LIFELONG LEARNING STRATEGY IN SLOVENIA

Ministry of Education and Sport of the Republic of Slovenia
July 2007

**<u>REPUBLIC OF
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MINISTRY OF
EDUCATION AND
SPORT**

Title: **Lifelong learning strategy in Slovenia**

This Strategy was adopted and approved by: Minister of Education and Sport of the Republic of Slovenia Milan Zver, PhD. The draft strategy was prepared by the Working Group on preparing Lifelong Learning Strategy, appointed by the Minister of Education and Sport. The Board was headed by Zoran Jelenc, PhD, and the members were: Andreja Barle Lakota, PhD, Slavica Černoša, PhD, Vesna Dular, Angelca Ivančič, PhD, Petra Javrh, PhD, Natalija Komljanec, PhD, Barbara Krajnc, Nena Mijoč, PhD, Slava Pevec Grm, MA, Betka Skuber, Zorica Šimunič, Amalija Žakelj, PhD. The Strategy was approved by: Council of Experts of the Republic of Slovenia for General Education, Council of Experts of the Republic of Slovenia for Vocational and Technical Education and Council of Experts of the Republic of Slovenia for Adult Education. The Strategy was prepared by the Ministry of Education and Sport with the financial assistance by the European Commission.

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0   INTRODUCTION

A lifelong learning strategy in Slovenia has been prepared pursuant to a decision by the Minister of Education and Sport of the Republic of Slovenia[1] within the implementation of the EU programme Education and Training 2010.

The text consists of:

- the central text, divided into seven chapters, four of which are fundamental: Objectives of the strategy /Chapter 2/, Strategic cores /5/; Continuity of learning by ages and levels /6/; and Measures for the implementation of the strategy /7/; and the remaining three chapters are the following: Introduction /0/, Strategic development vision of Slovenia /1/; Platform and basis for the strategy /3/ and Key terms /4/;

- an annex with additional explanatory notes contains additional explanations, supplements or breakdowns of those strategy items and definitions which are important for understanding the text, however, they do not belong to the central text of the strategy;

- an annex with a review of selected references;

- an annex with a review of the activities for the implementation of the operational programme of the strategy, which is the first design of the operational plan for the implementation of the strategy.

While taking into account European documents as the broadest basis for preparing the strategy, specific situations and estimationes of conditions were the basis for creating the content of the document. In our opinion, focus of our strategy should be on establishing the concept itself and regulating certain strong system deficiencies, while making people aware of how important it is for the adoption and implementation of the strategy. The specifics of our document is mostly reflected in its objectives and strategic cores as well as in the measures required for the implementation of the strategy. In addition to using the current documents, laying down development policy in the European Union and in our country, we also drew on theoretical and expert sources that deal with lifelong learning. The document is more conceptual than operational; therefore, it will have to be supplemented by an operational plan for the implementation of the strategy and indicators for monitoring implementation thereof.

During the preparation of Lifelong Learning Strategy in Slovenia, we used documents which show the achieved situation in the field of education at home and abroad, as well as strategic and operational documents (strategies, national programmes, action plans, resolutions, measures, indicators for monitoring, etc. that have been adopted), which can be used to link, upgrade and supplement the Lifelong Learning Strategy in Slovenia. The list of those documents (Appendix, 1, p. 29) is an integral part of the Strategy.

The implementation of the Strategy should start in 2007 by preparing an operational (action) plan. This document, defining the strategy, will be valid for at least the same programme period as other important documents, connected with the implementation of Lisbon objectives (2007-2013).

1   STRATEGIC DEVELOPMENT VISION OF SLOVENIA

We are going to create conditions in Slovenia which will ensure opportunities for comprehensive development of abilities for everybody. This will contribute to the implementation of the four areas of Slovenia's strategic development objectives concerning social, economic and sustainable development and placement of Slovenia in the international environment. (Appendix, 2, p. 31)

1 Decision by the Minister No. 108-129/205 of 9 December 2005. The Board was headed by Zoran Jelenc, and the members were: Andreja Barle Lakota, Slavica Černoša, Vesna Dular, Angelca Ivančič, Petra Javrh,

Natalija Komljanec, Barbara Krajnc, Nena Mijoč, Slava Pevec Grm, Betka Skuber, Zorica Šimunič, Amalija Žakelj.

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Implementation of lifelong learning strategy will contribute substantially to creating appropriate conditions as well as resulting in an the increased level of innovation in all fields, in economic, social and political life. The fundamental philosophy and principle of lifelong learning is not only to follow the development of the "thinking society" but to constantly dictate such development and the development of a "learning society".

With this strategy, we are introducing lifelong learning in Slovenia as the guiding principle of all education and learning and as the fundamental social development strategy in Slovenia.

2   OBJECTIVES OF THE STRATEGY

The objectives of the strategy are based on strategic objectives of the European Union in the field of education and training as defined in "Concrete future objectives of education systems."

In accordance with the documents for the development of education and training in the period to 2010 as defined by the European Commission, the objectives are as follows:

a/   improve the quality and efficiency of education and training systems in the European Union, with the following more detailed objectives:
  • improve education and training of teachers and teacher trainers,
  • develop skills for the knowledge-based society,
  • make sure that everybody has access to information and communication technology,
  • increase enrolment in natural science and technical programmes,
  • use resources in the best possible way;

b/   facilitate access to education and training for everybody, with the following more detailed objectives:
  • create an open learning environment,
  • make learning more attractive,
  • strive for active citizenship, equal opportunities and social cohesion;

c/   open education and training systems to the world, with the following more detailed objectives:
  • strengthen the links with the world of work, research and wider society,
  • develop an entrepreneurial spirit,
  • increase mobility and exchanges,
  • strengthen European cooperation.

2.1.   Objectives of lifelong learning strategy in Slovenia:

1/ Make sure that all people have access to learning and education in all periods of life, in all areas of life and in all environments. Special attention has to be paid to ensuring educational opportunities for disadvantaged categories of people.

2/ Enhance the awareness that learning results in increased self-confidence, development of creativity, entrepreneurial spirit and knowledge, skills and qualifications, required for active participation in economic and social life and better quality of life.

3/ Make all people aware that they are entitled to learning and education as well as enhance their co-responsibility for their learning and education.

4/ Make sure that everybody has access to tailor-made learning, which means that education and training must adapt to the learner's needs and requirements.

5/ Develop positive attitude to learning and understanding the meaning of lifelong learning in all periods of life; such an attitude has to be integrated into curricula at all levels of education.

6/ Increase the literacy level of the inhabitants of Slovenia and use of literacy for different purposes and in different connections.

7/ In the national policy and in the theory and practice of education in Slovenia, reach the integration of all areas of education in a coherent system which will ensure equivalent and equal opportunities for the development and implementation of different types, forms, contents and purposes of education.

8/ Develop quality and flexible opportunities and circumstances for continuous learning, education and training as well as opportunities to choose among various efficient learning and teaching methods.

9/ Encourage and facilitate learning in all areas of life and activities. A comprehensive policy should allow for this by suitable instruments and by linking economic interests with social and cultural objectives.

10/ Ensure an appropriate balance between investing into education and learning in order to improve human capital (increased productivity, competitiveness and individual employability) and investing into education and learning aimed at personal growth and active democratic citizenship.

11/ Facilitate implementation and use of knowledge, skills and learning as the fundamental source and driving force for the development of local and regional areas as well as development of social networks within them.

12/ Promote lifelong learning as a fundamental life value with all public resources and media for communication and advertising.

13/ Promote development of the "learning society" and the "knowledge-based society" as well as "thinking society" as their evolutionary upgrade.

14/ Encourage mobility in education and employment.

3   PLATFORM AND BASIS FOR THE STRATEGY

1/ The fundamental premise, which justifies the need for the adoption of lifelong learning strategy, is the insufficiency of the concept that "education is finished for ever" when initial education has finished. Lifelong learning is a new development concept, upgrading education, developed and created in the past, and also provides a new, paradigm shift for schooling of youth or formal initial education. (Appendix, 3 and 4, p. 31-32)

2/ When examined from the aspect of lifelong learning and in the global context of lifelong learning, the essential deficiencies of the former, traditionally designed educational system are as follows:

- In the field of initial education or schooling. In spite of several initiatives for reforms and some achievements, the organisation and structure of school do not sufficiently meet new needs and increasing demands for more determined reforms of the contents and methods of initial education. There is an evident need for changes in the way of learning, which has to be more strategically oriented, adapted to learner's needs, active and cooperative; it has to develop "learning to learn" and "learning as self-regulation", pay special attention to the strategies of knowledge acquisition, more in-depth knowledge (more depth instead of width) and development of individual interests and close

connections of all those characteristics of learning. It does not concern only "techniques" or storage of knowledge, but also attitude to learning and consequently also attitudes to oneself, in order to encourage and enhance motivation, self-confidence and self-image, which is developed also, or mainly, by learning. It is important for lifelong learning that at the end of schooling people have a clear and solid composition of fundamental knowledge and skills, cognitive in particular, which are a solid base to build on; for the pupil to acquire strategies for further acquisition of knowledge; that knowledge refers to real life, that we have obtained the ability to solve "real" problems – all these may be achieved by inter-subject integration, project work, research learning, etc.

- In the field of continuing education. In comparison with education of children and youth (initial education), adult education (continuing education) in Slovenia is not even placed in a systemic way (as a complementary area in the whole system) nor treated in an equivalent and equal systemic way in most areas of systemic regulation (management, legislation, financing, development of a network of providers and programmes and infrastructure).

An integrated appropriately developed adult education is essential for the appropriate, radical if needed, modification of school initial education. The concept of lifelong learning regards both areas as complementary parts of the same system. It is not at all possible to implement the concept of lifelong learning without a developed system of adult education.

3/ The educational system in Slovenia has been undergoing intensive reforms for quite some time. In spite of the fact that lifelong learning is an underlying principle of the reform, the fundamental elements of lifelong learning strategy are not sufficiently considered in the practical implementation, in the regulatory framework and renovated curriculum. The reform has to find the way to appropriately adapt and supplement the rigid school institutional and traditional pedagogic-didactical organisation of education and supplement it with the philosophy, approaches and objectives of "learning as self-regulation". (Appendix, 5 and 6, p. 32)

4/ The European Commission puts lifelong learning to the forefront of its policies of labour market regulation, research and education. In 2004, all actions in education and training were included into the single document Education and Training 2010: Memorandum on lifelong learning, Action plan for the implementation thereof, European Council Resolution on lifelong learning (2002), the document Concrete future objectives of education systems (2002) together with the vocational (Copenhagen declaration) and higher education (Bologna process). The European Commission monitors the pursuance of objectives, set for the period to 2010. In its report to the European Council (February 2004), the Council and the European Union Commission indicated three priority areas:

a/ focusing reform and investment on the key areas for knowledge-based society;

b/ making lifelong learning a concrete reality;

c/ establish a Europe of education and training.

The European Union is stressing the importance of effects, not only the processes of learning, and the importance of competences in learning.[2] (Appendix, 7, p. 32-34)

5/ We can speak of two "generations" in the development of lifelong learning concept. "The first generation" emerged in early 1970s under the authority of Unesco; it originates from humanistic tradition, it emphasises the need for linking education and learning with life, the importance of creating circumstances which encourage learning, it opposes the monopolistic position of schools, and emphasises the need to take into account all paths to knowledge and all forms of learning. "The second generation" appeared in late 1980s and it is basically structured along the "economic" aspect of the world, and their prime holders are OECD and the European Union. This results in a danger that the importance of knowledge is narrowed to competences and skills, required for the competition on the labour force market, and competitiveness in general, and that linking of learning and life is mainly in the importance of its functional linking with economic efficiency; investing into people and increasing the level of knowledge is very important for that. When taking this view, the fundamental and wider social and personal importance of education and learning, and adult education in particular, may easily be lost. Each "generation" brought its views and thinking and direction of development into the concept of lifelong learning; it is obvious that each of them takes a different view of the function and orientation of lifelong learning, although they do not exclude each other. Not enough has been done to find optimal solutions; that is, the opportunity to integrate both orientations into a coherent functional unit. It is important to try to do this in the lifelong learning strategy and implement it in practical solutions. Such changes are already evident in recent efforts by the European Union.

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2   This is laid down in several EU documents;, among others, the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. (Official Journal of the EU, 394/10)

4   KEY TERMS

4.1   Learning and education

In comparison with education learning is a wider term; education is only one of the possibilities to implement learning. (Appendix, 8, p. 34-35)

In the development of understanding lifelong learning a "paradigmatic shift from education to learning" has been going on for thirty years; this means that in order to achieve their educational goals (acquisition of knowledge, skills, habits, etc.) an individual also applies, in addition to education (and learning which goes on in education), other opportunities for learning which are not a component part of education. Such an orientation is also reflected in the slogan "from teaching to learning" which implies increased share and role of the learner's activity (autonomous learning) in comparison with the teacher's activity and role (teaching, systematic leading of learning and the learner from outside). (Appendix, 9, p. 35) The changes mentioned above, result in increased importance of counselling as an essential element of lifelong learning also in didactics (forms of teaching and guidance, motivating, doing exercises, giving advice for learning); it allows for increased learner's self-confidence and positive self-image, taking into account fundamental competences and abilities.

4.2   Definition of the term "lifelong learning"

Lifelong learning is an activity and process which involves all forms of learning, either formal or non-formal and aformal as well as incidental and informal learning (Appendix, 10, p. 35-36). It takes place in different learning circumstances, from birth to early childhood to adulthood and to the end of life, aiming at improving individual's knowledge and skills. Learning also results in acquiring interests, character features, values, attitude to oneself and to others as well as other personal characteristics. (Appendix, 11, p. 36-37)

Lifelong education and learning, designed in this way, has two dimensions:

a/ the dimension of duration which means that we start learning when we are born, that is "from the cradle to the grave".

b/ the dimension of width, which means that we learn everywhere (not only in school) and anything (not only school subjects but also for all our small and big, life and work needs). The aim of our learning is not only to acquire education and qualification for work, but also to acquire broad knowledge, skills and personal characteristics we need in order to live and work successfully, as individuals and in the community.

5   STRATEGIC CORES

The content of the lifelong learning strategy in Slovenia is defined by ten elements, defined as strategic cores. They are applied to implement and promote the prime dimensions of lifelong learning, which are as follows:

1/ integrated systemic regulation and interaction of all learning;

2/ network of all opportunities and the purposes of learning,

3/ learning in the widest scope of life,

4/ diversity, flexibility of the implementation of learning,

5/ accessibility of tailor-made learning,

6/ key competences for learning and personal growth,

7/ learning for successful work and career,

8/ learning as the fundamental source and driving force of the community development,

9/ all acquired knowledge may be assessed and certified,

10/ offer information and counselling to people who want to learn or who are learning.

5.1 Integrated systemic regulation and interaction of all learning

The principle of lifelong learning triggers the need to integrate all learning in the educational system. This starting theoretical item and the implementation in practice, based on it, define national policy of education.

The system of learning and education covers all types of education and learning in all periods of life – formal, non-formal, aformal as well as incidental and informal. Systemically equal and equivalent treatment of adult education may be regarded as a factor of integrating the system of education. (Appendix, 12, p. 37-38) The concept and strategy and lifelong learning may not be implemented if "initial education" (education of children and youth) is not followed by systematically regulated "continuing education" (adult education). (Appendix, 37 and 38, p. 44-45) The educational system in Slovenia does not ensure such a position of adult education yet.

The lifelong learning strategy requires thorough consideration and supplementation of the current regulatory framework of education. The strategy and the concept will be implemented by development and systematic regulation of adult education in accordance with the lifelong learning concept and appropriate reforms of pre-school education and initial education. The areas of adult education that require a regulatory framework are as follows: management, legislation, financing, definition of public network of organisations and programmes (public services), infrastructure. The fundamental premises for the system reform are complementarity, equality and equivalence of all three segments – pre-school, initial and continuing education.

While the contents and the requirements for publicly valid programmes (compulsory schooling, levels of general, vocational and university education, national vocational qualifications, etc.) are stipulated by law, by special public regulations or by ordinances, development (requirements and system possibilities) is ensured for specific areas of learning by special national programmes. National programmes and strategies which have been adopted in Slovenia and which deal with literacy, higher education and adult education are important for lifelong learning strategy. In addition to this, the others, dealing with education and learning are also important. (Appendix, 13, p. 38)

The current schematics of the education system, showing adult education outside the main part of the system and only as an additional parallel arrow at the side, have to be replaced by a schematic which places education of children and youth as well as all adult education and learning, that is initial and continuing education, into the same system, under the same roof. The scheme could be called the "joint house of all education." (Appendix, 37, p. 44-45)

5.2 Network of all opportunities and purposes of learning

The lifelong learning strategy will encourage and promote an integrated network of providers (public organisations, concessionaires, other organisations), learning programmes and other opportunities for learning. These follow each other in life (pre-school education, initial and continuing education) and at a certain achieved level of education they intersect in each life period or at a certain moment. The continuity of lifelong learning means that different levels and areas of the system of education and training as well as less formalised types have to cooperate closely. Joint efforts will be required to build the bridges and paths among different parts of the existing systems (networks) which will result in better interaction among them and accessibility as well as increased opportunities for lifelong learning.

For some types of programmes, formal education in particular, educational policy plays an important role in defining how much the programmes upgrade and supplement each other (modularisation). While the contents and the requirements for publicly valid programmes (compulsory schooling, levels of general, vocational and university education, national vocational qualifications, etc.) are stipulated by law, by special public regulations or by ordinances, other programmes are designed freely on the basis of market laws and demand. This does not apply to programmes and networks defined by the relevant national programmes as public interest or public service (programmes for disadvantaged groups of adults, and programmes aimed at the development of fundamental abilities). The lifelong learning strategy has to contribute to improved equality of the position in public and private institutions in our country. The state should facilitate programmes, organised by providers in the public networks as well as those organised by private undertakings or concessionaires, provided they meet the adopted criteria and requirements (regarding quality, location, needs, etc.) in an equivalent and fair way. What public organisations in adult education are has to be clearly defined .

It will be ensured by programmes of formal education and training, at the level of initial education as well as continuing education, that each and every individual will achieve, keep, improve the nationally agreed fundamental (basic) threshold of knowledge and skills. Lifelong learning can be successful if fundamental skills are acquired during initial education, and it must be allowed that adults acquire and develop them later, via continuing education programmes.

The infrastructure required for lifelong learning may be provided by setting up centres for lifelong learning. A single model and fundamental standards for those centres and coordination thereof (exchange of knowledge and experience, joint development, etc.) have to be agreed at a national level in Slovenia. Local special characteristics have to be allowed for the centres for, which will, in addition to the support by local communities and regions, also require support by the state budget. These activities are carried out; however, there are as many models as the number of applicants or the project contractors in Slovenia. It would be reasonable to link all those centres for lifelong learning which are emerging, harmonise one part of the model, and leave the other part to the needs and diversity of local communities. Efficient investment into this infrastructure, which is very important for lifelong learning, has to be achieved. Development centres with specific purposes, inter-enterprise education centres, public organisations for adult education, etc., are of equal importance.

Non-formal learning is provided by different organisations and services, also those whose primary activity is not organisation and implementation of education. They may be private, voluntary or other organisations with specific purpose (e.g. they are active in the field of art, music, sport). The content and implementation of such education is usually less formalised.

5.3 Learning in the widest scope and in all areas of life

Learning in the widest scope and in all areas of life provides experience (cognition) that learning may be a pleasure, relaxing, and that we can learn not only in school but also in the family, enterprises and organisations, in the community and in day-to-day work. Two roles and experiences are intermingled in such learning – not only "I am taught" but also "I teach myself" and "I teach others" – they may be exchanged in different times and places.

A lifelong learning strategy has to develop initiatives for an individual to acquire and improve their knowledge and skills throughout their life, not only by achieving higher levels of education and qualifications, but also by extending the knowledge and skills at the achieved level of education with different contents.

An important function in lifelong learning strategy is to make sure that everybody has access to quality opportunities for learning and education, both for their personal needs and in order to be successful at work and in their career, and by being active in society and for active citizenship; this has to be offered to people irrespective of their former basis or current personal circumstances, as close to the local environment where they live as possible.

5.4 Diversity, flexibility of the implementation of learning

It is important for a lifelong learning strategy to provide diverse and efficient learning and teaching methods, taking into account individual needs, requirements and specific abilities. In comparison with the former structure of opportunities for education and learning, the share of independent and non-formal, aformal and incidental and informal learning is increasing. People may organise independent learning themselves, or it may be organised and guided by special centres and experts.

Diverse contents and flexibility of learning may result in better accessibility of learning for everybody. Development and use of learning technology and other means for facilitating learning may contribute much to this. It has substantially increased the opportunities for diverse and flexible implementation of learning, and more is expected in the future. E-learning, for example, offers such opportunities. The new initiative for e-learning, which is a part of wider European initiative, increases the level of digital literacy and requires that schools, teachers and learners as well as organisations and communities have appropriate materials, professional skills and technical support for those purposes. In this way it is possible to successfully develop a network of innovative schools. (Appendix, 14, p. 38)

Such facilitation of learning and provision of new opportunities for learning help individuals to overcome the current gaps and meet new requirements. As for people with special needs (disabled persons, persons with developmental disorders, ethnic minorities) it is reasonable to also develop, in addition to e-learning, which is a very flexible form of learning and therefore accessible to different target groups, other forms of learning, adapted to them, and to encourage computer literacy (introduce special approaches, purchasing of special equipment, and similar).

5.5   Accessibility of tailor-made learning

A lifelong learning strategy has to pay special attention to encourage increased demand for education, develop quality and flexible offer of opportunities and programmes for continuous learning, education and training, which may meet different learning and education needs of individuals. Free access to opportunities means increasing access to learning and education and removing or reducing obstacles which affect participation in learning; these obstacles also appear during schooling, they are affected by the conditions in the family, and they increase when students leave school. It is reasonable for the state to provide those who did not have the right opportunities for education and studying in the stage of initial education "the second chance for learning" in the form of continuing education. The state should encourage this education by active policy and not form obstacles with rigid administrative requirements. In addition to the access itself, the quality, efficiency and justice of educational system as well as suitable circumstances for learning and teaching have to be ensured.

Opportunities and circumstances for learning have to be adapted to the present, changing way of life and learning. This is particularly important in order to equalise learning opportunities for different target groups, particularly for educationally disadvantaged groups of young people and adults, who require specially adapted learning strategies and learning environments in order to be able to integrate into the social environment (integration with other parts of the population).

Less institutionalised circumstances may also result in increased interest and readiness for learning for "more difficult" target groups and persons, who find it more difficult to acquire knowledge and learning strategies, such as persons with special needs (impairments, shortcomings), ethnic and language minorities, persons with general and specific learning difficulties, etc. People who want to learn join those programmes completely independently of educational institutions, e.g. schools. Also, this target group of learning people needs learning and education also in adulthood; initial education of persons with special needs is regulated quite well, however, when we start to talk about adult learning and education for persons with special needs, we are faced with a wall of prejudice that is very difficult to pull down. A narrowly regulated, single programme is not enough for them, they have to be offered very wide opportunities and different programmes and content they are interested in. (Appendix, 15, p. 38)

Motivation for learning in all its forms has to be encouraged as well as the readiness to take different learning opportunities with the increased offer of opportunities for learning and education, which respond to the increased demand and also encourage those who have not been interested in education and training and have not participated much. In accordance with Slovenia's development strategy, the person who takes over the responsibility to invest in their knowledge and development of their skills in accordance with their abilities, as well as the person who is weak in taking over the responsibility, or their abilities are weak, should be helped either by public resources or by employer's means or by investing from private sources (enterprises and individuals). For disadvantaged groups of people, measures aimed at increasing accessibility are taken with the emphasis on the following: needs of marginal groups and adults, inactive in education (less educated adults, adults with poor writing skills whose participation in the education opportunities offered is the lowest); development of suitable teaching and learning methods for these groups (e-learning and distance learning); an accessible network of public organisations and programmes for education; recognition of non-formal and informal learning.

In order to increase the participation of certain groups of the population, the state should define and implement special incentives and measures. Not everybody who wants to learn or who is learning is able to take over the responsibility for their learning in the same way - that depends on several personal and social factors. Incentives, either material or non-material (psychological, moral) are very important in order to increase participation in learning.

Obstacles that people are faced with in learning may be reduced by increasing the wish to learn in schools, and making people aware of the opportunities which are available once they have left school. In this way, it is possible to encourage young people to learn and educate in future.

5.6 Key competences for learning and personal growth

A lifelong learning strategy has to pay special attention to the development of key competences for learning, particularly in basic education. The European Commission established eight key competences aimed at achieving objectives in the filed of education, which are as follows: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression. (Appendix, 16, p. 38-39)

When competences are being, it is important to reach deeper "layers", which refer to personal characteristics such as: (authentic) personality, (occupational) identity, notions and beliefs (e.g. about learning, knowledge) and abilities; more technical abilities (skills, methods, techniques) are important as well.

The strategy has to pay the same attention to all components that allow for acquiring quality knowledge: knowledge in the narrow sense as well as a strategy of learning and interest in the subject. These components are intermingled in learning. In addition to internal motivation, self-confidence of the learning person has to be fostered, their positive self-image, positive attitude to oneself, to knowledge and learning, the feeling of being successful in making their efforts, have to be developed in learning and problem solving. Learning is an activity which has to be dealt with in a comprehensive way. When a person has finished compulsory education, the opportunities to decide independently about the orientation, scope and success of their continuing education increase.

Special attention has to be paid to improving all types of literacy. Literacy allows for obtaining information from different sources and consequently learning; in this way lifelong personal and occupational development is ensured. Slovenia has to eliminate an insufficient social perception of the importance of literacy for each individual and for successful operation of society as a whole and establish literacy as a personal and social value. Increased investments are required for creating encouraging circumstances for achieving higher literacy levels for all the inhabitants, as the present level is among the lowest in Europe. (Appendix, 17, p. 39)

A lifelong learning strategy encourages and enhances the rights of the individual to create suitable circumstances for their learning and education. One such opportunity is to establish "forums of learning people" Their voice has to be audible and influential and also directed to the questions of policy and supply of education and learning.

The culture of learning, connected with the requirements and priorities of people, which makes learning interesting and attractive for people of all ages and from all segments of population (popularisation of learning) will strengthen the motivation and volition of individuals to participate in learning all their lives.

5.7 Learning for successful and quality work and occupational career

New programmes of introducing and development of lifelong learning strategy pay much attention to learning connected with professional work and career, or they even focus entirely on that. Education and learning for career and successful work consist of initial vocational and professional education and further vocational and professional education. Both areas are broken down into several sub-areas, types and forms.

In initial vocational and professional education, an efficient and regionally balanced network of vocational and technical schools has to be established. Cooperation of schools and employers should be encouraged in order to identify needs for education and to create relevant services, while prime interests in different areas have to be established (in the past known as establishment of "development coalitions"), and the system of social partnership has to be upgraded; this will be the place for collecting, valuing and meeting employees' and employers' needs as well as the needs and interests of individuals, educational institutions and local community.

Introduction of human resource development models into work processes and implementation of the principle that each workplace is also a learning place allows for the implementation of lifelong learning at workplaces; it is important that both employers and employees are aware of their responsibility for their promotion for the needs of work as well as personal development in the wider sense. A share of the profit has to be allocated for learning, education and development of workers. In order to encourage motivation for learning and work, it is important that employers in particular are aware of that as they ensure additional learning, education and development for their employees – so that they are also able to choose, in addition to occupational knowledge and functional knowledge for their work, the contents which meet their personal interests and needs. Unequal access to the education, provided by the employer, should be eliminated or reduced.

Educational processes in a work organisation should be reciprocal; the work organisation should not monitor worker's development passively. Education is the most efficient when a worker who has achieved better education comes back to the organisation, which is able to reorganise accordingly (to organise better, develop into a more learning friendly environment, become a thinking organisation).

The system of promotion has to be linked to continuing education and training, which does not base itself exclusively on formal education. This is also required due to continuous development of technology and its effect on work. A system of constant evaluation of knowledge and skills has to be introduced. It is essential to design workplaces in the way that encourages suitable application of literacy, knowledge and skills. A contract on education concluded by an individual and the organisation, which is, as a rule, a component part of employment contract, has a favourable psychological effect. An individual takes part in setting personal learning objectives and allocates the money, granted for education himself/herself. Also the state should take part in financing such education, by stimulation, reliefs, for example. Models for sharing the costs of further technical training among the employer, state and other partners should be designed.

The level of employees' right to education and training, stipulated by law and agreed in collective agreements, has to be observed strictly and gradually increased.

Learning for successful work and career also includes, in addition to education and training of employees, education and training of the unemployed and other groups who are getting ready for the entry to the labour force market. Inclusion of the unemployed is already encouraged by certain efficient state measures. The outcome of those measures could be improved by better interministerial cooperation and linking of institutions that implement the measures referred to above.

Material incentives have an important influence on the participation of the employed and the unemployed in education and learning for the needs of work and occupational career. These have to be broken down in detail and defined in the operational programme, which will be made when the strategy has been adopted. Examples of good practice have to be shown and broken down in that programme as well. (Appendix, 18, p. 39) Amendment of fiscal policy, designed in a way that is more encouraging for education and training of employees, could also result in better participation of the employed in education. Costs have to be identified in corporate income tax and tax reliefs introduced for education, and in case employer does not take care about the education of his employees, tax burdens should be introduced.

Irrespective of the type of individual solutions and measures, it is important that increased investment into people requires a shift towards the culture of sharing responsibility and to clearer regulation of cofinancing participation in lifelong learning. Incentives which may result in increased supply or demand of learning, for individuals as well as for employers, play the key role. Measures encouraging employers to invest into education and training of employees with lower or insufficient education, who are usually underprivileged in those investments, although being equally important for ensuring competitiveness on the global market, are important.

Nowadays, too low a level of education and qualification for work and life may be a strong risk factor for the emergence of social exclusion. Therefore, we are trying to set the minimum level of education and qualification which would prevent that. It is important that learning is accessible at workplace. The number of people participating in training and education and learning has to be increased and this will indirectly result in higher employability. (Appendix, 19, p. 60)

A Lifelong learning strategy encourages numerous new opportunities for organising learning for the needs of work in enterprises and occupational work. Programmes intended for older employees aimed at encouraging transfer of knowledge to younger generations and connection with working retirement should be taken as good examples. A wider mentor scheme emphasises the importance of sharing knowledge among the employees and transfer of knowledge to newly employed persons, mainly young people without work experience and first job seekers. Operational plans for the implementation of this strategy should define and break down in detail different new opportunities for learning. (Appendix, 20, p. 39-40)

The size of the enterprise has an important influence on the method and organisation of education. Education in small and medium enterprises is specific and different from education in large enterprises. Opportunities for employee access to education are different and they depend on the size and power of the enterprise and those differences could be eliminated by systemic measures and social partners (employers, state, trade unions) should reach consensus about them. Unequal access to the education provided by the employer should be eliminated or reduced. Special care should be taken about the incentives for own education by smaller economic operators. Ninety percent of members of the Chamber of Craft of the Republic of Slovenia are small entities. In general, operating conditions do not allow for longer forms of education and there is no system of co-financing education costs for them. The means collected in funds are intended only for the employees and not for the holder of the activity. In order to facilitate their innovation, entrepreneurial spirit and up-to-date technology and competitiveness of economic operators in the future, resources for co-financing continuing education and training of holders of activities and supporting measures have to be ensured.

A lifelong learning strategy pays special attention to the development of personal and occupational path (career). Both areas are inseparable as development of personal and occupational path starts in early childhood, goes on during the entire initial education and continues into the adulthood and then to active old age. Career guidance, as it is called by experts for this area, is defined within lifelong learning as "a type of activity which allows all citizens in all age groups and at any point of life to identify their abilities, competences and interests for making decisions in the field of education, training and choosing a career. Further on, it allows for guiding their life paths in learning, work and in other surroundings where they learn and/or use those abilities and capabilities" (EU Resolution, see Appendix 21, p. 40) There is a need to develop career education as a strategic priority that is becoming a part of the curriculum in school; systematic work with learners so that they learn to get to know themselves and the world of work. This kind of work requires different organisation of training, which should be interbranch and/or inter-subject, and the programme should be carried out at the postgraduate level (2nd level of Bologna study).

Attitude to enterprise and entrepreneurial spirit should be developed in schools, which should organise centres for career development (career development centres) where individuals could discover their shortcomings in order to plan their education efficiently. (Appendix, 22, p. 40)

Increased demand by employers for appropriately educated and trained human resources and increased competition among individuals to get and keep employment, leads to searching for system opportunities for recognising knowledge and skills irrespective of the way they have been acquired. The National Professional Qualifications Act (2000) introduced a certificate system for acquiring and valuation of technical knowledge, skills and experience acquired in a non-formal or informal way, and it will also allow for acquisition of vocational qualifications in other ways, not only in formalised institutionalised education. The faster and faster development of the economy, and in particular new technologies and services, encourages development of such opportunities and requires development of new vocational standards, new qualifications in new vocational fields, development of non-formal and informal learning as well as the development of key competences and development of a qualification framework. The framework will contribute to more efficient and more flexible utilisation of the individual's abilities and knowledge; it will link occupational and academic paths of acquiring qualifications into a single, transitional and transparent system. It is particularly important to develop new programmes in the areas which will increase the competitiveness of the economy.

Learning organisations allow for a special opportunity of development of learning in connection with work. Learning is their prime organisational principle for developing business strategy and performance. An integral part of the development of learning organisations is creative and innovative investing into people and creation of a learning atmosphere and business environment in which individuals are motivated to show and to transfer their hidden (tacit) knowledge.

The way of encouraging development of responsible individuals, the culture of learning organisations and systematic human resource development in enterprises will be crucial. In the absence of those processes, lifelong learning remains more a necessity than a need as in our country the culture of learning is not developed sufficiently. Consequently, standards for this field have to be defined and adopted by an operational programme at the national level. At the national level, the operational plan has to support the introduction and development of learning organisations, either by promoting enterprises which invest into learning of their employees or by supporting the "Investors in People" Standard in Slovenia.

5.8   Learning is the fundamental source and driving force of the community development

For most people, learning from childhood to the old age takes place in the local environment. Therefore, lifelong learning has to become an integral part of local and regional policies and programmes. Means have to be provided by local and regional authorities, the state (from the budget or the European Union funds) and other partners, also private capital, e.g. enterprises, organisations and/or non-governmental sector.

The community has to provide the infrastructure required for the access to lifelong learning; it is, for instance, important to provide a daycare service for mothers with pre-school children for the time of their education and training; it is important for those who live far from the place of education to have suitable transport as the vicinity is an important factor for the accessibility of education. Mobilisation of regional and local authority resources (in some cases also social care) to support lifelong learning may be a very important stimulating factor for participation in education and learning. In the local environment, civil society organisations and associations are the most deeply rooted. They have a lot of knowledge and experience about the communities to which they belong. Knowledge of special characteristics of the community and region learners belong to, inspires confidence and ensures social networks. That is important because it gives meaning to learning and supports positive learning achievements.

Various and locally accessible learning opportunities help to ensure that people are not forced to leave their home environment in order to study or undergo training or improve the quality of their life by learning – although this has to be an option for them; the experience of such mobility itself is a learning experience. However, for certain groups, such as persons with physical disabilities, it is not always possible to ensure the appropriate level of physical mobility. In such cases, equal access to learning may be achieved only by bringing learning to learners.

Community learning, particularly aformal and incidental or informal learning and learning based on the community has an essential role in supporting those individuals who gave up learning once to decide and return to the appropriate level of more formalised further education - vocational, higher or university.

When such learning is supported by local or regional authorities, it is desired that different partners participate in its implementation at the local, national and international levels (e.g. enterprises, chambers, employment service, non-governmental, development, educational and other organisations).

Professional, volunteer and other organisations in the community ensure learning and accredit qualifications defined by other bodies. Volunteer organisations play an important role in bringing learning into the life of the community.

It is reasonable to plan partnerships in the community which allows for efficient joint work of public, private, volunteer and other organisations and bodies, also education and learning. They act as umbrella networks in which other plans in the community are reconciled. Such a role could be played by centres for lifelong learning, which should attract all key regional partners into their management. It is reasonable to define their operation in the broadest national legislative instruments (e.g. constitution) as well as in the legislation concerning local communities.

Communities should pay special attention to issues related to sustainable development, which is closely connected with lifelong learning. Strategic projects are being developed in that direction in Slovenia; these projects regard education for sustainable development as the process of teaching and learning which should encourage democratic participation of learners as active citizens in economic and environmental changes. (Appendix, 23, p. 40)

Bringing learning as close to home as possible means that centres for lifelong learning have to be at places where people meet. School is not the most appropriate, but these places may be local administrative centres, shopping centres, libraries, museums, parks, public squares, health centres, leisure centres, restaurants, etc. (Appendix, 24, p. 40)

It is the state's task to create appropriate formal and legal solutions for the evaluation of knowledge acquired in a non-formal or informal way. This will have to be regulated in the adult education act.

5.9   All acquired knowledge may be assessed and certified

Systems of assessing and certifying knowledge allow for the development of quality systems for recognising knowledge, skills and competences, acquired in different ways. This is a parallel to the opportunities provided by the system of formal education in which the participant in education receives a public document (certificate, diploma, degree). Knowledge and skills, acquired by experiential learning, may also be verified by that public document. (Appendix, 25, p. 40-41)

Systems of assessing and certifying knowledge contribute essentially to the improvement of paths which are used to understand and assess participation and achievements, particularly in non-formal education and informal learning. These may be established in several ways, such as tests, assessing out-of-school training, integrated evaluation of life and work experience with the help of maintaining and assessing a folder of learning achievements (portfolio), etc. (Appendix, 26, p. 41)

Findings about knowledge, skills, competences and qualification and certification thereof have to be understood and easily "transferable". It is important to develop a high quality system of assessing and certifying knowledge and promote its application in different circumstances. Computer technology provides important support. Different automated tools for self-assessment have been developed. Information-communication technology allows for the development of widely useful and recognised certificates of the basic skills an individual masters.

There are more and more efforts to make the tools of the system of assessing and certifying knowledge more flexible, to also be used in the introduction of new national professional qualifications as to simplify the procedures and allow faster assessing and certification of knowledge and qualifications. At the moment the system of accrediting formal and non-formal knowledge is incomplete and complicated.

5.10 Offer information and counselling to people who want to learn or who are learning

It is desirable that a learning person to look for their path through the network of learning programmes and opportunities for learning. When this path becomes too complicated, counselling has to be available.

It is important to provide information and counselling to people all their lives when they make decisions about learning and education and in guiding an individual's life and occupational path with the help of learning. A lifelong learning strategy requires the adoption of the strategy of lifelong counselling that helps in the implementation of different areas of lifelong learning, for different target groups, different organisations which provide counselling, different groups of workers, etc. Access to information and counselling has to be provided, as equally as possible, to everybody and in all environments. The quality of counselling has to be ensured by defining minimum quality standards; everybody who provides the services of informing and counselling has to comply with those standards. (Appendix, 27, p. 41)

Counselling should develop approaches that will allow for the active cooperation of the participant in the counselling process. This process helps the participant to develop abilities and skills for successful lifelong learning and allow them to learn how to learn.

Counselling also involves measures which help in learning, prevent failure and dropout from education and training programmes. Learning persons have to be helped to easily find what is relevant and useful for them in the labyrinth of information. In the globalised world of learning services, individuals also have to be advised about the quality of the supply. Relevant information about the market of learning and suitable access (personal, information-communication technology, etc.) to this information have to be provided. Demand should be encouraged and it is not enough to organise supply passively; a person has to be found in their environment and not wait until they come themselves; the achieved progress has to be monitored.

Counselling has to be comprehensive and able to respond to different needs and requirements of users who have different problems. The service has to be accessible in local environments and be public. Basic standards have to be ensured and services have to be free of charge. Practice shows that those who need counselling most are the ones who seek it the least.

Everybody has to be ensured easy access to quality information and counselling about learning opportunities in the whole of Europe and for all their life. While counselling is provided for children in school or in special institutions outside school, different networks of centres for informing and counselling for adults are being developed in Slovenia. Recently, a network of information and counselling centres for adult education has been developed systematically, supplementing the existing counselling centres and new centres for different purposes (vocational guidance, centres for human resource development, career advising, counselling in order to help dropouts). Counselling work (vocational advice, vocational orientation, vocational guidance), which is closely related to the above activity, has been developing for quite a long time in Slovenia in with regards to careers and, in accordance with the new orientation, it is increasingly considered a lifelong learning activity. It is not reasonable to merge counselling into joint multipurpose centres, however; it should be linked and coordinated and it should be made sure that it is complementary. Consequently, these activities have to be harmonised at the state and regional levels. This will contribute to higher transparency and efficiency of those services and also to ensuring appropriate quality standards.

Counselling also has to include clear, accurate and relevant information and counselling about financing opportunities available. Individuals as well as enterprises require such information.

Development of skills to be able to independently find the ways ("know-how"), information or knowledge, required for a task is becoming more and more important.

Teachers are becoming guides, mentors and providers and this results in the increased significance of counselling. Their role – which is of key importance – is to help and support participants who, to the highest possible extent, take care of their own learning. A lifelong learning strategy emphasises the need for counselling, provided to learning individuals at all ages. The forms of counselling, developed at certain levels of education and learning, have to be upgraded, so that they will provide even better support for new development processes in a lifelong learning strategy - e.g. develop vocational education in primary and secondary school, develop more integrated counselling for students in order to link them better with all the new things brought by the Bologna process, develop equal opportunities for counselling on learning and career development for all the employees, etc.

New profiles of experts are being developed in distance learning and independent learning centres: counsellors for learning and mentors (tutors).

CONTINUITY OF LEARNING BY AGES AND LEVELS

6.1 General platform

Continuity of learning at all ages of life has to be ensured and characteristics of individual levels of education have to be taken into account in order to be able to implement a lifelong learning strategy successfully. Continuity may be ensured by systematic organisation and takes into account everything - system solutions, circumstances, activities, etc. - that is specific and decisive for the implementation of a lifelong learning strategy in that age. Educational policy plays a key role here, and it is responsible for the implementation of new system solutions and elimination of system deficiencies originating from the traditional perception of education in the education of children and young people as well as in adult education.

This chapter of Lifelong Learning Strategy does not include a description of issues regulated by statutory and system measures for individual ages, types and levels of education. Attention will be paid to essential strategic elements that originate from the continuity of learning and require continuity. We are not going to repeat the contents of strategic cores. For the sake of transparency and systematic presentation, the chapter is divided into two fundamental chapters which may be identified mainly with the fields of initial and continuing education, as follows: 1/ childhood and youth, and 2/adulthood; due to its specifics also 3/ the period of higher education study is dealt with, which is the period where childhood, youth and adulthood are meeting, this is the period when initial and continuing education are intermingled most. (Appendix, 28, p. 41)

The rule that each period is the basis and preparation for the next period applies to lifelong learning strategy even more than to education in general. Optimal use of each subsequent period depends on how the previous period was used. Knowledge, acquired by learning, plays an important role. Consequently, the knowledge we understand and the development of skills which allow for acquiring of such knowledge is more important than piles of inert information and factual knowledge.

Positive experiences and quality knowledge acquired in learning in early periods of education are an important basis for successful progress along the educational vertical. When learning is not based on that, the learner is likely to have bad experience in education and learning and it will be very difficult for him/her to develop proper habits and be motivated for further learning. The earlier the period of learning and education, the more crucial the emotional experience of learning and acquisition of knowledge and skills is. Creation of a negative atmosphere and negative attitudes to education and learning as well as to oneself as a learner (lack of self-confidence, bad self-image) have to be avoided.

All people should be able to express themselves in the positions of their activity in several ways – intellectually, emotionally and socially. Attitudes and approaches should be as positive as possible in all relationships and circumstances they enter. They should be allowed to act in a lively and researching way, and not as passive observers. They have to find pleasure in learning.

Those rules apply to everybody - children, youth and adults. It is particularly important for children as they are forming and strengthening their attitude to life and learning. The most favourable starting point for lifelong learning is: be active, anxious to learn, searching, researching, etc.

6.2   Childhood

In pre-school period when learning is non-formal and less formalised and not burdened with productivity yet, vocational and natural teachers have the opportunity to, in addition to developing concepts and organisation of concepts and different skills, pay a lot of attention to psychological dispositions and basis for further learning. These are as follows: motivation, eagerness to learn, positive views and attitudes to knowledge and learning, to one's own competency and personal growth, self-image, ability and willingness to be active, to do something with the acquired skills or knowledge, searching, researching, development of interests, creativity, pleasure in learning and being active, "key competences". In this way, the grounds for independent learning are being set, the child is taught how to learn and directed into lifelong learning.

It is in school when the child gets the first and fundamental experience about education and learning; however, the first experience about learning is much earlier. Due to its scope and intensity of education, schooling is of key importance for the attitude to later education and indirectly also to lifelong learning.

The prevailing view in school should be that schooling is only the fundamental stage of lifelong learning and education; fundamental education is only a starting point for continuous improvement of knowledge in continuing education and learning. We look for new knowledge, development of new perceptions and new solutions all our life. In order to achieve the highest possible levels in the dimension of duration (vertical) of learning and education, it is rational to reallocate some less important contents to later levels, stages and programmes of education; school curricula and higher school programmes have to avoid the requirements for constant inclusion of new contents and new skills. A lifelong learning strategy may result in more reasonable timing and achieve disburdening at lower levels.

School, as the fundamental "forge" of creating the attitude to lifelong learning, in particular has to take into account the following strategic platform:
- Human success is an exceptionally individual matter – it is not always expressed in the same way. We are not equally successful or unsuccessful in the same things. Pupils have to experience in school that failure is not fatal and that it can be improved next time.
• We have to look for opportunities to arouse a feeling of success in the child, anywhere and of any type. Each success, also success, experienced outside school, is important.
• Look for child's positive characteristics (talents, advantages, success) and strengthen them; in this way the child will be able to cope better with his/her weaknesses.

• Apply different, active learning methods which encourage higher cognitive processes, critical and creative thinking, research and problem approach, linking of subjects, school and "life" knowledge.
• Knowledge is constantly changing and it is possible to acquire it from different sources. Even a child who is less successful in school can acquire extensive and diverse knowledge with the help of the developed information and communication technology. All those, and some in particular, apply also to persons with special needs.

Some fundamental skills are decisive for the development of several skills: the skill of acquiring, organising and use of knowledge; development of language and social and physical skills; skills for communicating, expressing, acquiring information; "in-depth" learning; creativity (for music, art), basic understanding of science, use of media. Due to their fundamental importance for further development, they are classified as key skills.

By creating better opportunities for lifelong learning and by introducing lifelong learning and education, we would like to achieve the following in the school period and particularly in school itself:
• lay the foundations for successful lifelong learning;
• develop solid fundamental knowledge, skills, motivation; fundamental ideas, guiding principles, category system, interpretation patterns; fundamental skills and qualifications;
• develop and consolidate positive class and school atmosphere and learning culture;

- encourage cooperation, team work and problem learning and thinking in a learning group;
- encourage heterogeneity of learning and school paths (careers);
- develop abilities for independent learning;
- guide the learner so that they will be able to recognise and discover their advantages and weaknesses;
- increase acceptability for experience and activities outside school;
- increase reasonableness and importance as well as the reality of school learning (for different needs of the society and the individual);
- encourage creative and innovative thinking and appropriate approaches in action planning;
- come to the point that learning will be less based on the perception of subject contents, prescribed in advance in the curriculum system, by individual disciplines, and more on problem solving on inter-disciplinary, inter-sectoral basis;
- redirect school from being mostly an isolated institution to the role of a public centre for learning, open into the surrounding for different learning interests, persons, interested in learning, and an institution applying flexible approaches to attract all (also external experts) to cooperate;
- attract teachers to be in favour of promoting and implementing lifelong learning strategy in school;
- teachers should also take into account the results of personal (non-formal) and out-of-school learning; as well as learning of practical chores and social learning because encouraging independent learning and taking it into account increases eagerness to learn;
- individualisation and differentiation as well as introduction of active learning methods play a special role in working with all students in school, and this applies particularly to persons with special needs;
- being able to choose in accordance with one's own interests provides important opportunities.

In addition to technical skills, it is important to also develop the following, particularly in adolescence: skill of learning, action skills, social personal skills and skills of being active in a group. Schools increase permanent motivation for learning and willingness for lifelong learning by cooperating with: parents, youth organisations, other schools and educational and cultural institutions; external institutions and voluntary and non-governmental organisations, enterprises.

The concept of lifelong learning is changing the view of the role of initial education in all education and learning. This concept has indirectly triggered substantial changes in the view of the objectives of education as well as the way of their implementation (programme, methods). Changes are characterised by the term "competitive approach". This has a strong influence on the primary school (compulsory) education as well as – and in particular –

secondary school technical and vocational education, and the changes concern also tertiary education. The reforms in these areas of education emphasise technical and social knowledge, active forms of learning, links with employers and lifelong learning and competences, relevant for these areas.

School programmes should involve development of activities that will make young people able to learn and get experience about entrepreneurship and labour market. Students who are more than fifteen years old, should have an opportunity for vocational learning at work and entrepreneurial experience. It refers also and mainly to the development of personal characteristics - entrepreneurial spirit, active attitude to the world and its challenges, not only for establishing enterprises. Entrepreneurship and getting to know the labour market (occupations, for example) should be encouraged in primary school and not only when students are more than fourteen.

Parents are important partners in the implementation of lifelong learning in school. In early childhood, they help children to select opportunities and create positive attitude to learning, but they can also substantially contribute at later levels of schooling to the successful entry of their children into the flow of lifelong learning. With proper behaviour (encouraging, guiding, appropriately balanced demands, etc.), they help children and young people to develop right behaviour patterns for the implementation of lifelong learning on their life and occupational path. Appropriate counselling for parents is very important.

Special measures have to be taken to allow access for learners with special needs: help in learning for slower pupils, inclusive education for children with special needs and returning to school in order to acquire qualification. Children coming from special social groups (migrants, immigrants and Romany children) have to receive special help and be subject of special treatment and language lessons, taking into account the principles of inclusive education.

It is very important that teachers at all levels of formal education, particularly in education of children and youth, introduce a new learning culture when working in learning groups that maintains a willingness for lifelong learning. Such teaching is relevant for practice, directed to transitivity, interdisciplinary is taken into account in the learning content, with methods involving activation of mind and emotions, and all this contributes to reaching beyond "inert knowledge" and creates and develops circumstances for continuous educational activity.

6.3 Adulthood – continuing education

Opportunities for learning have to be developed, and, if possible, increased throughout life. Learning and education is not something that could be separated from life. Learning – in any form and with any purpose, never stops. (Appendix, 29, p. 41)

An adult as a participant in education and learning is each person who joins education and learning when they have finished initial education. The traditional notion that mainly young people have the ability and capability of learning has been rejected; today we know that people at all ages are able to learn, but it is also true that we learn differently in different life periods. New views of life indicate that learning is assimilation of experience with new recognitions and creative merging of different dimensions of learning; therefore, in certain types of learning adults are in an even more favourable position than children because they have experience.

Three fundamental conditions have to be met for successful learning: 1/ the person feels the need to learn or is interested in it, 2/ the person has the will, motivation, desire, etc. to learn and that he/she makes effort to learn, and 3/ the person has the opportunity for learning. Adults who are motivated to learn try to find the optimal combination of all those three factors. Numerous research studies show that it is easier for those with a higher level of fundamental education. Less educated and some other social groups need more external incentives and favourable circumstances to join education and learning.

According to the objectives an individual wants to achieve, there are three types of adults who learn. These are as follows: a/ target oriented, who learn because of a clearly set objective, e.g. to acquire a higher level education; b/ activity directed, who learn because of the activity itself and in this way they meet their need for such activity; and c/ those who learn because of learning as they enjoy it and find pleasure in learning itself. In the Slovene adult population, motives for education are classified into four groups: 1/ increase their success either at work or in another area of life (this is the biggest group as it accounts for three quarters of educationally active people); 2/ personal satisfaction (6.5 percent): 3/ reach a certain level of education (about 4 percent, and 4/ different other reasons (14 percent). Different obstacles, which may be divided into three groups, play an important role in the inclusion of adults into education: 1/ situational (e.g. lack of time, costs of education, family situation, distance from the place of education); 2/ institutional (inappropriate offer, requirements for enrolment, organisation of education, lack of information, etc.); 3/ dispositional (lack of self-confidence, prejudice – e.g. I am too old, fear of not being successful, insufficient learning habits, insufficient abilities to learn, lack of interest, views and attitude to education and learning, etc.).

It is wrong for the organisers of education to think that everything is good for adult education. Programmes which do not take into account the characteristics, needs and abilities of adults may represent a serious obstacle for the inclusion and participation of adults in education. Educational and learning programmes for adults have to be original. Organisers of education for acquiring education or qualification (school and vocational education) make a big mistake when they mechanically adapt programmes for children and youth to adult education, because they want the programmes to be equivalent. One of adult education rules says: An adult is a good learner but a bad pupil. Those who carry out adult education have to pay a lot of attention to the development and innovation when preparing and implementing programmes; only in this way can programmes be attractive enough to motivate participants to participate and cooperate.

In each adult life period – this is the population with the age span of 60 years and more, from those who have just finished compulsory education to the end of life, when people are 80 or more years old – main interests and needs are different. At different times in life, types of learning are different, and together with life experience they form a joint structure of learning. People choose education and learning according to the contents and purpose (for personal needs, for work and occupation, for active citizenship, leisure time, etc.), various types of implementation (formal, non-formal, aformal, incidental and informal; school and out-of-school; in professional organisations for adult education, in voluntary and non-governmental organisations, in centres for independent and project learning, in the everyday environment,

distance learning, with the help of information and communication technology, etc.). In adult education, three fundamental areas are distinguished, according to the prevailing objectives, methods, techniques and the form of the process or acquisition of knowledge itself: education, training and improvement. (Appendix, 30, p. 42) According to this purpose, providers or organisations may be classified into three groups: 1/ organisations whose basic activity is adult education; 2/ organisations which educate children, youth and adults; 3/ other organisations. Special organisational forms for adult learning, set up according to the examples from abroad, include: project learning for youth (centre that allows young people who are not involved in education or work, to acquire learning and working experience by working in selected projects); learning exchange (information centre which provides information on individual supply and demand for adult learning), study circles (a form of organised learning in small groups).

Adult education is not an improvised activity carried out fast and carelessly, but a demanding and complete and careful professional work. Its models are not "recipes for fast drafting of programmes" but directions to thorough study and analysis. However, its consists of formally strictly planned and organised and conducted forms (more formalised), and of those which do not follow such strict rules and requirements (less formalised, aformal); several of those could be called alternative paths of education and learning which are often not considered systematic purposeful education;

Educational organisations that are engaged in adult education may use a self-evaluation model – offer adults quality education in order to assess and improve the quality of their offer of education. The model has been developed in order to encourage bigger investments into quality and improvement of adult education quality. (Appendix, 31, p. 42)

In adult education, special attention is paid to certain target groups which require special treatment due to their specific characteristics (different race, education, abilities, employment, physical and mental condition, nationality and language, position in society, etc.).

As the characteristics mentioned above usually refer to age group "young adults" and "middle-aged adults", which finishes with retirement, a specific field of adult education is "education of older adults".

A lifelong learning strategy also involves encouraging quality ageing and integration of older people in society and symbiosis of generations. Societies in developed countries are getting older, and ageing societies need a vision of older adult education.

Older adult education means educating older people - these are older workers, persons close to retirement, persons in the third or the fourth life period or in the period of dependence - and also everybody who is in contact with older people either as employers and experts or relatives, etc. As older adult education also aims at improving the symbiosis of generations, educational programmes also provide an insight into the problems of both, older and younger generations.

Implementation of lifelong learning strategy enhances all opportunities for learning and education in the third life period and in connection with it, particularly:

- education of older workers for work, employers, and making public aware of the issue of cooperation and symbiosis of generations at workplace;
- training for life after retirement, which may take place either in enterprises and institutions or in local communities;
- prepare a plan for quality life of older adults with sufficient emphasis and opportunities for different contents and forms of learning;
- training older people to understand younger generations and to communicate with them;
- systematic training of younger people to get to know old age and inter-generation symbiosis;
- training for different forms of self-help for older people and also in mixed-generation groups;
- training for work and other career paths;
- training for participation and work in voluntary non-governmental organisations;
- training older people to transfer their knowledge, acquired by experience, to their own and other generations;
- training media for reporting on quality ageing and inter-generation symbiosis.

Research of working, life, educational and other needs of older people has to be ensured in order to develop educational programmes.

Older people's learning is often more focused on checking and deepening the skills that they have already acquired than on acquiring new ones. Older people should be encouraged to join programmes which bring new skills and new knowledge – which should help them to be involved in social and economic development. It is the advantage for old people that they can make decisions about their learning themselves ("a la carte" learning) and they can meet different interests without being forced (by work or in any other way).

A network of universities for the third age provides systematic education and learning for older people. The share of ageing people is constantly increasing; therefore, this network should be strengthened and the university operations should be supported by public funds.

Many older people have acquired much general and/or specific knowledge and rich experience; society can use that and these older people could act as mentors, partners in learning or mutual learning, promoters of learning for young people, either in everyday life or in enterprises and organisations (e.g. work with trainees, probationers, new employees, the unemployed). Learning organisations may take those opportunities and thus contribute to more active elderly people and symbiosis of generations.

It is not possible to enact lifelong learning with all its variants in the same way as initial education; therefore, some of its development opportunities are laid down in the National Programme of Adult Education, and they were submitted also in the summary material Strategy and Conception of Adult Education in Slovenia. (Appendix, 32, p. 42)

6.4 Higher education

A lifelong learning strategy should pay attention particularly to "non-traditional" opportunities for higher education: introduction of more flexible learning paths, providing alternative study paths, ability to select, individual adaptation of the duration of study and formal adaptation of the speed of study, recognition of previous study or knowledge, acquired in other ways, etc.

More flexible implementation of studying does not refer only to studying to reach a certain level (degree) but also to studying different contents outside the narrow and formal study programme, modules, special courses at home and abroad, etc., which may be important either for the employability or for other reasons, such as extending general knowledge, preparation for further study, participation in local community programmes, etc.

Alterative study paths allow for the recognition of previous learning and knowledge, which has not been certified formally (therefore non-formal and aformal) or facilitate transitions between individual levels or fields of study. Such procedures follow specially designed standards and ways of assessment and accreditation of prior learning (AAPL) and the knowledge, acquired in that way, and they may be applied either upon the entry into a higher school programme to acquire a level of education or even to recognise qualifications on the basis of competences, acquired in non-traditional ways, for parts of the programme, e.g. subjects.

In higher education study, the way and progress of study are less formal than at lower levels of education (primary, secondary). Requirements regarding the place and time of the programme implementation and administrative requirements (enrolment, assessment and certification of knowledge) are gradually abandoned and released. The place of education (learning, study) may take place outside the educational institution, distance study, e-technology, programmes and parts of programmes of different institutions may be combined, etc. The time of the programme can be carried out in parts, and different progress than required by the standard implementation (faster, slower, different sequence). Regarding administrative requirements, if the candidate proves the required knowledge in the procedure of assessing and certifying previous knowledge, there are no administrative requirements to enrol to the programme, attend lectures, to be placed into a classroom or study group, etc. (Appendix, 33, p. 42)

It is important to open university study to a new and wider audience. This is not possible if higher education institutions themselves do not change – not only internally, but also in relation to other "learning systems". Flexibility is substantially increased by elective subjects either at their own or at other higher education institutions.

In order to increase the flow of knowledge and mobility of graduates after completed study, it is reasonable to design study programmes according to European guidelines. Such programmes allow for more student exchanges among countries.

6.5 Support and encouraging of the continuity of learning

Continuity of lifelong learning and education in all ages may be introduced and provided more efficiently, particularly by some permanent forms of support and encouragement, which are as follows:

- personal plans for learning;
- increased care for the development of fundamental abilities, values and competences, required for the acquisition of knowledge in all forms and at all levels of education and care about continuous development thereof;
- learning and education passport;
- competent mentors and counsellors for education and learning and introduction of special work and title counsellor for learning;
- introduce the occupation of knowledge manager into human resource development;
- making teachers aware of the characteristics and requirements of lifelong learning in initial and further teacher training;
- self-regulation of learning;
- using public media as learning tools;
- special awards for learning – one's own – and supporting others;
- development of learning organisations, towns and regions;
- development and introduction of national qualification framework;
- learner friendly access to information, required for deciding for education;
- define the role of media in promoting lifelong learning.

7 MEASURES FOR THE IMPLEMENTATION OF THE STRATEGY

A lifelong learning strategy may not be implemented successfully if not supported by appropriate measures in legislation, management, financing, public network of organisations and programmes for adult education, public services and adult education infrastructure.

7. 1 Improve the quality of education

Instruments for evaluation and self-evaluation as well as education quality standards that concern lifelong learning will have to be developed, and awareness that quality education has to involve elements of lifelong learning will have to be strengthened.

7. 2 Updating educational programmes, curricula and catalogues of knowledge standards according to lifelong learning elements

Current educational programmes, catalogues of knowledge and curricula will have to be reviewed in order to create opportunities for the implementation of lifelong learning elements in those fields. More attention should be paid to the types of knowledge and competences, included in the curricula, in order to achieve long lasting knowledge and develop competences for further and independent learning. Pupils, students and all other persons, who participate in education and learning, will have to be trained for planning their own careers and thus for planning the acquisition of new knowledge and competences.

7. 3 Development of educational and learning strategies

Development of educational and learning strategies (didactics, teaching methodology, forms of teaching and other educational work) which allow for and support lifelong learning will have to be encouraged and included in the curricula. This should be done at the development-research level as well as by examples of good practice.

7. 4 Training of professionals

In under-graduate education as well as in further improvement of knowledge and development of teacher, professional and other personnel (mentors, counsellors) competences, programmes for their training will have to be developed so that the objectives of lifelong learning may be achieved. Teacher training programmes should be updated and specialist post-graduate programmes in the field of developing competences required for conducting and organising lifelong learning processes should be introduced.

7. 5 Development of different forms, ways and paths of lifelong learning

Different programmes, forms, ways and paths, dictated by the objectives of lifelong learning strategy which allow for its implementation will have to be developed. (Appendix, 34, p. 42-43)

7. 6 Development of systems for the recognition of different types of learning

The system of assessing and certifying different forms of learning – formal, non-formal, aformal and incidental and informal - along with the ways of recognising different types of knowledge will have to be developed.

7. 7 Increasing accessibility of education and learning

Different mechanisms, appropriate fiscal policy, incentives for investments into lifelong learning, etc. will have to be applied in order to facilitate inclusion into different forms of learning.

7. 8 Creating appropriate normative environment

In order to achieve the objectives of Lifelong Learning Strategy, current normative solutions in education should be reviewed at the level of the state as well as at the level of regions and local communities, and necessary amendments proposed. The responsibility of the state and other entities for the implementation of lifelong learning strategies has to be defined. Appropriate attention also has to be paid to the terminology, and terms in this field should be harmonised.

7. 9 Infrastructure for the implementation of lifelong learning strategy

Appropriate infrastructure will have to be developed in order to achieve the Strategy measures, such as the training of providers and users as well as professional staff, software supply and network, development of learning programmes and materials, counselling activity, centres for assessment and accreditation of prior learning, research and development, information and organisation infrastructure, installation of computer-information technology and equipment, promotion activity.

It is important to achieve efficient investing into the infrastructure required for lifelong learning; in particular:
- establish regional centres, which will link activities that provide and facilitate lifelong learning at the regional level;
- train counsellors for lifelong learning;
- draw up standards or minimum criteria for all counsellors who will carry out this activity,
- create a network for valuation and certification of the knowledge, acquired in a non-formal or incidental or informal way;
- install computer-information technology and equipment;
- provide access to organised education in the third age;
- invest into research infrastructure – create sufficient research capacity, particularly in development and research in adult education, which is currently in excess demand.

The organisation of the Ministry of Education and Sport does not allow for the achievement of the objectives of the national adult education programme on the basis of adult education annual programmes, which are a legal instrument for the implementation of the strategy. This would be possible only by reorganisation of the Ministry of Education and Sport so that the adult education department would be equal, strong enough and have enough people to be able to take care of the implementation of the national programme in this formal side.

7. 10 Strengthening of the non-governmental sector as the partner to the state in the development of the strategy

It is important to strengthen non-governmental and non-profit sector and create and develop partner relationship. This is a very important, even a priority task for the state. Such a partnership allows for a better position of the state in negotiations for receiving resources from European funds, particularly when it concerns national policy priorities. The non-governmental sector allows for the inclusion of several partners into the strategy and its programmes. This usually ensures innovation and constant competition.

7. 11 Strategic Council of the Republic of Slovenia for lifelong learning

Implementation of lifelong strategy requires continuous and harmonised care and decision-making; this may be ensured only by a special, interministerial and professionally competent body, such as a strategic council. The Council may be successful only provided it has a suitable formal basis, i.e. institutionalisation. The Council links and coordinates all ministries in the sense of contents and organisation on the basis of a central objective, that is to promote learning and education in all areas of life and work for efficient increase of knowledge and development of knowledge-based society. In addition to developing and implementing lifelong learning strategies in the national policy, the Council is also responsible for efficient implementation thereof in practice.

Appropriate organisation of managing (ministries) for the field of education will have to be ensured by measures. (Appendix, 35, p. 43)

7. 12 Financing of the introduction and implementation of the strategy

The system of financing lifelong learning is based on the participation of several partners, in addition to the state: employers, users, civil society and non-governmental organisations and others. Successful implementation of the strategy is not possible without an appropriate system of financing that will have to ensure the following: development of new programmes and ways of learning, support for students and employers for workplace learning, financing research and development in the field of lifelong learning, financial incentives, e.g. by fiscal policy, by promoters; special financial support is provided for higher school education. The system of financing has to ensure sustainable development. In particular, financing of adult education as a field of lifelong learning at the local level will have to be systematically regulated. Although there are committees for human resource development at the local level, this area is financed in an unplanned and non-coordinated way. Measures have to be harmonised from the national level.

Public funds (state) should be used to encourage employers to allow for the education of people with low level of education because, as a rule, employers do not invest in the education of such people.

7. 13 Promotion

Introduction and implementation of the strategy has to be accompanied by stronger support and promotion in the media, as well as special promotional events and projects, e.g. Lifelong Learning Week, panels on lifelong learning, mottos and slogans (e.g. "lifelong learning for everybody" used also by Unesco and OECD), exhibitions, leaflets, awards and other promotional material.

7. 14 Research and development

The research capacities of universities, economy, public institutes and educational organisations have to be joined.

In order to ensure quality research and development work appropriately institutionalised research capacities have to be ensured for all periods of lifelong learning – childhood and adulthood and higher school education. (Appendix, 36, p. 43)

Statistical monitoring has to be introduced for research and monitoring of lifelong learning, and standard indicators for monitoring implementation of the strategy have to be developed and defined. Indicators have to allow for international comparability.

7. 15 Operational programme for the implementation of lifelong learning strategy

When lifelong learning strategy is being discussed and developed, a decision on drawing up a detailed operationalised programme for the implementation thereof will have to be adopted. The most appropriate way to do this is a special national programme, adopted by the Government of the Republic of Slovenia. Such uniform and harmonised programme, which provides special means for lifelong learning, is essential for successful and efficient implementation of lifelong learning strategy.

The following was prepared in the project of drawing up a Lifelong Learning Strategy in Slovenia: Review of activities for implementing Lifelong Learning Strategy operational plan, which consists of 74 points.

LIFELONG LEARNING STRATEGY IN SLOVENIA

ADDITIONAL EXPLANATORY NOTES

To Chapter 0: INTRODUCTION

1.

EU documents and documents of other countries

Strategies

- Education and Training - Diverse Systems Shared Goals. The Education and Training Contribution to the Lisbon Strategy.
- The Lifelong Learning Strategy for Scotland (2003).
- Strategy for Lifelong Learning in the Federal Republic of Germany (BLK 2004).
- The Strategy for Lifelong Learning in Hungary (Budapest, 2006).
- Okamoto, K. (1994): Lifelong Learning Movement in Japan. Strategy, Practices and Challenges. Tokyo.
- Strategy for Education for Sustainable Development, UNECE - United Nations Economic Commission for Europe, 2004.

Action plans, resolutions

- Council Resolution on lifelong learning (June 2000).
- SEC (2000): Memorandum on lifelong learning. Brussels: Commission of the European Communities, 30 October 2000.
- The European Higher Education Area. Joint Declaration of the European Ministers of Education. [Bologna Declaration.] Convened in Bologna on the 19th of June 1999 (4 pp.). See *http://www.Bologna-Berlin2003.de* (20. 9. 2003); *http://www.see-educoop.net* (20. 9. 2003; Slovene translation).
- Council Resolution on lifelong learning (2002).
- Education and Training 2010 (EU) – platform and operational plan for the implementation of the programme, report.
- Mastricht Communique on the Future of Enhanced Cooperation in VET (December 2004).
- Kopenhagen Declaration (2002).
- Towards a European Qualifications Framework for Lifelong Learning (2005).

Definitions, objectives, criteria

- Concrete future objectives of education and training systems (2002), within which Education and Training 2010.
- Key competences for Lifelong Learning - Commission Proposal for a Recommendation of the European Parliament and the Council (November 2005).
- Quality Criteria of ESD Schools. Reports
- Faure, E. /ed./ (1972): Learning to be. The World of Education Today and Tomorrow.

Paris, London: Unesco, Harap.
- Joint Report for the European Council (February 2004).
- Progress towards the Lisbon Objectives in Education and Training - 2006 Report.

<u>Slovenian documents</u>

Analysis, reports
- Ministry of Education and Sport (2005): National report on updating the systems of education and training directed towards the achievement of objectives to 2010 , Slovenia 2006 (2005).
- Skuber, E. and others (2004): Report on the implementation of the National Professional Qualifications Act. Education Development Office and Council of Experts of the Republic of Slovenia for Vocational and Technical Education 23. 11. 2004.
- Ministry of Education and Sport (2005): Analysis of the current situation in the field of achieving the objectives of "Education and Training 2010" in Slovenia (Černoša).

Strategies, programme development documents
- Rečnik, F. /ed./ (1991): Education in Slovenia for the 21st century. Global conception of development of education in the Republic of Slovenia (holder: Ferdo Rečnik). Ljubljana: National Education Institute of the Republic of Slovenia.
- Ministry of Education and Sport (1995): White Paper on Education in the Republic of Slovenia (ed. J. Krek). Ministry of Education and Sport of the Republic of Slovenia, Ljubljana.
- Strategy and Conception of Adult Education in the Republic of Slovenia (2000) holder of the project Zoran Jelenc. Ljubljana: Slovenian Institute for Adult Education. (Research report).
- Government of the RS (2005): Slovenia's development strategy.
- Government of the RS (2005): The Framework of Economic and Social Reforms for Increasing the Welfare in Slovenia.
- National Strategy for the Development of Literacy (2005).
- Platform and proposals for the national programme of social care for old people in the period from 2006 to 2010, and for the national strategy of the development of society with a high share of old people (2005).

National programmes
- Drofenik, O. and others (1998, 1999): National Programme of Adult Education. Expert groundwork 1,2. Ljubljana, Slovenian Institute for Adult Education.
- Ministry of Education and Sport (2003): National Higher Education Programme (2002).
- Platform and proposals for the national programme of social care for old people in the period from 2006 to 2010, and for the national strategy of the development of society with a high share of old people (2005).
- National Programme on the Development of Labour Market and Employment to 2006 (2001).

Action plans, resolutions
- Resolution on the National programme of Adult Education in the Republic of Slovenia (2001). Ljubljana: Ministry of Education and Sport. (Project holder Olga Drofenik.)
- CMEPIUS mobility programmes

Acts and legislative instruments
Ur. l. (1996): Official Gazette of the Republic of Slovenia, No. 12, 29. 2. 1996.

- Organisation and Financing of Education Act, p. 841 -862.
- Vocational and Professional Education Act, p.862-871.
- Primary School Act, p. 879-889.
- Gimnazije Act, p. 889-894.
- Adult Education Act (1996). Ur. l. RS, 12/1996, Ljubljana 12. 2.1996, p. 894-900. National Professional Qualifications Act /ZNPK/ (Ur. l. RS, No. 81/2000, 55/2003).
- Act Regulating the Recognition Procedure for Qualifications of Citizens of EU Member States Relating to Access to Regulated Professions and Professional Activities in the Republic of Slovenia (Ur. l. RS, No. 21/2002).

Recognition and Evaluation of Education Act (Ur. l. RS, No.

73/2004).

- Rules on composition of the commissions for the assessment and verification of national professional qualifications and on method and procedure to grant and withdraw the licence (Ur. l. RS, No. 13/2001, 97/2003, 108/2004, 18/2005).
- Rules on method and procedure for the assessment and award of national professional qualifications (Ur. l. RS, No. 13/2001, 97/2003, 108/2004, 117/2005).
- Rules on keeping the register of providers of procedure for the assessment and awarding of national vocational qualifications (Ur. l. RS, No. 26/2001, 77/2003, 107/2005).
- Active Employment Policy Programme for 2006 – official consolidated text (Official Gazette of the RS, No. 26/2006).
  Catalogue of active employment policy measures for 2006.
- Collective agreements for activities, concluded by social partners.
- Employment Relationships Act (Ur. l. RS 42/02).

Definitions, objectives, criteria, indicators

- Quality Criteria of ESD Schools.

To Chapter 1: STRATEGIC DEVELOPMENT VISION

2.

The wider strategic objectives of the development of Slovenia are as follows:

The social development objective is to improve the quality of life and welfare for all people, measured by human development indicators, social risks and social cohesion.

The economic development objective is to reach the level of economic development of more developed economies in the European Union (measured by per capita GDP in purchasing power parity) in ten years and to increase employment in accordance with the Lisbon Strategy objectives.

The Iinter-generation and sustainable development objective is to assert the principle of sustainability as the fundamental quality criteria in all areas of development, along with the objective of sustained population growth.

The development objective of Slovenia in the international environment is to become a recognisable and reputable country in the world by its development pattern, cultural identity and engagement in international community.

Source : Government of the RS (2005): Slovenia's development strategy

To Chapter 3: PLATFORM AND BASIS FOR THE STRATEGY

3.

Deficiencies of the traditional system of education and looking for solutions:

- most education, and the school system in particular, is too slow and its organisation is not ready for responding to rapid growth of knowledge and fast technological changes;

- if education is limited to childhood and youth, many needs of an individual person, and indirectly by his/her activity also the society and all human life, can not be satisfied.

- requirement for equal opportunities in education for all people can be met only by

  implementing lifelong learning.

4.

Although experts started to indicate the significance of lifelong learning as early as the 1970s, the policy has been accepting them and dealing with them only for the past ten years. The concept based on important notions:

- It is not possible to divide life into two periods as rigidly as it is regarded by traditional education: time of preparations and training and time of work activity. Modern life demands those functions to be exchanged and supplemented all our life.
- Human beings are able to learn throughout life and in all ages and we have a need to learn.
- Each age brings new and unique experience and insights, and at the same time it is also preparation for the next age. The more we utilised the previous age, the more we can utilise next age; knowledge, acquired by learning, plays an important role.
- Successful learning (in all ages) does not require merely the acquisition of knowledge, but also and even more, the development of skills that allow for the acquisition of knowledge. Skills for communicating, expressing, acquiring information are particularly important.
- The traditional perception of education (schooling) includes limiting learner's life activity to education and learning as an important element of its efficiency. Focusing on such performance also includes negative dimensions, such as: limiting freedom to choose activities and creating a negative attitude to education and learning (they should be experienced as pleasure and satisfaction and as a means of complete personal fulfilment.)

Lifelong learning is an alternative, eliminating the deficiencies and insufficiency of traditional education.

5.

The proof that in our country, even in 1996, lifelong learning was not a fundamental development concept is the well-known White paper, prepared by the Ministry of Education and Sport with the help of reputable experts as the expert groundwork for drawing up and adopting our new school legislation. The expression "school legislation" (that means a narrow segment of education) is telling; from the lifelong learning aspect, this is an extremely unfavourable and deficient, if not wrong, approach. A detailed review of the text reveals that the concept of lifelong learning is not mentioned at all in the introductory "fundamental and general" platform. It means that it was not important at all for the proposers of the text and the legislation. It can not be claimed that they do not know the concept. It is mentioned only in the chapter on adult education, which is, from the system point of view, completely wrong as lifelong learning is wrongly made equal to adult education!

6.

However, we should not be ashamed of distant past in Slovenia. We had education specialist Karl Ozvald. In his book "Cultural Pedagogy" he describes the tasks of pedagogical theory and culture and thought that educational effects and power of the community itself have a very strong influence, along with purposeful education, non-purposeful educational effects are very important - in modern terminology this would be called "aformal education" and incidental or informal learning. He said that an important (or even the most important function) of school lessons is to prepare for "later self-education which starts when school has finished and usually lasts throughout life" (Ozvald 1927, p. 16). Karl Ozvald may be called our Slovenian "father" of the lifelong learning concept and strategy.[3]. He is one of the pioneers in his perception of education as a lifelong process as he was explaining and publishing his views at the same time as other world thinkers, which are thought to be the first to implement the idea of lifelong learning.[4]

7.

Foundation stones in the development of European cooperation in the field of lifelong learning (by years):

3 It has to be pointed out that he was active and explaining continuing education in the time when the idea of permanent education was only emerging even in countries who had a leading role in the development of adult education then (USA, Great Britain).
4 These are mainly Eduard Lindeman in the USA with his work The Meaning of Adult Education from 1926 (Jarvis 1987, p. 141) and Basil A. Yeaxlee in Great Britain who published his work Lifelong Education in 1929. (Jarvis, n. d., p. 61). Ozvald published Cultural Pedagogy already in 1927.

LIFELONG LEARNING STRATEGY IN SLOVENIA – ADDITIONAL EXPLANATORY NOTES

1995:
- European Commission White Paper Teaching and Learning: on the way to learning society lifelong learning is promoted.

1996:
- European year of Lifelong Learning – the idea is given in the European Commission White Paper Growth, Competitiveness, Employment.

1999:
- Bologna Declaration for establishing European cooperation in the field of higher education to 2010.

2000:
- Lisbon strategy. Systems of education and training have to adapt to the requirements of the knowledge-based society and offer opportunities for learning and training to different target groups in different ages.
- European Council decided that lifelong learning is essential for the development of citizenship, social integration and employment and that we should strive for a clear strategy and practical measures for accelerating access to lifelong learning for everybody.
- European Social Fund defined the means for the development of lifelong learning for the period from 2000 to 2006.
- Lifelong learning is the guiding principle for supporting the following EC action programmes: Socrates, Leonardo da Vinci and Youth.
- Adoption of Memorandum on Lifelong Learning as the basis for European harmonisation of lifelong learning processes.

2001:
- European Employment Strategy. Specific guidelines for employment and labour market from the aspect of lifelong learning.
- Report on the future objectives of education and training.
- To make sure that European integration concerning lifelong learning becomes a reality. Acceleration of lifelong learning for everybody on the basis of the discussion about the Memorandum on Lifelong Learning.
- Indicators for monitoring lifelong learning – to facilitate comparison among systems.

2002:
- European Employment Strategy. Members of the European Union are asked to prepare clear and comprehensive strategies, define objectives and improve the quality and efficiency of their system of education and training.
- Social partners from central Europe adopted a framework for actions, development of competences and qualifications.
- Sixth Framework Programme for research (2002-2006) to enhance the research of lifelong learning.
- Ten-year work programme for monitoring implementation of the objectives of education and training systems in Europe. Enhance cooperation among Members of the European Union.
- Resolution on lifelong learning. Support for implementing the communique on lifelong learning 2001.
- Copenhagen Declaration and Resolution on enhanced cooperation in the field of vocational education and training. How to adapt and improve vocational education and

training so that objectives of the European Union will be achieved.

- Five milestones for education and training. At least 15 percent of economically active population in the age from 25 to 64 should be involved in lifelong learning by 2010. Lifelong learning is confirmed as the umbrella objective for all actions in education and training. (Lisbon Strategy)

2003:

- Initiative R3L. Support to integration of 120 learning regions for promoting lifelong learning.
- Berlin 2003. Meeting of European ministers in order to accelerate the Bologna process.

2004:

- Joint interim report on education and training 2010. Monitoring the achievement of the objectives of European systems of education and training.
- New integrated action programme in the field of lifelong learning (2007-2013). Accelerate interaction, cooperation and mobility in education and training in EC.
- Resolution on counselling.
- Decisions concerning assessing and certifying non-formal and aformal learning.
- Mastricht Communique. Updating of Copenhagen Declaration, report on progress after 2002, setting new priorities and strategy for the next two years.

2005:

- Bergen 2005. Biennial meeting of European ministers in order to accelerate the Bologna process.
- Consultation on European Qualification Framework (EQF). Establish comparability of qualification systems at the national and sectoral levels.
- Joint report on the progress in Education and Training 2010 Project (Updating of education and training: vital contribution to prosperity and social integration in Europe).
- Recommendation concerning key competences for learning 2005.

To Chapter 4: KEY TERMS

8.

Education and learning are related activities with some important differences and it is important to be aware of those differences when we use them. We are in favour of the opinion that learning is a wider term and education is just one of the possibilities for learning.[5]

Education

In education, the role and activity of an individual (participant) are defined externally. The focus is on acquiring knowledge, skills, habits, etc., or learning during a process which is, as a rule (but not essentially), defined by objectives, it is regulated, structured, subject-oriented, externally organised. The process (of acquiring knowledge, etc.) is organised professionally and monitored, as a rule by lessons and teachers. Social circumstances and needs have an important influence on this process.

Learning

The anthropological context is emphasised in learning, which reaches beyond social purposes by placing an individual to the centre of attention - it is "individualistic and individualising" (Jarvis 1979) and it is based on his/her needs and own activity. This does not mean that social needs are not taken into account in the process. Learning is wider in several dimensions: it takes place everywhere, takes all positions, circumstances and opportunities. Contents are intermingled and

they are not so focused on a subject. It has become a part of life, it is flexible and it lasts for the whole life. We learn one from another, not only under professional management. Learning is characterised by higher activity and autonomy of the subject (learner). According to the active role of the subject and organisation of the activity learning is divided into two fundamental areas: organised and informal.

Organised independent learning (self-education) is learning/education where an individual or a group takes over main responsibility for planning, implementation and evaluation of their own learning or education, and they may be helped by other persons or institutions. When learning takes place with the organised (planned, permanent enough, regular or intensive) help by others, it is (organised) independent learning with help or guided self-education. When it is implemented mostly by the individual himself/herself, it is only called (organised) independent learning. The variants of organised learning, depending on whether the subject of learning is one person or a group of persons, are also the following: individual learning, learning in pairs and learning in groups.

5 Education is "a public answer to the fact that people learn" (Thomas,

in Jelenc 1998 a, p. 46).

As for lifelong education learning principles and strategy, there is a question of what is subordinated to what, education to learning or learning to education. We are in favour of the opinion that learning is a wider term and education is just one of the possibilities for learning.

9.

When comparing the past (fifteen or more years ago) and the present, experts are percieve that a "paradigmatic shift from education to learning" has been going on; in order to achieve their educational goals (acquisition of knowledge, skills, habits, etc.), people resort to learning more than to education. It is true that the ratio between learning and education was also similar before, as there has always been more learning than education, but we were not so much aware of all the opportunities for learning. There were not so many opportunities as today (mainly more developed information and learning technology), and consequently not so much attention was paid to learning as now.

10.

Formality and non-formality and smaller or bigger formalisation (aformalisation) of education and learning

Formality and non-formality of education and learning are defined according to the purpose of educational or learning activity and not according to the level of formalisation of implementation (programme structure, sequence of the progress, teacher's qualification, establishing effects, etc.). In accordance with such a definition, formal education/learning is education/learning which should lead to a type of formally recognised educational results, such as the achieved level of education, degree or vocational qualification (Jelenc 1991, p. 30). By analogy, non-formal education is, contrary to the definition of formal education, education/learning whose purpose is not to acquire a formal document such as a certificate, degree, publicly recognised level of education or training, but the fulfilment of other needs for education and/or interests of the participant in education. Consequently, it may be logically concluded that formality and non-formality are significant in defining the level of education/learning formalisation. A higher level of formalisation of education implementation (programme structure, sequence of the progress, teacher's qualification, establishing effects, etc.) is required for the implementation of formal education/learning. As a rule, this is defined by verifying the provider or the programme which ensures that the programme is carried out in accordance with requirements and results in the required effect (proved by a certificate or valid document for the level and/or type of achieved education or qualification).

Consequently, in non-formal education, the level of formalisation is lower than in formal education, although elements such as planning, structure, sequential organisation, etc. are also important in the implementation of non-formal education.

Although education and learning have been described as two variants of the activity with the same objective, the term "education" is preferential when we speak about a more formalised activity, and the term "learning" when it concerns a less formalised activity.

Formality and non-formality may be used when speaking about both activities (education, learning), and the difference is the most evident when we speak about purposefulness or non-purposefulness. Education is always purposeful, whereas learning may or may not be purposeful.

Incidental or informal and aformal learning[6] have the lowest level of purposefulness and formality of implementation. These two terms are used to describe activities which take place in a completely non-formalised (without a form, aformal) way and also without an objective (non-purposeful, informal). This means that its purpose is not to acquire a confirmation of any kind.

Informal and aformal learning concern learning directly from social or physical environment. The prevailing method is learning by experience, by examples. It is spontaneous, as a rule, not specially planned nor monitored. It is not an exclusive element of educational activity, it appears as a parallel, supplementing component of different activities, e.g. community work, social work, schooling, work with the youth, residence education. It is a component of everyday life

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6

The expression "aformalno" is introduced instead of an expression "informalno" which is not suitable in Slovene although it is used a lot in practice. This is justified in detail in the research report "Strategy and Conception of Adult Education in Slovenia (Jelenc 2000 b, p. 85-86). In Terminologija (Jelenc 1991, p. 54-55 and 46) the English term "informal" is still translated as informal; the new term "aformal«" was introduced later (2000). In publications it is mentioned in other places (e.g. Jelenc 2004, p. 47) and it is explained that the use of term "informal" is not suitable in Slovene.

and lifelong learning and education and it is closely connected with the culture where it appears. It is not only learning but also a social relationship; it is oriented into the personality of the learner.

The role of the subject in informal or non-purposeful learning – that is learning which is emerging as the outcome of circumstances in which the subject is – is, as a rule, lower and different or it just seems so.

Incidental or informal learning is a "process which goes on for the whole life, contributing to the creation of opinions, acquisition of values, skills and knowledge from everyday experience, educational influences and sources in our own environment, family, surrounding, at work and play, while shopping, in the library and from public media". (Jelenc 1991, p. 54-55). It is more appropriate to include this activity into the types of learning where there is no conscious intention of the source of learning to influence the participant of education or learning neither is the learner consciously trying to learn, than into the types of education.

According to its fundamental characteristics, aformal learning is similar to informal learning as it does not take place in a formal way, however, they differ as aformal learning is, at least partially, purposeful. The time of conscious intention on the part of either the source of learning (information) or the learner (the recipient of information) is not harmonised, so it is not simultaneous; therefore they are harmonised only by coincidence or informally, either by more

or less structured initiative or, it is better to say, opportunity or possibility to learn from the outside without a clear intention on the part of the subject to learn, or by taking an external opportunity to learn in order to meet a previous intention or interest (learning project) which is activated by this.

All types of education/learning may be shown in a schematic (Davies 1985) where the outside frame represents all learning which includes different shares which are listed by their size: incidental or informal learning and aformal learning, non-formal learning, and formal learning.

Figure 1

| Formal education | Non-formal education | Incidental or informal/ aformal learning |

11.

Lifelong learning

Our definition joins the essential elements of two published definitions; these are from the Memorandum on Lifelong Learning (EC 2000, p. 3) and Strategy for Lifelong Learning in the Federal Republic of Germany (BLK 2004, p. 8).

Some more definitions were selected to show how we try to define the term for the strategy for in this document.

- Learning process which goes on all our life. (Jarvis 2002, p. 202)
- Development of human ability by constant support which encourages individuals and gives them the power to acquire knowledge, values, skills and understanding they will need all their life and use them by confidence, creativity and pleasure in all their roles, circumstances and environments. (Longworth, Davies 1996, p. 22)
- Lifelong learning is defined as 'all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence' (Memorandum on Lifelong Learning 2000, p. 3).
- Lifelong learning includes all forms of learning – whether formal, non-formal or informal. It takes place in different learning circumstances, from early childhood to retirement. (Strategy of the Federal Republic of Germany 2004, p. 8)

* In a wider sense, "lifelong learning" is a generic term which denotes the whole process of human learning cultivation. It covers all forms of developing human skills and opinions on lifelong learning, it may appear in institutionalised circumstances or as a natural component of life. (Dohmen 1996, p. 20)

To Chapter 5: STRATEGIC CORES

12.

The integrity of all education and its regulatory framework may also be presented by a schematic, called the "joint house of all education and learning". It can replace the traditional inappropriate schemes of education system, found in official sources on the education and training system. It is typical of them that they do not include adult education at all or it is placed outside the main part of the system as an additional parallel arrow at the side. (Appendix, 37, Figures 2.1 and 2..2, p. 44 and 45)[7]

This joint house of all education and learning also offers the conception of a uniform and integrated system of all education, taking into account the differences in both fundamental areas (initial and continuing education); takes into account the progress principle or the principle of education continuity from the first inclusion to all further areas of life and thus provides the whole vertical of educational system; it also connects different areas of education, generally and vocationally, and allows for the transfers among them; takes into account both official formalised and alternative paths of education and learning and thus recognises more formalised and less formalised ways of implementing education and learning; connects formal and non-formal education; connects education which is under the responsibility of the "school sphere" as well as education which is under the responsibility of other areas from the "sphere of work".

The entire education and training system can also be shown by the Lifelong Education and

Learning Scheme [8]. (Appendix, 38, Figure 3, p. 46). It consists of two complementary, systemically equal and equivalent, although specific and with different characteristics, areas of education: education of children and youth or initial education and adult education or continuing education. The scheme clearly shows the continuity and composition of learning in all ages along the longitudinal (vertical) dimension; adults do not enter formal education (to acquire education) only to supplement education which they did not, due to any reason, acquire during initial education (compensatory education) but also to increase the achieved level of education and broaden and deepen the knowledge in accordance with new needs and requirements (innovative education). Some types of education, such as specialisation and further non-formal vocational education, may be carried out only in the stage of continuing education. The stage of initial education is a continuity of pre-school period; that is a specific area of education which may, by analogy, be called "pre-initial or preparatory" learning and education.

Such a general and principled platform requires that both areas of education (initial and continuing) are consistently dealt with equally in the legal, system and material sense. As the areas differ, each of them has its own particularities, characteristics and possibilities. These differences have to be taken into account in spite of equal treatment. In its common in the practice, which prevails also in the current drafting of legislation, to legally define education of children and youth first, and then adapt adult education and learning on that basis. This means that adult education is in an unequal position from the beginning, which can not be corrected by subsequent amending of provisions in texts. It is a variant of "oriented" education and this time orientation is defined by the "school field". The logic of lifelong education and learning will be put into effect completely only when this one-sided view has been changed.

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7 Such schemes can be found in older as well as in recently published strategic documents on education in Slovenia, such as: Education in Slovenia for the 21st century - Global Conception of Development of Education in the Republic of Slovenia (Rečnik, ed., 1991, p. 100), and the White Paper on Education in the Republic of Slovenia (Krek, ed., 1995, annex), and also in a most recent report Analysis of the current situation in the field of achieving the objectives of "Educational and Training 2010" in Slovenia (Černoša 2005, p. 21).

8 The scheme is the result of research of education in Slovenia, conducted by the Slovenian Institute for Adult Education (Jelenc 2000 b).

13.

These national programmes and strategy are not and can not be a substitute for a national lifelong learning programme. Each of them covers only a part of lifelong learning. National adult education programme is often mixed up with the national lifelong learning programme, which is the consequence of mixing up lifelong learning and adult education.

The following national programmes, which have been published in Slovenia, are important for a lifelong learning strategy.

- National Programme of Adult Education which was officially approved by the Resolution on the National Programme of Adult Education (2004),
- National Higher Education Programme (2002),
- National Strategy for the development of literacy (2005).

The following documents are also important:

- Platform and proposals for the National Programme of Social Care for Old People in the period from 2006 to 2010, and for the National Strategy of the Development of Society with a High Share of Old People (2005).

Other national programmes concern the field of research, regulation of labour market - National Programme on the Development of Labour Market and Employment to 2006 (2001), health, environmental protection, etc.

14.

Use of information and communication technology contributes significantly to lifelong learning by extending access and also by introducing more various paths of learning; new approaches and arrangements make the learning process and contents more interesting. Information and communication technology networks will be connected to local lifelong learning centres and open to wider groups of people of all ages; learning can be offered in new combinations, e.g. by the use of educational computer games; the internet is used more and more for shopping, communication, getting information, which is a good basis for also using it for learning without the usual resistance which accompanies school learning.

15.

It is reasonable to offer lifelong learning to people with head (brain) injuries, for example. The problem in learning for those people is financing. Their training seems to be too expensive (not economical). However, research shows that is much more expensive when people with head injuries are only taken care about than trained by lifelong learning.

16.

Key competences consist of at least three important components, which are intermingled: cognitive – systematic, integrated knowledge and the ability to handle this knowledge; emotion and motivation: positive attitude to knowledge and learning in general and to individual areas of knowledge, to own competency and personal growth; action: the ability and willingness to be engaged, to do something with the acquired knowledge, to apply it reasonably and usefully. These elements are inseparable and they are constantly connected.

One of the most important competences is "learning to learn" – "the ability and willingness to adapt to new tasks, activate the ability of thinking, personal commitment and perspective hope to succeed by maintaining cognitive and emotional self-regulation of learning activity". It is important to be aware that it does not concern only "technical and implementation" dimensions;

the cognitive, emotional and action dimensions are reasonably connected in the self-regulation of the process.[9]

Fundamental skills, also called abilities, which are nowadays necessary for learning, are defined in four literacy levels. In addition to traditional fundamental knowledge such as reading and calculation, nowadays it is important to master also at least the following: information or information-communication technology, foreign languages, technological culture, entrepreneurship, social skills, feeling for artistic values, etc. These are widely defined areas of

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9   Marentič Požarnik (2000).

LIFELONG LEARNING STRATEGY IN SLOVENIA – ADDITIONAL EXPLANATORY NOTES

knowledge and skills, which are mostly also interdisciplinary. General, vocational and social skills are increasingly overlapping, in the sense of their contents as well as functionally. This is not necessarily a complete list, but it definitely includes all key areas.

The term competence is not translated into Slovene here although experts have been trying to find a suitable Slovene expression. It is not appropriate to use the same translation as for the word "ability"; it requires additional definition which is described by the term "capacity to exercise". Competence concerns "more complex, wider abilities". Its various meanings are evident also in the expression "competence onion" (layers which go from the outer layer to the innermost layer)[10]. The use of this expression may be inconvenient in the text of the Strategy.

17.

Slovenia has prepared National Strategy for the Development of Literacy which has been submitted for debate and adoption by the Parliament and the Government, and the strategy for increasing the level of education for adults.

18.

Material incentives may be the following:
- individual education accounts to encourage people to contribute to the costs of their own education with the help of special investments and saving; this results in additional or the same amount of subsidies or support from public and private financial sources;
- financing different providers, centres for lifelong learning, etc. in order to encourage the emergence of more various learning opportunities.

19.

Some research (mentioned for example in LL strategy for Scotland, Our vision, p. 4) shows that longer absence from education and training can have very negative consequences. Those who have not been trained (educated) for the last three years more often say that they will not go back to learning.

20.

Lifelong learning strategy encourages numerous new opportunities for organising learning for the needs of work in enterprises and occupational work. Examples of good practice are the following opportunities:
- an organisation provides to employees who are on maternity (parental) leave updating of their knowledge and skills during their maternity (parental) leave or immediately before they come back to work;

- a system in which a worker who is attending education is temporarily replaced by an unemployed worker (this is called "job rotation");
- part-time employment, not only for reasons connected with the family, but also in order to continue education;
- a method (system) which allows the employee to get to know their professional and personal capabilities, motivation and abilities (balance sheet of capabilities), in order to accelerate their professional as well as educational plans and career; it is not aimed at formal recognition of capabilities due to qualification;
- ensuring that individual may maintain their files of learning and professional achievements ("life and learning portfolios) and, when necessary, show their learning achievements;
- incentives for employers to invest into education and training of employees with lower or insufficient education;
- allowing for the operation of inter-functional/interorganisational teams and accelerating the transfer of knowledge by clustering;
- a system of promotion has to be linked to permanent education and training;
- introducing a system of constant evaluation of knowledge and skills;
- It is essential to design workplaces in the way which encourages suitable application of literacy, knowledge and skills.

10 Marentič Požarnik, n. d.

LIFELONG LEARNING STRATEGY IN SLOVENIA – ADDITIONAL EXPLANATORY NOTES

21.

The term "karierna orientacija" was suggested by experts from the Employment Service of the Republic of Slovenia, led by Saša Niklanovič, as the translation for "career guidance" which denotes the whole guidance of an individual on his/her vocational (in wider sense also life) path. It should replace the term "informiranje in svetovanje" (informing and counselling) which they thought was insufficient. In addition to informing and counselling, it should also involve learning and in this way an individual should acquire "career management skills". The decision was adopted by members of pilot project Forum for ... (within EU projects - National Guidance Policy Forums - NGPF). The new orientation includes a wide range of activities - in school and outside school, for youth and adults, in school forms of work and in workshops - and this also involves development of other social skills, connected with education, learning and work. According to the authors, this professional concept provides efficient answers to the current and future needs of an individual and the state - and it has also been adopted and incorporated into its documents by the European policy (document Resolution on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe, May 2004). The European Guidance Network is being developed.

22.

Career centres may be organised at all primary and secondary schools and at all three universities. These are places where an individual may identify his/her competences (knowledge, values, skills and beliefs), connect them with the requirements of the occupation and then find out which area should be developed more and which knowledge has to be acquired in order to meet the expectations of a certain occupational profile. There is a career centre at the Faculty of Agriculture at the University of Maribor (Career corner for students and lifelong learning). The prime objective of career centres is to help pupils, students and employees to constantly plan education and training. They are also very useful later, in enterprises.

23.

Projects based on two important documents:

- Quality Criteria of ESD Schools.
- Strategy for Education for Sustainable Development, UNECE - United Nations Economic Commission for Europe, 2004.

Both documents are a part of tender documentation for national project Skriti zaklad (Hidden Treasure) which is being implemented in the National Education Institute in cooperation with the Ministry of Education and Sport. (They are available at *www.zrss. si/Skriti zaklad).* They will be published in "Okoljska vzgoja v šoli" magazine (magazine on environmental education in schools).

24.

Information-communication technology has a great potential for economically efficient achievement of scattered and isolated content – not only for learning but also for communication which serves to keep community identity irrespective of long distances. Learning services – including "on-line" learning - are available 24 hours a day and they are "always close" so everybody can use the best time for learning anywhere. Each local community should make sure to have at least one fundamental organisational infrastructure and at least one organisation to carry out some adult education activities.

Research in Slovenia (Dragoš Leskošek) showed that the abolition of local communities resulted in a substantial decrease of opportunities for joining people in the community, socialising, cooperation, etc. It means that it is important for people to have "neutral" places available, where they can share information, socialise and learn.

25.

The expression "ugotavljanje in potrjevanje znanja (UPZ)" is the appropriate translation of the original English expression "assessment and accreditation of prior learning" (AAPL). It is better than expression »preverjanje in potrjevanje znanja" (PPZ) which is now used in practice and in non-statutory texts. Such use has been established in statutory definition of national vocational qualifications with the explanation that it refers to assessing knowledge according to the catalogue of knowledge standards. However, such a procedure also requires assessment.

of knowledge and the process of assessing also includes checking, comparison of the knowledge with that in the catalogue, assessing whether it is appropriate, etc. The expression "assessment" is usually used for monitoring acquisition of knowledge in school.

26.

The portfolio or "folder of learning achievement" is a method that helps adults to evaluate the acquired knowledge which has not been verified promptly. Such confirmation of knowledge allows for planning future learning and development. This is an integrated approach, focused on identification and articulation of learning as well as on measuring and evaluation thereof. The portfolio allows for formalisation of learning experience and knowledge, acquired outside school system. Not all the possibilities of the portfolio have been identified and utilised; in particular, the possibilities of using the identified and certified out-of-school learning and knowledge at work, independent from academic levels, have not been examined sufficiently yet.

27.

Target groups differ in age (children, youth, students and adults), employment and social status (with a special emphasis on less privileged groups of people, who are in a less

favourable position on the education and employment market), level of achieved education, fields of profession, etc. Active cooperation of the participant in the process of counselling means that the relationship of cooperation develops between the counsellor and counselee in order to solve the counselee's problem which means that the counselee will be able to make decision himself/herself and take responsibility for those decisions (choosing an occupation, education, own development).

Counselling has to be comprehensive and able to respond to the different needs and requirements of users who have different problems. Counsellors should know the social and personal circumstances of people they are providing information and counselling to, they also have to know the situation on the local labour market and employers' needs.

It is important to use information-communication technology and different tools which may help professional employees and the user (development of different web portals, instruments for "self-evaluation" and own planning of educational and vocational path, databases, etc.).

To Chapter 6: CONTINUITY OF LEARNING BY AGES AND LEVELS

28.

Ages, defined in this way, do have some common characteristics which have an important influence on education and learning opportunities; however, they are not uniform and they do not allow for uniform definitions. In childhood there is a stage of pre-school education and learning, and the stage of school education, divided into several levels and areas, in adulthood we have young adults, middle-aged adults and elderly adults, each with their own specific characteristics.

29.

Canadian Allen Tough made an important contribution to the perception how adults learn in his research on "learning projects". (Tough 1979) He proved that it is rare to find a person who does not carry out at least one "learning project" in one year[11], and on average people are engaged in about five such projects a year (some even 15 or 20); that an individual spends about 100 hours on a learning project, which means 500 hours a year - about 10 a week. Tough also found out that most of those projects are planned and prepared by the individual himself/herself; he/she implements them himself/herself or with the help of other people or resources, and only about 5 to 7 percent of projects are planned and carried out in order to acquire a formal certificate on the acquisition of education or qualification. Projects cover very different contents and activities.

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11 A "learning project" - as defined by Tough – is a series of interconnected learning episodes, lasting together for at least seven hours, they are strongly oriented to acquiring or maintaining certain defined knowledge or skill or another more permanent personal change and in this minimal scope they should be completed in six months, or they may last longer.

30.

Education has two meanings: a/ identify all types of education – as such it is the widest and umbrella concept for this activity; b/ denote processes of formal and non-formal education in which fundamental knowledge and formal education or publicly recognised qualification are acquired.

Training is an activity in which involves gradual development of a way of work, knowledge or

skill an individual has to master in order to carry out certain tasks or functions; as a rule, emphasis is on acquiring practical knowledge.

Improvement is an activity in which new knowledge and skills are acquired almost constantly, and the knowledge, skills and habits, an individual has acquired before, are widened and deepened.

On the basis of such a general division, there are several types of adult education programmes[12]: programmes for acquisition of education (they lead to a publicly recognised level of education); training programmes (mainly to acquire practical knowledge and skills); and programmes for improving education (allow for widening, deepening, updating and supplementing the knowledge and skills which have already been acquired).

31.

The model is comparable with self-evaluation models used in this field in other European countries, and it contains several elements, as laid down in European quality assessment framework (CQAF).

32.

More detailed in:
- Strategy and Conception of Adult Education in Slovenia (2000, holder of the project Zoran Jelenc. Ljubljana: Slovenian Institute for Adult Education (research report);
- Resolution on the National programme of adult education in the Republic of Slovenia (2001, head of the project Olga Drofenik). Ljubljana: Ministry of Education and Sport.

33.

"Non-traditional" opportunities for study are essential for more efficient implementation of learning continuity and for the implementation of lifelong learning strategy. They require radical changes in thinking, habits and "didactic illiteracy" of many higher education teachers and in regulations. In numerous higher education environments, this is difficult to achieve; strong incentives are required from the outside. It is essential to maintain the quality of study which should not only meet the requirements of the labour force market but also encourage critical thinking about the development of the discipline and its relation to the development of practice.

To Chapter 7: MEASURES FOR THE IMPLEMENTATION OF THE STRATEGY

34.

In comparison with other countries, Slovenia has certain advantages as regards the implementation of lifelong learning strategy and consequently creation of learning society and in order to really be called "Slovenia – a learning country": it is a small country with relatively prevailing centralised and organised management which facilitates the implementation of the first stage of the project. However, the project may be implemented more efficiently and successfully only when the forces acting centrally, provided they manage to get organised appropriately for the introduction and implementation of the lifelong strategy, are joined by administrative, financial-material, organisational and psychological-motivation forces and opportunities at the local level.

In Slovenia, intensive and appropriately oriented professional work in education started some years ago and Slovenia has become an internationally established country in this field. All past achievement and capacities have to be applied in an optimal way:

12 Defined in detail in Adult Education Terminology

(Jelenc 1991).

: strategic development documents on education and learning; development of adult education systemic regulations; research report "Strategy and Conception of Adult Education in Slovenia", development and implementation of the national adult education programme; continuation of development projects which are particularly important for lifelong learning strategy and evaluation of its effects (development and use of resources, centres and other opportunities for learning: study circles, centres for independent learning, project learning for youth, learning exchange, schools, educational centres, libraries, methods of learning and use of resources; learning in groups; development of fundamental knowledge of adults, development of training for success in life, education in community, development of information- counselling services).

In Slovenia's development plans, investments in knowledge are declared as a development policy priority orientation. At the moment, declared positions are not followed by appropriate projects and actions.

It would be useful to make a scientific-theoretical report of the term "Slovenia - a learning country", and development of lifelong learning strategy from the aspect of different scientific disciplines (particularly educology, economics, sociology, psychology, anthropology). This should be followed by a study and development of models for the introduction of lifelong learning strategy. Models are designed as components of the following fields and coverage units: 1

- learning society: social-development strategy,
- learning for everybody: educational strategy,
- learning community: knowledge for everybody,
- learning organisation: production- technology strategy,
- learning university/school: human resource development strategy.

Such projects were designed in the Slovenian Institute for Adult Education in 1996.

35.

Let us have a look at the organisation of the Ministry of Education and Sport in the field of adult education. At the moment, the ministry does not have sufficient capacities to be able to ensure the achievement of the objectives of the national adult education programme on the basis of adult education annual programmes, which are a legal instrument for the implementation of the strategy. This could be solved by reorganising of the Ministry of Education and Sport so that adult education department would be equal to other fields of education and employ enough people.

Neither does the name of the ministry, the Ministry of Education and Sport, correspond with the philosophy of lifelong learning.Schools are only a part of education and learning, a more appropriate name would be, for example:Ministry of Education, Training and Learning; Ministry of Education and Learning; Ministry of Education; Ministry of Lifelong Learning; etc. Names of ministries from other countries could be taken as an example.

36.

Review of development and research institutions for the field of education:

• Development and counselling institutions:
- National Education Institute,
- Vocational and Professional Education Centre

- Slovenian Institute for Adult Education,
- State Examination Centre,
- CMEPIUS.
• Research in the field of pre-school education and initial education:
- Educational Research Institute.
• Research in the field of adult education:
- Slovenian Institute for Adult Education – a research centre with a legal entity status should be founded.
• There is no independent research institution for research in the field of higher education.

37.

System of education, shown by a more recent (integrative) and by a traditional

schematic. Figure 2.1: Building ("house") of all education and learning 13

Nenehno nadalnje izpopolnjevanje in učenje – Continuous further improvement and learning

Tekoče ugotavljanje in potrjevanje znanja/ certifikatni sistem - Current assessment and certification of knowledge/ certificate system
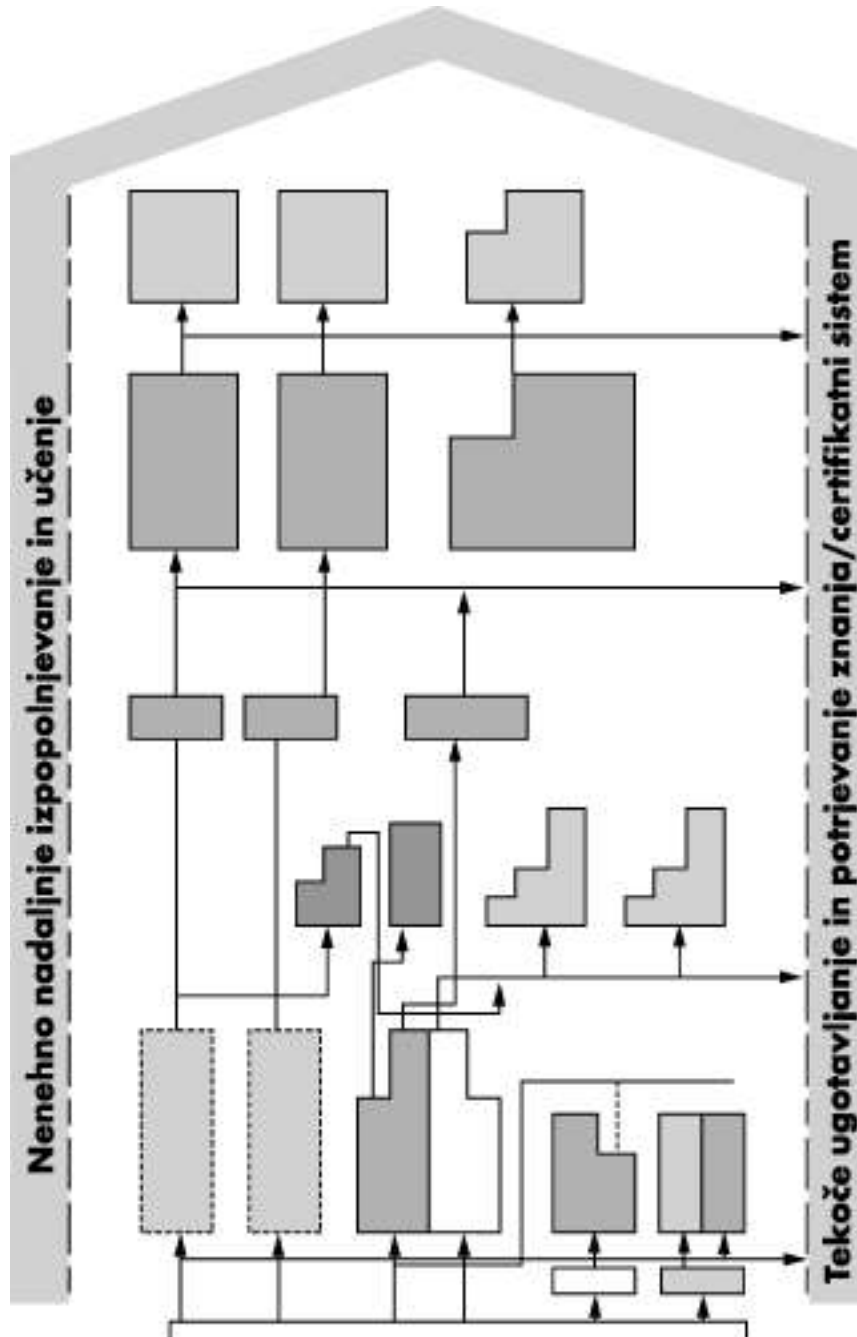
Legend:

I I – programmes, specific for adult education

    - programmes, common to youth and adult education

Source : Jelenc, Z. (1994 e): Theoretical backgrounds for systemic regulation of vocational adult education. In: Systemic regulation of vocational adult education (ed. Angelca Ivančič). Slovenian Institute for Adult Education, Ljubljana, p. 31 -41. (Research Report Adult Education as a factor of development of Slovenia Zoran Jelenc, Research Report 3.)

13 This is the original scheme, designed in project Systemic regulation of adult education, Vocational education, where it was also published (Jelenc 1994, p. 140) in Chapter Systemic regulation of vocational adult education.

univerze – universities
višje in visoke šole – short cycle colleges and university colleges
gimnazije – gimnazijas7
strokovne šole - technical schools

osnovna šola – primary school
predšolska vzgoja – pre-school education
osnovne šole s prilagojenim programom – primary schools for children with special needs
Legenda – Legend
direct transition
accelerations
conditional transition
differentiation of optional activities
traineeship
to work

 external assessment
final examination

matura (general, professional)
training programme
technological college
master craftsman, foreman, management schools

14 Traditional (inappropriate) schemes can be found in the last two presentations of the education system and strategy in our country: Education in Slovenia for the 21st century - Global Conception of Development of Education in the Republic of Slovenia (Rečnik, ed., 1991, p. 100) and White Paper on Education in the Republic of Slovenia. (Krek, ed., 1995, annex)

VSEŽIVLJENSKO IZOBRAŽEVANJE IN UČENJE – LIFELONG EDUCATION AND LEARNING

izobrazba, znanje, osebnostni razvoj – education, knowledge, personal development

IZOBRAŽEVANJE OTROK IN MLADIH – ZAČETNO IZOBRAŽEVANJE – EDUCATION OF CHILDREN AND YOUTH – INITIAL EDUCATION

IZOBRAŽEVANJE ODRASLIH –

NADALJEVALNO IZOBRAŽEVANJE – ADULT EDUCATION – CONTINUING EDUCATION

FORMAL EDUCATION
O   - primary school
S   - secondary level
V   - higher level
PD- postdergraduate
S   - specialization
U – training, qualification

NON-FORMAL EDUCATION
NFV – non-formal (non-intentional)
        education
P   - pre-school education
NFS – non-formal general
        education
        NFP – non-formal
education for
        occupation and
        professional work

Legend:

EXPLANATORY NOTES

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