methods and the level of complexity. Each school year a new theme is opened and other UNESCO schools are invited to participate in the project, as well as other educational institutions in Slovenia and from abroad, we also connect with suitable external institutions. Sustainable development also depends on the recognition of oneself in the world, getting to know different cultures and traditions, intercultural understanding and respect, learning the tolerance and peace. Therefore, the title of this year's theme is the same and different — we grow together. With a process of awareness and protection of human rights we want to gradually raise the quality of life of the individual, and with the survey we would like to determine whether and how much do school activities affect students. The project includes an increasing number of educational institutions from all over Slovenia.

Keywords: sustainable development, human rights, tolerance, education, UNESCO

Type: project

Creator: UNESCO, The project has the status of a national project with international participation in UNESCO ASP. Due to technical assistance and compliance with the objectives of sustainable development of local communities, depending on the school year associated with external partners, experts and institutions in the relevant fields.

Date of creation: April 2014

Where to find it (contact person): Dragica Milojević, Project leader in Slovenia

dragica.milojevic@guest.arnes.si

<http://en.unesco.org/aspnet/globalcitizens/act/projects/tree-life-slovenia>

Pedagogical descriptor: Students get acquainted with interculturalism and in conjunction with human rights (with emphasis on the 1st and 2nd article of the Universal Declaration of human rights). A short film, advertising spot, a literary story, photo, etc. can be chosen as an appropriate motivation.

Target group: students from 1st to 9th grade, teachers and educators, technical workers

Level: primary school

Proposal for use: The project is designed to be interdisciplinary, so it can be included into the lessons or other forms of school work (interests, research projects, school projects, project days, etc.). It can be run with different groups of students (all students of the school, specific triad, a class, research interest group, etc.) and you can adjust the goals, content, difficulty, etc.

Activities inducted: A workshop is carried out (as a part of a lesson or of other activities) on the theme of diversity of cultures, stereotypes, discrimination, and prejudice. In the conclusion the debate is highly recommended and thus the possibility for students to express their own views, thoughts, arguments.

Pedagogical modalities: They want to encourage an awareness of one's own cultural identity and respect for the diversity of all kinds. The project introduces global approach learning as a lifelong process that highlights the interdependence and integration of the individual into a global event with its own activity.

Rights (cost/copyright-OER description):

Evaluation of transfer possibilities: The international UNESCO ASP project TREE = LIFE has been combining the youngsters and their mentors in Slovenia and beyond our borders. Through cooperation they've learned to live and think in a sustainable manner. They will continue in the same way. Each school year a new theme is opened and other UNESCO schools are invited to participate in the project, as well as other educational institutions in Slovenia and from abroad, we also connect with suitable external institutions. Sustainable development also depends on the recognition of oneself in the world, getting to know different cultures and traditions, intercultural understanding and respect, learning the tolerance and peace. Therefore, the title of this year's theme is "THE SAME AND DIFFERENT — WE GROW TOGETHER". With a process of awareness and protection of human rights they want to gradually raise the quality of life of the individual, and with the survey they would like to determine whether and how much do school activities affect students.

4.5 Lahko v šoli tudi drugače? Can we do it differently in school?

Conflict resolution and the creation of educational projects

Language: Slovene

Short description: Systematic analysis of conflict situations and awareness and educational achievement projects to help promote willingness to enter the quality of relations with peers and adults differ in lifestyle, habits, values and experience. The manual talks about preventive in strengthening of pro-social and moral attitude towards our fellow human beings. The manual is divided in three parts. The first part briefly presents the initial theoretical ideas, which they resisted both in the training of cooperating teachers as well in the design of educational material and analysis of the resulting cases. In the second part they present a way they worked with teachers in schools - how are they managing the work with teachers, what they have focus on and which areas they deepened and which material was to help teachers. The third part is a reflection of actions undertaken. They present what was being built, highlighting strengths and weaknesses and work through the analysis of selected cases, where lie the possibilities to improve things – to make it better.

Keywords: conflict solving, theories of conflicts, restitution, mediation,

Type: text

Creator: The resulting guide is the result of two years of cooperation and the work of the two high schools (Technical School Centre Nova Gorica and the Centre's Biotechnology and Tourism - GRM Novo mesto) and the National Institute for Vocational Education and colleagues.

Date of creation: December 2012

Where to find it:

<http://www.cpi.si/files/cpi/userfiles/Datoteke/evalvacija/LahkoVSoliDrugace/Knjiga.pdf><http://www.cpi.si/razvojno-in-raziskovalno-delo/evalvacije-in-spremljanje/resevanje-vzgojnih-vprasanj-in-krsitev-solskega-reda/prirocnik-lahko-v-soli-tudi-drugace.aspx>

Pedagogical descriptor: guide

Target group: teacher, educators, trainers

Level: primary school, secondary school

Proposal for use: The working material offers the readers the assistance or support in solving conflict situations and designing educational projects. Worksheets depend on the needs and issues that they have observed in working with teachers. Their purpose is to direct people to reflect on and encourage them to write what they think and so with clear formulation in words explore dilemmas, check their understanding and reflect on their role, their intentions and actions.

Activities inducted: Engaged and personally enthusiastic team of teachers has been intensively engaged in the reflection of their own educational practice, deepening the theory and learning about different pedagogical models that strengthen loyalty and recognize the diversity of situations as an important condition for the formation of identity and the real self of each individual and conflicts as an opportunity to promote moral development and personal growth of both teachers and pupils.

Pedagogical modalities: Assistance and support to teachers in primary, secondary schools to reflect on their way of solving the conflicts and use the knowledge and examples gain in this guide to incorporate creative methods in their professional work with children.

Rights (cost/copyright-OER description): The manual is published openly and reference and the replication of this are not prohibited.

Evaluation of transfer possibilities: This guide can be used in all primary and secondary schools and is presenting conflicts as an opportunity to promote moral development and personal growth of both teachers and pupils.

4.6 Intercultural competence in adult education

Language: Slovene

Short description: The reason for the creation of program training for intercultural competence was that the inter-Cultural competence is one of the key competences needed for successful integration into modern society. In the light of the European Year intercultural dialogue in 2008, the theme was topical and still is. Target group of their courses were educators of adults. With the book they wanted to give some ideas for those who decide to implement similar training. All companies are in fact cultural and ethnically mixed, this also applies to Slovenia. We need to develop intercultural backcountry skill so the members of the various cultures and ethnic groups can live in harmony. Since we expect even more cultural mixing in the new millennium, because European society needs immigrants, such trainings will be welcome. And in addition, the acquisition and strengthening of intercultural competences is a lifelong learning process.

Keywords: intercultural competences, adult education, intercultural dialog, eliminating stereotypes

Type: text

Creator: ACS – Slovenian institute for adult education

Date of creation: January 2009

Where to find it (contact person): Natalija Vrečer (editor)

http://arhiv.acs.si/publikacije/Medkulturne_kompetence_v_izobrazevanju_odraslih.pdf

Pedagogical descriptor: text, workshops

Target group: teacher, educators of adults

Level: adult education

Proposal for use: Teacher too face and meet with ethnic, religious, cultural and other differences in the classrooms, so they should be able to manage cultural differences and develop intercultural competences.

Activities inducted: They carried out four training on intercultural competencies in 2007 and 2008 that consisted of lectures, films and workshops. In the monograph it is also the content of lectures, film and workshops (Abilities and skills for quality performance in multicultural environments; Being members of different cultures and social classes in society; Relationships between minority organizations).

Pedagogical modalities: combined training of lectures, videos and workshops.

Rights: (cost/copyright – OER/description): open source

Evaluation of transfer possibilities: We must ensure that mutual understanding in the classroom becomes a reality, so the described publication is suitable not only for adult educations but for all the teachers, educators working in a multicultural student population.

4.7 Interleaving - Didactic guide for intercultural education without borders

Language: Slovene, Italian

Short description: Developing intercultural awareness has recently become increasingly important because they are different changes in modern society, especially the migration of people caused that our society is becoming multicultural. If we want to go beyond multiculturalism and make intercultural society, we need systematically devotion for developing intercultural awareness at an early stage and to develop it throughout the entire educational process. The fundamental mission of intercultural education is to develop the ability of coexistence among people of different linguistic and cultural origins, both with people who have all the time lived in our environment (indigenous and other ethnic groups), as human beings who have joined us recently. Knowing, understanding and accepting diversity enables one to accept the presence of multiple cultures in their own area as a value and as an opportunity to further development of their personalities. Openness to diversity is the wealth of the spirit.

Keywords: Cultural, ethnic and linguistic diversity in the classroom, overcoming prejudices, acceptance of others, hospitality

Type: guide

Creator: Publication is funded under the program CBC Slovenia - Italy 2007-2013 from the European Regional Development Fund and national funds. Sole responsibility of this publication is of the Faculty of Humanities, University of Primorska. Compiled and edited by: Nives Zudič Antonič and Anja Zorman

2015-1-FR01-KA202-015143

Date of creation: 2014

Where to find it (contact person):

http://eduka-itaslo.eu/uploads/analyze_slo/uploadsanalyze_slo33.pdf

Pedagogical descriptor: Comparison of cultures and the detection of differences, which helps us to think and deeper the knowledge about their own culture, to develop awareness of other cultures and to accept them. At school, we have to target to develop cultural models as the smallest unit of cultural analysis. We are educating students to observe the culture in the extremely fast changes taking place in modern society.

Target group: teachers, educators

Level: primary, secondary schools

Proposal for use: Presented activities are promoting reflection on implemented activities and consolidate understanding of the concepts of discussed content. Lessons are conducted in groups and frontal and refer to the activities carried out. Pupils express their own views; the teacher in this verifies that the pupils mastered the essential ingredients of the substance and monitor their progress. Teacher is the one who decides whether they conduct interviews with all students in each subject or selects topics and students by group. The interview can be carried out at the end of each activity or set of activities.

Activities inducted: Individual activities were used in a workshops with elementary school pupils in Slovenia and the first three grades of lower secondary school in Italy .When designing activities the authors relied on the aims and objectives of the project EDUKA – Educating in diversity - Educare alla diversité presented and freely accessible on the website of the project in conjunction <http://www.eduka-itaslo.eu>.

Pedagogical modalities: Creatively prepared workshops containing images, worksheets and questionnaires, with detail described phases of implementation.

Rights: (cost/copyright – OER/description): open source

The use of these materials is for free, provided that you indicate authorship and publication next link to the original content, in accordance with copyright law.

Evaluation of transfer possibilities: This guide/manual can be used in formal and non-formal educational context such as primary schools, secondary schools, youth centres and other organisations in which young people and teachers come together.

5 Needs

5.1 Recommendations to include in the guidelines

As we have already pointed out, our project focuses on issues related to DTPR, but we do not want to interfere in detail in family relationships and friendship networks of all types, where prejudices are mainly formed, nor in the political orientation and citizen responsibility. Even though all of this will serve as a broader framework, our project efforts will be devoted to us - educators. What can we do in school, courses, and workshops... to prevent or at least mitigate frictions among people? We certainly cannot do everything but our mission is at least to mitigate critical situations and

preventing the worst, as well as trying to establish some level of empathy and understanding of others and the people different from us.

There is a lot of definitions of tolerance but if we summarize the only one and according to Wikipedia it says: "In philosophy and social sciences the tolerance means the ability of peaceful coexistence with people or communities that live according to religious, ethical and political rules that are different or even opposite from ours. In this case, our own convictions are nominal value while other rules are the actual value. This means that our own beliefs must be put into question precisely because of the existence of different or theories opposite to ours". We as a project team should reflect about this and later take it into account when preparing the Guidelines.

We believe that while preparing the Guidelines we should take into account the results of state analysis conducted in all partner countries and a good base on which we will prepare all five sections. Some countries encounter with the problem of intolerance more frequently and in larger scale therefore their ministries and the state itself confront this problem more thoroughly and take care for the additional regulations on this area. For this reason and for what we are most concerned about in our project is the fact that the educators at all educational levels, social workers, NGOs... in these countries have a lot more experiences not only about theoretical knowledge but especially they have valuable practical skills. Therefore, we believe it would be beneficial to include into the Guidelines the examples of good practices that have been proven successful. When drawing up the Guidelines it is necessary to pay special attention on how to perceive problems and adequate reaction on them.

Instructions should be clear, comprehensible and written in unequivocal terms, because it is about work with living and sensitive human beings. A large part of intolerance originates precisely in the inability to listen, to consider and to understand each other. If we really want to reduce intolerance we cannot afford ambiguity and confusion in the Guidelines. Teachers, social workers and others who will work with people and deal with this topic should be prepared and equipped not only with the proper expert knowledge, but also psychologically. Therefore, it is also necessary to prepare and conduct such contents and workshops that will prepare and teach trainers how to recognize, understand and react in conflict situations. Sociology and Psychology can help us a lot. Scholars from these disciplines are engaged a lot in the exploration of conflict situations and looking for answers how to overcome them. Especially today, when we are searching for sources and looking for answers to the extremisms and violence of all kinds.

We need to be very specific in Guidelines about what actually is tolerance. What is intolerance? How to recognize intolerance? Actually it has many faces. Nowadays people mostly think it is just about racism, religious, political or ethnic issues. Then we can quickly fall under such a silly and a paradox statement as this one is "I hate racists and Gypsies". To ourselves, we need to put a following philosophical question: "Can we be tolerant toward intolerance"? The answer is a strong NO! We will not tolerate intolerance! Otherwise we will entangle into fruitless discussion and polemic that does not lead to the desired result. Therefore, future trainers should not tolerate every stupidity one says and should avoid their sanctimonious attempts to understand and take into account every even harmful statement or behaviour just because it is about other person, and we are living in free country, and so everybody has the right to...

At the intolerance it is not just about rejecting persons of other skin colour or religion but it is reflected also or even primarily in everyday life toward "our own" people; toward parents, children,

older people, neighbours, classmates, co-workers, other sexually oriented, disabled,... and exactly this is what we need to be most attentive to - especially in school. Why? Because primary socialization is the main factor that shapes man's worldview and attitude towards himself and others in the first place. Later it is difficult to overcome deeply rooted beliefs. And although school is no longer a place for primary socialization, it is still institution dealing with young people and can have a major influence on them. It still can change and shape a certain way of thinking. And therefore it would be good idea to involve children and their parents into training programs dealing with issues of tolerance and intolerance of all kinds. That is something we should take into account when thinking about guidelines.

Of course adults require a different approach. Here it is necessary to understand more about their social psychological factors, detect upcoming conflict, and understand that adults have a whole series of problems they are daily grappling. The blame for this can be quickly passed on to others. Here we can use a whole range of well and thoughtfully prepared solution and many of them base on already mentioned good practices.

But do not delude ourselves; there will always be conflicts between people, misunderstandings, stereotypes and prejudices. Nevertheless let us try to eliminate and mitigate the worst consequences. Stereotypes can be eliminated or at list reduced by a thoughtful and argumentative way. In order to achieve this it is necessary to get to know each other better, to learn about ourselves in the first place and then learn how to listen one another, to raise empathy. Preparation of all five provided themes for Guidelines depends on it.

5.2 Resources that can be used after adaptation

- Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v republiki Sloveniji Sprejeto na kolegiju ministra Maj 2007
- Andreja Barle – Lakota, Urad za razvoj šolstva, Ministrstvo za šolstvo in šport
- http://www.google.si/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKEwjv-9mkqt7NAhVCrRQKHRiCCH4QFggyMAQ&url=http%3A%2F%2Fwww.mizs.gov.si%2Ffileadmin%2Fmizs.gov.si%2Fpageuploads%2FAktualno%2FStrategija_vkljucevanje_priseljencev_2007.doc&usg=AFQjCNGI-6sdRrW8EnFKGp9HlcHDLGK5Bw
- PREPLETANJA : didaktični priročnik za medkulturno vzgojo brez meja / [avtorji dejavnosti Roberta Altin ... et al.] ; zbrali in uredili Nives Zudič Antonič, Anja Zorman ; [prevod v slovenščino Neva Šečerov]. - Koper : Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2014
- Medkulturne kompetence v izobraževanju odraslih [Elektronski vir] / Natalija Vrečer (ur.). - Ljubljana : Andragoški center Republike Slovenije,2009
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5.3 Resources that need to be elaborated within the project

Certainly this Guideline, materials for workshops, seminars, manuals, promotional materials, evaluations, reports, good practice examples, national, UNESCO and EU legislation.

6 Conclusion

In more recent time, actions have been taken to some extent to incorporate related DTRP issues in the training of teachers (through continuous training activities developed by Slovenian Institute for adult education).

Our participants in the focus groups and interviews believe that the open educational resources that will be easily accessible for all formal and non-formal educators will prompt or, at least, support the exploration of DTRP in the class room or learning room. They stressed out their willingness to attend such trainings. Non-formal learning is very popular also in Slovenia and, given the obstacles faced with the formal educational system, the non-formal environment seems more interesting for being a starter of changes or new implementations of educational programmes dealing with DTRP.

Of course, formal educational systems offered on national level should also be taken into consideration. Efforts should be made to incorporate DTRP, as we can clearly see the lack of mentioned competences and skills for teachers on all levels of educational platform.

Intercultural competence does not refer to expertise on the article that teacher teach, because it is naturally that teacher needs intercultural competence. This competence refers to knowledge about the world in which we live. Teacher needs to find out from where the students are and about the situation in their country. He needs to find out as much as possible about their religion, about their status in our country, if they are just economic migrants or do they flee for life. By doing so teacher must be very careful; not ask too personal questions and to be intrusive. He has to figure out their learning styles also. There are a lot of unpredictable situations in school and so teacher does not know how the group will function and which problems will arise. There is more unclarity in the multicultural groups. Teacher should be very tolerant toward unclear and unpredictable situations. He has to be very flexible also. He has to be able to manage cultural differences between students as differences between faster and slower pupils, children with different linguistic skills, and different knowledge level and with various cultural backgrounds. Such teacher will include various skills in the session from different cultures and by doing so he will reach his own knowledge.

It is also important that a teacher has a strong personal identity. Teacher that is aware of his own identity will not feel threatened by others. He should also be open for new skills. Openness is crucial condition for teaching. Teacher has to take into consideration different opinions and avoid judgements about other cultures. Highlighting similarities instead of differences between cultures is a good strategy as well as compliance with other values. Teacher should also be prepared to request his own values. He should not be ethnocentric or understand the values of his own culture to be superior. He should act ethically, be tolerant and be patient when multicultural communication appears. He has to be devoted to his job, because his enthusiasm can help to overcome the obstacles and lack of motivation. It is important that teacher has interpersonal and social skills for work with multicultural groups. He should understand cultural diversities as something positive. He has to pay attention that everybody in the class can express themselves freely.

Empathy is the most important intercultural skill. If we cannot identify ourselves with members of other cultures, we cannot understand them.