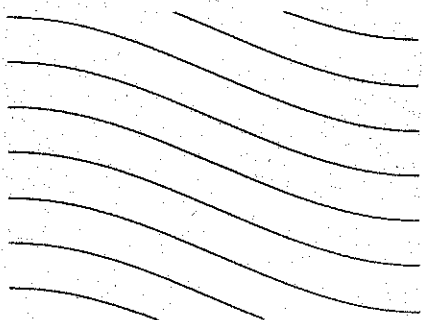


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



W I N T E R 1 9 9 7

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Publisher: Slovene Adult Education Centre, 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



Christmass Greetings

Dear friends, allow us to thank you for being with us in 1997. We wish everyone of you a merry Christmass 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!

Dr Vida A. Mohorčič Špolar, directress
Zvonka Pangerc Pahernik, head of Information centre and editor of Novičke
on behalf of our colleagues and your friends at the Slovene Adult Education Centre.



SLOVENIA FROM NOVIČKE TO NOVIČKE



Milan Kučan Wins Presidential Election

On Sunday, November 23, 3441 polling stations opened at 7.00 o'clock in Slovenia where 1,551,790 registered voters selected the new head of state for the next five-year term in office among eight presidential candidates. Several special forms of balloting were available in the 1997 presidential vote. While early balloting took place over the past week for voters who were away from their permanent place of residence, Slovene citizens temporarily or permanently residing abroad had the possibility to cast their votes in Slovenia's 29 diplomatic and consular missions around the world. Election materials have been sent to about 3200 voters in 38 foreign countries,

primarily in Argentina, Switzerland, the United States, Germany and Croatia. The Constitutional Court has this year extended by five days the term during which postal votes may have reached the electoral commission to be valid. Like in all previous elections, a press centre for domestic and foreign reporters has been set up in the Cankarjev dom cultural centre. About 280 Slovenian and 55 foreign reporters and photographers have been accredited for the election. The first round election have cost the national budget about SIT 414 million (about US\$ 2.5 million) or SIT 267 (US\$ 1.6) per voter.

The election turnout was 60.8 percent - 942,410 of the total 1.5 million eligible voters cast their vote. Slovenia's Constitution as well as Law on Presidential Election do not set a minimum election turnout for the elections to be valid. The Constitution (Article 103) only stipulates that the candidate that receives the majority of valid votes is selected.

According to National Electoral Commission's data Milan Kučan won, collecting 55.6% of the votes.

(Slovenia Weekly, No. 41, November 24, 1997, p. 4)



Slovenia's Candidacy Supported

Janez Drnovšek, the Slovenian Prime Minister, met the President of the European Commission, Jacques Santer, at the introductory reception to the European meeting of the trilateral commissions. Santer assured Drnovšek that no one opposes Slovenia's candidacy for entry into the EU and most countries agree with the 5+1 formula, with only a few supporting any expansion of the group of candidates.

Later on Drnovšek attended a session of the trilateral commission in the Hague and gave a speech dealing with EU expansion from the point of view of a candidate country. He stressed that Slovenia has achieved stable economic development over the five years of its independence despite difficulties in achieving international recognition. Reforms are also well under way in Slovenia, he said. Slovenia is now waiting for the EU's political decision, understanding the dilemma that the Union is faced with regarding the extent of expansion. In this light, Drnovšek called for a comprehensive approach to deal with candidates for the firstround expansion.

(Slovenia Weekly, No. 38, October 31, 1997, p. 7)



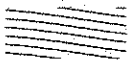
TEMPUS International Conference in Portorož

A two-day international conference sponsored by TEMPUS was held in Portorož under the name of 'TEMPUS - Dynamics of Higher Education'. For the first time this year, the conference was held outside of the European Union. It was attended by 150 academics, education experts, representatives of the EU and country-participants in the TEMPUS, TACIS, SOCRATES AND PHARE programmes.

"Higher education is by its very nature one of the most important factors of the contemporary development of society", said the Minister of Education and Sports, Slavko Gaber, pointing out that the strengthening and promoting of co-operation in the international academic sphere is of special importance for those countries seeking European membership.

Discussions during the conference focused on disseminating project outcomes - how the results and dynamics of former TEMPUS projects can be integrated into the reform process of higher education system; on TEMPUS' role in building a new European citizenship in a changing economic environment; on institution building and staff development for the implementation of EU policies and programmes; on reforming the teaching of Economics in TACIS programme countries. It finished with an open discussion with the European Commission on TEMPUS' developments.

(Slovenia Weekly, No. 41, November 24, 1997, p. 7)

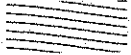


Minister Gaber Attends Structural Dialogue on Education

Slovenian Minister of Education and Sports, Slavko Gaber participated in a structural dialogue gathering EU ministers responsible for education and their counterparts in associate EU-members from Central and Eastern Europe in Brussels. The dialogue focused on bringing the education policies in line with EU standards. After the talks, Minister Gaber said the ministers of education have called for the creation of a harmonised educational policy with a common and distinguishable European element which should be based on quality. Another topic on the agenda was opening EU educational programmes up to associate member-nations, with regard to the TEMPUS programme, which is part of the accession strategy launched by the EU to help associate EU members harmonise with EU standards.

(Slovenia Weekly, No. 41, November 24, 1997, p. 13)






Sixth Anniversary of the Slovenian Tolar

Slovenia introduced its national currency, the tolar, on 8 October 1991. To mark the sixth anniversary of the nation's monetary independence, the Bank of Slovenia's annual awards for the best graduation papers by banking students were presented. An exhibition relating to banking in Slovenia since 1984 was also opened at the central bank's premises on Thursday.

The six years of monetary independence is a relatively short period during which the Government and the Central bank have nevertheless achieved satisfactory results and it is vital to continue the current policy of tolar stability in line with Slovenia's macroeconomic goals and its openness in terms of foreign trade and balance of payments results.

(Slovenia Weekly, No. 35, October 11, 1997, p. 11)



Slovene Academy of Sciences and Arts Becomes Member of International Association of Academies

The Slovene Academy of Sciences and Arts (SAZU) has become a regular member of the International Association of Academies, which is currently holding its 71st annual session in Jerusalem. This international organisation was founded in 1919 upon the initiative of the French Academy. It holds meetings on a yearly basis to review its international links and co-operation. Declaring independence six years ago, Slovenia was only recently admitted into the association. However, the SAZU has been actively participating in the projects of the International Association of Academies in the meantime.

(Slovenia Weekly, No. 24, June 28, 1997, p. 8)

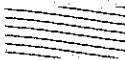


New Information-Documentation Centre

An Information-Documentation Centre of the Council of Europe (COE) has opened in Ljubljana. The opening ceremony was attended by COE Secretary-General Daniel Tarschys and Slovenian Foreign Minister, Boris Frlac. The COE Information-Documentation

Centre is part of Ljubljana's National and University Library. All documents concerning COE activities will be available at the centre. Tarchys expressed his hope that the centre would be useful for all those interested in the COE's activities, whether they be from the government, the parliament, the media, or are researchers or students.

(Slovenia Weekly, No. 36, October 18, 1997, p. 11)



The Internet is Spreading Fast in Slovenia

The project Research on The Internet in Slovenia (RIS) is conducted by the Center for Methodology and Informatics at the Faculty of Social Sciences of the University of Ljubljana and is the first serious look at the Internet and related informational technologies in Slovenia. Within two years, the project became widespread and its results and findings internationally comparative. The research has gained the support of the Ministry of Science and Technology, the Ministry of Education and Sport and other contributors in order to help the future development of the project. The basic results and findings are also available on the Internet on the web page at <http://www.ris.org>.

The recent RIS shows that the Internet is increasingly popular among Slovenians. In June 1997, almost 140,000 of those aged between 15 and 70 have already used the Internet and 43% of them access it at least twice a week. This is a relatively high number, considering the size of the population in Slovenia (2 million), and due to extremely Internet favourable politics in the education system. Most users have at least high school or higher education. In comparison to last year's survey, the percentage of female users increased to one third, last year it was one quarter. More than 3% of those aged between 15 and 70 in the population have access to the Internet from home. However, the results refer to the RiS telephone survey which relates to those households accessible by telephone (80% of the Slovenian population). The figures in the total population are about 15% lower. The most widespread Internet application in Slovenia is electronic mail and the WWW. The majority of Internet users have access from the public Internet service provider ARNES (Academic and Research Network of Slovenia) followed by Telecom Slovenia.

The most often used software (browsers) for the Internet are Netscape Navigator (65%) followed by Microsoft Explorer (32%), only a few use Lynx and others.

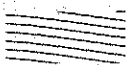
As far as other informational technologies are concerned, one quarter of respondents have already heard of ISDN, but only 22% of them can identify the ISDN provider in Slovenia (Telecom). One third of respondents had heard of GSM, but almost everybody (97%) knew of the national GSM operator, Mobitel. Knowledge of the Internet is much higher, more than 90% of respondents had already heard about it

(last year, only two thirds). Regular PC users represent one third of respondents, one quarter said they have a Pentium and 40% have a 486. One fifth of respondents said they intended to buy a PC within the next six months.

(Slovenia Weekly, No. 29, August 2, 1997, p. 12)



SAEC EVENTS



Review of Adult Education in Slovenia 1997/98 Providers and Programmes

We can only make the right decision if we have quality information at the right time. In order to make the decision easier for everybody eager for knowledge, once again this year, the Slovene Adult Education Centre gathered data on the provision of adult education in 1997/98 through questionnaires, one of which concerns providers, while the other covers their educational programmes. The review has been available since October to the wider public in all general libraries in Slovenia, and it can also be bought from the Slovene Adult Education Centre.

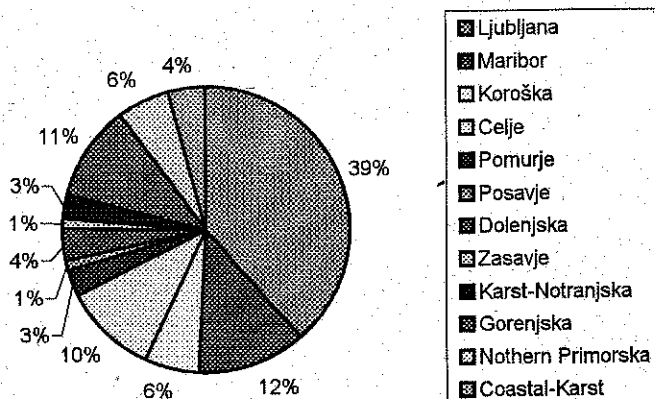
The catalogue covers most organisations and the adult education programmes they develop and provide in Slovenia. Some failed to announce themselves for different reasons - commercial secrecy, incomplete programmes or the internal nature of programmes. In addition, an increasing number of organisations and associations, such as the Ministry of Education and Sport, the Association of Folk Universities and some larger educational and other institutes, publish their programmes in their publications. Users will thus obtain a comprehensive review of educational and learning opportunities by studying all those published.

The review of adult education in Slovenia covers 191 providers and 2942 programmes. To simplify the review, the programmes were "standardised" into 1144 types, almost 39% of all programmes. This year, 7.5% more new programmes were published than last year.

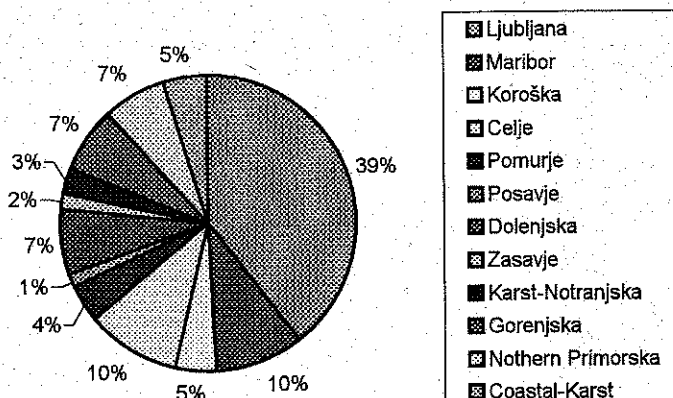
The largest number of adult education providers is in the Ljubljana region (39% of the total), followed by Maribor, Gorenjska and Celje. Likewise, the richest selection of educational programmes is in the Ljubljana region - 1,161 (39% of all educational

programmes), followed a long way behind by Maribor and Celje with 10% each, and by Dolenjska, Gorenjska, northern Primorska, coastal-Karst, Koroška, Pomurje, Karst-Notranjska, Zasavje and Posavje regions.

Number of providers by region



Number of programmes by region



The number of providers and programmes in most regions is proportionate to the number of inhabitants over 15. On average, there are 558 inhabitants per programme.

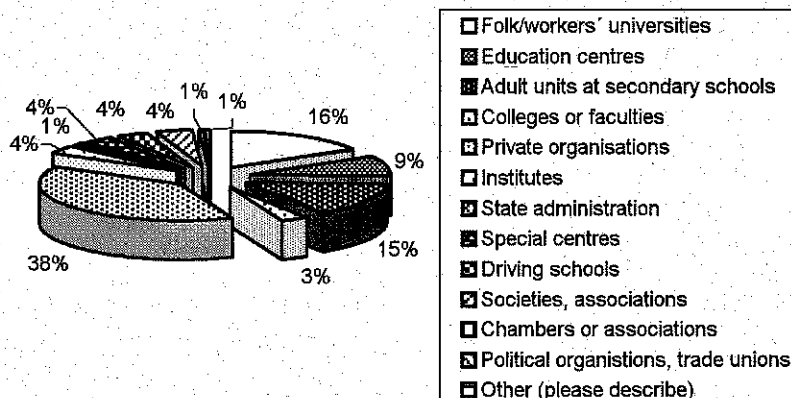
The widest choice is available in the Ljubljana and Dolenjska regions, and the narrowest choice is in the Posavje region.

By dividing the programmes into four categories - primary school, other programmes for obtaining formal education, professional/vocational training, and general non-formal adult education programmes - we can see that most programmes are for professional and vocational education (46% of the total), 38% are intended to provide general education, 15% provide other education and 1% provide primary school education. Provision of primary school programmes is evenly distributed across all the regions; Ljubljana leads in the implementation of programmes for education with 21%, followed by Maribor, Dolenjska, Gorenjska, Celje, Koroška and other regions. Ljubljana also leads in the provision of training and work-related programmes and of general education programmes, with 40 and 46% respectively.

The largest number of provider organisations are private companies - 74 (38% of all providers), followed by folk/workers' universities - 32 - and adult units at secondary schools - 29. Political organisations, trade unions and the state administration account for the fewest provider organisations (1%). No organisation defined itself as a chamber or association. In comparison with last year, the largest increase (10%) is among private companies.

Private organisations are the most heavily represented in the Ljubljana region, with 48% of the total. Other types of organisation are distributed evenly. In the Maribor region, private organisations account for 36% of the total, followed by adult units at secondary schools with 22% and folk/workers' universities with 17%. Again in Koroška, private organisations are most heavily represented, with 41%, followed by adult units at secondary schools, folk/workers' universities and special centres, all with an even distribution. 30% of organisations in the Celje region are folk/workers' universities, followed by private organisations and adult units at secondary schools. In Pomurje, almost half are folk/workers' universities, followed by adult units at secondary schools, societies and associations and private organisations. Only two groups are represented in Posavje and Zasavje - private organisations and folk universities, each accounting for half of the total. In Dolenjska, folk/workers' universities dominate with 43%, followed by education centres with 30% and adult units at secondary schools and private organisations. In the Karst-Notranjska region, private organisations dominate with 60%, with the remainder accounted for by adult units at secondary schools and folk/workers' universities. Private organisations have the largest share with 42%, followed by adult units at secondary schools, folk/workers' universities, education centres and driving schools. Northern Primorska is dominated by private organisations (37%), followed by adult education units at secondary schools, folk/workers' universities, education centres and driving schools. Private organisations account for a quarter in the coastal-Karst region, as do folk/workers' organisations, adult units at secondary schools, and colleges or faculties.

Type of education organisations



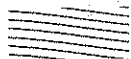
By dividing the programmes into areas, we find that the most widespread is general education (1,038 programmes, 35.3%), technical (899 programmes, 30.6%), economic-commercial-organisational (342 programmes, 11.7%), trading-catering (198 programmes, 6.7%), arts (127 programmes, 4.3%), social sciences (92 programmes, 3.1%), teacher-training (75 programmes, 2.5%), biotechnology (47 programmes, 1.6%), law-administration (42 programmes, 1.4%), personal services (35 programmes, 1.2%), health (23 programmes, 0.8%), research-innovation (8 programmes, 0.3%) and sport and environment (7 programmes, 0.2%).

This year, we processed the data using a new programme using a relational database.

The information is available in two forms, in writing and on diskette. The written form covers the same types of data as last year, while the disk version, in a user-friendly form, provides greater searchability using different search criteria. The application runs under the Windows environment, with a user interface and simple, speedy access to data.

At the Adult Education Centre, we hope that information on educational options for adults will reach the right people, making the right decision easier for all those who know that it's never too late to learn.

Sonja Rems, SAEC



This Year's Awards for Study Circles

This year we are a little late in presenting awards to the most successful study circles, which have already finished their work and submitted the SAEC application form. Using the established criteria:

- response to the circle in the local and wider environment
- achievement of demanding educational and action goals of the circle
- length of duration of the circle
- we selected some circles which we felt satisfied all three criteria and deserve an award for their success. Although all circles worked well and deserve recognition, there are some which were exceptional, so we must specially thank them and write a little about their work.

Knitting with bast, mentor Silva Lutar, Lendava Association of Cultural Organisations

Over the course of 30 hours, the circle studied the history of knitting with bast, which was a special feature of this region. They also studied the reasons for the abandonment of the craft, and gained a practical knowledge of all the stages of knitting with bast. They exhibited their products and also informed the public of their work in the media.

How to be better parents, mentor Natalija Planinc, Mornarček Kindergarten, Piran

Raising a child is a responsible and demanding task for parents, so some of them joined together in a circle and together with a mentor, they swapped experiences and studied professional literature to play their role in raising their children as well as possible and to recognise both their children's and their own needs.

Ljubljana - my town, mentor Irena Reberšak, Zarja Institute Ljubljana

The circle has been working now for two years with the intention of allowing the circle members a more independent and safer route around Ljubljana. They looked at Ljubljana from various perspectives, learned about Ljubljana's traffic arrangements and visited some tourist attractions. The circle ran for 34 hours and informed the public of the results of their work.

Flower arranging, mentor Majda Zanoškar, Stik Mežica

The members of the circle were exceptionally independent in studying and preparing flower arrangements for different occasions; they had endless ideas and creativity in seeking out different materials to produce wonderful arrangements. In 42 hours they collected enough products to prepare an exhibition.



Old varieties of fruit trees on farms, mentor Marija Vaukan, Society of Rural Youth, Slovenj Gradec

Members of the circle studied old varieties of fruit trees on farms, describing and photographing them, and attempting to find out more about these varieties from professional literature. They gathered a comprehensive collection of materials, which they published, simultaneously preparing several professional articles for different newspapers. The principle aim was to preserve the old fruit varieties in the area of the Mislinje valley, which have delighted generations with their fruits. They needed 120 hours and much independent work for such an extensive task.

Creative arts workshop - clay modelling, mentor Zdenka Lulik Žigon, Institute of culture, education and sport, Ajdovščina Folk University

Clay takes many forms, all it needs is a little spirit breathed into it by a skilful and creative hand and a look to your neighbour to see how they are modelling theirs, and you get wonderful products which can be exhibited. What is needed is much work and patience; in this circle they worked for 67 hours.

Ajdovščina and its surroundings - the heart of the Vipava valley, mentor Pavle Bogataj, Institute of culture, education and sport, Ajdovščina Folk University

Ajdovščina is a small town with a long history; and that is what the members of the circle studied, discovering that some customs from the past have remained until the present day, while others have changed. They will publish the material gathered and their findings when their work, which has so far taken forty hours, is done.

About clay and ceramics, mentor Nevenka Burger, Postojna Folk University

Last year, the members of the circle founded a ceramics society; the society has been active again this year and is preparing an exhibition. The circle worked for 60 hours, producing wonderful products. They informed the public of their work through newspapers.

Let's make our place nicer, mentor Marjana Urbančič, Postojna Folk University

The circle members have for a number of years tirelessly prepared clean-up campaigns in smaller places, which have generated a great response and have been very well attended. Through the campaigns, they draw attention to the carelessness of those who pollute the environment. They spent 52 hours working and informed the public of their work.

Healthy food, yesterday and today, mentor Angela Svenšek, Murska Sobota Folk University

People in the past ate very differently from today, and the pace and way of life affect dietary habits. In 38 hours, the circle members studied food in the past and wrote some handbooks on nutrition best suited to today.

"Ray" Photography study circle, mentor Vilma Colja, Sežana Folk University

The circle has gathered so much material in the few years it has been operating that the member's exhibited photographs are a match for professional photographers; it has also organised "ex tempore", which generated a large response. If we could, we would give the circle a double award.

Pohorska and Haloška needlework - the beauty of the past and present, mentor Vida Lipoglav, Slovenska Bistrica Folk University

Circle members attempted the difficult task of looking for native needlework in order to preserve it as an important part of the cultural heritage of these places. In so doing, they discovered that Pohorje has its own native form of needlework. The circle has so far needed 40 hours for its work, and it will continue in the autumn.

Linking wickerwork and spatial perception - mentor Jiří Kočica, Vocational secondary school, Ljubljana

Wickerwork is slowly being forgotten, and for precisely this reason, the circle members gathered to study ways of preserving this knowledge and to contemporary spatial perception. They also prepared an interesting campaign on earth day. The circle operated for 32 hours and will continue in the autumn.

Textile painting and production, mentor Marija Kralj, Doba Maribor

Circle members studied techniques for painting on textiles and looked for ways they could make things for daily use themselves. In 61 hours, members produced some wonderful products.

I create, therefore I am, mentor Jelka Bratec, Sonce Ljubljana

Creativity is a condition of our existence, as the circle members discovered. They studied all possibilities and forms in which creativity can express itself. The circle ran for 40 hours.

Independent living for the disabled, mentor Alenka Danko, Sonce Ljubljana

When an accident happens and life changes totally in a matter of moments, a great deal of time and patience is required, both from the disabled and from those around them, to allow them to rejoin society and live full and creative lives.

How to present yourself on the labour market, mentor Jasna Habjan, Made Maribor

To gain work and employment - that was the main goal of the circle members. They studied how they must present themselves to employers and then how to achieve their goal. They met for 45 hours.

Separate collection of domestic waste at source, mentor Jožica Šnuderl

We can do a lot to preserve nature in our very own homes by starting to separate

waste and prepare it for processing or removal. Circle members issued a brochure on ways of collecting waste in the home.

Successful communication, mentor Marija Sitar, Association of Free Trade Unions of Slovenia, Ljubljana

Successful communication is the basis for good interpersonal relations. It is also a form of transmitting messages to multiple recipients, while at the same time reflecting our relations towards other people and events. They also presented their work on local radio and in newspapers.

Conflict resolution in companies, mentor Marija Erakovič, Association of Free Trade Unions of Slovenia, Ljubljana

It is best to prevent conflict, but if it does arise, it must also be resolved. Methods and techniques for resolving disagreements in companies were discussed by circle members. They published their findings in a handbook. Their work took them 36 hours.

Guide to my legal rights and responsibilities, mentor Ivanka Filipančič, Invel Velenje

Circle members studied the rights and responsibilities they have for example in buying or selling, borrowing money, employment and the like. They compile a handbook with sample forms for all these procedures.

Abandoned mine as a tourist attraction, mentor Marijan Račnik, Society of Rural Youth, Slovenj Gradec

Even abandoned and often derelict mines can be a regional attraction. Understandably, the mine has to be prepared to allow safe access and viewing.

Komen - such an old new village, mentor Alenka Kariž, Dornberk primary school

Through persistent study of the history of their village, the circle members gathered enough material first to publish a book and now to produce a leaflet on the interesting features of Komen. They took 41 hours to prepare the leaflet.

Budanje yesterday and today, mentor Irena Kodele Krašna, Association of Friends of Youth Ajdovščina

Circle members studied the history and role of their village and produced a newspaper which links their past with the present, describing the former and the present Budanje and its proud inhabitants. The circle operated for 48 hours and will continue in the autumn.

Glimpses of the countryside, mentor Kristina Valič, Association of Friends of Youth Ajdovščina

Even small and apparently uninteresting villages conceal a great deal of interest to the public. Circle members worked for 70 hours and gathered materials for a tourist guide.

**For the happiness of parents and children, mentor Ida Bačar,
Association of Friends of Youth Ajdovščina**

Parents showed and demonstrated that they can do a great deal for their children and for themselves, including by preparing puppet shows and performing them for all, children and parents. They worked for 62 hours for this, and their presentation generated a lot of praise in newspapers.

**Wind rattles as a symbol of Haloze, mentor Marija Pulko, Halo
Cirkulane**

The circle brought together producers of wind rattles in this area with the intention of studying and producing wind rattles, which are characteristic of Haloze. In 40 hours, they gathered together materials which they will publish in the autumn, when they will also prepare a large promotional presentation.

Tourism on the wine routes, mentor Miran Reberc, Halo Cirkulane

Haloze is known for its good wines, which are at their best in the very cellars of the wine producers themselves. For this reason, the circle members gathered information on cellars ready to receive and play host to guests in their home. They published the results of their work in a leaflet over 34 hours.

**Museum study circle, mentor Vanda Volk, Ilirska Bistrica Folk
University**

Circle members have been occupied for a number of years with gathering material for a museum; at the same time, they have been looking for options for establishing the museum. They take care of the preservation of old habits and customs and they attempt to promote their town in a variety of ways. The circle worked for 60 hours and will continue working.

Forget-me-not, mentor Irena Pražnikar, Žalec Centre for Social Work


People's memories preserve a real treasure trove of events and people from our past which could promote interest in our ancestors. For this reason, the circle members will write down their recollections and thereby report them to us.

**Enriching your home with needlework, mentor Marija Sever,
Črenšovci Cultural Society**

Rich needlework patterns on tablecloths, napkins and other linen goods still invoke enthusiasm and amazed looks in people.

Once again, heartfelt congratulations to all those circles receiving awards.

Slavica Černoša, SAEC



Training for Work in the Systems of OAL

Presentation of the First Certificates

On October 23rd, we arranged a small celebration at the Adult Education Centre. The first 45 participants of the first module of training for work in the systems of organised autonomous learning (Models of organised autonomous learning) who had also successfully completed the assignment were presented with certificates.

Also attending the presentation of certificates was a representative of the Ministry of Education and Sport, Jože Miklavc and both lecturers, Professor Roger Lewis and Mr Quentin Whitlock. Helping to produce a convivial atmosphere was Urška Bevčer, who with the help of our other project - The Learning Exchange - has learned to play the zither excellently.

Irena Benedik, SAEC



LEARN - Free Membership Available

We would like to thank Mr. William Draves, the president of LERN, for a free membership in their organization. We have been their complimentary members for two years now and we are ver pleased to continue our collaboration.

LERN is one of the leading organizations in United States, dealing with marketing in education. They constantly provide new information and knowledge on marketing in adult education. They have published several books on how to manage an educational setting and how to advertise the courses. Their newsletters bring fresh "how to" ideas every month and they offer thousands of ideas on the Internet. Their seminars (now also online) are very pragmatic and useful for everybody who wants to sell successfully his educational "products".

Now they are offering free membership to up to ten educational institutions in each country for the next year. The so called Professional Membership includes free access to their database on the Internet, one newsletter and other benefits.

Those interested should address:

Mr William Draves
LERN
1550 Hayes Drive
Manhattan

Kansas 66502
USA

Phone: 785 539-5376
Fax: 785 539-7766
E-mail: hq@lern.org

More information on LERN is available on: www.lern.org

Irena Benedik, SAEC
Dr Vida A. Mohorčič Špolar, SAEC



SLOVENE ADULT EDUCATION SCENE



Slovene National Programme of Adult Education

At the beginning of 1996, the Slovene Parliament adopted the Law on Adult Education, which was an important achievement for everybody involved in adult education. It stipulates that long-term adult education development will be outlined in the National Programme (master plan) of Adult Education (NPAE). Under the law, the NPAE determines goals, priority areas, activities required and a framework budget for its implementation. It also states that the NPAE is implemented on the basis of annual plans of AE. The expert basis for the NPAE was prepared by the Slovene Adult Education Centre. The document itself must first be debated by the National Council for Adult Education. The National Council's opinion is considered by the Slovene government, which then passes the document to the parliament. The procedure itself shows that public interest in AE will be reflected in the NPAE.

The structure and implementation of the National programme of adult education

The NPAE consists of 4 elements determined by the law and 1 determined by the expert basis prepared in the Slovene Adult Education Centre. These are:

- goals
- priority areas
- activities required to achieve the goals



- framework budget for its implementation
- expert basis supporting the coordination between government bodies and social partners during the preparation of the Annual Adult Education Plan. The NPAE will be implemented according to the Annual Adult Education Plan (AP) adopted by the government.

Goals were prepared in the SAEC. They cover strategic-qualitative and operational-quantitative goals for the next ten (fifteen) years. Strategic goals cover three areas of AE: education for individual development ("learning to be"), raising the educational level of the whole population, and education and training of the labour force. The goals are defined as follows:

Strategic goals

1. The state guarantees that all citizens/people will have access to general, non-formal and extramural education to acquire sufficient knowledge and skills to improve the quality of life, to preserve and further develop their traditions and identity, to improve information and co-operation, and to understand the differences among people,
2. The State guarantees that the active population will be able to choose from different kinds of educational programmes in order to acquire a higher level of education: the general 4 year secondary school or its vocational equivalent is to become the basic educational standard in the country.
3. The state and social partners are obliged to introduce different measures to encourage the labour force to participate in education and training. Different ways and new options to retain, improve, and modernise labour force knowledge and skills will be introduced.

Operational goals

Cover priority groups of population (population without basic education and skills, and population with educational mismatch (regardless of the educational level) aged between 15 and 25, and those between 26 and 49), and priority areas. Areas are classified into 4 groups: "liberal" education, basic education, secondary and post-secondary level qualifications, education and training of the labour force. Priority groups in terms of age, educational level and social status are proposed for each area, except for the first one. On the basis of current participation in adult education, the existing network of educational institutions and programmes and educational needs (assessed on the national level through the study of development strategies of our country in different areas e.g. the economy, culture, agriculture, science and technology, etc.), a number of priority groups to join education and training over the next 10 (15) years, and their percentages, are proposed, e.g.

- 30% of the population aged 20 or more will have the opportunity to join liberal education programmes by the year 2008;

- all employees without basic education or skills (employees with no qualifications, or who have attained only the 2nd level of vocational education) will have access to basic education programmes for at least 60 hours a year, of which at least 40% will continue in programmes leading to higher levels of education, etc). Population groups in the highest priority area are those with lower education levels or with no qualifications.

Activities required to achieve the goals

In the SAEC expert basis, the activities are divided into education and other areas (economy, finance).

Activities in the field of education are geared towards developing the strategy of lifelong learning for all and comprise:

- The network of personnel in AE. They can be classified as teachers in AE, counsellors in AE, and experts in research and development, information systems and promotion in the field of AE.
- The network of educational programmes.
- Counselling services network (counselling for participants, for AE institutions, for enterprises, ...)
- Research and development in AE.
- Information systems (for monitoring the NPAE and AP).
- The network of institutions in AE (institutions providing AE programmes, national specialised institutions for research, information, counselling, open learning) and AE associations.
- Promotion and publication in AE (e.g. Adult Learners Week, Annual National Award in AE, international co-operation).

Activities in other fields mostly refer to positive and negative governmental measures for individuals, enterprises and local communities, and they haven't been prepared yet (there are some partial proposals).

Framework budget for its implementation

So far, the SAEC has analysed the amount of money allocated to AE from the national budget over the last ten years. Though Slovenia's proportion of GDP spent on education is among the highest in Europe (nearly 6%), only 0.09% of GNP is spent on AE. A budget proposal for the NPAE depends on the decision of the National Council of AE regarding the quantitative goals and the role of social partners in conducting the NPAE and AP.

Annual Adult Education PLAN

AP provides the basis for implementing the NPAE. It defines educational programmes, the scope and type of activities needed (so called AE infrastructure), the national budget for AE, ministries responsible for implementation of the Annual Adult Educational Plan.

The Law on AE defines a variety of **educational programmes** (primary school for adults, programmes for acquiring first vocation after compulsory schooling, programmes raising the general educational level, literacy programmes, work-related training, education and training of the unemployed, democracy programmes, foreign languages, Slovene language for immigrants, education for people with special needs, education to raise the quality of life, and other general education programmes).

The AE infrastructure encompasses, in addition to the activities listed in the NPEA, standards in AE and public service (public AE institutions).

National budget for AE: it is expected that funds from the national budget will increase, and improved co-ordination among different ministries will enhance the allocation of money to priority groups and activities.

Ministries responsible for the implementation of the Annual Adult Educational Plan will be obliged to:

- allocate educational programmes,
- publish public tenders for educational programmes,
- follow up the implementation,
- finance educational programmes,
- finance AE infrastructure,
- other tasks, determined by the AP.

Olga Drofenik, SAEC



Adult Learning - A Key for the 21st Century

Slovenia's Participation at the Fifth UNESCO International Conference on Adult Education, Hamburg, July 14th-18th 1997

UNESCO's international conferences on adult education have a tradition dating back almost fifty years. They are genuine global milestones in the development of adult education, and they take place on average every twelve years. The number of participating countries and delegates increases every time. In addition to the official delegations from 132 countries, a large number of UN and other intergovernmental organisations and 440 different non-governmental and professional organisations attended; there were around 1400 delegates. Official delegations varied in size, from those consisting of only person to the largest - Germany, the host country - with

forty. The figures on the number of delegates from individual countries (members of official delegations and others) reveals among other things how much emphasis individual countries place on adult education; this can also be seen from the degree of representativeness of delegates sent by some country to the conference. In terms of the number of delegates, the countries traditionally strong in adult education (Canada, the United Kingdom, USA) and all the Scandinavian countries were heavily represented; other European countries with large delegations were France, Italy, the Netherlands and Spain; and Australia, Bangladesh, Israel, Namibia, Saudi Arabia, Columbia, India, Thailand and some other African and Asian countries also had significant representation. Although in general the former socialist countries of Central and Eastern Europe and in particular the countries of the former Soviet Union were poorly represented, certain countries, especially Hungary, were well represented; among these are also the Czech Republic, Estonia and Slovenia. The only other country from the former Yugoslavia to send an official delegation was Macedonia.

Germany, as the organising country, paid an exceptionally great deal of attention to the conference: all the most senior political representatives of the state, including the president Roman Herzog, conference president and speaker of the German parliament Rita Süssmuth, foreign minister Klaus Kinkel and the education minister. Many other countries' official delegations included ministers and senior state representatives; some of them were also very active, producing innovative proposals for the development of adult education (education ministries from Denmark and Estonia, for example). There is no need to emphasise the attention paid to the conference by the UN and UNESCO, since those taking part in the conference included Federico Mayor, director-general of UNESCO, and Boutros Ghali, former secretary-general of the UN. Representatives of the OECD and the World Bank were also very active at the conference.

The basic content guidelines of the Conference in Hamburg (abbreviated to CONFINTEA V) was marked by the special slogan "Adult learning - a key for the 21st century". The particular emphasis was thus on adult learning as the broadest, most all-encompassing term to describe mankind's contemporary way of obtaining knowledge and skills. What adult education has to offer was encompassed by the conference's other slogan: Adult learning - a right and a joy, a task and a tool. The results of the conference were published in two programme documents adopted - the Declaration and the Action Plan.

Let me assess Slovenia's participation and achievements at the conference. Our delegation was not among the smallest (six members of the official delegation and one expert) and was suitably composed (representatives of the two ministries most closely linked to adult education; the national UNESCO commission, the adult education expert council and our largest institution for the development and promotion of the development of adult education - the Slovene Adult Education Centre - were also represented). Dr Vida A. Mohorčič Špolar was personally honoured at the conference by being appointed to the role of reporter in one of the two committees preparing the conference's final documents. Slovenia also made a very active contribution towards the adoption of two important conference decisions - the

decision on the development of a global information-documentation network of networks (the author of this presentation was elected to the implementation committee which, under the leadership of UNESCO, will further develop and link information-documentation services for adult education around the world), and the decision that the "Adult Learners' Week" (in Slovenia, Lifelong Learning Week) should become an international and global project. In the side programme, the International Society for Comparative Adult Education decided to stage its next conference in Slovenia in September 1998. It is my opinion that Slovenia failed to use the conference sufficiently to present itself and its achievements in adult education in the international arena. The basis for and system of adult education in Slovenia can be an example for other countries, even some of the most developed ones; we could have presented our international projects, especially our research into the state of adult education research in the countries of Central and Eastern Europe - we could have successfully presented our already-published research report - and the already operating information-documentation centre for adult education in this part of Europe. As an example, we could have offered the successful implementation of our first Lifelong Learning Week, our successful projects (such as the development of study circles, learning exchange, self-directed learning centres, adult education summer school, etc.) and - taking into account the positive trend of development - our idea for the project "Slovenia - a learning country". Of course, our delegation would have been much stronger if it had been led by the minister of education and sport, as was originally planned.

The Hamburg conference was an important and successful event for adult education. The conference documents were adopted by consent and with enthusiastic approval. It is worth pointing out from the closing ceremony the exceptional recognition given to the role and part played by non-governmental organisations and delegates, both at the conference (very many participating organisations, active work) and in the development of adult education. It is clear that, even at such formal and protocol-ridden conferences as UN and UNESCO conferences, adult education has become an area of the broadest significance and interest, and that the role of non-governmental organisations and factors is equal to that of official state structures. This also means that they have a different role to play in formulating development policies and strategies.

Undoubtedly, most thanks for the success of the conference should go to the UNESCO Institute of Education in Hamburg (as the institution responsible for the organisation of the conference) and its director, Paul Berlangier. At the end, he summed up the essence of what the conference means for the general and professional development of adult education around the world when he declared "From this conference on, adult education will never be the same!" It will enter a new era of development, in which the whole world, especially development and education policies, will pay much greater attention than before and will support it adequately, both materially and systemically in general.

Dr Zoran Jelenc, SAEC



Slovenia Lifelong Learning Week 1997

Preliminary Report

Introduction

In 1996 - following the example of the British Adult Learners' Week, and in response to an initiative from the European Union regarding the European Year of Lifelong Learning - the Slovene Adult Education Centre (SAEC) organised the first Lifelong Learning Week (LLW) in Slovenia. Up to that point, similar weeks had been organised in only six other countries: the United Kingdom, Australia, Belgium, South Africa, the Czech Republic and Switzerland.

1997, or more precisely, from September 29 to October 3, saw the second Slovene LLW, involving the SAEC and 130 other participants at the national and local levels. With more than twice as many participants as last year, professional, administrative and other institutions and organisations from all over Slovenia combined their efforts and goodwill in order to draw public attention to the possibilities of education in our country, thereby introducing and promoting the strategy of lifelong learning. The whole event was centred around the slogan: "Slovenia - A Learning Country".

Nearly 1,000 events - ranging from open days, workshops, educational meetings, exhibitions, round tables, cultural events, literary evenings, presentations of study circles, knowledge exchanges, independent learning centres and other education projects, to awards ceremonies and presentations in the national and local media - reflected the wealth of educational options for lifelong learning in Slovenia.

The plan of LLW '97 was based on the concept established last year, using the experience, findings, critical attitude and proposals of the participants. The plan consisted of preliminary activities (review and analysis of LLW '96) and the preparation of this year's Week, activities at the national and local levels during the Week, and parallel and final activities.

1. Preliminary activities

Preliminary activities for LLW '97 were carried out by the SAEC, starting with the analysis and report of last year's experience, outlining the features which proved successful, as well as its shortcomings. This material was distributed to the many parties involved and it was discussed at several meetings. A round table on lifelong learning, for example, brought together prominent figures from professional, social and political walks of life, as well as the organisers of LLW '96, mayors of Slovene municipalities, media representatives and others. In spring 1997, a meeting with the organisers of LLW '96 was dedicated to upgrading the basic concept of the LLW, taking into account their initiatives, ideas, critical comments and proposals. An exhibition of promotional and other material developed at LLW '96 sites was organised at the SAEC.



Special issues of the SAEC's information bulletin *Novičke* were published, with articles covering various themes concerning the LLW and encouraging providers of education at all levels to participate. Information for the public, instructions for the organisers and an invitation to register activities at the national and local levels were issued, with a deadline for applications set at August 15, 1997. For the first time, individuals, groups and organisations were invited to apply or nominate others for SAEC awards.

On the basis of application forms prepared by individual participants from different parts of Slovenia, the SAEC was then engaged in the preparation of the Programme of Events. At the same time, promotional material, such as posters, bookmarks and stickers, all carrying the LLW logo, was distributed to LLW '97 organisers, thus providing a common feature, almost a trademark, for numerous events happening all over Slovenia. However, most organisers did not find the joint promotional material adequate, and they revealed their creativity by issuing their own promotional and information bulletins, brochures, pamphlets, posters, invitations to participate and invitations to exhibitions, postcards, educational programme brochures, notice boards, messages for public media and for families, questionnaires for visitors, and advertisements in newspapers and on radio stations.

A considerable amount of time and effort was devoted to promoting Slovenia-wide media collaboration and support in the promotion of the LLW by sending circulars and other materials to radio, television and newspaper houses, as well as by being available to public media for discussion and other contributions. Unlike last year, the SAEC succeeded in winning the support of the Slovene Government, since just before the beginning of the LLW '97 the project was acknowledged as being of national importance.

2. LLW '97 activities

Finally, from September 29 until October 3, 1997 numerous institutions organised events in various areas and towns in Slovenia, thereby taking advantage of the opportunity to promote their activities and to present the concept of lifelong learning to a wider audience in order to raise awareness of the importance of active involvement.

Events on the national level

These events were launched with a press conference, the opening of the Lifelong Learning Week and the SAEC awards ceremony, all attended by senior representatives of the government, including the President of Slovenia and the Minister of Education. For the first time in Slovene adult education history, fifteen individuals, groups and organisations were given credit for outstanding achievements in exercising and promoting the concept of lifelong learning.

During the Week, eleven institutions of national importance organised numerous events at the national level. These included the SAEC, which took the opportunity to present some of the results and findings of its major projects to interested professionals, representatives of administrative bodies and others.

Events on the local level

Listing by type of organisation produced some interesting results. Unsurprisingly, private educational organisations represented the major portion (23.8% of participants), followed by associations and clubs (21%) and folk high schools (17%). Secondary and grammar schools, municipalities and libraries accounted for 5% each. Kindergartens and educational centres accounted for 3%, whereas institutes, chambers, study circles and public institutions represented 1.5% and the University, the ZSSS trade union, social services and museums by 0.8% each. 3% of the remaining participants could not be classified into any of the above categories.

During the Week, about 200 to 260 events per day were taking place. Understandably, the focus was on events in which participants presented their own programmes or other programmes which they themselves carry out and which they presented to interested parties - members of the public, organisations, municipal representatives, and others. To this end, they organised open days, exhibitions and joint or individual presentations of programmes, projects, etc. Many participants chose to give their presentations in libraries, bookshops, health care institutions, shopping centres, shop-windows, etc. - locations visited by a large number of people.

Of these mainly presentational events, one particular group in which the participants played an active role stood out. These were mainly workshops, practical training sessions, testing and evaluation, organised advice, conversation in foreign languages, organised discussions, club meetings, round tables, consultation. They attracted a great deal of attention and generated vivid interest among the visitors.

The third group of exhibitions and events accompanied activities which were mainly presented at the LLW (education, learning). These are: opening ceremonies of the LLW, receptions, social events, cultural events, presentations of books and publications, awards ceremonies, press conferences, municipal conferences.

Although the events and exhibitions of the LLW can be viewed as a series of events taking place at various locations, many of the participants and programmes effectively linked these events into a comprehensive block. It is highly significant that local and municipal governments began to realise their coordinating role within the Week. Six of them not only welcomed and supported the LLW initiative, but actually became involved in the organisation of the Week in their local areas by coordinating and harmonising various participants and events.

Local-level participants generated sufficient media support for their activities. Numerous radio and television broadcasts and articles in newspapers and magazines were launched during the Week.

The public response was positive: visitors were pleased with the presentations and were eager for more. They welcomed the idea of the Week becoming an annual event for everybody involved in lifelong learning, and were especially grateful for the expert advice and help provided by participation in various educational programmes.

3. Final activities

The third and final activity of significance for all LLW participants was the collection of questionnaires, in which respondents described their experience, observations, views, opinions and proposals etc. This provided the basis for the report and analysis, which are currently being prepared at the SAEC. The report and analysis will be - probably as a supplement to the December issue of *Novičke* - distributed to all registered participants of LLW '97, to public media, relevant professionals and the general public. The material will also be translated into English to make our foreign partners aware of our endeavours. This will lead to the closing of the LLW '97 circle, marking the beginning of next year's LLW.

4. Parallel activities

Throughout the year, parallel to the preliminary, main and final activities of LLW '97, contacts between the SAEC and organisers at the local and national levels were fairly intense with the aim of motivating, coordinating, consulting and finally, visiting each other's LLW events. Furthermore, establishing communication with administrative bodies in order to provide appropriate moral and financial support at the national and local levels was one of SAEC's major tasks. Considerable improvement over last year was noticeable, but there are still things to be done in this area. Many of them have become more feasible since the establishment of the LLW Organising Committee at the Ministry of Education, consisting of some senior representatives of political and administrative bodies. Public relations with the media and winning media support at the national and local levels, preferably by attracting the cooperation of radio and TV stations in order to provide information and advice on learning programmes and education in Slovenia, is also a parallel task. It can not be confined to the Week itself: cooperation must also be sought in regular radio and TV broadcasts throughout the year.

Another area of activities is **international relations**, with the emphasis on the exchange of experience with organisers from other countries, as well as attempts to acquire international funds for the LLW in years to come. The Slovene LLW should become part of some international project, and we believe that it is not unreasonable to say that it could be used as a model for comparison purposes, influencing the planning of such Weeks in other countries.

5. Conclusions

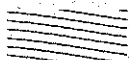
On the basis of responses to LLW '97 we have so far, we can conclude with great satisfaction that the second Slovene Lifelong Learning Weeks was a success. This judgement is based on the following observations:

131 different participants were involved, more than twice as many as last year. The participants were from 45 communities from all over Slovenia. Participants staged 200 - 260 events per day. Events included awards ceremonies attended by representatives of the government and municipal political, social and expert bodies and organisations. The Week encouraged the opening of new training and educational centres, and increased interest in participation in different educational and training projects. Various educational institutions and municipal authorities and institutions participated in the

successful completion of the event. The media played a significant role in the Week, with numerous announcements.

The satisfaction and acknowledgement expressed by all those who viewed the Week as an investment opportunity in all senses, and who implemented their programmes mainly in addition to their professional programmes and obligations, using their own funds, was highly pleasing. All of this strengthens our belief that we should continue to organise the Lifelong Learning Week. This should become an annual event, an ongoing Slovene project, a celebration of learning, and a guide to realising our slogan: "Slovenia - A Learning Country"

Zvonka Pangerc Pahernik, SAEC



Presentation of the First Slovene Adult Education Centre Awards for Individuals, Groups and Organisations for Outstanding Achievements in Adult Education

The Lifelong Learning Week is behind us. People from all over Slovenia implemented and expanded it. It's true that every journey starts with but a single step. One important step taken in LLW '97 was the presentation of the first Slovene Adult Education Centre awards. Thus on the day of learning, we shift from the principle of Slovenia, a learning country.

Of the first fifteen recipients of the awards, some have learned, with great effort and considerable sacrifice, and some, professionally or voluntarily, have created new opportunities, thereby promoting the learning of others.

In our daily conversations, talk frequently turns to the claim that we don't express our gratitude often enough, we don't encourage others, say something nice and positive, even give a smile, which doesn't cost anything but which is difficult to express, so we rarely do. We hope that the people meeting in the Lifelong Learning Week contributed to mutual openness and to what could be called our quality of life.

In June, the Council of SAEC appointed a five-member committee for awarding prizes for learning. The committee received 45 proposals. We heartily thank all nominators who responded to our proposal, submitting their suggestions for recipients of awards. In fact, we could have given awards to all those nominated. In their work, the committee members followed the Standing Orders, which permit the presentation of



22 awards a year and also determine the types and number of awards.

Committee members were aware of the sensitivity and responsibility of the selection procedure for recipients of awards, and the sensitivity of the criteria used. We must realise that this was the first time they had deliberated on awards. The prescribed criteria were balanced with the submitted justification, thereby hoping to ensure that only individuals and groups who had made an important contribution to the promotion of learning.

However, we can say something about the guiding principles of the committee, which also represented the biggest barrier to a decision. These were the UNESCO reports on learning in the 21st century, which applied to the first recipients of awards. We can describe all those selected as the "four pillars" of learning. They received awards because they learnt: to know more, to work better, to learn to accept themselves for what they are and to learn to live together.

The Adult Education Centre prepared a special brochure with more information on the recipients of awards. Allow me to briefly present them here.

Through permanent learning to better employment

The Institute of Education and Culture from Črnomelj proposed Robert Muhič for an award. He enrolled with the Institute in 1989 and completed primary school and education as a salesman, while this year he will become a commercial technician. He is already considering continuing his education at a business college. Through permanent learning, he hopes to obtain better employment in order to use the knowledge gained in practice.

Free and open learning is a way of life

Following a horrific accident, when she was forced to learn everything again from scratch, including reading and writing, Marija Debelak from Ljubljana joined a study group at the University of the Third Age. Learning a foreign language provided new opportunities of expression. She began to write articles and translate texts from French. She befriended Ana Mlakar, and when Mlakar wrote two collections of poetry, Marija translated them into French. To her, free and open learning is a way of life.

It's never too late to find yourself and to create

The Ceramics Group has been operating at the University of the Third Age in Ljubljana for three years. Regular meetings and get-togethers helped the members to obtain the required skills and knowledge in three years. Their output radiates playful creativity and a willingness to research and learn. They enthuse other people with their ceramics, telling them that it's never too late to find yourself and to create.

Education plan for self-employment

The Vezilja Group from Slovenska Bistrica brings together four ambitious women who, at the start of the course at the folk university, discovered that they could use their knowledge to prepare a plan for self-employment. Through the National Employment Institute, the group began working on the project Public Work, gaining additional education and training. The Expert Committee of the Chamber of Small Businesses

bears witness to the quality of their work, ranking their unique products as Slovene handicraft goods.

Establishing a museum through learning about history and culture

In four years, the Museum Study Circle from Ilirska Bistrica has assiduously gathered and documented numerous items of material evidence of their rich cultural heritage, and recorded and revived old, almost forgotten, customs. The basic goals and guiding principles of their work are continuous learning about the history and culture of their area, raising people's consciousness regarding the importance of a rich cultural heritage, and establishing a museum in Ilirska Bistrica.

Knowledge and expert help on the street

The Skala Group from Ljubljana is a group for preventive work with young people and young adults. It brings together more than 30 volunteers. They designed an extensive education programme, supplementing their knowledge with the knowledge of Slovene experts and of those with experience abroad. They supplemented street work in Slovenia with a method stressing personal contact and company, and advice and education. In order to get as close as possible to young people, they prepared a specially adapted bus as a travelling classroom and advice centre, naming it the Bus of Joy.

Implementing new programmes for working with pupils

The management of the Radeče Reeducation Centre is aware that permanent professional education and training for people working in such a sensitive area as the reeducation of young offenders are of fundamental importance for the successful work of the institute. Radeče Reeducation Centre staff, through permanent professional training, have over the course of a few years, managed to replace a repressive regime with a form of help which enables every pupil to select their interests, to develop and grow.

Example of good practice in adult education

The Adult Education Summer School has for three years successfully brought together adult educators from all over Slovenia. The direct connection between adult education practice and the local people from Ajdovščina is the new distinction which makes the Adult Education Summer School an example of good practice in adult education. New institutions for adult education are sprouting up in Ajdovščina, and in general they have enhanced the cultural and educational opportunities in the area. Thus the school, through interactive education, has become an irreplaceable opportunity for further education for adult educators.

Producing better teachers

The Teacher Training Centre at the Faculty of Arts in Ljubljana has been operating for seventeen years. Stemming from the need for higher quality teacher training, a range of educational programmes developed, mixing the experiences of individual participants with theoretical findings regarding effective learning and teaching. The group has made an important contribution to the development of professionals in a number of areas. They became better teachers, open to creative learning communication,

they practised active-experience methods in higher-education didactics.

Contribution to the development of the culture of lifelong learning

The Knowledge Exchange in Ljubljana is an institution intended to link people who wish to study something or who wish to pass on their knowledge and message to other people. Its innovative nature was heavily promoted by the Oton Zupančič Library, which provided premises for it. The exchange, through a number of activities, events and presentations, has grown beyond an information centre. The success of this project promoted the development of other knowledge exchanges in Slovenia. Altogether, they made a valuable contribution to expanding the movement for a learning society.

Creating opportunities for rural development

VITRA, the Centre for Balanced Development from Cerknica, is a non-governmental and non-profit institute for reviving rural areas in the hilly regions of Notranjska and Dolenjska. Its mission is to encourage, educate and attract locals with development opportunities, of which there are more than a few in these places, they just have to be discovered and developed. They prepared multiple workshops, lectures, study circles and visits. They also organised nine international volunteer work camps, linking the locals together, and bringing the celebration of the beauty of Notranjska to the outside world.

Time for new knowledge and quality

The Centre for Technology Training at the Chamber of Commerce and Industry is one of the central educational institutions which, through its activities, makes an exceptional contribution to the development of learning and the creation of opportunities for learning. As a group of experts, they made an important contribution towards ensuring that professional knowledge of all types and the motivation to learn find appropriate places in companies, where they cannot even consider market effectiveness and competitiveness without learning. All of this encourages increased innovation, productivity, commercial excellence and quality.

A learning community

The Municipality of Ormož is a local community aware of the challenges of the 21st century and modern requirements for knowledge, since, in terms of access to sources of learning for adults, it is a match for any of the larger towns in Slovenia. The people of Ormož were among the first in Slovenia to have the option of education in a modern form using learning methods developed by the Slovene Adult Education Centre: study circles, training for life success, independent learning centres. In addition to the programmes for obtaining an education, they are now moving towards general knowledge, which makes a fundamental contribution to personal development of the individual, and to the development of the community in which they live.

Drežnica, of course I know you!

The population of the Community of Drežnica saw opportunities for development in tourism, for which they need the will, suitable opportunities and knowledge. Study circles, as a new form of adult education, allowed them to combine the knowledge

they already had, while at the same time gaining the knowledge they don't have. On the basis of the successful operation of the circle, an educational project was established covering training the whole village for work in tourism. Today, Drežnica is well-known on the tourist map of Slovenia. The villagers have received a great deal of recognition for the quality and people- and environment-friendly development of tourism.

Mayor and educators hand in hand

The Town of Slovenj Gradec municipality develops and supports numerous educational activities for people of all ages, either through formal education or simply through the expansion of educational culture. It is no accident that this year, Slovenj Gradec saw the launch of the first knowledge exchange in Slovenia entirely funded by a municipality. At a time when the success of municipal management is in many places measured by the length of asphalted roads, investment in an activity which does not provide formal knowledge but does provide satisfaction to all of those who manage to retain their curiosity regarding the many secrets of this world and to those who wish to share their knowledge with others, is in fact a brave act.

Miša Stavanja and Darko Mali, SAEC



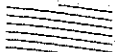
Romaun - In Romany

*It's most beautiful, my friend,
in Romany,
so let's speak Romany.*

*Lekshukarijder hi, phral mro,
romaun,
zhas chak romaun.*

Slavko Baranja - Lujzi: Romaun.
Poems. Romany Collection 1997

Within the Lifelong Learning Week, we prepared a presentation at the Slovene Adult Education Centre entitled "The Social Status of Romany community". 20 invited guests took part in the presentation: an advisor to the minister of education and sport, staff of educational institutions (Adult Education Institute Maribor and Dard), a member of the Lendava Association of Cultural Organisations, social workers from the Grosuplje Social Work Centre, a member of staff of the Ljubljana Advice Centre, volunteers and representatives of most ("bridge") societies and the Society for Developing Preventive and Voluntary Work, representatives of Romany societies



(Zeleno Vejš and the Romany Union from Prekmurje), representatives of the Union of Romany Societies and staff from the SAEC.

We presented the SAEC's participation in training Romany people in the TLS programmes and at international Romany camps. The staff of the Slovene Adult Education Centre deal with the education of adult Romany population within the Functional Literacy of Adults in Slovenia project. We met the Romany people in implementing the Training for Life Success (TLS) programme.

Around 40 Romany participants have been educated within the TLS programmes; in 1992/93 and 1995 in the folk university in Murska Sobota, and this year one group in the Adult Education Institute Maribor and one in Lendava in the DART educational organisation. Most TLS programme participants had failed to complete primary school, in brief, it was difficult to make comparisons among the groups. Autochthonous Romany people in Prekmurje were educated in Murska Sobota (they were from Vanča Vas, Borejci and Pušča), and in Lendava, where the majority lived in Dolga Vas.

Romany women who had settled with their families in Slovenia, mostly from Kosovo, were educated in Maribor. They had not completed primary school, or had completed primary school with adapted programmes. Immigrant Romany people have different cultural habits from autochthonous Romany communities, some of which are linked to the habits of the environment from which they emigrated.

Teachers sought options for further education in training programmes for most TLS programme participants, while they helped some others seek employment.

The other form of cooperation by the Slovene Adult Education Centre in the education of Romany population is participation in the international summer camps, prepared by the Romani Union and the Slovene Union of Romany Societies. The camps are intended primarily for Romany youngsters who are at least students in the seventh year of primary school, are secondary school students or are being educated as adults. They are also intended for students and volunteers who are interested in Romany issues.

At the camp, participants learn about the ethnology, culture, history and language of the Romany community in Slovenia, and last year also about Romany dancing and making Romany clothes. I prepared a workshop on different social themes: the family and family social roles, relations between the sexes, love and marriage customs. This year I led a workshop on the theme of the social status of Romany population. Participants in groups analysed different written contributions, mostly reports which presented Romany people, their settlements and Romany life. In the analysis, they briefly presented papers, stated their opinion on them and then said what they liked in the paper, what annoyed them, what insulted them and how to write the paper so as to avoid insults and annoyance.

For all themes, the participants produced posters and presented the products in groups. Since the participants were from different Romany communities, we defined the themes appropriately. Participants had the opportunity to talk about themselves and present their views on the social status of Romany people in Slovenia.

We recorded and showed a video on our cooperation with Romany community. The video Romaun - In Romany - developed over the last three years alongside the cooperation described, and marks a synthesis of the SAEC's activities in Romany adult education. It records literacy in the daily life of Romany - young people and adults - who live in Pušča.

After the presentation a debate ensued involving all those present who deal with the Romany population. We were especially pleased that Romany people from Prekmurje also took part in the Lifelong Learning Week, making a major contribution to the diversity and professionalism of the debate.

Alenka Janko Spreizer, SAEC



Project Youth Learning (PYL) on the March?

As part of the Lifelong Learning Week, at the SAEC we presented the programme of the Project Youth Learning (PYL), which was introduced on a trial basis in the Mi Amigo company in Mengeš. We were delighted that more than forty experts from all over Slovenia responded to the invitation to attend. Adult educators, advisors from the units of the National Employment Institute, staff of social work centres, schools advisory staff, staff from the National Youth Office, the Invalid Rehabilitation Institute, and representatives of the ministries of education and sport and labour, the family and social affairs. We were particularly pleased by the presence of representatives of two town municipal councils, Nova Gorica and the mayor of Slovenj Gradec. Participation by municipalities, which as far as adult education is concerned is more the exception than the rule, will become increasingly important, as was seen at the presentation, for the successful operation of the PYL.

We named the pilot PYL programme the Centre for Young Adults (CYA). The CYA is aimed at young unemployed people aged 15-25 who, for various reasons, have dropped out of the school system. As a result, they are difficult to employ, and many of them, having failed school twice, have a very poor chance of continuing their education in schools for young people. Evaluation of the trial introduction in Mengeš showed that, on enrolment, young people are not motivated to continue their education. Their employment expectations are, given the conditions they meet, unrealistic. As a result, they find themselves on the fringe of society, since they are not employees, they do not rank amongst those who have lost their jobs and they are not school pupils, who are entitled to certain rights stemming from their status. We could say that they have no status, or that their status provides them with nothing



with which they could permanently change their situation. We are thinking primarily of rights stemming from unemployment, grants, loans and other social rights. Failure at school means non-fulfilment of the expectations society has of young people. The causes are usually to be found in the young people themselves and not so much in the external factors, such as the hermetic and selective school system. This situation, which is lowly valued by society, pressures young people into anonymity and loneliness, thereby reducing the possibility of actually changing anything.

The PYL programme is inherently motivational. It aims to provide young people with an opportunity to consider their situation, to reassess their goals in life, to acquire new knowledge and skills which they need and to gain self-confidence in order to start striving to achieve their goals. The learning process runs through learning projects. The learning groups agree on the goals, contents and implementation of the project. PYL is an example of a negotiated curriculum planned processually. We can say that young people are involved in every phase of the adult-education cycle.

PYL would be impossible without quality tutors working as advisors and not as teachers in the traditional sense - providers of knowledge.

The tutors from Mengeš discussed their work at the presentation of the PYL. They described how they implemented the learning project last year. The learning group they lead published the first issue of their newspaper *Scream*. The final look of the journal, except for the printing, is entirely the result of the work and learning of the young people taking part in the learning project and the immeasurable enthusiasm of the tutor groups.

Project learning work, as we can see from the *Scream* newspaper, takes examples from the lives of participants. It stems from their interests and needs, and at the same time it encourages them to move into areas they don't know, so they have to learn. This provides a meaning to learning, and the final result convinces them that they can do more than they think themselves capable of at any given moment. They gained important experience, which they can transfer to other areas of their lives; for example, establishing contact with different institutions and individuals, searching and learning with different sources of knowledge. They acquired knowledge and skills from organising work, they start to put their interests into practice and express their needs and present their proposals more persuasively. They learn how to deal with time and other things important in performing their activities. They slowly gain the necessary maturity and persistence to resolve the problems they face and thereby improve their working and learning habits. Last but not least, they are increasingly able to take responsibility for the work performed. All of this is a condition for successful completion of schooling or more effective job seeking.

Evaluation of the PYL programme in Mengeš showed that such programmes truly are needed and that the conception of the programme leads to the setting of goals. Participants and provider organisations themselves received and assessed it positively. Nonetheless, dilemmas and questions arise concerning the financing of the programme. In comparison with certain similar adult education programmes, which are shorter and less organisationally demanding, the programme appears expensive. As we mentioned

at the beginning, the status of young people is unclear, so that social concern for them is inadequate. Who should fund their programmes if they don't lead directly to employment? This question was also asked by the Ministry of Education and Sport, which so far has paid the entire costs of the trial implementation. In the future, this ministry should provide one-third of the funding, with an additional funding from the Ministry of Labour, the Family and Social Affairs and a third partner, which these ministries feel should be the municipalities. To which a tutor from Mengeš replied: which municipalities? Numerous young people from neighbouring municipalities, and from as far away as Kranj, come to the CYA Mengeš. The lack of similar programmes and the positive feedback provided by young people regarding the CYA encourages young people to drive to Mengeš from the surrounding area. Our colleagues in Denmark would say that in Denmark, the fact that the state and the municipalities support the programme is sufficient. In Slovenia, such costs seem somewhat too expensive for the state, and municipalities have not yet for the most part recognised the problem as their own.

In today's liberal social atmosphere, we should probably think of these problems from the viewpoint of economic logic or with regard to investments and returns. What happens to a commercial organisation (or a nation) which rejects a third of its intellectual and labour potential (almost a third of each generation), providing them with a minimal basis for survival? On the other hand, how do commercial organisations which invest in their employees on the principle of give-and-take and which view education not as an expense but as an investment. Education is not cheap, but it promises to repay the investment with interest. At first, social support is probably cheaper, but in the long term it does not solve the problems. You probably know the story of whether it is better to give a poor man a fish or to teach him to fish.

The fact that many of those invited responded was of course very pleasing. It suggests that we will start to become aware of the problems of the modern world, including unemployment and the poor education of young people in Slovenia. We must also consider the fact that those who responded were those who encounter young people in their work, who therefore are well aware of their needs. Put another way, if more of those invited had come, say from municipalities and schools advisory services, our previous assertion would be more justified. So a great deal of work awaits us to ensure that the problem becomes important in the environment where young people live, and to turn them away from the path set for young people by today's society. Their status needs to be sorted out in terms of social rights, including the right to education.

The amount of funding intended for youth education is probably not justified in comparison with other educational programmes given that almost 30 percent of young people fail to achieve the goals set in schools. With this information, we can assert that schools as we know them are not an appropriate form of education for a large portion of young people. Such a high proportion of young people who do not accept school also suggests that the failings must be in schools as well, and not just in young people. And the last thing a modern democratic country can allow is the neglect of its citizens. A good arrangement for these problems means additional

provision of paths to knowledge and social inclusion. The programmes, such as PYL, create these opportunities and so deserve support.

Natalija Žalec, SAEC



Slovene Companies are not yet Prepared to Adopt "Organised Autonomous Learning"*

Organised autonomous learning is spreading across Slovenia relatively quickly. In particular, folk high schools and private educational institutions are aware that new times require new approaches towards learning and education. However other educational institutions, those which mostly provide formal education, and companies are less willing to adopt innovations. Given the numbers of people taking part in training for work in self-study centres, it is clear that in these institutions too, certain individuals are aware that change is required, but it appears they are unable to persuade others - the decision-makers - of this need.

Consequently, this time we used the Lifelong Learning Week to present organised autonomous learning to a specific target group - companies. We invited around 100 commercial organisations to attend the presentation, but only eight companies responded. Nevertheless, around 20 people took part in the presentation; not all had been invited, but they found out about the presentation through the general programme of events in the Lifelong Learning Week. Once again, it seems that, in particular, educational and other non-commercial organisations are more sensitive to the need to find new paths and to introduce new methods of learning and education.

And when will the changes occur in the economy? Probably once managers also feel such a need. The handful of enthusiastic educators working in companies is obviously not enough.

Finally, why are we working so hard to allow organised autonomous learning to find its place in commercial organisations? In particular because organised autonomous learning is an important stepping stone on the way to the learning organisation. Organised autonomous learning, especially if supported by modern technology (multimedia, Internet), allows an approach whereby workers make easier and more autonomous choices regarding their education. They can decide primarily on when to learn. They can thus choose a time to learn which would not disturb the working process. People often tell us that they would like to attend some seminar or course, but they have other responsibilities at the time. The next advantage is that such learning is more

flexible and customised. A person doesn't need to learn everything provided by some seminar or course. Modular self-study materials allow learners to simply ignore what they already know and to deepen the knowledge they need. They can learn faster or slower than in a learning group. Such learning is not dependent on the quality of the lecturer, since the study material is the same for everybody.

According to foreign literature, Open Learning is considerably cheaper and more appropriate for companies, particularly where they have branches in different, geographically dispersed places, since workers needn't travel to central educational centres, saving travel and other expenses. Shift work can also be an obstacle to learning and education, since most courses take place in the afternoon or evening. Open Learning is particularly suitable when many workers need to be trained in a short time. The costs of the initial investment are thus recouped quickly.

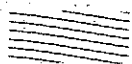
Clearly, we must consider the fact that, in other countries, an increasing number of companies are choosing to introduce this type of learning and education. In many instances, this also means the creation of the image of a progressive company, a company which marches in step with time. I doubt however that this is a sufficient motive. Undoubtedly, people see in this especially financial and other benefits for the company. Let us hope our managers will soon acknowledge these facts.

* Organized autonomous learning is an expression, used in Slovenia, defining any sort of self-study with two typical elements:

- the learner studies mostly on his own,
- the learner is always in some way supported by an institution; institution may provide him with the place to study and appropriate educational technology, counselling and tutoring support and self-study materials. Institution may provide the entire support or merely some elements of it.

The expression is closely related to Open Learning but it is not exactly a synonym.

Irena Benedik, SAEC



Verified Foreign-Language Programmes for Adults under the Microscope of Teachers

We invited teachers of foreign languages for adults to a presentation within the Lifelong Learning Week of a survey carried out by the curricular commission for programmes from article 7 of the Law on Adult Education. This was a survey

intended for teachers of English, German, Italian, French and Hungarian for adults. These programmes were adopted by the Special Educational Community for Social-Science Streams, the first four at the session on 30th May 1984, and the last on 30th May 1988. These are the only publicly confirmed foreign-language education programmes in Slovenia. Students who successfully complete all obligations set out in these programmes obtain a certificate which is valid across the whole of Slovenia. All programmes last between 430 and 450 hours, and they are provided by 72 different adult education organisations from all over Slovenia. The teachers themselves have used various opportunities to point out that the programmes are already partly out of date and should be upgraded.

For the implementation of these programmes, we wanted to find out through the survey we sent to all institutions how satisfied teachers were with the current programmes. The survey contains 27 questions. In it, we tried to cover all issues which concern the whole contents of valid educational programmes:

- what teachers think of the entrance requirements and anticipated target groups
- how they rate the current defined standards of knowledge
- how they rate the prescribed contents
- what they think of the criteria for knowledge assessment
- how the programmes are provided organisationally in different institutions, and what their attitudes are towards this
- what they think of the duration of the programme
- what they think of the possibilities of providing the programme, etc.

It emerged that teachers do not find the programmes particularly bad, since many thought they were good. They are very satisfied with the topics covered in the teaching plan, the educational instructions and the knowledge-assessment criteria. They also mentioned those parts of the programmes which need to be changed; this mostly applies to out-of-date terms, definition of entrance requirements, more precise determination of knowledge standards, etc. It is interesting that the answers to some questions vary widely, so that the group of experts preparing the changes will have a difficult task.

The desire on the one hand for a more precise definition of the individual contents of programmes, and on the other hand the definition of just the core aspects, allowing teachers have greater freedom for more imaginative work, were particularly marked.

When the results of the survey were presented, an interesting debate developed on this very question. It appeared that the local environment, with its characteristics, educational components and needs, could have a fundamental impact on student expectations, as well as on the manner of teaching in such programmes. Those taking part in the debate were wary of the idea of the idea of introducing external testing in Slovene foreign-language programmes - some because they felt that there were enough international examination systems in Slovenia, while others were concerned

about the consequences this would have for education in these programmes. Also under examination was the definition of target groups as currently described in the educational programme, especially prior knowledge which participants of such programmes should (or should not) have. The nature of adults involved in these programmes also sparked an interesting debate (their expectations, prior knowledge, problems, etc). Those taking part in the debate considered how to implement the programmes - organisationally, didactically - in order to achieve the expected standards of knowledge. Other questions were also raised. We cannot describe them all in detail here, but we will report on them in one of the professional journals.

It emerged that such professional meetings are very welcome, since opportunities to discuss individual professional solutions are rare. Consequently, in the future too, the Lifelong Learning Week should be used as a professional platform for Slovene adult educators.

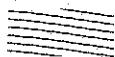
Sonja Klemenčič, SAEC



From the Meeting of the Adult Education Professional Council

At the start of October, the Adult Education Professional Council held its fourth session. The Council debated the starting points for the curricular renewal of adult education, the formulation of adult education programmes and the trial provision of certain programmes of further professional education for adults.

The debate on and adoption of the starting points for the curricular renewal of adult education marked the completion of the round of professional discussions regarding the principles and goals we will take into consideration in the renewal of public programmes. Discussions were held in the programme curricular commissions for different levels of adult education, in the sectoral curricular commissions for adult education, at the National Curricular Commission and now, finally, at the professional council. These debates were marked by controversy which, with few exceptions, was not between adult educators, but between adult educators and people either indirectly or not at all involved in adult education. It took a considerable effort to reject the tendency towards allowing adult educators to "renew" non-formal programmes and leaving the renewal of school programmes (although adults are involved) to child educators. When we attempted in the starting points to record things present in adult education already for a number of years as dictated by the profession, we were accused of wanting to institutionalise adult education. However, in the end, all of this produced positive results. We cannot overlook the fact that the starting points provoked an intense professional debate with child educators and other professionals,

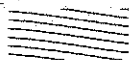


and that through this we "discovered" many common problems. A constructive professional dialogue was established which will undoubtedly benefit both the theory and practice of all professions involved.

At its session, the professional council issued a positive opinion on the trial implementation of further professional school programmes for tourism, catering, electronics, mechanical engineering and construction for adults as well. Since this was the first trial implementation of new programmes in adult education, during the debate the professional council drew attention to the way in which these proposals should be formed in the future so that members would have all information through which they can make a considered decision. At the time, not all proposals were particularly well prepared. Many proposals could be condemned, because it was not clear what the reasons were as to why such programmes should/must be prepared for adults, and the level of training for adult education available in the provider organisations and the way in which the programmes would be adapted for adults were also uncertain. The members of the professional council in this warning supported the trial implementation of programmes, since it was their considered opinion that monitoring of the trials would allow detailed assessment of all the issues mentioned, and that it would be senseless to delay the launch of the education, since interest in this type of education is considerable.

During the debates, members of the professional council once again warned the Office for Education to resolve the issue of professional secretaries. Unlike the other councils, the adult education council still has no professional secretary; this is reflected in the flow of information, the professional support for the work of the commission of the council and the implementation of agreements, etc. We can understand that there are problems concerning employment in the state administration, but it is impossible to understand why this type of problem occurs so frequently in (only) adult education.

Sonja Klemenčič, SAEC



Lifelong Education - Lifelong Learning Professional Debate

In Slovenia, a country with a marked school-institutional and pedagogical-didactic tradition and culture, we have observed very different reactions to the ever more commonly used term "lifelong learning". In general, there are few people who accept the term without hesitation, some have considerable doubts, and only very few are convinced that the term "learning" denotes a new quality compared to the hitherto



dominant term "education", and that this represents new guidelines and a new doctrine in the development of education which may significantly change existing views.

This was the reason why the Slovene Adult Education Centre, within the programme of professional events of the Lifelong Learning Week 97, organised a debate on the topic "Lifelong education - lifelong learning".

The starting points/issues for the professional debate, staged on 3rd October 1997 in the premises of the Slovene Adult Education Centre, were as follows:

1. Education and learning - their meaning and practice from the viewpoints of pedagogy (in the restricted sense, the science of education of children and young people) and of andragogy (adult education).
2. Didactic explanation of the activities of "instruction" and "learning". Does pedagogy trust the human ability to learn independently and systematically? Intentional and non-intentional or situational learning.
3. Learning as a conscious, planned and autonomous human activity, and not just as the psychological process of personal growth.
4. "Lifelong learning" - a challenge for teachers and adult educators and their joint projects.
5. What is disputed in the phrases "lifelong education" and "lifelong learning" and their use in Slovene.
6. Traditional (narrow, low) and new (broader, high) understandings of learning.
7. Historical development of the terms "education" - "learning", "lifelong education" - "lifelong learning". The term "learning" in the context of historical and cultural traditions.
8. Globalisation and the development of the term and expression "learning".
9. The effect of development of learning and teaching technology (audio, video, computers, CD-ROMs, etc) on the understanding and appearance of learning.
10. Learning and the learning society and their variations (learning community, town, organisation, university, etc).
11. "Adult learning - a right and a joy, a task and tool" and "Adult learning - the key to the 21st century" - titles of UNESCO conferences on adult education (Hamburg 1997), intended solely for adults?
12. Continuing education - education for all or just a synonym for adult education?
13. Why does the word "learner" ("učenec") not sound appropriate in Slovene for an adult who learns?
14. Negative image (meaning) of the phrase "learning" ("učenje") for Slovenes and in Slovene.
15. The requirements of daily life and the need for lifelong learning. Is it possible to learn as an "amateur" and less seriously? Learning - activity of the masses or of a selected few?

16. The term "each one teach one" and Illich's call for the educational deinstitutionalisation of society - for who and for what?
17. The strategy of lifelong learning and of the education policy, and planning school reforms. Lifelong learning as the guiding principle of education and learning and as the basic societal-development strategy for the coming period as the "period of learning", and for the 21st century as the "century of learning".
18. Curricular renewal of the school system and education in Slovenia and the concept and strategy of lifelong learning.
19. Can Slovenia become a "learning country"?

Opening thoughts for the debate were provided by leading Slovene pedagogues and adult educators, who, as expected, varied considerably in their views. The debate, involving more than 30 Slovene experts, demonstrated that dialogue is possible, and that clarification and possible harmonisation of standpoints will be a long process requiring new discussion. This was also the conclusion of the meeting. The first step towards a further debate will be the publication of all papers from participating experts and the debate in a special publication due to come out in the first three months of 1998.

Dr Zoran Jelenc, SAEC



Politics, Economics and Lifelong Learning

Every time I want to write something for *Novičke* other than a report on the sessions of the Sectoral curricular commission for adult education (PKK IO), I regret that *Novičke* is "only" an information journal. Whether we like it or not, this forces us to place limits on the length of articles and prevents the contents from going beyond mere information. I am convinced that beside some issues of Adult Education Findings (*Andragoška spoznanja*), the adult education profession in Slovenia is nonetheless capable of presenting more numerous and more considered views on problems they encounter, and many more proposals regarding possible ways out. I would propose to the editorial staff to start with some articles in *Novičke* that would be of more than a purely informative character; but I know what, apart from the wish, is required to realise it.

Despite this (or rather because of this) I would like to sneak into this information some critical thoughts on the fringe of the recently completed Lifelong Learning Week. Most of these thoughts were provoked by the debates "Lifelong education" and "Lifelong learning", which was some sort of professional summit staged at the Adult

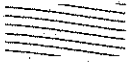
Education Centre. Here, I am not so worried by the fact that the professions (pedagogy, adult education, psychology, etc) have fairly divergent views with regard to both the terms themselves and the contents and concepts on the basis of which the terms arose. The necessary interdisciplinarity in the treatment of learning or education will sooner or later lead to a concept which will, regardless of terminological niceties, stress permanence, freedom and, let us not forget, equal opportunities for acquiring and certifying knowledge, where the individual wants it.

I stress this last point, as I am concerned at what may happen during the presentation of the differences between learning and education. It was often to be heard in the debate that education is intentional, even institutionalised learning, while true learning is not just lifelong, but also more oriented towards the wishes and needs of individuals, in some ways more free than education. At present, both the profession and the state, with its administrative and economic institutions, are in doubt regarding such learning. The state because it sees "lifelong learning", institutionalised, as an expense - how much, we heard in the debate; in any event, more than the state could afford, even if it was considerably wealthier.

The profession will have to accept lifelong learning as one possible method for the self-realisation of the learning individual. However, the profession will have to remain permanently on guard to ensure that learning remains a social responsibility and not just the concern solely of the individual. There is a risk that the state and the economy, sooner perhaps than we think, will adopt a concept of lifelong learning - in their own way - which shifts the burden onto the individual. Education and institutionalised learning is a limited source, to which the gates are closed or the entrance fee too high. Learning as freedom and as the concern of the individual is another way out which costs the state and companies nothing, and which is worth supporting. There is no need to fear that nevertheless supervision will not be ensured. Lifelong learning according to this logic places no economic burden on anyone other than the participants. Liberalism, or warped thinking as some would like to call it, whichever you choose; amongst others, this was confirmed for us by the responses of the managers of Slovene companies when asked about education of employees. Let me add straight away that they are the ones least to blame for such changes.

I am one of the first to believe in the concept of lifelong learning, and the thoughts I have described do not reflect pessimism, but are rather a warning. Alongside all the professional debates on the terms, paradigms, concepts, syntagmae etc, we must be on the lookout to ensure that lifelong learning does not become (remain) a matter solely for the individual and the desired knowledge available only to a few. Despite all the freedoms, creativity and self-realisation promised by it. I will be delighted if it emerges in the future that my warning was excessive.

Janko Berlogar, SAEC



The International Meeting "Adult education in the Period of Transition" held in Ljubljana on November 14-15, 1997

The international meeting "Adult Education in the Period of Transition" was organised with the aim of examining and advancing the activities of the Regional Information-documentation Centre for Adult Education Research (RICAER) for Central and Eastern European and Baltic countries. The meeting was held in Ljubljana on 14th and 15th November, 1997. It was organised at the initiative of the Slovene Adult Education Centre, where RICAER is based, with financial support from the Slovene National Commission for UNESCO assigned to RICAER under the Participation Programme for 1996 - 1997.

16 adult education experts from Central and Eastern European and Baltic (CEEB) countries were invited to attend the meeting. These were the authors of national reports for the Adult Education Research in the Countries in Transition research project from Belarus, Bulgaria, Croatia, Czech Republic, Estonia, FR Yugoslavia, Hungary, Macedonia, Moldova, Latvia, Lithuania, Poland, Romania, Russia, Slovakia and Slovenia. We also invited one representative of the government administrative bodies responsible for adult education in each country.

Due for the most part to financial problems, participants from only 9 countries were able to attend the meeting. They were: Ms Tatiana Zagoumenova (Belarus), Dr Iotchkina Anastassova (Bulgaria), Dr Anita Klapan and Dr. Ilija Lavrnja (Croatia), Dr Vladimir Jochmann (Czech Republic), Dr Talvi Mrja (Estonia), Dr Pal Sos (Hungary), Ms Ilva Kulberga (Latvia), Dr Danguole Beresnevičiene (Lithuania) and Dr. Vida Mohorčič Špolar, Dr Zoran Jelenc, Dr Jurij Jug, Ms Zvonka Pangerc Pahernik, M.Sc., Ms Branka Emeršič and Mr Darko Mali (Slovenia).

In addition to participants from CEEB countries, representatives of various international organisations (ESREA, UNESCO and IIZ/DVV) were invited. The meeting was attended by Ms Ursula Giere from UNESCO Institute for Education and Mr Jindra Kulich, a Canadian expert on adult education in CEEB countries. Representatives from ESREA and IIZ/DVV who were unable to attend asked the organisers to continue cooperation with RICAER in the future.

The international research project Adult education research: World trend analysis, running in 1993 and 1994 under the auspices of the UNESCO Institute for Education - UIE in Hamburg and the European Society for Research on Education of Adults - ESREA provided a general starting point for the organisation of this meeting. This project led to the publication of "Adult Education Research in the Countries in Transition", edited by Dr Zoran Jelenc.

The project paid particular research attention to the state of research and the systemic regulation of adult education in the former socialist countries of Central and

Eastern Europe and the Baltic states. The international conference Adult Education in the Period of Transition organised in 1995 by the Slovene Adult Education centre in conjunction with the Slovene National Commission for UNESCO in Ljubljana was linked to the research project. One of the recommendations of this conference was the establishment of the information and documentation centre on adult education research in CEEB countries. Based on this proposal, the RICAER has been established in the SAEC.

The opening of the meeting was addressed by Dr Peter Tancig from the Slovene National Commission for UNESCO and Dr Miloš Komac from the Slovene Ministry of Science and Technology.

The agenda of the meeting was:

Opening of the meeting and presentation of RICAER activities

Adult Education Research in the Countries in Transition

Visit to SAEC

Systemic Regulation of Adult Education

Further development of RICAER activities

The main topics of discussion were the development of RICAER and the implementation of the research network Adult Education in the Period of Transition. In line with these interests, participants agreed to continue and expand the activities of RICAER, to devise a research project entitled "The Role and Organisation of Adult Education in the Period of Transition", and to maintain contacts with international organisations, associations and foundations.

The following conclusions and proposals were approved:

1. To continue and expand the activities of RICAER:

- Participants once again confirmed the need for RICAER and their willingness to play an active part in the project.
- To improve the motivation and responsibility of international partners, and to enable the continuous flow of information, it was agreed to establish criteria for the selection of sources of information.
- A special questionnaire will be sent to the representatives of all participating countries with the aim of determining institutions, individuals and other important data in order to maximise the reliability of sources of information for the network. It is advisable to select individuals and institutions with access to national information. International partners will have to report back on their activities.
- In order to have access to high-level information, it was proposed that the main responsibility be given to institutions with access to information that reflects and represents the situation in the whole country.

- It was agreed that the organisation of the RICAER Council should be simple and informal.
- Transformation of AE Research Exchange from a bulletin to a journal was proposed, but because of the work (and money) needed to achieve this, it was suggested as a project.
- The RICAER will play an active part in the UNESCO "Network of Networks" of Adult Education Documentation and Information Services.
- The countries involved in RICAER will try to obtain funding for RICAER activities from their own governments and if possible from their National Commissions for UNESCO (from Participation Programme). Such funding could also cover the improvement of their technical capacities (in particular access to the Internet and email).
- Other international sources.

2. On the research and development project The Role and Organisation of Adult Education in Transition.

- The representatives of all participating countries will prepare proposals for the aims and contents of the project to be sent to Dr Anita Klapan and Dr Ilija Lavrnja from Croatia, who took on the responsibility for preparing a project proposal (with aims, structure and methodology) for discussion and approval by partners. They will first look for possible sources on the national level. Later, once the project proposal is prepared, other international sources will also be contacted.
- Participants will prepare a list of all possible sources of funding for this project.

3. Other questions:

- To maintain and foster cooperation with international organisations
 - associations such as IIZ/DVV, EAEA, ESREA and UNESCO
 - foundations, projects such as Socrates and Soros (in particular the East-East Programme).
- Cooperation with ESREA:
 - to apply for financial support (e.g. for publishing).
- Cooperation with UNESCO:
 - with national commissions for UNESCO in all the countries (Participation Programme),

- participation in the Network of Networks; distribution of the UNESCO Network of Networks questionnaires among CEEB countries.
- with UNESCO Institute for Education,
- participation in the Fellowship program.
- The first possible RICAER meeting in 1998 might be the East - East seminar in Tallinn.

At the end of the meeting, participants expressed their pleasure and satisfaction with the results. They concluded that the meeting had been successful and had enabled successful and fruitful future cooperation among participating CEEB countries on projects for the development of research and systemic regulation in the field of adult education.

Branka Emeršič, SAEC

ACS
SAEC