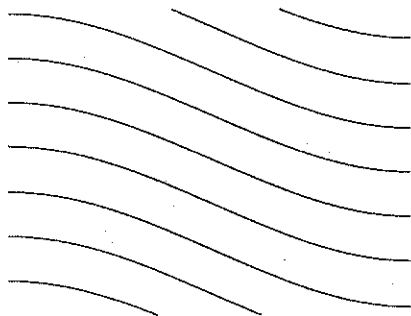




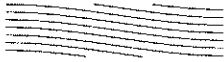
Andragoški center Republike Slovenije  
Slovene Adult Education Centre

# NOVIČKE



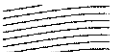
SUMMER 98/Vol. VI

- ▲ SAEC EVENTS ● "Curricular Renewal of Adult Vocational and Professional Education" Conference ● Lifelong Learning Week in Slovenia ● "Project Learning of Youth" on the Road - from Ljubljana to Uršlja Gora ▲ SLOVENE ADULT EDUCATION SCENE ● Local Government Legislation Changes Again ● Introductory Talk at the Presentation of the Results of the International Literacy Monitoring Project ● Socrates "on the March" to Slovenia ▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ● The 7<sup>th</sup> Anniversary of Independence ● National Broadcaster Via Satellite ● Public Works Increasingly Important ● Eurobulletin and a New Web Page ● Better Protecting of Nature



## PROGRAMME BASIS OF NOVIČKE

- Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- We plan to provide the following types of information:
  - description and presentation of events and activities in adult education;
  - development, research and other programmes and projects;
  - information on organisations, their needs, plans and activities;
  - information on policy and strategies of adult education;
  - the latest news in administration and legislation;
  - statistical data;
  - information on forthcoming events, workshops, seminars and conferences;
  - presentations of new books and articles.
- Novičke will provide brief, concise, objective and unbiased information.
- Novičke will be published three times a year in English language.
- Users will receive Novičke free of charge. This is a policy we intend to continue, provided we are able to cover the costs of publishing from the public funds allocated to adult education.
- Novičke is edited and published by the Information Centre at the SAEC. In charge of the publication is: Zvonka Pangerc Pahernik, M. Sc., editor and head of the Information Centre.
- In charge of the publication are: Zvonka Pangerc Pahernik, M. Sc., head of the Information Centre, and Maja Korošak, MA, editor.
- Design & DTP: Iztok Kham.
- Translation: AMIDAS, inc.
- Printed by: Tiskarna Štok.
- The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 1000 Ljubljana, Slovenia. Phone: +386 61 1842 567, fax: + 386 61 445 881, e-mail: zvonka.pangerc@acs-saec.si
- ISSN 1408-6492, Edition: 1100





## SAEC EVENTS



### “Curricular Renewal of Adult Vocational and Professional Education” Conference

The two-day conference *Curricular renewal of adult vocational and professional education*, organised by the Slovene Adult Education Centre in conjunction with the Vocational Education Centre of the Republic of Slovenia, ended successfully on Friday June 12<sup>th</sup> 1998. Delegates formulated numerous resolutions which the Subject Curricular Committee for Adult Education will take into consideration in renewing programmes, and numerous critical comments were also made.

The considerable response to the conference (around 200 participants involved in plenary sessions, group work and round tables lasting two days) demonstrated that the issue of adult vocational and professional education is an important topic. Slovenia unquestionably lags behind other countries in terms of the general standards of vocational and professional work-force qualification, and this cannot be resolved solely through education for young people. On the other hand, Slovenia is currently introducing important curricular and professional changes of interest to the professional public, while at the same time there is concern that what has proven to be successful in practice will be destroyed in the desire for change.

One of the main conclusions of the conference, as with the “The Teacher and the Introduction of Renewed Programmes” round table, was that provision must be made for greater professional contacts between teachers in adult education, since their status (for the most part, they work on a contract or part-time basis) prevents them from attending similar meetings. One important recognition, indeed warning to all those involved in the formulation of systemic, programme or other professional solutions in the area of vocational and professional education was that an open system allowing both horizontal and vertical transitions must be established. Places where there is sufficient knowledge may be able to afford a lack of access to individual types of education, but Slovenia requires special initiatives to motivate adults to participate in education.

The critical comments of participants concerning the excessively slow and uncoordinated resolution of certain professional issues encouraged the conference organisers to call on the Ministry of Education and Sport and the Ministry of Labour, the Family and Social Affairs to operate more actively and in a more coordinated manner in the area of adult vocational and professional education and to promote the preparation of systemic solutions yet to be formulated.

The Slovene Adult Education Centre and the Vocational Education Centre of the Republic of Slovenia joined forces in preparing the contents of the conference, and we hope to continue such cooperation in the future. Linking together all those working on renewal is important to ensure that the changes are of the appropriate quality. Schools should view adult education as an essential component of, and not just a supplement to, their activities, since, as one of the participants put it, "youth education has much to learn from adult education as well." The conference heard warnings that professional debates spend too long on the details, while there is no time for careful study of the issues concerning the catalogue of knowledge set out in the goals of the renewal. The question was also raised as to how to prepare good educational programmes for teachers given the lack of time and funding. Without such programmes, the renewal project will not produce the desired results.

The plenary session of the conference, with papers presented by representatives of the Slovene Adult Education Centre (Dr. Vida A. Mohorčič Špolar, Olga Drofènik, Tanja Vilič Klenovšek, MA, Dr. Angelca Ivančič), the Vocational Education Centre of RS (Vladimir Tkalec, Barbara Kranjc), the Chamber of Commerce and Industry (Francka Gabron), the Chamber of Small Business (Janja Meglič), and the Expert Council for Vocational and Professional Education (Dr. Zdenko Medveš), continued with group work.

*The group for lower vocational education* pointed out the need for links between primary and lower adult vocational education and participants with special needs. *The secondary adult vocational education group* stressed the need for standards of knowledge for young people and adults to be the same, with differences only in the methodology used in teaching. External testing of knowledge must be ensured, including the professional knowledge of adults.

*The secondary and technical adult education group* felt that this type of programme should retain dual qualifications, thereby enhancing employability and allowing further study at university. For this reason, the Ministry of Education and Sport should send working material, comprising instructions for adapting educational programmes, to the Society for Adult Education in Secondary Schools, the Union of Folk Universities and private schools. *The master, foreman and management examination group* recommended that organised preparations for the exams be verified, and that a catalogue for vocational education, where there is great need and interest on the part of participants, be prepared immediately.

Throughout *higher professional education*, titles in non-engineering vocations (hotel and catering management, tourism) should be treated as a whole. The possibility of switching from college to professional education must be assessed, and the conditions for lecturers coming from industry must be equalised with those for people from within the education sector. In any event, the preparation of programmes must be extended to areas where interest has been shown. Here, the education ministry must first determine who will be responsible for the recognition of qualifications from equivalent school abroad.

The "Teachers and the introduction of renewed programmes" round table also generated interest among participants. Papers were presented by Maša Stavanja of the Slovene Adult Education Centre, Davorin Majkus of the Vocational Education Centre of RS, Dr. Barica Marentič Požarnik of the Faculty of Arts, Marija Tome of the Chamber of Commerce and Industry of Slovenia, Alžbeta Cergol in Jana Špec. One of the first conclusions was that vocational education characterised by a social partnership extends the circle of educators, and that all professional coming from a working environment involved in educational programmes must have their formal legal and financial status ensured. Promotion to titles, pay bands and professional exams are still open. The continuous professional development of all educators working in vocational and professional education should be separated from the existing system of continuous professional further training. A new system must be formed in cooperation between the SAEC and the Vocational Education Centre, and there is still a lack of specialist educators in all professional fields. Status and financial possibilities have not been arranged for all educators involved in the implementation of programmes, especially in the dual system. For this reason special working groups should encourage the preparation of multimedia packages, teaching materials for independent learning and materials for teachers and learners. Teachers of general subjects should adapt the contents to individual professions, thereby raising the courses to a higher level.

Round table participants said that teachers must be motivated towards development and more effective work through clear and practical instructions for adapting the teaching of adults, real standards for the formation of departments, appropriate rewards and modern adult education training with solid foundations. Professional training should supplement the personal development programmes of teachers and all those involved in education in order to allow them to create a friendly and relaxed atmosphere.

Maja Korošak MA, SAEC



## Lifelong Learning Week in Slovenia

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 138 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. 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 LLW was founded on the slogan: "Slovenia - a Learning Country" thus gaining the support of the Slovene Government as a project of national significance.

The third Lifelong Learning Week in Slovenia will take place from October 19 to 25, 1998. Even more learning providers and visitors are expected to take advantage of the opportunity to present and promote learning options and celebrate exceptional learning achievements. Local, generational, status and other barriers are anticipated to fade away among participants of LLW '98 in the process of manifesting everybody's desire and right to discover and deepen all sorts of knowledge.

Novičke have kept you informed about the Slovene LLW and will continue to do so in the future. You may expect a short report on LLW '98 in our Winter issue and a more extensive one in LLW-Novičke as a supplement of our 1999 Spring issue of Novičke.

Zvonka Pangerc Pahernik MSc., SAEC



## The "Study Circles" Project – the Changes and the Progress

### Designing computer software to monitor the operation of study circles

A significant portion of our time is spent on designing computer software to simplify the documenting of project work and especially to prepare the grounds for far-reaching assessment of such work. The project has just completed its fifth year, allowing temporal analysis of, for example, the number of circles, the structure of participants, contents of study circles and the like. Temporal analysis will be one of the starting points for the further development of joint work, so the ability to review basic data provides an important foundation for the further introduction of study circles in Slovenia.

The computer software is designed using the Microsoft Access program in a Windows environment. It allows the preparation and monitoring of all phases of the

project. Functional testing of the software using real data for the first year of the project (1993/94) is currently in progress. We recalled the beginnings of the now-flourishing project and produced a picture of:

- Training candidates
- The progress of training
- Certificates acquired
- Study circle registrations, and
- Records on their operation.

Emphasis in the design of the software was placed on the suitability of computer solutions with regards to the content of the project and on the format and classification of input forms and reports. We concentrated on rational data entry, the transparency of links between data, and language and stylistic characteristics.

### **Multimedia packages for independent tutor training**

Video and audio cassettes for independent tutor training are ready. The key part - the guide or handbook - is being prepared. We expect to issue the multimedia package in the autumn, but due to testing, it is difficult to say when it will be made available to the numerous people already interested in training as a study circle tutor.

### **Possibility of exchanging experience with foreign countries**

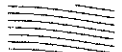
For a long time we have striven to win international recognition for our study circles, and it appears that foreign interest in our experience is lively. We have managed to establish ties with a university in Sweden where they are professionally involved in working methods in study circles. In Sweden, study circle is a term for the active satisfaction of the needs of adults, and so we are delighted by such cooperation. The aim of international cooperation is the critical use of foreign experience in our study circles.

### **Changes to the running of the "Study Circles" project**

Slavica Černoša MA, the project leader and also the head of the education centre of the Education Institute, has been replaced by Nevenka Bogataj MA. All leaders and tutors were informed of this in a brief note at the end of January. With thanks and a fond farewell, we addressed ourselves to further productive and friendly cooperation, and received a considerable response.

### **Achievements of study circles operating in 1997/98**

During the recent hot spell we organised and analysed the documentation for this year's study circles, the products of circle members, copies of articles from the press,



recordings on video and audio cassettes, invitations to events, and even the statutes of societies which organised some of the most active circles.

Once again, the number of study circles increased, a fact which pleases us a great deal. However, this guides us principally towards the quality of individual study circles and consistent respect for their basic starting points, since it will be easier to establish study circles in Slovenia through high-quality work than through one-off campaigns.

Now for some numbers. 146 study circles were registered in 1997/98. We did not receive documentation on the results of work for all study circles. 28 circles lacked at least part of the report on work done. We do however have 37 outstanding circles which we chose to receive a second tranche of funding as a reward. We chose the outstanding study circles on the basis of full and correct documentation using the following criteria:

1. extent to which campaign goals were achieved and the provision of detailed information,
2. achievement of educational goals,
3. contents of the study circle,
4. number of hours provided.

Study circles are open to all the interests of participants, but we wanted to promote original ideas, a sense of belonging to the local environment and environmental awareness while on the other hand supporting the activities of circle members with special needs.

Table 1 shows the selected study circles in alphabetical order of the location of the parent organisations.

*Table 1: Outstanding study circles in 1997/98 based on achievements*

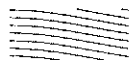
PLACE	ORGANISATION	STUDY CIRCLE
AJDOVŠČINA	ZPM	It's good to be a parent
		"Budanje" past and present
		Slates through time
ČRENŠOVCI	KD	Passing on the rich cultural heritage to the young
		Puppet study circle
DORNBK	OŠ	Parenting classes
G. RADGONA	History society	Castles and manors in the municipality of Gornja Radgona
IZOLA	The main library	Stories
		Understanding other cultures - a way to understand yourself



PLACE	ORGANISATION	STUDY CIRCLE	
KOPER	VITA	Words of Slovene Istria II	
		Words of Slovene Istria III	
		Slovenes in Istria	
LJUBLJANA	ARX	Faces of peace	
	GLOTTA	Culture of living	
	ZARJA	Media	
	Secondary Trade School	Plečnik and the culture of living	Study drawing
	Association of Blind and Visually Impaired Societies	Creativity knows no bounds	Blind people on Kilimanjaro
			If I relax my soul, I'll find a path to my fellow man
ZSSS	Trade Unions at work		
MARIBOR	DOBA	Slovene national patterns for contemporary use	
PIRAN	MORNARČEK	Co-existence with nature and cultural heritage	
POSTOJNA	ATHENA, D.O.O.	Charm of ceramic products	
RADLJE OB DRAVI	CSD	Reading club	
RUŠE	TIZA	I want to paint	
SL. GRADEC	DPM	Inoculation in meadow orchards	
		How to take good photos	
VELENJE	INVEL	Good communication - the path to success	
		First steps towards employment	
ŽALEC	CSD	Adventures of the Zabukovje miners	
IL. BISTRICA	LU	Museum SC	
MARIBOR	AZ LU	Opportunity for a new beginning	
POSTOJNA	LU	Let's make our town nicer	
ORMOŽ	LU	Slovene farmer - businessman	
SEŽANA	LU	Photography SC - The Sun Ray	
ČRNOMELJ	ZIK	Let's make a stage show	

In numerical terms, circles from Primorska stand out. Almost half of the selected study circles were organised by private educational organisations. The dominant topics are preserving our roots, cultural and artistic activities, personal development, communication and education. Surprisingly, only individual leaders or mentors dealt with the socially pressing problem of unemployment. Three organisations represent special examples, since their quality is demonstrated by three study circles. These are: Association of Friends of Youth from Ajdovščina, Vita from Koper and the Association of the Blind and Visually Impaired. We hope that their achievements receive due attention from the public and other participants in the project, thereby reinforcing their determination to strive for quality work in individual circles.

Nevenka Bogataj, MSc., SAEC



## **“Project Learning of Youth” on the Road - from Ljubljana to Uršlja Gora**

In May we completed 150 of a total of 200 hours of training for tutors of the Project Learning of Youth (PLY). Candidate tutors gave a presentation in front of a group of PLY delegates from Ljubljana, and are now preparing a seminar paper to demonstrate the knowledge they have gained in the programme. If all goes according to plan, three PLY groups will start work this autumn - two in Ljubljana, and one in Slovenj Gradec. The PLY programme is intended for unemployed young people without a basic vocation aged 15 to 26. As we've already written about the programme, we won't discuss it here. If you're interested, further information is available from the Adult Education Centre.

PLY tutor candidates must attend a 200-hour training course; at the end they must give a presentation in front of a group of YLP delegates and prepare a project - a learning plan with justification.

In the tutor training programme (TTP), participants learn about the characteristics and problems of unemployed young people, prepare a schematic diagram of the social support network of institutions (and individuals) which is important in solving the problems of young people, and are trained to plan and implement a learning project, which is the basic didactic feature of the PLY programme. Here, participants also learn modern understandings of learning, the basic elements of adult education advisory work, the methods and forms of learning, understanding and use of various learning resources, and general principles and techniques for encouraging people in the area and young people to take part in the PLY programme.

This year's group of tutor candidates comprises seven women and four men. Five of the women and two of the men are from Ljubljana, and two of each are from

Slovenj Gradec. All have experience of working with young people. They have widely varied professional education: social work, psychology, textile technology, mechanical engineering and agriculture. They joined the group for different reasons, but they were all united by a desire to work with young people in a different, youth-friendly way. Shortly after starting, the group created a friendly productive atmosphere. Although the group met for eight hours every Friday and Saturday for two months and for one week for twelve hours a day, they attended regularly. Most of the time, it was the programme providers who made sure that the workshops didn't over-run by more than half an hour. For some topics, the lively discussion continued in the corridors or the car park.

The whole group prepared the presentation in front of the PLY delegates. We decided to take the "PLYers" from Ljubljana on an educational trip to Koroška. We didn't have funds to organise the excursion. Using the principles of project learning we prepared an implementation plan. Tutors divided roles and project tasks amongst themselves. They managed to provide attractive transport, a programme and food for all of those on the excursion (20). The Slovenian Army lent us two military jeeps with drivers and walkie-talkies for the day. We would like to express our sincere thanks for this. Local shops and bakeries provided food and drinks. We'd also like to thank them very much.

The tutors chose an interesting and particularly unusual route running through Kamnik, the Tuhinje valley and along mountain roads to Smrekovec, and from there via Črna to Slovenj Gradec. From there we headed for Uršlja Gora, where we walked uphill for a further twenty minutes. The peak of Uršlja Gora hosts the Plešivec television transmitter, which we investigated, and an old gothic church which was unfortunately closed. We stopped several times en route, once for a snack, but mostly because the PLYers were answering various questions and riddles relating to the names and historical and geographic special features of the places where we stopped. The PLYers constantly followed the path on the map and gave appropriate directions to the driver. The excursion ended with a joint lunch in natural surroundings. Right at the end we sat in a circle on the grass and gave our impressions of the excursion. The young people were most taken by the ascent to the peak of Uršlja Gora. Some of them had to struggle to get to the top. One of them put it this way: "Although the path to the summit was steep and tiring, compared to the view and the beauty you find up here, it doesn't matter. I'd be willing to climb much higher for that." Many of them expressed the desire to organise another similar mountain excursion, while others agreed to take the first opportunity to climb Šmarna Gora, closer to home. It seemed to us that the young PLYers felt that nature was a friend generously providing all that beauty to those who make the effort to seek it out.

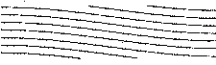
Tutors gained concrete experience of the work in the PLY. They said that at first they weren't entirely convinced that they would be able to implement such a project without any resources whatsoever. In their work they discovered that some things

can be set up differently. They told us what they were most satisfied with and what they would like to add.

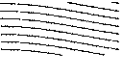
They gave a positive assessment of the PLY tutor training programme, although they also mentioned aspects of the programme they didn't like. It seemed good to them because of the new things they learnt and because it allowed them to discuss and otherwise consider things they'd already done, or to learn about them. All of them felt good in the learning groups. They expected more concrete contents for some parts which would be directly transferable into future practice. Most parts of the course were felt to require more time, while some of them could have been shorter. The tempo of the programme seemed overly demanding and exhausting. They suggested that in future we organise the programme over a longer period of time.

As to their fitness to act as tutors in the PLY, they felt that the real problems will only start to emerge once they start working with young people. They felt that the PLY programme makes heavy demands on the tutors, but at the same time this also makes it attractive and challenging. It would mean a great deal to them if the state and the regions in which the PLY will operate were to provide suitable support. They feel that the PLY programme is interesting for both participants and tutors and that it is needed in their home areas.

Natalija Žalec, SAEC



# SLOVENE ADULT EDUCATION SCENE



## Local Government Legislation Changes Again

In March, the legislation group at the SAEC prepared a proposal for amendments to the laws which govern the operation and financing of municipalities. This is the third attempt by SAEC to have this legislation stipulate the responsibilities of local and regional communities in developing adult education. We sent the initiative for amendments to the Local Government Service of the Government of RS. Our proposals are outlined below.

Law on Municipal Financing: in article 20, indent two, after the word primary education, the addition of the following text: "adult education, which is important for the development of local communities and the personal development of their inhabitants", or alternatively: "adult education, which is important for the development of local communities and for the quality of life of their inhabitants".

Law on Local Government:

- 1) *article 13: after the first indent (eight year education), a new indent should be added:*
  - "adult education, which is important for the development of local communities and for the personal development of their inhabitants"; alternatively: "adult education, which is important for the development of local communities and for the quality of life of their inhabitants".
- 2) *article 21: after indent 8 a new indent should be added:*
  - "create the conditions for adult education which is important for the development of local communities and for the personal development of their inhabitants"; alternatively: "create the conditions for adult education, which is important for the development of local communities and for the quality of life of their inhabitants".
- 3) *article 22: after the last indent, two new ones should be added:*
  - "create the conditions for adult education which is important for the development of towns and for the personal development of their inhabitants"; alternatively: "create the conditions for adult education, which is important for the development of towns and for the quality of life of their inhabitants".
  - "ensure the development of life-long learning".
- 4) *article 74, second indent: the expression "education" ("šolstvo") to be replaced by life-long learning,*
  - after the fourth indent, add a new one: "promote the development of life-long learning".

## **Justification of proposals**

In all the developed countries of the European Union and in the documents of international organisations such as the OECD and UNESCO, emphasis is placed on the importance of life-long learning in the new millennium. Local communities have as important a role in realising the strategy of life-long learning for all people at all stages of life as federal authorities, employers or individuals. For this reason, numerous countries (France, the Nordic countries, Belgium) are transferring increasing areas of state responsibility in the area of education as a whole, and especially in the area of adult education, to local communities. The main reason for this is that local authorities (municipalities, regions) know the needs of their environment best and respond to such needs with the most appropriate development projects and education programmes.

### **Establishment of adult education - municipality**

Slovene legislation on local government and on education only commit local communities to provide primary adult education, while all other forms and possibilities of adult education are left to the voluntary decisions and judgements of the local authorities. The best way to illustrate how local communities have shown concern for the development of adult education on their territories is to give the results of the analysis carried out prior to the introduction of local government in 1993: some 70 percent of municipalities responded by saying that they do not promote adult education on their territories, that they are not linked to employment institutes in dealing with the situation of the unemployed, and that they are not aware of the supply of education services on their territory. The life-long learning strategy states that it is local communities which constantly analyse and encourage the needs of their inhabitants for education and which adopt annual education plans. We feel that the introduction of local government has not improved the situation of and prospects for adult education. Local communities are still focused on the issue of the division of responsibilities and less on ensuring the development of activities which are in fact in the direct interests of their inhabitants (concern for a clean environment, enabling access to cultural, educational and basic medical services, ensuring quality of life, the possibility of influencing decisions on the development of the place, the exercising of social rights, etc).

For this reason, we propose that the obligations of local communities towards primary school education (as in a way already done by Maria Theresa and Franz Joseph) should be extended to adult education, which is important for the development of the local community and for the personal development of its inhabitants (variant: quality of life of its inhabitants).

The importance of this wider view of the responsibilities of local communities in the area of adult education can be explained on the basis of the following goals which we wish to achieve.

1. Individual goals: we wish to allow all inhabitants of a local community to realise individual educational initiatives and guarantee the right to education and personal development. The need for access to education can be determined most readily by the local community itself, since its duty is to satisfy the needs and interests of its inhabitants.
2. Cultural goals: by ensuring and promoting general, non-formal education in the local community, both to the more educated part of the population and to the wider population as a whole, the cultural knowledge and awareness increases and the quality of life in society improves.
3. Economic goals: the importance of adult education in the context of any development-economic project on the territory of a local community is still underplayed. The Council of Europe has long been aware that development in local communities and adult education depend on each other; this was demonstrated by the successful "Project no. 9" in various European local communities which found themselves in a difficult economic and social crisis following the collapse of some major industrial companies at the start of the eighties. The project was based on the assumption that the chief goal of adult education is to train people to be able to adapt flexibly and creatively to changes in the environment and, by leaning on their own potential, so that they themselves can engender a new type of development to transcend the negative consequences of the crisis.
4. Social goals: the provision of adult education at the local level can allow for the participation of people from different classes, especially people young and old who are unemployed and therefore have no access to services (not only educational, but also cultural, medical etc) or have only severely restricted access. Systematic planned support for adult education at the local level and support for socially oriented educational programmes and projects can help reduce certain unfavourable phenomena in modern society, such as addiction, crime, social exclusion, environmental pollution,...
5. Political goals: the provision of information, motivation and education to people on active participation in democratic decision-making processes, and conscious promotion of tolerance and coexistence can help reduce negative phenomena in local communities, such as xenophobia, political extremism, political apathy, etc.

### **Establishment of adult education - towns**

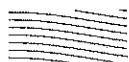
Similar grounds exist for the proposal for ordering the duties and activities of towns as those that apply for municipalities, except that their duties should be extended to "ensuring the development of life-long learning".

### **Establishment of adult education - regions**

Similarly for regions we propose "promotion of the development of life-long learning" and the replacement of the word "education" with the expression "life-long learning".

Life-long learning has already been included in our more recent development documents (e.g. Professional Basis for the National Programme of Higher Education, Economic Development Strategy of Slovenia) and laws (e.g. Law on Adult Education). The current wording "education" reflects the powerful school tradition in Slovenia and the school-based nature of adult education. Social, economic and political changes have swept aside the conviction that we can acquire knowledge for our whole life in school. Equally, developed opportunities for learning for all people in different circumstances and at all stages of life allows different areas to create opportunities for daily learning by people: adult learning in schools, at work, learning in adult education organisations, and also learning during other daily activities linked to the family, the protection of health, the preservation of natural and cultural heritage, participation in cultural activities and decision-making processes etc. The state has various measures to promote this type of education, while the goals, contents and areas can be planned at a lower level of local organisation, since this is the only way to ensure the relevance of the education for a particular environment and given the needs of the inhabitants.

Olga Drofenik, SAEC

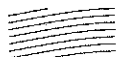


## **Introductory Talk at the Presentation of the Results of the International Literacy Monitoring Project**

*We are publishing an extract from the welcoming address given by Tomaž Banovec, director of the Statistical Office of the Republic of Slovenia at the working meeting of the international adult literacy project at the Slovene Adult Education Centre (29<sup>th</sup>-30<sup>th</sup> January 1998).*

Allow me to welcome you on behalf of the Statistical Office of the Republic of Slovenia. Our institution is a government institution. It is professionally independent and includes all the scientific and professional achievements of the wider and narrower professional and institutional environment. The national programme of statistical research based on the Law on State Statistics, includes many tasks, including those carried out by other institutions in cooperation with the Statistical Office. They all have the same purpose: to understand and manage the present and to decide on future steps with the aid of statistical data.

Of course, we do not think of Slovenia as an isolated island. We are a small nation in a sea of larger countries. Our population represents 0.037% of the world's population and generates around 0.074% of global output. Slovenes are proud of the special features of our landscape and its historical characteristics, as well as our





wonderful language, which is difficult to learn. It has a dual number in addition to the singular and plural, declension of nouns and adjective and conjugation of all nouns. You could say "Wonderful!" However, our education structure is also something special. We had a period of full employment where everyone could get work. Factories employed all the local population and even immigrants from elsewhere. Employing people was more important than the sort of people employed. Due to the full protection of jobs and other social benefits, under different political conditions many people stopped studying, preferring to seek employment.

Although analysts warned that the future didn't look bright, this type of employment was retained until Slovenia declared independence in 1991. The mistake soon became obvious, and both employers and employees had to pay the price. While respecting the difficulty of the language and communication, we also encounter functional and partial illiteracy in both employees and young people. Further education, which was the policy of the developed world and particularly of Europe, was not something that was needed in Slovenia. In addition, various certificates frequently replaced degrees. Language as a means of communication and literacy in the wider sense were less important.

Now this represents endless difficulties. The international research in which you are involved is very important for present work. This work is also subject to the phenomenon of the information society. Apart from general literacy and communications skills, the information age requires multiple types of literacy. The term computer literacy first arrived in Slovenia in the 80s, and we also have the term technological literacy and others expressions.

There is a European initiative: Slovenia is waiting for membership of the European Union. In the 1980s, English and other foreign languages replaced Serbo-Croatian as the second language of communication. New additional literacy is required. How can we understand foreign communities, their languages and cultures, and communicate them without basic literacy in our own language? Open borders and the globalisation of the economy show that we will have to learn throughout our lives, and that communication will be different and more demanding.

This was a time of many disruptions: the goals were perpetually changing, as were the people setting them. Literacy must develop within society which has transferred part of its communication to computer networks. Since there are ever fewer better-than-average-educated mediators, we are all becoming subjects of communication, which must at least be adequate if not perfect. There are not enough mediators who would link syntax to semantics and pragmatics.

And so we face the fact that, before making a decision, we must do something to determine the situation. Patrick Geddes said that research must come before the plan. The Statistical Institute also supports research planning at the Adult Education Centre. This support is not restricted to the preparation of sampling. Due to its traditional tendency towards registration, Slovenia has good records and statistical

foundations for further analysis and statistical review. Even the social background of each person included in the study is available, since much personal data from several administrative registers can be linked and used for statistical purposes. For this reason, certain data on the socio-economic status of people included in the study can be included in your project, and you have already taken this into consideration in the selection of the study sample.

Tomaž Banovec, The National Statistical Office



## Socrates "on the March" to Slovenia

### What is Socrates

Socrates is the umbrella educational programme of the European Union covering all levels of education: from pre-school to university (including postgraduate studies). The process of joining the European Union gave Slovenia the right to gradually become a full member of this programme. Thus 1997 saw the beginning of the so-called period of preparatory activities, which is expected to run until July 1998.

Socrates, which began in 1995 and is due to end in 1999 (although it is already known that it will probably be extended), covers seven different educational areas: higher education (Erasmus), pre-university education (Comenius), the promotion of foreign-language learning (Lingua), open learning and distance learning (ODL), adult education (AE), exchanges of information on and experience of education systems and policies, comprising study visits for the exchange of experience of and information on education (Arion), and the development of information networks in the area of education, consisting of national units intended for the collection and provision of information on education systems in the participating countries (Eurydice). Socrates in Slovenia falls under the auspices of the Ministry of Education and Sport, which for each sector of education has appointed one coordinator and a programme council consisting of 6-8 members.

### Adult Education (AE)

AE is a relatively new Socrates programme established two years ago; it is still developing. The goal of the programme is to improve all areas of adult education - general, cultural and social - in terms of European expansion. The term general education highlights the contrast with vocational training, which is covered by the Leonardo da Vinci programme.

European expansion means enabling co-operation at the international level, and also that the findings at the end of the projects can be transferred to European practice.

Activities must have European contents. The programme is primarily intended for the exchange of experience, practices and information in the following four priority areas:

1. Promotion and development of individual demand for education among adults  
- promotion and development of personal initiative and acceptance of responsibility by individuals involved in education. This covers themes concerning the promotion and development of self-initiative and personal responsibility by individuals involved in education who formulate their own individual educational paths which best meet their needs. It also includes consultation for independent learning, new forms of financing for adult education, the identification of ways and means to include underprivileged and less education-oriented target groups, and of ways to overcome gender stereotypes in the selection of adult education programmes.

2. Increasing the supply of educational activities for adults.

The project should primarily contain themes concerning the modernisation of the adult education sector across the whole of Europe, thereby promoting enhanced mutual understanding and association among individual participating bodies. Projects should include such activities as: study of the adult-education possibilities offered by individual participating countries; ways and means to achieve greater differentiation in the types of adult education available; study of accessibility in adult education; the development of new learning methodologies; models which existing education systems should adapt to the needs of adult education participants; forms of education which allow adults another chance to obtain qualifications which they were unable to obtain for any reason within the context of formal schooling; comparison of methodologies and formation of modules for training adult educators.

3. Promoting the introduction of support activities/services for both participants in adult education and for AE organisers, e.g. the development of information networks, consultation activities, cooperation between AE researchers and providers, the development of specialised tutor/mentor services.

5. Promoting flexible ways of determining and certifying knowledge/skills, which includes the introduction of transferability and connections between formal and non-formal sectors, and between education and work (e.g. credit transfer system) and promotion of certification of on-the-job learning.

The second priority activity in the context of European expansion is the promotion of European-language learning, understanding of the broadest range of aspects of social, political and economic life, and administrative aspects of the European Union itself, its role in the future, and the promotion of active involvement and participation.

All institutions, organisations, associations, etc, at any level which open the door for adult participants in education regardless of their previous qualifications are welcome in the Socrates programme. Any institution dealing in any way with adult education in these areas can be involved in the programme:

- Educational and professional institutions such as adult education organisations, universities involved in research in this area and/or in the development of curricular activities, institutions dealing with training adult educators, universities of the third age;

- Organisations specialising in propagating knowledge and information on Europe;
- Social, educational and cultural institutions and organisations;
- Publishers (especially of textbooks and multimedia) and media (especially TV and radio);
- Associations and or networks of the above-mentioned type of organisations operating at the local, regional or European level.

### **First joint meeting of all coordinators and programme councils in Portorož**

On Friday April 3<sup>rd</sup>, the Ministry of Education and Sport organised a one-day working meeting for all seven coordinators and the members of the programme councils. In the introduction, Dr Zgaga presented in detail the working of the Socrates system, its establishment in the European Union, and the way in which Slovenia wishes to become involved. Viljana Lukas, national coordinator of the Socrates programme in Slovenia, presented the progress of Slovenia's preparatory activities for inclusion in the Socrates programme; this was followed by presentations by the coordinators for individual areas. One guest, Maria Fernanda Oliveira, the national coordinator in Portugal, described her experience of the Socrates programme. In the afternoon, the programme councils met individually, and again (some for the first time) learnt about their roles in the Socrates programme. They worked very fruitfully, and in the joint closing session of the meeting they presented detailed working plans for the preparatory period.

We will keep all institutions involved in any way in adult education regularly informed of the situation regarding the Socrates programme, when the first projects will be open to applications, what the financial conditions will be and the like.

Nataša Elvira Jelenc, SAEC



# SLOVENIA FROM NOVIČKE TO NOVIČKE\*



## The 7th Anniversary of Independence

On 25 June it was 7 years since the Slovenian Assembly passed the Basic Constitutional Charter on the Independence and Sovereignty of the Republic of Slovenia and the Declaration of Independence. One day later, the sovereign state of Slovenia was formally declared. This year's celebrations of Slovenian National Day, also dedicated to the 150th anniversary of the United Slovenia political programme, were organised all around the country, with the main state ceremony being held in Cankarjev dom.

On 25 June at Ljubljana's Žale cemetery, President Milan Kučan accompanied by Minister of the Interior Mirko Bandelj, Minister of Defence Alojz Krapež, Commander of Slovenian Police Stanislav Veniger and Chief-of-Staff of the Slovenian Army Iztok Podbregar laid a wreath at the monument dedicated to those who fell in the 1991 war for Slovenia.

On 25 June, both the National Assembly and National Council held a ceremonial session to mark National Day and the 7th anniversary of the Declaration of Independence. Attended by all top Slovenian officials and diplomatic representatives, the joint session was addressed by National Assembly Chairman Janez Podobnik.

"We are celebrating Slovenia's birthday today. With this session we are remembering the first session of the Slovenian parliament, at which the Basic Constitutional Charter on the Independence and Sovereignty of Slovenia was confirmed on 25 June 1991," Podobnik said in his address. "Based on a plebiscite, this step was taken only a year after the first multiparty elections took place. The Slovenians opted for their own state at the plebiscite after living in Europe for a thousand years," he added.

Podobnik stated that "high expectations were linked with the formation of the Slovenian state and democracy instituted in the nation. Much of this is still to be realised, and remains a task to be carried out in the future to make Slovenia an economically successful state based on solidarity," he stressed.

"This seventh year of the independent Slovenian state also marks 150 years of the United Slovenia political programme, which evolved into the contemporary political and cultural consciousness of the Slovenian people," President Milan Kučan said in his opening address at the celebratory academy, the central event marking National Day. Both the idea and agenda, and its consummation in the Slovenian state, stand

---

\* All articles in this chapter are abstracts from *Slovenia Weekly*, Jun-July 1998, Vitrum, inc.

as confirmation of great self-confidence. "This was engendered by the capacity to understand accurately the prevailing situation and by the creative power of our own response to it. This is the expression of self-confidence founded on the understanding of a realistic image of the world and our own place in it. This self-confidence bore the courage necessary for the birth of our state," Kučan said.

The programme of state celebrations started on 24 June, when President Milan Kučan opened an exhibition on The Slovenian Statehood in the Museum of Recent History in Ljubljana. Minister of Culture Jožef Školč delivered a speech on this occasion. The exhibition will be on display until September and includes documents, paintings and museum exhibits, presenting the beginnings and development of Slovenian statehood from 1848 to present day. Also in the Museum of Recent History, which was this year nominated for the prestigious European Museum of the Year award, Mayor of Ljubljana Vika Potočnik opened another exhibition, dedicated to the 55th anniversary of women's demonstrations in Ljubljana against Italian occupation. Residents of the Slovenian capital celebrated National day at Pogacar's Square, the venue for the main event organised by Ljubljana's authorities. After a day-long cultural and musical programme featuring various Slovenian performers, the celebrations ended with two firework displays - one launched from Vodnik's Square and the other from Ljubljana's Castle.

President Milan Kučan received congratulations from several quarters on National Day this week. Congratulatory messages were sent by world leaders and representatives of various international organisations, including US President Bill Clinton, Russian President Boris Yeltsin, Chinese President Jiang Zemin, German President Roman Herzog, the Queen of Great Britain and Northern Ireland Elizabeth II and Pope John Paul II. Other top officials and world leaders sending messages of congratulations to President Kučan were: Czech President Vaclav Havel, Italian President Oscar Luigi Scalfaro, Austrian President Thomas Klestil, Croatian President Franjo Tudjman, BiH President Alija Izetbegović, Macedonian President Kiro Gligorov, King of Belgium Albert, Queen of Denmark Margareta II, Dutch Queen Beatrix, Swedish King Carl Gustav, Finnish President Marti Ahtisaari, Irish President Mary McAleese, Great Duke of Luxembourg Jean, Portuguese President Jorge Sampaio, Greek President Constantinos Stephanopoulos, Albanian President Rexhep Meidani and Canada's Governor-General Romeo LeBlanc, whilst French Foreign Minister Hubert Vedrine sent a congratulatory letter to Slovenia's Ambassador to Paris Jožef Kunič.

At the traditional news conference held the day before Slovenian National Day, President Milan Kučan emphasised that seven years after becoming a sovereign state Slovenia is now in a substantially different position. "What I have in mind is the fact that this year - the seventh year of the existence of independent Slovenia - talks have started for full membership in the European Union. The EU as one of the nation's key strategic commitments is no longer an abstract and distant goal." He underlined the many challenges the country is facing on its way to the European Union and reminded listeners that "we have defined membership in the European Union as a way in post-Berlin Wall Europe of securing our survival and future."

Slovenian National Day was also celebrated at the Slovenian Pavilion at Lisbon's world exhibition EXPO '98, which in the first month of its opening was visited by more than 170,000 visitors. On 25 June, visitors to the Slovenian Pavilion were informed about the seventh anniversary of independent Slovenia. Also, Slovenia's natural and cultural heritage and its tourist offer were presented to the visitors.



## **EBU General Assembly Held in Portorož**

The 49th meeting of the General Assembly of the European Broadcasting Union (EBU) was held behind closed doors in Grand Hotel Emona at Portorož from 2 to 4 July. Attended by 250 representatives of 66 radio and television institutions from 49 member-states and from other organisations on all continents, the three-day programme focused on the future development of radio and television. At the beginning of the meeting, the participants were also received by President Milan Kucan. The meeting's rich agenda was not merely routine because specific problems at the meeting, which have emerged during discussions in recent years, were discussed and resolved. One such question, which frequently appears, is the question of how to maintain the presence of public radio-television programmes in the new circumstances when strong commercial radio-television programmes are appearing.

At the news conference, representatives of Eutelsat, the biggest European satellite operator, confirmed that Slovenia is one of the pioneers of digital television in Central Europe.

The second important issue was the new technical dimensions facilitated through new technologies such as broadcasting through the Internet. And the third important issue discussed was multilingual access - when a national broadcaster offers a programme in different languages. In Portorož, the new leadership of EBU was also elected. The office of President of EBU remains with Albert Scharf from Germany, whilst the three vice-presidents are now: Gouyou Beauchamps from France, Boris Bergant from Slovenia and Will Wyatt from Great Britain.

### **National Broadcaster Via Satellite**

In the framework of the EBU General Assembly RTV Slovenia, together with the biggest European satellite operator Eutelsat, organised a news conference where they presented the plans for their future co-operation. As the Assistant to RTV Slovenia's Director-General Boris Bergant said, Slovenia is already broadcasting three national television programmes and three national radio programmes in digital

form through Eutelsat's Hot Bird satellite (together with Croatia). In few days, on the basis of international legislation, RTV Slovenia will have to "lock in" its signals. Only the signal of the first national TV programme will remain freely accessible (every day between 5 p.m. and 8 p.m.). Bergant expressed his hope that this solution is only temporary, because it is in Slovenia's and the National broadcaster's interests that Slovenian national radio and TV programmes are freely accessible across Europe without limitations.



## Public Works Increasingly Important

The National Employment Office provided jobs to 56,000 unemployed people last year, and included 32,000 unemployed people and 8,000 redundant workers in its employment programmes. It offered assistance to 50,000 employers, paid unemployment benefits to nearly 41,000 unemployed people and provided scholarships to 55,000 college and university students.

At a news conference, representatives of the National Employment Office (NEO) presented its plans for 1998 and the evolving public works programme in tourism. The Office is to provide employment to 62,000 people in 1998; more than SIT 50 billion is earmarked for the active employment programme in this year's budget. The project of tourism marketing training is part of the public works programme, for which SIT 3.32 billion has been earmarked in 1998. The number of participants in public works increased in April by 64 percent in comparison with January 1998. The number of workers involved in public works increased in April by 64 percent compared to January 1998.

The Office will also continue carrying out its programme of active development and reorganisation of the institution, and will open three new employment offices. The Employment Office will open the first vocational information centre in Ljubljana, offering useful information to job-seekers. According to National Employment Office Director Joze Glazer, the number of unemployed will fall by 8 percent compared to December 1997 at the end of this year.

As expected, the number of unemployed fell in both March and April (at a rate of 1.3% in both months), which is a normal seasonal trend. The Institute of Macroeconomic Analysis and Development (IMAD) estimates there has been a steady fall in both the labour force participation rate and the share of people in employment (for the population over 15, using the statistical register) since 1987, when the highest rates were recorded. The male labour force participation rate had dropped from 72.6% to 59.7% by 1996 and the female rate from 53.5% to 46.4%. Such falls in activity were mainly due to the high number of early retirements between 1988-1992, and partly due to the extended period of schooling.



