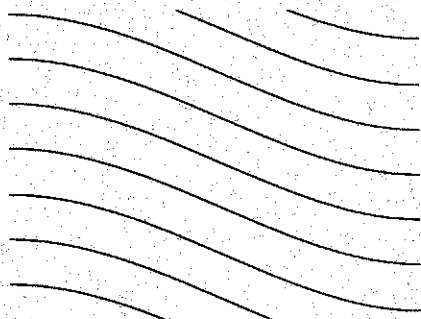




Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



WINTER 1996

▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ▲ SAEC EVENTS ● Speech given by the directress of the Slovene Adult Education Centre on the occasion of the Centre's fifth anniversary and the opening of the Week of Life-Long Learning ● Congratulations from the President of the Republic on the Occasion of SAEC's 5th Anniversary ● The following were among those who sent us their congratulations from abroad on our 5th Anniversary ● Address by Paul Belanger at SAEC's 5th Anniversary Celebration ▲ SLOVENE ADULT EDUCATION SCENE ● Adult Education Week in Slovenia ● Slovenia has overtaken Germany ● Education for the Unemployed in 1995 ● Preparations for Beginning Work in Study Circles ● Adult Education Summer School Gaining a Tradition ● The DOBA Centre for the Promotion of Learning Celebrates Its 1st Anniversary ● Language Education at Folk High Schools ● Distance Learning at Folk High Schools ● Self-study Centres at Folk High Schools ● Adult Education Expert Awarded

Publisher: Slovene Adult Education Center, 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

- 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: Zvonka Pangerc Pahernik - head of the Information Centre and Peter Monetti - editor of Novičke.
- The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 1000 Ljubljana, Slovenija; phone: + 386 61 446 482, fax: + 386 61 445 881; E-mail:

RFC-822: tajnistvo.saec@infosol.mss.si

DECnet: STENAR::LJACRS



Christmas Greetings

There is some truth in the saying that years do pass quickly. It seems only yesterday that we have been wishing each other good luck and all the best in the coming year - and look, we are doing it again.

1996 is coming to an end, and we are expecting what 1997 will bring us. In the 1996 Europe has been celebrating the year of Lifelong Learning, and Slovenia had its celebration as well. In October 1996, Slovene Adult Education Centre celebrated the fifth anniversary of its establishment, though the official opening was in January 1992. And we are proud to say that we are satisfied to have been able to develop some new projects which have found fertile soil in Slovenia and have established themselves firmly in our everyday life. We are referring to Study Circles, Learning Exchange, Open Learning Centres. We have rounded our research work concerning the system of adult education and are prepared for its further implementation. These are but a few projects which give us satisfaction and where we can draw our strength.

But we must also look forward. The coming year is the year, in many ways, of exceptional importance for adult education. It is true that the Year of Lifelong Learning has come to an end, though we believe it will continue in our minds and actions. But a new challenge lies ahead of us, and this challenge is called Adult Learning: a Key for the Twenty-first Century. Let's make the best of the Hamburg conference and an event which will be remembered long after.

Dear friends, allow us to thank you for being with us, some of you as long as five years. We wish everyone of you a merry Christmas and a very happy New Year. May the things you have wished for come true, and let's remain united in the joint effort of researching, improving, planning, proposing and promoting adult education.

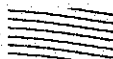
The very best to you all!

Vida A. Mohorčič Špolar, directress

Zvonka Pangerc Pahernik, head of Information centre

Peter Monetti, editor of *Novičke*

on behalf of our colleagues and your friends in the Slovene Adult Education Centre.





SLOVENIA FROM NOVIČKE TO NOVIČKE



Slovenia '96 CD Rom

Slovenia '96 CD Rom was published by the end of August by the Vitrum Publishing. Basically it is divided by four main topics: General information, Macroeconomic overview, Doing Business, Useful Phonebook. Contents contributors: Vitrum Publishing, Institute for Macroeconomic Analysis and Development and Arahconsulting. Some of chapters are being used from written materials published by Government Public Relations and Media Office, Ministry of Foreign Affairs of RS, Ministry of Foreign Affairs of RS, Ministry of Science and Technology of RS, Ministry of Defence of RS, Ministry of Internal Affairs of RS, Ministry of Education of RS, Ministry of Finance of RS. Music being used was contributed by Klemen Ramovš Management (Issac Posh: Harmonia Concertans) and by Jazz Club Gajo (Gajo Back Stage, Peter Mihelič: Blue Sue).

(Slovenia Weekly, No. 29, July 27, 1996, p. 9)



Slovenia/CEEPUS Second National Conference Budapest, September 16, 1996

Slovene State Secretary for Education and Sport Pavel Zgaga was attending the second national CEEPUS conference in Budapest. Zgaga presented some proposals and activities of Slovenia, which is the 1996 CEEPUS president, in this field. The CEEPUS programme of education, founded by Central European countries in 1993, is similar to some European Union (EU) education programmes. In 1996, 1,000 students and professors studied on the exchange programmes, with 300 university departments taking part in them. Most of Slovene faculties from both Slovene universities (Ljubljana and Maribor) are participating in the project and many CEEPUS members are interested in cooperating with them. In 1996 the cooperation began between 21 Slovene and Hungarian university institutions. During his stay in Budapest, Slovene State Secretary for Education visited the Hungarian Ministry of Education, where a new agreement on university degrees was discussed, along with further cooperation in the field of university studies, particularly in the framework of the SOCRATES programme.

(Slovenia Weekly, No. 33, September 21, 1996, p. 8)



Internet in Slovenia

The Internet fair in Slovenia, exhibiting products of 40 participants, opened in Ljubljana on September 24. The two-day event, organized by Infos, was opened by Slovene Minister of Education and Sport Slavko Gaber. One of the 50 events at the fair is the Ro/2 virtual congress which opened Thursday. The congress on education in information science was organized by Ministry of Education and Sport and the Slovene Education Institute. Slovenia has recorded a high level use of Internet. An opinion poll, carried out by the Ljubljana Faculty of Social Sciences, showed that as many as 9.5 percent of the population has already used the World Wide Web, while between 40,000 and 50,000 people use it every day. A number of European countries are behind Slovenia in Internet use, including Belgium, Spain, France, Greece, Italy and Portugal.

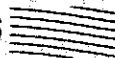
(Slovenia Weekly, No. 34, September 28, 1996, p. 14)



Unesco/Slovenia Learning - Hidden Treasure

Slovene Ministry of Education and Sport presented in Ljubljana the report of the International Commission for Education in 21st Century, drawn up for UNESCO and entitled Learning - Hidden Treasure. The UNESCO white book for the following centuries was presented by Commission's President Jacques Delors and one of the members of the Commission Aleksandra Kornhauser. Slovene Minister of Education Slavko Gaber also attended the presentation. The report, drawn up for UNESCO by an independent commission, is a result of world-wide consultations and analyses. The recommendations from the previous report, dating from 1972, however remain in force, said Minister Gaber.

(Slovenia Weekly, No. 37, October 19, 1996, p. 8)





Slovenia/EU

European Parliament Ratifies European Agreement with Slovenia

The European Parliament ratified the association agreement between Slovenia and the European Union, granting Slovenia the status of an associate member in the EU with the majority of votes at its plenary session in Strasbourg on Thursday. The parliament discussed the agreement on Wednesday. The majority of MP's expressed support to Slovenia, while some Italian MP's, members of the right-wing parties pointed out the demands for the restitution of property of Italian minority members who left Slovenia after World War II. They reminded Slovenia that it was still to change its legislation concerning the purchase of land by foreign citizens. The agreement is still to be ratified by the Slovene parliament as well as by the parliaments of all EU members.

Hans van den Broek, member of the European Commission in charge of foreign affairs, estimated in Strasbourg the ratification of the agreement would give a positive sign to Slovenia and encourage Slovene parliament to realize pre-accession strategy. Van den Broek underlined the EU was interested in Slovenia's becoming an EU member, and expressed all Commission's support to Ljubljana. He also stressed Slovenia must in accordance with the association agreement change its constitution and legislation.

Slovenia and the EU signed the agreement on June 10, thus establishing a free-trade zone, with a transitory period of up to six years. It will take effect when ratified by all EU parliaments and the Slovene parliament. Until then the transitory agreement will be used.

(Slovenia Weekly, No. 38, October 26, 1996, p. 10-11)



Result of the General Elections


According to the official results of the general election on November 10 issued by the National Electoral Commission on Monday, the Liberal Democrats of Slovenia (LDS) gained 27.01 percent of the votes. LDS is followed by Slovene People's Party (SLS) with 19.38 percent, Social Democratic Party of Slovenia (SDS) with 16.13 percent, Slovene Christian Democrats (SKD) with 9.62 percent, United List of Democrats (ZLSD) with 9.03 percent, Democratic Party of Pensioners of Slovenia (DeSUS) with 4.32 percent and Slovene National Party with 3.22 percent of votes.

(Slovenia Weekly, No. 42, November 23, 1996, p. 4)

Note: Slovenia Weekly is published by Vitrum d.o.o., Hradeckega 38, 1000 Ljubljana, Slovenia; phone +386 61 126 14 12, fax +386 61 140 20 27.



SAEC EVENTS



Speech given by the directress of the Slovene Adult Education Centre on the occasion of the Centre's fifth anniversary and the opening of the Week of Life-Long Learning

Dr Vida A. Mohorčič Špolar, Directress of SAEC

Ladies and gentlemen, dear colleagues and guests,

In the month of October the Slovene Adult Education Centre celebrates its fifth anniversary. During the preparations to mark this event, my first thought was "five years, impossible, we have only just begun". And yet, it's true. Slovenia's main institution for the promotion and development of adult education and learning has been operating for five years now. Measured in standard work hours five years have indeed past, but measured in the extra hours our hard-working co-workers have invested during this time into the centre's work it has been more than six years.

We started out with six full-time employees (Zoran Jelenc, Olga Drofenik, Sonja Klemenčič, Maša Stavanja, Ester Možina and myself). We shared a vision, but the

extent of our work soon convinced us we needed help if we were to realise this vision. Gradually we grew and 30 people now work in our centre. Over a third of our employees have a master's degree or doctorate, another third of them are on route to achieving this. Learning and education are vitally important to us, since both provide us with people who are able to put their experience and knowledge into practice. And it is from this practice that ideas for future work, research, counselling and learning are drawn.

If we look back on the route we have taken, we can say that we have accomplished a lot, but at the same time we are afraid that there is still much work ahead of us. Our objective - the life-long learning philosophy for everyone - is still a long way off. But some of the groundwork on the route to achieving this goal has already been, or is still being paved.

Throughout this time, the principle of our centre and its activities has been to conduct research and analysis, create models, train staff, implement things in practice, develop networks and evaluate effects again followed by research and development. This is true of both the organisation of the adult education system and the expansion of the education and learning culture in Slovenia. This kind of orientation allows the growth of a basic infrastructure for adult learning and education.

The principle of our activities is best illustrated by the projects developed by our Centre. Three Learning Exchanges - in Ljubljana, Maribor and Novo Mesto - are operating in Slovenia. We hope that more will be opened elsewhere. More than 4000 people seeking knowledge and 3000 providing it now cooperate in the Learning Exchange. Since 1993, 250 study circles introduced to Slovenia by Swedish example, have operated. Nearly 2500 people of all ages have met in those circles having selected a variety of subjects linked to their environment. They enrich themselves and their environments with the knowledge they acquire, trying to change it and this encourages them to seek always new knowledge.

New centres are being opened for self-study to make it possible for people to learn according to their desire and rhythm. Data shows that people are more than satisfied with this form of learning. In a single centre alone that has only been operating for a year, 400 people were incorporated. Gradually, it will be possible to evaluate and certify the knowledge that has been acquired through different paths and in different ways - this forms the basis for the Centres for Accreditation of Prior learning. The Centre for Young Adults already cares for young adults who leave the school system without formal educations and we hope that more will be opened. Training for Life's Assurance is a project that studies the causes and extent of functional illiteracy in Slovenia and develops activities for raising the level of literacy.

This is just a segment of the comprehensive research and development work and projects being carried out at the centre. We should also mention our work on education

for the unemployed, education for democracy, the national programme of adult education, the labour market, improving the flow of information, improving learning.

Let this suffice as far as listing is concerned. I should however stress again that our activities are directed towards developing initiatives on the national, local and company levels and in individuals. Through our efforts, not only are we increasing the supply of educational opportunities, but also the demand for education. The figures I mentioned earlier confirm that we are succeeding in this mission. All other areas of the centre such as education, information, publishing, counselling and international cooperation are subordinated to this and all this is oriented towards an ultimate goal - spreading the culture of learning and education. And one of the steps in the direction of this goal is the Week of Life-Long Learning which begins today and which we hope will continue in years to come, becoming a manifestation of people's learning throughout Slovenia.



Congratulations from the President of the Republic on the Occasion of SAEC's 5th Anniversary

I would like to offer my sincere congratulations to you on the occasion of this young anniversary. I hope that you continue on your successful path, that you find the right signposts towards your goal and further your pursuit of excellence for the good of our young country, a country known in the world not only for its beauty, but also for the skills and accomplishments of its citizens, who are achieving results of the highest order in many professional and sporting fields, putting them among the very best in the world.

Your efforts and successes are a contribution towards Slovenia's asserting itself as a European country capable of actively participating in the dialogue on Europe's future.

Milan Kučan, President of the Republic of Slovenia



The following were among those who sent us their congratulations from abroad on our 5th anniversary:

- Alan Tuckett, NIACE, Great Britain
- Peter Bacher, The Danish Research and Development Centre for Adult Education



- Per Himmelstrup and Dr Henning Dochweiler, The Danish Cultural Institute
- Dr Keith Forester, Leeds University
- Dr Talvi Marija and Ene Kapp, Andras, Talin, Estonia
- Roger Lewis, Lincolnshire University, Humberside, Great Britain
- Dr Pal Soos, Lajos Kossuth University, Hungary
- Quentin Whitlock, Dean Associated, Sheffield
- Dr Hannelore Blaschek, Institut für Erwachsenenbildung, Salzburg
- and others.



Address by Paul Belanger at SAEC's 5th Anniversary Celebration

Paul Belanger, Unesco Institute for Education, Hamburg

Ladies and gentlemen,

I am honoured on behalf of Unesco and on my own behalf to be here, because at this moment in Europe's history your country has an important role to play. You are a very special bridge.

A reality exists where this is increasingly clear to see, that is the reality of life-long learning.


Throughout Europe life-long learning is becoming central to the notion of the future. The beginning of the future will be created in the countries whose thinking goes deepest. The creativity of the Europeans is the main source from which the Europe of tomorrow will draw its power. What does this mean? What this means exactly is that the centre of life is the moment learning flourishes. If people's creativity is the key to entering the next century, then adult education and life-long learning are the locks on the doors leading to the land of success.

In Unesco we have an advantage in that here in Ljubljana we have an extraordinary research centre which is working in and for this very future. I was honoured to have also had the opportunity of representing Unesco at the foundation of your centre five years ago. Your country was not yet acknowledged at that time. Today you are acknowledged as a creative, thinking nation.

We need your centre, Europe needs your centre. We shall work together closely.

All the best, Vidal






Adult Education Week in Slovenia

Zvonka Pangerc Pahernik, SAEC

Deriving from the concept of "Adult Learners' Week" which was launched in Great Britain in 1992 and responding to the European Union's initiative considering 1996 as the European Year of Lifelong Learning, the Slovene Adult Education Centre co-ordinated the organisation of Slovenia's first Lifelong Learning Week.

From September 30th until October 5th, about 55 participants from 40 different places joined forces in this country-wide manifestation and celebration of learning society. It included about 550 various events ranging from open house days, workshops, educational events, exhibitions, round-table discussions, artistic presentations, literary evenings, presentations of study circles and other programmes etc. to national and local radio and TV broadcasts as well as publications in national and local newspapers. Activities at the national level were carried out by the Slovene Adult Education Centre, coinciding with the celebration of the Centre's 5th anniversary. On the other hand, the activities at the local level were opportunities for the providers of different forms of learning in local communities (folk high schools, private providers of education, study circles etc.) to promote their programmes and above all, to address the public and evoke a general acceptance of the idea of lifelong learning.

At the moment we are in the process of collecting feedback information, impressions, suggestions and photodocumentary material, and can promise you a more detailed analysis of Slovenia's first Lifelong Learning Week in the next issue of *Novičke*.



The Opening of the Week of Life-Long Learning "Slovenia has overtaken Germany" Taken from a speech given by Sue Cara, NIACE representative from Great Britain

After presenting Britain's Adult Learning Week in brief, Sue Cara, who is responsible for the development of adult education in local communities at the British National Institute of Adult Continuing Education (NIACE), also said a few words about the Slovene Week of Life-Long Learning. She expressed how pleased she was that Slovenia

was able so early to join Great Britain and the other countries that have already carried out their own Week of Adult Education or Life-Long Learning. In doing this, Slovenia ranks at the very top in the realisation of such a project in Europe and the world: it is the fifth country to succeed in doing this. Sue Cara stressed in particular that she is happy we overtook Germany. She is convinced that the mentioned countries, including Slovenia, will in the coming years be followed by many others. In her opinion our Week of Life-Long Learning is a good example of how this kind of event should be organised and carried out. She wished us all the best in carrying out this year's Week of Life-Long Learning and that it will be followed by many more in the years to come. In conclusion, Sue Cara said: "At NIACE we deal a lot with the development of ideas of a place of learning. But, Slovenia is the first to strive towards becoming a country of learning.

Summary prepared by Zoran Jelenc

Education for the Unemployed in 1995

Tanja Vilič Klenovšek, SAEC

In Novičke, each year after the National Employment Institute's annual report comes out we publish their data on the incorporation of the unemployed in education. The report for 1995 came out in April 1996.

A chart on the incorporation of the unemployed in education published in the 1995 annual report will further illustrate the education for the unemployed (National Employment Institute, Annual Report for 1995, p. 59).

	1993	% unempl.	1994	% unempl.	1995	% unempl.
Functional training	9.282	7,2	5.550	4,3	10.290	8,5
Education	2.700	2,1	1.312	1,0	2.224	1,8
On-the-job training	3.954	3,1	2.555	2,0	2.753	2,3
Off-the-job training	1.062	0,8	315	0,2	283	0,2
Training programmes	965	0,7	1.036	0,8	906	0,7
Together	17.963	13,9	10.768	8,5	16.456	13,5
Average no. of unempl.	129.087	100	127.056	100	121.483	100

From the data in the chart we can see that, in comparison with the previous year, the proportion of the unemployed in education in 1995 increased (from 8.5% in 1994 to 13.5% in 1995), but is still several decimal points lower than in 1993 when the proportion (13.9%) was more encouraging, that is greater than in 1992 when around 10% of the unemployed were incorporated in education.

1994 was truly a bad year in view of possibilities for incorporating the unemployed in education, since it was interrupted for several months because of a lack of funds. This resulted in a lower proportion of unemployed people being incorporated in education than in the previous year and this obviously was not encouraging for completely satisfying the needs for incorporating the unemployed in the following year. Those remaining in 1994 certainly increased the priority of incorporating the unemployed in education in 1995. In light of these problems we would have expected the proportion of the unemployed incorporated in education to increase considerably in 1994 (to satisfy the vital needs from 1994 and of course all the needs on the priority list in 1995). Sadly, we still find that the extent to which the unemployed are incorporated in education continues to depend more on the money available from the funds allocated for the operation of the employment offices and their programmes and that the expressed education needs represent a secondary element when allocating funds - the funding decisions are made on the opportunities for providing the education. So, the situation is still more about quenching the most pressing needs than providing opportunities for the unemployed to enrol in education programmes which have longer-term effects or in which the effects appear after a longer period of education - for example comprehensive education programmes, education programmes that are mutually supplementary and - parallel to longer term education - guarantee that the unemployed receive benefits to live off while enrolled in education, for example programmes for the psychosocial rehabilitation of the long-term unemployed and similar. It is true that the unemployed are already enrolling in these educational programmes, but in a smaller extent than indicated by the needs for this kind of education. Although the number of those without jobs has fallen somewhat in the last three years, the educational profile of the unemployed continues to be unfavourable in view of the needs of the labour market, while there has been an increase in the proportion of the long-term unemployed and senior unemployed people. Thus, certain groups of the unemployed are being pushed even further to the outskirts of social activity and often also to the edges of a normal life worth living.

The data in the chart shows something else that is interesting: the ratios of those incorporated in separate forms of educational programmes in the past three years continues to be approximately the same. So, the programmes that prevailed in 1995 were also functional education programmes, these were followed by on-the-job training programmes, then "education" programmes - this category included formal qualification programmes - financed by the employment institutes for the unemployed individual, for example the final year of study for a qualification if only this year is lacking for

completing a qualification either for a vocation (re-qualification), followed by training programmes and on-the-job training programmes.

In 1995 first-time job seekers, the long-term unemployed, job seekers without a professional education and older unemployed people were given priority in their incorporation in education. Even more attention was directed to the comprehensive treatment of the unemployed individual. From the viewpoint of education, this means that the unemployed enter education according to a planned vocational route and the relevance of education as regards employment opportunities. A word of advice we offer counsellors at the employment offices is that when directing the unemployed towards education they should be careful of a point, and that is that opportunities for finding immediate employment after education should not prevail in the overall strategy and provision of education for the unemployed. This is because we know that the unemployed also need to obtain knowledge in subjects which do not always directly lead to employment, but are often a prerequisite in ensuring that the unemployed person is in fact even motivated and prepared or capable of entering education and quite often also for them to educate themselves. This contributes towards maintaining the psycho-social activities necessary for the individual to stay in the mainstream of events and not become lost in the crowd of those who are "written off". This education enables him or her after a longer period of time, also thanks to their own activities, to become active again, either as an employee or associate employee in some other form of activity.



Preparations for Beginning Work in Study Circles

Slavica Černoša, SAEC

The Ministry of Education and Sport published a call for applications for the funding of adult education in the 1996/97 academic year and 71 study circles fulfilled the terms of the application and received funding for their activities. This means that this year the project will have over 25 per cent more organisations than last year. Our family is thus expanding and growing stronger and we hope this will be the case in the future.

Within the framework of the Week of Life-Long Learning, which took place from 30th September to 5th October, and on the occasion of the 5th Anniversary of the Slovene Adult Education Centre, we were pleased to ceremoniously present certificates to the new study circle leaders and mentors who successfully completed their training this



year. We hope that they will show as much enthusiasm in their work on this project as the leaders and mentors who entered the project before them.

In September study circle leaders received a letter with instructions for work in the 1996/97 academic year including all the necessary forms, contracts and other useful advice. A few changes have been introduced this year, particularly for organisations that have already participated in the project in previous years.

The last school year ended with the month of August 1996. All the rights and obligations they had by contract for carrying out the study circles in that academic year thus terminated, too. It is now already possible to (unofficially) report that 126 study circles were active in the past school year. The official data will be available by the end of December 1996.

After reviewing and successfully assessing the study circles that had completed their work and sent in all the necessary documentation in time, the third segment of funding has been given to the following study circles:

The Museum Study Circle, Folk High School of Ilirska Bistrica

For the second year now, the circle has been investing its efforts towards the establishment of a museum in Ilirska Bistrica. The participants have been studying local history and customs, preparing lectures and discussing particular topics. Thus, this year after investing 60 hours of work, the study circle members created a "visitation" that linked and stimulated all the neighbouring towns and revived old, forgotten customs. The event made a strong impact in the mass media.

Let's Organise our Town (Knežak), Folk High School of Postojna

In two years, the study circle members have helped in increasing people's awareness of the importance of environmental preservation. They prepared a campaign to tidy-up their environment, tidied up a place called Lokev and thus continued their campaign to make Knežak a tidy place. They also designed a pamphlet presenting their work. The study circle encompassed 46 hours of activities.

The "Ray" Photography Study Circle, Folk High School of Sežana

Members of the study circle captured in their camera lenses images from the Karst countryside, prepared an exhibition of photography on the occasion of a Slovene cultural holiday and a thematic exhibition titled Kosovel's Poetry in Photography. They also organised the Karst '96 Photographic Extempore, took part in the exhibitions and competitions organised by other photographic clubs and received awards for their work. This vast amount of work, which also had wide media coverage, encompassed 146 hours of work.

The Natural Sciences Learning Path, Vitra Cerknica

The efforts of the members of this study circle are aimed at preserving nature and knowledge about it so that nature lovers can find their ways to its beauty, whereby paying heed to its principles and preserving it in its natural form. They have also investigated the possibilities of using the natural science-path to promote tourism, but in such a way that it would not endanger the environment with new pollution. Their environmental work has been well-received by their community and has made quite an impact in the press. To round-off their activities they prepared a wide-reaching tidy-up campaign on the banks of the river Cerkniščica, organised an exhibition and published a report on their achievements accomplished in 50 hours of activity.

Make-It-Yourself Solar Collectors, Vitra Cerknica

The preservation of nature and the use of natural sources of energy were the guiding principles behind the work of the members of this study circle. Based on research and with the help of experts they made solar collectors for heating washing-water. The study circle members' work made quite an impact in their community and aroused interest in this energy source. The study circle members described their 53-hours of activities in a publication that was published at the end of the study circle last year.

Let's Preserve the Oil-Drilling Tower, Lendava Union of Cultural Organisations

The dilapidation of the oil-drilling tower in Petišovci drove members of the study circle to try and preserve it and prepare it for visitors as a natural museum. In addition to the tower, they prepared a plan to exhibit the other tools once used to dig for oil. They prepared a concept for the oil-industry museum in Petišovci and presented it to the public.

Helping Ourselves First, Society of the Blind and Partially-Sighted of Slovenia

Members of the study circle set out to prove to themselves and others that with strong will and confidence it is possible to overcome all obstacles, even those which may at first seem insurmountable. They would like to help themselves first and later on other people who are blind or partially sighted in their incorporation into society and in overcoming their fears, prejudice and building their confidence. At the end of the circle, which lasted 33 hours the members prepared a public debate.

Lace as Decoration, Centre for Social Work, Ravne na Koroškem

Through their work and love of lace the members of this study circle contributed towards the preservation and revival of this craft. They promoted ideas on the

establishment of a workshop or school. At the end of their circle work, they prepared an exhibition which attracted considerable attention. During the 66 hours of circle activities the members became familiar with the history of lace, its artistic value and made lace themselves.

Getting to Know Ourselves and Others - Sevnica Through Time, Maksima Sevnica

Members of the study circle took on a demanding assignment: to study the history of Sevnica, its unique features and the activities of the important people who influenced the development of the town. In doing this, they became familiar with their and other towns and established ties with them. At the end of their activities they thus went to the Prekmurje region and visited the town of Turnišče. They also prepared material for a brochure on Sevnica, its attractions and people.

Story-Telling, Izola Central Library

Stories can be an interesting activity for adults too when they assume the role of story-teller. However this is not an easy task as the circle members know, since through the help of professionals and exercises they tested their skills in reading and story-telling. The study circle encompassed 34 hours.

The Words of Slovenia's Istria, Vita Koper

The members of this circle are familiar with the sweet-sounding and poetic words of the Slovene region of Istria. They prepared discussions and literary evenings with Istrian poets and presented them to the wider community. Meetings of this kind are very important in promoting local creativity which is not sufficiently cultivated in the broader Slovene region.



Adult Education Summer School Gaining a Tradition

Nadja Dobnik, Faculty of Economics, Ljubljana

This year, the Chair of Adult Education at the Faculty of Arts in Ljubljana organised the second Adult Education Summer School from 17th to 21st June in Ajdovčina with the title "People's Needs, Stimulating Education and Local Development".



This year's Adult Education Summer School was aimed primarily at defining the needs for, and stimulating interest in education in Ajdovščina and the targeting of objectives for their activities and education programmes. Working in groups, the participants brought together adult education theory and research putting it into practical and field work. Based on their achievements, they prepared a radio show, press report and shaped their findings into proposals for the development of new forms of stimulating education in Ajdovščina.

A guest at this year's Adult Education Summer School was Prof Dr Liam Carey, the esteemed Irish expert for community education for local development. Among the organisers and authors of the theoretical contributions were Prof Dr Ana Kranjc, president of the Board of the Adult Education Summer School (with "How to Attract and Educate the "Under-Educated"), Jasna Dominko-Baloh ("How We Determined the Needs of People in Maribor and Stimulated Their Interest in Education"), Dr Nena Mijoč ("How to Stimulate People's Interest in Education through Personal Contact"), Dušana Findeisen ("The Use of Media in Stimulating People's Interest in Education"), Miran Morano ("Visualising Messages in the Education Process"). These findings were rounded up in the closing session by Mr Bačar with a presentation of Janez Vrtovec, Mrs Bončina who described her experiences in founding the children's telephone helpline and Mr Evgen Bavčar with his thoughts about what people should learn and the question of the Slovene identity and relationship towards education.

The Adult Education Summer School was attended by representatives of different education organisations and institutions from all parts of Slovenia, the Ministry of Education and Sport, the Slovene Association of Adult Education Centres as well as private companies for adult education.

In his opening lecture, Professor Carey defined the points of departure for understanding the significance and opportunities for developing community education for local development. Ireland is a country with one of the most developed networks of activities of community education.

Over the next few days in the morning sessions, Slovene experts threw light on these points of departure from different perspectives.

In the afternoon sessions, the participants split into three work groups.

The first group dealt with young adults and young people who after leaving primary or vocational school find themselves without any real opportunities for finding a job or being promoted. Among the main problems they encounter are issues concerning housing and emancipation, permanent job opportunities, and also the need for new forms of stimulation and social activity; this is related quite closely with space and the lack of initiatives for organisation.

The third group concentrated their attention on the question of stimulating senior adults' interest in education and formed the starting points of a University for the Third Period of Life in Ajdovčina.

For the first time in Slovenia, this year's Adult Education Summer School linked theoretical points of departure and findings on adult education with the needs of the people and community in which they live. The demand for a greater authority of regions and cities and more possibilities for making decisions and the transfer of power to the local level is one of the main issues local governments in Europe are dealing with today. And for people to realise how important it is to cooperate in the shaping of policies in their local communities and to establish the right to deciding on one's living and work conditions they need knowledge. And the subject of community education is tied to this. It should ensue from the people's needs, enable them to realise their interest and help them in their search for possibilities for being socially active and working. It is the job of all those involved in adult education to listen to the people and show them the opportunities and forms of education they need in order to realise their goals.

That is why the Adult Education Summer School is an important contribution towards bringing together theoretical findings with the experience and findings of people who work in adult education and strive for the people's development and their communities.

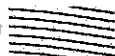


The DOBA Centre for the Promotion of Learning Celebrated its 1st Anniversary

Ema Perme, DOBA Maribor

A year ago, more precisely on September 7, 1995 DOBA began organising autonomous learning. Self-study is designed for all those who want to learn on their own, either because the schedules or method of organised forms of learning do not suit them or because they want to reinforce or upgrade their knowledge in a particular field.

This kind of learning has developed within the framework of adult education development in Slovenia carried out by the Slovene Adult Education Centre where the theoretical starting points for the development of new forms of adult learning and education are created. Our plans ensued from the general needs of society which dictate the preparation of forms of adult education that are closer to the adult person's manner of learning, needs, interests and possibilities. One such form is self-study. In today's world knowledge is becoming more and more important and, as we have known for



some time, formal education does not satisfy all our needs in finding our way in everyday situations - in the workplace and the pursuit of a professional career or in one's personal life. Studies have shown that continuous learning and education contributes to an individual's personal development and thus to greater satisfaction with themselves and this, of course, is necessary in light of the constant changes and improvements in social circumstances. Modern society is certainly based on the individual's satisfaction and this is the condition for his or her creativity and adaptation to changes.

All this led us to establish the Centre for the Promotion of Learning (Self-Study Centre) in Maribor and to create possibilities for making learning as accessible as possible for people and adapted to their needs. In DOBA we decided to provide access to learning material and advice on using and visiting the centre itself free of charge, because only in this way can we speak of spreading the culture of learning in the broadest sense of the word.

The huge interest shown in this form of learning confirms that our orientation was correct. So, let us take a look at some of the figures.

People's Interest

We started out modestly, twice a week, five hours a day with six learning sites. People's interest and desires grew from month to month, thus making it necessary for us to open the Centre three times a week, eight hours a day. A year of operation later, our Centre is now open all week, twelve hours a day and six hours on Saturdays. This is also evident by the rising number of visitors.

Each month more than 50 people come to the DOBA Centre to study. Over a half of our "independent learners" visited us more than 30 times, thus indicating how motivated they are and that we have selected suitable self-study materials for fields in which they would like to acquire, supplement and consolidate their knowledge. On average, people visit us for two hours a week, selecting the day and time themselves. There have been some difficulties in ensuring sufficient learning areas with computers, since we do not have enough computers to satisfy such a large number of users.

What and How are People Learning?

Paying heed to the characteristics of the adult learner we thoroughly prepared ourselves for the first visits to our Centre by users. We conduct an interview with each of them and on the basis of their previous knowledge, expectations and wishes our experts advise them on the appropriate learning material, study methods and instruct them on how to use the learning technology. Throughout the adults' self-study we provide them with expert assistance and help them to overcome difficulties, among other things by means of programmes for stimulating motivation for learning.

The most popular subjects in our Self-Study Centre are German (over a half of our users select this subject), English (more than a third), French and Italian. Adult learners are also interested in the new learning approaches, methods and techniques. We have noticed that demand is also increasing for business and computer studies, unfortunately, there is a lack of self-study materials for self-study in the Slovene language.

In their self-study, our visitors like to use computers with various learning programmes and CD-ROMs (mostly for languages). Likewise, they are interested in learning material combined with audio and video cassettes and show less appeal for material that is solely in book form, even though this, too, has been adapted for self-study.

User Response

In order to get a more rounded picture of our users' satisfaction we prepared a questionnaire for users to fill out at the end of a particular programme. We asked them their opinion of this kind of learning. As many as 40 per cent of them have continued learning independently on other programmes. In reply to the question of whether this kind of learning suits them, they all responded positively. They are also pleased with the organisation, information and advice they have received in the Centre. We asked them for their suggestions, comments and proposals. They replied that the work in the Centre is very well organised, that they like this kind of learning and added that they would like to have more space, with more learning places, particularly those furnished with computers. In regard to the purchase of new self-study materials in the Centre they propose: more computer programmes for German on floppy disks and CD-ROMs (on average there are less of these than for English), more programmes for learning Italian, also Russian, and material for preparing oneself for sitting exams in active proficiency in a foreign language.

Who Are Our Users?

The completed questionnaires showed that independent learners are people of all ages, most of them however are between 20 and 50 years of age. Again, it has been confirmed that the motivation and expectations for further learning and education increase with one's level of education, as less than half of our learners have completed secondary school, a third of them have college or university degrees and the remaining fifth have completed primary or vocational school.

According to our expectations, a large proportion of them - as much as a third of them - are employed. According to expectations, this is the group that most frequently opts for self-study, because they are increasingly burdened with their social roles and thus tend to prefer adapting the time they set aside for learning to their daily rhythm. We should stress that a third of our visitors are unemployed; this is encouraging, since the unemployed are thus actively making use of their time to acquire knowledge

which will contribute to increasing their competitive edge on the labour market. The remaining third of our users are unemployed and retired individuals. We have quite a few pupils and students, too; though the Centre is aimed more at adults than youths, their desire to learn in our Centre was so strong that we simply couldn't turn them away.

Instead of a Conclusion

The funds for the operation of the Centre in Maribor were provided by the Ministry of Education and Sport and partly by the National Employment Institute. In light of our wide scope of activities and the vital learning, education and counselling supplied by our Centre to the people of Maribor, we expect to secure the readiness of other funders, particularly the Municipality. It is of great importance to all of us that the Centre continues to operate, develop and that it offers the opportunity of learning to as many people as possible, because only in this way will it fulfil its fundamental mission of spreading the culture of learning in Slovenia.

We have added a special "gift" to the Week of Life-Long Learning in Slovenia - the first anniversary of the Centre for the Promotion of Learning at DOBA.



Language Education at Folk High Schools

Franja Centrih, UPI Folk High School of Žalec

Foreign language teaching is one of the most important activities in all the folk high schools across Slovenia. The foreign language courses on offer at folk high schools are diverse, since beside English, German, Italian and French, which are the most popular foreign languages in Slovenia, some folk high schools are offering courses in the other European languages such as Spanish, Portugal, Czech, Hungarian, Russian and we can also find courses in Latin, Japanese, Chinese and Arabic. Slovene also appears as a foreign language in the language programmes of all folk high schools. And not only is the supply of language programmes diverse, the forms of teaching also vary: standard certified courses are available and are carried out in small groups, with person-to-person lessons, refresher and conversation courses, specialised courses for closed target groups, preparatory courses for certain exams, summer language schools at home and abroad, and others. The language courses are taught by trained teachers who constantly upgrade their knowledge at seminars and in workshops at



home and abroad. Beside the folk high schools, these courses are primarily organised by the Working Group for Foreign Languages at the Association of Folk High Schools.

The aim of every language course is, of course, to attain a level of fluency in communicating in a foreign language, and the course students demonstrate their knowledge by taking an appropriate exam. The Slovene Association of Adult Education Centres with the support of the Ministry of Education and Sport has been a member of the International Certificate Conference - ICC since 1990; this means that twice a year within the framework of the Association we organise international exams for English, German, Italian, Business English, Business German, Technical English and English for Hotel and Catering Workers. After successfully completing the exam, candidates receive a certificate from the ICC. It is possible to sit other international exams at some folk high schools and the Slovene exam for fluent communication in a foreign language is also very popular. The education programme and knowledge standards that apply to the English, German, Italian and French language courses and which bring the student a valid certificate of proficiency in a foreign language was prepared in 1983 by a group of experts at what was then known as the Association of Worker's Universities in cooperation with the Foreign Language Education Centre (Izobraževalni center za tuje jezike) in Ljubljana. The Special Natural Sciences Education Council verified the programme on May 30, 1984. It anticipates a 5-level education, totalling 450 hours of instruction, and the acquired knowledge of which provides the ability to fluently communicate in a foreign language.

Because we know that over the past five years foreign language education has experienced considerable changes both as regards method and teaching didactics as well as the needs of the course participants, last year the Foreign Language Working Group decided to create a project to revise language programmes. The project has received support from the Ministry of Education and Sport and it gives us great pleasure to report that by the end of this calendar year the project group will have completed their work.

In revising the programme and preparing standards we took into account primarily the experience in teaching foreign languages and the carrying out of the already mentioned Slovene exam. We also drew ideas from the experiences we acquired through cooperating with in the International Certificate Conference and carrying out the ICC exams. We considered the measures and standards of final exams and secondary school matriculation exams. All the while, of course, we kept in mind that we were preparing a programme and exam for adults who do not need linguistic knowledge for academic purposes, but rather for their occupations in their contacts with foreign business partners, trips to countries with foreign languages, when reading foreign literature and watching foreign-language programmes. It was with these starting points that we prepared a programme which will enable fluent communication in all everyday situations. The programme anticipates the combining and development of all four language skills (speaking, listening, reading, writing) in different communication

forms and the revised programme will assess knowledge on two levels, the primary level and the level of active knowledge. Candidates are intended to take the primary level exam after 200-250 hours of lessons, and the active-knowledge level exam after 450-500 hours of course lessons.

In addition to the education programme and knowledge standards, the project group also prepared sample tests for carrying out exams and the assessment criteria. The active-level exam comprises written and verbal parts, while the exam will also assess all four language skills. After successfully completing the exam, a candidate would receive a valid certificate on their active proficiency in a foreign language.

The project group is thus finishing its work. Education programmes and knowledge standards have been prepared for all the languages, while sample tests have only been prepared for the English and German languages in the first stage. The programme and knowledge standards will be presented and submitted by the end of the year to the National Examinations Centre and we hope that they will accept and confirm it.



Distance Learning at Folk High Schools

Miroslav Zakšek, Trebnje Education and Culture Centre

In the modern world, distance learning is already a well established form of education which has equal standing with traditional education and takes place on various education levels - from the primary school to the postgraduate level. In Slovenia we began introducing this in collaboration with the Ljubljana Faculty of Economics in the 1995/96 academic year at three folk high schools.

Distance learning is characterised by the lecturer and the student spending most of their time spatially separated, and yet the student is not left to him or herself.

The prevailing study material is still written material adapted for this form of study which guides the student through the education process. The material is usually prepared by the subject leader who occasionally meets with the students. The students have access to the subject leader by phone or e-mail.

Tutors assist the students in the more difficult areas. Once a week the tutors prepare student exercises which are not compulsory and also have group or one-to-one consultations with them and similar.



The students can use the facilities of the study centre to form study circles.

The study centres are vitally important offering the distance learners material and professional support in their studies. This is where the meetings with the lecturers, exercises, consultations, exams and technical equipment are organised. Counsellors also work in these centres.

Distance learning requires from the student a lot of self-discipline, self-dependence in study and good organisation. It makes it possible for the student to select the time, place and rhythm for studying. That is why it is a suitable form of learning for working people who do not have the time to attend lectures, those living in remote areas, the disabled, mothers and the unemployed.

A Business College programme in the form of distance learning prepared by the Ljubljana Faculty of Economics is being carried out in study centres in Nova Gorica, Ptuj and Trebnje. The first results are very encouraging.



Self-study Centres at Folk High Schools

Alja Roš, UPI Folk High School of Žalec

Self-study centres have developed at Slovenia's folk high schools above all out of the desire and need to provide those seeking adult education with new ways in which to acquire knowledge and thus make it possible for them to study according to the schedules, rhythm and scope that best suits them. The advantages of self-study are the increased autonomy of the student (who selects the subjects, time, place and rhythm of study, the material, sets his or her own study goals and assumes responsibility for his or her study progress).

The self-study centre is a satisfactorily equipped area where people can come to study. The study areas in the centre are equipped with contemporary learning technology (computers, CD-ROMS, televisions, video recorders, cassette players, CD-players, the internet) and special study material adapted specially for self-study. Professionally trained staff are on hand during opening hours to advise users in the learning technology and materials.

The first self-study centres were opened in the 1995/96 academic year at folk high schools (7 folk high schools). The experiences of the centres already in operation show that there is a lot of interest among people in this kind of education, mostly for learning foreign languages and computer science. The people who mainly use the



self-study centres are those who would like to deepen and expand their knowledge, but who cannot or do not want to study in a group.

On an initiative provided by the Slovene Adult Education Centre and with the financial support of the Ministry of Education and Sport many folk high schools began cooperating in the Development and Implementation of Self-study Centres Project and opened centres of this kind in their institutions during the past academic year.



Adult Education Expert Awarded

Dr Vida A. Mohorčič Špolar, SAEC

On Monday, October 7, 1996 adult educators and researchers had reason to celebrate. Dr Jurij Jug, Senior Lecturer at the Faculty of Organisational Sciences was presented with the 1996 Award of the Republic of Slovenia for his long and successful work in adult education, organisation and scientific research.

Dr Jurij Jug is one of those experts who might have remained unknown to the wider public, because his research covers a topic that is not yet present in the consciousness of our wider community - the history of adult education. However, he is engaged in another field of study, too: the andragogical components of adult education. This orientation was already discernible during his postgraduate studies in which he dealt with "The Function of Technical and Special Museums in Adult Education". And even more so in his study on "The Function of the Textbook in Adult Education".

His work in higher education was initially closely related to this field, as he was interested in the broader issue of didactics which he skilfully transferred into written form and which saturated his work with students.

However, his interest in history led him to the field in which he gained a reputation the on an international scale and which represented pioneering work in Slovenia - the historical dimension of adult education. Dr Jurij Jug has shown us that adult education has always been present in our nation's various critical moments and that it has always played an important role. We cannot say that he looks only into the past, into the history of adult education, because he also looks ahead and investigates the role of small nations in the united Europe of the future and the preservation of national originality. This is where he sees education as one of Slovenia's essential advantages.



