

Andragoški center Republike Slovenije

Slovene Adult Education Centre

NOVIČKE



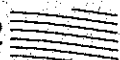
WINTER 1995

- ▲ EDITOR'S NOTE ▲ SLOVENE ADULT EDUCATION SCENE ● Two Adult Education Experts Awarded ● Survey of Adult Education and Learning ● Sir/Madam you will just have to take care of it yourself! ● Center for the Promotion of Education at DOBA ● Computer communication at the Univerzum ● Adult Education in Central Europe ● Establishing Slovene Adult Education Researchers Internationally ▲ NOTE

*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

- Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- 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.
- Novičke will provide brief, concise, objective and unbiased information.
- Novičke will be published three times a year in English language.

- 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.
- 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.
- The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 61000 Ljubljana, Slovenija; phone: + 386 61 446 482, fax: + 386 61 445 881; E-mail:

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EDITOR'S NOTE



Christmas Greetings

There is yet another year in which we have gained more experiences. And, this does not cause us any damage. On the contrary, education of adults in Slovenia as well as in other places, brings new activities with every new day that passes and those activities develop and prosper along with already developed ones. There are difficulties, but we are all able to overcome, surpass and command them with a sometimes surprising persistence and driving force. Let it be so also in the future! Let the wealth of our activities bring us, along all endeavours and sacrifices, also joy, pleasure and content.

1996 is a special year for us. European Union has declared it a Year of Lifelong Learning. This is an important project. With the desire to realise the idea and principles of lifelong learning for all brings initiatives and a strong charge to our mutual connection. All of us who are learning, young and mature, within the system or out of it. Let this connection be most successful, everywhere and on all levels. Work together, understand each other and enrich ourselves to our mutual benefit! With the motion and stir so typical of our activities, let us wish ourselves that the coming New Year brings us a little bit of peace, safe enjoyment and unspoilt joy with what we achieved. to all these wishes, with regards to our work, let us wish for all to finally live in peace, those to whom peace has not come yet and all the people of the world.

Let us, dear readers of Novičke and all those whom Novičke reach, and are thus also reached by the Slovene Adult Education Centre, thank you dearly for being with us again this year. We wish and hope for all the best for you in the coming New Year!

All the best to you all!

Zoran Jelenc, director

Vida A. Mohorčič Špolar, head of Information centre

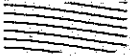
Peter Monetti, editor of Novičke

on behalf of all the colleagues in the Slovene Adult Education Centre

We have again decided to leave our friends and colleagues without seasonal greetings' cards. We gave the money for humanitarian purposes.



SLOVENE ADULT EDUCATION SCENE



Two Adult Education Experts Awarded Mirjam Perovič and Zoran Jelenc among this year's recipients of awards in education

Maša Stavanja, SAEC

On Thursday, 5th October 1995 which was proclaimed World Teacher Day by UNESCO, adult educators and researchers had reason to celebrate. Among the 11 recipients of awards bestowed by the Republic of Slovenia, Mirjam Perovič and Dr Zoran Jelenc received awards for their long-standing work in adult education.

A love for her work and people, a friendly and relaxed manner, always guiding people towards learning out of social needs or other interests, boldly confronting new areas – this sums up the expertise and abilities of this year's recipient of the award for adult education, Mirjam Perovič, teacher of education and director of the Tolminska Agency.

The unemployment problem only began emerging in Slovenia at the end of the 1970s. Very early on her basic efforts were invested in perceiving the scope of the changes and problem, sensing them, professionally evaluating them, and above all finding timely solutions.

At the Employment Institute she contributed as an adult educator to regulating worker surpluses. She collaborated in the preparation of educational programmes and it was in supplementary education that she saw the most suitable and long-term form for the resolution of the problems of individuals and society. She developed the first public questionnaire which systematically illustrated data on the educational needs of employed persons.

Occasional health problems did diminish her desires or capacity to embark on new assignments. Her second period of work in education can be most articulately described if we say that she was an "educator of the people". The natural beauty of the landscape of her native region around the town of Tolmin and the educational needs of local inhabitants presented her with the challenge of uniting local development and education. She directed her professional and organisational experience, personal dedication, emotional ties to the place and the people among whom she lives towards education. She is to credit for young people training for work in catering and tourism and looking for local employment opportunities, and this is very important for the demographically threatened area. She has been preparing various specialisation programmes for local inhabitants. She was among the first to collaborate in the Study Circles project. She even managed to get inhabitants in educationally remote areas, such as Drežnica, Šentviška planota, Pečine, Breginjski pot and Cerčno interested in study circles. She has known how to bring people together and to show them how they can improve living conditions in their neighbourhoods. It is with an extremely

sharp ear for people's needs, encouragement and bringing study circle participants together that she has introduced a real excitement in education in Tolmin.

Dr Zoran Jelenc, director of the Slovene Adult Education Center, has had a highly productive, 30 year-long career in education. He began his professional career as a consultant to parents, children and teachers. Dr Zoran Jelenc encouraged and developed the education counselling we know today through dedication and his professional contributions.

All his further work has been tied to adult education. His life and work has been devoted to realising his vision and concept of life-long learning and education. We are sure he was pleased to hear that 1996 will be the international year of life-long learning and education. This is the very area in which he has always invested his efforts. Penetrating and instilling enthusiasm into the public to encourage adult education adhering to the principles of adult education was not an easy task. He had to change people's notion of schooling being related to youthfulness followed by years of employment. The cultivation of this idea entailed a great deal of research, hard work and perseverance, characteristics distinguishing Dr Zoran Jelenc. He established contacts with experts, monitored development and analysed the experiences of other countries. And through personal persuasion he brought people in Slovenia to acknowledge the importance of contemporary findings on the abilities of adults. In the meanwhile, the needs for knowledge and education were growing.

His persistent professional work in the fields of organisation, development and research has been slowly reaping rewards:

- funds are now allocated from the national budget for adult education
- the Slovene Adult Education Centre was founded
- a study programme for adult educators was designed for the Faculty of Arts.

His membership in many international scientific organisations and collaboration on international projects confirm that his professional efforts took the right direction. The merit for the fact that Slovenia can compare itself to the world in this field goes to him. Dr Zoran Jelenc is author and editor of the first Slovene Dictionary of Adult Education, numerous books, studies, monographs, articles and professional papers (over 400 units).

He has best characterised his own work by saying: "I see my mission as being in developing the culture of adult learning and education in Slovenia."

We share the happiness of both recipients and congratulate them!



Survey of Adult Education and Learning Providers and Programmes in 1995/96

Vida A. Mohorčič Špolar, SAEC

The autumn just would not be the same if it were not marked by the publication of the **Survey of Adult Education and Learning** which is the joint achievement of the Slovene Adult Education Centre and all those who contributed their knowledge and education programmes.

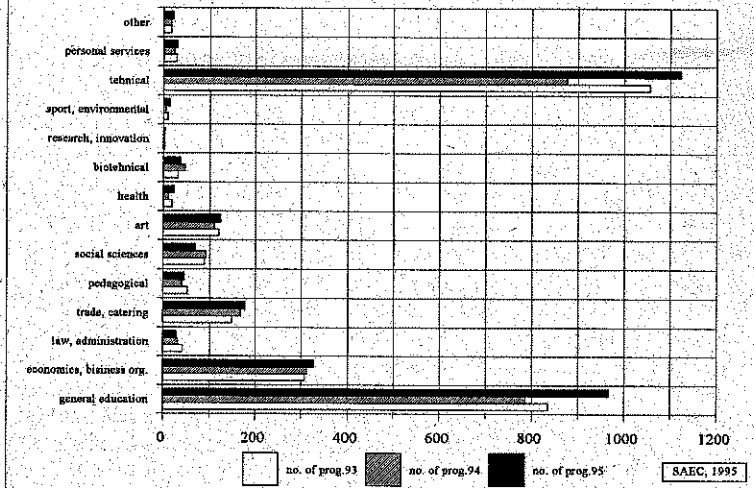
In this year's survey, the seventh to date, 213 organisations (the highest number up to now) that are engaged in adult education feature data on almost 3000 programmes. As in previous years, the data was collected by means of a questionnaire. We can conclude from the returned questionnaires that the survey covers most of the organisations that develop and provide adult education in Slovenia and most of the adult education programmes available in this academic year. Not all the programmes being carried out in educational organisations are listed in the survey, as an increasing number of organisations consider this a business secret. Some organisations actually carry out considerably more programmes, but have decided to publish only some of them. Yet, we should also note that more and more organisations are presenting their programmes in special publications.

This year, like in previous years, the distribution of providers and education programmes in Slovenia is markedly uneven. The Ljubljana region has the biggest supply of education programmes (1087), followed by the Gorenjska region (351) and the Celje region (327). The supply of education programmes is, like last year, most limited in the regions of Zasavje, Posavje and Karst-Notranjska. We should not forget that this data only refers to the number of providers and programmes that are published. If we compare the data with the adult population, there are an average of 540 people per programme. Adults in the Ljubljana region enjoy the greatest selection of programmes with 384 people per programme, while in the Gorenjska region there are 443 per programme and the northern coastal or Primorska region 450 adults per programme. As regards provider organisations, the situation is similar to that of the programmes. Most of them are in the Ljubljana region with 96 providers (or 45% of all providers listed in the Survey), followed by the Gorenjska region with 25 providers (or 25% of the total) and the Maribor region with 23 providers (15%).

Again, most of the programmes are designed for specialisation, training and informal education. If we take a look at the number of programmes per particular subject field (in order to facilitate the graphic illustration we have classified them into 14 groups), we obtain the situation illustrated below.

And which is the most popular field of education? Like last year, the technical field is by far the most popular. It accounts for 37.5% (last year 34.5%) of all programmes. The programmes we have classified as belonging to this field are machine engineering, electrical technology, construction, mining and metallurgy, chemistry, pharmaceuticals, wood-paper-printing, textiles-leather, rubber, technical safety, safety at work, transport, mathematics and statistics, standardisation and quality, natural sciences and computer sciences. Computer science programmes alone account for 530 of all programmes

NUMBER OF EDUCATION PROGRAMMES
PER SUBJECT FIELDS IN 1993, 1994, 1995

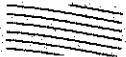


listed in the technical field (last year 380) or 47.2% (last year 43%) which is 17.7% (last year 15%) of all the education programmes on offer. General education, encompassing primary school education, job training, religion and theology, personal development, all language programmes and general programmes of the university for the third period of life account for 32.3% (last year 31%) of all education programmes designed for adults. Programmes in economics/business/organisation are also relatively extensive, covering 11% (last year 12.4%) of all programmes. Programmes on economics, financial and business activities, book-keeping, accounting, entrepreneurship, small-scale business, marketing, management, project work and administrative activities have been classified into this field. The remaining 19.2% of the programmes have been classified into 11 fields: law-administration, trade-catering, education, social science, art, health, bio-technical, research-innovation, sport and environment, personal services and other.

In comparison with the previous academic year, there has been a decline in the number of programmes in the bio-technical, natural sciences and social sciences fields, while the number of programmes in almost all the other fields has risen, mostly in the general education (by 22%), technical (by 28%) and health (double the amount of programmes this year) fields.

In addition to the book form of the **Survey of Adult Education and Learning**, a version of the publication is available on floppy disks.

There are many programmes on offer. Yet, the Survey is only useful when the people who actually need it get a hold of it. We hope that we are achieving this goal by having made the book available at all Slovene general education libraries. And the price: 5,670 Slovene tolar (including sales tax).



First Adult Education Summer School

Sir/madam, you will just have to take care of it yourself!

Dušana Findeisen, Logos Group - Language education

This is the sentence we chose as the maxim of the first summer school called Adult Education for Local Development. The school has and will continue to operate in Ajdovščina and this is not merely due to the fact that this year's theme is devoted to small communities or particular city districts, bringing people and their problems closer to learning. Adult education should take place wherever the need arises and not just in larger cities.

"Sir, madam, you will just have to take care of it yourself!" This frequently repeated reply given by the head of a certain Ljubljana municipal tax office resounds in our head like a refrain. The brief reply which enables him to hide behind rules, established practices, the changed, that is limited authorities of municipalities, while not assuming any personal responsibility or personal initiative, does not respond to the requests and thoughts of the people who come to him. "Yes, you're right. The law should be changed, but there is nothing we can do." "Nothing?" "Absolutely nothing. Sir/madam, you will just have to take care of it yourself!"

The railway links between Slovenia's two main cities are poor. Passengers report their complaints, provide initiatives and consider this detrimental for the Slovene Railway Company, as this way we will never seriously consider taking a train journey. The employee is friendly. "Passengers often turn to us", he says, "but there is nothing we can do. If you know the general director, tell him yourself."

For years now, the Slovene Postal Company has been furnishing us with a functionally illiterate telephone directory. Hotels are hidden under the names of trade and catering companies (happy the tourist who can become acquainted with all the divisions of a trade company before he can find a place to nod off, or happy the person who consults the telephone directory for hours and hours, because he places his faith in the yellow pages). When looking for a moving service, for example, he has to dial up all the numbers listed under transport, companies which may or may not exist. Most of them, of course, do not provide moving services, but transport gravel or similar. Vipava, for example, is quite difficult to find among the telephone numbers. When the disgruntled telephone subscriber phones up the operator asking her to lodge his thoughts and ideas for improving the directory to the person responsible, she replies: "I kindly ask you to do this yourself, it would help us a great deal, too. We are overloaded with work, because the directory is so impossible to use. I urge you to do this yourself, they don't listen to us."

The consequence of these and similar turns of events is the idea that local development will have to be entrusted to people and local authorities. And both need education. The first in order to recognise their needs, to organise themselves, to learn how to work in a group, how to learn within it, to negotiate with the authorities, to write, speak, perform, to link up with other groups for the purpose of achieving the same goal or goals in certain area. And the second so that they will know how to listen

to people, recognise their needs and their role in partnership with them. Considerable know-how is necessary for this, including a knowledge in management, business planning and strategic planning. Above all, the school clearly showed that it will be necessary to awaken an awareness in people that they are part of the community, its past, to revive memories of their great individuals. The search or revival of the identity of the people and their community is the first step on the path to local development.

To end these thoughts let us take a look at some of the fundamental notions of learning in a community for the development of a town or city district which will appear as appearing in our field as professional expressions with a fully defined meaning:

Community

In 1974, Raymond Plant recognised more than 90 different usages of this word. Nevertheless, most people define community as the common characteristics of its members and the shared interests which bring these members together.

Another characteristic these people have in common is the fact that they live together in a small town or city district.

Shared Interests

Shared interests are for example:

- a) cultural heritage, common tradition, identity, affiliation, loyalty to a town or district;
- b) social connections within the neighbourhood, town, solidarity, association based on similarities, the common locality of their residence, common experiences, difficulties;
- c) a groundwork for group political power – group activities of people for changes in collaboration with the local authority.

Learning in the Community

Learning in the community has a long tradition in the Anglo-Saxon world and in Slovenia, too. History has revealed the existence of many educational societies and societies for improving the local standards of living. Very few of these societies which were engaged in activities benefiting the people and run by people themselves, nowadays called non-governmental organisations, still exist. One of the realisations that arose from the adult education school was that together with the people we can continue development plans of a town or district from the point at which development had been cut off. By discovering the former scope of people's activities for the common good we develop a person's affiliation with a town and instil in them the desire to do something, to accomplish something.

Empowerment

The purpose of learning for development in a community is also to train people to recognise their problems, obtain the assistance of authorities to bring about change, to believe or be aware of the fact that they have the right to be listened to by others.

Equal Rights and Opportunities for All

This includes women, ethnic minorities, the unemployed, former delinquents, the elderly, the disabled and children. In order to achieve these opportunities, people will have to be given an idea of what this entails, how to create a plan in institutions and companies for asserting equal rights and opportunities for all (education, physical adaptation of the environment, and similar).

Local Development

A community may be small and operate on an entirely informal basis. Then again it may have to specially organise itself when it extends beyond the frameworks of a small community and is established on an international level, as communities connect with one another.

Another reason that communities are founded on a local level is to achieve as many improvements in the living conditions as possible by decreasing costs as much as possible and resourcing the unique knowledges and abilities of its members. People in a certain town or district unite into communities for various reasons and these spring out of interests recognised beforehand:

- to reinforce their common identity and give individuals a sense of affiliation,
- to help each other through solidarity (for a good existence, including a psychological one),
- to participate in common projects,
- to offer their services to others in the community
- to safeguard themselves from external threats (the building of highways, the denationalisation of housing, and other),
- to ensure better services for the community (economic, political),
- to acquire influence in the broader environment.

Recognising a Community's Needs

A larger part of the school was devoted to recognising the needs (consequentially educational needs too) of people in a certain community. Another realisation emerged, that is that adult educators and adult education institutions should not provide programmes and later adapt them to the participants who have applied for them. Recognising needs is a long process that cannot be avoided, especially not when it concerns learning in a community for the development of a place.

