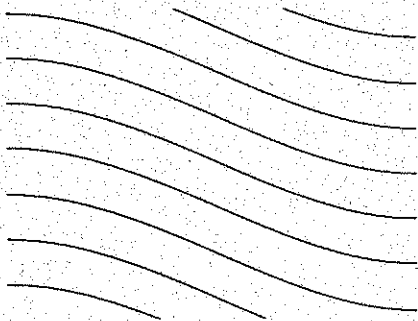


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



SUMMER 1997

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Publisher: Slovene Adult Education Center, Editor: Zvonka Pangerc Pahernik

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.
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SLOVENIA FROM NOVIČKE TO NOVIČKE



Foreign Analysts Positive About the Slovene Economy

Autumn forecasts by foreign analysts were characterised by predictions of lower economic growth in Slovenia - the estimates for 1996 dropped from 4.5 percent to 2.9 percent on average - but expectations improved in the spring. It is obvious that the new forecasts had taken into account the official statistical corrections of GDP growth and goods exchange estimates made late last year, and the stronger economic growth in the second half of last year. Londonbased NOMURA classifies Slovenia among the countries which last year strongly exceeded original expectations, whilst the OECD and EBRD place it in the group of the most-developed countries in transition.

Foreign analysts' average estimate of the 1996 GDP growth was 3.4 percent, which is close to the estimate that the Office for Macroeconomic Analysis and Development (OMAD) made last autumn (3.5 percent). As most forecasts were made before OMAD's latest publication of the 3.1 percent GDP growth in 1996, it is expected that foreign analysts will lower the estimates of GDP growth in 1996 in their future reports.

Slovenia's economic growth in 1997 and 1998 will strengthen. Most institutes even increased their forecasts, with only two (DAIWA in Dun & Bradstreet Int.) lowering them. DAIWA corrected its fairly high forecast (from five to four percent), whilst D&B Int. has already included OMAD's early estimate for 1996. The latest foreign analyses also include expected GDP growth levels for 1998, nearly all of which range between 3.5 and 4.5 percent.

(Slovenia Weekly, No. 23, June 21, 1997, p. 14)



Solving Common Problems Within a United Europe

The presidents of eight Central European countries, Milan Kučan (Slovenia), Oscar Luigi Scalfaro (Italy), Árpád Göncz (Hungary), Thomas Klestil (Austria), Roman Herzog (Germany), Václav Havel (the Czech Republic), Michal Kováč (Slovakia) and Aleksander Kwasniewski (Poland) gathered for their fourth meeting on 6 and 7 June in Piran. Slovenia's President Kučan said that the Piran summit brought a three-fold message:

the belief that all European countries and nations belong to a united Europe, that security is the natural aspiration of all European nations, and the faith in the creativity of Central-European thought continues.

Among the goals and interests common to the eight countries represented at the meeting, President Kučan discussed republican states with their own national identity, economic and political development, security, peace, tolerance and respect for the different. The countries gathered in Piran are trying to attain these goals and values also through alliances and memberships in Euro-Atlantic structures.

The official welcoming ceremony for the eight presidents was held on Friday afternoon at Tartini Square in Piran. An honorary unit of the Slovene Army and the Slovene police band were assembled there. In his opening speech, Milan Kučan said that the countries in Central Europe are bound by the same spiritual, ethical and moral values and are ready to implement them within European integrations: only open countries, which are internally free and based on free and equal citizenship, are able to become a part of the world of free cooperation.

To commemorate this important event, a wind-rose bearing the inscription "The Fourth Meeting of Presidents of Central European Countries" and set into the paving of Tartini Square in Piran was unveiled on Friday evening. The sculpture was designed by Slovene architect Boris Podrecca. After their primary discussions on Friday, the eight presidents signed the Golden Book of the town of Piran. On Saturday morning, the presidents presented their concluding thoughts on the meeting at a joint press conference which was attended by about 200 Slovene and foreign journalists.

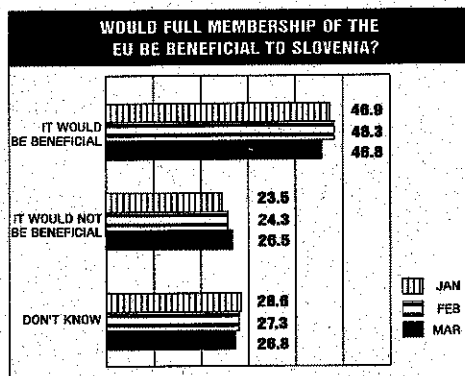
(Slovenia Weekly, No. 22, June 14, 1997, p. 12, 13)



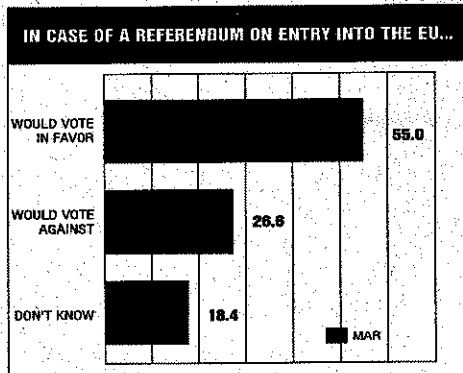
Public Opinion in Favour of Joining the EU and NATO

At the Centre for Researching Public Opinion and the Multi-Media, which is part of the Faculty of Social Sciences, a regular monthly public opinion survey is carried out. It is called the Politbarometer and it serves to determine and monitor the viewpoints of those polled with regard to current political events in Slovenia. The research is based on a representative sample of Slovenian citizens of voting age, who participate in a standardised telephone polling interview (CATI). We present some results of this year's March poll in connection with the "European orientation" and "opinions regarding joining the NATO Alliance".





CJM POLITBAROMETER, March 1997



CJM POLITBAROMETER, March 1997

(Slovenia Weekly, No. 15, April 19, 1997, p. 14)

Family Life in Slovenia

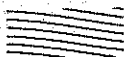
An average West European couple is well above 25 years of age when they have their first child, while in Holland the average has already gone beyond 30. A similar trend is present in Slovenia, although the average age of women giving birth to their first child is still somewhat lower, a survey showed on the position of women in Slovenia in the period between 1990 and 1995, published by the government's Office for Women's Policy.

The trend is mostly due to the so called LAT (living apart together) phenomenon denoting a child's prolonged living in the home of his/her parents even after completing their studies. In most cases, the young are economically dependent but socially independent of their parents. Similarly, the fertility rate is also increasing in higher age groups with couples deciding to have their first child later than before. In 1994, the highest fertility rate was recorded between 25 and 29 years of age. 1995 showed age groups 30-34 and 35-39 as more active. Also down is the number of marriages. Most couples marry between their 25th and 29th birthdays.

The number of divorces has also decreased since 1992. A possible reason is poor financial position of such couples who simply "cannot afford" a divorce as a single parent is even less able to raise a child than a family with two incomes.

Divorces are the most frequent in families with one child (40.0 percent), followed by families without children (33.4 percent) and couples with two children (24.0 percent). Divorces are the least frequent in families with three or more children (2.5 percent).

(Slovenia Weekly, No. 9, March 8, 1997, p. 9)



Fiftieth Anniversary of the College of Maritime Studies

Among the many schools and colleges in Slovenia currently celebrating their half-century is the College of Maritime Studies in Portorož. As part of a range of celebrations with which the school is marking its role in the nautical development of the country, last Friday's official celebration in the Portorož Auditorium was particularly significant. In attendance were representatives of every generation to have passed through the college, as well as a large number of VIPs. In his welcoming speech, President Milan Kučan remarked that "with the establishment of this school and the unification of the Primorska (coastal) region with the homeland, the foundation had been laid for the maritime future of our country and the Slovene state, linking Slovenia decisively and irrevocably to the sea". Other speakers at the celebration also stressed that the College of Maritime Studies had been a cornerstone in the development of all that later grew into Slovene seamanship - Splošna Plovba Portorož, The Port of Koper, Izola Dockyards, fishing, salt-extraction, maritime freight and agency activity, the Sergej Mašera Maritime Museum, the Marine Biology Station and the Nautical and Transport College. Over the last fifty years, 3548 students have completed their education at the school, over 2000 of them sailors. Many of them are captains of Slovene and foreign ships and are acknowledged maritime and transport experts. In the words of the principal Franc Uljan, the school can present its past achievements with pride and, at the same time, prepare for the future. To this end, it is planning a new technical college programme and introducing new education and information technology.

(Slovenia Weekly, No. 13, April 5, 1997, p. 5)



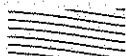
First Issue of "Slovene Linguistic Studies" Magazine

The Institute for Slovene Language, Fran Ramovš at Slovene Academy of Sciences and Arts (SAZU), together with the Joyce and Elizabeth Hall Centre for Humanities, Kansas, has published the first issue of the magazine "Slovene Linguistic Studies".



Slovene Linguistic Studies is a multilingual biennial periodical; it is devoted exclusively to linguistic research on the Slovene language. It contains articles written in Slovene, English and other languages, aimed at fostering dialogue on the subject which transcends state and language borders. The authors in the first issue come from Slovenia and the vicinity, as well as from the USA, Canada, Germany, Italy, Estonia and Israel. The texts are written in Slovene, English, German and Russian, and they are all accompanied by a summary in both Slovene and English.

(Slovenia Weekly, No. 23, June 21, 1997, p. 10,11)



Treasures of the Architect, Jože Plečnik

The Exhibition "Treasures of Gold, Treasures of the Spirit" opened in Ljubljana's National Gallery on Thursday, featuring over 60 ciboriums, chalices and monstrances designed by Slovenia's world-famous architect and designer, Jože Plečnik. This is the largest exhibition of Plečnik's sacral vessels ever, after similar works of his were first presented in Celje in 1991. Most of the objects on display, obtained from 40 locations in Slovenia and abroad, are still in daily liturgical use. The exhibition also features over 70 original drawings and designs for the objects on display by Plečnik. Many of them, including the famous Zagreb monstrance, are being shown to the public for the first time.

The exhibition, part of the European Cultural Month in Ljubljana 1997, was organised by the Museum of Architecture of Slovenia. Plečnik's work is also currently being exhibited at the Ljubljana Castle in an exhibition entitled Plečnik and the Prague Castle, and at the Fužine Castle in an exhibition entitled Jože Plečnik - Ljubljana's Urban Space.

(Slovenia Weekly, No. 22, June 14, 1997, p. 11)



Slovene Ethnographic Museum Moves to New Premises

The Slovene Ethnographic Museum has moved to new premises during the ongoing European Month of Culture in Ljubljana. It will stage three new exhibitions over the coming months which will later form its permanent exhibition. The newly-renovated premises were opened on Thursday by the Minister of Culture, Jožef Školč.

A three-part exhibition project entitled the Slovene Ethnographic Museum - Act One Presentation - includes an exhibition of objects from North America collected by renowned Slovene missionary Frederick Barraga, an exhibition entitled Circle Doors



on Barraga's birth and early childhood in Slovenia, and an exhibition entitled Window of Collections involving various objects drawn from the ethnographic museum's entire collection.

The museum's new premises are located on the south wing of the former Belgian Military Barracks, built during the AustriaHungarian Monarchy in the late 19th century. The complex is to become Ljubljana's new multicultural centre hosting a number of institutions which, in addition to the Slovene Ethnographic Museum, also include the National Museum, the Museum of Modern Arts, the Academy for Theatre, Radio, Film and Television, whilst some of the buildings will be dedicated to non-institutional artistic creativity.

(Slovenia Weekly, No. 21, June 7, 1997, p. 10)



The First Anniversary of the "Mat'kurja"

The friendly hen which represents Slovenia on the pages of the world wide web, is celebrating its first birthday. After the first web pages were made in Slovenia at the Jožef Stefan Institute on November 20, 1990, a group of authors under the name of "Mat'Kurja" joined in on the promotion of Slovenia on the Internet on March 1, 1996 (<http://www.ijs.si/slo/>). The group of authors was working under the sponsorship of the Government Public Relations and Media Office and produced an entirely new image of Slovenia on the Internet. Its first birthday was celebrated with a modernised graphic design, easier access to information and the hen being specially designed for the occasion, carrying a cake with one candle in its arms. Over this last year, 64,110 Mb of documents travelled through the pages of the Internet, confirming the great importance of this site in the promotion of Slovenia.



The Government Public Relations and Media Office has also recently joined the international communications network of the world wide web by introducing its own home page on the Internet ([http:// www.uvi.si/slo/](http://www.uvi.si/slo/)).

(Slovenia Weekly, No. 16, April 26, 1997, p. 10)





SAEC EVENTS



Work Plan of the Slovene Adult Education Centre 1997

The previous issue roughly outlined the work of the Slovene Adult Education Centre in 1996. This time, we will briefly describe some of what we have planned for 1997. The work plan was adopted by the SAEC council in March, but the government of the Republic of Slovenia, the SAEC's founder, has yet to discuss and approve the plan.

In its 1997 plan, the SAEC pays special attention to resolving the status of SAEC field projects, adult-education curriculum renewal, training and upgrading programmes for adult education work and international literacy research in Slovenia, in addition to the basic orientation towards consultative, development and research work.

Functional literacy is a project whereby we are developing measures to discover, reduce and remove the consequences of functional illiteracy among adults. The tools of international adult literacy research contains a special section aimed at determining the inclusion in education for the previous year; we have extended this so that we will be able to cover information on the inclusion of adults in formal and non-formal education and to analyse the varied features of and circumstances surrounding their education.

Study circles are fairly well established in Slovenia as a form of non-formal education intended to satisfy the personal needs of individuals for education relating to the development projects of their environment. We would like to establish this form of learning in as many places and different institutions in Slovenia as possible, including non-educational institutions which bring people together on the basis of their varied interests and needs.

Project learning for young adults builds on the project of the **Youth learning clubs**, which we established the basis for and developed in recent years. The programme is aimed at young unemployed people (aged 15 to 27) who have left education and have no vocational education. The educational programme is based on three modules: general education, personal development and vocational education (or understanding a vocation), while we implement it as a learning method in learning projects based on the principles of choice and gradualism.

In the **Promotion of unemployed education development** project we have prepared - on the basis of the previously developed methodology of evaluating educational programmes - the basis for producing tools to monitor unemployed education at the micro level (at the level of educational programmes). In 1997 we will prepare tools for current monitoring of unemployed education and will introduce workshops for professional staff of the employment institutes, who guide, advise and organise unemployed education.

We can also say that the **Development of organised autonomous learning project** has taken root, since so far educational and other institutions have shown a great deal of interest in this type of learning and education; and in certain places, this approach has been brought into practice. In 1997, we will continue our previous activities, but we will pay more attention in particular to informing the wider public.

We have managed to link people in Ljubljana, Maribor and Novo Mesto together in **learning exchanges**, which enable the exchange of knowledge between those who have it and those who don't; we are planning a fourth exchange in the Primorska region, provided we find a suitable provider. Exchanges are also expected to be opened within the context of municipalities.

We wish to use the **Centre for accreditation of prior learning (APL)** to enable verification and checking of knowledge obtained by individuals outside organised education. The project supplements the introduction of independent learning (the possibility for people learning independently to assess their knowledge) and is a constituent part of the introduction of the certification system in Slovenia. This year, we plan a number of activities, including further cooperation with the relevant institutions, the establishment of the APL centre at the SAEC as part of the examination centres system of the National Examination Centre, preparation of the required professional foundations (proposed learning achievements) for the programme of extended adult education, so that later the programme can be entirely or partly provided by a system of assessing and certifying knowledge. This year, we will gradually begin to experimentally provide the programme and its modules. We plan to produce an operational plan of trial introductions of individual modules, of reviewing and selection of professional literature, the development of teaching materials for preparing didactic sets, and the preparation, introduction and evaluation of individual modules of the programme, in terms of contents, methodological, didactic and organisational aspects.

Preparing the implementation of the educational process and all that goes with it is one of the basic conditions for achieving and maintaining quality. Although the specific needs and characteristics of adults in education are taken into account during the development of the educational programme, it is only with the implementation plan that the suitability of the contents of adult education programmes, suitable relations between different organisational forms of implementation, and respect for the abilities, previous knowledge and learning styles and techniques of adults in education programmes can be ensured. We plan to carry out a project lasting several years - **The methodology of preparing implementation plans for adult education programmes**, while this year we will produce a theoretical model of the contents of the implementation plan, and will prepare and carry out a questionnaire in selected adult-education providers.

The work of the **Sectoral curriculum committee for adult education** will amongst other things this year encompass the preparation of proposals of various training programmes for adult educators in preparing educational programmes, preparation of professional opinions during discussion of adult education programmes to be studied by the programme curriculum committee and other sectoral curriculum committees, the preparation of professional materials on the introduction of a certification system in adult education, preparation of draft recommendations for preparing catalogues of knowledge and for preparing examination catalogues, completion of the review of

public adult education programmes, and preparation of draft materials for the Starting-points for the preparation of adult vocational and professional education programmes.

In recent years we have prepared the professional basis of the **National programme for adult education**, and in this context set the goals and infrastructure activities (network of providers and advisors, network of programmes, information base) and the elements for coordination between departments and social partners which need to be developed for the implementation of the long-term goals of the national programme. This year, we will discuss the national programme in professional organisations, and amend it in conjunction with providers. The Slovene Adult Education Centre as a professional institution takes part in the preparation of new laws and secondary legislation governing the status of adult education and in the assessment of current legislation by providing expert opinions. We will also take part in such preparations this year.

On the basis of existing systems for monitoring and classifying the contents of education at various levels (national, company, educational organisation) and of the review of the monitoring systems in other countries and at the international level, the work will be aimed at preparing a **standard classification of educational contents** for adults at the national level, which would use planning and monitoring of supply and demand of adult education activities.

We are also preparing everything needed to define the basic concept of **advisory activities** and of the basic fields of development of advisory activities in adult education. We will define the plan of the long-term research and development work for the development of advisory activities in adult education, and will prepare a questionnaire, which will provide us with information on the conditions and on the need for advisory activities for adult education.

We will participate in the **Development of adult education in Slovenia, 1945-1990** project with two subprojects, **Worker's and folk universities 1945-1990**, and the **Development of the conceptualisation and systemic order of adult education 1945-1990**.

Following the publication of the monograph **Adult Education Research in the Period of Transition**, we will continue the project by establishing and coordinating a research network of adult education in the period of transition. We will continue to design the applied research project **Education for democracy**, which we will also offer to other countries in transition. In this way, we will take care of the gathering and flow of information and materials on adult education research in these countries through: the operation of the **Regional Information-Documentation Centre for CEE Countries (RIDCEEC)** and by publishing the information newsletter **Adult Education Research Exchange**, which contains information on adult education research in the CEE countries and is issued twice a year.

Overall scheme of science and the system of adult education is a research project which will enable us to produce a theoretically deep and empirically supported scheme of adult education sciences as an equally important part of the (meta)theory or science of education and of the whole macrosystem of science with all essential levels needed for the definition of a science: *logos, episteme, tekhnē, pragme* and

praxis in confrontation with all types of reality: nature, man and society. Such a scheme will form the basis for the definition of the adult education system and for consideration of the current system of terminology and concepts.

Organisation of employee education in the commercial sector is an applied research project which deals with and compares the status of employee education in the commercial sector, and the demand for employee education which has arisen during the economic and ownership transformation processes in Slovenia. On the basis of these findings we will design a model of the organisation of education in companies most suited to the current ownership, market, management and other orientations of the economy.

Target research programme: Slovenia, a learning country is based on the recognition that lifelong learning is the broadest base and guiding principle of all education. During the conceptualisation, dealt with by the leading experts and organisations around the world, each country must produce its own strategy for the development of adult education and learning, taking into account adults' specific characteristics, needs and possibilities. This also applies to Slovenia. The basic guideline for the development of the lifelong learning and education strategy is defined by the phrase "Slovenia, a learning country". In 1997 we will carry out a comparative study of the origins of the concepts of "lifelong learning and education" and "the learning society, community, organisation", and will produce an operational plan for the project.

Advisory activities are one of the priority activities of the SAEC. One important aspect is the evaluation of education, policy and measures to promote and develop adult education. Advisory work is linked to both the basic organisational structure of the SAEC and the areas of study of the SAEC. It is intended for institutions and individuals. This year, we expect particular need for advisory work in the following areas in addition to the general advisory work which accompanies the work of our institution:

- **Systemic and normative issues:** last year on the basis of the new schools legislation several implementational regulations were adopted; even more were passed this year. The introduction of changes in practice always accompanies increased workloads of advice to institutions and individuals. Last year, several problems arose stemming from the legislation relating to copyright work. The problem is still not resolved; it concerns the whole field of adult education and also requires an increase in advisory work. The introduction of new professional councils requires a different procedure in the public verification of programmes; studying them and related issues also forms part of advisory work.
- **Curriculum renewal and programming in adult education:** nine programme committees work within the Sectoral curriculum commission for adult education. We carry out advisory work for them, covering notification of events in curriculum renewal in general, provision of information between committees, advice on procedures and methods of work, and on suitable links to practice. On the other hand, we provide extensive advice to adult educators and other professionals preparing new adult education programmes (these are mostly "non-public" programmes not included in the renewal). This work covers consultation on appropriate methods of formulating programmes as well as consultation linked to programme verification procedures.

- **Participation in public tenders:** fairly extensive consultation work is linked to assisting adult education institutions which wish to bid for various public tenders issued by different ministries, funds, etc. This type of tender frequently requires the preparation of extensive documentation, all of which is reflected in the volume of our advisory work.
- **Consultation relating to development projects:** the work covers consultation in introducing development projects into practice and in solving real problems arising in such projects. These projects mainly cover: study circles (around 200 mentors across Slovenia, 70 institutions), open learning centres (this year around 25 centres are expected to operate, including 11 new ones which require particularly extensive assistance), education for the unemployed (introduction of new standards and norms which affect the work and also affect the help from employment institutes), introduction of a system for assessing and certifying knowledge (we expect the introduction of a system in several sectors of the economy, we provide consultation), youth project work (trial introduction of a programme by spending one day a week consulting with providers); training programmes for functional literacy, inclusion of adults with special needs in the training programmes for functional literacy, the inclusion of Roma in education; consultation of providers and users in reviewing supply and demand.
- **Consultation with management of various institutions and organisations:** we advise on and help plan models of internal supervision, determining educational needs, training and the selection of lecturers and instructors, the design of educational programmes and the introduction of effective adult education measures in the management and organisation of educational processes.

The operation of the information system will be linked to all activities which define this field (gathering, processing and issuing of information, Novičke, increased library collection, publicity). We will also continue **short further training programmes** for adult educators and other adult education and other professional workers, we will organise an annual professional meeting with providers, and cooperate in the organisation of or organise events. Let us specifically mention that in 1996, the European year of lifelong learning, for the first time in Slovenia we organised the **Lifelong learning week**, which was resoundingly successful. The results of analysis show that institutions and individuals, as well as municipalities and administrative units, support this form of promotion of the lifelong learning and education strategy. Activities this year will also run at the national and local levels.

We will not neglect **international cooperation**, since we expect visitors from abroad who will participate in our projects, both those who will visit the Centre as a sample adult education institution, and those seeking information and contacts for further work in the Centre.

Dr Vida A. Mohorčič Špolar, SAEC



Library of the Slovene Adult Education Centre Fifth Anniversary

Many visitors when they enter the library and see the books on the shelves (at present we have more than 2,500) ask if that's all the books we have. Jokingly, I reply by asking if we need any more. In any event, our library is one of the smallest, and this is not surprising. We have been gathering publications from a narrow, specialised (where we get the name for this type of library) field - adult education. In addition, there is also some reading material on the education of children or young people, on psychological and sociological themes, on the economy, on business management and organisation, on personnel development and other themes.

We have bought new books in line with available funding. We have received a surprising number of books as donations. Of the organisations which have donated books, let me mention the following: NIACE, The National Organization for Adult Education, the Adult Literacy and Basic Skills Unit from London (ALBSU, now the Basic Skills Agency), the European Centre for the Development of Vocational Training (CEDEFOP), the Institute of Adult Education in Salzburg, the Documentation Centre of the UNESCO International Office for Education in Geneva and the Learning Resources Network (LERN) from the USA. The most important individual donors have been: Jindra Kulich from Vancouver, Carol E Kasworm from the University of Tennessee, Knoxville, Peter Jarvis of the University of Surrey and Jože Valentinčič.

Jože Valentinčič gave us a collection of books on adult education which he wrote himself. These belong among the core Slovene works on adult education and which of course can no longer be bought. Since a whole range of core books on adult education which a library must have are out of print, we decided to photocopy them (without fear of being punished under copyright law).

In preparing the list of foreign journals and periodicals which we have ordered, we thought long and hard and carried out consultations so as to choose the very best. At the moment we subscribe to 30 foreign journals and periodicals, as well as 29 Slovene ones. In addition, we have asked everybody publishing free journals and periodicals on adult education to put us on the list of recipients in order to know as much as possible about what is going on in the world. We have tried to repay these people by sending them copies of our *Novičke* bulletin (in English); after all, we too have things to be proud of.

The vast majority of publications, books as well as periodicals and journals, are in English. Only occasionally do we receive visitors who know German; German-language materials as a result remain largely unused. I recall one visitor looking for literature on religious education in Austria written in English; of course, she would have found more if she could also use materials in German. We generally don't order books in French, Spanish or Italian, since they would not be read.



Most of the external visitors are students of adult education, but we also receive visitors from other faculties dealing with educational topics in undergraduate or postgraduate studies, from researchers and also from adult education providers.

The introduction of COBISS, a joint computerised catalogue for Slovene libraries, benefited specialised libraries most. Their collections have become more accessible in libraries and the number of loans has increased. Consequently, the effectiveness of investment in professional literature acquisitions has also increased.

Our library, like other, similar libraries, will not boast of quantitative indicators such as the number of items or the number of visitors. Our distinguishing feature will be quality: we will provide the best books and periodicals on adult education and we will handle them in such a way that users will find the right one as frequently and as readily as possible.

Please visit the reorganised library at the same times as before: Mondays and Thursdays between 2 and 4 p.m., and Wednesdays and Friday between 10 am and 12 p.m. You can also visit us at different times if you make an advance arrangement with the librarian (telephone 061 444 978).

Peter Monetti, SAEC




Preparations for the Launch of the Centre for Accreditation of Prior Learning (APL)

The final preparations are underway at the Slovene Adult Education Centre for the launch of the Centre for Accreditation of Prior Learning (APL); this centre will allow future mentors of study circles and teachers in literacy programmes to prove their abilities. One of the most important aspects is the agreement reached with the National Examination Centre (NEC), which will verify the APL so that it will work as an authorised body of the National Examination Centre. We have contacted the director of the NEC and informed him of the operations of the centre and also with the plans, including that for expanding the network of APL centres to cover the whole country. The NEC will study the publication issued recently by the SAEC, which consists of a handbook, information intended for anyone interested in the centre's activities and as an aid for those laying the foundations of this area. At the same time, part of the publication covers the learning achievements for the two programmes - the key aspect for the centre's operation. After reviewing the literature, together with the NEC we will deal with the final preparations for the launch of the centre. We hope that we will manage, to the satisfaction of future candidates, to verify the operations of the APL as far as possible, thereby allowing the certificates obtained to function as public documents at the national level.

Nataša E. Jelenc, SAEC





Research Progress Report: "Evaluation of the Labour-Force Education Policy with Emphasis on Education for the Unemployed - Part 2"

We wish to give you a progress report on the "Evaluation of the labour-force education policy with emphasis on education for the unemployed - part 2" research project underway at the Adult Education Centre in cooperation with the National Employment Institute.

The aim of the research project is to determine the effectiveness of including unemployed people in the educational programmes Assistant Waiter and Word for Windows for the period 1995/96. We want the opinions of everybody who have taken place in implementing the two selected educational programmes; for this reason, we set out six subjects: employment institute advisors; leaders (responsible persons) of selected educational programmes in educational organisations; unemployed people in education; employers who have employed unemployed people after they completed education; people responsible for education of the unemployed at the National Employment Institute; and the responsible persons for adult education at the Ministry of Education and Sport.

In the second half of April we began to survey employment institute advisors and the leaders of selected educational programmes in educational organisations. All interviews were conducted at the employment institute (18 interviews) or in educational organisations (60 interviews).

In May we continued surveying employers and the unemployed by post. For the Assistant Waiter programme we surveyed 272 unemployed persons, while for the Word for Windows programme, we surveyed a 20% sample of the 330 unemployed persons in education in 1995/96.

At this point, we would like to thank all the advisors of regional units of the National Employment Institute and the persons responsible for the selected educational programmes in educational organisations for taking the time to report on their experience and opinions on the provision of programmes for the unemployed.

We will provide information on the further progress and results of the research project in future issues of *Novičke*.

Vilma Malečkar, SAEC

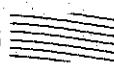


Examinations for Master Craftsmen, Managers and Foremen and APL

A number of companies in Slovenia have found that they have too few middle managers. The shortfall is primarily a consequence of the lack of a suitable method of training these people during the time of the former education system. New legislation enables the acquisition of secondary education by completing master craftsman, management or foreman examinations which, in terms of the standards of professional knowledge, are comparable with education gained at technical and other secondary vocational schools. Completing the general differential exams will provide the candidate with a vocational secondary school leaving exam. Under the former education system, the law stipulated the programmes for training master craftsmen, managers and foremen; these lasted between 18 months and 2 years and were categorised as further education after completing level IV. For a long time, it has not been possible in Slovenia to sit the exam to gain the title of master craftsman. The vocational and professional schools awarded only the titles of manager and foreman. As a result the innovation is more than welcome, especially since the demand for this educational profile is great due to the division of labour into smaller, specialised, autonomous units, common in large companies and small, for example private, ones.

SAEC called on the Chamber of Commerce of Slovenia (GZS) and the Centre for Vocational Education and Training of the Republic of Slovenia to allow candidates for this type of exam to be included in the APL procedures. This means that, by using proofs or similar methods of checking, candidates can prove their knowledge, even though it was gained informally, eg: experience, knowledge gained from independent learning, amateur activities and the like. The GZS proposed that the SAEC should cooperate in formulating the starting points and rules relating to master craftsman, management and foreman examinations. Consequently, by the end of last year we had formed a special working group consisting of several members of the SAEC. The group met several times in order to develop comments on the rules and proposals for inclusion of the APL procedure. The procedure for finally formulating the rules is still in progress, and the SAEC representatives continue to take part in the working group, which is officially entrusted with the task of formulating the rules.

Nataša E. Jelenč, SAEC





SLOVENE EDUCATION SCENE



In the Middle of Curriculum Renewal

We have written twice about the curriculum renewal of adult education in the English edition of *Novičke* - when it began and when the Sectoral Curriculum Committee for Adult Education and its programme committees began operating. In both cases, more than a year has passed. Therefore now, in the middle of curriculum renewal, is probably the time to write a few words about its progress, issues dilemmas and solutions. After all, we are at the stage of renewal where the first draft renewed teaching plans for individual educational programmes are appearing.

Before discussing the renewal of adult education, let us briefly summarise considerations presented by Dr Ivan Svetlik, chairman of the National Curriculum Council in the special collection of views of various experts on curriculum renewal. He first emphasised that curriculum renewal is not about systemic changes, but about changes in the contents of and approaches to education within legally enacted systemic changes. Changing contents and approaches is much more difficult, since on the one hand there is a fear of radicalism, and on the other hand a danger that the contents and forms of education will not be sufficiently adapted to the changes in the environment. These changes are increasing, and they transcend the boundaries of adult education - information overload, technological challenges, social changes, economic globalisation, etc.

Of course, not all these changes have a positive effect on education, and the task of the National Curriculum Council and of the renewal in general is to respond to such changes in a professionally appropriate way. Consequently, regardless of social and political sensitivity, curriculum renewal is primarily a professional issue. Resolving the issue would increase the autonomy and professional responsibility of school and teachers, achieve a higher level of connectedness between disciplines, promote the coordinated physical and intellectual development of individuals and prevent learners from suffering overloading or tiredness. The realisation of all of this is a condition for gradually achieving those goals which, in terms of the operation of the education system, seem most important. These are:

- higher participation rate for children, young people and adults in education and higher rate of transition or successful completion of education;
- preparing learners for quality life, for a profession and for lifelong education, in other words, preparing them to be motivated to gain further knowledge and to learn how to learn;
- higher quality and longer retention of acquired knowledge, including preserving functional literacy; and

- internationally comparable standards and levels of knowledge of Slovene citizens.

The curriculum renewal of adult education takes all of this and more into consideration. Those working in this area probably encounter even more problems and dilemmas than in other areas. While the introduction of the concept of lifelong education and lifelong learning is not and must not be restricted to adult education, there are also certain specific problems, one of which is the need to move beyond the practice to date of simple adaptation of youth education programmes and their "translation" into adult education. The curriculum renewal, while respecting equal standards and equal conditions for gaining publicly recognised qualifications, during the preparation of educational programmes and not just in the adaptation phase, must ensure respect for the specific educational needs of adults and the possibility of different routes to the knowledge required for qualifications.

Another specific feature of the sectoral curriculum committee is that it covers a number of levels and forms of education. For this purpose, the committee has within it nine programme committees for different levels and contents - from basic adult education through vocational and higher professional education to programmes provided exclusively for adults. As a result of this variety, it is sometimes difficult to provide uniform instructions for individual activities or solutions regarding the contents of planned educational programmes. Thus the programme committees must come to an expression of the involvement and self-initiative of their members.

Comparison with youth programmes, comparison with similar programmes in other countries and the personal experience of members and their colleagues in schools - all this ensures that the curriculum renewal of adult education will produce an educational programme which ensures the implementation of all the goals set out by Dr Svetlik. Primarily, people should be encouraged to learn and to view education as worthwhile in its own right, not just because of work and survival pressures. Sooner or later, adult education is really a condition for survival, but we will take a step forward if the renewal produces adult education programmes which because of their contents and practicality will encourage people to join them. This is also a condition for support from work organisations, state institutions and society in general. Without such support, adult education has no future. In this sense, curriculum renewal also means renewal of the whole society.

Janko Berlogar, SAEC



Annual Adult Educators Conference

Nova Gorica, 12th-13th May 1997

The UNESCO Materials Group discussed the Pan-European Declaration (Barcelona 1996) and the preparatory draft Declaration and plan of activities, due to be debated by the Vth International UNESCO Conference, Adult learning: the key to the 21st century. Zofija Klemen Krek, director and general secretary of the Office of the Slovene National UNESCO Committee, was a member of the group and provided the other members with some basic information on the work of the Hamburg conference, the preparations of basic documents, the composition of national delegations to the conference and the Forum of non-governmental organisations.

After discussing the materials, the group adopted the following findings and recommendations:

1. Working translations of the preparatory draft of the UNESCO declaration and of the prepared draft of the plan of activities need to be prepared, and they need to be amended and supplemented with the draft of the declaration and the draft of the plan of activities which we can expect in June. With regard to the definition of the materials (preparatory draft), the member states of UNESCO submitted their comments on the materials. Undoubtedly, the comments will result in some changes to the material, and so the working draft has to be supplemented by these proposals.

The group proposes to the executive committee that after the adoption of amendments, the material should be debated once again. The assembly leaves the manner of debating the materials up to the society, and the group leaves the decision to the executive committee.

2. In debating the preparatory draft of the plan of activities, the group found that the Adult Education Society had begun early preparations for the UNESCO conference, since they had discussed adult education and democracy at the conference in Postojna in 1995 (The role of adult education in the democratisation of society). It consequently proposes that the delegation representing Slovenia in Hamburg should review the proceedings of this conference.

3. Education within the local community, with the local community and for the local community is very important, and in the opinion of the group, it has two goals: 1) democratisation, and 2) protection of natural and cultural heritage. The group hopes that this will be one of the priority tasks in Slovenia over the next ten years, and proposes the development of educational and learning centres in national and regional parks, and linking them up in a network. Implementation of this goal also represents an opportunity to achieve the aims of the preparatory draft of the plan of activities under point 5 (Adult learning and the changing world



of work), point 6 (Adult learning in relation to the environment, health and population) and point 7 (Adult learning, culture, media and new information technology).

4. The group finds that it completely agrees with point 2 of the future guidelines (Improving the opportunities and quality of adult learning - the subject of a conference in Portorož and part of a conference in Nova Gorica), and proposes to the Government, the Ministry of Education and Sport, the administration academy and other ministries and institutions to provide multilateral support to campaigns which promote and present adult learning (eg Week of lifelong learning, Slovene education days, development of centres for the promotion of information on everything happening in the area of learning and education).

5. The group agrees that more attention must be paid in the future to literacy. In Slovenia's case, this means that more effort must be aimed at solving the problems of functional literacy, which is quite common in Slovenia.

6. Regarding the promotion of adult learning amongst women in Slovenia, it would be untrue to say that women do not have access to learning and education or that their rights in this area are restricted, as happens in other parts of the world. However, it would be true to speak of inadequate participation by women in the decision-making process. For this reason, the group views the four key guidelines of the preparatory draft of the plan in Slovenia as preparation and development of programmes for personal development, sovereignty and success in key areas of decision-making (policy, management, ...).

7. Regarding the great role the video media plays in our reality, we propose the establishment of a whole-day educational television channel. The implementation of this proposal would also significantly contribute to the implementation of the aims in point 6 (Adult learning and the changing world of work).

Dr Vida A. Mohorčič Špolar, SAEC



Study Circles as a Form of Museum Work

This year's 3rd Slovene Museum Fair was held in the New Wing of the National Gallery in Ljubljana from 19th to 24th May, and was particularly interesting for us. The fair provided information on the educational role of museums, and in this context numerous museums prepared interesting presentations and lectures. One of these was the Kranj-based Gorenjska Museum, which among other things prepared a lecture on



the topic of Animation of Adults for Study Circles and a presentation of the results of the Genealogy study circle. We only took part in the first lecture prepared by the mentor of the "Discover your country" Tatjana Dolžan, but unfortunately we didn't have time for a presentation of the Genealogy study circle prepared by Jože Dežman.

The "Discover your country" study circle has been operating for three years, and in that time the members of the circle have prepared three leaflets and have gathered material for several exhibitions. The experience of those years encouraged the mentor to prepare a very interesting lecture stressing the advantages of study circles for the work of museums. She found study circles to be an ideal form of work in museums, since they provide a link between museums and the people in their environment: they have an educational as well as an instructive role, for study circle participants as well as for their family members and acquaintances, since they pass on their knowledge and findings; at the same time, study circles also provide a good basis for group research, which is extremely important in museums. Most important of all, however, is the finding that study circles are the basis for voluntary museum societies; this will be essential in the future, since museum staff will not be able to handle all the documents themselves, and voluntary work will be the solution for numerous museums with many materials and too few people to deal with these materials. Normally, this material is linked to the history of the place and its identity, so that people from the same environment are ideal researchers, since they then research their own roots and identity. It was precisely this which interested the audience, which found that Ljubljana too could have a similar group of people to research the history and customs of the townspeople of old, and at the same time encourage people to feel an attachment and a sense of belonging to their city. Of course, this applies equally to all towns and places in Slovenia. Through study circles, Gorenjska Museum has taken a big step forward in bringing together professional museum work and voluntary work by people who, because of residential or sociocultural ties to their environment, wish to preserve the heritage of the place in which they live and/or work. For this reason, and given professional leadership, their work can be both high-quality and professional, and by so doing they can contribute to the development of the profession, of themselves and of the place on the one hand, while on the other hand they animate and encourage people to consciously preserve their cultural heritage and national identity. We can only wish every success to the many imitators of the work methods employed in Gorenjska Museum, to the members of study circles and to their mentors in discovering the many interesting features and beauties of our country and in encouraging as many people as possible to join in their enthusiastic work.

Slavica Černoša, SAEC



What's New at the Exchange?

The learning exchange, one of the oldest projects of the Adult Education Centre, has been running for five years, and is experiencing lively development, to the satisfaction of users. 3500 members of the learning exchange supply or demand around 5300 different types of knowledge. Three exchanges are in operation in Slovenia, in Ljubljana (KOŽ - Workers' Library), Maribor (Doba) and Novo Mesto (RIC Novo Mesto). These were joined on June 4th by a fourth in Slovenj Gradec.

Since discussions are usually by telephone, the location of a particular exchange is not important, but on the other hand it is true that the exchange is not just some kind of mechanism for receiving, processing and transferring data on people with knowledge and on people looking for it. Particularly through its operations in the media, directly or indirectly it encourages local people to take part in learning and educational campaigns. It would be ideal if every region had its own learning exchange. The Ministry of Education and Sport is of the opinion that we cannot afford to fund such a solution, and so we have agreed on a middle way. The Ministry will support the development and operation of learning exchanges, the three already operating (Ljubljana, Maribor and Novo Mesto) and a fourth in the Primorska region, once a suitable provider has been found. Four exchanges will thus cover the whole of Slovenia: the Ljubljana exchange will cover Ljubljana and its environs and Gorenjska, the Maribor exchange will cover Štajerska, Prekmurje and Koroška, the Novo Mesto exchange will cover Dolenjska, Bela Krajina, Posavje and Zasavje, while the Primorska exchange will cover northern Primorska, the coastal-Karst region and Notranjska.

Of course, this leaves open possibilities for the further development of regional and local exchanges, and we fully support this professionally. The condition is that such exchanges have sources of funding for their operation, since due to their conceptual nature, they cannot be a market-oriented project. Its services must be free of charge, since it is aimed at the widest possible circle of users. Here, we must count particularly on local authorities (of course other forms of sponsorship are also possible), since the new law will also give them funding earmarked for education. There remains only the question as to what feeling individuals working in the local administration have for this type of activity. Individual cases already show that the situation is improving. The learning exchange in Slovenj Gradec will be created as a result of the understanding of the local mayor.

Since we hope this will not be an isolated example, we expect further exchanges to develop in time. Bearing this vision in mind, we dealt with the problem of a network of exchanges and decided that all exchanges, regardless of sources of funding, shall have the same status, role and tasks (although not to the same extent), while the Ljubljana exchange will take on the role of central exchange and will conduct joint activities important for the exchange network as a whole.

Once the exchanges are linked by the Internet to a unified system, we will also be able to speak of a technical Internet. We hope that this important change will take place soon, since the obstacles are mainly financial. It will only be possible to connect to the Internet once the software which helps the exchanges operate is updated. This requires a fair amount of money. The Ministry of Education and Sport promises to find the money.

Irena Benedik, SAEC



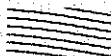
The Role of Classification in the Renewal of Vocational Education

Bled, April 4th-5th 1997

The Centre for Vocational Education and Training of the Republic of Slovenia and the Faculty of Social Sciences under the sponsorship of the European Commission Directorate General 1A, Brussels, organised an international conference entitled "The Role of Classification in the Renewal of Vocational Education" at Bled on April 4th and 5th. Although no direct attention was paid to adult education at this level, like all other partners in adult education, the problems under discussion concern the contents and providers of this type of adult education. As a result, some members of appropriate programmes of the sectoral curriculum committees at the Sectoral Curriculum Committee for Adult Education. For the same reasons, there is space dedicated to reporting on this conference, although it is more of an informative nature.

The significance of the conference can be seen in the composition of delegates. The delegates included representatives of numerous institutions or social partners in the implementation of vocational education and its renewal - from the government or responsible ministries, faculties of both universities, the Chamber of Economy of Slovenia, the Chamber of Trades, the National Employment Institute and trade unions to the Centre for Vocational Education and Training of the Republic of Slovenia as the joint organiser, and as mentioned the Slovene Adult Education Centre or the IO PKK (Adult Education Sectoral Curriculum Committee). In addition, the range of opinions was expanded by the presence of foreign guests - experts dealing with the renewal of professional education in Slovakia, the Czech Republic, Hungary, Spain and the Netherlands, as well as Dr Manfred Kaiser of the supervisory unit of Phare in Ljubljana.

The tone of the conference was set by Slovene experts through their papers or in the debates, which were occasionally very heated. This is both understandable and welcome, especially if we consider the unresolved problems in the area under consideration and at the same time we wish to treat them in a uniform manner. Undoubtedly this requires classification of professions; we understood this from the

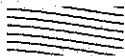


debates themselves as well as from the conference resolutions. The conference proceedings were published by the Centre for Vocational Education and Training.

Thematic groupings, papers and related or independent debates divided the conference in two. The first on the surface appeared to be of a terminological nature, but in fact it is the question of what makes a profession, which the debate showed to be of an existential nature. This is a problem described by the moderator of this part of the conference as characteristic of an open labour market and a matter of separating the educational qualifications of people from their professional, employment activities. Although this was probably not the intention, there is a question of whether the question shifted the traditional and firmly rooted conviction that a profession belongs to a person in the sense of considering a profession as something which a person does profitably. This is thus a shift from "profession" to the area of personalities for the area of work. The complex and challenging nature of one or other viewpoint is shown by the question of whether unemployed people still have a profession. If our answer is yes, how do we answer the question of whether a doctor who has not been in practice for many years is still a doctor.

The title of the conference shows that its focus lay elsewhere, the classification of professions. Even here, however, at least in the past, there has been no unified position and equal treatment. Judging by the debates at the conference, some work and cooperation is still needed in the future for something along these lines. At least three partners should be involved in the first instance in reaching an agreement on uniform classification: statisticians, employment institutes and educators. The experience from abroad shows that this type of problem exists there too, and that there is no and probably can never be any uniform solution, and that therefore, at least in this field there is no need to blindly follow European patterns. The renewal of vocational education provides a real opportunity to allow all partners to formulate a suitable classification which is also as unified as possible - a classification which would, due to the huge numbers of professions, be unsurveyable, unusable and unsuitable for planning education programmes; which would in line with social and technological development open up the introduction of new profiles; and finally which would be sufficiently clear in terms of content and terminology that it would no longer be necessary to think too much about what we are by profession, what we are in terms of education, and what in fact we do. If this conference makes even a minor contribution to this and allows the resolutions to be implemented, then it will have achieved its purpose.

Janko Berlogar, SAEC



Lifelong Learning - the Key to the 21st Century

Ljubljana, 20th March 1997

Novičke readers were invited in February's issue to attend the round table on "Lifelong learning - the key to the 21st century", prepared by the Slovene National UNESCO Committee and the Slovene Adult Education Centre on Thursday March 20th 1997. We particularly invited experts, providers of last year's Lifelong Learning Week, mayors and journalists. The response was excellent, with 80 delegates gathering in Valvasor Hall at Cankarjev Dom in Ljubljana.

In the round table debate, we wanted, as pointed out in the invitation, to draw attention to lifelong learning as the broadest basis for and the guiding principle of ordering overall education and as the basic strategy for the development of education, both now and in the future.

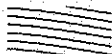
Dr Darko Štrajn, who was the moderator and chairman of the debate, described the term lifelong learning as a term of the future. The knowledge explosion and social-economic globalisation require us to constantly monitor developments and to be flexible in response to challenges.

Dr Slavko Gaber, minister of education and sport, took his thoughts from events in adult education in Slovenia since 1990. He found that this area has expanded rapidly. Budget funding intended for adult education rose from 114 million tolar in 1992 to 379 million tolar last year. In the future, the government should also ensure a wider distribution of funding and should devote more money to adult education at the municipal level.

Dr Peter Tancig, president of the Slovene National UNESCO Committee, reported that the industrial society is followed by the information society, followed by the knowledge society. The situation in Slovenia is not too good, since the low level of education and the high average age are not the best markers for the future. The best way to survive is to invest more time and money in acquiring knowledge.

The lifelong learning development strategy was presented by Dr Zoran Jelenc, head of the Lifelong Learning Week in Slovenia project. He explained the difference between the minimalist interpretation of lifelong learning, which considers the matter of adult education, and the maximalist approach, which views lifelong learning as the guiding principle governing and ordering all education and learning. The second interpretation has been introduced, especially in the most developed countries, where they are aware of the importance of knowledge for the future.

Dr Jelenc also presented the Lifelong Learning Week project, which will this year be held for the second time in Slovenia.



Following the opening papers, a lively debate developed among the round table delegates regarding various forms of additional and non-formal education and the introduction of a lifelong learning strategy in Slovenia.

We also used this opportunity to prepare an exhibition on the European Year of Lifelong Learning, the Adult Learners' Week in the United Kingdom, the Slovene Education Days 1996 (presentation by four municipalities under the title "Slovenia, a learning country"), the Lifelong Learning Week in Slovenia and the programme of the UNESCO conference in Hamburg in July 1997.

Anton Lenarčič, SAEC



Adult Literacy Research in Slovenia

We have already written about the importance and contents of international literacy research in previous issues of *Novičke*. The aim of this paper is to acquaint readers with the methodology and progress of a pilot study in Slovenia.

The research methodology is very demanding, since it is adapted to research of large population samples, and at the same time enables comparison between participating countries. The research defines literacy as the ability to use written information in different areas of life (home, work, wider community). On this basis, the research measures:

- *prose literacy*, which requires the knowledge and skills needed to understand and use texts (stories, articles, songs);
- *documentation literacy*, which is defined as knowledge and skills in looking for and using information characteristic of for example job applications, forms for depositing or withdrawing money, timetables, maps, tables and graphical information presentations;
- *quantitative literacy*, which covers the use of arithmetic operations in tasks such as calculating interest when taking out loans, calculating percentages for clothes sales, reading weather forecasts, etc.

The test taken by sampled adults covers written tasks and problems taken from daily life which have been previously tested in most participating countries. 114 tasks were chosen, classified into seven blocks. In each of them, the tasks run in order of difficulty, from easiest to most difficult. The blocks with their tasks are split into seven booklets in a specially predefined order. Each booklet consists of three blocks, for example the first from blocks 1, 2 and 3, the second from blocks 2, 3 and 5, and the third from blocks 3, 4 and 6.

In addition to the main booklets with tasks described, we also use for research purpose a Basic Booklet. This covers only six tasks which are easier than those in

the main booklets. All respondents completed the basic booklet, and those who correctly solved two or more tasks solved one of the main booklets. Thus we avoided embarrassing those respondents who read, write and calculate very poorly.

Using the booklets and tasks described, we measure cognitive skills, and in addition through the use of a special questionnaire, we gather various data about the respondents: education, ethnic origin, languages they speak, data on parents, work, reading and writing at work, participation in education, reading and writing in the family, and on their material status.

By combining the data from the questionnaire with the data from the task booklets we will obtain a profile of the literacy of the Slovene population. This will provide education and social policy experts with appropriate data for detailed analysis and the formation of suitable programmes.

Given the scale and complexity of the research, we must carry out a pilot study before the main part of the research, which will be conducted on a representative sample next spring. The field work of this pilot study covers a sample of 420 people from the Ljubljana area.

We wish to use the pilot study to check the suitability of the tasks in the booklets, and whether they are suitably adapted to our cultural and linguistic environment. We will also find any mistakes we made in our work, and this will make it easier to plan the organisation of work for the main research project.

The work we have done to date covers the preparation of the whole range of research instruments. We have translated and adapted the task books and the questionnaire. In cooperation with the Faculty of Social Sciences in Ljubljana, a computer program for data entry has been prepared. We have translated and adapted the materials for surveyors, and in two days we trained 31 of them. Field work takes place March 3rd to 14th. At the same time, supervision of the work of surveyors, other support activities, and assessment and coding of returned questionnaires and task books are underway. The pilot study will be completed with the preparation of a report at the end of April.

Aleksandra Kovač



Lifelong Learning Week in Slovenia Again This Year

From the supplements to last spring's *Novičke*, you will already know that in 1996 we organised Slovenia's first Lifelong Learning Week (TVU '96) - following the example of Great Britain and in response to the initiative of the European Community on the Year of Lifelong Learning - thereby becoming one of the five countries in the world apart from Great Britain to organise such presentations. From 30th September to 5th October last year, various events and activities took place all over Slovenia. At the initiative of the Slovene Adult Education Centre, 58 providers from 12 Slovene regions



combined their efforts and good will to gain publicity and offer people the most varied opportunities and education available in Slovenia.

A study of the providers by type of organisation shows that the most common providers were private-sector educational organisations with 17 providers, followed by 15 Folk Universities; there were relatively few other public-sector institutions (5), secondary schools (4), or societies (3), while universities, trade unions, corporate education centres and chambers were represented by one provider each; other providers included groups (for example study circles) and some municipalities. With the exception of two pre-school institutions, only adult-education organisations took part in TVU '96.

More than 197 presentations and 456 events - from activities such as open days, workshops, educational meetings, exhibitions, presentations, round tables, consultations, conversations in foreign languages, knowledge testing, practical training, organised advice, the opening of new institutions (for example self study centres), club meetings, cultural events, literary evenings, study circle presentations, learning exchanges, self study centre and other projects to a gala reception, awards ceremony, sessions of municipal assemblies, notices in national and local media - reflected the diverse array of educational and learning opportunities available to the curious Slovenes.

At present, we are busy organising the 1997 Lifelong Learning Week (TVU '97). The plans for TVU '97 are based on last year's enhanced with the experience, recognitions, critical attitudes and delegate proposals. This covers preparatory activities aimed at a review and analysis of TVU'96 and at preparations for this year's Week, the activities in the Week running at the national and regional levels and concluding and parallel activities.

This year too the Slovene Adult Education Centre (SAEC) is encouraging cooperation with the relevant professional, administrative and other institutions and organisations, both in Slovene regions and at the national level. We would like to attract as many providers as possible, particularly from those institutions which last year were relatively poorly represented. In particular, these are societies, public institutions, schools, corporate education centres, trade unions, associations and other movements. Since we are talking about lifelong learning, we would also like to invite organisations working with children and young people (schools, education-care organisations, universities, societies) to TVU, if at the same time they are also involved in adult education, so much the better, since it will then be easier to stress the importance and opportunities of lifelong learning.

Based on our experience from 1996, we reckon that providers will choose to organise:

- a) events and presentations, which they will use to present either their programmes/projects or the programmes/projects of others: open days, exhibitions, group or individual presentations of the programmes and projects of the provider, the town or the local community, study circle presentations, learning exchange, self study centres and other SAEC projects, and the like;
- b) events and presentations, in which delegates may take part: workshops, practical training, testing, organised consultation, discussions in foreign languages, organised debates, club meetings, round tables, consultations and the like;

c) events and presentations which will accompany the basic activities of TVU: gala opening of TVU, receptions, social events, cultural presentations, literary evenings, presentations of books and other publications, organisation of special sites for brief TVU presentations (for example department stores, libraries, museums, galleries, etc), the passing on of information on TVU to the session of the municipal assembly or its bodies, broadcasts on local radio, broadcasts on local television, announcements in local newspapers, press conferences, awards to individuals, groups, organisations, local advice lines and the like.

We would really like the Week to happen wherever education and learning are already being implemented, as well as in those places where there is insufficient education being provided. We would like TVU to reflect the wishes, desires and ambitions of people, and to enable them to learn to meet their needs and provide them with satisfaction; in addition to personal goals and desires, the activities should also reflect the specific features and specialities of the place, town, municipality and other communities in which people live.

We are striving to gain maximum support from the media, so we are providing them with information and professional materials, we are planning a press conference during the week and we will invite them to take part in and cover TVU '97 events. We are negotiating a live broadcast on national radio covering consultation on the educational and learning opportunities in Slovenia, and also with national television on organising a round table on the theme "Lifelong Learning - A Challenge for the 21st Century".

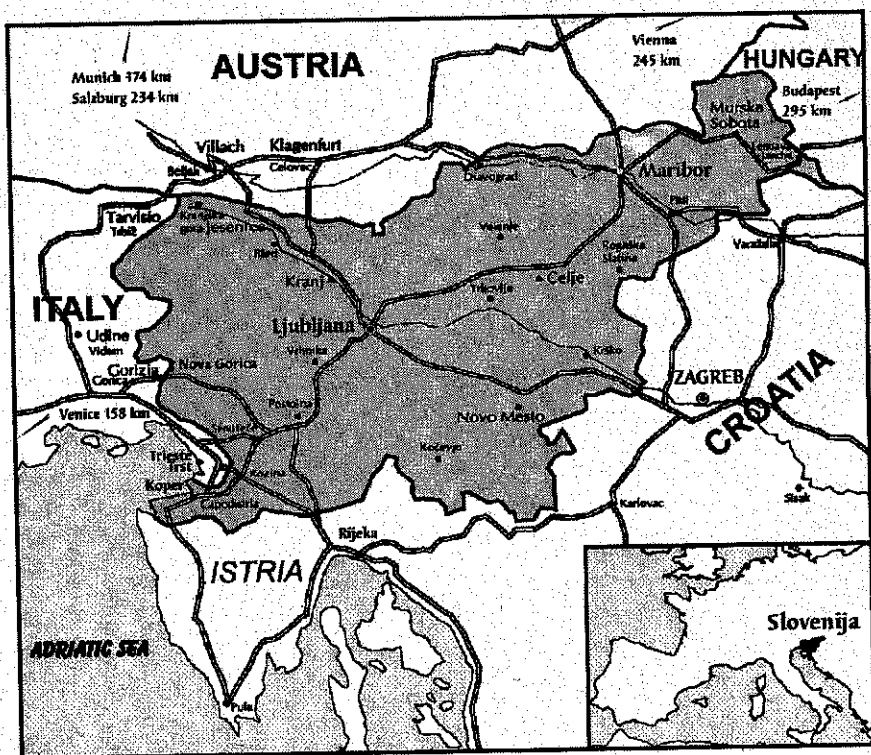
This year for the first time within the TVU we will be presenting Slovene Adult Education Centre awards for exceptional achievements in learning and enriching one's own knowledge and for exceptional professional or promotional achievements in teaching and enriching the knowledge of others; these awards will also represent recognition of the achievements in implementing the basis and strategy of lifelong learning in Slovenia. We would like individuals, groups and organisations from all parts of Slovenia to receive recognition, so we published a special invitation for nominations.

TVU organisers, providers and visitors are all of the same opinion that the Lifelong Learning Week should become an annual event, an ongoing project of the Republic of Slovenia and a traditional holiday for all those learning and educating themselves and all those involved in any way in education and learning. The development of lifelong learning in Slovenia and some of the promotional successes we have achieved in this area are leading us to consider further measures for the development of learning and the culture of learning in Slovenia. This is why we called on the Government of the Republic of Slovenia to support the TVU project as a project of national significance for the development of Slovenia, and to adopt suitable development guidelines under the phrase "Slovenia, a learning country".

In the preparation, implementation and analysis of the Lifelong Learning Week we have and will continue to cover this in our *Novičke* journal, so you can expect more information on this topic in coming issues.

Zvonka Pangerc Pahernik, SAEC

Area: (sq km): 20,256, **Population:** 1,990,600, **Population growth (%):** - 0.3, **Density (inhab. / sq km):** 98.3, **Population of Ljubljana (capital):** 330,000



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