

novičke

Winter 2001

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SLOVENIA FROM NOVIČKE TO NOVIČKE

 **10 years together**

Andragoški center Republike Slovenije
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 SIAE.

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Christmas Greetings

It is a great privilege to be able to wish Merry Christmas and the very best in the coming year for the ninth 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 Unit
on behalf of your friends from the Slovenian Institute for Adult Education*

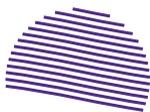


SIAE EVENTS

Dear *Novičke* readers

I am sorry to have to tell you that we were unable to publish the Summer issue of *Novičke*. We failed to persuade our financiers to provide sufficient funding to implement the SIAE annual plan, and were thus forced to reduce our material costs. Cancellation of one issue of *Novičke* was just one of a range of cancelled tasks. We see your messages telling us you had not received the Summer issue of *Novičke* as a recognition that you follow and value our work, and also as an obligation on our part to do everything in our power to publish three issues of *Novičke* in 2002 instead of just two.

Olga Drofenik, SIAE



Tenth anniversary

SIAE is celebrating

In October 2001 ten years have passed since the foundation of the Slovenian Institute for Adult Education (SIAE). Thus, the celebration of our tenth anniversary significantly marked the grand opening of the sixth Slovenian Lifelong Learning Week (October 15 - 21, 2001). The following text is from the introductory speech given by SIAE's directress, **Dr Vida A. Mohorčič Špolar**.

"In 1991, our initial capital were six employees and a corporate vision. Soon, the extent of work made us realise that additional assistance will be needed in the process of making this vision come true. Gradually, we have grown and ten years later there are 37 people working at our Institute, although, the amount of work that we have to confront, would require about 40 employees. All professional and research workers hold university degrees, one third of them have post-graduate degrees, while 22 are registered researchers. For us, continuing learning and education are of vital importance, generating experts who are able to transform their knowledge and experience into practice, the latter being our collective source of ideas related to further work, research, counselling and learning.

Throughout the years, the life-cycles of all our projects have encompassed the following phases: research and analyses, construction of models and their implementation into practice, training of staff, development of networks, evaluation of impacts followed by further research and development. This principle has been equally true for the regulation of adult education as well as for the promotion of the culture of learning and education in Slovenia. Consequently, this attitude allows for the growth of the vital infrastructure for learning and education of adults.

In my opinion, our first five years were dedicated to intensive research in support of the systemic regulation of adult education. The next five years were dedicated to the transfer of theoretical solutions into practice. One might claim that too much time and energy were devoted to development and implementation of its results into practice instead of involving ourselves in further research work. My response would be: if we want to be high-quality researchers, the whole circle must come to its close. We have to research, develop, implement and evaluate. In this manner only, a tight connection with both spheres - the theory and practice - can be maintained, and our work can be accomplished with an ever increasing workmanship.

Nevertheless, in the past five years research has not really been neglected in spite of the fact that we had to face various contradicting viewpoints as to what the mission of our Institute should be. Unfortunately, we cannot claim that these problems have been resolved yet, but we can assure you that they have not and will not divert us from our path - to be the Institute for research, development and promotion of adult education.

For ten years now, the Slovenian Institute for Adult Education has been known and acknowledged in the international field of adult education. The first recognition was won by the research work 'Outstanding experts on adult education', headed by the first director of our institute, Dr Zoran Jelenc, and in co-operation with Prof Dr Ana Krajnc. This work reached its climax at the international conference 'Rethinking adult education for development', Ljubljana, 1993. These activities were followed by the work entrusted to SIAE by the European Society for Research on the Education of Adults (ESREA) and the Unesco Institute for Education (UIE), which was then involved in the preparation of the Fifth International Conference on Adult Education in Hamburg, 1997. SIAE's interest for adult literacy and its first project on functional literacy (the forerunner of the project 'Learning for enhanced life efficiency') enabled us to become the only non-OECD country taking part in the international project 'Adult literacy and participation in education'. The survey was completed in June 2001, the first results were introduced to the public last year.

In the international arena, SIAE has been a highly appreciated partner in various projects. As the only non-university institution, SIAE was asked to co-operate as partner to five European universities in the three-year research project running under the Fifth Framework Programme of the European Union - Education & Training for Governance and Active Citizenship in Europe (ETGACE).

Looking back to the path we have crossed until now, we may pride ourselves with all the work that has been done, yet, there is still an enormous amount ahead of us in order to achieve our goal: lifelong learning for all. The fundamental signpost has been laid, embodied in the Adult Education Master Plan, and several channels leading to the achievement of its aims have already been opened up.

In 1996, there were three 'learning exchanges' active in Slovenia - in Ljubljana, Maribor and Novo mesto; today, there are seven of them. In 1996 in 'study circles', implemented in 1993 by following the Swedish example, about 2,500 people of all age groups came together; today there are four times as many. Subject matters dealt with in study circles remain tied to the needs of the environment from which they stem, whereas members use the newly acquired knowledge to enrich themselves and their surroundings, as well as to change eventual unfavourable circumstances which incites them to seek for new knowledge and skills.

'Centres for self-directed learning' enable people to learn in accordance with their aspirations and at the rate which suits them. Data have shown that this way of learning is more than appealing. In 1996, there was only one centre for self-directed learning, now there are 36 of them, offering learning possibilities to about 5,600 people. Furthermore, it will gradually become possible for knowledge acquired in various non-formal ways to be evaluated and accredited. When we started the 'accreditation of prior learning' project five years ago, it turned out to be too early; now the time has come to make it true. Young adults who dropped out of the school system and remained without proper education were offered the possibility to join 'Project learning for young adults' in 1996; back then, there was one organisation providing this programme, today there are eight of them. When we talked about counselling in adult education five years ago, we aroused astonishment as if to say that adults are in no need of it. Since September 2001, five information and counselling centres have opened their doors to adults, operating at folk highschoools in Koper, Žalec, Maribor, Murska Sobota and Novo mesto. Next year, additional four centres will join them, working in Trbovlje, Jesenice, Nova Gorica and Postojna.

This is only a short glimpse of our development and research work. Tribute should also be paid to all the work dedicated to the education of the unemployed, to democracy, to effec-

tive learning methods, to quality in adult education, to the development of the certificate system, and many other fields.

I should like to emphasise that our activities are directed towards the development of initiatives at the national, local and enterprise level as well as at the individual level. We try to enlarge educational supply and on the other hand, stimulate the demand for education and learning. The above data show our Government's ability and willingness to respond to our initiatives, although until now, many needs have remained unsatisfied. I am convinced, however, that the situation will improve in time, since adult education has been publicly declared to be one of the Government's priorities.

In the past six years, the European Union pooled all creative forces and produced the Memorandum on Lifelong Learning. Member States as well as Pre-Accession States have held a public debate on the Memorandum. Until next year corresponding action plans will be prepared as to enable the implementation of the slogan 'learning for all'. In Slovenia, we will also have to empower the co-operation of creative forces in order to achieve this aim, thus establishing grounds for life-long and life-wide learning for all. Establishing links and creating partnerships is one of the key-elements in the strategy of lifelong learning. For all of us who work in adult education this is our chief objective: assuring better employment as well as increased spiritual welfare of the individual and the society as a whole.

One of our projects which clearly indicates the growth of this potential and the strength created by joining forces is the Lifelong Learning Week. Six years ago, Slovenia was one of five countries in the world which celebrated this festival of learning. Thanks to the enthusiasm and commitment of all people involved in this project at SIAE and elsewhere, it has become a real manifestation of learning for all."



Brief report

Sixth 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 sixth year running, the third week of October (October 15 - 21, 2001) 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.

LLW 2001 was once again co-ordinated by the Slovenian Institute for Adult Education in cooperation with the National LLW Committee at the Ministry of Education, Science 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 about 550. Also encouraging is the structure of providers - they cover all generations and a multitude of areas of public and private life.

We estimate that this year there were nearly 3,000 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, learning exchanges, centres for self-directed learning 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 counselling, and answered the questions of the public by phone hotline and over the Internet. One activity which was carried out by a large number of providers for the first time this year is particularly worth mentioning: the giving away of books, textbooks, and magazines, or organising book fairs and book sales with considerable discounts.

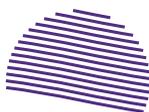
Once again this year the LLW spread beyond the walls of its organisers to shopping centres, shops and trade fair centres; many presented themselves on stands and with posters, others went into the field to study the cultural, historical, geographical and other beauties of their surrounding area. Some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

experience of the Slovenian Institute for Adult Education in the role of national co-ordinator, will of course contribute to the planning of the next Lifelong Learning Week, in 2002.

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* 1/2002 sent out with the Spring edition of *Novičke*.

Zvonka Pangerc Pahernik, MSc, SIAE



Adult education colloquium

Adult education and the changing nature of work

Fundamental economic changes have taken place over the last twenty years. They include the formation of new markets, the opening up of economic borders, the establishment of technological paradigms based on micro-economic information and communications technology, and the transformation of economic structures, leading to service- and information-based activities. At the same time, a series of social, cultural and demographic changes are taking place which have an important impact on people's working lives. Competitiveness and efficiency in the new working conditions still depend on certain traditional elements, such as capital, market resources, technology and the labour force. Nevertheless, there is an ever-increasing role for so-called "intangible," invisible and more sophisticated factors, such as information, communication, knowledge, research and appropriate development of human resources. Although there is support in principle for knowledge-based development, experience shows that the Slovenian state is somewhat hesitant in its response to the challenges of the new economy and the labour market developing within it. This is primarily due to the growing problems in the 90s (high unemployment, slow productivity growth, stagnation of certain branches of the economy, loss of Yugoslav markets), and also because the rules have changed before clear new rules have emerged. This year's adult education colloquium, entitled *Adult education and the changing nature of work*, was devoted to precisely this problem.

The adult education colloquium was held as part of the Lifelong Learning Week on 15 October at the Slovenian Institute of Adult Education. The theme of the colloquium attracted the attention of all social partners, while experts engaged in the development and theory of adult education, educational programme providers in educational institutions, and experts

in the field of human resource development also presented their views. Two questions were raised in the discussions:

1. What are the possibilities for realising the concept of a “learning organization” given the increasing gap between the educated and the uneducated in the changing nature of work?
2. Does a more active attitude towards human resources in companies affect the balance of power between employees, management and owners, that is between labour and capital, and if so, how?

In resolving these dilemmas, the introductory speakers started from their own points of view and offered what they felt were the most appropriate solutions.

The first social partner to speak, Samo Hribar Milič of the Chamber of Commerce and Industry of Slovenia, raised two initial points. First, capital has no homeland, it goes where the conditions are better (well-trained staff, flexible conditions in the labour market, and access to capital, markets, communications and infrastructure). The second point he raised was the insufficient motivation of the under-educated, which leads to consideration of initiatives and measures which need to be developed to draw the under-educated into the education process. Milič warned that the average education of those working in the economy was less than nine and a half years, while most workers (especially those older than 40) have no real incentive for education. This group is losing competitiveness, and may even be condemned to unemployment. In the run-up to EU membership, the Slovenian labour market has in Milič’s judgement a below-average educated labour force. He warned of insufficient investment in education and the danger of daily migration.

In his discussion of adult education and the changing nature of work, trade union representative Dušan Semolič spoke from the point of view of employees, emphasising the importance of co-management. In his opinion, employees in developed economic systems are encouraged to communicate daily with management, to continually suggest improvements, thereby contributing to the creation of a positive organisational climate. He then considered the importance of the social partnership in the light of creating cooperative relations between management and employees, fostering learning, knowledge and innovation, and promoting better organisation of work and production lines which provide greater added value. In his opinion, this concept is a condition for achieving the free flow of labour as an important fourth freedom on accession to the European Union.

Representatives of the state administration, Mateja Mešl and Betka Skuber, offered some proposals to increase labour force flexibility in the new economic conditions. One that they presented in detail was the National Vocational Qualifications Act, which enables individu-

als to obtain qualifications even if they lack formal education. An important step towards realising this act is the development of a modular system enabling the acquisition of vocational and professional education. This should contribute to improving the transition of the least educated group in obtaining qualifications, and should help link employee education and the schools sector.

A number of specific proposals followed to improve the adaptability, training and competitiveness of the labour force, for example realisation of the concept of a “learning organisation” presented by Marjan Peršak of the Institute for the Development of Learning Companies, the presentation of the Investors in People standard, and the Individual education account project mentioned in his discussion by Peter Beltram of the Slovenian Institute of Adult Education. Both speakers agreed that successful companies invest heavily in the acquisition of knowledge, and that it is possible to determine relatively quickly whether the investment has been profitable and effective.

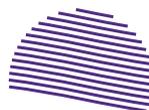
The general conclusion of the round table was that countries that achieved greater consensus among the social partners were able to achieve more, and in the long-term achieved greater development, not just through savings and greater investment, but also through more intensive and sustained investment in knowledge of all forms. Such countries find it easier to follow developments.

An interesting discussion developed in the second part of the colloquium, opening up various aspects of education in the context of the changing nature of work. The discourse ranged from the problems of social polarisation caused through the mechanism of education and the roles of individual actors, such as educational programme providers, to consideration of the multi-dimensionality of citizenship which fosters or hinders learning. Centre stage was the paradox between the existing relatively highly developed network of education providers and the well developed range of programmes on offer on the one hand, and the low motivation for learning, especially among the unqualified or poorly qualified labour force, on the other. This finding was further supported by data on education financing. Employees with low levels of education receive the least financial support from their employers, whereas in contrast employers support almost three-quarters of the education of employees with more education. And vice versa. Employees with higher levels of education are least often forced to pay for their own education, while individuals with lower levels of education are most likely to have to pay. In addition to the financial support of employers, better-educated people also receive greater financial support from the state. The state finances around 16% of the least educated adults, who of course receive less education, while state support for those with further and higher education is around 25%. Supporting

this was the proposal for more selective consideration of individual target groups in the motivation, financing and range of educational programmes on offer.

It is difficult to briefly summarise all the constructive thoughts and proposals presented during the three-hour adult education colloquium. A more detailed presentation of contributions will be given in a publication on the theme of the colloquium. I would like to close with a thought from Semolič which stuck in my mind: “There is no company, or indeed country, which can solve certain key problems with just a handful of albeit very intelligent and insightful people at the top of the company or country. The experience of European countries and of successful companies shows that this is an important condition, but also demonstrates that dialogue, consensus, social partnership and values leading towards the creation of a more innovative organizational culture are also important. The words democracy and solidarity must not be foreign to this discussion, knowledge is not just a privilege of the rich.”

Jasmina Mirčeva, MSc, SIAE



The survey

Adult Education in Slovenia – Providers and programmes 2001/2002

This school year once again numerous providers opened up their doors to offer adults various learning and educational opportunities. We gathered much data on these opportunities, which we present in the survey of **Adult education in Slovenia – Providers and programmes 2001/2002**. We wanted to produce the catalogue in three forms: printed, on CD, and on the Internet, thereby maximising the number of people who can search, but a lack of money forced us to opt for substantial cost-cutting measures. We published the survey in the form of an updated Internet version. It is available on the web at: www.acs.si/pregled.

In addition to information on providers and their programmes, information is also available on opportunities for autonomous learning in centres for self-directed learning, on the learning exchange, and on some web addresses for additional Slovenian adult education opportunities.

The survey gives basic information on 265 providers. One innovation was introduced this year to gather data – it was possible to complete the forms electronically over the Internet. Those without access to the World Wide Web could send their data by posting completed

questionnaires. It would appear that providers were satisfied with Internet-based data entry, with 121 responding. Educational institutions provided us with information on 4,333 educational programmes. The range of programmes on offer was extremely diverse this year, with students able to choose from programmes providing further education, or from programmes of training, additional training and specialisation for the needs of work. You can also choose from additional training programmes according to statutory regulations, programmes for management, master-craftsmen and foreman examinations, *matura* and vocational courses, and programmes of general nonformal education. The last of these is once again the most common. You can choose from programmes in such fields as foreign languages, computing, arts and culture, handicrafts, personal development, education, employment and enterprise, and communication, among others.

We are convinced that the supply of education and learning for adults is once again extremely rich and enticing.

Erika Brenk, SIAE



SLOVENIAN ADULT EDUCATION SCENE

New in adult education

Guidance centres

One of the development phases of the Slovenian Institute for Adult Education project “Development of information-guidance activities in adult education” (IGAE) was completed in September and October 2001 with the opening of five guidance centres. We opened guidance centres in five different local environments at five folk high schools: Koper Folk High School, UPI – Žalec Folk High School, Maribor Folk High School, Murska Sobota Folk High School and Novo Mesto Development Education Centre.

A guidance centre is a place where adults in education and training can obtain information and guidance in person, by telephone or mail, over the Internet or by electronic mail, while counsellors visit different places in the area around the guidance centre. In addition, guidance centres in a local environment are linked into a local guidance network together with other institutions in order to ensure a high-quality, comprehensive and diverse range of guidance services.

Information and guidance is free of charge. It is intended for all adults in the local environment, with particular attention in individual environments paid to those target groups that have difficulty in accessing education and that need more incentives to participate in education and different forms of assistance to ensure that they persist with education to a successful conclusion.

Guidance centres thus offer **information** on:

- Opportunities for vocational education, additional professional training or for leisure time,
- Entrance requirements for different programmes, and the possibility of transferring between programmes,
- Length of education,
- Knowledge assessment methods,
- Learning assistance,
- Possibilities for continuing education.

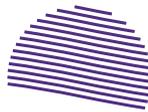
And guidance regarding:

- Choosing a suitable education programme,
- Overcoming learning and other difficulties linked to education,
- Planning, monitoring and evaluating education.

The Slovenian Institute for Adult Education developed the project with the support of the Ministry of Education, Science and Sport, the Ministry of Labour, Family and Social Affairs, the international Stability Pact project, subproject Development of Adult Education in South-Eastern Europe (the EBIS project organiser is the Institute for International Cooperation of the German Adult Education Association – IIZ/DVV; further information on the project can be found at www.inebis.com) and the Leonardo da Vinci II – Mobility programme. As part of the Leonardo da Vinci II programme, a one-week study visit to Ireland was co-financed involving professional staff from five folk high schools responsible for the development of guidance centres in their local environments. They studied the development and implementation of guidance activities in adult education in Ireland. The Slovenian Institute for Adult Education and the Dublin-based Irish National Centre for Guidance in Education (NCGE) jointly organised the study visit to Ireland.

Next year a further four new guidance centres in newly selected local environments will join the five already operating in Slovenia; in addition, we also plan to transfer the Slovenian experience of establishing guidance centres – and the related local guidance networks – to the countries of South-Eastern Europe participating in the Adult Education in South-Eastern Europe (EBIS) project. Initial talks have already been held with representatives from Romania and Yugoslavia.

Tanja Vilič Klenovšek, MA, SIAE



Adult language education in figures

Ever more interest in learning languages

In 1997, the Statistical Office of the Republic of Slovenia changed the method used to monitor adult language education. The current methodology encompasses all providers as follows: 36 folk high schools, 51 specialised organisations (meaning language schools), 1 unit in a school, 8 education centres within companies and 3 other organisations, making a total of 99 providers. At present only data for the 1997/98 and 1998/99 school years are available.

SELECTED DATA ON ADULT LANGUAGE EDUCATION				
	NUMBER OF IMPLEMENTATIONS		TOTAL NUMBER OF HOURS	
	1997/98	1998/99	1997/98	1998/99
ALL LANGUAGE PROGRAMMES	4,511	4,133	245,774	361,731
PUBLICLY RECOGNISED PROGRAMMES	1,389	1,764	109,699	185,233
Slovenian	72	93	4,274	4,610
English	615	791	47,935	111,454
French	57	65	4,383	4,715
Italian	139	194	10,877	14,529
Hungarian	3	1	200	100
German	503	620	42,030	49,825
PROGRAMMES NOT PUBLICLY RECOGNISED	3,122	2,369	136,075	176,498
Of which:				
English	1,596	1,170	66,462	76,090
German	904	637	43,650	37,953
Italian	283	177	11,953	8,488
French		126		40,403
Spanish		108		5,537
Russian		59		3,942

Source: for 1997/98: *Statistical information no. 169/2000, Statistical Office of RS, for 1998/99 unpublished tabular data of the Statistical Office of RS*

Thus more than 35,000 adults study languages each year in Slovenia, a considerable number, and one that shows that this is one of the areas with the largest share of adult learners. According to the 1998/99 figures, women account for a very large proportion of those that successfully complete their courses – around 60%. This of course is also a reflection of enrolment: more women than men sign up for language courses. In terms of national education policy, the data on the age of participants in language education are also interesting.

SELECTED DATA ON ADULT LANGUAGE EDUCATION

	PARTICIPANTS ENROLLED		SUCCESSFULLY COMPLETED		SUCCESS RATE	
	1997/98	1998/99	1997/98	1998/99	1997/98	1998/99
	ALL LANGUAGE PROGRAMMES	34,801	37,165	30,300	33,924	87.1
PUBLICLY RECOGNISED PROGRAMMES	12,647	16,316	12,010	15,066	95.0	92.3
Slovenian	859	947	819	881	95.3	93.0
English	5,232	7,668	4,981	7,106	95.2	92.7
French	514	618	501	561	97.5	90.8
Italian	1,319	1,558	1,229	1,461	93.2	93.8
Hungarian	36	14	31	10	86.1	71.4
German	4,687	5,511	4,449	5,047	94.9	91.6
PROGRAMMES NOT PUBLICLY RECOGNISED	22,154	20,849	18,290	18,858	82.6	90.5
Of which:						
English	10,410	8,439	8,393	7,812	80.6	92.6
German	6,846	7,807	5,869	7,372	85.7	94.4
Italian	1,883	1,264	1,490	1,218	79.1	96.4
French		1,408		756		53.7
Spanish		924		882		95.5
Russian		318		308		96.9
Latin		65		65		100.0

Source: for 1997/98: Statistical information no. 169/2000, Statistical Office of RS, for 1998/99 unpublished tabular data of the Statistical Office of RS

AGE	NUMBER OF PARTICIPANTS SUCCESSFULLY COMPLETING COURSE	PERCENTAGE
Less than 15 years	8,184	24
15 to 24 years old	6,754	20
25 to 39 years	13,475	40
40 to 44 years old	2,432	7
45 years and over	3,079	9

More than 40% of participants (those that successfully complete the course) are young people. We can conclude that a substantial proportion of them are still in full-time education. It would be interesting to study whether they are learning languages in the adult education system that they cannot study at school, that is third or fourth languages, or if they are gaining knowledge so that they can keep up with school lessons. Particularly heartening is the fact that 40 percent of adults studying languages are from the active generation – that is, age 25 to 39. However, we cannot be entirely satisfied with the fact that this is followed by a sharp drop: relatively few people age 40 and over are learning foreign languages. For one thing, these people will be working and socially active for another 20, 30 or even more years; knowledge of foreign languages in today's lifestyle is becoming a component part of basic skills.

One question that definitely merits attention is consideration of which languages we are learning. In fact, it is possible to study many languages in Slovenia – both European and non-European. Language schools are able to respond very quickly to demand, if the interest is there. If there are not enough participants, they also organise individual learning. But the question is, what do adults want? Returning once again to some statistical data, we selected the languages with the largest enrolments:

LANGUAGE	NUMBER ENROLLED 1998/99	PROPORTION OF ALL ENROLLED 1998/99
English	16,107	43.3
German	13,318	35.8
Italian	2,822	7.6
French	2,026	5.5
Spanish	924	2.5
Russian	318	0.9
Latin	65	0.2
Portuguese	60	0.2
Other	2,871	7.7
Slovenian	1,346	3.6
TOTAL ENROLMENT	37,165	100.0

Source: unpublished tabular data of the Statistical Office of RS

The statistical data shows the expected picture, one similar to elsewhere in Europe. English dominates, followed (fairly closely) by German. Other languages are far behind. This year, which is the European year of languages, we should perhaps consider if anything ought to be done to encourage people to learn other languages.

Sonja Klemenčič, SIAE



INTERNATIONAL COOPERATION

If we want to be active and equal, we must learn European Union Memorandum on Lifelong Learning

There is nothing new in the realisation that on their own, economic growth and the accumulation of potential brought about by technological development can still leave many people, even whole classes, behind on the margins of society. Such people can only watch passively as others make full use of the opportunities for personal development and a richer and better quality of life. Likewise, they are helpless in face of the inescapable fact that these other people decide on all the parameters of further development, which will only serve to further emphasize their marginal position.

At a meeting in Lisbon (23 and 24 March 2000), representatives of the fifteen EU member states adopted a strategic decision that Europe will develop over the next ten years into the most competitive, dynamic knowledge-based economy, which will ensure sustained economic growth, higher and better employment and greater social cohesion. Delegates expressed their determination to achieve this goal through the **realisation of lifelong learning for all**. The document – **Memorandum on Lifelong Learning (LL)** – formulated in the European Commission on the basis of the Lisbon resolutions is important because it defines the guidelines and areas of operation for the establishment of lifelong learning for every citizen of Europe, and because it builds on the conviction that it is possible through joint efforts to create a Europe in which **everyone, without exception**, will have equal opportunities to develop all their abilities and to attain active citizenship, inclusion and employment.

The first part of the Memorandum is intended for a presentation of the definition and areas of LL in order to achieve a clear understanding of the fact that LL is a framework that will link – and indeed has already linked in part – all forms of learning and teaching in schools, families, daily life and working environments. Such an understanding is of key importance in planning measures for lifelong learning by each individual, and in evaluating the achievements within individual countries in removing obstacles to the achievement of LL. The memorandum defines lifelong learning as an **all-embracing, permanent learning activity to improve the knowledge, abilities and skills required for active citizenship, social integration and employability**. All three are intended for the full development of all individuals in all

areas of their lives. The Memorandum thus combines two dimensions of LL that in Slovenia have already been incorporated in the proposed Adult Education Master Plan:

- The time dimension (life-long), which means equal treatment of education and learning in initial education (education of children and young people) and in continuing education (adult education);
- The content dimension (life-wide), which means equal treatment of formal, non-formal and informal education and learning; equal treatment of personal, social and business needs for education; establishment of diverse content and forms that develop a person's full range of abilities – intellectual, emotional, spiritual, aesthetic and physical; and the development of learning opportunities within families and local communities and in the workplace.

Both dimensions bring major changes, not just to the learning and education of each individual, but also to the operation of education and other systems and institutions.

In the second part, the Memorandum steers the debate, to which all those responsible for the realisation of LL in Europe are invited, towards six key areas requiring action: **new basic skills, investment in human resources, innovations in education, methods and contents of learning and teaching, evaluation of learning, information and guidance activities, and local access to education and learning.**

Last summer we were unpleasantly surprised by the findings of an OECD study on the achievement of different levels of literacy; the study covered twenty countries, including Slovenia. Even the most self-critical of us were truly disturbed to find that we were ranked last in every aspect, and that, based on the internationally accepted criteria, the majority of Slovenians are incapable of actively participating or intervening in societal events in their environments. "Illiteracy" measured in this way is to a very large degree dependent on the level of education: only completion of at least four-year secondary school provides some acceptable level of qualifications for handling various written materials, thereby indirectly enabling active citizenship. Apart from employability, understood as the ability to adapt to constant change and new requirements in the workplace, this is recognised as the most important tool allowing for a suitable quality of life and social inclusion in the modern world.

It is certainly the case that many people in Slovenia learn and know a great deal, but it is also the case that even more people do not learn enough or know enough. And if for the first group both the need and opportunities for further learning expand further the more they learn, the situation is the reverse for the second group. Raising the basic educational standard to completed four-year secondary school, recognition of different methods for the

acquisition of knowledge and skills, the introduction of various motivational instruments, more equal treatment of general and non-formal forms of education, training the least-educated groups to be able to learn – all of these are indeed necessary! The number of Internet connections alone does not say much.

Peter Beltram, MSc, Olga Drofenik, SIAE



EBIS – Adult Education in South-Eastern Europe Project continues successfully

At the start of 2000, as part of the Stability Pact for South-Eastern Europe, the Bonn-based Institute for International Cooperation of the German Adult Education Association (IIZ-DVV) developed the EBIS project (Erwachsenenbildung in Südosteuropa), which is due to run until 2003. The objective of the project is to exploit the opportunities provided by adult education to improve living conditions, to integrate socially and ethnically marginalised groups, and to increase the abilities of the broader population for participation, dialogue and democratic co-formation. The project is financed by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is headed by Mr Uwe Gartenschläger of the IIZ/DVV, together with national coordinators from participating countries.

In addition to Germany, the project also involves 8 countries from South-Eastern Europe: Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Yugoslavia, Macedonia, Romania and Slovenia. The project operates on three levels:

- On the **national level**, the project provides material support and guidance for the renovation and modernisation of adult-education institutions and programmes in countries in transition and war-damaged countries.
- **Cross-border and inter-ethnic** subprojects promote the culture of neighbourly cooperation and contribute to reducing tensions between participating groups.
- **Regional networks** serve for the exchange of information and for the adoption and adaptation of the successful and productive experiences of others.

The project strives to take account of the specific needs and situations of participating countries, with each country determining its own focus; this is the only way to ensure interest and engagement in local environments. All cross-border and regional projects are founded on the principle of partnership, voluntary participation and benefits for participants. Presentations by all participating countries of their EBIS project activities received

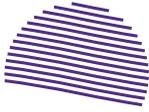
a resounding welcome in Hamburg at this year's 11th German Adult Education Conference from 7 to 9 November.

Slovenia was invited to participate to allow the project to benefit from its resources, experience and very well developed system of adult education, and also because it has strong ties to many of the new countries in the region through a shared history and knowledge of the conditions in these countries. The Slovenian Institute for Adult Education is a partner organisation for IIZ/DVV, which also involved some folk high schools, the Adult Education Association and other institutions. The work of the Slovenian side – in addition to numerous bilateral study visits and contacts – focuses on three major subprojects, currently in their second year of successful operation:

- **Development of a guidance system in adult education at the local level** is a national Slovenian project that is eligible for support from EBIS, since the Slovenian experience could be used by and transferred to other partner countries. Specific interest for next year has already been expressed in Romania and Yugoslavia, with proposals for the establishment of two pilot guidance centres in each country. The project was presented in November this year at the UNESCO Institute in Hamburg.
- **Regional information-documentation network on adult education in South-Eastern Europe – INEBIS.** The INEBIS web site at www.inebis.com was designed and successfully launched. The site presents IIZ/DVV project offices and partner organisations, a review of adult education in all participating countries, innovations, links, an e-forum and information on activities within lifelong learning events.
- The **Lifelong Learning Week in South-Eastern Europe** project was designed to cultivate adult education and lifelong learning in the region of South-Eastern Europe. The Slovenian experience of designing, organising and promoting its own Lifelong Learning Week was this year applied beneficially in the majority of participating countries that successfully organised their own local or national learning festivals. Plans for 2003 include – in addition to national events – a joint promotional and festive event for all participating countries to promote a culture of lifelong learning in the region.

Slovenian participation in the EBIS project has received vocal support from the Ministry of Education, Science and Sport of the Republic of Slovenia, although given the role of Slovenia in the Stability Pact and the success of its work, it also deserves material support from the Ministry.

Metka Rečnik, IIZ/DVV coordinator for Slovenia



A new way of evaluating language knowledge and skills

Language portfolio

Whether we like it or not, in Slovenia we are more or less obliged to learn at least one world language if we want to survive the struggle in the information society. For a small nation learning world languages means breaking the boundaries and open the gate to other nations' cultures, to the opportunity to communicate with different people. It facilitates the cooperation among the nations (which is necessary in the time of globalisation) making it possible to communicate efficiently and on equal level.

That is why it is even more important for us to be motivated to learn world languages. A good command of foreign languages makes it possible not only to learn and understand foreign nations' cultural issues and to communicate while we travel, it also opens access to many a master work in literature, art or professional area as they may not be available in a translated form at such a small market.

The project of pilot implementation of the language portfolio in Slovenia

The project 'language portfolio', intended for youth and adults was launched by the Council of Europe several years ago. The portfolio itself consists of some kind of folder (sometimes sort of passport) helping the adult participant with language learning. It contains various evidence of achievement, teacher's or tutor's assessment and self assessment. Actually it follows the adult learner's progress while trying to master language knowledge and skills.

The 'language portfolio' project has been directed by a group of experts from the Council of Europe. Thirteen European countries are currently still part of it: United Kingdom, Ireland, Germany, Netherlands, Switzerland, Finland, Italy, Hungary, Cheque Republic, Slovakia, Russia and Slovenia. Slovenia joined in the project among the last candidates, only in 1998 that is. Nevertheless the collected data form the three years of the project's duration show that the language portfolio is very useful for our country.

The project has been supported by the Ministry of Education, Science and Sport and by the Faculty of Education in Ljubljana. Both institutions provided training and workshops where many experts from abroad and from Slovenia have participated.

What is language portfolio?

Language portfolio is a kind of folder where the participant is bound to collect various evidence of knowledge and skills or competence, he or she has obtained in a formal, informal or casual way. The expression first indicated a big folder where the painters kept their works of art with the intention to promote them. In the seventies and eighties of the 20th century the term was becoming more and more popular in (adult) education where it has mostly been used for presentation of evidence of competence. The aim of Language Portfolio is to contribute to democratic European citizenship and mobility of citizens within Europe by the creation of an instrument to record and give value to lifelong language learning.

The Slovenian language portfolio for adults comprises four foreign languages which are currently being listed as among the most important: English, German, Italian and French. There are three parts in it, **Language Passport**, **Language Profile** and **Language Dossier**. The first part consists of some basic data about the candidate, like first and last names, address, etc. The second part consists of language background and cultural issues including various knowledge and learning experiences which the candidate may have obtained while having used the language at home, at school, at work or with relatives, friends and colleagues. He may have been travelling abroad or may have spent some time in a foreign country. In this case he has to fill in the precise time and duration of his sojourn. The candidate can further on include the learning of languages at school, by attending language courses, individual classes or by self-instruction. Same as before, the candidate has to fill in the time and duration of learning. Language profile is the most exciting and creative part of the portfolio because it contains also the candidate's learning goals and his purpose of learning languages, the level he intends to achieve and the reasons why he wants to master the skills of the specific language. He describes his way of organising learning, and explains when he is the most successful at it. This part contains also many tables or questionnaires which ask for numerous, very detailed information about grammar, vocabulary, listening and reading skills etc. The candidate also has the opportunity to express what kind of teacher he or she would like to have and what teaching methods he or she prefers.

The last part of portfolio consists of formal certificates or qualifications of the candidate or of eventual candidate's work in foreign language.

Language portfolio is presented in a clear, attractive form, equipped with numerous drawings and tables. We hope that it will bring many joyful moments to the participants and even that it will stimulate the desire for further language learning, for upgrading the existing knowledge and fill in the missing gaps.

Nataša Elvira Jelenc, SIAE



International conference report

Adult Lifelong Learning in the Europe of Knowledge

From 21 to 23 March 2001, Eskilstuna in Sweden hosted an international conference entitled Adult Lifelong Learning in Europe of Knowledge. The conference was organised by the Swedish Ministry of Education and Science in cooperation with the European Commission and the town of Eskilstuna to promote discussion through plenary sessions and practical examples of the Memorandum on Lifelong Learning as a strategy to establish lifelong learning in all areas of public and private life. The conference drew 130 representatives from EU countries and associate members, mainly representatives of ministries and governmental organisations, and to a lesser extent from research institutions, trade unions and adult-education provider organisations. There were three Slovene representatives – Katja Dovžak of the Adult Education Section of the Ministry of Education, Science and Sport, Vesna Dular, director of RIC Novo Mesto, and Nevenka Bogataj, head of the Study Circles project at the SIAE in Ljubljana.

Lifelong learning was presented as the development of knowledge throughout life in which the most important factor is the individual, who learns in formal, non-formal and informal manners, in different life situations and periods, and in numerous – perhaps very different – organisations and geographic environments. A special feature of such learning is the diversity of learning methods, while special significance is provided by globalisation processes and technological progress.

We visited a number of adult-education organisations, such as Komvux (a training institution for unemployed people with no basic education, which mainly informs and motivates for planned personal development and the acquisition of education), Swedish for immigrants (an institution for immigrants to study Swedish and the basic rules of living in Sweden free of charge), the Mälardalen University and one of 147 adult education centres. Particular target groups were older adults and people with special needs, while information technology dominated the content. The forms available to Swedes of course include study circles, of which there are more than 336,000 each year with over 1.5 million participants. Education at all levels is fully financed by the state. The plenary part of the conference was addressed by some respected experts (Prof. Rubenson, Prof. Makepeace) and senior representatives of political bodies. Part of the conference took the form of workshops, in which participants presented the experience of their countries and their positions regarding the points of the Memorandum. This part of the workshop began with motivational expert presentations (Prof. Slowey, Prof. Tuijnman, Ni Cheallaigh, Berger, Björnåvold, Dondi, Prof Wildemeersch,

Davies, Prof. A. Bron, Prof. Sundgren). Workshops had the following titles:

- Accessibility and equality of lifelong learning;
- Norms and financial support to promote participation in education;
- Learning with no limits in space or time;
- Lifelong learning in the workplace;
- Lifelong learning for active citizenship and democracy.

The key general finding of the conference was that lifelong learning will become a reality when the state offers full opportunities for general education to individuals, who will accept responsibility for their own lives and personal development. The conference did not reveal anything entirely new, but it did re-evaluate the objectives set, such as shifting the debate from the national to the local and civil levels, making it a bottom-up process, and moving towards a balanced treatment of formal, non-formal and informal learning.

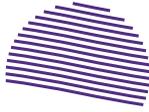
For us the most interesting conference resolutions concerned:

- The importance of defining the initial conditions in individual countries;
- The priority orientations of lifelong learning in promoting active citizenship;
- Ensuring access to education, guidance and learning, and overcoming the generation gap;
- Focusing activities on the individual, as set out in the Memorandum due to the emphasis on employability;
- Priority consideration of younger adults, especially women and those without basic education or with special needs;
- The need to support examples of good practice (web pages on the subject should be prepared). Examples include study circles, individual educational accounts and the Swedish system of incentives for participation in formal education;
- Support for raising the basic educational level;
- Support for knowledge of foreign languages and computing;
- Recognition that coordination on different levels is inadequate;
- Support for research into the mechanisms of active citizenship;
- The need to promote active citizenship in all six memorandum resolutions.

By organising the conference, Sweden, at the time presiding over the EU, made good use of the opportunity to present its outstanding results in the area of adult education and learning.

Further information is available at the following web sites: www.eu2001.se, www.studieforbunden.nu, www.trainingvillage.gr.

Nevenka Bogataj, MSc, Katja Dovžak, MSc, Vesna Dular



European education projects

'My culture is different to yours'

Along with the processes of European Union expansion and globalisation, European countries have also faced the problems of xenophobia and racism and the acceptance of different cultures. In recent years, the problem of inter-cultural understanding and acceptance of people from other countries has also become increasingly pressing in Slovenia.

In January 2000 we organised a meeting in Bled of institutions interested in participating in the project. Partners from Slovenia, Italy, Spain and England discussed the problem of multiculturalism. We all agreed that in the first instance it is the education system that must support the idea of the wealth brought to Europe by cultural diversity. We found that teachers view multicultural situations in their classes more as a weakness than a strength. We want the project to turn this perception on its head.

Based on the agreement reached, we prepared a project under the European Union Socrates/COMENIUS programme entitled 'My culture is different to yours'. The project was confirmed by the European Commission, which provided co-financing.

Project partners come from educational institutions operating in different environments and at different levels of education; they are united in that their pupils and students belong to different cultures. 'My culture is different to yours' is thus an international project with the objective of promoting a tolerant and understanding attitude towards people belonging to different cultures. The main goal of the project is to prepare new teaching methods and materials that will influence changes in the attitudes of teachers.

The target group for the project consists of teachers from the majority culture of all participating institutions. Based on the knowledge acquired, they will subsequently be able to influence pupils, young people, parents and members of their local communities.

The project assumes that people view the norms of behaviour, belief and faith associated with their culture as both self-evident and uniquely correct. Such ethnocentrism, which otherwise increases national awareness, can in a multicultural community cause hostile attitudes and conflicts among members of different cultures.

We believe that xenophobia is present among teachers, pupils, students, parents and members of local communities. Overcoming this requires the development of new approaches based on the wealth brought to schools and local communities by other cultures.

The project should foster the development of active citizenship among all education participants, primarily through the promotion of a common understanding of cultural diversity in all European Union countries.

In the first year we analysed the current situation and the needs of teachers in the area of cultural diversity, and we found that all teachers – despite coming from different educational institutions, working in different environments and encountering different cultures – need new teaching methods and materials to enable them to work more professionally with pupils, students and parents from different cultural environments.

Teachers were extremely clear regarding the need for better understanding of different cultures and for recognition of the influence of the socio-economic status of their pupils and students on the education process and an individual's learning. They felt that local communities and schools (and they themselves) should pay more attention to resolving the problem of cultural diversity; they should know more about the family backgrounds of their pupils and students, and for this they need new knowledge. They were particularly interested in knowledge of the following fields: curricular support for multiculturalism, the characteristics of individual cultures, methods to reveal prejudices and stereotyping among teachers and pupils, methods of cooperation with families and local communities, and the definition of the values and principles of multiculturalism in schools.

The results of analysis of the current situation in the area of multiculturalism provided clear guidelines for the contents of teaching methods and materials; these will be prepared in the second phase of the project.

More information on the project is available at the following web site:
www.my-culture-is-different.com

Maja Radinovič-Hajdič, Jesenice Folk High School



Language learning in Europe

Invitation to learn Slovenian

The Council of Europe and the European Union proclaimed 2001 the European Year of Languages. The celebration is aimed at all languages used in Europe, and should encourage people of all ages to learn foreign languages.

In the Spring edition of *Novičke* we presented some basic terms from the field of adult education and invited colleagues to start learning Slovenian. This time we are listing some topics related to SIAE's work, and their English equivalents.

English	Slovenian
Adult Education Master Plan	Nacionalni program za izobraževanje odraslih
adult literacy	pismenost odraslih
adult participation in education	udeležba odraslih v izobraževanju
centre for self-directed learning	središče za samostojno učenje
distance learning	učenje na daljavo
'Investors in people' standard	standard 'Vlagatelji v ljudi'
learning exchange	borza znanja
lifelong learning for all	vseživljenjsko učenje za vse
project learning for young adults	projektno učenje za mlade
study circle	študijski krožek

Editor



ETGACE

Invitation to international workshops and conferences

ETGACE is the official abbreviation for a research project funded by the European Union's Fifth Framework programme Key Action: 'Improving the socio-economic knowledge base'. The project's full title is: *'Education and Training for Governance and Active Citizenship in Europe: Analysis of Adult Learning and Design of Formal, Non-Formal and Informal Educational Intervention Strategies'*.

ETGACE aims to find out policies and strategies which encourage tolerant, inclusive and accountable approaches to governance and active citizenship. We emphasise that citizenship is learned throughout life, and that there is a close connection between forms of governance and learning. We are seeking answers to questions like:

- How are current social changes reshaping 'active citizenship' and 'governance'? What form do these concepts take when they are used in actual policies?
- What connections are there between political citizenship, and citizenship in other domains (e.g. work, civil society, private)?
- What is the role of 'effectiveness', 'responsibility' and 'identity' in the making of citizens?

- In what ways is ‘citizenship’ a gendered concept? What does this imply for educational strategies?
- What educational strategies lead to the learning of citizenship, and what are likely to prove effective in the future?

International workshops and conferences

Learning active citizenship (*December 13th 2001, London, UK*)

This event incorporates two workshops exploring the main findings and implications of our research on:

- how adults learn citizenship and governance in Europe;
- what approaches to citizenship and governance education are effective among European adults.

Implications of the ETGACE findings for educational, political and social policy, for research, and for professional practice will also be discussed.

Active citizens – active learning (*March 15th – 16th 2002, Brussels, Belgium*)

This Conference will provide opportunities to discuss key issues and perspectives related to the learning of citizenship and governance. It is designed for political and social science researchers, educational policy-makers and professionals from many fields. There will be presentations from members of the ETGACE team and others. Key issues will be implications for scholarship and research, for public policy and for professional practice.

Participatory research & dialogue (*July 7th-8th 2002, Ljubljana, Slovenia*)

This conference will focus on the relationship between research methods, citizenship and governance. Participatory methods are increasingly attractive to researchers and those funding research. Papers will be invited from researchers, professionals and policy-makers.

National workshops

In Spring 2002, a workshop will be held in each participating country to explore the implications of ETGACE research at national level.

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Darijan Novak, SIAE



SLOVENIA FROM NOVIČKE TO NOVIČKE

Success story

Modern society of the third millennium

Ten years is not a long time for any country; however, for Slovenia, the last ten years has been a period of rapid change and of the maturing and establishment of its internal and external policy. There have been significant movements in Slovenian society, its economy and all other areas of activity, as well as in the life of the people - movements that have brought Slovenia closer particularly to Europe and the developed world and irreversibly set us on course for active and equal participation in tomorrow's world - the world of the third millennium.

Milan Kučan, President of the Republic of Slovenia:

“Slovenia has successfully passed the tests of its first decade as an independent state. Its state institutions are functioning, its community is democratic in its foundations, the country has a national identity and equally respects the citizens' rights of its entire population. It has clearly put itself on the map of the world. It is drawing ever closer to the European Union and NATO, as it has successfully carried out a highly demanding transformation in these ten years. These successes comprise the endeavours and efforts of all Slovenians, all citizens of Slovenia. Yet all of this is just the beginning. Every goal achieved reaches out for a new goal. The flow of European and global events calls for new thought, new plans and new action. New technologies are lightning-fast, we have a world without strict borders, great dilemmas are being brought about through globalisation and man's attitude towards nature. Knowledge and excellence can become an advantage for Slovenia.

I am convinced that together we, the citizens of Slovenia and the citizens of Europe, will also be able to face the challenges of the future.”



Slovenia/Europe

Building language bridges

Slovenia is one of 45 European countries participating in the project of the European Day of Languages. Therefore, a number of events and activities took place in schools, universities and publishing houses throughout Slovenia on 26 September, aimed at raising awareness of the significance of knowing as many languages as possible. For small nations like Slovenia, its good knowledge of foreign languages has always been a great advantage, while with the opening up of the country this has become a necessity. The events drawing attention to the richness and diversity of languages in Europe also paid special attention to the future of the Slovenian language in the integrated Europe.

Within the European Year of Languages, 26 September was declared European Day of Languages, to be celebrated every year from now on. Each of the 45 countries participating in this project prepared a number of special events and activities on this occasion. Slovenian primary and secondary schools prepared many events, and were joined by different institutes, publishing houses, universities and other institutions. The main ceremony, entitled Languages for Life, took place in Ljubljana with Minister of Education, Science and Sport Lucija Cok as the keynote speaker. She also joined an online chat room of the Centre for Modern Languages and everyone interested in languages, particularly students, were invited to join the chat room.

The Slovenian universities in Ljubljana and Maribor prepared special programmes of events on the European Day of Languages, as many university students are also members of European Students' Forum branches. Branches of the Forum prepared simultaneous one-hour long language courses throughout Europe under the slogan Building Language Bridges. Short courses and language workshops thus took place at Ljubljana's Faculty of Arts in Swedish, Romy, Spanish, Slovenian dialects, German and French, while Maribor saw courses held in Slovakian, Polish, Portuguese, French and Hungarian. A rich cultural and entertainment programme was also put on in both cities.

Near half of all Slovenians fluent in English

Ten percent of Slovenians speak no foreign language at all, while Croatian and Serbian remain the two languages mastered by most Slovenians (75.6 percent). Over 51 percent of Slovenians speak German, followed by those who know English (48.7 percent), according to a recent poll conducted by the daily paper Delo.

However, active knowledge of English is shared by 44 percent of Slovenians, which is higher than the number of active Slovenian speakers of German (31 percent). As much as 69 percent of those polled have a passive knowledge of German.

The majority of those polled (38.5 percent) speak two foreign languages, while as much as 43.7 percent of respondents have no active knowledge of any foreign language.

At the moment, English is being learnt by ten percent of those polled, German by 6.2 percent and Italian by 1.3 percent. Those learning foreign languages are mostly primary school, high school and university students aged between 10 and 25 years of age.

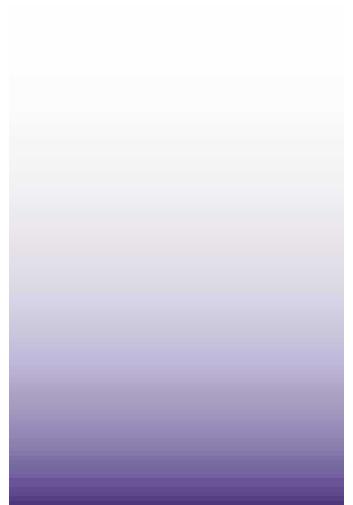
Slovenian Language's International 'Market' Value is increasing

We asked Dr Marko Stabej, assistant professor at the Faculty of Arts in Ljubljana, about the future of the Slovenian language within the integrated Europe:

“I am convinced that, even in the future, the Slovenian language will remain the most efficient and full means of expression of Slovenian society and its individual members. The experience of EU members that recently joined (e.g. Finland and Sweden) shows - albeit comparisons cannot simply be automatic - that EU membership positively influenced their national languages, both their internal status and, last but not least, their spread around Europe. We can infer with great probability that something similar will happen to the Slovenian language.”

How do we prepare for this?

“Certainly not primarily with defensive tactics; a much more efficient way is constructive language planning which includes everything from the preparation of efficient linguistic sources for the Slovenian language (dictionaries and other manuals) through to encouraging all forms of scientific, artistic and cultural creativity. Of course, without knowing foreign languages it will be increasingly difficult to integrate into international flows. In fact, this has always been true. That the international 'market' value of the Slovenian language is increasing is shown by the fact that a growing number of foreigners is learning Slovenian in order to better communicate with Slovenians. They are aware that they can do this most efficiently in the Slovenian language .”



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
 Slovenian 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



Andragoški center Republike Slovenije
 Slovenian Institute for Adult Education