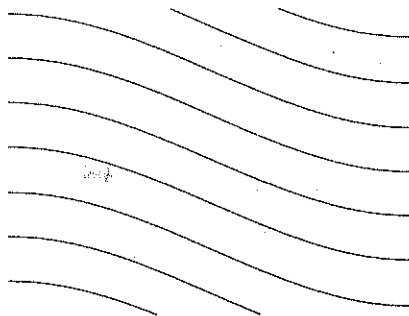


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



WINTER 1998/Vol. VI

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P u b l i s h e r : S l o v e n e A d u l t E d u c a t i o n C e n t r e



PROGRAMME BASIS OF NOVIČKE

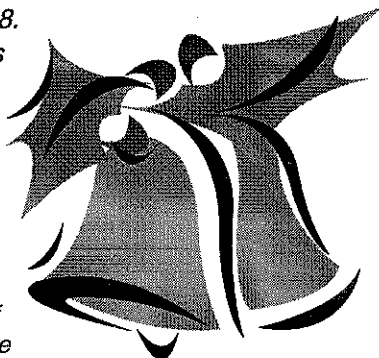
- Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- We plan to provide the following types of information:
 - description and presentation of events and activities in adult education;
 - development, research and other programmes and projects;
 - information on organisations, their needs, plans and activities;
 - information on policy and strategies of adult education;
 - the latest news in administration and legislation;
 - statistical data;
 - information on forthcoming events, workshops, seminars and conferences;
 - presentations of new books and articles.
- Novičke will provide brief, concise, objective and unbiased information.
- Novičke will be published three times a year in English language.
- Users will receive Novičke free of charge. This is a policy we intend to continue, provided we are able to cover the costs of publishing from the public funds allocated to adult education.
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Christmas Greetings

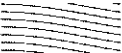
Dear friends,

Allow us to thank you for being with us in 1998. 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, MSc., head of
Information centre and editor of Novičke*



SAEC EVENTS



National Evaluation Workshop on the Implementation of Literacy Programmes in 1996 and 1997

The annual evaluation workshops organised by the Slovene Adult Education Centre are an ongoing process of assessing the Literacy Programmes (UŽU). We have been organising the workshops since 1993, when the first UŽU groups began working. The national report prepared by the Adult Education Centre by monitoring the operation of UŽU groups formed the basis for discussion at the workshop. The national report consisted of individual reports on the monitoring and evaluation of the work of teachers, participation and the structure of programme participants, evaluation of the work of provider organisations, and monitoring of the obstacles and difficulties encountered in our work.

At this year's workshop, held at the start of November, we presented:

- the professional basis for the National Adult Education Programme, which concerns the needs of the people for whom TLS is intended,
- evaluation report for 1996 and 1997.

The evaluation workshop is generally accompanied by an UŽU teacher-training programme (it could be called a further training programme) in which teachers add to their knowledge, especially in those areas which the monitoring and evaluation of their work in the UŽU groups (or the teachers themselves) suggest are required.

Some findings from the evaluation report

Evaluation of the operation of educational organisations showed that only 70% of such organisations have been active in the last two years. This was critically assessed as a weakness, at the educational organisation level as much as at the level of project groups of professional SAEC staff and the national level. Such use of the network does not justify the funds invested, nor does it meet the great need for this type of education on the part of adults with fewer years of education. Comparisons with the take-up rate for school programmes (e.g. the former two-year vocational adult education programmes, where only 35% of available adult places were filled) can not change this assessment.

We also viewed cases where organisations only provided one UŽU programme a year as a waste of resources. There are both objective and subjective reasons for this poor use of resources; these are set out in greater detail in the national report. One basic problem stressed was that, when motivating adults to take part in UŽU programmes, educational organisations do not receive suitable support from other services responsible for adults with less than 10 years of education.

The national evaluation report determined the scope of UŽU education programmes for 1998 (18 groups/220 unemployed adults and 25 groups/100 employed adults) and 1999 (25 groups/300 unemployed adults and 17 groups/200 employed adults).

Likewise, when 5000 young unemployed people enrolled in vocational education programmes, the programme included a plan whereby employment offices would enable 500 of them to attend the UŽU programme in preparation for the vocational education programme. The information of those teachers involved suggested that this option was not taken up anywhere, even though it was urgently required in a number of programmes.

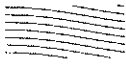
We monitor the quality of work of UŽU programme providers (organisations, work of teachers) using qualitative and quantitative criteria. There are major differences in the quality of programme provision between individual providers, while the following factors were found to be deficient for them all:

- teaching materials (one of the principles of the UŽU programme is that materials have to be relevant to the daily life, experience and needs of participants),

- links between the subjects (arithmetic, communication, general instruction), and putting these subjects in the context of the life and work of participants,
- systematic gathering and arrangement of learning materials for participants (in participant folders, so that they can use them after the UŽU programme to maintain or refresh their knowledge independently),
- monitoring and recording of participants' progress (one special feature of the programme is that the teacher starts from the previous knowledge of the participants and determines their progress from their inclusion in the programme),
- individual education plans (formed with monitoring of progress),
- information and consultation on educational and employment opportunities (during the introductory interview prior to inclusion in the programme; in discussing individual areas of study; visits by experts to the UŽU programme or by "UŽU-ers" to other groups; survey of UŽU participants after the completion of the programme by organisers and teachers),
- allocation of planned costs for the preparation of learning materials and the purchase of learning aids (significantly higher expenditure for both purposes than planned).

Both the evaluation workshops and the training programmes are aimed at removing the weaknesses in the factors listed. This year's programme of teacher training was intended for the first problem. When we visited the group, most teachers pointed out that it would be good if there were learning materials available which could be used in teaching UŽU groups. We linked this desire to the obligations of organisations providing UŽU programmes (for each course they send an example of the best-prepared learning material) and to the obligations of teachers to renew their licences in the training programme, which was held alongside the national evaluation workshop.

Olga Drogenik, SAEC



Slovenia's Lifelong Learning Week – Turning the Key to the Twenty-first Century

Slovenia's Lifelong Learning Week (also Week or LLW) is a countrywide manifestation and a project of national importance designed for the implementation of the strategy for lifelong learning and for paying special regard to the development and promotion of adult learning. Organised for the first time in 1996, the conception of the European Year of Lifelong Learning was reinforced by the recommendations of Unesco's Fifth International Conference on Adult Education in Hamburg, 1997, as well as its fundamental documents, i.e. the Hamburg Declaration on Adult Education and the Agenda for the Future.

Regarding adult learning as a key to the twenty-first century, the Declaration introduced a new vision of education in which learning becomes truly lifelong and encompasses many aspects of life. A vision in which learning strengthens the capacity of people to deal with transformations taking place in the economy, culture, their environment and in society as a whole. As a result, initiators of Lifelong Learning Week in Slovenia, i.e. the LLW Team at the Slovene Adult Education Centre (SAEC), developed the LLW strategic plan. The plan defines the role of the Week as providing a yearly momentum to promote and widen participation in all kinds of learning, with the purpose of creating a learning society, equipped for survival and for meeting the challenges of the future. This year, Slovenia's Lifelong Learning Week was held from 19 to 25 October during which time participants from numerous communities pooled their efforts for the third time running. Within the Week, various learning and educational activities were presented, learning opportunities were promoted and outstanding learning achievements were celebrated. About 1,500 events were organised nation-wide. This year, quite a few of them were focused on individuals (potential learners) by informing and consulting with them about learning opportunities via open telephone lines and an Internet discussion group.

Among the nearly 250 participants in LLW '98 there were formal and non-formal organisations, institutions, groups and individuals who conceptualise, organise, carry out, support, promote etc. learning and education within their surroundings – whether it is their primary or secondary involvement, a professional, voluntary or leisure activity. By introducing their work to the public and inviting them to get involved themselves, and also by organising numerous festive, social and cultural events, they are once again informing the people of Slovenia about the meaning, opportunities and omnipresence of learning – both lifelong and lifewide. A survey is underway right now to detect the scale and scope of LLW '98. A detailed report and analysis of the Week will therefore be presented to our readers in the next issue of LLW-Novicke. Information on all three Lifelong Learning Weeks in Slovenia, on its strategic plan, on the winners of awards for outstanding learning achievements, and more will also be available on the Internet at www.acs-saec.si from January 1999 onward. At this point, let us concentrate more on aspects of the Hamburg Declaration and its manifestation during Lifelong Learning Week 1998. Above all, LLW sites can be considered meeting places for education and learning providers (suppliers), and for participants in learning (users). Learning providers, who responded to SAEC's initiative to participate in LLW '98 and the activities they carried out, fit perfectly into the broad definition of lifelong learning as promoted by the Hamburg Declaration.

For example, the development of necessary skills which enable people to participate in the labour market and income-generating activities, rising unemployment which calls for more active labour policies and other issues concerning the transformation of the economy were addressed during LLW '98 through presentations and workshops. These dealt with such topics as: how to choose the right profession, how to get back to learning or back to work, how to compete successfully on the labour

market, how to become self-employed, etc. Not only formal ways of acquiring the proper education were proposed, but alternatives were also introduced to the public, such as; distance learning, independent learning, knowledge exchange and others. Numerous presentations focused on how to learn foreign languages, how to get acquainted with the most common and useful computer software programmes and the possibilities offered by the Internet, the latter touching the question of access to new information and communication technologies and the disparities arising from it.

Topics concerning equitable and sustainable access to knowledge pertaining to physical and mental health and prevention of disease were addressed through presentations and workshops dealing with recreation and relaxation, healthy food, weight loss, anti-stress programmes and personality development. There was a considerable amount of events referring to the preservation of natural and cultural heritage and the sustainable development of rural areas, such as organised visits to bio-farms, exhibitions of traditional craft products, etc. The effective use of energy was addressed by some LLW '98 events, thus providing education in environmental sustainability and playing an important role in sensitising and mobilising communities and decision-makers.

Universities of the third age and some private educational organisations and associations addressed the issue of learning opportunities for older adults who still have much knowledge and experience to contribute to the development of society, and also who finally have time to devote to the activities they've always wanted to engage in, such as writing poems, painting on glass, pottery, travel, etc.

There were even some LLW '98 events which dealt with learning opportunities for disabled persons, taking into account their special educational needs.

The descriptions of LLW '98 events for some target groups as defined by the Hamburg Declaration lead to the conclusion that the presentational, promotional and informational impact of LLW activities is most valuable in the Week's attempt to create a positive attitude towards learning. What makes the latter even more attractive are the testimonies of enthusiastic learners themselves. They could be found at events such as ceremonies for certificates, prizes and awards, presentations of books and booklets written by successful learners, exhibitions of paintings, pottery and other handmade articles. Furthermore, LLW's motivational strategy was powerfully expressed during the presentation of the Slovene Adult Education Centre's awards to individuals, groups and organisations for outstanding involvement in learning, teaching and/or the promotion of lifelong learning strategies. Some exceptional stories - manifesting struggle for fundamental human rights and freedoms, coexistence and diversity, equity and security, health and environmental sustainability, and other values - were revealed, becoming the best stimuli for all those who still hesitate to get (back) into learning.

There is so much about providers of learning (and LLW '98 events) and successful learners, what about people who have not yet been captured by this movement which considers learning "a joy, a tool, a right and a shared responsibility"? What are their needs and how can they be taken care of? One possible way of generating

replies to the this question could be the following: the identification of users, i.e. potential learners, should become a more explicit task of Lifelong Learning Week in Slovenia. Therefore, necessary measures should be taken to support individuals in expressing their educational needs and aspirations. Ways of detecting people in need of education and learning such as; more open telephone lines, contact radio broadcasts intended to inform, advise and guide locals, surveys of public opinions, motivation campaigns in communities, discussion groups via the Internet etc., should become actively integrated into the next Weeks' activities. Well-defined user needs will establish better grounds for learning providers, decision-makers, researchers and others to envisage their future policies and strategies. Presumably, a call for effective networking within the formal and non-formal education and learning systems, as well as for innovation and more creativity will be voiced, which will present a considerable challenge to the existing state-of-the-art and state-of-the-practice in Slovenia. Currently under discussion is a proposal to launch the UN Adult Learners Week on 9 September 2000, on the occasion of World EXPO 2000 in Hannover, Germany. The proposal is being based on the call for an International Week as articulated in the Agenda for the Future, Art.17: "Creating conditions for the expression of people's demand for learning (...) by developing a UN Week of Adult Learning". Slovenia's Lifelong Learning Week is one of the few Weeks which had been organised before CONFITEA V, but our response to the above UN call could be to focus our next Weeks' endeavours to an even greater extent on the identification of demand for learning opportunities. There is no need to worry about the reaction of the supply side, it will form accordingly, as spontaneously as it has been responding since our first initiative in 1996.

Zvonka Pangerc Pahernik, M. Sc., SAEC



A Few Words on the ISCAE Conference

This year's conference of the International Society of Comparative Adult Education (ISCAE), organised by the ISCAE and the Slovene Adult Education Centre, was held in the very active, cooperative and friendly atmosphere of the Radovljica Trade Union Education Centre. This year the ISCAE conference, which is held every two or three years and was last staged in the German town of Bamberg, attracted 43 researchers from 18 countries. The most numerous group were researchers working in the area of comparative studies from the United States of America, Slovenia and Germany, followed by participants from Canada, France and Sweden. There was strong representation from central and eastern European countries (Bulgaria, Czech Republic, Croatia, Lithuania, Hungary, Macedonia, Russia and Slovakia) who were able to meet researchers from all over the world thanks to support from the Soros

Foundation. Some delegates came from further afield, from countries such as Japan, Australia and South Korea, and made their mark on this year's meeting.

The opening session was addressed by Dr Miloš Komac, state secretary at the Ministry of Science and Technology, Jože Remec, who welcomed the delegates on behalf of the Radovljica municipality, Dr Jost Reischmann, president of the International Society of Comparative Adult Education, and Dr Vida Mohorčič Špolar, directress of the Slovene Adult Education Centre. We were particularly delighted that Alexander Charters of the University of Syracuse, honorary president and founder of the ISCAE, was able to attend.

Friday 11th and Saturday 12th saw the plenary session and group work, where delegates exchanged knowledge and experience. The following papers were presented at the plenary session: Dr Marcie Boucouvalas, On the Meaning of Comparison in Comparative Adult Education; Dr Zoran Jelenc, National Strategies of Adult Education Development; Dr Herbert Hinzen Wilhelm, Comparative Aspects and Cooperative Approach of Adult Education in Hungary, Austria, and Germany; Dr Ana Krajnc, Tendencies in Adult Education from Comparative Perspectives; Nevenka Bogataj, M.A., Study Circle Topics in Slovenia and Sweden; Dr Aniko Kalman, Comparative Analyses of Competency Based Education; Dr Roger Morris, Adult Learners Week: Australia and Slovenia: A First Attempt at Comparison; and Dr Wolfgang Jutte, The Emergence of the 'Learning Society'. Indicators of an International Research Project.

The following papers were discussed in four working groups:

Dr Dilnawaz Siddiqui, End of the Ideology Debate: Implications for Philosophy of Comparative Adult Education; Jindra Kulich, Adult Learning in the Nineteenth Century in the Mirror of Novels and Short Stories: A Comparative Study of Literature in Several European Countries; Dr John Henschke, Historical Antecedents Shaping Conceptions of Adult Education: A Comparison of Roots; Dr Pierre Besnard, Lifelong Learning: Modern Mysticism - Symbols and Rituals; Renata Čepič, M.A., Adult Literacy in the Framework of Educational Concepts and Social Changes: The Case of Croatia; Dr Andor Maroti, Has the Enlightenment Attitude Timeliness in the Postmodern Era?; Dušana Findeisen, M.A., Condorcet's and Krek's Views on Human and Social Development; and Dr Makoto Yamaguchi, The Social, Cultural and Economic History in Japanese Adult Learning in the International Context.

In addition to the opening programme, individual delegates had the opportunity to report on the state of adult education in their countries, an opportunity taken up by Janos Toth from Hungary and Sergey I. Zmeyov from Russia. Of particular value was the participation of researchers from central and eastern Europe, who in discussing the topic 'Comparative Research Project: The Role and Organisation of Adult Education in the Period of Transition' critically debated the basis of the research project prepared by the SAEC and agreed to participate in the comparative project,

which should cover as many countries in transition as possible, especially those from central and eastern Europe.

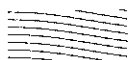
The Slovene Adult Education Centre was also involved in the programme as the host organisation, presenting a report on the 'Lifelong Learning Week in Slovenia' project. The professional programme further consisted of a session of the Executive Committee of the ISCAE and of the programme and organisation committees of the conference. This was followed by an excursion to Bohinj and Bled.

The importance of the conference was multi-faceted: the dissemination of new knowledge; the active engagement of researchers from the countries of central and eastern Europe, who also confirmed their readiness to participate in international research projects; the affirmation and wider confirmation of some successful Slovene projects; and last but not least, the strengthening of international cooperation.

The general opinion was that the conference was a success, professionally (in implementing the set programme, in the very fruitful discussions and in the agreements reached), organisationally, and in terms of creating a friendly atmosphere among delegates, a success confirmed by the comments of delegates both during and after the conference.

Finally, we would like to thank the Soros Foundation for the financial support provided to delegates from central and eastern Europe, without which they would have been unable to attend. We would also like to thank the Ministry of Science and Technology, which also provided financial support for the organisation of this conference.

Jasmina Mirčeva M.A., SAEC



A Global Community of Adult Education Through Information and Documentation: Developing a Network

In our Spring 1998 issue we reported on efforts initiated by Unesco's Fifth International Conference on Adult Education in Hamburg, 1997 (CONFITEA V) which concerned international co-operation and the networking of adult education documentation and information services. Meanwhile, with financial support from the German Federal Ministry of Education, Science, Research and Technology, the Documentation Centre at the UNESCO Institute for Education completed the survey on adult education documentation and information centres and published the results in the form of an annotated Directory of Network Members. So far the Directory profiles ninety documentation and information centres participating in the Network, thus providing a reference tool for information seekers and providers world-wide.



Another CONFITEA V follow-up activity was the initiation of a fellowship programme financed by UNESCO's Participation Programme and the World Bank, bringing together fellows from Africa, the Arab States and Eastern Europe – areas identified by UIE's survey as the ones where access to adult education documentation and information is the most difficult to obtain. During the month of October fellows were invited to draft proposals for regional action plans for the Network.

Results of both initiatives described above were then discussed at the three-day Expert/Steering Committee Seminar convened by the UNESCO Institute for Education in Hamburg, 29 – 31 October 1998. Twenty-five participants from all regions of the world shared their expertise on adult education documentation and information services. In this area, through joint efforts, they established a concrete and feasible action plan for international networking in order to provide policy-makers, researchers, educators, learners and many others with fast and easy access to high quality information on adult learning.

Being one of the fellows and participants at the Seminar myself, I would like to highlight the topic of adult education documentation and information services in Eastern Europe. First of all, from this region, there are only three entries in the Directory of Network Members: two come from women's organisations in Romania and Poland, and the third is the Slovene Adult Education Centre, for its role as the Regional Information and Documentation Centre for Adult Education Research (RICAER). The establishment of RICAER is a follow-up to the conference "Adult Education in the Period of Transition" held in Ljubljana in 1995, and also to another meeting in 1997. On both occasions, participants, i.e. adult education researchers from Central and Eastern European countries and the Baltic-states (CEEB countries), discussed possibilities for co-operation and agreed that SAEC be the focal point of the region.

At the Expert/Steering Committee Seminar RICAER's point of view was taken into account and incorporated into the regional plan for Europe, with top priority given to the identification of further Network members. In the next issue of *Novičke*, our readers can expect further information on the overall action plan and concrete procedures as well as an invitation to join the Network.

Zvonka Pangerc Pahernik, M.Sc., SAEC



PLYA Group in Denmark

As part of the cooperation between the Slovene Project Learning for Young Adults (PLYA) and Produktionshøjskole (PHS) in Svendborg in Denmark, with financial support from the Danish Democratic Fund (DDF), a group of seven mentors, two directors of provider organisations and three professional colleagues from the

Slovene Adult Education Centre were able to make a one-week study visit to Denmark. The reasons for the visit were: to learn more about the Danish system of non-formal education; to exchange practical experience between PLYA mentors and PHS teachers in working with young people; and to establish new contacts for further international cooperation. Our colleagues from PHS took over all the organisation, and provided us with an comprehensive and interesting programme.

Programme and experience gained

The programme was entirely based on the concept of an intensive and very carefully considered study visit, in which apparently non-formal contents taught us the characteristics of the Danish cultural and democratic heritage as it relates to various educational practices. In terms of our ambitions, the greatest emphasis was placed on the operation of the system of non-formal education.

On the first day, we saw the city of Copenhagen and its institutions. To our great surprise, our visit to Parliament (thanks in part to an exceptionally pleasant and informal guide) left a very deep, positive impression. In any event, we felt the differences between the democratic tradition in Denmark and our actual experience of our own political system. We used the visit to Christiania, the "hippie" district, to compare and contrast it with a similar project, "Metelkova", in Ljubljana.

Danish Research and Development Centre for Adult Education

Anne Gitte Munck provided a comprehensive introduction to the system of non-formal education and the ideas and concept of "folkeoplysning", which later allowed us to piece together and understand the various educational institutions which we visited in addition to the PHS. At the presentation, we were able to compare the structural characteristics in Denmark and Slovenia and contrast the solid foundations and orientation of the Danish system of educational policy on the one hand, and our experience in Slovenia on the other. The presentation was very inspirational for the whole group, since we learned about the systemic development levels and compared it with the work awaiting us in Slovenia in introducing the system of non-formal education.

Produktionshøjskole in Svendborg

The head master, Kjeld Rommerdahl, gave us an introduction to the school as the main site for our visit. A special impression was made by the presentation on the development of the school from the initial idea to today's level of organisation, since we are starting from a similar position. We paid a great deal of attention to the principles which accompany the operation of the school (high quality of products, flexibility in teaching approaches, the breadth of project planning, gradualism in development, management and organisation of work with respect for Danish democratic and cultural traditions). Slovene participants were enthusiastic about the

aesthetically pleasing layout of the PHS and the quality of the learning conditions.

Later we visited a unit of the MediaFront school, while an afternoon meeting with the mayor of Svendborg acquainted us with the organisation of educational opportunities in relation to the operation of the democratic system in the area of Svendborg.

In the following days, the Slovene mentors had the opportunity to directly participate in work with young people on selected production lines. Production lines are the basic organisational unit of this school and are divided into several sectors: textiles, food, wood, music, agriculture, education, drama, metal-working...The mentors chose production lines according to their personal preferences directly linked to their future work; this represented a development opportunity for Slovenia. They concluded that there were no real differences between the young people at the PHS in Denmark and the young people in the PLYA programme in Slovenia. There were differences between the two departments of the school, with the PHS having more of a traditional and calm atmosphere, while MediaFront has more of the spirit of a modern, dynamic work organisation. Relations between teachers and young people (democratic, warm, relaxed, non-compulsion) made a deep impression on our mentors.

Despite similar orientation in their work, principles and target populations, Slovene mentors found a number of differences between the two programmes which could be a source of future exchanges of experience in the future. The PLYA concept is based on a completely open curriculum, which means a greater burden for mentors.

During direct work with young people on individual production lines, we learned about the other services which ensure that the PHS operates at a high quality level. One day we had the chance to learn about the work of advice workers and to participate in various forms of youth advisory work. In our case, this is part of the mentor's daily workload (learning advice, vocational career advice, personal counselling). We were particularly interested in the presentation of the educational principles based on the application of the theories of Howard Gardner. The discussion with PHS advice workers allowed us to compare solution to pretty much identical problems in two different cultural environments. The advisors also presented some interesting projects of cooperation with other schools (e.g. the technical school) which we later visited.

End of the programme

For the last day of our visit, the organisers prepared an unforgettable experience in the form of an excursion to the island of Ærø. While visiting some unique fragments of Danish cultural history, the group had an opportunity for reflection and evaluation of the experience and of new findings, and at the same time for planning our work with the two groups of young people waiting for us immediately on our return to Slovenia. At the end, we all felt that we had established important contacts between two programmes with related ideas, contacts which we will of course maintain in the

future. We also gained highly valuable experience in direct work, many inspirational ideas and quality examples. Finally, our own relationships improved, having already reformed them during the visit based on the different experience of democratic decision-making.

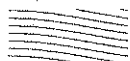
Contacts established and guidelines for further cooperation

The personal contacts established and the direct experience of work in the PHS will allow us to steer future cooperation towards exchanges between participants, as well as towards group visits and joint projects. Joint projects would initially be based on a topic recognising the intercultural specifics of Denmark and Slovenia with the aim of developing democracy and friendship.

With the aim of gaining information and establishing broader contacts for possible international cooperation, a group of professional colleagues (managers) from Slovenia visited various institutions which have developed interesting forms of international cooperation. These were: Svendborg Handelsskole, Svendborg Tekniske Skole, AMU Svendborg, Centre for Youth Pedagogy in Odense and Ryslinge Folkehøjskole. As part of the exchange of information, we found some possible paths for cooperation at the level of existing projects or collaborative research work. One possible point of cooperation is the joint preparation of a conference on the topic of non-formal youth education.

The Danish system of "second chance education", about which we learned in terms of both system and practice, provides useful solutions for the development of the system in Slovenia. Slovenia will of course choose its own path, but the contacts established are an excellent opportunity for the exchange and dissemination of experience of a system which has a developed tradition and well-developed democratic practice.

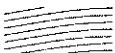
Albert Mrgole M.A., SAEC



The Directress of SAEC - a New Member of EAEA Executive Committee

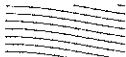
From 1 to 4 October the traditional meeting of European Adult Education Association was held in Finland. The member of this association is also a Slovene Adult Education Society and its members also participated in the meeting.

At the meeting the participants have passed a new Statute, elected a president and members of an Executive Committee. As a president of EAEA a previous president Dr Paolo Fedrigli has been appointed, and Dr Vida A. Mohorčič Špolar, directress of Slovene Adult Education Centre has been elected one of the members of an Executive Committee.





SLOVENE ADULT EDUCATION SCENE



Some Findings from the Evaluation of the Adults Learn Differently Programme

In 1995 at the DOBA Institute for Education in Maribor, we prepared a programme *Adults learn differently*, which is intended primarily for those adults involved in extended forms of education who have low levels of confidence in their own abilities and who lack knowledge of the techniques and new forms of learning.

We prepared the programme in cooperation with the National Employment Institute, and in 1996 we provided 7 experimental repeat programmes for unemployed participants.

The programme is provided as a workshop lasting for 16 teaching hours spread over three days. The basic goal of the programme is to strengthen and reinforce the motivation of participants for further learning and education, and to teach them ways to plan their learning and to use some techniques and approaches to learning.

Participants in the programme learn the characteristics of adult learning, their personal learning inclinations, the formation of learning goals, how to motivate themselves to learn, how to determine their learning type and the learning environment most suitable for them. They also learn about and test relaxation and concentration techniques, set their own strategies for planning their learning and their own concrete learning goals, learn to record the course contents and information with imaginary examples, and prepare their own personal learning chart.

Analysis of the experimental phase showed that the goals were achieved, and that the programme had a suitable effect on the unemployed participants.

In 1996, we prepared a training programme at DOBA for other providers. These providers were chosen following a public tender issued by the National Employment Institute. To the same end, we also prepared a Methodological Handbook with instructions for implementing the programme, which was issued to all training participants, whom we called moderators, who obtained a DOBA licence. Moderators currently provide the *Adults learn differently* programme at the following institutions: adult education centres (Koper, Murska Sobota, Radovljica, Velenje, Žalec), the institutes of culture and education in Tržič and Črnomelj, the Posavje Centre for Continuing Education, and three private educational organisations: KOR-CIS from Slovenj Gradec, SINESIS from Ptuj (two moderators) and DOBA from Maribor.

Moderators who obtain a licence to provide the programme independently are

trained to use systematic methods and various creative techniques to motivate and encourage participants, with work in pairs or small groups. They guide learning discussions and exercises, and encourage the exchange of ideas and experience among participants, who vary in terms of age and work and life experience.

We trained 12 moderators from all over Slovenia, and prepared an evaluation plan for the implementation of the programme by other providers. This took place between January 1997 and March 1998.

The evaluation included moderators and their participants. The sample of participants covered 88 unemployed people, almost two-thirds of them women, aged between 17 and 45. In terms of education, 58 percent had completed primary school, just under two-thirds had completed vocational secondary school, 8 percent had completed four or five year secondary school, and two percent had higher education.

What do the unemployed think of the programme?

The evaluation showed that the unemployed participants received the programme well and confirmed its usefulness. Most participants expected the *Adults Learn Differently* seminar to help with planning learning, with encouragement to learn and with knowledge of learning techniques (i.e. how to learn).

- Two-thirds of participants confirmed that their expectations had been realised in full, while the remainder felt that their expectations had been largely or mainly met (responses were given on a five-point scale).
- 95% of the unemployed participants said six months later that their learning was better and more effective because of their participation in the programme, and that the knowledge of techniques which they gained at the seminar helped them in their continuing education.
- 90% of programme participants had taken part in further forms of education.
- The positive relations achieved in the groups were very important, since participants stressed the friendly atmosphere and the relaxed and easy communication and work methods.
- In terms of motivation, one very important fact was that, thanks to the programme, participants felt more equal to others. We see this as a very positive influence on the self-confidence of unemployed adults, even though the seminar lasts only three days.
- Almost 80% of participants confirmed that they would take part in similar forms of education, and 83% would recommend the seminar to their friends.

We can conclude from these figures that, given their previous experience of education, unemployed participants gained a great deal of confidence in their own abilities and confirmed their motivation for further learning and education, which is frequently a reason, especially with less qualified workers, why it is difficult for them to opt for further education.

What do trained moderators think of the programme?

Moderators rated the quality of training at DOBA and the Methodological Handbook with instructions for implementation of the programme very highly, and confirmed its usefulness and practicality.

- On a scale of 1 to 5 (1 - lowest, 5 - highest), 75% gave a rating of 4, and the others gave 5. After the first implementation of the programme, the ratings rose slightly.
- The contents of the programme were also rated highly (average score on a scale of 1 to 5 was 4.8), since everybody confirmed after the programme that it is useful for everyone involved in further education.

We cannot neglect the role of those who prepared the programme, of those who provided the moderator training, and of the moderators themselves, since there was a sort of chain reaction on the quality of implementation of the programme for participants.

The usefulness and benefits to trained moderators of the programme can be seen on several levels, since they told us that:

- They gained knowledge for independent implementation of the programme in its original form
- The training also provided additional knowledge of the organisation and implementation of programmes for adults
- They use the contents of the programme in other forms of adult education.

Moderators felt that programme participants worked together well and that they had made great progress towards achieving the goals of the programme. They felt that the programme was very appropriate and suitable for adults and unemployed people.

General evaluation

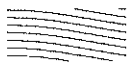
We are satisfied with the results of the evaluation of the implementation of the *Adults learn differently* programme, since it represents an overall contribution to adult education and to motivation for further education. The value of the advisory-learning programme is confirmed by the fact that moderators used the things they had learned in other forms of education. The experience of the three days, the techniques learnt and the desire to achieve learning success which they acquired during the seminar all provide unemployed participants with a new starting point, or as we in adult education commonly say, conviction in their ability to realise so-called other opportunities. Such opportunities require a much greater degree of readiness and self-belief, since experts find that, among Slovenes, age is a terrible barrier when considering whether to opt for education.

We thus feel that the programme confirmed the expectations and, at least in terms of the evaluation of participants and moderators, is suitable for implementation in its

current form. We are also planning to phase in an extension and expansion of the programme at DOBA.

We are convinced that the *Adults learn differently* programme represents an important contribution to the development of learning-advisory activities in adult education in Slovenia, and that it also confirms how sorely such activities are needed.

Ema Perme, DOBA Maribor



Education of Roma Parents to Raise Children for Bilingualism and a Dual Identity

The Maribor Adult Education Institute, with financial support from the commission of the European Union, carried out a microproject of Phare for democracy with the title "Education of Roma parents to raise children for bilingualism and a dual identity". The main goal of the project was to educate young Roma parents in raising their children bilingually and with a dual identity, and moreover to educate Roma parents for life with two cultures and two identities - Roma and Slovene. The target group for the project covered Roma parents from north-east Slovenia, more specifically from the areas of Prekmurje and Maribor. We began the project with the assumption that Roma population is most affected by their significantly lower level of education compared to other citizens of the Republic of Slovenia. For precisely this reason, it is necessary to provide primary education for Roma parents as to how to raise their children for a dual identity and how to encourage children to attend school. The project was planned and realised so as to acquaint the Roma parents with what it means to be a minority, to speak two languages and to belong to two cultures. In particular we pointed out the advantages of bilingualism. Individual seminars emphasised raising children, guiding children towards education and creating a family atmosphere supportive to learning. We wanted to demonstrate the fact that, in the modern world, knowledge and higher education is a pre-condition for employment and thereby for a better, more decent life.

In order to provide seven two-day meetings with Roma parents, we had to establish contacts with Roma communities in the villages of Zenkovci, Vadarci, Lemerje, Pušča, Krašči, Cankova, Serdica and Vanča Vas, and in the city of Maribor. First we had to organise information meetings about the seminars and find interested parents (through the management of primary schools, municipalities, administrative units, employment offices and social work centres, and personally in talks with Roma

parents in villages). Mladen Tancer M.A., Zlatko Tišljar M.A. and Dragica Mikola spoke at the seminar, as did representatives of employment offices and social work centres. The contents of the seminar and the topics of talks were as follows:

- History and origin of Roma in Slovenia
- How to raise a child for two cultures and two identities
- General information on education and the importance of knowledge for a better future for children
- What is dual identity?
- How to remain a Roma while becoming an educated citizen of Slovenia
- Roma employment in Prekmurje and Maribor
- Video footage of bilingual Esperanto-speaking families
- Film about Roma.

We gathered a detailed report and evaluation of individual seminars together and published it in the seminar proceedings, which were sent to adult learning centres and libraries across Slovenia.

The conclusion of the Phare for Democracy microprogramme "Education of Roma parents to raise children for bilingualism and a dual identity" brought a number of suggestions. On several occasions, Roma parents taking part in the seminar pointed out that a programme with similar contents should also be organised for non-Roma. We assume that they were primarily thinking of the principle of tolerance. The Roma felt that members of the non-Roma community were insufficiently tolerant towards Roma. We propose that it would be sensible to take attitudes towards Roma into account in public opinion surveys.

Talks with teachers, head teachers and school advisory workers who meet and work with Roma children showed that the Slovene language represents the greatest problem for Roma children. We would probably all agree that knowledge of language is an extremely important element of identity and of success in school. It would therefore be sensible to devote greater attention to knowledge and study of language in early childhood. In our opinion, this would fundamentally reduce later deficiencies in the knowledge of Roma children, not just in languages but also in other areas.

We wanted to motivate Roma parents (and we strongly hope that we have at least in part succeeded) to encourage their children to perform their school duties by attending school and to be prepared for the necessary cooperation between school and home. The fact is that on average Roma have low levels of education and are therefore not competitive enough in the labour market. We informed Roma parents (and we think persuaded them) that they must encourage and steer their children towards further education, at least in secondary school programmes. Employment office representatives in particular had a major role in this part of the seminar.

Today, employment is a burning issue for Roma and non-Roma alike. We noticed that job-seeking problems were more evident among Prekmurje Roma (autoch-

thonous Roma). The Maribor Roma, unlike the Prekmurje Roma, are not autochthonous and for this reason have most problems with citizenship (we must point out that applicants for Slovene citizenship must first pass a test of active knowledge of the Slovene language). For this reason, the Maribor Roma are not registered as job-seekers with the employment office. For the Maribor Roma, the problem of employment is less to the fore, since many of them do not even have the "opportunity" to obtain the status of unemployed person. Roma have many problems in arranging various documents and certificates and with exercising their demands in general. They frequently lack the information and knowledge required for such activities. This was why we were particularly interested in the interesting proposal of one young Roma (a participant of the seminar in Maribor) that a "legal Roma office" be formed, led by a qualified lawyer of Roma origin. The Roma felt that such a lawyer would be the right person and appropriate expert to understand (emotionally as well as intellectually) the pressing difficulties Roma face and to solve their problems, barriers to (frequently demanding) social action.

Let us return to bilingual and dual-identity upbringing, which was the main aim and intent of the education of Roma parents. The Roma language is for the most part transmitted only orally. Roma should be encouraged to write their language (dialect), to start publishing articles in newspapers, ... This starts from the thesis set out theoretically in his presentation by Zlatko Tišler that dual identity and bilingualism are advantages, since a person with two cultures and two identities is undoubtedly richer. Roma should be more aware of the advantages of a dual identity. We found that they often had problems with this, since on the one hand they are not sufficiently aware of the elements or specifics of their own culture, while on the other hand they are of the opinion that a Roma origin does more harm than good.

In closing, as the organisers of the Phare for Democracy microprogramme, we hope that the contents of the two-day seminars mark a contribution to the formation of identity and the preservation of variety. At this point it is appropriate to mention that "...the Council of Europe decided to use the phrase "intercultural education" and if we summarise the justification, the contents of such education are targeted against racism and towards internationalisation, to respect for diversity, and to respect for equal educational opportunities for all groups". (*S. Novak-Lukanovič, Interkulturno izobraževanje: nekateri mednarodni pristopi (Intercultural education: some international approaches), Sodobna pedagogika, no. 1-2, 1995, p. 86*) This is also the basis for the concept and contents of the project of education for Roma parents. We informed the Roma parents that bilingualism and dual identity represent a great advantage. Here the opinion of the experts of the Council of Europe is important: "that children with a language and culture which is different from the language and culture of the autochthonous population should not be divided and separated. They recommend the use of the mother tongue, even if only symbolically". (op. cit. p. 87)

Dragica Mikola, Alenka Sagadin, Maribor Adult Education Institute



Media Study Circle

The Zarja Institute in Ljubljana mostly takes in young adults with head injuries. Study circles have been running for a number of years, with June seeing the completion of the latest, which we called Media.

The media is a wide topic, so we had the opportunity for many dynamic methods, various guests, visits to outside organisations and group work in Zarja. The motivation of our wards was outstanding precisely because of the richness of the theme. We achieved our educational and action goals almost in passing, although we aimed high.

I would like primarily to set out the opportunity for opening up to society and the establishment of social contacts with people outside our institute, an opportunity which we exploited to the full.

What did we do in the circle? One of the young people in our care, Breda Malus, described the work of the Media circle as follows:

"After New Year, we began the Media study circle. We agreed on the course and contents of work. Two journalists were with us, Maja Lupša, a newspaper journalist, and Lucija Fatur, a radio journalist. We also visited a printing firm, where we saw how newspapers are made. Since newspaper stories are often accompanied by photographs, the photographer Srđan Živulović also took part in the circle, explaining to us how photographs are created. We also visited POP TV and Radio Slovenia, where we were pleasantly surprised by their friendliness. We also visited a photo workshop. We also decided to visit the place from which we receive broadcasts, so we went to Krim and had a lovely excursion. Anyone who appears on TV must have make up, so we received a visit from makeup artist Alenka Avbelj. She showed us how to change a face using cosmetics. We were also guests on the TV entertainment show ZOOM.

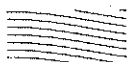
Apart from the guests and visits listed by Breda, we spent a lot of time on designing posters, various articles and played around with photography. Our action goal was to set up an exhibition of all our products and materials.

We asked Jasna Kralj, assistant professor at the Faculty of Architecture, to cooperate in the design and setting-up of our exhibition. She and a group of her students made an excellent display of our products in June 1998 at the Rehabilitation Institute of the Republic of Slovenia. We called the exhibition "Art, our style" and used it to present the results of our work in the Glass and Media study circles. The opening of the exhibition, with a cultural programme enriched by a recital by Jerca Mrzel, also met a good response."

We should also point out that it was not only us interested in media: our Institute and the study circle received coverage in newspapers and on TV and radio.

It is particularly important that we continue our links with the Faculty of Architecture and the Rehabilitation Institute of the Republic of Slovenia, something we are already doing in our new study circle, which we've devoted to puppets.

Mateja Korošec, Zarja Institute, Ljubljana



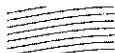
Study Circles at the Secondary Trade School in Ljubljana

In organising study circles at the Secondary Trade School, in addition to experience from past work, we have also gained many ideas for future work. We learnt of a whole range of new opportunities where our experience could encourage mentors towards creative disorder among the participants in this type of education.

I would like to present two outstanding circles. We have already organised several seminars on the architect Jože Plečnik, while the one being presented this time marks an appropriate continuation of previous contents. We called it "Plečnik and the culture of life". Agata Freyer did an excellent job as the mentor of the circle, presenting the material professionally while at the same time preparing participants to recognise for themselves typical Plečnik masterpieces. The goal of the circle was certainly achieved, with individuals learning how to recognise, assess and preserve cultural and natural monuments. Plečnik's creative opus is exceptional (clearly so in Ljubljana), so it is appropriate that, by recognising his greatness, circle members can create a measure for assessing our attitude towards our environment. Since participants are also educational workers, they can transfer their awareness into the classroom, to young people. Individual meetings of the circle are documented by photographs and records of participants' impressions. We also presented the progress of the circle in a brochure. We are collecting the photographic material and preparing an album (booklet).

At the Slovene Education Days, which this year was more educational than a fair, we had a special honour, since we were able to present our study circles in the pleasant surroundings of the Kosovel Hall of Cankarjev Dom. We called them "Joy in the heart is a colossal force" (J. Plečnik 1930). The introduction saw a talk by Agata Freyer accompanied by a slideshow and original Plečnik plans and exhibits from Freyer's private collection. We also used the opportunity to write a postcard with a suitable message.

The other successful action took place on Earth Day, where we combined two apparently very different circles. We linked the "Plečnik and the culture of living" study circle with the sculpture circle led by mentor Jirži Kočica and held at the Secondary Trade School in Ljubljana. In this circle, we started with clay and made



little handprint pots. On Plečnik's Trnovo Bridge, which is something special as it has trees growing on it, we gave passers-by clay archetypes of the pots with the seeds of trees, so that through our idea we affected the wider environment. We also presented other Plečnik bridges, which do not just link two banks of the one river but symbolically shorten the path between people.

The final event of the "Plečnik and the culture of living" study circle was held in Plečnik's Cyril and Metod church in Bežigrad, where we organised a concert by the Gallus Consort trio from Trieste. We feel that this event transcended the idea of just a study circle, since numerous other lovers of music and Plečnik's masterpieces attended in addition to our members. In its way, it was intended for the whole of Ljubljana.

The obstacles which sometimes discouraged us in our work were linked to the endless coordination of meetings, weather conditions, interests, exhibitions... We intend to continue the Plečnik study circles. We would also like to learn more about his masterpieces outside Ljubljana. However, this would result in greater expenses exceeding the funding allocated to the circle so far.

The other circle which I would like to present is called "Studio Drawing". It is led by mentor Jiri Kočica, who set professionally demanding work. It seemed very important to us in organising this circle not just to invite the middle generation, whom the statistics tell us are the most heavily represented in study circles; instead we presented our activities primarily to young people who were previously unaware of the project. It was thus attended in particular by those who perhaps intend to sit the entrance exam for the Academy of Fine Arts or who just wish to learn about studio drawing in relation to other drawing techniques.

Initial observation and simple drawing were accompanied by discussion of perspective, followed by drawing from a plaster model and understanding of the laws of drawing. The study circle required constant correction and an individual approach, with the animator playing an important role in this. Future artists will need many more exercises and experience for "stronger drawing". The study circle gave them the basics, which are important for transferring observations to paper.

The circle was held in the former premises at Metelkova (alternative culture centre), which will also be the venue for the presentation of the products of the circle.

We have found that we still have many creative topics which could be covered by circles. We can overcome obstacles with good will and pleasant association. Moreover, we are also learning the new communications technology, so you can also find us on the Internet at <http://www.s-ts.li.edus.si>.

Zlatka Kump, Secondary Trade School Ljubljana



SLOVENIA FROM NOVIČKE TO NOVIČKE*



Building Our Educational System for the 21st Century

According to an OECD expert group report, the reform of Slovenia's educational system is a great national achievement, reflected in the successful and efficient school curriculum reform, the introduction of secondary school graduation exams as well as the good co-operation of experts and the integration of society.

After being discussed on 26 October by the OECD educational committee and a Slovenian delegation led by Minister of Education and Sport Slavko Gaber, the Organisation for Economic Co-operation and Development (OECD) report was presented on 27 October in Ljubljana by Graham Reid, head of the OECD expert group.

Reid assessed that the extensive reform which Slovenia had to perform after the changes in 1991 is well underway and at an appropriate pace. According to Reid, the success of the Slovenian educational reform is especially reflected in the successful and efficient school curriculum reform, well executed conferences, the very successful introduction of secondary school graduation exams as well as the good co-operation of experts and the integration of society. The OECD experts did not have many critical comments about the Slovenian system, but they offered some recommendations concerning further reform.

Improving Vocational and Adult Education

According to the OECD experts, special attention should be given to vocational education and the education of adults. Regarding the latter, the approach should be regional, while the role of social partners could be increased. Reid also pointed out a problem that not only involves schools, namely the low birth-rate in Slovenia. This problem will have to be faced by schools, whilst a special strategy in this area should be prepared by the government, Reid said.

Minister Gaber said that some recommendations have already been implemented in the period of preparing the report which started with the visit of the OECD group to Slovenia last November. Otherwise, problems concerning the reform were openly discussed, with the Minister exposing a worse connection of the Government's bodies regarding the common policy and a worse partnership, but assessing the

* All articles in this chapter are abstracts from *Slovenia Weekly*, Oct. - Nov. 1998

talks as being useful. He also expressed his hope that the OECD, financing the report itself, will also be prepared to further co-operate in this area.

Trial Nine-Year Education in 46 Primary Schools

46 primary schools have been chosen for the trial of nine-year primary education to be introduced in the 1999/2000 school year, Minister Slavko Gaber announced this week. The schools were selected from a group of 68 schools that applied for the one-year longer primary education by a special commission and approved by the Minister.

INFOS - Show on Information Technologies

The INFOS show on information technologies was held in Ljubljana's Cankarjev dom, cultural and congress centre, from 26 to 30 October. It was opened by Chairman of the Chamber of Commerce and Industry Jožko Čuk who, in his opening speech, said Slovenian companies should become more aware that information sciences are becoming ever more important and indispensable in entrepreneurship and that investment in informatics should not be considered as an unnecessary cost. He expressed his hope the educational part of INFOS will help change such attitudes so that Slovenia's economy will benefit from it.



Approaching Social Standards

Despite Slovenian opinion leaders believing that the level of social security will fall in the country after it enters the Union, the survey on Slovenia's integration into the European Union showed that optimistic expectations still prevail in the social area.

The survey "Opinion Leaders on Slovenia's Integration into the EU" forms Part B of a wider survey entitled "The Level of Information and Opinions of Targeted Groups in Slovenia on the European Union and Slovenian Accession" conducted by the Centre for Research of Public Opinion and Mass Communications in December 1997. The Centre is part of the Institute for Social Sciences at Ljubljana's Faculty for Social Sciences.

As a positive aspect, many respondents state better employment possibilities at home due to the economy being stimulated by the open market and foreign investment, as well as abroad, because it will be possible to find employment in other EU countries.

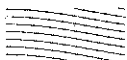
Part B of the survey was performed on a sample (N=850) of groups of opinion leaders (members of academies, state authorities, local authorities, judges, non-

governmental organisations, MPs, the media, economists, interest groups, religious groups, cultural workers and syndicalists).

Better Employment Possibilities

Assessing the positive and negative consequences of Slovenia joining the EU concerning the implementation of important social goals, most respondents believe that the level of social security will fall, since market-oriented reforms of the present insurance systems will be necessary. A fall in the social security level is understandable if we are aware that its starting level originating in a socialist system is very high and not compatible with a market economy and demographic movements. The respondents are aware that this will be necessary to achieve economic competitiveness and lower costs. Part of this also involves the opinion that a consequence of joining will include a transfer of European models and social standards to Slovenia. On one hand, this means a better overview and rationality and, on the other, the contraction of some rights.

As a positive aspect, many respondents state better employment possibilities at home due to the economy being stimulated by the open market and foreign investment, as well as abroad, because it will be possible to find employment in other EU countries. Taking into account the relatively high share of those stating undefined 'positive effects', the survey revealed that optimistic expectations also prevail in the social area, which is somewhat surprising.

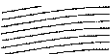


European Agriculture - Slovenia's Great Challenge and Opportunity

"Slovenia Weekly" has made an interview with Franc But, M.Sc., Deputy Head of Slovenia's negotiating group for entering the EU, Head of the negotiating group for agriculture.

You say that agriculture is the area which, in both the screening process and negotiations for Slovenia's membership in the EU, will be the most difficult. Why is that?

I can list at least three reasons: firstly, the large volume, since agriculture takes up almost 40% of the whole Acquis Communautaire. Secondly, there is the content of the discussed issues: common market price agriculture policy is the only common market policy in the EU. And thirdly, agriculture is the main part of changes in the policy of Agenda 2000. More than 4000 documents regarding agriculture are divided into six areas of multilateral and bilateral screenings and a seventh area - veterinary science and phytosanitary issues - will be added.



The first bilateral screening took place in Brussels at the end of September. What was the result of the comparison between the Slovenian and EU legislation in the areas of field crops, fruits and vegetables?

We established a relatively high level of disharmony between the two legal orders, mostly in field crops and cereals. Fruit and vegetables will cause less difficulties. It showed that the chief stress will be on the way of organising producers who are the basic institution of the common market regulation. In Slovenia, there are some organisations, e.g. specialised co-operatives and various economic interest groups, which could obtain the status of producers' organisations and thereby be involved in market regulating - e.g. in intervention withdrawals from the market. The screening showed that in the area of cereals and field crops Slovenia has not yet established a European-style institute of an intervention agency. In Slovenia, reserves of produce act as a way of ensuring the purchase of wheat at a guaranteed price defined by the state. The European Commission deems this part of commerce to be a state monopoly. The Acquis defines reserves of produce only as strategic reserves of produce when the state, for strategic reasons, purchases certain amounts which must never again appear in the market. Foundation of an intervention agency is thus the essence of harmonising the legal order in the area of cereals, field crops and also in other market areas.

And when is the intervention agency expected to start activity in Slovenia?

Slovenia decided to pass by 2000 a law on agricultural markets which will be the basis for establishing an agency of the Republic of Slovenia for agricultural markets. This agency will, pursuant to the new legislation, use knowledge, people and infrastructure of part of reserves of produce and will thereby be different to strategic reserves of produce. It will start to operate before Slovenia joins the EU, when it will be passed over to Brussels' jurisdiction and become part of the common market order. In Slovenia, there is only supposed to be one such agency for all 21 market areas. Besides withdrawing interventionist measures from the market, it is expected to have other functions like import-export regimes, statistics, reporting to the European Commission, payment transactions with Brussels, etc. Foundation of an intervention agency is the essence of harmonising the legal order in the area of cereals, field crops and also other market areas.

What important legislation amendments are still to be carried out in Slovenia in terms of market prices?

This mostly concerns two laws. The new law on agriculture which must, together with all associated documents, be adopted by 30 June, 2000. This law will be the basis of institutionalised regulation - for everything the EU legislation requires from Slovenia in this area. Except the already mentioned interventions in the market whose legal basis will be the second main law - the law on the Agency of the Republic of Slovenia for agricultural markets which is to be passed by 1 January, 2000.

In your opinion, which strategic areas will exert the most influence on the adjustment of Slo-venian agricultural legislation to European legislation?

The whole issue can be divided into several parts: market price policy, structural policy, institutions and other accompanying measures. As far as market price policy is concerned, basic changes will be connected with adopting 21 market orders. According to Agenda 2000, certain products will witness a fall in guaranteed prices, mostly milk, cereals and beef. This area of market price policy must be linked to partial liberalisation which must be regulated to prevent income from dropping. Market price policy is thus also connected with the foundation of the agency for agricultural markets. In structural policy, all EU measures in this area must be adopted at the latest by 2000. This mostly applies to common programmes concerning supporting structural development which must be included in the 1999 and 2000 state budgets, since half of the expenses arising from these activities must be covered by Slovenia itself. The rural development policy is of a special significance here. Everything is connected with the foundation of institutions - a payment agency, a department for structural policy within the Ministry of Agriculture and an information system. Of accompanying measures, the most important are the veterinary science area, setting of the limiting control points and, very importantly, the reform of the cadastre.

With regard to all these tasks - when will Slovenia be completely prepared to negotiate its full membership in the agricultural area?

At the moment, we are in the screening phase lasting until the end of next June. Probably, screenings will have to be repeated in some areas - those connected with the changes in the common EU agricultural policy. Consequently, the beginning of negotiations will only be possible in autumn 1999. However, screenings themselves are a kind of preparation for the negotiations, since we must announce our positions concerning the EU legislation even during the bilateral screenings. We will probably require some transition periods - e.g. for the cadastre, standards in animal breeding and quota issues. However, we are trying to reduce the number of transition periods required to a minimum. In structural policy, all EU measures in this area must be adopted at the latest by 2000. This mostly applies to common programmes concerning supporting structural development which must be included in the 1999 and 2000 state budgets, since half of the expenses arising from these activities must be covered by Slovenia itself.

When Greece also ratifies the Slovenian accession agreement, it will come into operation. Will enforcement of this agreement also influence Slovenian agriculture?

Implementation of the accession agreement is above all an important political step, which will also positively influence the whole economy and therefore also agriculture. Nevertheless, a strong direct influence on agriculture is not expected.

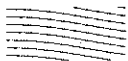
In your opinion, what long-term influence will integration with the EU exert on Slovenia's agriculture position?

Personally, I am optimistic. It is true that a certain level of liberalisation will be forced onto Slovenian agriculture, but the fact is that there are certain advantages. The EU agricultural policy has been changing - on one hand, it has been closing the situation on the world markets, which means that liberalisation is increasing and, on the other hand, differences between regions are being increasingly stressed, so that less favourable and explicitly favourable agricultural areas are defined. With the latter, the liberalisation level is growing, whilst with the less favourable areas (e.g. mountain areas, Karst terrain) the loss in income due to price falls is to be compensated. This can also be applied to Slovenia. Thus, European agriculture not only represents a "threat" to Slovenian agriculture, but also a great challenge and opportunity and above all the need to start immediate agricultural reform.

What activities are a market niche for Slovenian agriculture in the EU?

Slovenia provides 85% of the food necessary for itself. Certainly, entering the EU will not only increase the range of products on Slovenia's market, new markets will also be opened for Slovenian products.

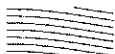
As far as agriculture is concerned, Slovenia has a relatively clean environment and a relatively extensive level of agricultural output. Consequently, ecologically- and environmentally-friendly methods can be applied. Interest in such products in the EU is constantly growing, which represents a great opportunity for Slovenian agriculture.



US President Bill Clinton: "Slovenia is the Best Candidate for NATO's Next Wave of Enlargement"

The recent visit to the United States, where Prime Minister Janez Drnovšek accompanied by a strong government-business delegation met with US President Bill Clinton and other top officials, not only confirms the good political and economic relations between the two countries, but also lends new impetus to Slovenia's aspirations of becoming an active partner in creating world policy.

Prime Minister Janez Drnovšek was on the official working visit to the United States - New York, Washington and Cleveland - from 3 to 5 November. The heavyweight Slovenian government-business delegation also included Foreign Minister Boris Frlec, Finance Minister Mitja Gaspari, Minister of Economic Relations and Development Marjan Senjur, State Secretary Vojka Ravbar, Chairman of the Chamber of Commerce and Industry Jožko Čuk and about 20 representatives of Slovenian enterprises.



US State Secretary Madeline Albright announced the Senate is working on a resolution which would state that Slovenia is the best qualified NATO candidate.

The central event of the visit - Prime Minister Janez Drnovšek's meeting with President Bill Clinton was held on 4 November in Washington. The meeting was also attended by US Secretary of State Madeleine Albright and the President's national security advisor Sandy Berger. On the Slovenian side, there were also Foreign Minister Frlec, Finance Minister Gaspari, Minister of Economic Relations and Development Senjur and Slovenian Ambassador to the United States Dimitrij Rupel.

Slovenia as a Candidate for NATO Membership

The talks in the White House focused on three major topics: the European security structure which includes NATO, the EU and the OSCE, regional and global security co-operation and economic co-operation.

Drnovšek said after the meeting: "President Clinton underlined the good relations between the countries which have evolved into a strategic partnership. We also discussed security co-operation, where Clinton praised Slovenia's participation in addressing global problems. According to Clinton, Slovenia is the best partner to the United States and NATO." Drnovšek said. President Clinton also said that NATO would continue its insistence on admitting new members, with Slovenia being the best candidate for the next wave of enlargement. However, Drnovšek and Clinton did not discuss any specific date of Slovenia's accession to NATO.

The officials also dealt with economic and political co-operation. The United States' chief interest in economic co-operation is the process of Slovenia's accession to the European Union and the consequences that the process would bring for American enterprises. The most frequently mentioned in this respect was the US car industry. Slovenia has namely steadily reduced import taxes for cars produced in the EU, whereby American partners feel they are in an unequal position.

Partners in Resolving International Issues

President Clinton particularly praised strategic co-operation between Slovenia and the United States, mainly in the UN Security Council where this year Slovenia became a non-permanent member. Drnovšek discussed this issue in a separate meeting with State Secretary Madeline Albright.

The day before Drnovšek also met with Assistant Secretary of State for Defence, John Hamre. He specifically praised Slovenian military participation in NATO peacekeeping forces. "Slovenia's Prime Minister gave us a good insight into the situation in Kosovo. We understand Slovenia's disappointment over its failure to join NATO in the first round of enlargement. We believe that NATO will continue to expand to include allied countries like Slovenia," Hamre said after the meeting.

Drnovšek briefed the US Assistant Defence Secretary about progress made in restructuring Slovenia's armed forces, while Hamre stressed the importance of partnership in the UN Security Council. "We also addressed participation of Slovenian troops in NATO peacekeeping operations and clarified outstanding issues to consolidate confidence," Prime Minister Drnovšek said.

Searching for the Niches in the US Market

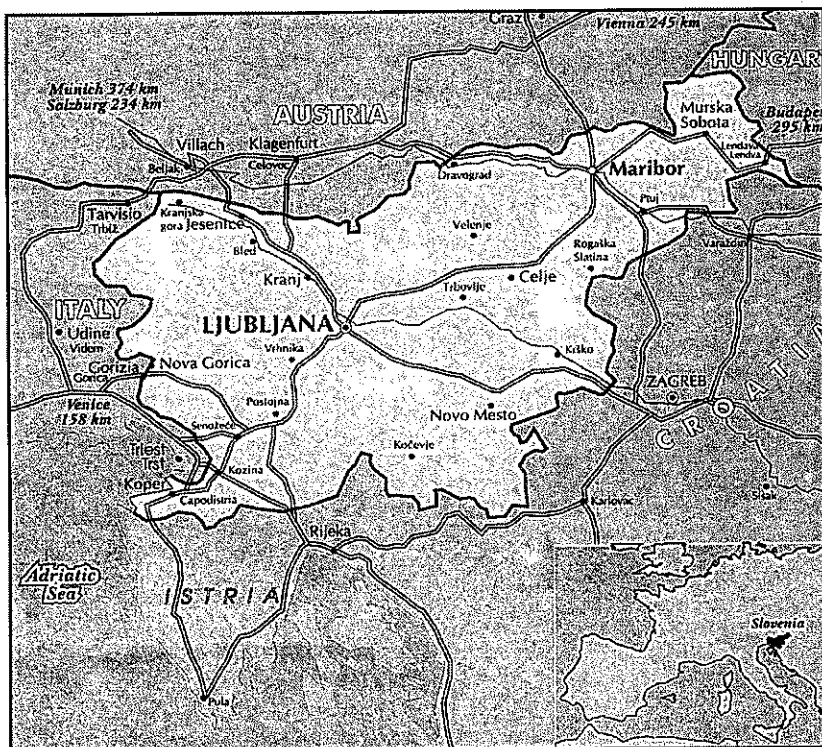
During its visit to the United States, the Slovenian business delegation held meetings in New York with representatives of Slovenian companies and the Slovenian-US business community in the USA. In the focus of their attention were ways of increasing the presence of Slovenian companies in the demanding US market.

At the State Department in Washington, Prime Minister Janez Drnovšek and State Secretary Vojka Ravbar attended a round table on economic co-operation. US officials, led by Undersecretary for Economic Affairs in the State Department, Stewart Wisenstat, praised Slovenia's achievements in business. Also discussed were Slovenia's bid to join the EU and its consequences for Slovenian-US business co-operation. Talks on the abolition of double taxation and protection of investments were also held. Prime Minister Drnovšek met IMF Director General Michel Camdessus, who hailed Slovenia's macroeconomic stability, low inflation, stable economic growth rate, its persistence in carrying out structural reforms and its model financial discipline. In Cleveland, Drnovšek participated in a business conference on co-operation with Slovenia attended by government officials, Slovenian companies and American citizens of Slovenian origin.

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 shal foes, but neighbours be.

F. Prešeren: The Toast, Slovene national anthem

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



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