

# novičke

## Winter 2002

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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.

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## Christmas Greetings

*It is a great privilege to be able to wish you Merry Christmas and the very best in the coming year for the tenth time in Noviče. 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. Mošorčič Špolar, directress  
Lvonka Pangerc Pakernik, MSc, head of Information Unit  
on behalf of your friends from the Slovenian Institute for Adult Education*



## SIAE EVENTS

### Review only on the web site Opportunities for Adult Education and Learning

Once again this year the Slovenian Institute for Adult Education published on its web site a review of opportunities for adult education and learning in the 2002/2003 school year. The review, available at <http://www.acs.si/pregled>, allows searches by basic data on individual providers and by education programme. Searches can be limited to publicly recognised programmes or to programmes providing a formal education. In addition to data on providers and their programmes, the Review also provides information on opportunities for independent learning in independent learning centres, on the knowledge exchange and guidance centres operating across Slovenia, and we have also listed a number of web addresses about further Slovenian adult education opportunities.

We can conclude with satisfaction that providers are increasingly interested in presenting their education services in the Review. Despite the relatively short time available this year to collect data, 290 providers from all over Slovenia responded to our invitation, the largest number so far. The greatest response was recorded among private organisations and private schools, secondary schools and adult units in secondary schools, and folk universities, while we are noticing increased interest on the part of societies, libraries, museums and galleries. The range of programmes on offer is also extensive, with providers supplying data on more than 4,400 programmes. You can search among programmes of formal education, training, additional training and specialisation for work, or among programmes of general non-formal education for leisure. Once again, the latter are the most numerous and diverse – you can choose among programmes to learn foreign languages, computing, handicrafts, communication, art and culture, personal development, education, business, environmental protection, health and various other content.

We will update the data in the Review throughout the year, and so we have asked providers to continually report any changes. Only in this way can we get close to the real state of adult education provision in Slovenia.

Erika Brenk, SIAE



## Study Circles

### The Study Circles Caravan

**– a caravan of culture, co-operation, creation and mutual understanding completes its route**

In our summer issue we wrote how, on their tenth anniversary, the Study Circles succeeded in moving beyond their limited environments. On our caravan route around Slovenia – from the Prešeren house in Kranj, to the mountain village of Remšnik near the Austrian border and Prem Castle near the Croatian border, to the final event at different venues in Gornja Radgona – we found ourselves in the very midst of “ordinary” people that are usually neglected; people whose supposed lower level of competence in resolving contemporary issues at the local, regional and national levels excludes them from primary decision-making processes.

The idea of the Study Circle Caravans – caravans of culture, learning and co-existence – encouraged active exhibitions by more than 250 people from local environments and an additional 500 participants and visitors. Local authorities were always present at these events, and the attendance impressed them because the “specific gravity” of study circles in local environments remains relatively low in Slovenia. Consequently, the caravans reawakened openness to differences, creativity, co-operation, learning, an open and democratic approach to knowledge, and other cultural values required for the comprehensive development of each individual to (again) become an independent actor (e.g. at the age of 60), avoiding introversion into narrow personal interests.

The caravans also allowed sufficient space and time to articulate pride and fears, as well as to initiate an autonomous dialogue in various forms of communication, including performances, guided tours of the areas, visits to the houses of renowned poets, exhibitions, bazaars, reading events and open dialogues by performers with the public. Notably, a special spirit emerged, one that has motivated and has linked together the interests of people from diverse backgrounds and environments. We see this as a very important step because the audience primarily consisted of people with less democratic historical experience, in particular women.

Free admission for all visitors to all the events was made possible by financial support from the Ministry of Culture of the RS and the Slovenian Association of Publishers and Booksellers.

Nevenka Bogataj, MSc, SIAE



## Mentor's impressions

### Training mentors and study circle leaders using the Internet

This year for the first time we trained a group of mentors and study circle leaders with the help of the Internet – in a pilot programme. The group consisted of just under 20 participants from various parts of Slovenia. Training applied the principles of cooperative work. Participants used a special application First Class. A customised desktop (web browser) of this application contains several columns (electronic mail, library of materials, calendar of activities, notices, questions and suggestions, café, cooperative work, personal presentations) used (with certain restrictions) by all participants. The mentor monitored events on the desktop every day.

For daily communication, a special **electronic mail** was available with the addresses of all participants and the address of the whole group; this simplified sending mail to all participants. Multimedia learning material, prepared in advance and applying the principles of independent learning or distance learning, was compiled in the so-called **library of materials**. Participants could read them on-screen or print them. The materials are divided into eight themed units. Participants studied two units together. They had two weeks – one week to study the materials and one week for an email discussion. After this time, they had to prepare a paper. All papers were collected on the desktop, since all participants had to comment on or supplement them. After all of this, the mentor also sent combined comments. A special icon on the desktop marked the **calendar of activities**, in which the mentor recorded all events on the desktop each day. The **notices** column was intended for important messages, a column of **questions and suggestions** for duties – a form of homework. Training participants met in the **café** – a chatroom; the mentor did not have access to the forum. Once a week, interested participants would meet together on the desktop. The purpose of these meetings was to clarify any parts of the materials which were unclear or to establish contact with the mentor or other participants to make participants feel better. Such contacts are normally highly advisable when a person studies alone.

At the end of the training, all participants prepared a seminar paper which they took from their "homework" tasks. They later underwent oral assessment, which operated under the principles of modern assessment for adults (role playing, simulation, discussion etc.). Having successfully completed all of this, they received a licence to conduct mentor work in study circles.

Evaluation of training was also conducted after completion of the programme<sup>1</sup>. This took place on three levels:

<sup>1</sup> Andreja Istenič Starčič: Evaluation of study-circle mentor education. Ljubljana : SIŠE, 2002



- On the level of an adapted educational programme  
We assessed the suitability of adaptation of the programme, and checked whether the combination of independent and cooperative work enabled quality learning while achieving the learning goals.
- On the participant level  
We examined whether training participants successfully learned and whether they had achieved the learning goals set. We assessed how the organisational concept suited them, and whether the indirect computer communication was of good quality.
- On the level of mentor and project leader  
We determined whether the mentor could successfully communicate, the extent to which she was able to manage educational activities using a computer, to what extent the organisational concept of the programme suited her and the obstacles (technical, learning) arising during study.

Summing up the results, I find that one general comment provided on all three levels was that the training was too short. Due to unforeseen objective difficulties, we had to reduce the training programme from three to two months, resulting in more intensive work both for the mentor and for participants. Considering that almost all participants were in full-time employment during their studies, that a number of them worked in schools and had additional duties for the *matura* examinations, and that part of the training coincided with the May Day holidays, we can conclude that participants completed their training in record time. Of course to a certain extent this fact reduced the quality of the cooperative work and the possibility of desktop meetings. We therefore decided that in future the programme will last at least three months, and if possible four.

Most participants were completely satisfied. A number of them wanted more personal meetings. The programme envisaged and provided only the introductory meeting bringing together the whole group. The purpose of this meeting was for group members to get to know each other, to meet the mentor and project leader, and to obtain basic instructions for training. Training participants were generally enthusiastic about the new approach to studying and about the possibility of individual contact with the mentor, albeit via computer (or telephone). They liked the simple submission of work by electronic mail, the clearly defined plan of activities on the calendar of events, the continuous option of communicating with one another (even at night), the possibility of looking at the work of other participants and desktop meetings. The chatroom was very useful for them – they quickly and effectively obtained information from one another and where required eased the feeling of loneliness while studying.

So much for the new programme. We feel that this innovation has made studying considerably easier for all employees seeking to expand their knowledge or enhance their education or training. Following our positive experience, we at the Slovenian Institute for Adult Education intend to continue to transfer other training programmes to the Internet. A training programme for members of examination committees to assess vocational qualifications is already in preparation.

Nataša Elvira Jelenc, SIAE



### Commitment to the culture of lifelong learning LLW 2002 opening ceremony

During the Lifelong Learning Week, the Slovenian Institute for Adult Education has two roles: it is the national coordinator, steering and coordinating the work of LLW friends all across the country; it also provides its own promotional and professional events.

By way of introduction to the Lifelong Learning Week, the SIAE organises the by-now traditional main ceremony, at which awards are presented for outstanding achievements in improving own knowledge and for professional and promotional achievements in improving the knowledge of others.

The event, which was held in the conference hall of the Hermes Softlab company on Monday 14 October at 11 a.m., brought together around 200 friends of the learning festival from all over Slovenia, as well as award winners and their proposers. They were joined by representatives of the Government of RS, the LLW sponsor, including Dr Lucija Čok, Minister of Education, Science and Sport, while Prime Minister of RS, Dr Janez Drnovšek, also honoured us with his presence, testament to his commitment to the culture of lifelong learning.

This year was the seventh time we have organised the Lifelong Learning Week. Indicators of the quality and scope of events lead to the conclusion that, thanks to the Week, learning has begun to become established as a value, even in the most remote places, while *Slovenia* – at least during the festival – is becoming a *learning country*. Dr Vida Mohorčič Špolar, SIAE director, addressed the audience with some thoughts regarding new steps along this path, while in his very direct speech, Dr Janez Drnovšek presented his own views of lifelong learning.



Many events all over Slovenia give a holiday dimension to the learning festival. The Slovenian Institute for Adult Education opens its doors to celebrations, particularly by giving awards. 14 awards were given this year – the report of the selection committee was presented by Dr Stane Vlaj, vice-chairman.

The life stories or examples of award winners have a special place in establishing the culture of lifelong learning and finding new learning paths. Often the welcoming lights on the path to a new dawn open up new views on lifelong learning to many people hesitant in their initiative. For this reason, we have prepared and shown at the ceremony video portraits of the winners.

It is worth pointing out that we do not have a specific fund earmarked for *SIAE awards*, although with the help of Slovenian publishers we have nevertheless managed to prepare book prizes, beautiful and durable memories of the ceremony.

The joyful, ceremonial harmony of the event was this year enhanced by the cultural programme by the Prima Vista vocal trio from Jesenice, dedicated (in the style of lifelong learning) to reviving the musical heritage of the Italian renaissance, and the Folklore Group of the Romani Union from Murska Sobota, the best Roma folk group in Slovenia, which has received many awards at folk competitions. The Romani Union is led by this year's SIAE award winner, Jožek Horvat Muc, who in the closing part of the ceremony addressed the audience on behalf of all the award winners in Romani and Slovenian. We were thus able to hear a speech incorporating distant parts of the world, and to realise that the far-off can also come closer.

Part of the cultural programme to mark the formal opening of LLW was the exhibition of fired-clay sculpture and hand-worked died silk in the atrium. The exhibition, *Elements – fire, water, earth, air*, was a gift from SIAE award winners for 2001, Flora Otoničar, author of the sculpture, Nataša Sedej of the Gaja Ceramics Society of Postojna, and Gojka Pajagič Bregar of Ljubljana, curator and textile restorer, who decorated and designed the silk.

Life stories of awards winners 1997-2002 are posted on the LLW web site: <http://llw.acs.si/awards>.

Slavica Borka Kučler, SIAE



## Conclusions of the 6th Adult Education Colloquium

### Motivation in Adult Education

As part of the Lifelong Learning Week 2002, the Slovenian Institute for Adult Education organised the 6<sup>th</sup> Adult Education Colloquium. This year's colloquium was on the theme of *Motivation in Adult Education*.

The purpose of the colloquium was to consider motivation from various aspects, a goal achieved with the selection of speakers. In addition to Slovenian guests, three speakers from other countries participated (two from the United Kingdom and one from Croatia), further enhancing the event.

Below I will summarise the main conclusions of this year's Adult Education Solloquium:

- The point was made on several occasions at the colloquium that the basic characteristic of learning is **change**. This is also the main characteristic of modern lifestyles and work. People increasingly face demands for rapid adjustment of their knowledge and skills to changes in work in order to improve their employability and competitiveness in the labour market. The ability and readiness to adapt quickly to changing conditions are therefore becoming increasingly important factors for individuals' to participation in education.
- The problem was raised of **identity**. The identity of an adult has a major influence on accepting the role of learner and the related feelings of competence and suitability, and therefore on the individual's motivation to learn. Research shows that adults who are educationally inactive typically value education highly but are not prepared to accept the role of learner.
- Another important aspect of motivation for learning are **goals**. The type of goals and the opinion of the individual that he or she can achieve these goals with the help of education and learning have a major influence on the readiness of the individual to invest their energy and spare time in this activity. The research results shown indicate that the goals of adults are mostly linked to improving or maintaining their own economic position. Also linked to this are the goals of the economy – the more an individual is educated and trained, the more he or she contributes to the competitiveness of the economy. Adults already in an advantageous position (younger, more educated, in management positions) have the most learning opportunities.

If I were to summarise the conclusions of this year's Adult Education Colloquium in a single sentence, I would say that adult motivation for learning and education depends primarily on meeting personal goals and the identity of the individual on the one hand, and an environment which encourages him or her to realise these goals on the other. Unfortunately, such "meetings" are still least favourable for individuals who participate less in education.

Marko Radovan, SIAE



## SLOVENIAN ADULT EDUCATION SCENE

Joining Europe

### How to gain the competitive edge in employment?

Answer: with **ECDL**. Much has been written and said about this, although most people still don't actually know what it is, what it can do for us and what we need to do for it. Let's start at the obvious place – the beginning.

### What is ECDL?

ECDL is the short name for a programme providing a publicly valid European Computer Driving Licence, which confirms that you have passed 7 examinations in the area of information technology (IT) and demonstrates that you are able to use a personal computer and general computer applications at a level enabling you to effectively exploit the core functions of these applications. In other words, the certificate confirms that you have passed one theoretical examination of IT knowledge and six practical examinations evaluating your ability to operate a personal computer and general applications. Since in Slovenia we are mainly used to using software products from Microsoft, we can say that you have to demonstrate knowledge of the use of the Windows operating system and the Word, Excel, PowerPoint and Access programs, the Internet and electronic mail. You have two options: pass all 7 exams and receive an ECDL certificate, or pass 4 exams of your choice and receive an ECDL Start certificate. The certificate you obtain gives you a special certificate of computer knowledge in addition to any certificates of completed education you already have, giving you a major competitive advantage in finding (better) employment. Why? The certificate obtained is also recognised by employers, since it simplifies the employment process and assures employers that applicants and employees alike have suitable knowledge for working with the most frequently used computer programmes.

You can take the exams in specially qualified test centres – more details are given below. The quality of knowledge assessment and examination materials is monitored by ECDL Foundation Ltd., which also ensures the comparability of the knowledge of certificate holders in Europe and around the world.

## ECDL – condition for joining the European Union?

What is the situation regarding ECDL in Europe? 25 European countries already have a licence conferring the right to conduct the ECDL programme. Each of these countries operates *test centres* – Italy for example has more than 2,200, while Hungary and Austria each have over 200. Due to the high quality and regular upgrading of the programme, the 1995 pilot project has grown into an international standard. As such, it has also begun to expand to countries outside of Europe, where it is becoming established under the name *International Computer Driving Licence* – ICDL. It is established for instance in Australia, New Zealand, the Americas, Africa and Fiji. More than 2,000,000 students have signed up to date, demonstrating that it is a very well established and important demonstration of knowledge. European Union members have been the main engines of such rapid growth, and in some cases have introduced the programme into the system of secondary and higher education. There are a number of reasons for this. One is certainly that such a certificate is a prerequisite for many jobs, such as state officials. It is also growing in importance in projects to requalify the unemployed.

### ECDL in Slovenia

Two years ago, the Slovenian Informatics Society (SDI), having recognised the importance of ECDL, obtained a licence to introduce the programme to Slovenia. As a member of the Council of European Professional Informatics Societies – CEPIS, it is the only organisation in Slovenia which had such an opportunity. This was followed by the establishment of test centres – initially three, although today we have (only) fifteen. And how successful have we been? For an answer, we asked chairman of SDI, Niko Schlamberger: *“To date 1369 ECDL students have signed up in Slovenia, and 743 have obtained part or full ECDL certificates. These figures are interesting, since alongside the relatively low level of enrolment (where Slovenia is among the lowest third of ECDL countries), the success of training is high, with Slovenia ranking in the top third. The main reason for this is probably that large business systems – and here we can include the administration – are reluctant to decide – perhaps because they have not realised that ECDL is not just another certificate, but is rather a guarantee of skills and knowledge for work with general computer programs. We can be even more satisfied with the results, since they demonstrate the high level of motivation of ECDL candidates. In the future, we anticipate greater interest on the part of major systems, resulting probably from contacts with business partners from Europe and to a certain extent – at the risk of sounding a little sarcastic – the issue of our representatives in the pre-accession negotiations with the European Union. As regards test centres, I can state with pride that the first test*

*centre in Croatia was opened in July this year in Zagreb; it received its licence from SDI. It was established under an initiative from a local company which recognised in ECDL a tool for successful computer literacy education, as well as a business opportunity."*

The ECDL certificate is a powerful tool for each holder. It allows a better and more solid working future. Each of us has the opportunity to set out on the road to obtaining this certificate. At least 743 holders have already reached that goal. And each of them has an advantage over others.

Doris Kukovičič, Much, Education, d.o.o.



### Education Centre of Faculty of Economics in Ljubljana Operating successfully for one year

The Education Centre (PEC) of the Faculty of Economics in Ljubljana was established in October 2001 as the result of several years' activity by the Faculty to improve the quality of the education process. By establishing the Centre, which is intended to deal with education, adult education and guidance, by working with companies in the education process, and by establishing a total quality management system, the new management team under Dean Dr Maks Tajnikar and Pro-Dean Dr Marko Jaklič has formally confirmed its efforts to improve the quality of educational work.

The work of the Education Centre is divided in terms of content and organisation into three sub-units:

- The **Centre for Business Cases and Projects** (head: Dr Maja Makovec Brenčič) has been operating at the Faculty since 1997. The primary objective is to improve the quality of the educational process through closer co-operation with companies and institutions. The purpose of the activities of the Centre is to foster co-operation with companies in the form of project work, writing business case studies, hosting lecturers from business, student visits and implementation of projects in companies and institutions within the context of the educational process.

Part of the activity focuses on the area of business case studies. To this end, the Centre organises workshops on the theme of business case studies and the development of



case studies for use in the educational process, assisting teachers and colleagues to find suitable business case studies, commissioning them and publishing them abroad. A handbook by Maja Zaman, *Poslovni študijski primeri* (Business Case Studies) was published at the start of November 2002 and is intended for writing case studies and their use in teaching.

One priority area for the work of the Centre is direct co-operation with companies and institutions in the education process; this is becoming of key importance in including the Faculty in the circle of internationally accredited higher-education institutions. Last academic year, the Centre conducted a survey on co-operation between teachers and assistants and companies in order to evaluate co-operation with companies in the education process. The data collected formed the starting point for further development of co-operation with companies, and this year the Faculty began concluding contracts on scientific, research and educational co-operation with companies and institutions. More than 20 contracts have already been signed with companies and institutions (e.g. Mercator business system, Trim Trebnje, Gorenje, Petrol and others) and with individuals who regularly participate in the implementation of the education process.

- **Centre for Teacher Education and Guidance** (head: Nadja Dobnik, MA) is involved in the planning of educational activities for Faculty teachers and outside colleagues involved in the implementation of the education process. The programme of educational activities is broadly set, and meets the highly diverse needs and interests of Faculty teachers. The positive responses and the high level of participation of over-burdened teachers and assistants confirm that teachers are aware of the importance of developing knowledge and skills in the area of higher-education teaching, and that the planned approach to teacher education is a prerequisite for ensuring the quality of educational work.

The workshops and seminars we have provided using our own or outside staff include an extensive range of computer workshops, a *Rhetoric* seminar, a workshop *A good teacher needs a good voice* and a workshop *Planning study materials*. Teachers and assistants also receive information about the educational services offered by other educational organisations (particularly the Slovenian Institute for Adult Education, GV Education and the Faculty of Arts in Ljubljana).

In planning educational activities, particular attention is paid to assistants, who are just setting out on their educational path and who generally do not receive the necessary teacher education in their prior studies. A module, *Introduction to Higher-Education Didactics*, and a two-day workshop given by Miran Morano, *Students need an effective teacher*, were prepared specifically for assistants.

A second important area of operation of the Centre for Teacher Education is distance learning and the relevant training for tutors and development of study materials. A joint



meeting was organised for tutors in September in Ljubljana, and was intended to allow tutors to get to know each other and to provide consultations with subject providers; at the same time, workshop participants examined in detail the role of the tutor in distance learning, and were trained to use the updated Tutor Forum web site. At the start of September 2002, a reprint of Nadja Dobnik's manual *The role of the tutor in distance learning*, was issued.

- **The Centre for the Quality of the Educational Process** (head: Dr Irena Vida) focussed its activities on the construction of an internal faculty system for assessment and monitoring of quality and evaluation of the education process, as well as on guidance activities for teachers to improve the quality of the educational process. An important part of the quality monitoring activities is linked to the implementation of student surveys, where the Centre works with the Quality Committee of the University of Ljubljana.

After a year of successful work by all concerned, we in the Education Centre realise that we have merely scratched the surface. It appears that the needs are great, a consequence of the lack of planned involvement in the quality of educational work in previous years, as well as the increasing challenges and pressures brought about by the development of new study programmes, new forms and methods of work and the development of information technology. At the same time we are convinced that academic excellence, which we wish to attain and establish on an international level, will not be achieved without planned investment in our own teacher education and without ties to the business environment.

Nadja Dobnik, MA, Education Centre of Faculty of Economics in Ljubljana



## INTERNATIONAL CO-OPERATION

### NerCampus project Improving open learning and distance learning online

Universities are increasingly developing and implementing distance education programmes or modules. Similarly, the use of modern information and communications technology (ICT) to enhance the educational process is also growing. Universities from different countries are joining together in the development and provision of educational programmes based on modern ICT. The use of modern ICT opens up new possibilities for international co-operation, particularly in the field of e-education.

Despite the already demonstrated benefits of international co-operation among universities in the field of distance education and e-education, there are still relatively few such links at present among European universities.

The NetCampus<sup>1</sup> project arose from these starting points. The task of the project is to study the various barriers hindering links among universities in the area of education with the aid of modern ICT, and to issue recommendations or practical guidelines to overcome the barriers identified.

The objectives of the NetCampus project are:

- To promote understanding of the quality and characteristics of distance education and e-education within the framework of inter-university links,
- To demonstrate the potential of distance education and e-education in international university links,
- To propose solutions to overcome barriers in this field.

NetCampus project partners determine the barriers to and positive effects of international university links in the area of education using modern ICT on the basis of practical experience, through the provision of web programmes of foreign universities (likewise, project partners) in a local university environment.

<sup>1</sup> For more information on the NetCampus project, see <http://projects.europace.be/NetCampus>.

In Slovenia, we attempted to determine the barriers to and benefits of such links by participating in the testing of the Groupware web programme. The web programme is part of the postgraduate course *Telematics Applications in Education and Training* at the Twente University in the Netherlands (*Faculty of Educational Sciences*).

The implementation of this web programme ran from 15 January to mid-April 2002. The overall implementation of the programme was coordinated by Twente University, while the Slovenian Institute for Adult Education provided organisational support for the implementation of the programme in Slovenia.

The Groupware programme deals with content on group work in the area of education, based primarily on computer applications. Programme participants should obtain knowledge of the principles and methods of group education, the social and cultural dimensions of group learning and the quantitative and qualitative methods for its evaluation.

### Components of the Groupware web programme

<i>Study material</i>	Web textbook (in TeleTop electronic environment) Written material
<i>Help with study</i>	Interactive elements of the web textbook (support from 2 tutors from Twente University) Group consultations (local tutor) Individual consultations (local tutor) Consultations by electronic mail
<i>Organisational-administrative support</i>	Coordination of implementation of the web programme (Twente University) Coordination in Slovenia (Slovenian Institute for Adult Education)

The expected study load (including studying the literature, interactive work in the web textbook, preparation of test papers and final project) was 120 hours. On successful completion of the programme, students receive a certificate from Twente University worth 4.5 credit points under the ECTS system. To receive the certificate, students must successfully complete three test papers and a final project.

19 students enrolled in the programme from different countries: Vietnam, China, Germany, Slovakia, Finland and Slovenia. Students received study help from two Twente University teachers, who also assessed the test papers and final projects.

Four second-year adult-education students from the Faculty of Arts of the University of Ljubljana participated in the programme. Apart from the Dutch tutors, they were also helped in their studies by two of their undergraduate teachers, one of whom acted as local tutor while the other supervised the quality of the programme.

Much additional work and effort was required to organise the implementation of the Groupware programme. Preparations began some months before the anticipated start date, since it was necessary to find higher-education teachers and students willing to participate in such a test, to agree on a whole range of implementation details in advance, and to find a way for students involved to have their studies in the Groupware programme recognised in their parent institution as part of their regular studies.

We regularly monitored the implementation of the Groupware programme in Slovenia. The following problems arose in the implementation of the programme:

- Insufficient detailed consideration given to the implementation of the programme at other universities (for students outside Twente University),
- Technical difficulties due to a lack of Internet access for the students,
- Lack of experience of e-education and of studying in a foreign language (English),
- Balancing obligations in the web programme and regular study obligations,
- Additional workload for participating teachers,
- Less intensive communication among students from different countries than expected.

Despite these problems, the teachers and students involved all agreed that they had gained many positive experiences. In addition to knowledge of group work, students also gained experience in the area of e-education and studying in a multicultural environment, and gained self-confidence, since they successfully completed a programme which is a component of postgraduate studies at Twente University. Teachers involved were mainly enthusiastic about the quality of the content.

Implementation of the Groupware programme showed that it is possible in our university environment to implement web programmes of other universities, although it requires a great deal of enthusiasm and effort on the part of all those involved. We need to anticipate a series of problems and formulate appropriate solutions before the start of implementation of the programme. Some of these reflect the fact that our university environment has not adapted organisationally, technically and in terms of personnel to the systematic introduction of e-education.

Margherita Zagmajster, SIAE



## Sharing knowledge and experience

### Study visit to Romania

As part of the Stability Pact for South-Eastern Europe, the Slovenian Institute for Adult Education is involved in a three-year project Adult Education in South-Eastern Europe – EBIS<sup>1</sup>. One of the subprojects in which we are involved is The Development of Information and Guidance in Adult Education – ISIO. This year, we began to transfer our knowledge and experience from the ISIO project to Yugoslavia and Romania.

In May 2002, the Slovenian Institute for Adult Education hosted the first international workshop for representatives of both countries. During the workshop, selected members of project groups who will develop and implement guidance activities in adult education in Romania and Yugoslavia studied in detail the model of local guidance centres and a guidance network for adult education, as developed and introduced in Slovenia under the ISIO project.

From 22 to 26 June 2002, Tanja Vilič Klenovšek, MA, and Andreja Dobrovoljc of the Slovenian Institute for Adult Education, together with Metka Rečnik, coordinator of the EBIS project for Slovenia, visited Romania. The study itinerary was given over to visiting places where two local guidance centres for adult education will be developed and will operate, and to talks with members of the project groups and other project participants. Discussions touched upon the possibilities for the systematic establishment of guidance activities in adult education in Romania in state and other development documents.

First of all, we visited the Regional Centre for Adult Education in Bocsă, where representatives of local institutions (deputy mayor of Bocsă, director of the Office for European Integration, representative of the institution of teacher associations, Ministry of Culture and representatives of the regional Employment Office) joined in our discussions with project group members and other project participants. This was followed by a visit to another Regional Adult Education Centre in Targu Jiu (Gorj area). We met representatives of various institutions in the local environment set to participate in the project or be components of the local guidance network (prefect of the Gorj area, representative of the Schools Inspectorate, representative of the Employment Office, town libraries, university etc.).

During discussions, we learned about the characteristics and needs of adult education in both local environments, development plans and various projects for the development of

<sup>1</sup> Project coordinator is the International Institute of the Association of German Folk Universities – IIZ/DVV, Bonn.

human resources (interestingly, Romania already receives funds from European Union projects), placing the development of guidance in adult education alongside these. Part of the study trip was also given over to a visit to the Romanian head office of the IIZ/DVV in Bucharest, where we met Mariana Matache and representative of the Ministry of Culture Maria Feczko, as well as director of the National Agency for Vocational Standards, Ana Elena Costin. We discussed the possibilities of systematic incorporation of guidance activities into statutory regulations and state documents<sup>2</sup> and the possibilities of further development and financing of guidance centres for adult education in Romania.

As part of joint work on the EBIS-ISIO project, we will in 2002 pay particular attention to analysis, development and preparation of systemic and other foundations for the development of information and guidance in adult education in Romania (and Yugoslavia). The project groups already formed for individual countries will in 2003 for their own localities:

- Develop their own model of organisation of information-guidance activities for adult education (local guidance centres and local guidance networks),
- Establish the conditions for the start of operation of local guidance centres,
- Start operating local guidance centres for adult education.

Further information on the EBIS project and participating countries can be found on the joint web site: [www.inebis.com](http://www.inebis.com).

Andreja Dobrovoljc and Tanja Vilič Klenovšek, MA, SIAE



Learning new approaches and means of quality assurance and development

### Study visit to Denmark

The Slovenian Institute for Adult Education, as part of the Offering Adults Quality Education project and with financial support from the Leonardo da Vinci II – Mobility programme, organised a study visit to Denmark. The excursion ran from 28 September to 5 October 2002, and involved project members from participating schools: Ljubljana Secondary Foods School, the Rudolf Maister School Centre in Kamnik, the Secondary Trade School in Ljubljana and the School Centre for Post, Economics and Telecommunications in Ljubljana.

<sup>2</sup> The new Adult Education Act is shortly to be adopted in Romania.



The purpose of the visit was to study the Danish approach to quality assurance and development in adult education and to obtain international experience for the implementation of self-evaluation activities. More specific goals were:

- Learning the concepts, approaches and priority areas for assuring and developing the quality of vocational and professional adult education in Denmark,
- Studying the methods for allocating responsibility applied by various institutions on the national and local levels in assuring quality,
- Studying self-evaluation models and approaches and operational solutions used by educational organisations to assure the quality of their own work,
- Studying activities conducted by educational organisations to improve their own work and their responsibility to demonstrate externally their own quality.

During the study visit we visited various institutions, where we learned about their approaches and methods for assuring and developing quality.

On the first day we visited the Ministry of Education, where we were given a detailed presentation of the Danish education system and the concept of quality assurance and development in education on the national level. Under the new legislation, all educational organisations have their own web site, which must show the way in which the school ensures the quality of its services. In this way they wish to realise the principle of transparency and enable potential users of educational services to choose for themselves from among various providers. A ministry official, partly employed at a secondary technical school, where she deals with quality, also presented her experience. In the afternoon, we visited *Hillerød Business School*, where we were given a presentation on their methods of quality assurance and development. They conduct self-evaluation under the European Model of Business Excellence together with seven business schools. One of the teachers is also the Quality Manager and is responsible for quality and the implementation of self-evaluation.

On our second day, Finn Christiansen presented *Concept Q*. This is the concept of quality assurance and development in vocational education in Denmark developed under the *project Q-90* during the 90s at the Danish Ministry of Education. It is founded on the method of self-evaluation conducted by vocational colleges. During the process of introducing the concept into educational practice, in which our speaker participated, the Ministry of Education provided material financial support to colleges.

On the third day we viewed the *production school Naturskolen in Roskilde*, where they presented their concept and area of work. As the very title of the school suggests, the bulk of their activities are geared towards environmental work (stockbreeding, farming, construction);

they work very well with the museum of Viking ships, where school participants learn to operate Viking ships to carry tourists at weekends and during the summer. Emphasis during the presentation was placed on the good co-operation between the production school and other schools in the area. Some schools send their pupils during the school year to the production school for a certain period, although they remain formally enrolled in primary or secondary school. All educational institutions in the area share a joint centre for educational advice.

The next day, we visited the *Centre for Vocational Training of Unqualified Workers – AMU Křbenhavn*. They presented their work, which is mostly geared towards companies and intended for employees. The state contributes 85% of the funding for their education, while companies must cover the remainder themselves. We also watched part of the training. In the second part, a representative of a pharmaceutical plant which sent all its employees for training at AMU, presented their experience of co-operation with this organisation. In the afternoon we visited the *Evaluation Institute*, an external independent institution responsible for quality assurance and the development of Danish education and teaching. Its task is to evaluate education and teaching. They also concentrate on evaluating educational institutions and their work methods. The institute is responsible for the whole area of education, under the aegis of the Ministry of Education, and it also carries out other commissioned tasks.

On Friday, we visited another *business school, Handelsskolen Ishřj og Taastrup*, where they presented the school, the method of work, the process of adult education and the methods of quality assurance and development.

Of course, during the visits to Danish educational institutions we also had time to see Copenhagen and its attractions.

Concluding this paper with an evaluation of the visit, we can say the goals which we set were met. We visited institutions implementing self-evaluation in practice, and examined their methods of quality assurance and development; we also saw how quality assurance is systematically integrated into education.

One important message to all project participants: by developing a model for self-evaluation of quality in adult education, we are on the right path. At the same time, the phase in which we currently find ourselves – introducing the model to secondary schools – is the most difficult part of the whole process, and cannot succeed without support from the management and whole staff of the school, as well as of all those forming education policy on the national level.

Tanja Mořina, MA, Andreja Dobrovoljc, SIAE



Better care for the elderly and sick

## Škofja Loka Folk University joins European project

Škofja Loka Folk University is a public institution with a 43-year tradition in the area of adult education in the Škofja Loka region. We provide programmes leading to publicly recognised qualifications – from primary school to higher professional education, as well as various forms of professional and language education. Each year around 1,900 residents study with us, and we provide over 9,000 hours of lessons.

Last year we registered for the first time in the tender for co-financing under the *Grundtvig 2 Programme* a two-year project **Exchange of information and know-how** among three institutions from Greece, Ireland and Slovenia engaged in **eliminating functional illiteracy**; and a one-year project under the *PHARE CBC programme*: **Improving the system of social security and care of the elderly and sick, and their living conditions in cross-border regions**. Both project proposals were approved, and the European Union will co-finance them.

The latter one-year project is particularly important due to the positive impact on the development of social care and education in the Škofja Loka region. The system of social security and care of the elderly and sick can only be improved through co-operation among the **educational institutions** responsible for the development of quality educational programmes, **employers**, who on the one hand offer participants in educational programmes quality work experience and later also employment, and on the other hand are fully aware of the needs of the target group, and **employees**, whose education and employment will undoubtedly be enhanced by the participation of the first two.

The planned project is given additional quality and advantages by co-operation with similar institutions in Austria Styria. The project will involve: Škofja Loka Folk University, Škofja Loka Social Work Centre, the Dr Anton Kržišnik Centre for the Blind and Partially Sighted in Škofja Loka, and the Kranj regional service of the Employment Service of Slovenia – all from Slovenia – and the Austrian partners Berufsförderungsinstitut Steiermark, Merkur Versicherung, Volkshilfe Steiermark and Allgemeine Unfallversicherungsanstalt – AUVA.

The project is intended for the elderly and the sick, the unemployed and employees working in the care of the elderly and sick. The number of elderly and sick people in need of care will increase substantially in the coming years. This trend is demonstrated by the demographic changes in the older population in Slovenia: the population aged 65 and above is expected to grow by 10% every five years. The population of the Škofja Loka local government unit is considered old under international classification, since 13% of the population of the

municipalities of Škofja Loka, Železniki, Gorenja Vas – Poljane and Žiri are older than 65. On the other hand, according to the records of the Employment Service of Slovenia in the Škofja Loka area most unemployed people have levels I and II education, and must be included in training and additional training programmes to obtain vocational qualifications. The goal of such programmes is to increase employment opportunities in occupations which will be increasingly in demand in the coming years. If we want individuals to be prepared to enrol in education for a profession, such as *home carer*, we must present the profession, the education process and the opportunities for subsequent employment.

Under the project, partner organisations will meet in Škofja Loka and Mureck in Austrian Styria. Institutions from both sides of the border will present themselves, allocate tasks in the development of a new programme providing a vocational qualification for *home carers* and agree on exchanges of employees in the cross-border region in the area of care for the elderly and sick. Partner institutions will also cooperate in the organisation and implementation of an international conference on **Care for the elderly and sick**, which will be held in January 2003 in Škofja Loka. Representatives of the School of Health, the School of Social Work, the Union of Associations of Nurses and Medical Technicians of Slovenia, the i-care company and the German Fachschule für Altenpflege are also expected to make their contributions.

Together with our partners, we at Škofja Loka Folk University hope through this project to make at least a small contribution to improving care of the elderly and sick in the Škofja Loka area and in Austrian Styria.

Matej Polajnar, Škofja Loka Folk University



## SLOVENIA FROM NOVIČKE TO NOVIČKE

### Ten years of renewal of secondary education **Declining interest in vocational and professional education**

In Portorož at the end of November, in the closing session of the three-day professional meeting of principals of secondary schools and halls of residence, minister of education, science and sport Dr Lucija Čok shed some light on ten years of renewal of secondary education. She summed up by stating that the numbers enrolling in *gimnazije* are rising, while interest in vocational and professional education is on the wane. She predicted based on demographic data that the number of secondary school pupils would fall in future school years. Given these conditions, consideration will have to be given to abandoning educational programmes for which there is insufficient interest.

Demographic data show that the 2002/2003 school year is the last when the number of pupils enrolling in the first year of secondary school is roughly the same as it has been to date; from here on it will decline. Equally, the structure of enrolment is also changing, with declining interest in vocational-professional education and growing interest in enrolment in *gimnazije*. There is increasing interest in education in vocational-technical programmes and in the creation of technical *gimnazije*. The minister gave a critical assessment, stating that although this contributes to improving the educational structure, it does not at the same time mean that a higher proportion of the population is succeeding at higher levels of education and achieving the same quality knowledge as the small proportion of more gifted individuals.

In connection with renewal of secondary education, the minister warned that a slightly less practical network of secondary schools is emerging, with the main defect being the division into performing a vocation or training for further education with transitions among all levels and the possibility of transferring programmes. Lifelong learning is developing somewhat more slowly due to financial difficulties.

Success in the *matura* is growing, and so the minister has no doubt that the *matura* is a successful project. The vocational *matura* has also been a success, and so the ministry is considering gradual upgrading of the *matura*. Here she mentioned a public tender on



renewal of vocational and professional education, and invited conference delegates to participate.

(summarised from: <http://www.slowwwenia.com/mod/news/>)



### Funding

#### **Laws in the area of education and science and research activities**

On 29 November, the Basic Development Programmes in Education and Science 2003-2008 Act (ZTRP) and the Research and Development Activities Act (ZRRD) entered into force. The former stipulates that funding for development of education and science and for modernising schools and research infrastructure within the context of the plan of development programmes in this period will be no less than SIT 167.7 bn, while the ZRRD sets out the principles and objectives and method of implementing the policy on research and development activities financed from the state budget and other sources, and also defines the organisation of and conditions for performing research and development activities.

In accordance with ZTRP, most funding in the aforementioned period will be allocated to investments in the area of education and scientific activities, amounting to more than SIT 76.4 bn. SIT 27 bn will be allocated to regional networks of further and higher education institutions, SIT 26.9 bn to information-communications literacy, SIT 12.7 bn to knowledge transfer and development-supporting environments in research-development activities, SIT 12.4 bn to development of healthy nutrition, and SIT 12.1 bn to adult education. The lowest annual level of funding to implement this law will be in 2003 (less than SIT 22.7 bn), and the highest in 2008 (SIT 29.5 bn).

In accordance with ZRRD, research and development activities must be financed so as to ensure the effectiveness and transparency of the use of public funds, while the results of such activities financed from the state budget are with certain restrictions public. Research and development activities are conducted by research organisations in the form of programmes and projects, and by private researchers through projects arising out of the national research and development programme. This sets out the starting points, objectives, scope, financing method and indicators for monitoring the effectiveness of national policy



for the implementation and promotion of such activity, strategic development areas and national priorities for financing such activities, and is adopted for a period of five years by the National Assembly at the proposal of the Government. ZRRD also defines the manner and purpose of establishing a public agency, its bodies and tasks, and public-interest societies. Regarding the organisation of research and development activities, the Act stipulates the conditions to be met by research organisations and researchers themselves, defines public research and public infrastructural institutions and public services, and defines the supervisory bodies.

(summarised from: <http://www.slowwwenia.com/mod/news/> )

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 (Inhab. / sq km): 98.3 • POPULATION OF LJUBLJANA (capital): 330,000



Andragoški center Republike Slovenije  
 Slovenian Institute for Adult Education