

# PROGRAMME CONCEPT NOTE

## SLOVENIA

EEA and Norwegian Financial Mechanisms 2014 – 2021

Document date: 27.08.2018

Version No: 03 / Updated: 3.4.2019

### Basic information

**Programme title:** *Education, Scholarships, Apprenticeships and Youth Entrepreneurship*

**Programme Area :** *Education, Scholarships, Apprenticeships and Youth Entrepreneurship*

*Work-life Balance*

*Good governance, Accountable Institutions, Transparency*

**Area(s) of support:** *PA no. 3: Education, Scholarships, Apprenticeships and Youth Entrepreneurship*

*Institutional cooperation at all levels of education between donor and beneficiary countries*

*Enhancing the quality and relevance of education and training in the beneficiary countries at all levels of education*

*Cooperation and partnerships between education, research and the world of work*

*Traineeships*

*Youth entrepreneurship*

*Improving adult participation in lifelong learning*

*Professional development of teachers*

*Higher education student learning mobility and staff mobility between donor and beneficiary countries*

*PA No. 4: Work-life balance*

*National strategies, systems and policies to promote work-life balance and gender equality*

*Women's economic empowerment*

*Child-care policy, aiming at affordable, good quality and accessible child-care*

*Social dialogue*

*PA no. 16: Good governance, Accountable Institutions, Transparency*

*Institutional capacity-building*

*Delivery, accessibility and quality of public services*  
*Accountable, inclusive and transparent government*  
*Cooperation between government and civil society*

**Special concerns in the MoU:** *Norwegian MoU: The programme shall support, inter alia:*  
*Pilots and models for developing systemic solutions in enhancing competences of teachers, professors and other academic staff*  
*Improved cooperation of stakeholders on local, regional and national level*  
*Measures for easing transition of pupils from school to labour market*  
*The programme shall include measures to improve work-life balance, with an emphasis on women's economic empowerment*  
*Cooperation with Norwegian entities and international organisations at project level shall be encouraged*  
*EEA MoU: The programme shall include a scholarship component, organised as a small grant scheme. The scholarship component shall support student and staff mobility in higher education and vocational training. Management of the small grant scheme may be subcontracted to the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS).*

<b>Programme Grant:</b>	<i>Total</i>	€ 13,500,000
	<i>EEA Grants</i>	€ 1,500,000
	<i>Norway Grants</i>	€ 12,000,000

**Programme Operator:** *Government Office for Development and European Cohesion Policy*

**Donor Programme Partner(s):** *The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku)*

*National Agency for International Education Affairs (AIBA)*

**Other Programme Partner(s):** *N/A*

## Programme description and justification

The objective of the programme is to **enhance human capital and knowledge base** and comprises six outcomes.

**Outcome 1** is focused on improvement of institutional cooperation at all levels of formal and informal education and on enhancement of skills and competences of teaching and non-teaching staff to introduce effective teaching practices helping learners attain 21<sup>st</sup> century skills.

**Outcome 2** is centred on improving skills and competences of staff involved in mobility and institutional cooperation between Slovenia and Donor States and strongly supports the Outcome 1.

**Outcome 3** focuses on improvement of education and social environment to support disadvantaged groups, in particular persons excluded from any employment, education, training or social support, youth and precarious workers.

**Outcome 4** promotes improvement of work-life balance through development of local systems supporting WLB, primarily child care and elderly care, and generation of WLB and gender equality organisational culture.

**Outcome 5** addressed the improvement of good governance and cooperation skills in provision of child victim services. **Outcome 6** is a horizontal bilateral one that aims at enhanced collaboration between Slovene and Donor State institutions involved in the programme.

*PA3 – Education, Scholarship, Apprenticeship and Youth Entrepreneurship* will be primarily addressed through Outcomes 1-3, mainly through promotion of institutional cooperation at all levels of education between Slovenia and donor countries, mobility, activities supporting the relevance and quality of education and training, professional development of teachers, and linkages between education and training and the world of work and youth entrepreneurship.

*PA4– Work-life balance* will be addressed by Outcome 4 through raising the awareness of organisations on the challenges and solutions as well as through development of concrete product and services.

*PA16– Good governance, Accountable Institutions, Transparency* will be primarily addressed by Outcome 5, which will be implemented through a pre-defined project, however contribution is expected also from other outcomes.

### 1. Needs and challenges the programme will address

With a low rate of early school leaving (4.9 % in 2016) and high share of tertiary attainment (44.2 % in 2016), Slovenia has a highly educated population and has already met its national targets under the Europe 2020 strategy.<sup>1</sup> Despite these achievements, there is room for improving the **relevance and quality of education**.

The programme will primarily address challenges and needs related to **developing the knowledge and skills for a high quality of life and work**, the objective set by the Slovenian Development Strategy 2030. Learning for and through life is the central strategic orientation of the strategy. An effective and high-quality education system designed to prepare individuals for successful work and life and participation in society is the basic condition for a competitive economy and social wellbeing. Today structural discrepancies remain between the workforce supply and demand, which result from gaps between the acquired knowledge and skills and the various needs of employers. The transition from education to work is also more challenging due to weak connection with the world of work during education, especially in general secondary and tertiary education, while re-introduction of apprenticeships in vocational education is underway.

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<sup>1</sup> Education and Training Monitor 2017 Slovenia, European Commission.

While there is no definite answer to what skills are most essential for economic and social success in the future, it is likely that people will need to develop a portfolio of cognitive, socio-emotional and discipline-specific skills that equip them to learn throughout life, interact effectively with others, and solve complex problems.<sup>2</sup> The Slovenia 2030 strategy set directions in treating lifelong learning and training as values that improve creativity, innovativeness, critical thinking, responsibility and entrepreneurship in educational programmes at all levels, in developing knowledge for skills and work and promoting the concepts of sustainable development, active citizenship and ethicality as educational principles. Further, it aims at ensuring efficiency and quality at all levels of education, at encouraging marginalised groups to participate in education and learning to ease transition onto and survival in the labour market, reducing the risk of social exclusion, and at promoting the development of science and research and linking the education system to economy.

In order to address above, Slovenia needs to **empower and equip teachers and trainers, non-teaching staff and policy makers at all levels of formal and informal education** with competencies to apply teaching models and practices that will effectively support learners in developing 21<sup>st</sup> century skills. Motivating students to effectively engage in learning requires a creation of safe, open and innovative, creative and student-centred learning environment. The Ministry of Education, Science and Sport already commenced several initiatives through European Social Fund aiming at building competencies of educators, e.g. in ensuring safe learning environment, raising digital competencies of teachers and introducing innovative and flexible learning approaches in education. Integration of transversal skills in education processes and multiplication of good practices across education and training institutions should be further enhanced.

The Resolution on National programme of higher education 2011– 2020 recognised **internationalisation as an important element supporting the quality of education**. The programme set an objective that at least 20 % of students should participate in international mobility for at least one semester by 2020. Strengthening of the internationalisation potential and through that the quality of educational system, not only in Higher Education (HE), but especially in school sector, where the internationalisation is less obvious as a quality factor, is at focus of CMEPIUS, the coordinator of the ERASMUS+ programme in Slovenia. Their studies have shown a strong correlation between international activities and their effects on the quality of the educational system. With this programme, support to Slovene institutions and staff with mechanisms not currently available within Erasmus+ programme but have according to studies and experience shown a great impact on the professional and institutional development (study visits, bilateral projects, intensive programmes, etc.) shall be supported.

Slovenia has a relatively good overall performance in education and the economic recovery resulted in significant improvement of the situation in the labour market, especially with regard to youth employment, and yet challenges in **activation of skills and potentials of specific groups** remain.

By estimate of the Ministry of Labour, Family, Social Affairs and Equal Opportunities, 9 % of the young aged 15-26 years is not in education, training or employment (NEET), nor are they included in any social systems measures, while during the financial and economic crisis the share even doubled. NEET are an EU wide challenge and Slovenia needs to develop effective approaches in addressing this problem at national level, as existing social activation measures do not reach out to this group.

In less dynamic environments, like smaller towns and rural areas, the support environment for identification of one's potentials and their activation in the labour market are weaker than in larger cities. The cooperation potentials between training, education, business and community actors in ensuring a more stimulating support to boosting potentials of the young people are not sufficiently activated. In the Global Entrepreneurship Monitor (GEM) report 2016/2017 the

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<sup>2</sup> OECD Skills Strategy Diagnostic Report for Slovenia 2017.

entrepreneurship education in Slovenia scored below the EU average. Efforts to promote entrepreneurship especially in primary schools are under way.

The young people are often employed under non-standard and precarious contracts, they are also overrepresented in involuntary part-time work and lower wage jobs (Country report Slovenia 2018, EC). Precarious workers in Slovenia are faced with increased social security risks and business risks compared to regularly employed workers, many are unaware of their rights and often lack information on various administrative and tax related issues. Above average share of precarious workers is characteristic for culture and creative industries sector.

**Reconciliation of work and life** responsibilities is closely related to the quality of life and participation of women and men in the labour market. The Resolution on the National Programme for Equal Opportunities for Women and Men 2015–2020 aims at increasing social responsibility and providing support services to facilitate balanced work and life. Challenges exist especially for the young families and employed men and women responsible for the care of their elderly relatives or persons with special needs. Although some good practices exist, like ‘Family friendly enterprise’ certificate, further advancing of the organisational culture in public and private entities in work-life balance (WLB) and gender policies is needed.

Enhancing human capital in the area of good governance is a horizontal challenge for Slovenia. Its performance in developing, activating and using skills depends on **relevant actors and policies working together as a coherent, mutually reinforcing skills system**. Collaboration across ministries, between levels of government and with stakeholders is critical for ensuring that policies are coherent, effective and efficient.<sup>3</sup> Mainstreaming co-operation and development of leadership skills among education stakeholders were especially highlighted in public consultations.

Mentioned needs and challenges are to a certain extent supported by the measures funded by the European Social Fund and ERASMUS+ programme, while EEA and Norway grants will complement them and help address those that have not yet been (sufficiently) tackled.

## **2. Expected outcomes of the programme and their contribution to overall objectives of the financial mechanisms**

### ***2.1 Improved institutional cooperation at all levels of formal and informal education, focusing on skills and competencies for work and life in 21st century (Outcome 1)***

Advancing competencies of teachers, trainers, non-teaching staff and policy makers to promote skills for work and life in 21<sup>st</sup> century into education and training are at the centre of this outcome and will be implemented on the basis of calls for proposals. Through institutional cooperation between education stakeholders in Slovenia and Norway the projects should contribute to creation of safe, creative, open, interactive, innovative and encouraging learning environment and modernisation of teaching and learning approaches.

Bilateral partnerships will be encouraged in a way that in the selection process additional points could be allocated to project applicants who will register projects with partners from Norway. DPPs will support potential beneficiaries with advising on potential project partners in Norway, and through organisation of joint events offering the opportunity for networking and transfer of good practices to beneficiaries and wider stakeholders. DPPs will be invited to participate in the selection process.

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<sup>3</sup> OECD Skills strategy diagnostic report for Slovenia 2017.

Partnerships that would ideally comprise education & training institutions and other actors at local, regional or national level are expected to upgrade the existing initiatives or develop and test new teaching approaches, methods, strategies and practices. The priority should be given to integration of transversal skills into education and training (e.g. analytical and critical thinking, creative problem solving, initiative, creativity), social and civic competences, sense of initiative and entrepreneurship or other skills considered necessary for work and life. Skills and knowledge of teachers to use formative assessment as support to summative assessment should be promoted, as well as the use of effective motivational strategies and approaches ensuring safe and stimulating learning environment. Collaboration with the external community, social and business stakeholders should be promoted to enable learning in real environment (e.g. project-based learning, interdisciplinary learning). Exchange of good practices and cooperation with institutions from Norway should also facilitate peer learning as well as encouraging public discussion with economic, social and cultural stakeholders on the above challenges, including mainstreaming of cross-sectoral cooperation, good governance and accountability in education and training. Integration of successful models in systemic solutions is to be promoted.

Projects are expected to produce and test intellectual outputs, such as new teaching models, teaching methods (e.g. using gamification in learning process) and teaching strategies, etc. Teaching and learning resources, innovative didactical tools, examples of best practices can be produced or transferred and made accessible to wider education community, supported by trained multipliers. Physical learning environment in or outside classrooms can be improved with didactical tools or other equipment necessary to effectively apply the upgraded or newly developed teaching models and methods. Workshops, trainings, round tables, conferences or similar events can be organised in support of peer-learning, public debate and dissemination of project results.

**Expected impact:** The institutional cooperation will help improve capacities of involved institutions to better respond to the needs of today's learners to prepare them for work and life in 21<sup>st</sup> century and thus ease the transition from education to labour market. Teachers and other staff will improve knowledge and skills and gain access to practical teaching and learning methods and resources applicable in their everyday work, what will lead to better quality and relevance of education and improvement of the overall learning environment, with successful models being considered in systemic solutions. Collaboration between education stakeholders at local, regional and national level is also expected to improve.

**Target groups:** Beneficiaries are all types of education and training institutions at all levels of formal or informal education in partnership with other relevant education stakeholders (municipalities, NGOs, business sector, support institutions, research institutions, etc.) involved in project partnerships. End beneficiaries are children, students, adult learners, teachers, trainers and non-teaching staff of the involved institutions.

## ***2.2 Improved skills and competencies of students and staff involved in mobility and institutional cooperation between Slovenia and Donor States (Outcome 2)***

Mobility and institutional cooperation with Donor States (DS) contributes to strengthening of the internationalisation and to increasing the quality of educational systems in Slovenia. The main long-term goal is to empower Slovene educational institutions to integrate the results of international engagement into regular practices and to strengthen institutional and professional development, quality of education and intercultural awareness and European citizenship.

Activities leading to the Outcome 2 will be implemented as small grants scheme and will be subcontracted to the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes - CMEPIUS. The appointment is based on Article 28 of the Public

Procurement Act (PPA) and the Decision on the Establishment of a Public Institution Centre for Mobility and European Education and Training Programs (Official Gazette of the Republic of Slovenia, No. 20/13). CMEPIUS cumulatively fulfils all the conditions laid down in the first paragraph of Article 28 of the PPA for the award of public contracts between persons in the public sector.

Activities will be implemented in close links with the ERASMUS+ programme and other international initiatives coordinated by CMEPIUS (eTwinning, EPALE, CEEPUS and others).

EEA grants will be enlarged also to the school and adult education sector due to the high interest showed at the stakeholders group discussion (AL). School sector will be addressed due to the fact that the earlier children/ pupils are involved in the international cooperation the more students are interested at the HE level to study abroad.

Two types of activities will be supported:

i) Mobility of students and staff (all levels of education) will be structured in 4 types:

- **Group study visits** to Donor states and from Donor States to Slovenia aiming at establishing strong networks between different stakeholders at national and international level. Within planned 6 study visits, at least 2 will be dedicated to VET field (education and world of work).
- Priority will be given also to **young graduates – future teachers** to implement long-term practical (work-based) training abroad as they have practically no such opportunity in Slovenia. Promoting the teaching profession and teaching excellence is one of priorities at EU and national level.
- **Mobility of staff of all levels of education** (from pre-primary school level to adult education) will support their life-long professional development. As in other EU mechanisms the Donor States are not primarily selected for learning mobilities, the programme aims to support the transfer knowledge from DSs into the national educational system.
- **Mobility of HE students** aims at improving professional and personal skills and competencies, such as self-confidence, knowledge of foreign languages, intercultural competences, team work, flexibility, etc. that will empower them for the future work life.

ii) Small partnership projects are aimed at exchanging knowledge and good practice, capacity building and strengthening of institutional cooperation between Beneficiary and Donor States education stakeholders. Priority will be given to **widespread partnerships** – partnerships between different institutions (i.e. schools and cultural institutions or museums, schools and youth organisations; VET schools and companies, etc.), **vertical partnerships** covering more than one level of education (i.e. primary schools and higher education institutions) and within HEI sector, to **intensive programmes** which are not supported within the Erasmus+ programme any more (5-10 days of intense seminars/workshops for staff and students on selected topics). The projects will primarily cover the following topics:

- Modernisation of teaching and learning (new teaching methods and approaches i.e. teaching and learning for real life, outdoor education, gamification etc.),
- Strengthening of competencies for the 21<sup>st</sup> century (i.e. critical thinking, entrepreneurship skills, communication, emotional intelligence etc.),
- Strengthening of intercultural competences,
- Inclusive education,
- Citizenship education including democracy.

Projects are expected to produce intellectual outputs such as teaching materials, learning resources, studies or organise seminars, workshops or trainings at all levels of education. Part

of the projects will also be exchanges of staff and pupils between Donor and Beneficiary States and vice versa.

**Expected impact:** International cooperation is considered a tool for raising the quality of the education system. Mobility for teachers, non-teaching staff and policy makers will contribute to their professional development and improved practices at everyday work, institutional development or annual work planning. HE students will improve professional skills and competencies, including interpersonal, language, communication and intercultural competencies that will help ease transition from education to labour market. Mobility is expected not only to improve professional competencies of the participants, but also enable insight into social and cultural aspects of life in Donor States. Small partnership projects will help strengthen cooperation between the Beneficiary and Donor States institutions and provide opportunities for long-term collaboration and contribute to the openness of Slovene institutions and their visibility locally, nationally and wider.

**Target groups:** Beneficiaries are all types of education and training institutions at all levels of education in mobility projects and partnerships. Partnerships will be established with other relevant institutions (cultural institutions, business, youth organisations etc.) involved in project. End beneficiaries are children, pupils, students, adult learners, teachers, trainers and other staff of the involved institutions.

### ***2.3 Improved support environment for disadvantaged groups (Outcome 3)***

Not all people in Slovenia have equal opportunities to participate effectively in the society and the world of work. While some are not even detected by the social and/or educational systems, the others need further support to improve their existing position in the labour market towards more sustainable jobs or to be able to activate own potentials or entrepreneurial ideas in less dynamic environments.

Bilateral partnerships will be encouraged in a way that in the selection process additional points could be allocated to project applicants who will register projects with partners from Norway. DPPs will support potential beneficiaries with advising on potential project partners in Norway, and through organisation of joint events offering the opportunity for networking and transfer of good practices to beneficiaries and wider stakeholders. DPP will be invited to participate in the selection process.

The programme will support three types of cooperation projects:

i) Support to NEET (persons not in employment, education or training)<sup>4</sup>.

Pilot projects should upgrade the existing or develop new services at local/regional level focusing on support to NEETs. Good practice exchanges among Beneficiary and Donor State organisations should help develop skills and knowledge for identification and animation of NEETs in the field, understanding of their specific situation, provision of activation measures in cooperation with relevant institutions. Expected outputs include good practice exchanges, trainings for mentors and other staff, creation of support services and programmes for NEET (e.g. counselling, mentoring, workshops, trainings, etc.). Activities aiming at raising awareness of the professional and general public should also be supported, e.g. round tables, conferences, or other type of events or other information channels.

ii) Support to the young in less dynamic local environments.

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<sup>4</sup> This group primarily includes persons who remain outside of the education system or the labour market and are not included in any of the social system support. These persons are at risk of severe exclusion and yet the existing support instruments and practices fail to reach them and help in activation of their potentials.

The projects should seek to strengthen employment potentials of the young in areas where the support environment is less developed, such as smaller towns, rural areas, etc. Priority should be given to raising the quality of support services by improving the skills of advisors and mentors working with youth, such as skills for identifying potentials, mentoring and coaching, networking, creative problem solving, innovation, and others). Project activities should focus on capacity building, sharing of good practice, liaison with local business environment and testing practical work with the young in the field (e.g. networking events, workshops, hackathons, mentoring in developing business ideas, specific skills trainings, etc.).

iii) Precarious employment<sup>5</sup>.

The projects should provide common or shared service to help persons in precarious employment better manage their business activities, such as administration tasks, provision of information about the rights and obligations, and others. A wider context of precarious employment in Slovenia should also be analysed, especially with regard to social security and related business risks. Projects are expected to deliver support activities (advising, informing, training) and/or awareness raising and advocacy activities (analyses, round tables, presentation of good practices from donor countries).

**Expected impact:** Projects will help improve the quality of support environment to address and activate potentials of specific groups that are found at a disadvantage and to create more dynamic and connected communities. Competencies of the staff to better understand the needs of users and plan tailor made support will improve. Pilot implementation of projects addressing NEET and precarious workers will also provide relevant findings for the national level institutions to be able to appropriately design systemic support measures and policies in the future.

**Target groups:**

- i) Project beneficiaries are public, private entities or NGOs active at regional or local levels (e.g. youth centres, municipalities, social care centres, training centres), end beneficiaries are service providers (mentors, advisors, coordinators, trainers) and young NEET.
- ii) Project beneficiaries are public, private entities or NGOs active at local levels (e.g. local or regional business support centres and agencies, municipalities, training centres, co-working spaces), end beneficiaries are service providers and the youth.
- iii) Project beneficiaries are public or private entities and NGOs (e.g. organisations representing precarious workers, cooperatives, NGOs), end beneficiaries are service providers, precarious workers.

**2.4 Improved work-life balance (Outcome 4)**

Work-life balance in Slovenia remains a challenge in particular for employed women and men who are responsible for the care for children and/or elderly relatives, especially in the view of the population ageing, shrinking of the work force and longer working age. Two types of activities will be supported:

- i) Improving local services to support work-life balance: the partnerships should seek to upgrade the existing or create new support services or products, focusing primarily on child care and care for the elderly (e.g. additional programmes and services available outside regular working hours, coordinating and combining services for several target groups, several communities, strengthening of volunteering, etc.). The projects should be developed in close cooperation with local institutions and target groups. The expected outputs can include: needs

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<sup>5</sup> Precarious workers in the context of this programme are vulnerable employees, freelancers or self-employed persons who have insecure and usually low paid jobs and few entitlements to income support (e.g. when unemployed or on a sick leave). Precarious employment is characterized by social insecurity, with less entitlements compared to workers employed on the basis of standard contracts.

analysis, service/product/programme development, trainings and mentoring support for the service providers. Didactical tools or other equipment necessary to introduce or upgrade the services or products can be secured within projects.

ii) Developing organisational culture supportive to work-life balance and gender equality policies: the main purpose is to increase understanding within public and private sector organisations on the importance of work-life balance and gender policies (gender equality, career paths, employment in sectors dominated by one gender, etc) and their benefits for organisations. The projects are expected to conduct awareness raising activities, share good practices, provide training and advisory support for the management and/or employees. It is necessary to monitor attitudes and knowledge before and after the project intervention.

For both types of activities bilateral partnerships will be encouraged in a way that in the selection process additional points could be awarded to project applicants who will register projects with partners from Norway. DPP will support potential beneficiaries with advising on potential project partners in Norway, and through organisation of joint events offering the opportunity for networking and transfer of good practices to beneficiaries and wider stakeholders. DPP will be invited to participate in the selection process.

**Expected impact:** Supported projects will help establish closer links and cooperation between employed men and women, parents, institutions and businesses, and service providers at local levels. Better understanding of the actual situation and needs resulting in practical solutions primarily related to child care and elderly care are expected to contribute directly to improved conditions for the employees to balance work and life. The organisations involved in the projects are expected to increase knowledge and understanding of the benefits of WLB and gender responsive measures and how they can introduce them in own organisations.

**Target groups:** Project beneficiaries are public or private entities and NGOs active in addressed sector (municipalities, kindergartens, youth centres, elderly care centres, intergenerational centres, business entities, education and training organisations, etc). The end-beneficiaries are the employed men and women, their families and elderly relatives, service providers in local environments included in projects, managements and employees of organisations involved.

### ***2.5 Improved skills for good governance and cooperation in the provision of child victim services (Outcome 5)***

This outcome relates to the implementation of a pre-defined project. It aims at improving institutional cooperation in the processes and procedures addressing child victims of criminal offence. The best interest of a child is at focus of the multi-disciplinary and inter-ministerial/agency collaboration. Comprehensive services for the child victims and witnesses, and family are to be provided under one child-friendly premise, avoiding further victimisation or re-traumatisation of the child.

The project is expected to adapt the good practice of the Barnas Hus model to the Slovenian context and establish its operation at one pilot location that will be staffed and equipped according to standards. Significant attention will be given to training of the professionals from different institutions involved in the procedures and work with child victims (police, health, justice, social care). The model will be tested in practice, where the support in mentoring and monitoring from a Donor State organisation is vital.

**Expected impact:** The quality of public services for the child victims of criminal offence in Slovenia will improve in particular for the children victims of sexual abuse. The level of specific professional skills as well as skills for inter-agency cooperation of involved institutions will increase. Lessons learned will be shared to other sectors of cooperation. Awareness in

schools and in professional community will be raised. Successful implementation of the pilot project will be the basis for systemic replication of the model in other locations in Slovenia.

**Target groups:** Project beneficiary is the Ministry of Justice in partnership with other relevant institutions. End beneficiaries are the professional staff working with child victims, child victims themselves and their families.

### **3. The process leading to the programme concept note**

During the preparation of the Memorandum of Understanding (MoU), the National Focal Point (NFP) consulted relevant ministries and representative organisation of the regional development agencies (RDAs) on cooperation needs, interests and topics. A workshop was organised in 2017 where potential needs and topics have been discussed.

A public consultation event for the preparation of the Concept note was carried out in cooperation with the Financial Mechanism Office (FMO) and the The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) acting as Donor Programme Partner (DPP) on 4 July 2018 in Ljubljana. The Programme Operator (PO) invited 47 institutions from public, private and civil society sector to participate in the consultation. Beforehand, a short discussion paper summarising findings of the process to date was sent out with the invitation. 43 participants attended the public consultation event, comprising educational and research institutions, ministries, CSOs, regional development agencies, association of municipalities. Findings from the consultation were further discussed with the FMO and DPP. Key ministries were asked for additional clarifications on a need basis. On the basis of collected inputs the first draft of the Concept Note was prepared.

## **Bilateral ambitions**

Bilateral cooperation with the Donor States is an inherent component of the entire programme and shall be addressed in projects contributing to all programme outcomes. Project partners in Donor States will cooperate in the joint development of intellectual outputs, sharing of good practices, exchange visits, trainings, conferences and mobilities. Bilateral cooperation will be strengthened through institutional cooperation and mobility projects under Outcomes 1 and 2. Small project partnerships (Outcome 2) should also seek to provide a basis for follow-up activities through large projects. Sharing of good practices and approaches in addressing specific challenges or support in the development of new services will be encouraged under Outcomes 3 and 4.

Bilateral partnerships to be developed under outcomes 1, 3 and 4 will also be encouraged in a way that in the selection process additional points could be allocated to project applicants who will register projects with partners from Norway.

It is expected that 30 % of all projects within the programme will be implemented with partners from the donor states.

A pre-defined project (Outcome 5) is focusing on child victims of criminal offence and will include transfer of the good practice implemented in Norway and other Scandinavian countries to Slovenia. Engagement of the Norwegian partners in training and mentoring will be essential. The project will be implemented in cooperation with Norwegian entities, such as Diku and/or Barnas Hus in Bergen and Bodø. These discussions will be concluded in the programme agreement phase.

The Education programme will cooperate with two DPPs:

- The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku)

- The National Agency for International Education Affairs (AIBA).

Roles and responsibilities of DPPs in the preparation and implementation phase are defined in the Rules of Procedures of the Cooperation Committee. DPPs already contributed with expertise and advice in the development of the Concept Note and through active participation at public consultation event and bilateral meetings. In the implementation phase, the DPPs will support potential beneficiaries with advising on potential project partners in Norway (for the programme financed by the Norway grants) and partners in Norway, Lichtenstein, Iceland and Switzerland<sup>6</sup> (for small grants scheme projects), and through organisation of joint events offering the opportunity for networking and transfer of good practices to beneficiaries and wider stakeholders. Both DPPs will be invited to participate in the selection process. Their role will be decided in the programme agreement phase. The DPPs have already cooperated with the PO and CMEPIUS in the previous programming period.

The programme intends to use funds from the Fund for bilateral relations. €100,000 is already allocated to the programme from the Fund for bilateral relations. This does not prevent the Joint Committee for Bilateral Funds from allocating additional funds to the programme if needed.

The priorities for the allocation are the following:

- Preparatory visits aiming at project development (this activity is to be carried out by the CMEPIUS), enabling the applicant institutions to establish good and strong partnerships and to discuss contents of future projects personally;
- Exchange of experience and practices in the setting up of the systems and measures to address NEET (mapping, tracking, measures);
- Joint thematic events, such as conferences, group study visits addressing the needs, challenges and solutions addressed by the programme. These will be organised in coordination with DPPs and may include interim events or wrap up event presenting the results of bilateral cooperation and potential for further cooperation.

Any further needs will be discussed with the DPPs and coordinated with the NFP, responsible for the Fund for bilateral relations to be included in respective implementation programmes.

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<sup>6</sup> According to section VI of the Educational Guideline following entities shall also be eligible project partners: VET-institutions in Switzerland, with a specific cooperation agreement with Liechtenstein. Furthermore, with respect to students of Liechtenstein nationality, Swiss universities shall be eligible project partners to the extent that they agree with Beneficiary States partners to engage in mobility activities with them.

## Modalities

The programme will be implemented by way of:

PA		Number of call(s)/ SGS(s)/ PDP(s)	Planned Amount (€) (Per call, SGS, PDP)***	Project grant rate (%)	Eligible applicants	Eligible partners
PA 3	Open call – Outcome 1 NOR GRANTS	1	€ 6,063,862	Up to 90 %	Any entity, public or private, commercial or non-commercial and non-governmental organisations, established as legal person in Slovenia.	Any public or private entity, commercial or non-commercial, as well as non-governmental organisations established as a legal person in Norway or Slovenia, actively involved in, and effectively contributing to the implementation of a project.
	Open call – Outcome 3 NOR GRANTS		€ 3,235,294	Up to 90 %	Any entity, public or private, commercial or non-commercial and non-governmental organisations, established as legal person in Slovenia.	Any public or private entity, commercial or non-commercial, as well as non-governmental organisations established as a legal person in Norway or Slovenia, actively involved in, and effectively contributing to the implementation of a project.
PA 4	Open call – Outcome 4 NOR GRANTS		€ 2,000,000	Up to 90 %	Any entity, public or private, commercial or non-commercial and non-governmental organisations, established as legal person in Slovenia.	Any public or private entity, commercial or non-commercial, as well as non-governmental organisations established as a legal person in Norway or Slovenia, actively involved in, and effectively contributing to the implementation of a project.
PA 3	SGS – Outcome 2 Scheme for mobility and small partnership projects <sup>7</sup>	1 <sup>8</sup>	€ 1,607,844	Up to 100 %	Public or private institutions and private providers holding a concession to implement officially recognised or accredited	Any public or private entities established as legal person in Norway, Liechtenstein, Iceland,

<sup>7</sup> Please see the description under section 2.2.ii

<sup>8</sup> Small grant scheme (Outcome 2), CMEPIUS plans to have only one call for the EEA FM in autumn 2019. If the budget will not be allocated, we will have another one in autumn 2020.

	<b>EEA GRANTS</b>				programmes (all levels of education) <sup>9</sup> and supporting public institutions in education, set up by the state for development, professional support and supervision of national education (28. article ZOFIVI).	Switzerland <sup>10</sup> and Slovenia or beneficiary states and effectively contributing to the implementation of a project.
<b>PA 16</b>	<b>Pre-defined project – Outcome 5 NOR GRANTS</b>	1	€ 1,563,588	100%	The Ministry of Justice of the Republic of Slovenia	Diku, Barnas Hus, Bergen, Barnas Hus, Bodø (TBC)

There will be one joint call for proposals published for the Outcomes 1, 3 and 4 with several deadlines. The projects will apply to a specific outcome. It is also possible that a project addresses one explicit output only. Applications will be submitted electronically via an information system. Under the first deadline for submissions of project proposals, funds will be allocated for outcomes 1,3 and 4. The objective is to support only the best projects, while the remaining funds will be committed under the following deadlines, their number will depend on the quality and number of projects received. If a project is late for a specific deadline, it will automatically be processed at the next one.

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<sup>9</sup> A detailed list of eligible institutions can be reached at the Ministry for Education, Science and Sport web page.

<sup>10</sup> According to section VI of the Educational Guideline following entities shall also be eligible project partners: VET-institutions in Switzerland, with a specific cooperation agreement with Liechtenstein. Furthermore, with respect to students of Liechtenstein nationality, Swiss universities shall be eligible project partners to the extent that they agree with Beneficiary States partners to engage in mobility activities with them.

## Programme objectives and indicators

	Description	Indicators	Baseline	Target
<b>OBJECTIVE</b>	<b>Enhanced human capital and knowledge base</b>			
<b>Outcome 1</b>	<b>Improved institutional cooperation at all levels of education<sup>11</sup></b>	<b>Number of intellectual outputs<sup>12</sup> generated by institutional cooperation</b>	<b>0</b>	<b>30</b>
		<b>Share of cooperating education and training institutions applying new teaching and learning practices</b>	<b>0</b>	<b>85 %</b>
		<b>Level of satisfaction with the institutional cooperation (on a scale 1-5)</b>	<b>Tbd Scale (1-5)</b>	<b>At least 3.5</b>
		<b>Number of institutions which are using the new teaching models, methods and strategies</b>	<b>0</b>	<b>10</b>
Output 1.1	New teaching and learning practices for work and life developed	Number of staff <sup>13</sup> participating in developing and testing teaching models	0	200
		Number of staff trained (providing training for educators on the use of teaching models and methods),	0	15
Output 1.2	Knowledge and good practices shared on advancing skills and competencies in education	Number of peer learning activities <sup>14</sup> carried out	0	16
		Number of participants in peer learning (educators, staff, other education stakeholders)	0	300

<sup>11</sup> Education refers to both formal and informal education (training), while the focus under this outcome shall be put on improving skills for work and life in 21<sup>st</sup> century. The European Reference Framework of Key Competences for lifelong learning identifies 8 key competences, which combine knowledge, skills and attitudes considered as necessary for personal fulfilment and development, active citizenship, social inclusion and employment in 21<sup>st</sup> century. This programme shall focus primarily on key competences, such as social and civic competence, sense of initiative and entrepreneurship, learning to learn and on transversal skills, such as problem solving, critical thinking, creativity, initiative, ...

<sup>12</sup> Teaching models, methods and strategies, learning and teaching resources, didactical tools, etc.

<sup>13</sup> Teachers, trainers, non-teaching staff, and education experts.

<sup>14</sup> Thematic round tables, thematic meetings, seminars, trainings, conferences

	Description	Indicators	Baseline	Target
		Number of professional staff trained <sup>15</sup>	0	60
<b>Outcome 2 (SGS)</b>	<b>Improved skills and competences of students and staff involved in mobility and institutional cooperation between Slovenia and Donor States</b>	<b>Level of satisfaction with the institutional cooperation</b>	<b>Tbd Scale (1-5)</b>	<b>At least 3.5</b>
		<b>Share of students, recent graduates/future teachers who declare improved skills and competencies through mobility</b>	<b>0 %</b>	<b>90 %</b>
		<b>Share of teachers and administrative staff who declare improved skills and competencies through mobility</b>	<b>0 %</b>	<b>90 %</b>
Output 2.1	Mobility of students, recent graduates/future teachers and staff (individual, group study visit) supported	Number of students from beneficiary state in exchanges (disaggregated by gender and DS) <sup>16</sup>	0	50
		Number of recent graduates/future teachers from beneficiary state in exchanges (disaggregated by gender and DS)	0	50
		Number of students from donor states in exchanges (disaggregated by gender and DS)	0	10
		Number of staff from beneficiary state in exchanges (SE, VET, HE and AE sectors) and disaggregated by gender and DS	0	250
		Number of staff from donor states in exchanges (SE, VET, HE and AE sectors) – see disaggregation above	0	30

<sup>15</sup> In leadership, mainstreaming the cooperation, other good governance issues.

<sup>16</sup> We will encourage applicants to put attention on gender balanced participants at mobilities.

	Description	Indicators	Baseline	Target
Output 2.2	Knowledge and best practices shared within small scale projects <sup>17</sup>	Number of joint intellectual outputs created (educational resources and tools) <sup>18</sup>	0	12
		Number of joint events (courses, summer/winter schools, workshops, seminars, etc.) (HE sector)	0	5
		Number of staff from beneficiary state in exchanges	0	40
		Number of staff from donor states in exchanges	0	20
Outcome 3	Education and social environment to support disadvantaged groups improved	Share of involved service providers who declare improved skills	0 %	95 %
		Number of beneficiaries of services provided or improved <sup>19</sup>	0	350
Output 3.1	Support services for the NEET (not in employment, education or training) established	Number of new or upgraded services developed and tested in local environment	0	2
		Number of staff <sup>20</sup> trained to work with NEET	0	20
		Number of inclusive activities (events, workshops, trainings)	0	20
Output 3.2	Support to youth provided	Number of new or upgraded services	0	3

<sup>17</sup> Related to inclusive education, entrepreneurial skills and entrepreneurship, education and culture, education and business/work life.

<sup>18</sup> Target for *Number of joint intellectual outputs created on topics of democracy and citizenships* is 2

<sup>19</sup> Disaggregated by age, NEET status, type of employment – such as precarious workers.

<sup>20</sup> Advisors, mentors, trainers, etc.

	Description	Indicators	Baseline	Target
		Number of staff <sup>21</sup> trained	0	15
		Number of networking, trainings or advisory activities for the young <sup>22</sup>	0	15
Output 3.3	Support environment for precarious workers provided	Number of support services developed (advisory, information, training, etc.)	0	3
		Number of intellectual outputs produced (analyses, information materials, learning materials, etc.)	0	5
		Number of support activities (information events, workshops, etc.)	0	10
		Number of participants reached by awareness raising events (round tables, public debates, conferences, etc.)	0	200
<b>Outcome 4</b>	<b>Improved work-life balance (WLB)</b>	<b>Number of beneficiaries of services provided or improved</b>	<b>0</b>	<b>150</b>
		<b>Number of institutions applying gender equality instruments (or WLB instruments)</b>	<b>0</b>	<b>3</b>
		<b>Share of participants with improved understanding of WLB and gender policies</b>	<b>0</b>	<b>90 %</b>
Output 4.1	Local systems established supporting WLB <sup>23</sup> ,	Number of measures improved or introduced at local level (new or upgraded services, products, tools)	0	3
		Number of professional staff trained (coordinators, mentors, informal carers, animators, etc.)	0	20

<sup>21</sup> Advisors, mentors, trainers, etc.

<sup>22</sup> Workshops, hackathons, practical trainings, company visits, mentoring, etc

<sup>23</sup> The projects should primarily focus on child care and elderly care.

	Description	Indicators	Baseline	Target
Output 4.2	Organisational culture of work-life balance and gender equality generated	Number of participants reached by awareness raising and capacity building activities in organisations (disaggregated by gender)	0	100
		Number of measures adopted in organisations (tools, guidelines etc.)	0	4
<b>Outcome 5 (Pre-defined project)</b>	<b>Improved skills for good governance and cooperation in the provision of child victim services</b>	<b>Number of beneficiaries of services provided or improved</b>	<b>0</b>	<b>80</b> (40 children, 40 parents/guardians)
		<b>Share of professional staff who declared improved skills and competences</b>	<b>0</b>	<b>90 %</b>
		<b>Number of institutions using the Barnas Hus model</b>	<b>0</b>	<b>1</b>
Output 5.1	New or improved cooperation models piloted for child victim services	Number of improved/new services supported	0	1
		Number of pilot projects implemented for child victim services	0	1
		Number of professional staff trained	0	120
		Number of training courses	0	14
		Evaluation report on the pilot implementation	no	yes
		Plan for evaluation and expansion	no	yes
Output 5.2	Awareness raising activities carried out	Number of awareness raising campaigns	0	3

	Description	Indicators	Baseline	Target
		Number of people reached by awareness raising campaigns	0	100,000 <sup>24</sup>
		Number of schools included in awareness raising workshops	0	20
<b>Outcome 6 (Bilateral)</b>	<b>Enhanced collaboration between the Slovene and Donor States institutions involved in the programme</b>	<b>Level of trust between cooperating entities in Beneficiary state and Donor States (scale 1-7)</b>	<b>tbd</b>	<b>At least 4.5 and an increase on the baseline value</b>
		<b>Level of satisfaction with the partnership (scale 1-7)</b>	<b>tbd</b>	<b>At least 4.5, and an increase on the baseline value</b>
		<b>Share of cooperating organisations applying the knowledge acquired from bilateral partnerships</b>	<b>0%</b>	<b>50 %</b>
Output 6.1	Bilateral cooperation activities supported	Number of projects involving cooperation with a donor project partner	0	15

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<sup>24</sup> The estimated number of people that will be reached in awareness campaigns by media (newspapers, social media, etc)

## Grant rate and budget

<b>Programme eligible expenditure</b>	€ 15,882,353
<b>Programme grant rate</b>	85.00%
<b>Total programme grant</b>	€13,500,000
<b>Programme grant – EEA Grants (€)</b>	€1,500,000
<b>Programme grant – Norway Grants (€)</b>	€12,000,000

	<b>Budget heading</b>	<b>EEA Grants</b>	<b>Norway Grants</b>	<b>Total grant</b>	<b>Programme grant rate</b>	<b>Programme eligible expenditure</b>
PM	Programme management	133,333	1,066,667	1,200,000	85.00%	1,411, 765
PA3	Outcome 1	0	5,154,283	5,154,283	85.00%	6,063,862
PA3	Outcome 2	1,366,667	0	1,366,667	85.00%	1,607,844
PA3	Outcome 3	0	2,750,000	2,750,000	85.00%	3,235,294
PA4	Outcome 4	0	1,700,000	1,700,000	85.00%	2,000,000
PA16	Outcome 5- Pre-defined project	0	1,329,050	1,329,050	85.00%	1,563,588
	<b>Total</b>	<b>1,500 000</b>	<b>12,000,000</b>	<b>13,500, 000</b>	<b>85.00%</b>	<b>15,882,353</b>

## **Annex I**

### **Pre-defined projects**

<b>Project title:</b>	<i>Children's House/Barnas Hus</i>
<b>Project Promoter:</b>	<i>Ministry of Justice of the Republic of Slovenia</i>
<b>Project Partner(s):</b>	-
<b>Donor project partner(s):</b>	<i>DIKU (TBC), in cooperation with Barnas Hus, Bergen (TBC) Barnas Hus, Bodø (TBC)</i>
<b>Total maximum eligible project cost:</b>	<i>€ 1,563,588</i>
<b>Project grant rate:</b>	<i>100 %</i>
<b>Maximum project grant amount:</b>	<i>€ 1,563,588</i>
<b>Estimated duration:</b>	<i>24 months</i>

### **Challenges and needs in relation to the programme area and areas of support**

The PDP relates to the PA 16: Good governance, Accountable Institutions, Transparency. The initiative of the Ministry of Justice on the establishment of the Children's House following the Barnas Hus model was supported by the Decision of the Government of Slovenia. It should serve as a flagship example of how the inter-agency cooperation and capacity building contribute to the improvement of the quality of public services. This complex, systemic, interagency and inter-ministerial project in the field of good governance at the state level directly involves five competent ministries, the police, the prosecution service and justice and can be effectively implemented only as a pre-defined project.

Slovenia is a signatory to the United Nations Convention on the Rights of the Child and the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. Slovenia also applies European directives on combating the sexual abuse and sexual exploitation of children and child pornography, and establishing minimum standards on the rights, support and protection of victims of crime. By signing and adopting these documents, Slovenia committed to values, principles and procedures which protect the best interests of the child and are implemented in a child-friendly manner.

Statistical data from various sources (the Association of Centres for Social Work, the Social Protection Institute of the Republic of Slovenia, the Ministry of the Interior, the registry of criminal cases of Slovenian courts etc.) show that, between 2012 and 2016, between 1000 and 1100 of all criminal offences of child abuse occurred in cases of domestic violence in Slovenia, and there were between 218 and 260 convictions per year.

Several competent institutions are involved in the treatment of children regarding whom there is a suspicion of violence, abuse or another criminal offence. The competences and procedures within institutions and for cooperation with other institutions (e.g. interagency/multidisciplinary teams) have been established for all competent institutions (the police, social work centres, educational institutions, the prosecution service, health care etc.). Nevertheless, existing judicial proceedings in the event of suspected child abuse are lengthy and rigid. The process, from receiving the first information on a suspected criminal offence to pre-trial investigations, interviews with the child and court decisions, may take months. This increases the risk of trauma and repeated victimisation of the child. Despite the intention to provide effective treatment and child-friendly proceedings to the greatest extent possible, these are currently not optimal. Interviews with children are usually carried out separately and by a varying number of experts for the same content (criminal investigators, employees at social work centres, clinical psychologists, prosecutors, counsellors at educational institutions, doctors), which increases the risk of trauma and repeated victimisation of the child.

The coordination between the competent institutions and the exchange of information between various experts involved in the process are insufficient. Currently, no protocols exist that enable a child to be interviewed by a qualified person or for the interview to constitute evidence in further proceedings. There is also a lack of qualified experts with specialised knowledge and skills to carry out forensic interviews. Slovenia lacks clinical psychologists that are able to offer therapy for children in cases of sexual abuse as soon as possible. Such therapies are usually provided after judicial proceedings; however, the accessibility of such services across the country is problematic (there is a higher concentration of such services in Ljubljana). Health-care workers are not specially qualified to conduct medical forensic examinations which constitute suitable evidence. Expert workers in primary and secondary schools also lack experience in, and knowledge of, the manner and the whole process of treating children who are victims of crime. Competent institutions provide training of their personnel within their capacities, but there is no systematic or planned approach to building a network of specialised experts. One of the main areas requiring an upgrade of skills and competences is the implementation of forensic interviews. Information on the potential and accessibility of other support services which may be provided by, for example, safe houses, crisis centres for children etc. is scarce.

All these factors have a **negative impact on the quality, duration and accessibility of the process and services for children who are victims or witnesses of sexual abuse or other criminal offences**. The tasks of the institutions involved define their important role in raising the awareness among various target groups about the situation in society in the field of domestic violence, sexually abused children and other criminal offences, and particularly about the recognition of problems and assistance available to victims and witnesses – children and close relatives who are not perpetrators of criminal offences.

**The main needs** in the establishment of the comprehensive treatment of children who are victims of crime in one place following the Barnas Hus model, which are related to good governance and the strengthening of competencies are as follows:

- **Better responsiveness and more effective cooperation** between institutions involved in treating children who are victims of sexual abuse or other criminal offences in a manner that takes into account the primary best interests of the child in practice.
- **Strengthening of the qualifications and capacities** of the competent institutions for interagency cooperation in the field of the treatment and protection of children who are victims of crime.

### **Steps taken to date**

The Ministry of Justice has obtained technical assistance funds from the European Commission (Structural Reform Support Service) and from the Council of Europe to analyse procedures and prepare guidelines for transferring best practice to the situation in Slovenia. Within the preparatory phase, the Government of the Republic of Slovenia established an inter-ministerial working group tasked to provide professionally coordinated and comprehensive implementation of the project. Members of the inter-ministerial working group are senior representatives of ministries, the Supreme Court and other courts, the prosecution service, a non-governmental organisation which assists abused children and women (SOS Help-line), the Association of Centres for Social Work, the Counselling Centre for Children, Adolescents and Parents, the police, and the Ombudsman. The inter-ministerial working group has already actively cooperated with experts of the Council of Europe on the preparation of guidelines, recommendations and the implementation plan for the Children's House/Barnas Hus in Slovenia. In the preparation for the implementation of the project, the following analyses and verification studies have been carried out:

- Interagency Agreement on the establishment of a Children's House (Barnas Hus) in Slovenia, European Union/ Council of Europe joint project: Barnas Hus/Children's House; working material of 11 July 2018;
- National Guidelines for Barnas Hus in Slovenia, 15 July 2018; working material, European Union/Council of Europe joint project: Barnas Hus/Children's House;
- Interagency Agreement on the establishment, operation and evaluation of a children's house (Barnas Hus) in Slovenia, European Union/ Council of Europe joint project: Barnas Hus/Children's House; July 2018.
- Document for the identification of the investment project, Children's House/Barnas Hus, July 2018.

### **Project purpose and objectives**

The purpose of the project is to provide child-friendly justice in accordance with European directives and to improve interagency cooperation in processes and procedures concerning the treatment of children who are victims of crime. according to the Barnas Hus model.

Project objectives:

- To establish and test, at the pilot location, the model of the comprehensive treatment of children who are victims of sexual abuse following the best practice of the Children's House (Barnas Hus), and provide in one place effective interagency cooperation and service for the professional and comprehensive treatment of children who are victims of crime.
- To establish a network of qualified experts and multidisciplinary teams.
- To establish cooperation and enable the transfer of knowledge of, and experience in, the treatment of children and the operation of Barnas Hus children's houses with partner organisations in other countries.
- To raise awareness of the competent institutions, target groups and broader public of the problem and the accessibility of assistance for children who are victims and witnesses of crime.

### **Target groups and end-beneficiaries**

The target group of the project are institutions responsible for treating children who are victims of crime and are included in the process from receiving initial information on a suspected criminal offence against a child, in the pre-trial investigation and criminal proceedings if they take place, and in the therapy phase. Representatives of the following institutions comprise the target group:

- Ministry of Justice with the Supreme Court of the Republic of Slovenia and the Office of the State Prosecutor General of the Republic of Slovenia;

- Ministry of the Interior with the Police;
- Ministry of Labour, Family, Social Affairs and Equal Opportunities, with social work centres, crisis centres etc.;
- Ministry of Health, with hospitals and health-care centres;
- Ministry of Education, Science and Sport, with the National Education Institute Slovenia and the network of schools; and
- Office of the Human Rights Ombudsman.

The following professional profiles will be included in the project directly through training:

- personnel of the pilot Children's House – 5 persons;
- providers of forensic interviews – 5 persons, 3 of whom from the pilot Children's House;
- therapists/clinical psychologists, sociologists – 10, 3 of whom from the pilot Children's House;
- doctors/paediatricians, adolescent gynaecologists – 10 persons;
- prosecutors, judges, attorneys/counselors – approximately 15–30 persons;
- expert workers at social work centres, secondary and primary schools – 30–60 persons;
- representatives of ministries and institutions involved in the interagency partnership for the Children's House – min. 10 persons.

Primary end-beneficiaries of the Children's House are children who are victims of crime and/or witnesses of crime – sexual abuse (Articles 170–176 of the Criminal Code). Secondary end-beneficiaries are family members who are not perpetrators of criminal offences, such as parents, guardians, siblings. This group is very important, since they are regularly informed of proceedings, and provided with counselling and crisis support.

The establishment of the Children's House model in Slovenia will facilitate the establishment of suitable protocols which will improve the responsiveness and quality of procedures for treating children who are suspected victims of crime, whereby the model will be adapted to Slovenia's needs, and provide effective communication and cooperation between the competent institutions, putting the best interests of the child/victim or child/witness to the forefront. Procedures will take place in a child-friendly and safe environment in order to obtain the child's narrative in professionally managed interviews which will be recorded and valid as evidence in further proceedings. This will prevent children from being constantly questioned by various institutions, reducing the risk of re-traumatisation. The pilot implementation enables the institutions involved to recognise the advantages, deficiencies, and specific needs and improvements in cooperation processes between institutions and suitable actions.

With improved organisational processes, the pilot establishment of the Children's House will also strengthen the competences of specific experts (criminal investigators, clinical psychologists, prosecutors, doctors, social workers) involved in treating children who are victims of crime, particularly in fields for which training is not available in Slovenia or is insufficient (e.g. the implementation of forensic interviews with children of various ages who were victims/witnesses of crime, particularly in the field of sexual abuse, forensic medical examinations etc.).

## **Measures and expected outputs**

Set of activity	Description of activity	Achievement
WP1: Project management	<p>A1.1 Coordination, monitoring and reporting</p> <ul style="list-style-type: none"> <li>- Substantive management and project coordination (project partnership, inter-ministerial group)</li> <li>- Preparation and implementation of all required public tenders</li> <li>- Financial and administrative project management</li> <li>- Preparation of reports and requests</li> <li>- Risk monitoring and management</li> <li>- Other management tasks</li> </ul>	<p>Employment (project manager, administrator, partner coordinators)</p> <p>Semi-annual requests with interim reports</p> <p>Final report</p>
WP2: Furnishing and establishing premises	<p>A2.1 Furnishing and establishing the Children's House</p> <ul style="list-style-type: none"> <li>- Selection of the house and signing of the lease agreement</li> <li>- Small-scale arrangement works if necessary (e.g. painting, soundproofing of the interview room, ramps/devices/aids for the access of persons with physical disabilities)</li> <li>- Purchase and installation of furniture</li> <li>- Purchase and installation of technical equipment (recording equipment, computers, medical equipment, other technical equipment)</li> <li>- Aids: medical, therapeutic, didactic and small supplies required for launch</li> </ul>	<p>Set of technical equipment</p> <p>Set of furniture</p> <p>Set of aids</p>
WP3: Training	<p>A3.1 Coordination and organisation of training and mentorship</p> <p>-</p>	<p>Reports on performed training</p>
	<p>A3.2 Training for forensic interviews</p> <ul style="list-style-type: none"> <li>- Basic training, and</li> <li>- Advanced specialised training with certified institutions</li> </ul> <p>Target group: forensic interview providers among personnel at the Children's House and representatives of other institutions (e.g. the police)</p>	<p>basic and advanced training</p>
	<p>A3.3 Network training for interagency cooperation – uniform training for effective interagency and interdisciplinary cooperation of all stakeholders</p> <p>Target group: participants in the Children's House network – clinical psychologists, criminal investigators, prosecutors, judges, attorneys, doctors, social workers</p>	<p>training in Slovenia</p> <p>Material</p>
	<p>A3.4 Training of the network of therapists in support during crisis events and counselling during traumatic events</p> <ul style="list-style-type: none"> <li>- Target group: therapists of the Children's House and external therapists who provide assistance to the personnel of the Children's House in the event of lengthy therapies, replacements and at remote locations</li> </ul>	<p>training in Slovenia</p> <p>Material</p>
	<p>A3.5 Training of doctors in forensic medical examinations</p> <ul style="list-style-type: none"> <li>- Target group: doctors (paediatricians, adolescent gynaecologists) who carry out forensic medical examinations</li> </ul>	<p>training sessions in Slovenia</p> <p>Material</p>
	<p>A3.6 Study visit and practice at Barnas Hus Norway</p> <ul style="list-style-type: none"> <li>- Target group:</li> <li>- Representatives of key interagency stakeholders included in the Children's House network in Slovenia Personnel of the pilot Children's House in Slovenia –</li> </ul>	<p>study visit</p> <p>+</p> <p>practice for Barnas Hus staff</p>
	<p>A3.7 Seminars for other experts in contact with children who are victims and witnesses of crime/sexual abuse</p> <ul style="list-style-type: none"> <li>- Target group:</li> <li>- Prosecutors, attorneys/counsels, judges (15–30)</li> </ul>	<p>Few 1-day seminars</p>

Set of activity	Description of activity	Achievement
	<ul style="list-style-type: none"> <li>- Social workers, special educational needs teacher, teachers (30–60)</li> </ul>	
	A3.8 Preparation of a manual with protocols for coordinating services	Manual Dissemination to all competent institutions
WP4: Pilot establishment and operation of the Children's House	<p>A4.1 Establishment of processes, launch and pilot operation of the basic group</p> <ul style="list-style-type: none"> <li>- Preparation of acts and establishment of a legal person that carries out pilot establishment and operation</li> <li>- Establishment of internal processes and steps</li> <li>- Establishment of procedures/protocols and communication with competent services in Slovenia</li> <li>- Commencement of operation (in the pilot phase, the Children's House deals with cases of sexual abuse of children)</li> </ul>	<p>Gradual introduction – 12+3 months</p> <p>Established and functional legal person – Children's House</p>
	<p>A4.2 Mentorship in the launch and establishment of the Children's House</p> <ul style="list-style-type: none"> <li>- Mentorship is carried out by personnel of project partners from abroad – regular short online meetings, regular assistance and counselling</li> <li>- 3 visits during pilot implementation: upon the launch, in the middle and upon the conclusion of the pilot operation</li> </ul>	<p>2 mentors</p> <p>Professional assistance and guidance throughout pilot implementation</p>
WP5: Raising public awareness and communication	<p>A5.1 Awareness-raising and prevention campaigns</p> <ul style="list-style-type: none"> <li>- Preparation of the communication plan for a campaign (objectives, target groups, messages, communication channels and tools, timeline, finance, media sponsors)</li> <li>- Preparation of information and promotional material (video clips, t-shirts, leaflets)</li> <li>- Implementation of campaigns (online, advertising, presence in media)</li> <li>- Implementation of presentations and workshops at schools (primary and secondary schools) for teachers and parents</li> </ul>	<p>3 campaigns (2019, 2020, 2021)</p> <p>20 schools included in workshops</p> <p>Over 100,000 people reached through advertising in the media</p>
	<p>A5.2 Communication of the project</p> <ul style="list-style-type: none"> <li>- Establishment of internal communication between partners (project group) and with the inter-ministerial group (information, access to material, records etc.)</li> <li>- Regular information to partners and target groups (training participants, competent services, professional organisations, non-governmental sector etc.)</li> </ul>	<p>Online newsletter</p> <p>Website</p> <p>All partners regularly informed of project activities</p> <p>Experts and laypersons informed of the project</p>
	<p>A5.3 Public presentation</p> <ul style="list-style-type: none"> <li>- Organisation of a presentation to present the outcomes of the pilot operation of the Children's House to experts and laypersons</li> </ul>	<p>Event</p> <p>different participants, publications in the media</p>
WP6: Evaluation	<p>A6.1 Evaluation of pilot implementation</p> <ul style="list-style-type: none"> <li>- Regular monitoring (quantitative, qualitative) and follow-up</li> <li>- Short interim evaluation</li> <li>- Preparation of a disposition for final evaluation (existing operation, recommendations for future operation, including options to expand to other locations)</li> <li>- Collection of information, analysis, assessment/regular and final</li> <li>- Preparation of conclusions and reports</li> </ul>	<p>Interim evaluation report</p> <p>Final evaluation report</p>

Set of activity	Description of activity	Achievement
	<p>A6.2 Programme of further operation and development/expansion of the children's house network</p> <ul style="list-style-type: none"> <li>- Selection/identification of programme authors of further operation and development (the inter-ministerial group participates as a consultative body/author)</li> <li>- Preparation of the programme of the operation of the Children's House in the next few years on the basis of evaluation recommendations</li> <li>- Identification of needs and potential to expand the children's house concept to new locations while taking into account the outcomes of evaluation</li> <li>- Identification of the vision and objectives of development, priorities and the 2021–2027 realisation action plan (establishment of the management of existing and new locations, location establishment plan, financial plan)</li> <li>- Provision of sustainable operation and financing of the activities of the Children's House after the conclusion of the project</li> <li>- Discussion about, and adoption of, the programme by the Management Board of the Children's House</li> </ul>	<p>Approved programme of further operation and development of the children's house network</p>

### **Expected outcomes**

The project will improve competences for cooperation between and within sectors and at all levels and contribute to better management of human capital. It will enhance the knowledge of experts of various profiles and enable them to obtain knowledge and experience which will be useful in their work and is not provided within general secondary or tertiary education. Raising the awareness of experts and laypersons will strengthen the competences of employees in education, which will contribute to a safer, healthier and more stimulating school environment.

The treatment of children who are victims of crime and involved in proceedings, which are normally focused on adults and are not child-friendly, will also be systemically changed. A system will be established which will take into account the guidelines of the Council of Europe and the European Commission on child-friendly justice, in which the best interests of the child come first and children have the right to express their opinions. All the efforts of the Ministry of Justice comply with the principles and provisions of the United Nations Convention on the Rights of the Child and the European Convention on the Exercise of the Children's Rights and, in particular, aim to realise the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse.