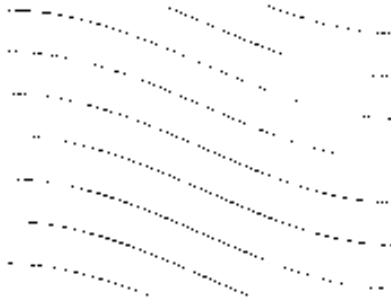




Andragoški center Republike Slovenije  
Slovenian Institute for Adult Education

# NOVIČKE



WINTER 2000/12

● **SIAE EVENTS** ▲ Fifth Lifelong Learning Week in Slovenia ▲ Literacy, participation and the knowledge society ▲ Seven years of study circles ▲ Adult Education in Slovenia 2000/2001 ▲ The first independent learning centres in companies ▲ Organisation of education in the Slovenian economy ● **SLOVENIAN ADULT EDUCATION SCENE** ▲ Distance learning at DOBA ▲ The importance of lifelong learning for tourism activities ● **INTERNATIONAL CO-OPERATION** ▲ Development of assessment and certification of vocational qualifications ▲ How can we teach active citizenship? ▲ Adult Education in South-Eastern Europe ▲ LLW-EBIS meeting ▲ Development of information-consultation activities in adult education in Slovenia ▲ Dr Vida A. Mohorčič Špolar still a member of the executive committee ● **SLOVENIA FROM NOVIČKE TO NOVIČKE** ▲ Reformation Day: 450 Years since the First Slovenian Book

Publisher: Slovenian Institute for Adult Education



## 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:

- 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 SIAEC. In charge of the publication is: Zvonka Pangerc Pahernik, M. Sc., editor and head of the Information Centre.

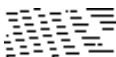
In charge of the publication are: Zvonka Pangerc Pahernik, M. Sc., head of the Information Centre, and Maja Korošak, MA, editor.

DTP: Solos, inc.

Translation: AMIDAS, inc.

Printed by: Tiskarna Štok.

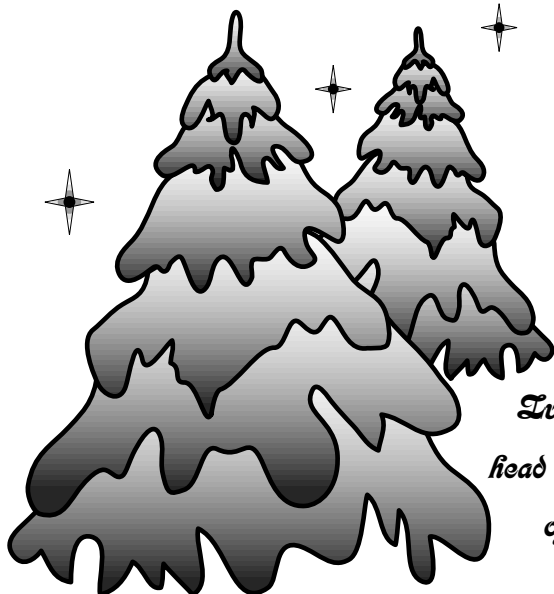
The publisher's address: Andragoški center Slovenije, Šmartinska 134a,  
1000 Ljubljana, Slovenia. Phone: +386 1 5842 560, fax: + 386 1 5245 881,  
e-mail: [zvonka.pangerc@acs.si](mailto:zvonka.pangerc@acs.si)  
ISSN 1408-6492, Edition: 1100



## *Christmas Greetings*

*It is a great privilege to be able to wish Merry Christmas and the very best in the coming year for the eight time in Novičke. We are proud of the time we have spent together with you and are hoping that our being together, learning together and learning from each other will continue in the years to come.*

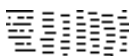
*Colleagues from Slovenia would like to wish you success and happiness in the coming year. May the new year see the fulfilment of your wishes and desires regarding either your personal or professional life, and let's all work together towards a better future for adult education as a whole.*



*Dr. Vida A. Mohorčič Špolar,  
directress  
Lvonka Pangerc Pakernik, MSc.,  
head of Information Centre on behalf  
of your friends from the Slovenian  
Institute for Adult Education*



## SIAE EVENTS



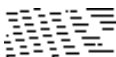
### Fifth Lifelong Learning Week in Slovenia

The Lifelong Learning Week (LLW) has become a common constant of organisations and individuals working in the field of education and learning in Slovenia - be they those who enrich the knowledge of others or those who are themselves involved in learning. For the fifth year running, the third week of October (16-22 October 2000) saw people of all ages and from all walks of life involving themselves in learning. In a great variety of formal and informal environments, many different opportunities for learning and education were presented, the lifelong learning strategy was promoted, while the learning achievements and expressions of creativity of people of all generations were celebrated at a number of locations.

On the national level, the LLW 2000 was marked by two international events, namely the 4<sup>th</sup> Adult Education Colloquium on the theme of Literacy, Participation and the Knowledge society, and the LLW-EBIS meeting (both events are described in articles further on). The Slovenian LLW was also integrated into the first International Adult Learners' Week and our five-year experience was incorporated into the internationally produced booklet the Learning Festivals Guide.

LLW 2000 was once again co-ordinated by the Slovenian Institute for Adult Education of Slovenia in co-operation with the National Lifelong Learning Week Committee at the Ministry of Education and Sport. On the local level, a great variety of providers combined their enthusiasm and efforts at this all-Slovenia event - large and small, formal and informal institutions, associations, clubs, those for whom learning is the main activity and those for whom learning is merely the side-effect of another activity. The varied palette of providers this year numbers 462. Also encouraging is the structure of providers involved this year. They cover all generations and a multitude of areas of public and private life.

We estimate that this year there were nearly 1,900 events, which once again can be divided up into different groups. In order to present themselves to the broadest possible public and to the numerous target groups, many educational institutions, knowledge exchanges, independent learning centres and other institutions organised open days, presentations of educational programmes and projects, lectures, and so on. They tried to encourage participants to join in learning workshops and creative workshops and gave them the opportunity to put their knowledge to the test. This year again saw a large number of accompanying events such as exhibitions, cultural and social events, book presentations, visits, meetings, etc. An increasing number of providers offered information and advice and answered the questions of the public by phone hotline and over the Internet. It is particularly worth mentioning an activity which was carried out by a large number of providers for the first time this year: they gave away books, textbooks, and magazines, or organised book fairs and book sales with considerable discounts.

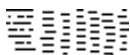


Once again this year the LLW spread beyond the walls of its organisers to shopping centres, shops and trade fair centres; many presented themselves on stands and with posters, others went into the field to study the cultural, historical, geographical and other beauties of their surrounding area. Some LLW events took place outside the borders of Slovenia, in neighbouring Croatia and Italy. In the future we hope to co-operate as much as possible with Slovenes living outside the borders and with the inhabitants of neighbouring countries.

Closing events have also slowly been establishing themselves in the LLW, and again this year providers dedicated them to a review of findings and experience and to the gathering of critical comments, but also to cultural events to round off the week's events. The experience and knowledge gained by the providers at the local level, as well as the five years of experience of the Slovenian Institute for Adult Education in the role of event co-ordinator, will of course contribute to the planning of the next Lifelong Learning Week, in 2001.

We are currently preparing a report on this year's LLW and on the basis of surveys we are analysing various aspects of this year-round project. As in previous years we will publish our findings in the issue of *LLW-Novičke* 1/2001 sent out with the spring edition of *Novičke*.

Zvonka Pangerc Pahernik, MSc., SIAE



#### 4. Adult education colloquium successfully completed

### **Literacy, participation and the knowledge society**

The Slovenian Institute for Adult Education organised the fourth international Adult Education Colloquium, with international participation, on 16 and 17 October in Ljubljana on the theme of *Literacy, Participation and the Knowledge Society*.

The purpose of the colloquium was to shed light on the situation in Slovenia in the areas of educational achievement, literacy and participation of the adult population in comparison with developed European countries and some central European countries, and to use this to obtain knowledge which will help in the removal of the development lag in this area.

The goals of this year's colloquium were:

- to illuminate the profile of adult literacy and participation in education from the aspect of other disciplines,
- to study the link between literacy and participation and technological and social development,
- to study the link between literacy and education,
- to illuminate the factors influencing the development and preservation of adult literacy in various circumstances at home, in the work place and in the local environment.



In the knowledge society, human resources are becoming an ever more important factor of economic development and competitive advantages of countries. Experts warn that Slovenia lags behind the developed countries in terms of education of the general population by about 10 years. We can also measure the quality and utility of the knowledge of the population through the level of literacy of the population. The national research on literacy and adult participation in education conducted by the Slovenian Institute for Adult Education in 1998 showed that the literacy of the adult population in Slovenia is worse than we expected, and indicates that the development lag in Slovenia in this area is even larger. This year's colloquium was in consequence of these unfavourable findings from the national research project dedicated to issues of literacy and adult participation in education.

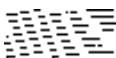
It appears that adult literacy is a term which everyone understands for every day use, but which each profession understands differently, ascribing different roles to literacy in personal and social development. We wanted to shed further light on the research findings in terms of various disciplines and areas, and to demonstrate the possibilities, paths and responsibilities for raising the level of literacy of the adult population. At the colloquium we did not attempt to find a single truth or correct answers: through discussion we wanted to open up various dilemmas and to encounter various views in order to enrich each other and develop.

For this reason we also ensured that the majority of contributions, both plenary papers and discussion papers, were published in advance.

70 recognised domestic and foreign experts from five countries (Bulgaria, United Kingdom, Hungary, Sweden, United States of America and Slovenia) attended the colloquium. Delegates presented their experience of involving less educated adults in education and of projects to raise the level of adult literacy. Experts provided insights concerning the theme of the colloquium from a variety of aspects: educational, sociological, psychological, linguistic and economic. Papers and discussions were very varied, with some involving consideration of the colloquium topic from an analytical or systemic point of view, and others describing successful practices.

We felt a lack of participation by delegates from various companies, since we were interested in learning whether Slovenian companies encounter poor literacy on the part of their employees and the extent to which this represents a problem for the success of the employees and the company. Discussion also showed that the terminology in the area of adults in Slovenia is not uniform, and an initiative was launched to have terminological issues resolved at a special professional meeting.

Contributions were divided into two parts: plenary papers and discussion papers. The first plenary paper was presented by **Ester Možina MA** (SIAE) outlining the results of adult literacy research in Slovenia. She was followed by **Dr Vida Mohorčič Špolar**, directress of

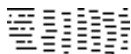


the SIAE, who spoke about the link between the information society and adult participation in education. **Dr Albert Tuijnman**, director of the International Institute for Education at the University of Stockholm, one of the leading participants in the internal adult literacy research project, and editor of the Encyclopaedia of Adult Education, presented international aspects of adult literacy, while **Alan Tuckett**, director of the National Institute for Adult Education in the United Kingdom spoke about the 25-year literacy campaign in the UK. They were followed by **Ilona Banfi** and **Emese Felvegi** from the Hungarian National Institute for Education, who presented the results of literacy research in Hungary. The plenary session was then continued by domestic experts - **Dr Darja Piciga** of the Education Institute discussed the meaning of youth information literacy, and **Dr Ana Krajnc** of the Faculty of Arts, who investigated what gives rise to functional illiteracy. The presentation of plenary papers was concluded by **Dr Lojze Sočan** of the Faculty of Social Sciences, whose paper considered adult literacy from the viewpoint of the new economy.

The second day of the colloquium saw discussion papers presented by 27 domestic and foreign experts in various fields. For the first time, this year a **workshop** was organised under the leadership of **Tara McArthur**, a teacher working on literacy education programmes in poor districts of London. The literacy education programme in marginal communities was presented. 27 teachers in the Project Learning of Youths programme and in Literacy Programmes and a number of foreign and domestic experts in this field attended the workshop.

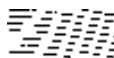
As the organiser of the colloquium, the Slovenian Institute for Adult Education is convinced that the colloquium contributed to the professional wealth of all participants and fostered the generation of new ideas, which will in turn contribute to improving literacy and the participation of adults in the knowledge society.

Mateja Pečar, SIAE



## Seven years of study circles

The Study Circles Project has been running in Slovenia for seven years. The quality and extent of both the development of the project and the implementation of study circles are influenced by a variety of factors which for the most part have not changed over the years. These factors are: recognition of the importance of non-formal learning in study circles for personal development and the development of the community, on the level of the individual and organisation as well as on the local and national levels; the interest of various organisations in the implementation of study circles; the level of staff training in individual organisations, and the readiness of leaders and mentors to implement study circles; the extent of training of new leaders and mentors of study circles; the provision of continuous professional improvement for previously trained study circle leaders and mentors; the level of budget



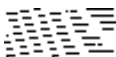
funding provided by the Ministry of Education and Sport (MES) to co-finance the development of the project and the provision of study circles in practice; and the engagement of organisations (leaders and mentors) in obtaining sponsorship in the local environment for the realisation of extensive action goals or for the provision of more study circles than those financed by the MES.

Comparison of the data from the first year the project was operating (1993/94) and the latest figures (1999/2000) leads to the conclusion that the extent of the project has increased over the years; that more organisations, leaders and mentors have been involved every year; and in consequence the number of study circles and participants has increased. The number of organisations providing study circles has increased from 16 to 58, the number of study circles from 36 to 169, and the number of participants from 316 to 1,834. To date 97 organisations have participated in the project, and 405 study circle leaders and mentors have been trained.

The structure of study circle participants (in terms of age, sex, education and status) has not changed noticeably over the years:

- as in every previous year, in the last reporting period the largest number of participants were aged between 27 and 45 (43%), followed by those in the 46-60 age group (29%), those under 26 (16%) and those older than 60 (11%);
- once again this year the gender balance was no exception - women predominate (76%), representing more than three-quarters of all participants, with men accounting for only 24%;
- once again this year participants with secondary education (36%) form the largest group, followed by those with higher (23%) and further (18%) education, while those with only primary education (7%) are fewer in number. Every year, the numbers of participants who have not completed primary education (this year 2%) and those with master's degrees or doctorates (2%) are lowest;
- once again this year, the largest number of participants were employed in the social sector (44%), followed by retired people (24.5%) and private-sector employees (13%); this year the proportion of unemployed participants fell (from 10% last year to 7%), while the proportion of other participants remained roughly the same as the previous year.

58 different organisations took part in the project in 1999/2000. Most were folk high schools (34%) or private organisations (31%), followed by other organisations (28%) and societies (7%). Like every year, this year the majority of study circles operated within the context of adult education institutions (private educational organisations - 31% - and folk high schools - 30%), followed by other organisations (29%). The smallest number of study circles operated within the context of societies (10%).



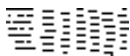


Mentors usually announce the contents of study circles in advance. When a study circle begins working, the announced theme is usually adhered to, the problem areas at least, but it can be changed if the participants want. The theme is usually supplemented and changed while the study circle is operating; this is actually a characteristic of learning in study circles, since it is not based on a pre-determined curriculum. The curriculum of an individual study circle is the result of mutual determination of the interests of all participants involved in the study circle, which is based on joint planning of both current and end goals, joint organisation of work and continuous and final evaluation of the achievements of the circle. In terms of content, the bulk of study circles involve various manual skills, followed by educational circles (14%), ethnological circles (11%), various cultural workshops (6%), healthy living circles (6%) and reading study circles (5%). Every year since the project started, the largest number of study circles dealt with various manual skills, but this year the proportion fell somewhat compared to last year (28% to 21%), while the proportion of educational study circles increased from 6% last year to 14%. Last year, the proportion of study circles dealing with the ethnological features of local areas fell from 17% to 11%.

One recent innovation has been reading study circles, which operate under the shared title of Let's Read with Manca Košir. The specific feature of these study circles is that the educational and action goals are geared towards reading literature and fostering a reading culture. The main goal of these circles is to bring together people who enjoy reading so that they can exchange knowledge and plans and pass on their experiences to others; they thus directly and indirectly influence the creation of an awareness of the importance of reading in contemporary society and the creation of a critical awareness of the pervasiveness and multitude of media which are becoming daily part of modern life and lifestyles.

The multitude of study circles and the extent of the work carried out in them are undoubtedly linked to objective conditions, including the provision of money for their implementation, in addition to the motivation and enthusiasm of the circle members. Each year the project is co-financed from the budget of the Ministry of Education and Sport (MES). MES funding has remained static for the second year running. Given that we suspect that increasing numbers of organisations and individuals want to join the project and organise study circles in their local environment, this raises the question of how these circles can be funded in the future. One possible solution is inter-sectoral cooperation - with other ministries financing study circles covering their areas (culture, agriculture, ecology, health, etc.). One change this year came in the funding of reading study circles, which were funded by various sponsors in addition to the MES.

Vilma Malečkar, SIAE



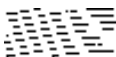
## The overview

# Adult Education in Slovenia 2000/2001

This year we published the ninth overview *Adult education in Slovenia: providers and programmes* for the forthcoming school year. It was published in the early autumn, precisely at the time when an overall overview of the supply of educational programmes is most welcomed by all those who have opted for adult education. We published it in book form and on CD-ROM - both are available to visitors to general educational libraries - it can also be accessed and searched on the SIAE web site at: [www.acs.si/pregled-io](http://www.acs.si/pregled-io).

The range of providers and programmes in the overview is diverse, since we invited numerous providers of adult education from all over Slovenia to take part with the aim of presenting the education they provide to the wider public. 220 providers responded to the invitation and provided us with data on 4,093 educational programmes. In addition to programmes to acquire a formal education (*576 programmes*), the overview also covered training and further training programmes (*603 programmes*) and numerous programmes of general non-formal education (*2,914 programmes*) in the areas of art and culture, health, environmental protection, education, personal growth, manual skills and other fields. Programmes of general non-formal education dominate the overview, particularly those involving foreign languages and computing.

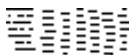
The overview is divided into five chapters. An alphabetical list of all provider organisations is provided at the start to make it easier to find information. This is followed by a list of providers and their programmes, sorted by subject area, with provider organisations and the titles of their educational programmes belonging to this area shown. The next chapter shows provider organisations and their educational programmes. Provider organisations are sorted by twelve Slovenian regions (central Slovenia, Podravje, Koroška, Savinje, Pomurje, lower Posavje, south-east Slovenia, Gorenjska, Zasavje, Notranjska-Karst, Goriška and coastal Karst) in which the principal office of the educational organisation or department is located. Data is provided for each region on the total population, the 15+ adult population, the number of educational organisations presented and the total number of programmes they provide. Within an individual region, providers are listed alphabetically. Each provider organisation in the overview is presented with basic data, such as title, address, telephone number, fax number, email and web site addresses, manager and person responsible for adult education. This data enables users to contact providers if they want further information. The basic data on the individual provider is followed by the educational programmes which the provider will provide this school year. Educational programmes are listed in alphabetical order. The names of educational programmes published are those used by provider organisations, except for publicly certified programmes, where the names used are the official titles. Public certification of educational programmes is explicitly stated, and the professional council which certified the programme is also listed. The type of educational programme, the duration of the



individual programme, the venue and the conditions to be met by individuals in order to enter the programme are also listed. For each programme, the contact person's name and telephone number and a short description of the contents of the programme are listed. At the end of the overview we added a list of open learning centres and knowledge exchanges, with the aim of ensuring that everybody can find the most suitable path to learning.

This year's overview also contains some new features. Under each programme we added data on the profession participants acquire after successfully completing a formal education programme. There were also changes concerning the data on the duration of the educational programme. Since in previous years many programme providers listed under duration of programme "adapted to adults", there were substantial differences in the duration for the same programme. We wanted this data to be as uniform as possible, and so for formal education programmes we asked for the official number of years for each programme, while for training and further training programmes for work and programmes of general non-formal education we asked for the duration of the programme in hours. Users must obtain specific data on the actual duration of programmes for adults from the provider.

Erika Brenk, SIAE



## The first self-study centres in companies

Good things come to those who wait, you might say. Well, not only have we been waiting, we have also made a substantial investment in the gradual development of open and distance learning in companies. Yet somehow things were not happening - at least not until the Ministry of Labour, Family and Social Affairs, in co-operation with the Employment Service of Slovenia and on the basis of the Employment Action Programme for 2000 and 2001, offered concrete funding for the development of such centres. In the initial phase, centres will be developed in companies in the textile and leather industries.

Nine companies met the conditions for the allocation of funds, five in textiles and four in the leather industry. In addition, two sectoral centres were planned, one each for the textile and leather industries. The concept behind the two centres was fairly broad. They should primarily cover the shared educational needs of the companies participating in the project, such as for instance determining shared needs or preparation of shared self-study material; in future they could also act as distribution centres for distance learning. For the textile sector, the planned centre provider was the IRCKON institute, while that for the leather industry was the IRCUO institute.

We prepared and carried out three training modules for centre leaders and other staff working in the centres. A two-day introductory seminar gave participants an understanding of the basic concepts of open and distance learning and of how to set up and operate a



centre, and how to attract workers to the centre. The introductory seminar was attended by representatives from eight companies and the IRCKON institute. After the seminar, interested companies prepared a concept for the operation of their own centre.

Further training was aimed at centre managers, particularly those who would be working as counsellors in the centres. A three-day seminar was held on the problems generally faced by people who come to centres to learn and on techniques of communication with those they are counselling.

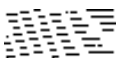
Since we expect that companies would primarily be interested, in addition to general education of workers (languages and computer literacy), in professional education narrower in scope, we provided the third module entitled *How to prepare open and distance learning programmes*. The aim of the seminar was to acquaint participants with organisational preparations for an educational programme in order to best support people participating in it.

Company representative participation varied, depending on the individual module. Some companies only attended the introductory training and then produced their concept, while others persisted to the end, successfully completing all three modules. Concrete results can already be seen. The first two corporate centres - at Elektro Slovenia and Lisca in Sevnica, which have been operating within general education self-study centres, were joined on 17 November by a third centre at Planika in Kranj, followed soon after at Alpina in Žiri. Given the objective physical conditions and the enthusiasm of the centre providers, we can also expect to start operating in the following companies: IBI, Kranj; Vrhnika Leather Industry; Prevent, Slovenj Gradec; Kroj, Škofja Loka; the Prebold textile factory; Peko in Tržič; and the sectoral centre in IRCUO in Kranj.

The Ministry of Labour, Family and Social Affairs, in co-operation with the Employment Service of Slovenia, provides resources to equip the centres, for training and for the people who will work in the centres on the basis of matched funding. This means that the company must provide the same level of funding as it receives from public sources.

It is difficult to say precisely what role the centres will play within companies. It is highly likely that each company will use the new opportunities provided by the centres in their own way, in line with their own specific needs. We are however in no doubt that this is a small but important step along the road to being learning organisations. For that reason we wish them the best of luck!

Irena Benedik, SIAE





## Just published **Organisation of education in the Slovenian economy**

The ninth book in the SIAE *Studies and research* series was recently published. The author, Jasmina Mirčeva MA, gave it the title *Organisation of education in the Slovenian economy*. The basic goal of her study was to “offer some guidelines for development and models of organisation which, taking into account the internal characteristics of companies (size, sector, ownership status, employee education, regional affiliation), best suit development and movement in the economy and in society”.

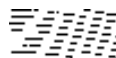
The publication is the fruit of in-depth research and study work, based on the recognition that the development of modern societies is determined by “two parallel and simultaneous processes, informatisation and education”. The world is becoming ever more connected, layered with information routes - to be able to deal with it, we need new knowledge every day. Slovenia must therefore accept the new challenges if it does not want to remain on the margins of global trends; last but not least the European Union ascribes great importance to the knowledge and qualifications of the work force. Investment in knowledge is thus a strategic investment which requires mass participation of individuals and organisations.

Research unfortunately shows that the majority of Slovenian companies:

- have not yet formulated suitable plans for the organisation of adult education,
- insufficiently determine and respect the learning needs of employees,
- in their present education provision take too little account of modern methods of transferring knowledge and skills,
- are ineffective in evaluating and applying research results to changing and developing forms and methods of education.

One interesting conclusion is that on the national level - despite the ever increasing need for knowledge - investment in educational activities has fallen, too many educational providers have inadequate education, and there is an observable lack of coordination among social partners in managing, decision-making, financing, evaluating, personnel planning and the development of education.

The author devotes herself to four basic views of her theme. First, she is interested in the **characteristics and factors of organisation of employee education**, where she comes to the conclusion that the new development forms of the society in which we live raise anew questions of employee education. Otherwise, demand for education is evident, and the forms of organisation of education, as well as the providers, users and social partners for education in the economy, are also changing.



The critical presentation of **experience to date in employee education in the economy** begins developmentally-historically, shedding light on the revolutionary-statist period, the self-managing society, the period of crisis prior to Slovenian independence, and the nineties, and also considers the future, where the author warns that we have to go beyond the tradition of highly centralised education, uniformity of forms, ideological colouring and other relics of the past.

The third chapter brings a **overview of the characteristics of employee education in the economy in Europe**. In addition to the general conclusions which apply to the EU as a whole, the author selected as examples the Benelux countries, Denmark, Germany, France, Italy and the UK. Comparative analysis showed that there is no uniform model of organisation of education in the commercial sector. Each system has specific features derived from tradition and experience, while there are some solutions which predominate in the EU.

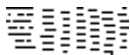
At the end, **empirical data on employee education in Slovenia** is given. Research results showed that companies are mainly introducing programmes of work-related training and further training. Less common were programmes to obtain a formal education. Where these do exist, they are dominated by level IV, V or VI education. Only in exceptional cases do companies have general education, such as programmes of non-formal learning, citizenship education.

Of the organisations within the network of institutions providing education, the most common are companies, adult education institutions and schools at various levels, while inter-sectoral education centres or education abroad are less common.

Slavica Borka Kucler, SIAE



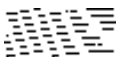
## SLOVENIAN ADULT EDUCATION SCENE



### Distance learning at DOBA

Last year here at DOBA, an education company based in Maribor, we enrolled the first generation of full-time students and adult education students in the Professional College programme *Business secretary*. Interest in this type of college study is great, with students from all over Slovenia enrolling. We decided to expand college education opportunities at DOBA and prepared one of the modern form of study provision: distance learning on-line.

The oldest form of distance learning is the correspondence course, which led to the beginning of time-flexible studies. This is the greatest advantage of distance learning, since teach-



hers and students do not have to be in the same place at the same time. Through development in the traditional learning process, we introduce technical developments to improve the didactic and methodological implementation of the process. The development of multimedia teaching materials and the possibility of using the Internet as a learning space has brought further opportunities for education. Experts predict that by 2005, on-line learning will grow to 60% in comparison with other forms of education in the developed countries.

Slovenia has several opportunities for and forms of distance learning at various schools and faculties.

At DOBA we adapted the whole study programme to a model which is computer supported, with the possibility of studying on-line, and which is run by a mentor who, in the so-called virtual classroom, guides the content and methods of work. In this form of learning, the mentor's work is most similar to that of a moderator of "live" workshops. We are particularly used to this format in adult education, where participants bring a variety of experiences and knowledge, all of which we involve in the learning process through modern approaches to adult education. In guided on-line study, the mentor sustains the permanent activity of students by using various methods and approaches adapted to the virtual classroom.

### **Preparation for implementation of guided on-line study**

Preparations for the establishment of an organisational model and appropriate infrastructure at DOBA were fundamental: from the selection of suitable staff, further education and travelling abroad for the purchase of technical equipment and suitable software tools.

Foreign education and experience gained abroad represented one of the first steps, and our current evaluation is that this was done successfully and was well chosen.

In order to implement distance learning, members of the core project team attended courses within the international Phare programmes and visited domestic and foreign institutions already providing some forms of distance learning, while I myself participated in Internet-based distance learning for training tutors in Internet-based education.

We selected and purchased tested software tools used by well-known universities around the world as a virtual classroom. In this classroom, students review study materials, establish additional links to Internet sources, so-called chat rooms, study calendar, glossaries of professional phrases, abstracts, questions for self-assessment, intermediate tests etc.

We prepared a training programme for mentors working with students in virtual classrooms, so that they can master the techniques required for guided on-line education. The communication method mostly operates with the help of modern technology, but this does not

mean that it is technical. Of particular importance in this specific case is that technology helps us to maintain human communication. In addition to the professional work, this is one of the most important tasks of the mentor.

### **Implementation of guided on-line study**

We prepared an introductory day for distance-learning students, where we presented the study programme, explained in detail the implementation of the curriculum in this form and refreshed some learning techniques together with instructions for more effective learning. We prepared specifically for them a guide to distance learning, containing instructions for the use of the virtual classroom, a review of the study activities of on-line study and the most common questions and answers concerning studies. In the computer classroom at DOBA, students under instruction tested the operation of the virtual classroom and took the first step with enthusiasm. Their study duties are adapted to the Internet-based form of implementation of distance learning, while during the teaching of one subject lasting approximately two months they have two planned meetings with the mentor and the lecturer. For the time being, they will sit examinations in the same way as ordinary students.

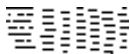
Our initial experience indicates that we gave the students a good introduction to the programme and the method of study. All conscientiously and regularly perform their compulsory and additional study activities. We created a good and cooperative learning atmosphere in the chat room, where students like to add their thoughts on the contents of the studies and to encourage one another. We have thus successfully replaced the traditional classroom with a virtual one. We prepared a monitoring and evaluation plan for distance learning at DOBA, so we will give you further information about the results of this method of study at a later date.

Since previously there had been no such distance learning methods (guided on-line education) available in Slovenia, we more or less learned from foreign experience. We are convinced that this method, like all other modern approaches, will become established in Slovenia, since Slovenes have on a number of occasions demonstrated that we are a learning nation and that we enjoy taking innovations on board. It is precisely this openness which helps us to adapt in time to all current global trends, and here at DOBA we continually strive to move closer to these trends.

Emma Perme, DOBA Maribor







## The importance of lifelong learning for tourism activities

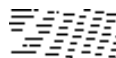
### **Enlightening and training the population for tourism**

Two important tasks of the Slovenian state and its ministries, particularly the Ministry of Small Business and Tourism, the Ministry of Labour, Family and Social Affairs, and the Ministry of Education and Sport, the Tourism Association of Slovenia, tourism associations and tourism societies are **enlightening the public** of the urgency of developing tourist thinking and tourist activities, and **training the public** in tourism skills. How can top-quality hotels, trained staff and excellent hotel services help if tourists are not given a warm welcome in the place where the hotel or guesthouse is located, and are not made to feel welcome by the overall activity and atmosphere of the population. We will have to pay much more attention to this problem in the future than we have in the past.

Enlightening the public of the tourism means that we foster among the general population a positive attitude towards tourism activities, which among other things require a developed tourist awareness, hospitality towards tourists, a love of cultural and natural heritage and a professional approach to tourism. Continuous training of the public for work in the tourism sector includes the selection of contents, organisation, implementation and monitoring of training with the aim of providing knowledge to the widest cross-section of the population of the Republic of Slovenia involved in tourism activities.

The goal of enlightening the public about the tourism sector is to provide the widest possible range of people with knowledge of the beauty of our country and the possibilities of visiting it; of the prospects for tourism development in Slovenia and around the world and of legal issues; of nature conservation and the protection of natural and cultural heritage; of the history and features of their locality, customs and habits; of the features of the countryside and of everything else which is of interest to tourists; and of the basic rules for treating tourists who visit our house, our town, our country.

The most important methods and forms of enlightening the population of the tourism sector are: the provision of information in various media sources (newspapers, magazines, radio, TV, Internet ...); information on posters (in shops, notice boards, road-side signs ...); round tables; popular talks; brief, target-oriented and professionally guided excursions in the local or wider environment; participation in *Use your head to help tourism* project; the promotion of successful competitions and events; public stages and social evenings. Combinations of these methods and forms are also possible. A professional approach to the selection of information and the presentation of such information in an interesting way which encourages the population to participate in tourism activities is also very important.



The following are some of the main players in providing the public with information about the tourism sector: Ministry of Small Business and Tourism, Ministry of Labour, Family and Social Affairs; mayors' offices and municipal councils, relevant municipal administrative bodies, local communities; the Tourism Association of Slovenia, tourism associations and tourism societies; tourist organisations marketing tourism; commercial organisations and private individuals in tourism activities; and the Tourism Promotion Centre of RS. All of the above should participate in formulating the contents of information for the public.

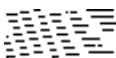
Only those organisations which have trained lecturers should be providers of information for the public. The most important of these are folk high schools and associations and societies with staff trained for this type of activity.

**Training the public**, in contrast to enlightening the public of the tourism sector, requires participants to have acquired certain knowledge in the end and to be able to apply such knowledge in practice to specific tasks. Training is intended for that part of the population which already works in tourism (innkeepers, guesthouse owners, traders, service sector workers etc), those people who would like to work in tourism and those who we would like to encourage to start working in tourism.

Training for people already working in tourism should be provided by organisations qualified to do so. Such organisations include folk high schools, certified educational organisations and schools. All these organisations should be recorded in a register of organisations providing training in the tourism sector. This should ensure an appropriate professionalism and would enable a review of the provision of training for the public.

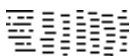
In addition to regular education of tourism workers, the following forms of training have shown themselves to be useful, well-attended and response-generating: seminars for professional training of tour guides (professional and non-professional); seminars for professional training of tourism education mentors (organisers - Tourism Association of Slovenia and the Education Institute of RS); foreign language courses, particularly in tourist areas (a pre-condition for successful communication between locals as hosts and tourists); courses and seminars covering knowledge of hospitality and friendliness; lectures and other forms of education for the rural population.

Jurij Smerdelj MA, Tourism Association of Slovenia





## INTERNATIONAL CO-OPERATION



### Phare MOCCA project **Development of assessment and certification of vocational qualifications**

In November the Phare MOCCA (Modernisation of Curricula, Certification and Assessment of Vocational Education for Youth and Adults in Slovenia) programme came to an end in Slovenia. The programme covered a number of development projects in initial and further vocational education. The basic goal was to contribute to the formation of a vocational education system which will:

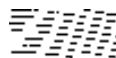
- lead to the integration of youth and adult education;
- support lifelong learning and education;
- contribute to European comparability of vocational qualifications.

In the area of adult vocational education, tasks from the second part of the programme geared towards the further development of assessment and certification of vocational qualifications seem particularly topical. These tasks cover four activities which are more or less independent but which nevertheless are inter-connected and form an integral whole. The goal of Activity 5 was to formulate a clear concept for the Slovenian system of certification of vocational qualifications, which will meet European Union guidelines and on which all the key players will be in agreement. The formulation of an appropriate legal basis is also a constituent part of this activity.

Activity 6 was geared towards the development and practical testing of assessment and certification procedures, with particular emphasis on the assessment and certification of prior knowledge and experiential learning with the application of European standards and standards in Slovenian education. This group of activities also includes Activity 8, the aim of which is to transform the results of Activity 6 into an educational programme for persons not certified in the assessment procedure, and to test the programme.

Activity 7, the last from this section, covered the development of a technical and organisational concept for a registration and information system for certification, which should ensure transparency at the national and European levels and at the same time should also protect the privacy of individuals.

The Slovenian Institute of Adult Education provided organisational and content management for the implementation of Activities 6 and 8, the development of assessment and certification procedures and the preparation of programmes for people in the implementation of assessment and certification procedures. The working group appointed to implement the project



consisted of representatives of social partners, the ministries responsible for education and labour affairs, the Vocational Education Centre of Slovenia and the Slovenian Institute of Adult Education. It based its work on the closing findings of studies conducted in Activity 5 - the conclusions of the two bilateral workshops with German and Dutch partners - and on knowledge gained during study visits to vocational education institutions in the Netherlands and Denmark. A special study was also conducted on the technical and personnel infrastructure required and on the possibility of utilising existing capacity.

We decided to implement a partly centralised model of assessment and certification. This will ensure a suitable level of quality and will ensure that the qualifications are genuinely nationally comparable and therefore transferable to different environments; at the same time the system will enable access to certification in environments where both the need and opportunity exist, as well as the possibility of respecting specific local features. Providers of youth and adult education and other institutions which meet the prescribed conditions will be able to organise implementation of procedures. The ministry responsible for labour will form a list of assessors, who will hold appropriate licences. Assessors will be included on the list at the suggestion of social partners.

Our Dutch partners, with their experience, made a great contribution to the development of the assessment procedures, and we also made use of experience gained to date of assessment and certification procedures, which were developed at the Slovenian Institute for Adult Education.

It is worth emphasising that procedures are expressly geared towards candidates. Their progress can be divided into four phases:

- consultation process and design of a portfolio, when individuals, with the help of their advisers, essentially discover their knowledge and skills and determine their relevance to the vocational qualification they wish to obtain;
- assessment of the achievement of standards on the basis of a portfolio. Considering the portfolio the committee determines which standards candidates have achieved on the basis of evidence presented to the committee;
- direct or *viva voce* assessment, where candidates demonstrate their mastery of standards of knowledge and skills to the committee in person;
- decision on the issuing of a vocational qualification certificate.

During direct assessment procedures, it is important for the commission to adopt an individual approach. The method and extent of assessment should be adapted to participants given the standards of knowledge and skills already attained, as evidenced by the portfolio.

Of course, it can happen that the candidate must appear in person before the assessment and certification committee to take on the whole qualification, and also - although this is

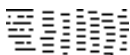
rarer - that a vocational qualification certificate is issued on the basis of the evidence presented. Most of the time it is a combination of the two. Such an approach substantially reduces costs and simplifies the procedure, since we can thereby avoid extended observation at work, which is not always even possible.

The concept of assessment and certification based on the demonstration of active knowledge and skills (what somebody needs to know how to do), where in addition to a demonstration of vocational knowledge and skills, the demonstration of key qualifications enabling transfer to other working environment must also be possible, requires well-trained assessors with a mastery of their profession and of the use of assessment and testing methods appropriate to the modern concept of qualifications. The working group, once again with professional support from our Dutch partners, tested the use of assessment procedures in the case of a qualification for a domestic social care worker. Thus as part of the Phare MOCCA programme, the first vocational qualification certificates were obtained and, with the adoption of the Vocational Qualification Certification Act, became valid nationally.

On the basis of findings from the evaluation of the pilot testing of procedures, both the methodological approach to the implementation of procedures and the training programme for counsellors and assessors were upgraded. The upgraded training programme was provided for the next two groups of assessors. This provides an appropriate basis for the formation of the final version of the programme which, after prior ratification at the relevant professional council, will become a requirement for obtaining an assessor's licence.

We can say then that with support from the Phare MOCCA programme, the procedure for the assessment and certification of previously acquired knowledge and experiential learning has finally acquired all the elements required for its dissemination into practice. During the same period, the Vocational Qualifications Act was also passed, so that the assessment and certification procedures finally have a legal basis. This also indicates that this phase involves the certification of vocational qualifications outside the formal system of vocational education of relevance primarily to the employment system. The next phase will therefore need to be implemented as soon as possible, enabling ties between certificates and formal vocational education, which in turn is linked to substantial intervention in the preparation of programmes of formal vocational and professional education. Only in this way can the assessment and certification procedures be one of the key components of lifelong learning while at the same time providing support for the concept of lifelong learning itself, since they will actually enable different routes to publicly recognised vocational/professional qualifications.

Dr Angelca Ivančič, SIAE



## New SIAE research projects

### How can we teach active citizenship?

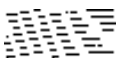
In March this year, the Slovenian Institute for Adult Education began work on an international research project *Education and Training for Active Citizenship and Governance*. This is a three-year project organised as part of the fifth framework programme of the European Union. The project is being conducted by: University of Surrey, School of Education Studies (coordinator); the University of Helsinki, Department of Education; the Catholic University of Nijmegen, Department of Social Pedagogy; Slovenian Institute of Adult Education, Ljubljana; University of Barcelona, Centre for Research into the Education of Adults (CREA); the Catholic University of Leuven, Department of Social Pedagogy.

The main goals of the project are focused on four key elements:

- to review and analyse the terms “active citizenship” and “governance” and the nature of education policies related thereto on the European level and within European countries included in the project;
- to study the way in which in certain contexts education for the realisation of active citizenship arises; this is grouped into four primary areas of social life - work, state, civil society and the private sphere. Three key dimensions are considered in the study of education - identity, responsibility and effectiveness;
- to develop a basis for: a) enabling professionals to identify and formulate effective intervention strategies for formal, non-formal and ad hoc citizenship and governance education, and b) for enabling effective evaluation of such interventions in both dimensions, context and goals. The analysis will be founded on information on the forms of education which appear in the above four areas of social life;
- to disseminate the findings in the form of handbooks, materials in print form and online, and educational events. This will take place with the development of partnerships and other forms of cooperation which support the professional network of “educators for active citizenship”.

In addition to practical goals, the research also follows some scientific goals. In particular, we would like answers to the following questions:

- How are the concepts and practice of “active citizenship” transforming under the current conditions of social transformation, e.g. “Europeanisation” and globalisation?
- What sort of links are there between “active citizenship” and dysfunctional citizenship in the political (state) field, and the related terms of active and non-participatory in governance in other areas (work and civil society)?
- What form does the mutual articulation of “effectiveness”, “responsibility” and “identity” take in the development of citizenship with real abilities to generate change?
- How do citizenship and governance education processes differ by sex and different age groups?



- To what extent does education and adult learning in formal, non-formal and ad hoc contexts contribute to establishing a new equilibrium between economic development and citizen activity?
- What approaches to education for active citizenship at various levels of governance are grounded in professional literature? What are the primary forms of intervention, and what are their effects on the individual and on individual areas of society? To what extent do such interventions consider citizenship and governance as a gender-determined term?
- What sort of new approaches in the area of educational interventions are developing under the influence of the current social changes? Which approaches should be fostered given the challenges currently facing Europe?
- What forms of educational intervention are confirmed as effective today, and which forms seem appropriate for the future?

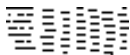
The basic hypothesis of the project is that the viewpoints, skills and patterns of behaviour which equip adults to play an active role as citizens and as participants in the governance of public affairs are not taught primarily in formal or goal-centred education. They are formed in ad hoc learning in socio-institutional and cultural processes.

Participatory research methods are used in the project. Educators, policy makers, designers of learning materials, agents of change and other end users have an important role throughout the project. Each partner country selects an *Advisory panel* involving respected representatives of the areas covered by the study. The way in which adults learn citizenship and governance is studied with the use of *biographical methods*. We will identify and analyse intervention strategies with the aid of the work of *focus groups*. Handbooks and other materials will be produced in cooperation with advisory committees and expert groups.

During the first phase of work, each research team prepared a *critical review of national literature* in the area of active citizenship and education for active citizenship. We will use the findings to provide a historical and contextual framework for understanding and interpreting selected data. An *Audit of the network of organisations for education and learning for active citizenship and governance* was also prepared. We used it to select the interviewees, and it will also help us to form expert groups for the design and development of educational strategies.

Research is currently at the stage of collecting individual data on citizenship and governance education; this phase will be completed in April next year with a workshop, in which certain other representatives from partner countries will be able to participate together with members of the research teams.

Dr Angelca Ivančič, SIAE



## Stability Pact for South-Eastern Europe Adult Education in South-Eastern Europe

The Institute for International Cooperation of the German Association of Folk High Schools (IIZ/DWV) invited the Slovenian Institute for Adult Education to participate in the project *EBIS - Adult Education in South-Eastern Europe*. Under the *Stability Pact for South-Eastern Europe*, the IIZ/DWV, with support from the Federal Ministry of Economic Cooperation and Development, prepared a project *Strengthening local and regional structures for adult education as a contribution to stability in south-eastern Europe*. The project should contribute to strengthening democracy, stability and development in the region. Participants other than Germany include: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Romania, Slovenia and Yugoslavia. The project will last for three years (2000-2003) and has the following goals:

- development and strengthening of educational capacity and opportunities for education,
- improvement in the conditions for the economic and vocational development of people,
- contribution to the participation of ethnic groups and the socially excluded,
- strengthening of the abilities and opportunities of all people to participate in learning and decision-making processes.

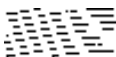
In order to achieve these goals, the IIZ/DWV provides material and organisational assistance to institutions in the area of adult education (help with equipping premises, consultation), develops training for selected practitioners, researchers, politicians and administrative workers to enable them to transfer their experience and examples of good practice and to ensure further development in adult education.

The goals and measures are geared to three levels:

- strengthening the supply of education within an individual country,
- developing cooperation among individual countries,
- developing regional networks and institutional links among educators, professionals from state administrations, civil society and universities, through which approximation and mutual assistance can be promoted.

The Slovenian Institute for Adult Education is involved in the EBIS project through three projects at all levels:

The first project, *Development of consultation activities for adult education at the local level*, is run by Tanja Vilič Klenovšek MA and operates on the first level. The SIAE has formulated a theoretical basis and a general model for the development of consultation activities in the local environment. Folk high schools with a long tradition and rich experience of adult education in Koper, Maribor, Murska Sobota, Novo Mesto and Žalec were chosen to realise the model in the first year of implementation of the project.

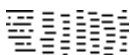




The second project, *Lifelong Learning Week (LLW-EBIS)*, is run by Zvonka Pangerc-Pahernik MSc and operates on the second level; however we want the international cooperation in the third year to grow into a regional LLW network, and we would like to organise a day of learning in all participating countries.

The third project, *Information-documentation network*, is also run by Zvonka Pangerc-Pahernik MSc, and operates on the third level. This involves a plan for a regional information-documentation network (INEBIS). In the first phase, this will present the activities of the EBIS project, while by the end of 2000 the web site for the INEBIS project should be up and running, where we will present the activities of participating countries in the EBIS project and the important links established with other networks and institutions. In the second phase a concept will be produced for a regional network of all interested partners providing information, knowledge and examples of good practice in education and learning.

Olga Drofenik, SIAE



## LLW-EBIS meeting

The previous article presented the EBIS project and the activities of the SIAE within the project. One of the EBIS sub-projects is LLW-EBIS, the purpose of which is to spread the experience of the SIAE in organising the Lifelong Learning Week to the countries of south-eastern Europe and to strengthen international cooperation in this area. During Lifelong Learning Week 2000 (16-22 October), we invited representatives from these countries to see LLW 2000 for themselves, to gather as many impressions as possible and to obtain the initial information and knowledge required for the organisation of such an event. 30 participants responded.

A seven-strong delegation came from Albania, most of whom were representatives of the national employment institute and staff of the project office of the Bonn-based Institute for International Cooperation of the German Association of Folk High Schools (IIZ/DW). A five-member team visited from Bosnia and Herzegovina, including a representative of the Amica Educa educational organisation from Tuzla, which this year for the first time organised a festival of learning in Bosnia and Herzegovina. Yugoslavia also sent five representatives from the Adult Education department of the Faculty of Arts and from other educational institutions. Four representatives came from Macedonia and Romania; both delegations included representatives of the IIZ/DW project offices, while the Macedonian delegation came from a range of educational organisations, and the Romanian delegation consisted of two representatives of government ministries and the leader of one folk high schools. Two participants joined us from the Croatian Adult Education Centre, and their delegation also included a representative of the Croatian association of folk high schools. One representative came from the Faculty of Arts in Priština in Kosovo. In addition to participants

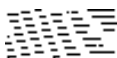


from south-eastern Europe, a representative of the Estonian adult education association Andras also continuously monitored and actively participated in our work. This year Andras organised an Adult Learners' Week in Estonia for the third time, and its representative responded to our invitation which we sent out in the summer to all countries with experience of organising such events with the desire of exchanging such experience within a LLW-EBIS workshop. Representatives from Finland and Switzerland also announced their participation, but unfortunately they were unable to attend.

The LLW-EBIS group on the first day attended the opening ceremony of LLW 2000 and the presentation ceremony of Slovenian Institute for Adult Education awards for outstanding achievements in adult education. This event has traditionally been one of the most attractive events of the Week generating the best response, since the life stories of the award winners touch all those present and in a very direct manner express the basic message of the Lifelong Learning Week that learning - at all ages and in difficult circumstances - is the key to a richer, more productive and happier life. LLW-EBIS participants were also enthusiastic about this central event of LLW 2000, and their first response was exceptionally deep and pleasant, since they later mentioned it frequently in workshops.

The same afternoon, the LLW-EBIS team moved to the offices of the Slovenian Institute for Adult Education and took part in the first workshop given over to the presentation and exchange of experiences concerning the organisation of the Lifelong Learning Week and similar events. The first presentation concerned the five-year work of the Slovenian Institute for Adult Education as the prime mover behind and national coordinator of the LLW in Slovenia; we presented to participants the LLW model, which has been constantly upgraded over the years and which has become increasingly adapted to the time and place in which we live. Data from the analysis of previous LLWs enabled participants to form an idea of why the event in Slovenia is so successful, who takes part in the event, what happens all over the country and the methods and approaches which ensure the best possible response to events in the widest public.

We then informed the representatives from south-eastern Europe of the most important findings and guidelines formulated at the Global Dialogue 7 at Expo 2000, where the first International Adult Learners' Week opened on 8 September 2000. This was followed by presentations of the experience of organisers of the Adult Learning Week in Estonia, the Festival of Learning in Bosnia and Herzegovina and the preparations for the first such event in Romania. We finished the first day full of different opinions which on the one hand reflected our diversity and on the other hand confirmed our belief that learning can have the same importance in all environments: training for survival and further growth under the conditions of the knowledge society and the cultivation of an inquisitive and all-round positive attitude to oneself and one's environment.



The second day of our meeting was given over to visits to LLW 2000 venues. We visited RIC Novo Mesto, attending an exceptionally interesting presentation of this educational institution, the alternative learning methods it offers to visitors, and the experience it has gained by organising the Week from 1996 to 2000. This year, in addition to organising its own events, RIC Novo Mesto also took on the role of coordinating around seventy LLW sub-providers. Their approach provoked not just considerable interest on the part of the LLW-EBIS group, but Mr Alan Tuckett, director of the National Organisation for Adult Education in UK, and one of the world pioneers of the Adult Learners' Week movement, listened with great interest to the presentation. Later, at the Kočevje Folk High School, we watched a multimedia presentation of forest life in the Kočevje area. For the second year running, representatives of the local Forestry Institute and children from nursery and primary schools gathered together in one place; in a painting workshop, the children expressed their experience of the presentation of the animal and plant world in their immediate environment, helping to confirm that the LLW is also intended for the youngest learners. Our third visit was to Medvedje Brdo, where the Trata folklore group conjured up for us images of old Slovenian customs and trades while we listened to their songs and were drawn into their dances. We were warmly received at all LLW 2000 venues, for which we once again offer our sincere thanks to the organisers. We received a drop of the enthusiasm which engulfs our country during the Week, and we were able to create impressions of the approaches of "small" and "large" LLW providers, of the experience garnered and of the initiators - the driving force behind both is enthusiasm and the firm belief in the appropriateness of this event - of approaches which ensure a good response, on the possible pitfalls which can affect even such a well prepared event. We used the time while driving between events to present country and to talk about the good and bad aspects of work on the LLW project, since in no way did we want to present a one-sided picture.

The third day of our joint work began with a presentation of the Slovenian Institute for Adult Education, its establishment and operation. After her exhaustive presentation, directress Dr Vida Mohorčič Špolar was deluged by questions from participants concerning the design, financing and successful operation of such a central adult education institution, since in the majority of countries, the adult education sector needs to be renewed or even established for the first time.

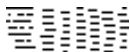
This was followed by two presentations - the first prepared by Darka Kosec, an SIAE member of staff, who spoke about the handbook *The Learning Festivals Guide*. The handbook was published to mark the opening of the first International Adult Learning Week, and contains an outline of the experience of countries which have organised such events to date around the world, as well as instructions for all those who intend to do so for the first time. In the second presentation, Maja Korošak MA drew attention to the approaches to promotion which in the last five years in Slovenia have been most effective in contributing to the successful implementation of the Lifelong Learning Week in the professional, political and general publics. This was followed by a brief summary and instructions for work in groups, where the delega-

tions from individual countries formulated the principles of a programme for a festival of learning in their environments. The brief presentation was rounded off by an agreement for them to send us as soon as possible detailed plans, and to consider the possibility of cooperating in a joint Lifelong Learning Day in south-eastern Europe. Analysis of the answers received will enable planning of further work within the LLW-EBIS project, since a number of representatives expressed a desire to co-operate.

We present the Slovenian Lifelong Learning Week to foreign publics in a variety of ways. Each year we summarise our report and analysis and send it to our partners in the English edition of LLW-Novičke, which is sent to 1,100 recipients all over the world. We participate in Unesco and other workshops dealing with the topic of festivals of learning, and through electronic forums we establish ties with countries which already have experience and with those cultivating the desire to organise a similar event themselves. Last but not least it is worth mentioning the appearance of providers and events outside the borders of Slovenia (in Croatia and Italy), which this year was promoted by two Slovenian LLW providers.

The meeting was the first meeting as part of the LLW-EBIS project - apart from presentations, exchanges of experience, reviews and desires we also dealt with serious planning of events, which should start as early as next year in south-eastern Europe; perhaps on a small scale and with a modest range, but that's all right - we all started out that way!

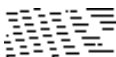
Zvonka Pangerc Pahernik MSc, SIAE



## **Development of information-consultation activities in adult education in Slovenia**

The EBIS project also includes a special project *Development of information-consultation activities in adult education*. The purpose of this project is to establish an effective network for providing information and consultation in adult education, and to transfer our experience of establishing such a network to the countries of south-eastern Europe.

In the last few years, the Slovenian Institute for Adult Education has paid particular attention to the development of a professional basis for information-consultation activities in adult education. Due to the increased need of adults for information and consultation relating to their education and learning, and due to the insufficient development of this area in adult education in Slovenia, we took the approach of overall development of information-consultation activities in adult education. Through definition of the theoretical foundations and design of a general model of development for information-consultation activities in the local environment, we prepared starting points for the implementation of the model in a selected local environment. Five educational organisations were chosen to implement the project in



five different local environments: Koper, Maribor, Murska Sobota, Novo Mesto and Žalec. All five organisations chosen are folk high schools with long traditions and rich experience in the field of adult education.

The five organisations chosen will adapt the general model of information-consultation activities in adult education on the basis of the existing situation, the local needs determined and in particular the needs of various target groups of adults to the needs and possibilities of their environment. Their task is to act as coordinators in the development of the network of information-consultation activities in their environment, with the main principles being rationalisation, cooperation and quality. The basic goals are to provide adults with complete quality information and consultation as a support for their education and learning (both in deciding on and selecting suitable education and during the course of the education and at the end), thereby bringing information-consultation activities closer to all the adults in their local environment.

Here, special attention will be paid to:

- the organisational form of operation of the network,
- the design of the required data sets,
- cooperation with all partners in the network in the local community and with organisations on the national level,
- personnel training, and
- monitoring and evaluation of the operation of the whole network.

The network will start operating with the operation of the local consultation telephone, which will be based in the five educational organisations selected. In future, it will be possible to transfer the experience in the establishment of the network of information-consultation activities for adult education and learning in local environments, and the operation of local consultation telephones, to other countries involved in the EBIS project.

Tanja Vilič Klenovšek MA, SIAE



EAEA Assembly

**Dr Vida A. Mohorčič Špolar still a member  
of the executive committee**

From 20 to 24 October 2000, the Irish town of Limerick hosted the electoral assembly of the European Association for the Education of Adults (EAEA). 90 members from 22 countries representing organisations and societies which are members of the association attended the assembly.

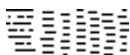


The most tense moments of the assembly were obviously the elections. Dr Paolo Federighi (Italy) said farewell after many years as president. There were two candidates for president, with Jorma Turunen from Finland winning convincingly. A new executive committee was also elected. Dr Vida Mohorčič Špolar, a member of the Slovenian Adult Education Society and the directress of the SIAE, remains a member of the executive committee.

M. K., SIAE



## SLOVENIA FROM NOVIČKE TO NOVIČKE



### Reformation Day: 450 Years since the First Slovenian Book

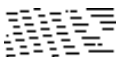
Reformation Day, celebrated on 31 October, was once again an occasion to remember the Protestant movement and the Protestant priest Primož Trubar (1508-1586), who published the first two Slovenian books - Catechismus and Abecedarium - 450 years ago. Trubar is considered the father of the Slovenian nation and the Slovenian language, therefore Reformation Day is not merely regarded as a church holiday, but a holiday for all Slovenians.

To mark Trubar's contribution two memorial plaques were unveiled in Germany, proof that Slovenians have kept Trubar's memory alive, Senior of the Evangelical Church in Slovenia Geza Erniša said a day prior to this public holiday. A lot has happened for Slovenian Protestants this year such as two female chaplains entering the priesthood, and a special mass marking the ecumenism declaration signed by the Slovenian Catholic and Evangelical Churches last year, according to Erniša. His wish in the name of Slovenian Evangelists is to improve co-operation with the state's institutions, such as the recently signed agreement on evangelical priests in the Slovenian Armed Forces, as well as co-operation with Catholic and other churches.

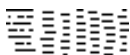
The main event marking the holiday took place on 30 October in Ljubljana's Cankarjev dom cultural and congress centre. The ceremony was addressed by Oto Norčič, President of the Primož Trubar Protestant Society, who stressed that despite Trubar's great significance for Slovenians a comprehensive collection of his works has not yet been produced in Slovenia. Reformation Day marks the establishment of the Protestant Church by Martin Luther, who nailed his 95 theses on Church reformation on a church door in the German town of Wittenberg on 31 October 1517, for which act he was excommunicated by the

---

All articles in this chapter are abstracts from Slovenia Weekly, Sept-Nov 2000



Catholic Church. This new movement inspired by Luther soon reached Slovenia, where it was carried on by the Protestant priest Primož Trubar. New ideas about how the Catholic Church should be reformed were brought to Slovenia by students of German universities such as the important Slovenian men of letters Primož Trubar, Jurij Dalmatin and Adam Bohorič. The first focal point of Slovenian Protestantism that in 1530 served as a springboard for Trubar's Protestant activities in Slovenia was formed around the Bishop of Trieste Bonomo. After 14 years of active work, Trubar was excommunicated from the Catholic Church. Forced to move to Germany in 1547 to escape prosecution, he published the first two books ever written in the Slovenian language Catechismus and Abecedarium - three years later. The other two most important Protestant works are the Bible translated into Slovenian by Jurij Dalmatin and the Slovenian Grammar by Adam Bohorič, both published in 1584.



## Science Festival In Focus: the Future of Humanity

Organised by the Slovenian Science Foundation, the 7th Slovenian Science Festival took place at the cultural and congress centre Cankarjev dom in Ljubljana from 17 to 19 October. The festival was attended by international experts and was a tribute to all major Slovenian visionaries, researchers and innovators of the 20th century. The main theme of the event, which aimed at presenting the achievements of research and development to the wider public, was the future of humanity.

In his introductory speech, Miloš Komac from the Ministry of Science and Technology said that scientists have a responsible task in society, as they have to take care of its future. In his opinion, positive and rapid scientific development in Slovenia and around the world can only be achieved through a better culture of dialogue between science and the public, with the mass media outlets playing an important role. For the development of science, it is also necessary to provide communication between different areas of science, i.e. inter-disciplinarity, as well as for the return of young Slovenian scientists from abroad. At the opening on 17 October, also attended by several foreign scientists, the Slovenian Science Foundation offered the award for best essay on the subject of the future of humanity to Petra Bavčar from the Dobravlje primary school. The prize winner also received SIT 100,000, which she will be able to use in her further efforts in the area of science. Awards were also given to other pupils who participated in the competition for the best scientific paper, with the commission assessing scientific approach, literary value and interpretative ability.

The festival was also accompanied by two symposiums: symposium on secondary school researchers and a symposium with international participation Slovenia is a Crossroad - Opportunities for Fruitful Scientific and Artistic Creativity and Co-operation, attended by renowned researchers from Slovenia, Austria and Italy.



God's blessing on all nations,  
Who long and work for a bright day,  
When o'er earth's habitations  
No war, no strife shall hold its sway;  
Who long to see  
That all men free  
No more shall foes, but neighbours be.

### F. Prešeren: The Toast

Slovene national anthem

**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



© Vitrum, d.o.o

