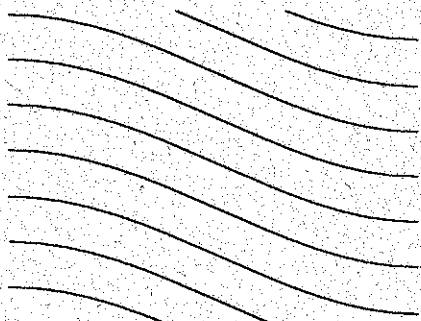


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



SPRING 1995

▲ SLOVENIA - DISCOVER IT ● At the Cross-Roads of Three Cultures ▲ SAEC EVENTS
● Adult Education in the Period of Transition ● Adult Education as a Factor of
Development of Slovenia ● Training for Life's Assurance Programmes (TLA) for Young
Unemployed Adults ● A Review of the Slovene Adult Education Centre's Educational
Activities of the Past Year ▲ SLOVENE ADULT EDUCATION SCENE ● Visiting Study Circles
● Distance Education- New Educational Opportunities ● Education for the Unemployed in
Numbers ● Acquiring Qualifications in the Certificate System ● Assembly of the Slovene
Adult Education Association

Publisher: Slovene Adult Education Centre. Editor: Peter Monetti

*God's blessing on all nations,
Who long and work for a bright day,
When o'er earth's habitations
No war, no strife shall hold its sway;
Who long to see
That all men free
No more shall foes, but neighbours be.*

F. Prešeren: THE TOAST

Slovene national anthem



PROGRAMME BASIS OF NOVIČKE

- o Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- o We plan to provide the following types of information:
 - description and presentation of events and activities in adult education;
 - development, research and other programmes and projects;
 - information on organisations, their needs, plans and activities;
 - information on policy and strategies of adult education;
 - the latest news in administration and legislation;
 - statistical data;
 - information on forthcoming events, workshops, seminars and conferences;
 - presentations of new books and articles.
- o Novičke will provide brief, concise, objective and unbiased information.
- o Novičke will be published three times a year in English language.
- o Users will receive Novičke free of charge. This is a policy we intend to continue, provided we are able to cover the costs of publishing from the public funds allocated to adult education.
- o Novičke is edited and published by the Information Centre at the SAEC. In charge of the publication are: Vida A. Mohorčič Špolar - head of the Information Centre and Peter Monetti - editor of Novičke.
- o The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 61000 Ljubljana, Slovenija; phone: + 386 61 446 482, fax: + 386 61 445 881; E-mail:

X.400: C=SEAC;OU=GUEST;PRMD=AC;ADMD=MAIL;C=SI;

RFC-822: seac@ GUEST.arnes.si

DECnet: STENAR::LJACRS



SLOVENIA - DISCOVER IT



At the Cross-Roads of Three Cultures

Theatre, film, radio and television

The history of Slovene National Theatre dates back to the time when Slovenia had Vienna as its capital, but its home was Ljubljana. Today, the Slovene state capital can be proud of the variety of theatres: drama, opera and ballet companies of the Slovene National Theatre, Ljubljana Municipal Theatre, Slovene Youth Theatre and a number of experimental theatres of which the best known abroad are troupes which use non-verbal means of expression, mainly movement and dance. There are also drama, opera and ballet companies of the Slovene National Theatre in Maribor, noticeably flourishing recently, and professional theatres perform in Celje, Kranj (at the beginning of the century, it was a professional theatre seating 800), Nova Gorica and Trieste (the latter in Italy); by international agreement which enables and guarantees the Slovene minority their own top quality artistic creativity. Amateur theatre activity is also widespread.

A number of full length movies are made each year in Slovenia, with different themes, from youth movies to genre attempts, though most of them are so-called author movies. Slovene radio and television supplements this production with original drama programmes. In addition to the national radio and television house, which transmits two television and three radio programmes, several local and regional stations have appeared in the ether recently. Private capital is also becoming more and more interested in the media.

Music

There is documentary evidence that the Slovenes brought their own musical culture with them to their new homeland in the 6th century; they already had expressions like "pesem" and "peti" ("song" and "singing"), and from Christianisation (from the 8th century onwards), choral singing was nurtured. Medieval song was created between the 11th and 15th centuries. Monasteries, parish churches and schools looked after melodic and harmonic choral and liturgical singing. By the end of the middle ages, church music had reached a relatively high level and had developed the polyphony of the Europe of the time. Trubar's contemporary, Jakob Petelin-Gallus (1550-1591), whose nickname Carniolus testifies to his birth somewhere in Carniola, was particularly notable.

The music of the late middle ages in Slovenia was linked to the modest circumstances in which the Slovene people and the few nobility lived; the more able musicians went

abroad. In the eighteenth century, the conditions for music had changed in important ways. No more Baroque, but Classicism and a turn to opera - the Slovenes were among the first to take it over from the Italians. The first Slovene opera was written at that time, *Belin*, by J. Zupan and F.A. Dev. In 1701, Ljubljana received its *Academia Philharmonicorum*, the forerunner of today's Philharmonia. The house was several times a short stop for important musicians - Beethoven, Mahler, Smetana. In the period of the Romantics (19th century), the most important representatives were Benjamin Ipavec, Fran Gerbič and Anton Foerster; Risto Savin best represents the new Romantics, and in the Modern flow of European music, the measure was set here after in first world war by Marij Kogoj and Slavko Osterc. Among the post-Romantics, mention should be made of Lucijan Marija Škerjanec.

This creativity was interrupted by the second world war, but this period of Slovene resistance - most of the important musicians took part in the resistance movement - fermented musical creativity with a new genuine self-awareness and modern national expression.

After 1945, most composers of the prewar generation continued their work but the intensive and fruitful Modernist efforts of the twenties and thirties were not renewed. Nevertheless, the post-war period can be said to have offered wide possibilities for multi-sided development enriched by contact with contemporary schools of musical creativity in Europe. This is confirmed by names like Primož Ramovš, Lojze Lebič, Jakob Jež, Vinko Globokar..., and is testified by the two opera ensembles (Ljubljana, Maribor), the two central symphonic orchestras (Slovene Philharmonic and RTV Slovenia) and a series of top creative musical artists, including Dubravka Tomšič, Marjana Lipovšek, Irena Grefenauer, the Slovene Octet and others.

Choral singing among the Slovenes is really first class and popular. The meeting of choirs at šentvid by Stična each year brings together several thousand singers of all possible choral forms. The event is social and spiritual at the same time, without awards but nevertheless not without the little competitive goad which has been raising the quality of the singing for more than a hundred years.

Representatives of alternative music and culture, groups like Laibach and Borghesia, which are among the most outstanding exemplars of their musical trends on the world stage, are certainly a specifically Slovene phenomenon. The first group in particular, within in the art movement, *Neue Slowenische Kunst*, marked a new artistic direction which has been followed in different forms by a great part of Eastern Europe.

Visual arts

The most important Slovene fine art can be seen in national institutions such as the National Gallery and the Modern Gallery in Ljubljana, in numerous smaller galleries and salons throughout Slovenia, and three *Forma Viva*: at Seča by Portorož, for stone

sculpture; Kostanjevica by Krka, for wood; and Ravne na Koroškem, for iron. Above all, however, the fine arts mark the environment wherever one goes. Painter and sculptor have been our constant attendant; from anonymous church painters to members of the Radgona school (Janez Aquila); from the Dance of Death in Hrastovlje church, by Janez of Kastav above Rijeka, to the mighty frescoes of the Slovene compatriot from Austrian Carinthia, Valentin Oman; from Romantic landscape painters of Karinger's reputation to the quatro of Impressionists (Jakopič, Sterni, Jama, Grohar). These four, who were a part of the Modern movement, contributed, together with the great name of Ažbe and his Munich school, one of the biggest steps forward in European art and remain today among the most important representatives of Slovene art.

Continuity in this field is also assured with the activities in Ljubljana of the Academy of Fine Arts. Slovene painters are keeping pace with world creativity, as are sculptors, successors to the traditions of Berneker, Zajc, Kalin, Savinšek and many others. All have made their mark on this land, as have Fabiani and Plečnik, architects whose heirs have designed the contemporary Slovene space.

An International Graphics Biennial was initiated in 1955 under the auspices of the Modern Gallery, expanding in 1987 to an international graphic arts center. In addition to architecture, Slovene design has also entered the world in ways which a foreigner might meet without being aware. there are well known chairs designed by Niko Kralj, or you may be phoning from an Iskra telephone, which received many design awards; or at least from its Far East copy. The international ICSID congress held in Ljubljana in May 1992 was also recognition of achievements in the field of design; and fashion in Slovenia has provided plenty of new approaches to give variety to the Slovene lifestyle.


(Taken from: Discover Slovenia, Cankarjeva založba, Ljubljana, 1992)



SAEC EVENTS

Report on the International Conference

Adult Education in the Period of Transition



Dr. Jindra Kulich, Canada, Dr. Zoran Jelenc, SAEC

The conference, held at the Slovene Adult Education Centre in Ljubljana on March 10-11, 1995, grew out of the international research project "State of the Art Study of Research on the Education of Adults in the European Countries" sponsored by the European Society for Research on the Education of Adults (ESREA) carried out in 1993-94. This study forms part of a global project "Adult Education Research: World Trend Analysis" sponsored and supported financially by UNESCO through the Unesco Institute for Education in Hamburg. The ESREA project was carried out in two parts, for Western European countries (coordinated by Dr. Barry Hake, Leiden University, The Netherlands) and for Central and East European countries (coordinated by Dr. Zoran Jelenc, Slovene Adult Education Centre, Ljubljana). Twelve countries participated in the latter project and eleven of them provided national reports (Bulgaria, Czech Republic, Croatia, Estonia, Latvia, Lithuania, Hungary, Poland, Romania, Russia and Slovenia - Slovakia did not provide the report). On the basis of the national reports, supplemented by other available sources of information, Dr. Jelenc prepared a regional overview report. During the work on the project, the coordinator as well as many of the participants in the twelve countries expressed a strong desire to have all the Central and East European and Baltic countries included in the final report. This turned out to be not practically possible within the given UNESCO time frame.

After the official completion of the UNESCO project at a meeting held in September 1994 in Montreal, Canada, the Slovene Adult Education Centre under the leadership of Dr. Jelenc explored ideas and possibilities of continuing and extending the cooperation which was started in the "State of the Art Study". The March 1995 invitational international conference in Ljubljana was the result of these efforts and of successful applications for funding to the Slovene National Commission for UNESCO (which contributed generously to the costs of organizing and holding the conference and to participants' travel costs) from Slovenian government ministries and, in a more limited way, to the Soros Foundation.

The principle authors of reports in the countries which participated in the original research project were invited, and were asked to suggest another person, knowledgeable on adult education structures and policy and administrative decision-making on adult education, as a second participant to be invited from their country. Invitations were also extended to colleagues in Albania, Belarus, Macedonia, Moldavia and Ukraine. Of the seventeen countries approached, all but Albania, Slovakia and

Ukraine were represented at the conference. Dr. Barry Hake, Secretary of ESREA was also invited, and Mr. Jindra Kulich, formerly from the University of British Columbia, an acknowledged expert on adult education in Central and Eastern Europe, was asked to be the conference moderator. All in all twenty-four participants from abroad and five participants from Slovenia took part in the conference.

The stated purposes for the conference, as listed by the organizer, were:

- to stimulate the development of adult education in the Central and East European and Baltic (CEEB) states so that they may find their way out of the crisis in which they find themselves at the present;
- to continue and intensify the study of developmental trends and of adult education in countries in transition;
- to stimulate a comparatively permanent and intensive co-operation among CEEB countries in the development of and in the research on adult education;
- to reach an agreement on institutional solutions required for the realization of the stated aims;
- to reach an agreement on how to strengthen and broaden international co-operation among CEEB countries and on how to intensify their joint activities in the international arena.

These purposes were adopted in full by the participants on the eve before the official opening of the conference.

The work of the conference was carried out in plenary sessions as well as in working groups, which were assigned specific tasks.

The conference opened with welcoming remarks from Dr. Jelenc on behalf of SAEC, Dr. Pavle Zgaga, State Secretary at the Ministry for Education and Sports, and Mrs. Zofija Klemen Krek, Secretary General of the Slovene National Commission for UNESCO (who commended the organizers and the assembled participants on the aims of the conference and who pledged continued support of the Commission for the contribution SAEC is making to international co-operation in the CEEB region). The program of the conference included presentation of the results of the study "Adult Education Research Trends in Central and Eastern European Countries", of the case study of Slovenia covering the SAEC and the Universities of Ljubljana and Maribor, and of two very interesting SAEC development projects (the Study Circle project, and the project "Can you advocate your rights" within the PHARE Democracy Programme). The working groups deliberated on (1) the methodology and process employed in the "State of the Art Study" and its continuation, and (2) similarities and differences in the development of policies, strategies and systems of adult education, and how to create and maintain them.

In the final stage of the conference work, the participants deliberated on recommendations and proposals for future work on the development of adult education in their own countries, bilateral and multilateral cooperation among the CEEB countries in the area of adult education research and development, and co-operation with

countries outside the region and with international organizations. It was agreed that most of the development of adult education in the countries in the region needs to be based first and foremost on self-help. The participants stressed that any co-operation and outside assistance need to be engaged in by all the parties as equal partners.

During the discussion the following points were made (not arranged here in any order) concerning immediate and future needs:

- international network for research and teaching in higher and adult education;
- International Centre for Research and Training in Adult Education;
- regional coordination office/clearinghouse on adult education research and development;
- ESREA network for countries in transition (CEEB countries);
- attention needs to be paid in each country to strategies for development of legislation on adult education and life-long learning and learners' rights;
- expansion of the "State of the Art Study" to all CEEB countries;
- language barriers are a problem in international co-operation - need to consider the use of German and Russian, in addition to English, in the CEEB region;
- inform appropriate bodies of the Council of Europe and the European Union about the recommendations of the conference;
- inform Unesco in Paris and the Unesco Institute for Education in Hamburg about the recommendations of the conference;
- request the Slovene National Commission for Unesco to inform national Unesco commissions in the CEEB countries about the conference and its recommendations;
- regional association for Balkan countries;
- register of on-going and completed research in the education of adults;
- directory of researchers concerned with the education of adults;
- national coordinators/contact persons to facilitate networking and cooperation;
- consider formation of a regional association for adult education for the CEEB countries;
- consider establishing a foundation for adult education in the CEEB region;
- publication of research abstracts/regional research journal;
- summer school for professional development of researchers.

The following concrete actions were pledged by the participants:

- Macedonian colleagues will organize in 1996 in Ohrid a Summer School for adult education in the Balkans; working language will be English
- Estonian colleagues will organize in 1996 an ESREA seminar on the theme "The Role of Adult Education in the Process of European Integration": working language will be English;
- Dr. Krajnc from the University of Ljubljana informed participants about the annual Summer School for Slovenian leaders in adult education, to be held this year June

3-8. The school is limited to 40 participants, but some international observers can be accommodated; working language is Slovene.

Finally, the participants agreed unanimously on the following actions:

(1) To establish an ESREA Network for Countries in Transition.

Dr. Jelenc has already obtained from ESREA agreement in principle. The proposal will be submitted to ESREA Steering Committee in September 1995. Dr. Hake, as Secretary of ESREA, assured participants of ESREA co-operation.

(2) To complete the CEEB part of the European "State of the Art Study".

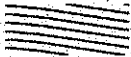
Dr. Jelenc will follow up with participating countries the updating of the national studies and will attempt once more to obtain national studies for countries which did not report thus far. There was unanimous agreement that information obtained originally from Serbia (which had to be eliminated from the UNESCO project due to the UN blockade) needs to be updated and shall be included in the final published report. The deadline for any new information is June 15. After this date Dr. Jelenc will make the necessary additions to his overview report and the SAEC will publish a monograph containing the national reports and regional overview. This publication will be available at the time of the ESREA European Conference in Austria in September. All participants pledged to assist Dr. Jelenc in obtaining information necessary to update and complete the study.

(3) To establish at SAEC a Regional Clearinghouse for Research and Development of Adult Education in the CEEB Countries.

Dr. Jelenc agreed on behalf of SAEC to establish the Clearinghouse and to proceed with implementation of its role (clearinghouse function, facilitation of regional cooperation, etc.) as fast and to the extent that funding and staff availabilities will allow. It was agreed that Dr. Jelenc's will provide the Clearinghouse with leadership, but that its full functioning and success will depend on assistance and cooperation from colleagues in all the CEEB countries.

It can be stated that the conference attained in a great measure all of its stated purposes, and met successfully the need for agreement on the main aims.

The participants at the close of the conference expressed their thanks and appreciation to the Slovene government and the Slovene National Commission for UNESCO for their support of the conference, to Dr. Jelenc for his significant work on the "State of the Art Study" and his leadership in the follow up developments leading to the conference and to the agreements on future co-operation, and to the excellent organizing and management work on the conference by the capable staff of SAEC. Dr. Jelenc thanked the participants for their commitment and hard work during the conference, which assured its success.



Press Conference on a Research Project Adult Education as a Factor of Development of Slovenia

Dr Zoran Jelenc, SAEC

A press conference was held on 13th January 1995 in the premises of the Government of the Republic of Slovenia by the Ministry of Labour, Family and Social Affairs, one of two ministries which commissioned and co-financed a research project entitled **Adult Education as a Factor of Development of Slovenia** (the second is the Ministry of Education and Sport) in order to present the project to the press.

Before the press conference, journalists received information prepared by the project organisers which we wish to present to *Novičke's* readers, too.

The research project, **Adult Education as a Factor of Development of Slovenia**, was carried out by the Slovene Adult Education Centre as the project carrier from 1991-93 and the research report was published in 1994. Part of the project, **Adult Higher Education in Slovenia**, was carried out by the Centre for University Development (Center za razvoj Univerze). The project was co-financed by three ministries: the Ministry of Science and Technology, the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs. The project was led by Dr Zoran Jelenc.

The main topic of the research project was the systemic regulation of adult education in Slovenia.

By employing methods of comparative and empirical research as well as statistical and other secondary sources, the project dealt with research into adult education according to its basic fields and types:

- formal adult education, that is various levels of education: primary, secondary, college and university; with special attention devoted to professional education;
- informal education in all its different forms and contextual versions: general and vocational, continuing professional education and training, basic and continuing education.

The different types and fields of adult education were covered according to a uniform scheme in which we determined the following for each field: the systemic regulation and organisation of education, the educational needs and the forms and methods of education.

When studying the system and organisation we directed our attention towards the legislative regulations, administration, financing, types of organisations and networks and infrastructure activities. While researching the educational needs of adults we concentrated on the methodology for determining and monitoring these needs and

classifying them; where possible we also determined and evaluated these needs. The research of the forms and methods of adult education entailed an investigation of the organisation of providers, education programmes and the manner in which they were carried out.

The comparative method was consistently used throughout the study. The situation in Slovenia was compared with the situation in other countries. Based on critical analysis of the situation in Slovenia we proposed potential systemic solutions and the regulation of adult education in Slovenia in the future.

The research results were published in six research reports:

- (1) THE CONCEPTUALISATION AND SYSTEMIC REGULATION OF ADULT EDUCATION - BASIC DEFINITIONS OF DEPARTURE AND A COMPARATIVE SURVEY OF THE SITUATION IN SLOVENIA (project leaders: Dr Zoran Jelenc and Olga Drofenik)
- (2) PROGRAMMES, FORMS AND METHODS OF ADULT EDUCATION (project leader: Metka Svetina)
- (3) THE SYSTEMIC REGULATION OF VOCATIONAL ADULT EDUCATION (project leader: Angelca Ivančič, MSc)
- (4) ADULT HIGHER EDUCATION IN SLOVENIA (project leader: Bogomir Mihevc)
- (5) ADULT BASIC EDUCATION AND NONFORMAL ADULT EDUCATION (project leaders: Olga Drofenik and Dr Zoran Jelenc)
- (6) ADULT EDUCATION NEEDS (project leader: Vida A. Mohorčič špolar, MSc)

The findings will be useful in the continuation of the conceptualisation and systemic regulation of adult education in Slovenia. They can be used by the creators as well as planners of the policies and system, providers and other participants in adult education including researchers, and they can also be used in international comparisons and studies.

The research findings are a contribution to the development and advancement of the Slovene adult education system. In addition to providing a general basis for systemic regulation they also provide models for regulating and changing the situation.

The research findings were partially used while conducting the study, as they can be used as a whole - after the study was conducted - or in parts. Up to now the following parts of the research project have been used as follows:

- The basic definitions of departure for systemic regulation are already being used in the preparation of legislative documents and systemic solutions for adult education in Slovenia.

- Vocational Adult Education: in the preparation of a new law on vocational education we used the material entitled Definitions and Proposals for the Systemic Regulation of Vocational Adult Education.
- Adult Basic Education: the data on functional literacy in Slovenia is being used in the project for eliminating functional illiteracy and as the startingpoints of departure in carrying out the Training for Life's Assurance Programmes.

The Needs for Adult Education: the methodology for determining the needs was used in the projects in which the needs for adult education were evaluated; among these was also the assessment of the needs for education in companies and other organisations.

The findings will also be useful in the future, particularly in these cases:

- The systemic regulation of issues pertaining to adult education encompassed in the study; both for separate fields of education (e.g. formal, nonformal, higher education, etc.) as well as for systemic fields (legislation, administration, organisation, financing, national programmes, forms and methods, etc.).
- Together with previous research into the system and social position of adult education the research findings from this project will enable the formation of an integral conception of adult education in Slovenia, this is the ultimate synthesis of all research findings to date which we plan to include in the new two-year project entitled the Development and Implementation of an Adult Education System in Slovenia. It also anticipates the operative introduction of certain systemic solutions into practice.
- The theoretical basis of departure for the development of adult education programmes will make it possible to eliminate inappropriate practices which have existed up to now, in which adult education programmes were created by adapting children's and youth education programmes, and to replace this practice by preparing original adult education programmes.
- All the submitted methodology and models (e.g. for determining the needs, development of higher adult education, secondary-level adult education, the national programme, etc.) will be directly applicable either for global systemic regulation or for individual cases.

In addition to this, the research findings will be published and used:

- in thematically organised publications on individual contextual or systemic issues concerning adult education (anticipated in a collection published by the Slovene Adult Education Centre entitled Studies and Researches);
- in national and international professional conferences on issues pertaining to systemic regulation and on particular themes in adult education.

Since the research project is pretty expansive and provides numerous and diversely applicable findings, we will draw up a special plan for putting the research findings into practice. This will also be the subject of the new research and development project entitled the Development and Implementation of an Adult Education System in Slovenia.

In 1995 the findings of the research project will gradually be published in six publications which will enable access to those interested in the fields covered by the research projects.

The following publications are planned:

- ORGANISATIONS FOR ADULT EDUCATION IN SLOVENIA
- THE DEVELOPMENT OF ADULT EDUCATION PROGRAMMES
- VOCATIONAL ADULT EDUCATION
- ADULT HIGHER EDUCATION
- ADULT BASIC EDUCATION
- THE NEEDS FOR ADULT EDUCATION.



Training for Life's Assurance Programmes (TLA) for Young Unemployed Adults

Ester Možina, MSc, SAEC

The Training for Life's Assurance Programmes are intended for young unemployed adults who are under 28 and have less than 10 years of education (i.e. they are aimed at young adults who have or have not completed primary or secondary school or a vocational course), and are without vocations.

This group of young people is in a particularly unfavourable position on the labour market. Without an education and work experience they are not competitive on the market and for various reasons they tend not to enrol in educational programmes. They therefore become categorised as long-term unemployed and "more difficult" to employ. Last June 32% of the young adults aged between 15 and 26 were unemployed, and among these a good third had less than 10 years of education.

The reasons for such a high number of unemployed young people can be found in the social changes of the past few years as well as in some of the characteristics of this group of young people. The economic and political changes in Slovenia have produced new problems for youths aged 15 to 27, this is the age-limit which defines the age of entering secondary school and the age-limit when students generally finish their studies. The changes which have had the greatest negative effect on this group of young people are the following:



- Educational opportunities have decreased considerably (limited enrolment in 40% of secondary schools, a decision on limiting enrolment in two thirds of the study programmes was adopted).
- Employment opportunities have decreased; the number of young unemployed adults under 26 years old has risen from 14,530 in 1989 to 51,519 in 1993; this has increased the interest of young people in pursuing further education, but they are unable to due to their lack of basic knowledge or because they have not been successful in getting accepted.
- Young adults have fewer years of education behind them, they do not have real possibilities to join an educational programme, they find it harder to find employment or paid work, and the opportunities for being active in their local areas are also diminishing.
- Families that managed to appease the economic and social hardships of their children caused by the inappropriate functioning of national institutions before the economic crisis are now in such a bad social position that they can no longer cope with this task.
- Nor can the increasing number of problems which this group faces be resolved by aid offered by institutions which previously managed to control the situation and provide suitable help, nor can these problems be resolved by increasing the number of pupils in certain schools.

In this category of young adults we have traced the following behavioural characteristics and attitudes towards education which will have to be taken into account when planning future educational programmes:

- most of them have a negative attitude towards education and bad experiences from their schooling to date (unsuccessful), that is why they reject any form of education;
- insecurity, fear and lack of independence in their learning, little perseverance in cognitive activities, weak study habits and techniques;
- a lack of self-confidence, strong social control of their behaviour, they are reserved and anonymous, and have a fear of standing out and having to speak out;
- low social position (poor financial circumstances, little self-respect and social influence);
- close social ties with their local environment, but few ties with the higher social strata);
- special uses of literacy, special use of language in their environment (jargon);
- they are unaware that they learn things in everyday life and this is why they do not make use of the possibilities of experimental learning.

THE GOALS OF INCORPORATING YOUNG PEOPLE IN THE TLA PROGRAMMES

The general goal of incorporating young people in the TLA programmes is that they acquire and develop skills and the knowledge of reading, writing (reading, comprehension and creating texts), calculating in everyday usage and social communication, as well as the development of personal traits, standpoints and values which are necessary for life in the changing social environments. Another goal of the

programme is to change the personal orientation of young participants and to improve the effects of this behaviour, and not merely for acquiring various types of knowledge and skills.

THE PROGRAMME IS A NOVELTY AMONGST THE ADULT EDUCATION PROGRAMMES ON OFFER

In the past only school programmes (primary school for adults, training and other programmes of vocational or secondary school education) were available for this group of young people. The TLA programme is the first informal educational programme intended for this section of the Slovene population and it signifies a novelty in the educational programmes available to adults. Its characteristics are:

- it is run by trained teachers following a special programme;
- special study material has been prepared for the participants;
- the programme encompasses 120 hours and can, in view of a particular group's needs, be extended;
- non-school methods of teaching;
- consistent regard of the adult education cycle in planning and carrying out education;
- special non-selective methods of incorporating young adults into the programme;
- non-exclusive methods of evaluating knowledge; this can contribute towards motivation for education and towards young people adopting a positive attitude to education and learning.



A Review of the Slovene Adult Education Centre's Educational Activities of the Past Year

Zdenka Birman-Forjanič, SAEC

1994 is behind us. It was a successful year full of educational activities and we at the Slovene Adult Education Centre are pleased to see that more and more participants have been entering our educational courses with the number dramatically increasing last year.

In numbers this would mean that in 1994 we provided 108 days of education in which 684 individuals participated. (Since we also provide longer forms of education, each participant is accounted for only once; otherwise this figure would be considerably higher - 1245 participants).



Other activities took place within the organisation of the Slovene Adult Education Centre as well (fairs, conferences, events...), altogether 24 days of activities.

Last year there were 21 Friday gatherings and 8 of these were for participants from outside the Centre. These gatherings had large attendance and we plan to continue them in 1995. Once a month participants from outside the Centre will have the opportunity to present their activities.

We have and will continue to do our best to make the participants feel welcome and see that they leave our Centre satisfied, full of new ideas and the desire to continue their education. The education programmes were mainly carried out in small groups and the participants therefore had the opportunity to actively participate and help create a pleasant atmosphere, something that is very important for learning.

If we were to condense the overall educational activities of the past year we could say that we are looking back at 153 days of education which means that an educational activity was organised every day and a half.

Some of the courses that we have prepared and will continue to carry out this year are the following: Educating Teachers for Carrying Out Training for Life's Assurance Programmes, Training for Study Circle Leaders and Mentors, Training for Leaders/Moderators of Education, Adults want an Effective Teacher/Instructor, Effective Communication for Forest Inspectors, Education for Mentors in the Centre of Younger Adults, The Transparency in Adult Education, Video in Adult Education, Effective Communication through Neurolinguistic Programming, The Visualisation of Thought.



SLOVENE ADULT EDUCATION SCENE



Visiting Study Circles

Jasmina Mirčeva, SAEC

After the ceremony of bestowing study circle leaders and mentors with certificates which took place on 23rd November 1994 at the Slovene Adult Education Centre, a new generation of study circles (SCs) began operation. The circles are being led by the mentors and leaders who attended a training course from 23rd May to 10th June 1994 at the Slovene Adult Education Centre and by last year's mentors and leaders who decided to continue their work.

About Wine on St. Martin's Day

In early December 1994 we visited a study circle in Tržič which had an interesting name, About Wine on St. Martin's Day. The study circle meets in the pleasant premises of Kurnik House (the oldest house in Tržič - now the municipal museum). Janez Šter, the SC mentor, and Heda Šivic, the SC leader, captured the members' enthusiasm at a wine fair. Those who showed enthusiasm for this subject at the fair and a readiness for further work became members of the SC. The SC now has 16 members and they meet every Wednesday for two hours.

During our visit the mentor presented a condensed report on the contents of their previous meetings and then one of the members presented an outline of the history of Slovene wines and showed slides of Slovenia's wine regions. After this introduction work commenced in groups. Each group tried to determine which wines were most characteristic of particular regions. They deliberated on the health-giving properties of certain types of wine. At their meeting they also spoke about a forthcoming trip and the reputation of the oldest grapevine in Europe which is cultivated in Maribor. Their meeting was concluded with wine tasting in which they attempted to determine the quality, characteristics and imperfections of each type of wine.

In familiarising themselves with the culture of wine-drinking the SC members use a very colourful palette of learning methods including: lectures, group work, individuals preparing themes on their own, discussions with guests, visits outside the classroom. Of the study tools they have used we could mention: a blackboard, slide-projector, camera, books, articles, wine processing tools and a wine-growing map. They are preparing a video cassette on their work which they will present to the public at the conclusion of the study circle.

Festive December in the Mežiška Valley

Festive December in the Mežiška Valley Study Circle is mainly made up of participants from last year's Home-made Bread - Health Food SC who decided to continue their activities after completing their work in the first study circle. The target group of this circle are primarily members of the Society of Foster Parents at the Social Work Centre in Ravne na Koroškem and others who are interested in the subject. The SC members meet for two hours a week in the conference room of the Social Work Centre under the leadership of mentor Veronika Pesičer.

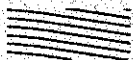
The main goal of the SC members is to gain insight into the history and contents of various traditional festivities in the Mežiška Valley. In relation to this they cover various rituals which are associated with festivities of this kind, they collect old festive cards, postcards and letters from the region, festive recipes and ideas for festive presents. The subject they were dealing with when we visited them was the preparation of the festively decorated fir-tree. The meeting began with a brief game in order to get to know the members. The mentor then presented the history of Christmas or

New Year's Eve trees and ways in which to prepare New Year's Eve decorations. Most of the remaining time was spent on preparing New Year's Eve decorations which they exhibited at an exhibition mounted in the Koroška Study Library on 23rd December. Journalists from the local radio and television stations were invited to the exhibition. In co-operation with the Koroška Study Library the SC members were going to prepare story hours, festive arrangements and small gifts for children. At the end of the meeting they made a plan for their next meeting and each of them was prepared to take on a certain assignment for future work.

How to Substitute Meat with "Meat"

The SC mentor Marjan Trdina animated a group of people who had already become interested in meat-free nutrition, but not sufficiently to go out and read up on the subject, collect recipes and prepare healthy food independently. They collected literature on the topic of healthy nutrition and on the basis of this and advice offered to them by their mentor tried their hand at preparing various dishes made of wheat gluten and tofu. The members also organised a health food tasting. For the end project of their SC they are preparing a pamphlet with instructions on how to prepare gluten and tofu. The learning method most frequently used in the SC is work in small groups.

The contents and activities of the SC were presented by the members in a phone-in programme on Radio Slovenj Gradec.



Distance Education - New Educational Opportunities

Nataša E. Jelenc, SAEC

The Faculty of Economics in Ljubljana is the first higher education institution in Slovenia to decide to carry out part of its study programme (the first year of the Higher Education Business School) as a distance education (DE). The idea was born soon after 1991 when the University Research and Development Centre in Ljubljana began a research and development project entitled Introducing Distance Education (DE) in Slovene Higher Education Institutions. The idea for the project arose from the current situation in Slovene higher education, i.e. the lack of personnel and spatial capacities; year in, year out many students are turned away, even though they deserve



opportunity to study, because there are simply too many students to accept them all. In view of the lower number of part time students* pursuing a degree (in the past year the figure has fallen by half), the large number of dropouts and the outdated conditions which frequently accompany this form of study, distance education also represents an important step towards improving the quality of studying and allowing people who are already employed to study. The project was co-financed by the Ministry of Education and Sport, the Ministry of Science and Technology and the Ministry of Labour, Family and Social Affairs. At the Faculty of Economics, where they have been investing a lot of effort in investigating ways of improving the quality of study, they realised that by introducing distance study, besides improving the quality of study, they could also enable young generations greater access to their educational courses and employed adults of all ages open, more flexible forms of full-time and all forms of continuing education. That is why it was with great pleasure that they accepted the challenge to be the first to carry out trial courses of distance education. At the same time, they were entrusted with an assignment, namely that within the outline of this year's PHARE project they would encourage and help other higher education institutions to opt for the introduction of this form of study.

Preparations for DE have been taking place for over a year now. In November (14th and 15th) the Faculty organised a promotional seminar in order to familiarise the wider public and both Slovene universities with the project and the characteristics of the form of distance education itself.

As well as representatives of the Faculty, the seminar was attended by the minister of Education and Sport Dr Slavko Gaber, Dr Pavle Zgaga and numerous media representatives. DE was presented by renown experts from abroad since this form of study was established over two decades ago and in recent years has been becoming an increasingly important element of higher education. Dr Nick Farnes presented the British Open University which was founded more than twenty years ago and was the first higher education institution in the world to introduce distance education exclusively. Today they have over 200,000 students, with around 130,000 studying undergraduate courses within the framework of full-time study.

Dr Karl Lampikoski from the Helsinki Marketing Institute spoke about the ever greater importance of DE in the world as we approach the second millennium and presented international DE organisations such as EDEN, EADTU and ICDE, the transfer of accreditation and their activities. The Dutch Open University and various DE models which are established in the world today were presented by Dr Ger van Enckevort (one of the initiators of introducing DE in the Netherlands and a founder of the Dutch Open University), who has been working in this field for over twenty years. Dr H.W.G.M. Peer spoke in detail about the Faculty of Economics which is part of the Dutch Open University.

Dr Learegar presented the participants with the project of introducing DE at the Faculty of Economics in Ljubljana, and the seminar was concluded with a panel discussion in which it became evident that there is a lot of interest in introducing

DE in other Slovene institutions as well. The seminar was repeated the next day in a slightly adapted form for representatives of the network of ten study centres developed by the Faculty of Economics for part time students* which will gradually become study centres for DE. Three centres will begin activities in the first year: Nova Gorica, Trebnje and Ptuj.

As we have already mentioned, in the 1995 academic year students will enrol in the first year of the Higher Education Business School and continue their studies in the form of DE until they complete their degree. Gradually other courses of the Faculty of Economics will be included in the DE project. Since the first condition for DE is well prepared material, all the first-year professors convened for a three-day workshop which was led by one of the leading world experts in this field, Dr Derek Rowntree. Dr Rowntree is a professor for the development of education and adult education science at the Education Technology Institute of the Open University in Great Britain. He has been dealing with the development of learning material and study courses for over thirty years and has been employed by the Open University since its foundation in 1970. During this time he has written and published numerous books (over 30), the best known of which are Exploring Open and Distance Learning, Preparing Materials for Open, Distance and Flexible Learning, Teaching Through Self-Instruction, The Effective Manager and others. Throughout his career he has led workshops both for the authors of DE material as well as for DE mentors (tutors) and consultants. The workshop was therefore in good hands and Dr Rowntree will be returning to Ljubljana as a consultant in just a few months when the drafts of the material will be prepared.

In the spring the Faculty of Economics will organise several more seminars (which will also be led by foreign experts) for educating mentors/tutors and consultants without which it would be impossible to imagine the first-rate realisation of DE.

We can justifiably expect that DE at the Faculty of Economics in Ljubljana will be a quality study and that its example will above all be followed by many other faculties in Slovenia.

* Translator's note: *študij ob delu* is an expression which is exclusively found in the education system of former Yugoslavia. It is a form of education for adults who are employed. During the academic course (regardless of the length of the course) the participant or student continues to do their job or takes only a brief leave of absence in order to sit examinations or the like. The student studies in his or her spare time and the term does not apply exclusively to formal education.



Education for the Unemployed in Numbers

Tanja Vilič Klenovšek, SAEC

The unemployed are an important target group in the overall scheme of adult education and through education we help them to either adapt to the needs of the labour market (new demands) and move from being unemployed to finding employment or to overcome the problems that unemployment, particularly long-term unemployment (in December 1994 62% of the unemployed had been jobless for over a year) causes. Here I will not go into detail about the directions which education for the unemployed should take (target groups, types of courses), rather I would like to draw attention to some of the figures of the past year pointing to how the unemployed were receiving education in comparison to previous years.

Here I wish to present data on education for the unemployed which takes place within the framework of employment institutions as "preparation for employment" which is part of the measures of the active employment policy.

The data on incorporating the unemployed in education is presented by employment institutions according to 4 types of education courses:

- 1 - functional continuing education (short-term seminars, courses)
- 2 - formal education - institutions usually only cover the costs of education in the final year of a degree course
- 3 - vocational training with employment
- 4 - vocational training without employment

The following diagram shows how the unemployed were incorporated in education according to these 4 types of courses for 1993 and 1994:

	Number	1993	Number	1994
		% of all unemployed		% of all unemployed
1	9,282	6.8	5,550	4.5
2	2,700	1.9	1,312	1.1
3	3,954	1.5	2,699	2.2
4	2,027	1.5	1,207	0.9
Total	17,963	13.1	10,768	8.7

Source: National Employment Office (RZZ). Report for 1993 and RZZ. Monthly information, December 1994.



The data clearly shows the fall in the number of unemployed incorporated in education in 1994 in comparison with 1993. The data on the education for the unemployed for 1992 can not be shown in the same way, but we should say that in 1992 around 10% of the unemployed received education. The share of the unemployed who received education in 1992 is not markedly greater than in 1994, but we should stress that in 1992, in comparison with 1991, the number of unemployed who were incorporated in education activities doubled and in 1994 the figure decreased by over a third in comparison with 1993. The question is why? In the December monthly report of the National Employment Office one can read that the figures are lower due to limited financial capacities in 1994 during the temporary five-month financing (RZZ, December 1994: 4). On one hand we can understand this situation, yet on the other we in the adult education profession find it difficult to agree with these kinds of limitations concerning a measure which could largely contribute to increasing the employment opportunities for the unemployed and in helping them to overcome many psychosocial problems which are related to being unemployed. Concerning education for the unemployed, we still feel the lack of a national strategy for providing education for the unemployed that would be based on determined needs of the structure of the unemployed (target groups, types of courses, the number of unemployed incorporated in education, and so on) and the national development plans. With 14% of the active population "unexploited" can we continue to deal with education in such a disordered manner?



Acquiring Qualifications in the Certificate System

Angelca Ivančič, SAEC

The preparation of a new conception of vocational education in Slovenia has also raised the question of including nonformal vocational education in the vocational education system. A proposal surfaced for the introduction of a certificate system which, within the system, would enable the assessment and certification of vocational qualifications regardless of the manner in which they were acquired. Qualifications certified in this way would be considered valid on the labour market, but only on the education market after determining beforehand the equivalence of the standards of knowledge with the standards in formal vocational and professional education. The certificate system should above all enable:

- the acquirement of vocational qualifications by adults who have not completed formal education courses;

- vocational advancement on the same educational level by means of supplementing and broadening vocational and professional education;
- the gradual acquirement of vocational education in the procedure of determining the uniformity of the standards and acquirement of a vocational education in stages;
- greater adjustment of education, continuing education and training courses for adults with work needs.

In 1994 on the initiative of the Ministry of Labour, Family and Social Affairs and with the co-financing of the Ministry of Science and Technology and the Ministry of Education and Sport a model proposal for the procedure of acquiring certificates of vocational qualifications was prepared by the Slovene Adult Education Centre encompassing:

- a definition of the certificate system;
- a demarcation of qualifications, vocational education and vocations;
- inclusion of the certificate system in the system of vocational education;
- definition of the basic elements defining the certificate system;
- definition of the basic providers and their obligations and authorities.

The starting points for the preparation of this system were the findings from previous studies in which we studied the basic issues concerning the determination of qualifications, their structure, development and evaluation. We also conducted a comparative analysis of the procedural systems for acquiring qualifications and their certification in certain European countries (Germany, France, Denmark, Great Britain) and Slovenia.

The findings show that this field is quite diversely regulated. There are differences in the division of formal responsibility, access to qualifications, the organisation of evaluation and awarding certificates and their value on the labour market and education market. The economic and social value of the certificates often depends on the body awarding them. Certificates of education which are awarded in the education system are not automatically acknowledged by the employment system.

When the matter concerns the acquirement and certification of the qualification of adults, an increasingly important realisation is that the approaches which are used for young people who have completed compulsory education are not also appropriate for adults. The introduction of new approaches which take into account the special characteristics and potential of adults is encouraged.

The proposed certificate system model is based on the premiss that certificates of vocational qualifications are not a substitute for secondary school certificates and vocational and professional degrees but that they are intended to supplement them. Qualifications verified in the certificate system are an upgrading of formal vocational and professional education when they concern the same vocational or professional field and their broadening if they concern the supplementing of knowledge and skills

from other vocational and professional fields. They can also be more narrowly defined and are limited to certain occupation or tasks in a broader occupational group ensuring vocational education. In this case the qualification units are formed in such a way that they can be verified on the labour market independently. Vocational education or a vocation can also be acquired through appropriate verification and a combination of individual qualification units.

Qualifications are evaluated and verified on the basis of knowledge standards adopted by a body authorised for vocational education on a national level. This guarantees their transferability to different work systems. Representatives of the profession, employers and employees participate in the evaluation and verification of qualifications. The evaluation and verification procedure will have to enable both the direct evaluation and verification of knowledge, skills and abilities of those who did not receive formal education, continuing education or training programmes and the acknowledgement of educational programmes and certificate acquired through evaluation in other institutions (centres for evaluating and verifying knowledge in adult education) by determining the comparativeness of knowledge standards.

The certificate system would be under the authority of the Ministry of Labour, while the activities of its introduction and operation would primarily be placed with bodies and institutions of vocational education and the mediators between supply and demand for qualifications. The authorised chamber offices and ministries determine the vocations on various levels for which it is possible to acquire a qualification certificate and the knowledge standards are prepared in close co-operation with authorised chamber offices, associations and ministries.

The verification of qualifications in the certificate system can only come into practice if all its basic carriers make the effort. It is necessary to ensure an appropriate value of the certificates and, on a national level, ensure the mechanisms that will encourage adult education and training courses which will lead to nationally valid certificates. In addition to the nationally valid certificates there will continue to be certificates that will be valid on the level of the branches and professions and internal qualifications in companies, whereby the possibility for determining the comparativeness of standards and verification on a national level will be ensured.



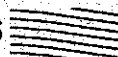
Assembly of the Slovene Adult Education Association

Metka Svetina, SAEC, Ema Perme, Oton Župančič Library

The Assembly of the Slovene Adult Education Association of Slovenia (SAEA) convened on 1st December 1994 during a conference held in Postojna.

In her presentation of the report on the work carried out in the past mandate period the then president of the Society Dr Ana Kranjc stressed that the adult education system in Slovenia has finally begun to change at a slightly faster pace. The Slovene Adult Education Association played an important role in this and as a result of the underdevelopedness of adult education institutions and the lack of systemic organisation in the field, it was often forced to take on roles and professional assignments which were not wholly in line with the Society's voluntary-based organisation and operations. In the past decade the Society has greatly contributed towards the establishment of the Slovene Adult Education Centre, it diligently co-operated in the preparation of legislation for adult education and was generally a focal point for the preservation and development of adult education in Slovenia. In the last mandate this role was divided among the newly created partners: the Slovene Adult Education Centre, the Association of Folk High Schools of Slovenia, the Chair for Adult Education at the Ljubljana Faculty of Arts and others.

In the expiring mandate, the SAEA directed itself from consolidating and developing conditions for adult education at home to international co-operation and formal acknowledgement on an international level. The Society became a full member of the Barcelona-based European Bureau of Adult Education (EBAE) in March 1992, and in April 1993 a full member of the International Council of Adult Education (ICAE) which is based in Toronto. The Society's president Dr Ana Kranjc was named as one of three candidates standing for president of this world organisation. Slovene adult education researchers joined the European Society for Adult Education Studies and the International Society of Comparative Adult Education which is based at Syracuse University, USA. Vida A. Mohorčič-špolar, the vice-president of SAEA, was elected general secretary of ILSCAE (the International League for Social Commitment in Adult Education). Together with the Association of Folk High Schools of Slovenia and the Slovene Adult Education Centre, the Society also drafted a project proposal for the Phare Democracy Programme. The Slovene Adult Education Association was represented in this project by its regional Velenje society. The Society also established successful and permanent co-operation with DVV, Bonn. The co-operation programme for 1994 included DVV's cofinancing of the Slovene Adult Education Conference in Postojna, the preparations for the publication of a professional Slovene adult education journal and foreign language courses at folk high schools.

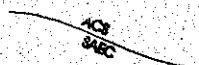
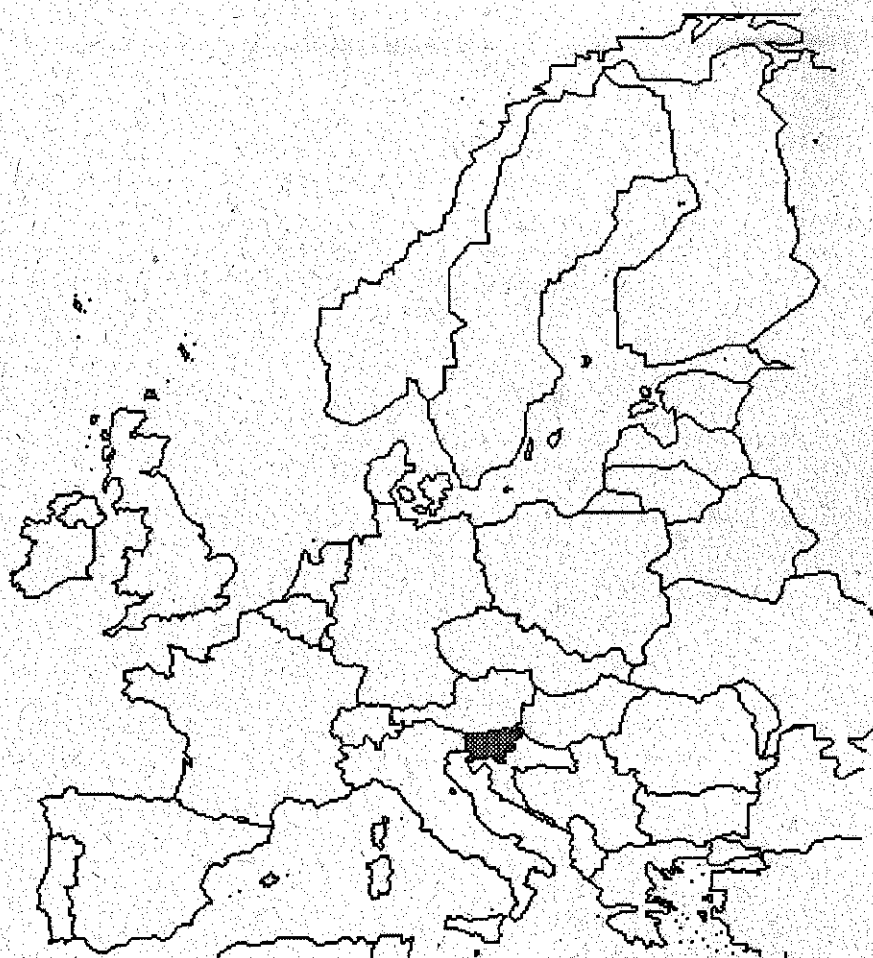


It was characteristic of the previous mandate period to reinforce the binding function of the national societies, while work in the regional societies, with the exception of the Velenje society, almost died out. The reason for this almost certainly lies in the fact that many active members of the Slovene Adult Education Association were almost completely preoccupied with work in the newly established adult education institutions, in private education organisations and with developing new forms of adult education activities. While the problem sections in which adult educators form groups according to their interests and needs work with greater coherence. Regarding the extent of activities in the various sections we should primarily mention the Section for the Third Age, while representatives of adult learners who are dealing with the problems of handicapped adults and sociocultural animation mentors met several times.

The Slovene Adult Education Association will continue to support experts in their endeavours, to enable an optimal exchange of information, professional knowledge and experience, to promote the position of the adult education profession and activities and to cooperate in the formation of adult education policies. The Society's obligations in the next mandate period will be, among others, to: cultivate international co-operation, reinforce co-operation within the Alps-Adriatic Community, regularly publish the Adult Education Journal, adopt new Society organisational rules, creation an adult education code, cooperate in ensuring adult education positions in new local organisations and revive activities in regional societies and develop new sections.

In the discussions the participants of the Assembly stressed that their expectations of the Society in the future primarily include more frequent professional gatherings, more effort invested in improving the position of adult education in our society, the establishment of connections between different institutions, individuals and adult education fields, more assistance in overcoming national and cultural borders which hinder the flow of realisations, ideas and professionals in adult education, etc.

The new leadership of the Slovene Adult Education Association was elected at the Assembly. The Society will be presided over by Jasna Dominko-Baloh.



svetovanje, raziskovanje, razvoj, informacijsko središče, izobraževanje
consulting, research, development, info-centre, education