

novičke

Summer 2003

- The activity of centres for self-directed learning in 2001/2002 * Designing standards for active citizenship * Some aspects of ten years of study circles in Slovenia * Celebrating the eighth Lifelong Learning Week (LLW) * The latest update on the 7th Adult Education Colloquium 3-12 SIAE EVENTS
- Effective foreign-language teaching in SKB Bank * New concept for the Adult Education Summer School in Ajdovščina? 13-17 SLOVENIAN ADULT EDUCATION SCENE
- Slovenia – presiding ERDI Consortium * On the lecture of Dr Allan Quigley * Successful conclusion to Arion study visit * Broadening and Strengthening the European Dimension of the Lifelong Learning Week Movement * Education and training for governance and active citizenship in Europe * Research on continuing vocational education and training for employees 18-29 INTERNATIONAL CO-OPERATION
- Slovenian e-schools well attended 30 SLOVENIA FROM NOVIČKE TO NOVIČKE



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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SIAE EVENTS

Some data from the analysis of annual reports The activity of centres for self-directed learning in 2001/2002

We will summarise some results from the *Report on the activity of centres for self-directed learning in the 2001/2002 academic year*.

In Slovenia there is currently a network of 33 centres for self-directed learning providing adults with the opportunity to participate free of charge in informal education in the form of self-directed learning. They all have suitable computer equipment, audio and video appliances, with most also providing Internet access; they provide assistance of information staff and counsellors, while participants have access to various programmes for self-directed learning, often using multimedia.

The key findings were:

- From the start of the implementation of the Self-directed learning project up to the end of the 2001/2002 academic year, 22,135 people studied in centres for self-directed learning.
- Centres currently operating have 904 self-study programmes available.
- There are in total 207 learning points in all centres, of which 130 are equipped with multimedia computers.
- Centres open for an average of 44 hours per week.
- Centres for self-directed learning recorded a total of 7,190 participants in the 2001/2002 academic year, of which 2,722 registered for the first time.
- Last academic year, all centres combined realised 100,188 hours of self-directed learning .

The number of participants and the number of hours of self-directed learning are growing each year, along with the growth in the number of learning points and centres. However, the situation for centres (Figure 1 – their distribution in Slovenia), and comparison of data on the number of inhabitants in individual statistical regions show that this activity is far from having equal coverage of all areas of Slovenia.



Figure 1

From the comparative data on population and the number of existing centres in individual statistical regions (Table 1), we can roughly conclude that, compared to other regions, Koroška has the best coverage in terms of the number of centres per capita. Larger towns and places (e.g. Ljubljana, Maribor, Ptuj) have more than one centre open, while in all other regions we absolutely cannot be satisfied with the number of centres, since we are failing to provide an equal distribution of opportunities for non-formal education, which encourages further participation in formal forms of education. The Lower Posavje region does not have a single provider of self-directed learning. In any event, the figure of 37,008 residents covered by each centre for self-directed learning, as is the case for instance in Koroška, is too high for us to be able to provide them with suitably self-directed learning. Even halving this level would still not bring us to a level which the average Slovenian general-education centre for self-directed learning could accept.

Each existing centre on average accepts 250 participants per year. True, there is still much to be done in terms of popularising self-directed learning, primarily a matter for the provider institutions, but on the other hand, suitable conditions must be ensured by the state for the development of adult education, since we cannot conceive of improving the high level of non-education in Slovenia without providing opportunities for self-directed learning.

Region no.	Region	No. of centres in region	Population (last census)	Residents per centre in the region
1.	Pomurje	3	124,081	41,360
2.	Podravje	6	319,907	53,317
3.	Koroška	2	74,016	37,008
4.	Savinje	3	256,976	85,658
5.	Zasavje	1	46,203	46,203
6.	Lower Posavje	-	69,807	-
7.	Dolenjska	2	138,177	69,058
8.	Central Slovenia	7	490,956	70,136
9.	Gorenjska	4	197,102	49,276
10.	Notranjska-Karst	1	50,715	50,715
11.	Goriška	2	120,222	60,111
12.	Coastal-Karst	2	103,873	51,936

Table 1

Data from the reports of self-directed learning providers in Slovenia show that the activity significantly supplements other forms of education, and that it provides participants with additional opportunities for learning and education in these institutions. This does not simply mean supplementing the range of programmes provided by provider institutions; instead, self-directed learning within these institutions represents an important motivating influence through which we ensure an alternative, non-school, individually customised form of learning, which eliminates clichés and outdated concepts of school and learning in general, and thereby also the negative experiences of adults in this context.

Yet more evidence that, through self-directed learning we are building a bridge towards learning customised to the individual, and thereby towards raising the learning consciousness and the need for knowledge, which is the only condition for entry into modern society – a society of educated and learning individuals. Is this not what we want in Slovenia too?

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Education for democratic citizenship

Designing standards for active citizenship

In the last decade, the view that the three important areas of knowledge and skills – reading, writing and numeracy – are a necessary but not sufficient condition for later successful adulthood has become increasingly established in professional circles. The second group of skills which has lately been arousing considerable attention are the new basic skills¹. The resolutions of the European Union summit (Lisbon 2000) defined them as: information and communication skills, foreign languages, technical culture, enterprise and social skills.

Active citizenship is one of the most important social skills and has two main dimensions: the ability to participate in democratic processes at various levels and the actual personal skills of the individual (creativity, problem solving). Promoting active citizenship is part of the process of lifelong learning. It concerns whether and how people co-operate in all spheres of societal and social life, opportunities and risks they encounter, and the degree of belonging and the feeling that their opinions matter.

Active citizenship is one of the six basic skills for which as part of the *European Certificate of Basic Skills – EUCEBS*² project knowledge standards and tools for testing and assessing knowledge are being developed. The partner countries have agreed to set the standards at the difficulty level of completed primary school or completed compulsory education. Designing standards and tools for knowledge testing in the area of active citizenship is the task of the Slovenian Institute for Adult Education. We have approached this task by comparing syllabuses for subjects at the end of primary school which include citizenship education. For the comparison of goals and contents of the subject of Citizenship, we selected Denmark, the United Kingdom and Slovenia.

In Slovenia, the subject of Citizenship Education and Ethics is taught in the seventh and eighth years of primary school (35 hours per year). It consists of compulsory and selective parts. In the compulsory part, students primarily deal with themes relating to themselves and their role in the social group, while the second year is dominated by themes relating

¹ These skills have priority and are included in the Report on Joint European Goals in the Area of Education prepared for the European Union summit in Stockholm (2001).

² Other areas covered by the project are: mutual understanding, arithmetic, information and communications technology, mutual relations. You can read more about the EUCEBS project in *Novičke*: April 2002 and March 2003.

to individual judgements on the problems of the wider community. In the selective part, students together with the teacher jointly design contents based on their interests and current events. There are three general objectives for the subject: acquisition of knowledge of society, development of ethical attitudes and skills (condition for independent, free and responsible social activity) and the development of skills in formulating relatively complex and internally divided citizenship and moral judgement.

Citizenship has only been a compulsory subject in the United Kingdom since the summer of 2002. It is taught at the third and fourth key stages, meaning students in the 7th, 8th and 9th (in Northern Ireland 8th, 9th and 10th) years of compulsory education. The purpose of the subject is to equip students with skills and an understanding of how to effectively participate at the local, national and international levels, and to encourage them to become considerate, responsible and well-informed citizens. The subject, which helps their moral and social development, is divided into three key areas: social and moral responsibility, community involvement and political literacy.

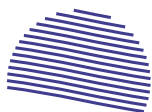
In Denmark, citizenship education is included in the Social Skills subject. This compulsory subject in nine-year primary school is taught 5 hours a week with the intention that students will recognise and understand daily life and take an active role in it; with the help of knowledge of history and a degree of social consciousness, they should develop critical faculties in observing, considering and assessing national and international social conditions and conflicts. Students are encouraged to participate responsibly and actively in their environment.

Some themes of this subject are shared by the syllabuses of all three countries (e.g.: democracy, structure of the national political system, human rights and the rights of the child, Europe, relations among cultures and ethnic groups), but each syllabus has its own specific features. The subject contents in Slovenia mainly differ from those in Denmark and Britain in that the subject contains themes relating to faith, belief and Christianity; the Danish syllabus contains environmental themes not to be found in the English and Slovenian examples; while in the UK, the subject is marked by encouragement of and participation in voluntary work. However the British and Danish syllabuses most strongly equip students with practical knowledge and skills and encourage them to actively participate in society. This very conclusion was key to the design of knowledge standards within the EUCEBS project.

Of course this comparison is only a starting point for the design of standards for the area of active citizenship in the EUCEBS project. We designed the standards based on content

typical of the roles taken by adults (for instance: basic human rights and the rights of pupils, workers and citizens, and the ways to exercise them; the principles of democratic inter-personal relations; critical thinking strategies; and many others).

Darka Kovič (darka.kovic@acs.si), SIAE



Informal forms of learning – study circles

Some aspects of ten years of study circles in Slovenia

Study circles have been well known in Slovenia for some time. Less well-known are their achievements, although there are regular items in the media generating considerable response; increasingly, they are also reported on television. The long-term and multi-purpose nature of study circles, for which the motivation was never in doubt, demonstrate clearly that study circles are a promising form of linking learning with work. Circles bring to institutions, mentors, participants and the local environment a range of contents that formal education does not provide, promoting curiosity, creativity, responsibility and social inclusion, which are the basic conditions for education. Its campaigning nature differentiates it from the financially and organisationally much better supported Scandinavian model. We can only partly describe the scope, since the diversity of study circles defies a black and white description. In their annual reports, 48% of mentors cited all of the options offered (motivation, educational, socialisation, relaxation effects) among the long-term effects of circles on participants. Roughly half responded to the open question about the permanent consequences in the local environment with “changed relations” and “influence on personal and local identity”, while a tenth mentioned “mutual links”. They have thus achieved what many of them set out to do.

Study circles bring together special people – people of incorruptable courage; people who know how to link heritage to modern trends and to pass it down to future generations enhanced with respect; people who, in the seven years that the Lifelong Learning Week has been presenting awards for achievement, have received 16 awards, half for exceptional professional and promotional achievements in enhancing the knowledge of others; people of incredible creative potential and personal dignity that stretches one’s own responsibility, joie de vivre, incredible modesty by today’s standards and nobility of a language which few people speak in Europe.

How many study circles are there at present, and where do they operate? At the end of May 2003, there were 195 circles registered in Slovenia with a total of 2,007 participants in more than fifty different places all over Slovenia, with Ljubljana, Maribor, Celje and Koper not dominating. There are more small towns where the role of circles is somewhat different than in larger towns. An increasing proportion – as many as 16% last year – involve purpose learning!

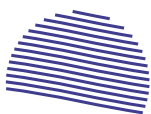
However, the situation is not perfect. One problem is that there are not enough circles or mentors in institutions helping people with special needs. Another problem is that the ever-stronger networks do not however support new measures, such as the system of quality criteria and rewarding the best, since the roles of actors after ten years have diverged, and many circles are growing into new forms of operation. A final problem is that the achievements and establishment of circles do not result in new, broader social support for providers and the Institute for Adult Education – in fact the reverse is true. Nevertheless, the highest professional body at the national level – the Professional Council of RS for Adult Education – unanimously and without reservation support the further development of circles.

However, let us end on a positive note. International co-operation, triggered by educational meetings with Institute for Adult Education guests (Holland in 1994, Rubenson in 1996, Bron in 2001), and the growing number of websites of study-circle providers, have led to direct co-operation between Slovenian and foreign circles. In addition to twenty municipalities, sponsors also financially supported circles (13% of circles). Mentors and circles are thus acting entrepreneurially, which is good but must not become an end in itself.

What dilemmas are faced by study circles in the next ten years? They include:

- They have been, and are likely (at least in some segments) to continue to be, test models for other adult education projects.
- They add to the supply of education in neglected environments, not necessarily only in the countryside.
- They add to the supply of education for people excluded from the knowledge-based society.
- They can attract to learning and therefore also to education vital and cheerful people who are not parents or teachers but are so-called significant others.
- They represent a welcome example of good practice for the Brussels report and domestic strategic documents still awaiting support from the same services and officials.
- Last but not least, they represent an unnoticed potential worthy of interdisciplinary support and detailed analysis.

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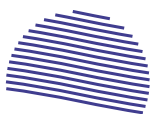
Learning festival in Slovenia Celebrating the eighth Lifelong Learning Week (LLW)

From 13 to 19 October, Slovenia will witness its eighth celebration of lifelong learning. Educational, promotional, informative, cultural, and social events will be held in cities as well as villages, in schools and also in informal settings, at meeting places for different generations, and in homes over the telephone or Internet. Based on figures from previous years, we expect about 600 event providers to come together for this - by now traditional - event. More than 3,000 workshops, presentations, lectures, open days, exhibitions, and many other events are expected to draw the attention of the widest public to the importance and omnipresence of learning, and to the many diverse learning opportunities available, as well as to the challenges faced and the results achieved by outstanding individuals and groups. This year the Slovenian Institute for Adult Education (SIAE) will open the Lifelong Learning Week at the national level by presenting awards for outstanding achievements to 13 award winners – 4 individuals and 1 group for enriching their own knowledge, and 4 individuals, 1 group and 3 institutions for fostering the learning of others. Their stories can provide encouragement and inspiration to current and potential learners, so presentations of award winners (video-based, printed in newspapers and magazines, broadcast on TV and radio) will once again be one of the highlights of LLW.

This year the festival will have a very strong international impact – the Slovenian LLW will form part of the regional Lifelong Learning Festival in South Eastern Europe (see <http://www.inebis.org>). Through the EU project ‘Widening and strengthening the European dimension of the LLW movement’ it will be combined with festivals in five other countries (see <http://www.llw5.org>) and the traditional AE colloquium on the theme ‘Current issues in adult learning and motivation’ will be an attractive meeting place for domestic and foreign experts. You can read more about the last two aspects of LLW in separate articles.

All of us involved in the preparation of this year’s LLW are looking forward to contributing once again to the implementation of the strategy of ‘lifelong learning for all’. We will share our new experiences with you in the Winter issue of *Novičke* – until then you are welcome to visit the LLW web page (<http://tvu.acs.si> in Slovenian, and <http://llw.acs.si> in English).

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Current Issues in Adult Learning and Motivation

The latest update on the 7th Adult Education Colloquium

The Slovenian Institute for Adult Education will hold the seventh Adult Education Colloquium (AQ) in Ljubljana from 17 to 18 October 2003. The colloquium will deal with two important themes in adult education: the characteristics of adult learning and motivation.

In previous 7 AQ announcements, we stressed that reasons for research into adult learning and motivation are constantly emerging: economic, social and technical development results in the need to constantly improve professional skills and raise the level of education. At the same time as “learning needs” are being recognised, the process of de-institutionalisation and individualisation of learning is also underway. Due to the growing demand for learning and declining resources to fund it, all those involved in adult education must find new ways of acquiring knowledge and developing skills. In the recent past, new forms and concepts of learning have emerged that emphasise individual mobilisation and autonomy in learning activities, such as: work-based learning, informal learning, self-directed learning, distance learning, e-learning etc. The need to examine these issues and enhance our understanding of specifically adult learning and motivation is therefore evident.

The importance of the topic is also reflected in the number of proposals submitted. By the deadline for submission of proposals (31 March), 42 abstracts had been received (26 foreign and 16 Slovenian). Participants are from all over Europe: Portugal, United Kingdom, Finland, Poland, Germany, Ireland, France, Bulgaria, Denmark and Israel.

We are happy to announce that invited speakers presenting papers at the Colloquium will include:

Dr. Milka Atanasova (Bulgaria) will present her findings on cognitive, social and meta-cognitive aspects of motivation in a paper titled: *“Counteracting student passivity in a teacher-training course Andragogy”*. In his paper *“Social cognitive theory of motivation and adult education participation”*, Dr. Philippe Carré (France) will present groundwork and findings for his research project on various psychological aspects of adults’ motivation to learn. Dr. Linden West (United Kingdom) will be participating in the Colloquium for the second time this year. His presentation focuses on biographical *issues in adult learning, and is entitled “Why people learn: adult learning in a changing world”*. Dr. West will also run a workshop dealing with the role of biography in the research of adult learning and motivation. We are also delighted that Dr. Knud Illeris of Roskilde University in Denmark will attend the conference. Dr. Illeris is an expert in the study of learning, and

will participate in the Colloquium with a paper “*What is significant for adults’ learning?*”. In his paper, he will present the three dimensions of learning described in detail in his new book. Dr. Ekkehard Nuisl von Rein of the German Institute for Adult Education (DIE) will describe options to improve regional learning opportunities with the help of co-operative team work in a paper “*Further Education in Regional Co-operation*”.

As well as the invited speakers, several proposals will be presented in 4 different thematic groups covering: new technology for learning, theoretical concepts of adult learning and motivation, presentation of empirical results dealing with this topic, and presentations of various projects intended to improve the quality of and access to learning.

As you may already know, all important information regarding the Colloquium is available on our web site at <http://llw.acs.si/ac/07/>. We recently updated the site with travel information and various options for accommodation. We have also provided some interesting information about Slovenia for those visiting our country for the first time. The conference programme and abstracts will soon be published on the site.

Finally, allow me to once again emphasise that the 7th Adult Education Colloquium is part of the 8th Lifelong Learning Week in Slovenia, and is one of the expert workshops organised as part of the 1st Regional learning festival for South Eastern Europe.

Marko Radovan MA (marko.radovan@acs.si), SIAE



SLOVENIAN ADULT EDUCATION SCENE

On language education Effective foreign-language teaching in SKB Bank

In this article, I wish to describe the basic findings and experience gained over two years in the quality management of language policy in a bank. Due to the strategic links established with the French Societe Generale Group bank, language education was a priority in 2001.

Strategy of foreign-language learning

The foreign-language education strategy in the bank was to rapidly acquire as much useful knowledge as possible that participants could use in their daily work. Recently, our attention has been focussed on finding the most appropriate forms of learning with regard to individuals' characteristics. Modern learner-focused approaches respect individual diversity in learning. Today there are many options for acquiring knowledge and language skills, and we can learn them in different ways. Information technology offers the possibility of learning using CD-ROMs, various learning materials and dictionaries, while independent learning is possible over the Internet with the help of a mentor or language expert (telephone help). The communicative approach, emphasising original communication and learning activities, is becoming increasingly established.

Successful management of language education is based on the following elements: quality trained teachers, programmes tailored to participants, customised teaching approaches, usefulness of materials, appropriate group sizes, individual consultations, the provision of feedback and the creation of a friendly and conducive atmosphere for learning. It is very important that professional participants and providers keep up-to-date by familiarising themselves with all innovations concerning programmes, new textbooks and language-education methods. We have prepared an internal protocol defining responsibilities and operating methods, as well as interconnections of various responsible parties at all phases of learning. The role of management is essential in defining needs and educational objectives, and to support the objectives set and assessing results.

Language education has the greatest effect when participants have the opportunity to use the knowledge acquired in their daily written and oral communications. Learning methods are closely linked to the work duties of the individual, and to the prior knowledge, motivation and interests of employees. Courses are customised. There is oral and/or written testing at the end of each module. Teachers assess the progress of individuals, and participants receive very detailed feedback. Based on measurement of individual and group progress, we find that a great deal can be achieved in learning foreign languages in a short time. Foreign-language learning in the bank is marked by flexibility and economy, reflected in the effective linkage of theoretical knowledge with the practical requirements and skills of participants. The link between learning materials and actual language problems in the workplace is made on the basis of individual consultations on homework and translations. In addition to great professionalism, teachers show dynamism, the ability to motivate participants, dedication and a love of teaching.

Participants most often praise the following elements of successful learning:

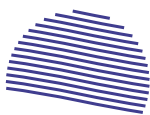
- Professionalism and flexibility of teachers, and their readiness to solve problems at the time,
- Discussion of themes used by participants in their work,
- Systematic provision of knowledge,
- The use of different teaching methods and techniques,
- Active participation by learners.

It must be emphasised that participants realise that good knowledge of foreign languages is essential for successful work.

Concluding thoughts

The objective of European language policy is to enable citizens to learn languages throughout their lives. The European Council has devoted considerable attention to promoting language diversity and encouraging the learning of foreign languages. European language policies are based on the assumption that language skills provide people with new opportunities. Language learning is a lifelong process. Individuals and organisations in Slovenia are increasingly aware of the importance of good knowledge of foreign languages. All of us involved in the language-education process are guided by the following belief: *“If you believe in yourself, you can achieve it.”*

Darja Zorko Mencin MA (darja.zorko-mencin@skb.si), SKB Bank



On relations, on understanding

New concept for the Adult Education Summer School in Ajdovščina?

Some people probably feel that this year's *9th Adult Education Summer School of the Education and Adult Education Department of the Faculty of Arts in Ljubljana* – entitled *Mutual relations and understanding* – is moving away from its basic mission: studying, promoting and expanding education for local and regional development.

Traditional themes of the Adult Education Summer School

After ten years of the School, the process of European Union membership is seeing the School's traditional themes become basic themes in adult education. This involves education relating to issues of regionalisation and state subsidiarity, local development, mutual economy or local employment initiatives, local job-creation culture, cultural, environmental and industrial tourism, equal opportunities for all, literacy, consumerism, education for sustainable development, education in rural areas, small towns and villages, consolidating civil society and active citizenship, planning, writing proposals, and managing European projects.

The designers and organisers of the School had to devote relatively considerable effort to informing the population, local authorities and not least adult educators and educational organisations that they can expand their knowledge early in areas considered unnecessary in our environment. The School announced coming needs throughout the year. This is also one of the tasks of adult educators and adult education. Today, demand for such education is thriving. It is not surprising that quite a number of places are inviting the Adult Education Summer School. It would appear that the presence of the school in a locale helps to resolve numerous local issues, increases the self-confidence of local people and authorities, and provokes learning and activity by residents.

As usual, this year's school is accompanied by a broad public campaign, since nothing will change in education for the population and individual social groups if we do not at the same time exercise influence over the environment and life itself! For this reason, we are deliberately promoting ideas and knowledge in the environment through the media.

Local and also international school

Each year, the School has hosted respected foreign experts. It soon became an example of good practice in UNESCO's ALPHA project. The film we made in conjunction with RTV

Ljubljana, UNESCO and Télé-Université from Montreal presented the School and Slovenia at the CONFITEA conference in Hamburg. Last year, the Adult Education Summer School was transformed into an international event, since alongside the traditional support from the Ministry of Education, Science and Sport and the Municipality of Ajdovščina, it also became a Grundtvig project.

Relations are important for the community

This year's School was devoted to inter-personal relations and understanding. At first glance, we moved away from the community, but only at first glance! A local community is a community because it lives in a particular area. Such areas differ in size and are closely linked – so closely that we can only engage with this area through awareness, cultural sensitivity and continuous spatial development. *Tout se tient, as the French say, Everything is inseparably linked.* The living conditions and development of the residents of a local community thus depend on the natural and built environment, legal-administrative relations in the environment, the economy, culture and last but not least, indeed primarily, social relations. It was such relations and spatial extent to which we devoted this year's School.

Research leading to the School

This year for the second time the School took place in two parts. In the first part, adult-education students and other participants, including mentors, researched the needs of residents and social relations in the community. This field research marked the beginning of training of residents of local villagers for local development. The basic finding is that there is a lack of organised structures in these places for active residents (few public institutions, active societies, self-help groups). The Church seems most active, having introduced several forms of learning and activity. Residents need education to launch initiatives and activities. There is a need for mobile services of all sorts, and educational and cultural events. It appears that film clubs and information-education newspapers in rural areas can play an important role. The spread of new technology appears to be a priority task to strengthen mutual relations. Furthermore, municipal announcements about local events for residents could be sent by mobile telephone, as in individual French villages. One important finding was that forms of education can attract villagers.

The first and second parts of the School were staged in co-operation with *Ajdovščina Folk University* and the new *Residents' House* in the town. Almost thirty participants studied the importance of emotions, the life-story method and detailed analysis of rela-

tions in adult learning groups and the local community. The teacher, *Bernarda Rudolf Mori*, described the operation of MOCIS from Slovenj Gradec: “When the whole place learns mutual relations”. *Prof. Ana Krajnc*, *Asst. Prof. Dr Nives Ličen*, *Asst. Prof. Dr Nena Mijoč* and *Asst. Prof. Dr Dušana Findeisen* introduced other themes concerning mutual relations. Following the example of some learning conferences in Denmark and the Salzburg talks, the organisers arranged a so-called bazaar of educational programmes and ideas in stands for participants’ organisations. They added learning oriental dances. Meanwhile the editors of *Šolski razgledi*, who joined the public campaign, were also involved in publishing numerous articles on mutual relations.

It could be said that the Adult Education Summer School is also the fruit of relations.

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INTERNATIONAL CO-OPERATION

Consortium of European Research and
Development Institutes of Adult Education

Slovenia – presiding ERDI Consortium

The annual assembly of the Consortium was held in Leicester in May 2003 (9-11). The ERDI – Consortium of European Research and Development Institutes of Adult Education – brings together 15 distinguished institutions from all over Europe. Current ERDI member institutions are from: Belgium, Denmark, Finland, Germany, Greece, Ireland, Italy, the Netherlands, Norway, Portugal, Romania, Scotland, Slovenia, Switzerland and the United Kingdom. In principle, only one institute from each country is a member of the consortium. Slovenia joined the ERDI in Athens in 2002.

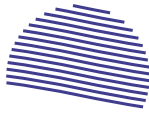
The consortium is a place where members establish creative links through joint projects, seminars, assemblies and publications. The main decision-making body is the annual assembly, held each year in a different ERDI member country. This year the electoral assembly was attended by twelve member countries and a candidate – Sweden.

Apart from issues dealt with by every assembly (finances, future plans, admitting new members), the substance of the assembly was devoted as usual to three themes:

- presentation of recent developments in adult education in the host country;
- presentation of recent developments in adult education in ERDI member countries;
- presentation of recent development projects in the host country – Learndirect was presented.

This year's annual seminar will be held in Greece in November, and will involve presentation and discussion of the results of the New Learning Pathways project. In 2004 ERDI members will meet in Switzerland to reflect on the path taken in the 10 years since the Consortium was established and to discuss the next 10 years. Slovenia will host the 2005 assembly.

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How low-literate adults learn On the lecture of Dr Allan Quigley

“The only time I stopped learning was during education.”
(George Bernard Shaw)

On Tuesday 13 May, the Slovenian Institute for Adult Education hosted Canadian professor *Dr Allan Quigley*, who has been involved with adult literacy for almost thirty years. He began his career path as a teacher in literacy programmes, and continued later as a professor of adult education and literacy at Penn University in the USA. Since 1997, he has been head of the Department of Adult Education at St Francis Xavier University in Antigonish (Nova Scotia, Canada).

In his introduction, Dr Quigley presented some unusual historical examples concerning literacy and adult learning, emphasising that knowledge and learning have always been firmly embedded in the balance of political power and the domination of one part of the population over another. In the 20th century, many oppressed people exercised their rights, but there are still groups on the margins of society, including low-literate adults. Dr Quigley emphasised that adult participation and interest in education are continually growing. Educationally active adults are typically educated, economically strong and in better jobs. The bulk of the population (both in Canada and Slovenia) urgently needing education due to the threat of social exclusion are not in education. Various survey data show that this part of the population is generally less literate. Such facts are of course always provocative, but they are neither new nor surprising. Similar results were shown by early research into adult participation in education (Lorimer, 1931; McGrath, 1938), and they have not changed very much over the years (Literacy and Participation in Education, SIAE, 1998).

Dr Quigley wanted to emphasise in his presentation the role and challenges represented by this population for policy, researchers and practitioners. He warned that the best-established models used in an attempt to clarify the factors of individual motivation for participation in education (e.g. Boshier, 1977; Cross, 1981; Miller, 1967; Rubenson, 1978), are not best suited for predicting and understanding the motivation of this population, since they only explain a small proportion of the reasons for which individuals are attracted by or reject education. Studies conducted on non-educating populations by Beder (1989 & 1990), Hayes (1987) and Quigley (1997) have shown that the main reasons (barriers) pushing low-literate adults away from education are dispositional, relating to negative school experience. They found that even when such situational (usually cited as the most

important) and organisational barriers are removed, such adults will not participate in education. Why? Because education seems unnecessary, inappropriate and too difficult for them. The main barriers thus involve recognition of relevance, expectations, identities and competences. In his research, Dr Quigley found that educationally inactive adults with inadequate education think about education at three levels, and not uniformly:

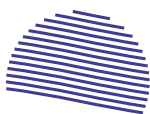
- *Education as an idealised, highly desirable objective,*
- *Learning as a necessity,*
- *Schooling as something unacceptable.*

The belief that low-literate adults are passive in learning (or any other way) is therefore mistaken. Dr Quigley believes that it is often researchers who confirm this picture. Low-literate adults learn, and continually at that, but they strongly dislike using formal learning paths. International literacy research (IALS, 1998) has shown that under-educated (and low-literate) adults most often obtain information from newspapers (64%), radio (70%) or television (85%), but rarely go to libraries (76% answered “never”). Dr Quigley asserts that the reasons for such results lie in negative school experiences, which are so firmly anchored in these adults (in attitudes, expectations and the like) that they are discouraged by anything linked to some formalised form of learning.

What can we do? One precondition for motivating low-literate adults and for lower drop-out rates (his data suggest that in Canada and the USA, around 30% drop out of literacy education programmes in the first three weeks) is that the design and implementation of education follows from the realities faced and lived by this population. In this sense, the expectations, needs and learning methods of low-literate adults must be taken into account in the design of educational content and programmes. In a broader framework, we must in future focus our attention on designing learning opportunities under informal paths, and to this end make better use of the educational power and roles of television, radio and newspapers.

The introductory quotation therefore very well reflects the characteristics and attitudes towards learning of low-literate adults. Unlike adults who (more or less) successfully go through all forms of formal, informal and ad hoc learning, formal forms of learning represent a kind of threat to low-literate adults; educators must be aware of this and take it into account in their work with such adults.

Marko Radovan MA (marko.radovan@acs.si), SIAE



Lifelong learning and adult education in Slovenia Successful conclusion to Arion study visit

Slovenia

Slovenian sky – our regard for you is overwhelming like the sky

Slovenian stone – our resolve and determination is strong like stone

Our hearts blossom with you and like scattered rocks

through so many countries of this united Europe

We will remember your face – Slovenia

(Arion participants)

On Friday 16 May 2003, we successfully concluded a five-day study visit under the Arion programme. This is a successful European Union programme launched in 1978. Initially it was an independent programme, but since 1995 it has been part of the Socrates programme. Slovenia has participated in the programme since 1997.

The objective of this programme is understanding of European education systems and comparison of education policies and experience among different countries. It is aimed at all decision-makers in the education sector. It takes place in the form of study visits to individual countries. The official language is English.

This year's study visit for the Arion programme – on the theme of *Lifelong Learning and Adult Education in Slovenia* – was organised by the Slovenian Institute for Adult Education. We hosted eight participants – experts from various European countries and organisations.

In the opening days, participants presented their education systems: the *Belgian education system and the IPSOC programme*, and the international student exchange system; the *Danish education system* and folk universities, the system of financing and tuition fees, forms of informal education and links with other European countries through international projects; the *Portuguese education system*; and *the role of lifelong learning in Great Britain* and links among organisations on the local, regional and national levels. The education systems of *Finland, Estonia, Latvia and Bulgaria* were also presented.

Slovenian Institute for Adult Education staff accompanied study-visit participants to various institutions linked to adult education: CPI Cene Štupar, ELES d.o.o. – Education Centre of Slovenian Electric Power System, the Velenje Schools Centre, Gorenje d.d. – education chatroom, Velenje Folk University, UPI Žalec Folk University, the Ministry of Education,

Science and Sport – Adult Education Division (Section for Adult Education), Centre of the Republic of Slovenia for Vocational Education and Training, Association of Slovenian Adult Education Centres (including presentations of Glotta Nova d.o.o., Slovene Adult Education Association, Secondary Commercial School Ljubljana and RIC Novo Mesto Development and Education Centre), CDI Univerzum, The Third Age University of Slovenia in Ljubljana, the Inspectorate for Education and Sport and the Ministry of Labour, Family and Social Affairs. Participants were informed about the activities and organisation of various educational organisations, their links with social partners, the development of employee education in companies, links with local schools, and adult education legislation and systems in Slovenia.

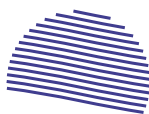
Programme evaluation and feedback confirmed that we organised the study visit well. The information that participants received before coming to Slovenia was appropriate and provided in good time. The expectations of participants were largely realised, and they also praised the friendly welcome from organisers. The nature of the programme meant that there was little time for city tours and visits to cultural events, but the urban pulse of Ljubljana left its mark, as witnessed by the photographs published at <http://www.handyweb.dk/Arion/index.htm>.

Most presentations received high marks (Slovenian Institute for Adult Education projects, Gorenje, Ministry of Labour, Family and Social Affairs), while some received particular praise (The Third Age University of Slovenia in Ljubljana, guidance centre at UPI Žalec Folk University, Centre of the Republic of Slovenia for Vocational Education and Training, study circles and Ministry of Education, Science and Sport – Adult Education Division).

Arion ended with an informal lunch and relaxed conversation. To conclude, allow me to present a few more opinions and praise provided by study-visit participants:

- **Mike Platten (United Kingdom):** *Great visit which will lead to further contacts. We were superbly looked after.*
- **Riet Lacombe (Belgium):** *Thank you! It was an impressive and very interesting experience.*
- **Flemming Gjedde (Denmark):** *Thank you for showing us Ljubljana and Slovenia. We look forward to have you in the European Union.*
- **Špela Jurak (CDI Univerzum):** *Thanks also to the Institute for Adult Education for inviting us to participate in the Arion programme. It was a pleasure, and we also learned something new! I believe we will cooperate further.*

Neda Dordević (neda.dordevic@acs.si), SIAE



LLW Grundtvig

Broadening and Strengthening the European Dimension of the Lifelong Learning Week Movement¹

The Slovenian Institute for Adult Education is co-ordinating the project. Together with partners from Bulgaria (Federacija “Znanie”, Sofia), Germany (IZ/DVV, Bonn), Romania (AN CZEA, Arad) and Spain (Universitat de Barcelona – CREA and Federacion Espanola de Universidades Populares - FEUP), we are striving to accomplish the project’s global aims – to take stock of accumulated expertise, create a short-term strategy and develop an action plan to strengthen and broaden the European dimension of the Lifelong Learning Week (LLW) movement. Five concrete objectives have been defined:

- the sharing of accumulated experience and expertise and the transfer of know-how relating to the promotion of lifelong learning through Lifelong Learning Weeks (LLWs)
- the establishment of national frameworks for planning and implementing national LLWs, evaluating their impact and disseminating their results;
- the organisation of national festivals of learning and one collective event (in Spain);
- the production and dissemination of high-quality information and promotional material and services, mainly web-based;
- the establishment of cross-country as well as national networks for the promotion of the ‘lifelong learning for all’ strategy.

These objectives are rooted in the commitment and strong belief of all partners that learning festivals are an important tool for the advocacy and promotion of the implementation of the strategy of ‘lifelong learning for all’ among different population groups. That all partners understand the intrinsic value of learning festivals plays a crucial role in the process of designing and implementing LLW and disseminating project results. The mission of learning festivals is to reach out to ordinary people and others with power and influence, and thus to have an important impact on the democratisation and popularisation of adult education, to ensure broad participation by civil society, to establish mutual understanding and partnership and to initiate changes in adult education and lifelong learning policies.

The project brings an innovative approach to the LLW movement based on fostering the two European dimensions of the LL strategy - lifelong and life-wide. The LLW model being developed and implemented by partners in LLWs involves all generations, includes various thematic fields and all sectors of public and private life, and creates links to foster mutual understanding and support, acceptance, collaboration, sharing of interests, achievements and joy. Above all, the LLW provides meeting places for educators and learners while also allowing for the flexible interchange of these roles.

¹ EU Socrates sponsored project, 2002-2004 (<http://www.LLW5.org>)

To accomplish these aims, activities covering 8 areas have been planned with clearly defined outputs and results.

The first area deals with identifying the current state and needs in the field of lifelong learning and results in national reports. National reports discuss the following topics in each participating country: definition of the concept and main aims of LL strategy; involvement of national and local authorities and the contribution of partners and professional associations regarding the LLW strategy; institutional arrangements established to co-ordinate the strategy; the main features of the pilot project established by public authorities; activities established to promote the LL strategy; and outlines of the main examples of good practice.

The second area provides the basic infrastructure for LLW movements in participating countries: two outputs are achieved: networks of national and regional co-ordinators, and the Manual for LLW co-ordination as a basic tool providing an overview of co-ordinators' basic tasks in planning and implementing a national LLW and developing links with international LLWs.

In the third area, a high-quality corporate image and visual promotion of LLWs have been created (logo, poster, and leaflet) and are being used by all partners.

In the fourth area, IC tools and materials are being developed: the project's web page, E-bulletin and, by the end of the year, a web calendar of LLW events in Slovenia, Bulgaria, Spain and Romania.

The ultimate goal of the project - enriched (Slovenia, Bulgaria, Germany and Romania) or newly established national celebrations of LLWs and one collective event - both in Spain - is covered by the fifth and the sixth areas of activity. The central events include the Spanish annual educational awards (focusing on campaigns to promote adult literacy skills and developments for socially deprived groups), the national meeting of participants and agents involved in adult education (Day for Participants of Popular Universities, organised by FEUP), the Dialogue Literary Circles Congress (a national meeting of individuals from different AE entities) and a seminar on active learner participation. Project members will actively participate in all the events while at the same time designing and implementing other activities to enrich the first Spanish LLW and the collective event (e.g.: Slovenia will prepare a video presentation of three examples of good practice).

The seventh area covers monitoring and evaluation. The outcomes consist of two evaluation models - one related to project processes, outputs and partnership meetings, and the other to LLWs/LFs and the collective event. The first model - evaluation of the project processes,

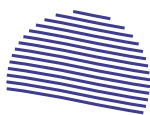
outputs and partnership meetings – covers four aspects (target groups, project structure, project management, and transnational partnership), evaluation of partnership meetings, and evaluation of selected products. The second evaluation model – evaluation of LLWs and the collective event – defines evaluation principles, subjects and aims of evaluation, indicators, aspects and contents of evaluation.

The eighth and last area covers two issues: dissemination and media promotion of the project and the lifelong learning for all strategy. The aims, tools, dissemination process as well as levels and institutions responsible for dissemination are outlined, while a draft media promotion plan is given in the Manual for co-ordinators, who will adapt and improve it to take account of their country's specific features.

From September to the end of November 2003 LLWs will be organised in all participating countries (with the exception of Germany). They will later be evaluated to take account of the new knowledge and experience gained from the activities described in the project. Results will be used:

- by key personnel in partner institutions responsible for national co-ordination of LLWs;
- by other institutions (networks in participating countries). They will act as multipliers of the LLW movement at the national, local and international levels in the process of motivation, co-ordination and linking various partners, and evaluating and disseminating the results of the project. These institutions will be providers of LLW events, sponsors, promoters, or media or national and local government representatives. Furthermore, the project results will address the general public and certain target groups by raising their awareness of the importance and omnipresence of learning and inviting them to join the LLW movement by getting involved in educational activities themselves;
- at the international level, by becoming part of the international campaign to launch and promote learning festivals;
- the LLW movement is aimed at all generations and at people of all status and roles. However, according to national reports, the LLW movement will contribute to the promotion of equal opportunities and better understanding among different groups of people in several ways: by organising learning events that will present learning possibilities, counselling support and the benefits of becoming a learner for marginalised groups; by promoting exceptional life stories of successful individual learners, groups of learners, learning communities, organisations; by promoting groups, associations and organisations successful in enhancing access to learning for non-learners and would-be learners; by involving distinguished individuals as participants in LLW/LF events and thus raising the profile of the learning event.

Olga Drofenik (olga.drofenik@guest.arnes.si), project co-ordinator



Education for democratic citizenship

Education and training for governance and active citizenship in Europe

The ETGACE research project is financed by the European Union as part of the 5th framework programme, the action goal of which is to improve basic socio-economic skills. The full title of the project 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*

The project aims to promote policies and learning strategies which foster tolerant and inclusive approaches to active citizenship and governance. It has been implemented in six European countries: Belgium (Catholic University of Leuven), Spain (University of Barcelona), the Netherlands (Catholic University of Nijmegen), Finland (University of Helsinki), the United Kingdom (University of Surrey) and Slovenia (Slovenian Institute for Adult Education).

The research took place in the following phases:

- We reviewed the literature and policies on active citizenship and governance at the national and European levels.
- Through in-depth interviews, we investigated how adults learn active citizenship and governance. The sample covered men and women from two age groups: 25-40 and 55-70.
- With groups of experts we designed educational methods and intervention strategies, as well as criteria for their evaluation. We linked the life-story method to the most important methods to promote learning of active citizenship.
- We ensured a participative approach to the design of the research by involving educators, policy makers, teachers, designers of teaching materials and other end users in a consultative committee.

We presented our findings in workshops, seminars and conferences and in various printed and electronic materials. The website <http://www.surrey.ac.uk/Education/ETGACE/> provides detailed information on researchers and the project itself, and a report on each phase of the research, a manual intended for active citizenship educators, and materials for independent learning. A scientific monograph is in the final phase of preparation.

The manual, learning materials and monograph attempt to answer the following questions:

- What is active citizenship? Where can we find active citizens in society?
- Who are active citizens? Do active citizens have any typical characteristics?

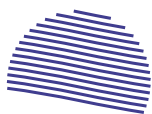
- What forms of active citizenship are recognised?
- How do people learn governance and active citizenship? What are the key features of the learning process?
- Which methods are effective in promoting and developing active citizenship?

Here are some short answers:

- We noticed various forms of active citizenship in all areas of research: in the area of the state, work, civil society and the private sphere. Individuals continually adapt and compile experience from all of the areas mentioned. In addition to critical moments in private life, changes in the political, social and economic spheres also influence the form of implementation of active citizenship.
- Active citizens and the organisations representing them have a special capacity for adapting personal experience to changing conditions in various areas. Far-right and other “excluding” organisations also have these abilities, but do not contribute to the formation of a democratic society.
- We view various forms of acceptance of social responsibility for active contributions to democratic society as active citizenship. Traditional and innovative forms of active citizenship, as well as those in the private sphere, must be recognised and encouraged. Interventions based on a bottom-up approach, as well as other established and recognised interventions must be promoted.
- Learning active citizenship is a lifelong process occurring through the constant involvement of the individual with his or her social environment. Responsibility, ability and connections are preconditions for learning active citizenship.
- We learn active citizenship in democratic contexts and democratic organisations, and through democratic decision-making; this primarily means overcoming differences between teachers and learners, promoting the free exchange of opinions and enabling equal participation opportunities. Such learning takes place in and is intertwined with a particular social environment.

The continuation of the research – Re-ETACE – is also being conducted as part of the 5th framework programme of the European Union. This time, research is being conducted in Hungary and Romania. The methodology and objectives are not significantly different, allowing us to obtain data comparable with previous research. The Slovenian Institute for Adult Education and the Universities of Leuven and Nijmegen are sharing the role of co-ordinator and consultant.

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Presentation of results

Research on continuing vocational education and training for employees

In January 2003, *Statistics in Focus*, issued by Eurostat, published an article entitled *Working time spent on continuing vocational training in enterprises in Europe*. The article presented some of the results of the second international statistical *Continuing Vocational Training Survey (CVTS2)* on the working time which companies use for continuing vocational education and training for employees. The research was conducted in 2000 and 2001 in the European Union countries¹, Norway and the EU candidate countries, including for the first time Slovenia.

The time companies use for continuing education and training for employees as a proportion of the total working time² is an important indicator of the efforts of companies to provide such education for their employees. Other factors also influence the proportion of working time spent on continuing education, including: average working hours in the country, the extent of overtime and the economic situation in the country. Another important indicator is the number of hours of education per participant, which shows the intensity of continuing education. Both indicators together point to the importance employers ascribe to continuing education and training for their employees.

The proportion of total working hours spent on education and training ranges in European companies between 2 and 14%. In the Scandinavian countries and the Netherlands, the figure is above 10%, while the proportions in candidate countries are under 4% (except Slovenia 4% and Czech Republic 6%).

Analysis of the proportion of time spent on continuing vocational education and training of employees per 1,000 working hours showed for different-sized companies³ that companies in candidate countries use considerably less time for continuing vocational education and training of employees than companies in the European Union countries and in Norway, regardless of the size of the company. The amount of working time spent on continuing vocational education and training for employees depends on the size of the company. The general pattern is that the proportion of time spent on continuing vocational education and training for employees grows with the size of the company. In Slovenia, small

¹ No data are available for Greece, Italy and the United Kingdom.

² Duration of education per 1,000 working hours.

³ The size of a company is defined by the number of employees: small businesses (10-49 employees), medium-sized businesses (50-249 employees) and large businesses (over 250 employees).

and medium-sized companies use the same proportion of time for continuing vocational education and training for employees (3%), while large companies use 6%.

Analysis of the proportion of working hours spent on continuing vocational education and training for employees across selected company activities⁴ showed that financial service companies allocate more time for employee education, also in countries with low proportions of education in other sectors (and in Slovenia). In the Scandinavian countries and Luxembourg, the proportions are highest in the real estate and business services sectors.

The average number of hours of education per participant in continuing vocational education and training ranges between 24 and 42 hours. Average employees receive the least education in the Czech Republic (25 hours) and Slovenia (24 hours).

Analysis by sex of the number of hours of education revealed no clear differences in the intensity of education between men and women. The greatest differences in education intensity between the sexes were found in Denmark and Bulgaria, where women receive more education, while in Luxembourg, Slovenia and Finland, men receive more.

Analysis by company size of the number of hours of education per employee revealed relatively small differences. In some 17 countries, the number of hours of education per employee was greater in small businesses than in medium-sized businesses. In almost all candidate countries, small companies spend more time per employee on education (43 hours in Slovenia), while medium-sized and large companies spend more time per employee in the European Union and Norway. The level of intensity of education per employee with regard to company activity is most harmonised in Sweden and Belgium.

Research data show that the Scandinavian countries ascribe much more importance to continuing vocational education and training for employees than candidate countries for EU membership. Unfortunately, Slovenia is also ranked among countries which allocate insufficient working time to continuing vocational education and training for employees.

Erika Brenk (erika.brenk@acs.si), SIAE

⁴ Company activities: reprocessing, trade, repair of motor vehicles, financial services, real estate, leasing and business services, other public, joint and personal service activities, other.



SLOVENIA FROM NOVIČKE TO NOVIČKI

Web access in schools Slovenian e-schools well attended

Two years ago, the Ministry for the Information Society launched an interesting project entitled E-school, under which schools, which had previously been more or less closed to the general public, opened up to everyone with help from the Ministry of Education, Science and Sport. Anyone can enter the classroom of e-schools and, with the help of a mentor who is always present, learn basic computing skills and how to find information on the worldwide web. E-schools are opening mainly in places with no public internet access points, such as Internet cafes or libraries with computers. Current figures suggest that there should soon be 21 in Slovenia.

The Ministry for the Information Society claims that e-schools are well-attended – 38,425 people visited them last year. They are convinced that this is the right way to obtain greater knowledge in using the world wide web. In Slovenia, we do not pay enough attention to this important area, even though we know that the majority of information we need in our daily work and life is already on the web.

Further information on Slovenian e-schools can be found on the web site of the Ministry for the Information Society at <http://mid.gov.si/mid/mid.nsf>.

(summarised from <http://www.ljnovice.com/> and <http://mid.gov.si/mid/mid.nsf>)

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): 20.266 • POPULATION: 1,990,000 • POPULATION GROWTH (%): -0.3
 • DENSITY (inhabs. / sq km): 98.3 • POPULATION OF LJUBLJANA (capitol): 330,000



Andragoški center Republike Slovenije
 Slovenian Institute for Adult Education