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Chapter 1: Building up Structures and Institutional Frameworks: Policies, Legal Provisions, Delivery System and Innovations

Slovenia, as other countries, is facing the challenges of globalisation, liberalisation, and the transition from an industrial society to a knowledge-based society. All of these require investments in human resources. These factors are turning education into one of the key regulators of social processes. In this regard much effort has been put into the modernisation of vocational and technical education and training, such as opening up the curriculum to ensure greater flexibility of educational programmes, deregulation and decentralisation of the systems of management and financing to increase the flexibility, integration of work and learning, recognition of non-formal learning in the labour market etc... From 1996 onwards a host of documents, analyses, laws and guidelines have been prepared and adopted focussing on:

- the systemic regulation of adult education,
- developmental strategies (e.g. State Developmental Plan),
- employment strategies,
- adequate infrastructure to enable development (Regional Development Agencies where all the social partners are co-operating),
- development of programmes for various target groups (minorities, drop-outs and other vulnerable groups – e.g. Roma, disabled, unemployed, refugees ..),
- stimulation of access to programmes, guidance and counselling services, ICT,

I. Structure and Institutional Framework:

The highest decision-making body for questions of adult education in Slovenia is the National Assembly. The minister responsible for adult education (within the activities of the Ministry of Education, Science and Sport - MoESS) is above all responsible for the regulation of the whole system of education, and adult education within it.

Thus is the Ministry (MoESS) responsible for defining national policy on education, science and sport. Its prime responsibilities for education relate to structuring and funding of the system, the management of publicly-run institutions, inspection procedures and financial aid. It prepares legislation and is responsible for implementing laws and associated administrative decisions concerning pre-primary, 'basic', upper secondary general and upper secondary and post-secondary vocational education, higher education, the education of children with special needs, music education, adult education, the education of Roma and other minorities (Italian and Hungarian in Slovenia). Supplementary courses in the Slovenian language and culture for Slovenians around the world, as well as the in-service education and training of teachers and Slovenian minorities in Austria, Italy and Hungary are provided by the law.

Within the Ministry of Education, Science and Sport, there is a special Sector for Adult Education responsible for designing the national policy on adult education up to the university level, preparing drafts of acts, financing adult education, and organising and implementing public tenders. Since after 1991, the Ministry is, through its Sector, financing public adult education institutions. The funding is earmarked for salaries, professional staff and non-formal education, according to the number of inhabitants in local communities.

Over the last decade, Slovenia's education system has experienced a thorough and all-encompassing modernisation. The modernisation of the whole educational system is based on the following principles: (1) accessibility and transparency of the public education system; (2) legal neutrality; (3) choice at all levels; (4) democracy, autonomy and equal opportunities; and (5) the quality of learning taking precedence over the accumulation of facts. In 1996 a number of acts were adopted which laid the bases for further development of the educational system.

The fundamental principles of the *Adult Education Act* (1996) are: lifelong learning, accessibility of education under equal conditions, freedom and autonomy in choosing paths, contents, forms, means and methods of education, secularism in adult education that is carried out as a public service, the professional and ethical responsibility of adult educators, respect for the personality and dignity of each participant and, in the education of adults to provide a state-approved level of education, obtaining the same standards as in the education of youth.

In accordance with the above mentioned Act, adult education comprises education, specialisation, training and learning of persons that have completed their mandatory primary schooling and that wish to acquire, refresh, expand and deepen their knowledge without having formal pupil or student status. The Act regulates the normative basis of the adult education system in the narrower sense (it defines the participants in education, educational programmes, conditions for the education of adults, the organisation of the educational work, evidences and documentation) and the specifics in the system of its administration and financing (e.g. annual programmes of adult education, definition of tasks, competencies and responsibilities of public and governing bodies, financing from the public funds, developmental and counselling organisations, examination centres, public funds earmarked for the promotion of adult education and control).

On the basis of the Adult Education Act the public interest in adult education is going to be determined by the *Adult Education Master Plan*, which is already in the procedure and is likely to be proposed by the Government and accepted by the Parliament in the year 2003.

The *Organisation and Financing of Education Act* (1996) defines the aims of the whole education system and the ways of its organisation and financing. The Act regulates the development, accreditation and implementation of (public and private) providers, programmes and textbooks and defines governance and the responsible bodies. It also regulates financing mechanisms, including qualifications, salaries and the career development of teaching and other staff in education. The education of adults in primary schools, vocational schools, professional upper secondary and grammar schools, and in higher professional school education programmes is governed by laws regulating the respective fields, as well as by the Adult Education Act. The education of adults in higher education is also governed by the act regulating the field of higher education.

In accordance with the Organisation and Financing of Education Act three councils of experts appointed by the Government of the Republic of Slovenia were established in order to assist MoESS in taking decisions on educational programmes and contents. The three national councils are: (1) the Council of Experts of the Republic of Slovenia for general education (*Strokovni svet Republike Slovenije za splošno izobraževanje*); (2) the Council of Experts of the Republic of Slovenia for Vocational and Technical Education, (*Strokovni svet Republike Slovenije za poklicno in strokovno izobraževanje*); and (3) the Council of Experts of the Republic of Slovenia for Adult Education (*Strokovni svet Republike Slovenije za izobraževanje odraslih*). Councils of Experts determine the contents of education curricula, approve textbooks and teaching materials, and propose criteria and standards for school

equipment. The final decision on the above matters still lies in the hand of the Minister of Education, Science and Sport who, so far, has always taken heed of the Expert Councils.

Three public institutions have been set up by the Government of the Republic of Slovenia to carry out development and counselling activities in the field of education: the National Education Institute (*Zavod Republike Slovenije za šolstvo*) for pre-primary, 'basic' and upper secondary general education, the Centre of the Republic of Slovenia for Vocational Education and Training (*Center Republike Slovenije za poklicno izobraževanje*) for vocational education and training, and the Slovenian Institute for Adult Education (*Andragoški center Republike Slovenije*) for the development and research in adult education. They provide expertise for the National Councils' decisions, monitor pilot projects, offer counselling services, organise the in-service training of teachers, and design methodologies for writing textbooks. In addition, the Government has set up the National Examination Centre (*Državni izpitni center*), which is responsible for the state-wide assessment of pupils, students and adult learners.

Other ministries undertake specific tasks related to adult education. Ministry of Labour, Family and Social Affairs (MoLFSA), together with the Employment Service of Slovenia, takes care for the education and training of the employed and of the unemployed, Ministry of Agriculture, Ministry of Economy, Ministry of Culture, Ministry of Health, Ministry of Environment and Spatial Planning etc. are planning their activities and undertaking their responsibilities in providing and financing adult education within the framework of particular legal provision in their respective fields.

In addition to the above mentioned 'educational' laws there is a whole body of laws from employment, social policy and industrial spheres that are relevant to non-formal education and training as well as for state-regulated (continuing vocational) education and training of adults. Rights and duties of individual social groups related to training are mostly regulated by legislation in the fields of employment and social welfare. The *Labour Relations Act* defines the right to training of employed and redundant workers, as well as the role of collective agreements in implementing this right in enterprises. The *Act on Pension and Disability Insurance* lays down the right to vocational rehabilitation of the disabled, while the *Employment and Unemployment Insurance Act* regulates rights of the unemployed to education and training and their respective obligations concerning these rights. The latter also defines the basic principles of the *active employment policy* and the status and responsibilities of the different actors involved. Finally, an important role is played by other legislative documents which regulate individual economic activities.

The *National Occupational Qualification Act* (2000) provides a legislative basis and framework for links between formal and informal education, one of the preconditions for implementing the concept of lifelong learning. It generally regulates the procedure, bodies and organisations competent for approving standards for selected qualifications as the basis for assessing and recognising prior and non-formal learning and experiences.

Due to increasing structural discrepancies which still characterise the labour market (a large number of elderly unemployed, long-term unemployed with poor qualifications etc.), the problem of regionalisation has not been resolved. From this overview, it is obvious that the education system, as mentioned, is quite centralised even though legal opportunities for less centralisation are in fact available. According to the *Organisation and Financing of Education Act*, 14 Regional School Boards are to be established as a part of the MoESS to act as regional school administrative bodies. None of them have been created yet, pending both on the

overall decisions concerning decentralisation of the public administration and the internal reorganisation of the MoESS. This indicates the continuing insufficient flexibility of existing adult education in other institutions, in terms of their responsiveness to individual learner's needs and to demands of the labour market.

II. Delivery and Provision

Adult education presents a complex and outstretched field where formalised and very structured forms of education, leading to certificates and degrees are included as well as non-structured and non-formal forms, in which adults enrol because of their wish to acquire various and different knowledge for their personal and professional growth and development. This complexity and dispersion of the adult education field is mirrored in the varied network of educational institutions, dealing with adult education, as well as in various types and forms of educational programmes, in which adults do participate. Providers of adult education could be divided into several groups:

a. Public adult education institutions are called people's universities. These traditional institutions provide adult education courses as their core activity. They are generally organized within municipalities and satisfy the needs of municipalities or broader regions for adult education and training. They offer:

- Formal education (leading to the attainment of educational degrees);
- Vocational education and continuous training;
- General non-formal education (for general aspirations and leisure activities in the fields of art and culture, democracy, foreign languages, computer programmes, environmental issues, health, personal growth, communication, computer software, handicrafts and other areas).

b. Schools and higher education institutions, basically providing youth education but having units for adult education. They offer:

- Formal education (leading to the attainment of educational degrees).

c. Private providers offer:

- Formal education (leading to the attainment of educational degrees);
- Vocational education and continuous training;
- General non-formal education (foreign languages, computer programmes, communication, computer software, accounting and finance, and other education).

d. In addition, an important role in adult education is played by **various organisations** offering education in parallel with their main activity, such as in-company education centres and various organisations in the fields of culture, politics, leisure activities and so on. Many education providers are registered not as educational institutions, but as clubs and associations.

Although the regulatory framework is largely defined by educational legislation, non-formal education and training represent an important part of labour market and employment policy. The strategic labour market and employment policy documents are all based on the 'four pillars' of the European Employment Strategy and policy development has generally and in practice become significantly steered by EU-accession discussions. The employment policy documents that were recently agreed upon all accept the principles of *lifelong learning* and define the conditions for their realisation. The *active employment policy* promoted by the MoLFSA significantly affects trends in non-formal training, e.g., certified continuing vocational training courses as well as development of the certification system which form a part of the labour market policy under the authority of the MoLFSA.

Since education policy is presently mainly focussed on improving educational levels and qualifications of long-term unemployed young adults without appropriate qualifications, in practice developments in non-formal training are mainly left up to the market. Consequently, the scope and variety of the supply of non-formal training depends on the type of demand (target groups) in the market. Priority is given to training courses that help adjust the skills and competencies of the employed to workplace requirements; transversal skills such as communication skills, literacy skills, foreign languages, team work, computer skills, management skills are delivered via non-formal training. On the other hand, the state financially supports the development and delivery of non-formal training aimed at improving the employability of the unemployed and those at risk of becoming socially excluded. The supply of basic skills, but also 'new literacy skills', has become a top priority in this respect.

The latest available data on the provision of adult education and training in the 2001/2002 school year (SIAE annual survey) show there were 265 providers of training courses for adults, which represents an increase of some 20% compared to 2000/2001. Of these, 34% were private providers, 16% were upper secondary schools, and around 14% were people's universities, while around 6% of adult education units were at schools while 7% involved associations, societies and their umbrella organisations. The remaining providers were composed of public organisations, colleges and higher education institutions, special training centres, research institutes, libraries, chambers, economic and professional associations and societies, and the like.

The latest data on the supply of non-formal education and training at the national level (Statistical Office of Slovenia) are for the 1999/2000 school year. They show that non-formal training was delivered by 238 providers, of these 45 were people's universities, 117 were specialised adult education organisations, 15 were adult education units at schools, 44 were training units in enterprises and other organisations, and 17 were other providers. (Included in this group are organisations from the field of culture and art, e.g. libraries, museums, theatres, archives, centres of culture etc., political organisations and parties, organisations for rural and farmer population, organisations of local communities, organisations for leisure time, professional organisations, organisations for environmental protection, social welfare organisations, organisations for the disabled, organisations for help to families, parents, consorts, organisations for tourism, holiday organisations, organisations of seniors, housewives and organisations of workers temporarily employed in foreign countries.) In addition, 142 schools offered driver-delivered training for drivers. The figures (*see chapter 1, Table 1 in Annexes*) indicate an increase in the number of providers in comparison to 1998/1999, with adult education units at schools being an exception.

People's universities play an important role in delivering formal and non-formal educational programmes. There are 45 people's universities active in Slovenia, carrying out the education of adults as their basic activity. The following programmes are the ones, which are carried out to a greater extent: basic adult education, foreign languages, computer programmes, programmes on improving the quality of the employed in legal, financial and managerial topics.

Some people's universities provide public valid programmes, which give nationally recognised upper secondary vocational or technical degree. In co-operation with the vocational colleges and higher education institutions they also organise part-time tertiary education courses.

The second type of adult education institutions are *educational centres* in companies and other organisations. Some of them are well developed. They employ a number of professionals. Their main activity is job-related training. Though the number of educational centres has diminished in the last decade, those still operating try to adapt to the new forms and ways of adult learning, introducing e.g. distance learning, centres for independent learning etc.

An important role aiming at well profiled target groups play educational centres which have developed within the Chamber of Commerce, but are nowadays operating as completely or partially independent centres, e.g. Centre for Management, Centre for Foreign Trade Study, Centre for Seminar Activities, Centre for Technical and Technological Training. All of these are committed to highly professional and highly demanding education and training of the top and middle management.

Private educational organisations are the youngest ones with regards to the year of origin. At the beginning they were all more or less involved in language education and in programmes of professional improvement (computer programmes, financial management etc.). Later on quite a lot of these organisations enlarged their offer so that now they offer a variety of possibilities of different educational programmes as well as forms of education. They carry out general non-formal education as well as the formal one, which leads to qualifications.

Qualifications of staff delivering continuing vocational education and training are defined by legislation. Basically, teachers and trainers engaged in state regulated adult education are the same as the ones delivering initial education and training. Detailed qualification requirements for the delivery of individual training programmes are issued by the competent sectoral minister. Special requirements for staff in organisations carrying out publicly recognised adult education programmes and programmes financed from public funds are additionally specified in the *Act on Adult Education*. Teaching staff who has not achieved an initial teacher training must complete a one-year pedagogic-andragogic course offered by a licensed provider from the university. Though teachers in adult education are employed in adult education institutions, the majority of trainers in adult learning work on a part-time basis.

The *Slovenian Institute for Adult Education* has a key role in the development of the in-service training of teachers, managers, trainers and organisers of adult education and training. Its activities in this area are divided into three main areas: andragogical training for those working with adults (upgrading and modernisation of skills and competences), specialised training for obtaining international certificates, and training related to implementation of innovations in the field of methods and forms of adult education developed by the Institute (more on teacher training – Chapter 5).

III. Educational programmes for adults

The *Adult Education Act* determines that participants in adult education gain specific knowledge, competencies and skills. But they can also acquire state-approved qualifications by special programmes designed for adults and by programmes and parts of programmes designed for the youth and adapted to the needs of adults.

According to the Act programmes of adult education are various and answer to different needs. They are intended to raise the general educational and cultural level of the population,

to improve literacy and knowledge required for work and occupations, to serve in education and training of the unemployed, stimulate education for democracy. The Act also recognises the need to learn foreign languages and gives opportunities to non-Slovenians to learn the Slovene language. Education for quality of life, education for the implementation of the special rights of minorities, of adults and groups with special needs, and for other types of general adult education are also the programmes which found their place in the Adult Education Act.

The network of educational programmes, in which adults participate, encompasses programmes of formal and *non-formal* education. (*Tables 2,3 in Annex*). Among the formal educational programmes leading to the level of education, the programme of basic adult education is included. It is carried out according to a special programme tailored to the needs and possibilities of adults with regards to the schedule, lecture and assessment procedures.

Apart from this, adults can attain their education by taking programmes that lead to vocational and technical qualifications (short-term vocational programmes, vocational and technical programmes, and post-secondary vocational programmes). Upper secondary education can also be obtained in the programmes of vocational courses, or by taking examinations for master craftsmen, foremen or other equivalent exams. The programmes for adults can be the same as for the youth, the difference being that these programmes are adapted to the needs of adults. Some programmes are designed in modularised form.

Examples of more recent forms of *non-formal* education are some projects developed in Slovenia and successfully integrated in the practice of adult education. In different Slovenian localities and regions *centres for self-directed learning* are active. They can be found in various educational institutions and in libraries, but have recently found their place also in educational centres of various enterprises. Within these centres adults find a diversified programme offer in the field of general education (computer programmes, foreign languages, programmes for personal development, programmes for communication skills etc.). The *Learning Exchange* represents the other adult education form, with varied offer of knowledge, skills and competencies as well. The exchange of offer and demand for various skills, competencies and knowledge go on through an intermediary, represented by the *Learning Exchange* as a place where both sides can be met. Yet another form of adult education are *Study Circles*. They represent diversified and varied educational offer as a flexible, democratic and decentralised form of adult education. Members of *Study Circles* choose the contents of the circle themselves. As a rule the contents of study circles originate from the problems of the local communities in which the *Study Circles* are being carried out.

IV. Assessment and Recognition

The issue of *assessment* and *recognition* of *non-formal* and *informal* learning was already treated in the *White Paper on Education in Slovenia* of 1996 and has subsequently been included in the *Act on Adult Education* of 1996. It is considered as an important measure to support lifelong learning and - after long discussion - was introduced at the end of the 1990s in the form of the so called *certification system*. The *certification system* enables the assessment and certification of knowledge, skills and competencies obtained either in different type of education and learning, or as the result of practical work experience. The assessment takes place against nationally agreed standards of knowledge and skill requirements for performing certain jobs existing in the labour market. The obtained certificates are nationally valid but are currently recognised only on the labour market. In

order to be recognised by the educational system (and to allow access to the formal education system) an assessment of equality of standards is required. Considering the existing structure of the formal VET programmes, this would obviously not be an easy task. Nevertheless through the *certification system* an important step towards opening up of the formal education system has been made. For the moment the methodological and technical capacities for effective integration of formal, non- and informal systems are still to be developed.

Other systemic changes that would have to be introduced for this to happen (such as in governance, financing, modularisation and decentralisation of curriculum responsibilities), have been recognised but also need practical implementation. The Ministry of Education has already declared that the *recognition of prior learning* should be one of the important adjustments in formal vocational education and training of adults. However, there is no evidence of such a practice yet. Nevertheless the process of assessment of prior and informal learning has started and is applied in other areas of non-formal training as well, e.g. in foreign language teaching.

It has to be pointed out that not only representatives of the formal educational system but also the social partners are rather suspicious about the quality of qualifications achieved on the basis of assessment of prior learning or work experience. This reflects the long tradition of formal education and the importance in society attributed to educational diplomas. In addition there is some concern that recognition of non-formal and informal learning might undermine the status and quality of formal education. Another major obstacle in this area is the lack of financial and human resources. Apart from the limited technical and professional support capacities, it should be reminded that in the Slovene VET system a large share of responsibilities for realisation of the system is assigned to the employers (and their Chambers) who claim that they are not capable of taking these on board. However, without their intensive co-operation the system cannot effectively function.

Promoting the Empowerment of Women

In the field of equal opportunities for women and men a step forward was recently taken in Slovenia with the passing of the *Act on Equal Opportunities for Women and Men* (approved by the Government on 20 May and by Parliament on 18 June, 2002). The Act amends and completes the existing legal instruments on gender and equal opportunities for women and men. It points out the rationale for such an Act and introduces new legal instruments and strategies. Amongst others, it defines the role of the Government and ministries in the field of creating equal opportunities and introduces integration of the principle of gender.

Due to the different gender position in different areas, special measures were introduced whereby the authority deciding on the acceptance or otherwise of the special measures should evaluate the circumstances and adopt a measure appropriate to the field: education, employment, advancement, representation in public life etc. The Act specially determines that, if employers adopt the positive measures, they must ensure the co-operation of the trade union and, if they are adopted for education programmes, they must obtain the opinion of the competent professional council. Otherwise, the positive measures are adopted following the way determined in the internal acts of the entities adopting them.

Adult learning and Groups with special Needs

Quite a few alternative programmes of non-formal education have been developed in the last few years for several target groups e.g. *Project Learning for Young Adults* - programme prepared for *young adults who dropped* out of the school system; a literacy programme *Life Successfulness* etc. There are also some other programmes developed within the *University of the Third Age* which take care mainly of animation and education of the *seniors*.

The National Programme of Development of the Labour Market and Employment up till 2006 points out that every *young person unemployed for 6 months* or longer is entitled to a *new opportunity* either by enrolment in formal training programmes, non-formal training courses provided by employment agencies or through other programmes of active employment policy organised by the Employment Service of Slovenia. The following types of non-formal training are available to the unemployed:

- Training activities aimed at helping people in planning occupational goals and effectively searching for employment. These include:
 - a. information and motivation courses aimed at providing the unemployed with information and motivating them to actively search solutions to their unemployment;
 - b. workshops on looking for jobs provide short-term help to those with difficulties in their labour market orientation; the unemployed are provided with information on effective ways of searching jobs; and
 - c. workshops for discovering occupational goals – this is a kind of occupational guidance and counselling in a group.
- Courses for personal development – their main goal is to activate the weakest groups of the unemployed (the long-term unemployed, less educated, those without work experience, the socially excluded, and disillusioned). These include:
 - a. ‘Job Clubs’ – this is a longer form of unemployment training aimed at increasing success in searching of employment.
 - b. Programmes of training and advanced training – these aim to equip the unemployed with functional skills and abilities currently in demand in the job market. Training courses are organised in a way which renders possible the combination of theoretical teaching and practical training.
 - c. Practical assessment – the programme is aimed to examine knowledge, skills, interests and abilities of an unemployed person for pursuing a certain job or a set of tasks. It is organised either with employers or the providers of vocational education.
 - d. On-the-job training with an employment relationship – the programme is carried out on the basis of a tripartite contract between the employment office, employer and the unemployed person. Another version involves on-the-job training without any employment relationship.

The National Employment Service provides training measures for the *disabled*. Rehabilitation counsellors-specialists deal with this group. The disabled participate in various kinds of training in order to improve their employability. The basis for the selection of training stems from the body of the existing knowledge which is matched with the body of knowledge, skills and competences to be obtained. A rehabilitation plan is made in collaboration with a rehabilitation counsellor-specialist, the medical counselling service, and the expert commission for determining the (dis)ability of a person (according to the corresponding law). An appropriate strategy for resolving the problem of employing the disabled is given by the National Programme of Training and Employment of the Disabled. The proposed solutions set

priorities for the measures connected with work and training. In addition to training for work, these new programmes also offer new ways for the acquisition of skills and attitudes needed for social integration

Chapter 2: Increasing Investment in Adult Learning

Knowledge is becoming an increasingly important factor of production and factor of national competitiveness, while an increase in investment in knowledge and in people is inevitable on the way towards the knowledge-based society. Sufficient investment in education and training is a prerequisite for increasing the economy's competitive capability (technological development, information and service society, public administration reform) and, at the same time, it is important for relieving the current and future problems of the labour market, reducing the social exclusion of vulnerable groups of the population, ensuring the conditions for higher living quality, and for creating social cohesion.

State financial resources spent on adult education are not monitored separately and reliable data on the amount of public spending on adult education are therefore not available. In the national budget 0.1 % of GNP is earmarked for adult education. These funds are partly used to finance the adult education institutions, part of them are allocated by the Ministry of Education, Science and Sport on the basis of public tenders.

By law, the state budget provides funding for:

- Public institutions for the basic education of adults as a whole.
- Public adult education organisations for salaries, together with contributions and taxes, for professional staff, in accordance with the norms, standards and extent of their educational work.
- Adult education institutions for adult education non-formal programmes, if the institutions provide evidence that at least one third of the funds necessary for implementation are obtained from other sources. Special emphasis is placed on the co-financing of programmes in the fields of democracy, ethnic minorities, culture, computer programs, environmental issues, health, personal growth, communication and "third age" programmes.
- Adult education institutions for the implementation of new programmes, counselling services in local communities, centres for self-directed learning and centres for knowledge exchange.
- Education and training programmes for the unemployed run jointly with the Ministry of Labour, Family and Social Affairs.
- Adult programmes for reducing the educational attainment deficit; adults receive funds in accordance with their contracts and an agreement with the Ministry on their accounts.
- Foreign language programmes and Slovene for foreigners

Public funds for education and training in the framework of the Programme of Active Employment Policy, not included in the above figure, are allocated by the Ministry of Labour for financing measures undertaken by the Employment Service of Slovenia. A certain amount of funding is earmarked for training by other ministries (Ministry of Economy - primarily for the development of small businesses related to craft, Ministry of Agriculture and Ministry of Interior).

By the collective agreements employers are required to cover the costs of education and training of their employees when they attend training on their request. The employers are obliged to cover direct costs (tuition fee, learning materials, and travelling costs) and indirect costs (remuneration of wages and salaries for the time of absence from work due to the

training). Individuals invest in training themselves mainly when training is not initiated by the employer; sometimes they also co-finance it when they need upgrading of knowledge and skills for their work. Research however indicates that employers' funds are by far the most important source of direct financing of participation in training. Employers (co-) finance 65 % of training of employees while individual employees themselves cover about 25% of the costs. According to these data the scope of training (co-) financed by the employers is increasing with the size of enterprises. In organisations with up to 20 employees, the employer (co-) funds approximately 50% of the training of the employed and in large organisations (500 and more employees) about 80%.

Statistical data indicate that in 1998 an average of 27,548.00 SIT (166 USD) per employee was invested in education and training by the employers. But the amount of money spent per employee differs considerably between individual industries. The worst off were persons employed in agriculture, forestry and fishing industry with 6 % of the average (1,696.00 Sit or 10 USD) per employee and in manufacturing and construction industry with 13 % of the average amount (3,543.00 Sit or 21 USD). On the other hand, in financial and business services and real estate employers spent 259 % of the average sum per employee (71,713.00 Sit or 432 USD).

There are no joint funds of social partners dedicated for education and training of the employed. At the moment, a private fund, which is financed exclusively by the employers, is existing only in the crafts sector where 1% of gross salaries is accumulated for training. At the regional level, the Fund for the development of human resources for the region of Podravje was supposed to be financed by social partners but currently remains financed from public resources mainly. Apart from such and similar initiatives to set up regional development funds, no training funds for branch and/or national level are presently under discussion.

In the 2001/02 and 2002/03 academic years, joint funding of adult education was available. This was available not only to the unemployed (Programme 5000) but also to adults who were employed or who were not registered with the Employment Service of Slovenia and continued their education in the 2001/02 academic year, or planned to continue it in the 2002/03 academic year by paying for it themselves:

- in programmes which end in matriculation or a professional matriculation exam;
- in programmes which enable them to acquire publicly accredited higher, higher professional or undergraduate education, or
- have sat or plan to sit in 2002 the master craftsman, foreman or manager exam, in line with the *Vocational and Professional Education Act*.

Among the more important criteria for selection was whether the applicant had been made permanently redundant, had suitable training for the position he/she occupied, whether training was carried out because of the employer's needs, whether the person was temporarily employed, had completed several years of study or was a new student, or whether he/she came from a region where the educational deficit was above average.

Chapter 3. Increasing Participation

The subject of consideration in this chapter is the participation of adults in education programmes and processes in Slovenia. In this sense, education is being conceptualized in its broader notion, including formal, non-formal and informal ways of acquisition of knowledge and skills. The share of active population in the age group from 25 to 64 years, involved in life-long learning in 2002 was, according to Eurostat, 5.1%. This puts Slovenia on the 17th place on the list of 28 European countries. The share of population's involvement in education has improved over the recent years for 1.4% points, as in the year 2000 it amounted to 3.7% (Eurostat, 2000, 2002). Although the time comparison of the extent of educational activities shows improvements, such improvements are most obvious in categories, which are in a privileged position with regards to education. The state and other social partners have adopted measures or have pointed out the directions to be followed. Thus more support is given to education of less educated, immigrants, Roma, job-seekers and other marginal groups. Special attention was paid to supporting the programmes of education for democracy, for increasing the level of literacy, for international cooperation etc. The following text presents: how increased participation has been made possible as well as programmes, activities and innovative cases in relation to the different themes.

3.1 Adult learning for democracy, peace and critical citizenship

For the implementation of the concept of adult learning for democracy, peace and critical citizenship, political changes that had taken place in Slovenia had been very important, including the partial centralization of political power and decentralization of the interest sphere. This means that Slovenia has, in the course of transition, dissolved the extreme forms of decentralization of political power, typical for the earlier self-management system. The power has been to some extent centralized in the state bodies, while interest, cultural and above all educational activities have been decentralized and depoliticized. In such a way Slovenian society has become an arena of more or less organized groups, social movements, intellectual circles or interest associations, which, by their forms and spontaneity differ from those existing before the social, economic and political changes. These groups and organizations give a sense and content to the civil society, where citizens in an interest and plural way carry out and make decisions on all aspects of their lives. (Mirčeva, 2003)

However active participation in the new socio-political context requires from people new skills and competencies that could be hardly obtained in the traditional forms of education and learning. That is why some innovative educational strategies that support the concept of learning for democracy, peace and critical citizenship have been introduced in Slovenia. The most important strategies are:

- **systemic measures to develop supportive environment.** Among measures currently being implemented attention is drawn to the development of information and counselling centres and educational guidance services for adults at local (regional) level. This has contributed to the improvement of information on education possibilities and has offered help in the processes of adults' learning;

- **changes in the preparation of curricula.** Curriculum renewal which took place in the second half of the nineties re-introduced the upbringing function of school with citizenship education. As its constitutive part 'civic education and ethic' was introduced in primary education. Contrary to this, there is a prevailing principle in post – compulsory education that educational programmes are developed and carried out in such a way, as to ensure the above dimension of education and learning. Corresponding educational contents are integrated in the existing subjects, or they are mediated as optional contents. Simultaneously didactical-methodological approaches which promote abilities and skills important for development of active relation to social reality were introduced. Concrete changes of curriculum structure at different levels of education and in general education have been implemented as well. Subject 'becoming aware of the environment' was modernized. More space was given to social contents in the last period. New, up to date contents integrating contemporary school changes and their effects are becoming a part of higher educational programmes especially in social sciences. Some new study programmes and subjects have been introduced, like: developing critical thinking, changing values, and above all breaking different stereotypes, developing social skills, taking active part in solving problems and being up-to date with current social changes, understanding and valuing the effects. Teachers have drawn attention to the importance of opening the space for implementing social problems in programmes either as optional topics or parts of the already existing subjects;
- **new methods and forms of education and learning.** Approaches such as lectures, seminars and courses are still largely prevalent, but more and more attempts are made in introducing innovations facilitating interactive learning of participants. Those methods are nowadays obvious in formal, non-formal and informal learning context. Most frequently they are intended to develop communication skills, managerial skills, team work skills, working with people, negotiating skills, positive self esteem etc. (Ivančič, Novak, Vehovar 2003)

Because of the mentioned improvements the education of adults within organizations and associations has become more systematically organized. In carrying out educational activities one can notice a conversion from state and political mediation to what is autonomously organized or self-organized. Education positioned in that way encourages individual activity, critical thinking and creativity, which relaxes and constructively directs human energy. In the same time, a space is open for individuals to implement their values.

3.2. Improving conditions and quality of adult learning

For improving the conditions and quality of adult learning the state introduced some changes in the field of adult education through key documents (like the White Paper, see chapter 1) set out basic principles for redesigning the complete educational legislation. The most important proposals of those documents include: better organization of educational activities, introduction of more flexible methods and forms of learning, improvement of the counselling activities, preparation of educational plans for less educated employees, financing some key-programmes etc. Among the significant proposals is the adequate training of trainers for less active adults and for adults in general.

The supply and demand in the field of adult education are increasing. Therefore it is becoming more and more important to assure high-quality services. In order to monitor and assess the quality in an objective way, an all enhancing concept was developed. The

specificity of adult education is supported by specific concept of quality, answering to the following questions: how to increase the accessibility of adult learning, how to assure the accreditation of prior learning, how to suppress inadequate supply, and how to adapt education to the needs of individuals. The aim is to explore various practices and procedures for assuring the quality development, and to establish links among them. A system of indicators was set up for monitoring the quality of work in adult education. It was used in the process of developing an integral model of quality assurance in adult education. The development of the quality assurance concept affects all levels of adult education: higher vocational education, short-term and vocational upper secondary education, and basic education for adults. While setting the quality assurance concept for all these levels, competent institutions were consulted. (<http://siae.acs.si/projects/017/>)

The Slovenian Institute for Adult Education developed a quality model adapted to demand and conditions of Slovenian adult education. It has been the first step towards systematic quality assurance model which will enable self-assessment, while models of external assessment will be developed in the next phase. The preparation of a self-evaluation model was termed Offering Quality Education to Adults (POKI). In June 2001, the Ministry of Education, Science and Sport selected the first four upper secondary schools to introduce the POKI model into their own educational organisation through a public tender. In 2003 ten new schools joined the first four. Thus in the 2002/2003 school year, the POKI project directly or indirectly involves: 8 upper secondary schools, 6 people's universities, approximately 1,200 teachers and other professional staff, and approximately 11,700 participants in adult education.

It has been already stated in some developmental projects, that the barrier for improving the quality of adult education in Slovenia also lies in inadequate acquaintance of teachers with modern methods of teaching. Teachers should be trained not only to teach children within the formal educational system but also adults. While preparing the programmes and contents of education and training, teachers should take into account the previous knowledge and skills of adults. They should be also trained to use methods of free discussion and joint exploration of learning possibilities (Krajnc, 2002, p.33). Various manuals and materials for the continuous training of teachers in adult education have been developed and published. Additional training has also been provided by various private and public institutions. Presentations and testing out the methods and learning materials adapted to adults in practice has become a permanency in the educational activity of the adoption of the mentioned key documents. They are planned within all those development projects which require special training to introduce novelties in the educational practice.

Developing systematic and holistic information and counselling approach is an issue to achieve appropriate conditions and quality of adult learning as well. Information and counselling services are to be located in all larger centres in the country. The purpose of the services is to provide adults with high quality information and counselling related to their education and learning (when making decision and selecting the most suitable education while in the process of education and at its end) in order to bring this services nearer to every adult in a local environment. Currently eight information and guidance centres are operating. (<http://siae.acs.si/projects/014/>)

3.3 Literacy and basic skills

Modern conceptions consider literacy as a prerequisite for acquisition of new skills, for permanent education as well as a potential that increases individual's mobility at the labour market and for active citizenship. The International Adult Literacy Survey, conducted in the year 1998 within a cross-national study on adults' literacy, was the first attempt in Slovenia at empirical examination of reading and writing skills of the representative sample of the population. Indicators of that project have shown that the largest group of the population, counting 42% of the sample achieved only the 1st level (the lowest) of literacy, further 34% achieved the 2nd level (unsatisfactory), then came a group of 20% of the sample achieving the 3rd level (medium), while the highest, 4th and 5th levels were obtained by only 3% of the population. It then came out that up to 77% of the adult population in Slovenia, are by their literacy achievements under the standards laid down by experts as necessary to understand and use the written information in everyday activities in family circles, at working places as well as in society. The level of literacy in Slovenia is mostly dependent on the four following agents: the level of individual's education, age, education of parents and the professional position. The level of literacy has an impact on the readiness for participation in lifelong learning in adulthood, after finishing schooling. (Možina, internal paper SIAE)

To improve the level of literacy of adult population in Slovenia, two national policy measures appeared to be crucial: adoption and implementation of the **Adult Education Master Plan** as well as the adoption and implementation of the **Long-term strategy of increasing the level of adult literacy**. The effects of the two measures are yet to be seen after adopting them in the next few years.

3.4 Promoting the empowerment of women

The Convention on the Elimination of All Forms of Discrimination against Women is the legal basis for the national programmes of legal reforms and at the same time a source of reference for the development of strategies and programmes for preventing the discrimination of women and guaranteeing gender equality.

Increasingly more students decide on studies at colleges and universities. In 1996, there were 50,667 students enrolled at this level of education, of which 56.6% were women. In the same year, 7,724 students graduated, of which 4,658 or 60.3% were women. In 2000, there were 82,812 students enrolled in the system of college and university education, of which 57.3% were women, and that year 10,232 students completed studies (59.2% women). It can be seen that women more often decide on continuing studies at colleges and universities and that the share of women's completion is also relatively high. Among masters and specialists who completed studies in 1996, 49.7% were women. In 2000, the share of women was 48.0%. In 1996, Slovenia had 238 doctors of science, of which 33.1% were women. In 2000, there were 296 doctors of science, and the share of women had risen to 38.5%.

However the share of the active working population in the period from 1999 to 2001 rose slightly, as the share of the employed population has risen as well. In 2001, the share of women in active population (from 15 to 64 years of age) amounted to 63.5% (men 73.1%), the share of employed women in the same period being 58.9% (men 68.7%). Registered unemployment has been reduced in recent years from 14.5% in 1998 to 11.6% in 2001, but in 2001, registered unemployment of women was 1.1% higher than male unemployment. The labour market in Slovenia is strongly segregated horizontally and vertically. Women are predominantly employed in the public sector, mainly in education, health and social services

and other service activities. At the same time, the share of women in senior official and management positions is low (31.8%).

From the point of view of elimination of discrimination against women, the Equal Opportunities of Men and Women Act adopted in 2002 represented a major step forward. The Act does not just define gender based discrimination but also identifies various measures, which purpose is the elimination of both direct and indirect forms of discrimination and promotes gender equality in all spheres. The aim of the Act is the definition of common grounds for the improvement of the status of women and the establishment of equal opportunities for women and men in political, economic, social, educational and other fields of social life. Two other acts, important from the point of view of the status of women and promotion of gender equality, were adopted: the Employment Relationships Act and the Parental Care and Family Income Act.

The *Act on Equal Opportunities for Women and Men* was prepared by the Office for Equal Opportunities in co-operation with a government working group, and non-governmental organisations, trade unions and individual experts were invited to co-operate. It is a general law that specifies common grounds that will guide the development of legislation in individual areas. The act introduces an integrated approach to establishing equal opportunities and promoting gender equality, the aim of which is to achieve sustainable development in this area. Equality of women and men as defined by the Act means that women and men participate equally in all fields of public and private life, that they have equal status and equal opportunities to enjoy all rights and to develop personal potentials by which they contribute to social development, as well as the right to equal benefit from the results that development brings.

The act determines education on matters of gender equality is an integral part of the system of education and vocational training, which includes among other things preparation of both sexes for active and equal participation in all spheres of social life. The ministries responsible for education and labour as well as other bodies and persons with competencies in the field of education and vocational training ensure equal gender treatment, especially in the preparation, adoption and implementation of publicly valid programmes of education or vocational training, in the attestation of school books and teaching aids and in introducing organisational innovations and modifying pedagogic or andragogic methods and, each within its competences, to set up a suitable system of measures for the elimination of ascertained forms of unequal treatment of women and men (Third report of the Republic of Slovenia on the implementation of the provisions of the convention to the committee on the elimination of discrimination against women, 2002).

3.5 Adult learning and changing world of work

Slovenian economy is one of those, which, because of external factors and even more because of internal transformative processes underwent radical changes. These changes are the result of the transformation from the socialist and planned economy into capitalist and market one, from regional into small and relatively independent and from industrial into service economy as well. All these changes contributed to decreasing the number of jobs in the traditional industry based on less qualified working force. They also contributed and still do to creation

of new, small and medium sized enterprises demanding highly qualified employees. The changes require creation of new activities and jobs in the service sector as well as deregulation of the labour market that enables the compensation of the previous jobs with more flexible and less stable ones.

The central elements of all these processes are higher levels of adjustment and openness of the population towards the changes connected with the broader education and the improvement of the human capital. Under the conditions of growth of the tertiary and the fourth sector one can speak not only of improvement of the knowledge of the top experts but also of the rise in competencies and qualifications of the all working force. Analyses of the situation in Slovenia so far have indicated that the main reasons for participation in adult education are linked to the requirements of their vocation or work (73%) (Participation of the population in Slovenia in adult education 2001, p.35). The high level of job/career oriented education supports undoubtedly the main objectives of the economic strategy in Slovenia (faster economic growth, reaching the average developmental level of the European Union countries, greater competitiveness of the economy etc.). However the evidence of the same research indicates that employees in managerial positions are in the privileged position considering education, while those being at the bottom of the hierarchical scale are rarely involved in education.

3.6 Adult learning, environment, health and population

Over the past few years, Slovenia has adopted a variety of measures in the adult education area, connected with the environment protection, health protection and population policy, thus determining development directions in these areas. All these documents require an active role of citizens in dissemination and use of information, in education and learning as well as in utilization of skills and problems solving.

I. The National Health Protection Programme points out the need for health education in programmes of education as well as inclusion of contents from the area of economics of health protection into curricula at all levels. This is why the above mentioned National Programme has, among its basic priorities, the making of the protection policy, the increase of health protection awareness and the design of educational programmes. Health education contents are to be installed in all educational programmes, at the entire range of schooling and extra-mural education for both youth and adults. The priority is given to those risk factors threatening the health of the entire population.

Regarding the protection and improvement of the health conditions of individuals and the community as a whole, numerous associations operate in Slovenia, dealing primarily with education, among the most active being: Slovenian Heart Foundation, Society for Internet, Health and Medicine, Society for Anti-Cancer Campaign, Society of Oncological Patients, Ozara Slovenije- National Society for Quality of Life, Health for Slovenians in the Third millennium, "project humane". The basic purpose of the activities of these societies is: the care for public health, informing the public on news in medicine, informing the public on medical sciences as well as exchange of information in health area.

II. Large space in the National Program of Environment Protection is given to information dissemination and education. Basic objectives include: publicising of the protection of nature through literature, exhibitions, awards and other promotional means as well as activities increasing the ecological awareness of the population; providing information and education of the public in connection with regeneration of ODS (ozone depleting substances) and on

consequences of ODS emission in the air; providing information, and education of population potentially exposed to problems of ozone radiation as well as education of population on possibilities of technical protection from industrial accidents.

Among the more important measures and initiatives on education, training and the increase of the level of awareness in the area of environmental protection are the following projects:

Eco-school as a way of life: The project operates in Slovenia since 1996 introducing in an organized way environmental training in primary and upper secondary schools. The programme is open to the school as a whole (school managements, teachers and students) as well as to parents and representatives of local authorities. The Eco-School is a program that consists of seven steps, while a school introduces them in the course of two years. After successful passing through all the steps, the school is awarded an international Eco-flag. Eco-flags have been awarded to 57 schools in Slovenia. NGO-s could also join this project.

Seminar on environmental training and education: The project began in Slovenia in the year 1998 when a seminar for teachers was held on the topic- Environmental Training and Education- Methods and Techniques for Teachers. The content of this workshop was related to natural, social and economic processes and the life of individuals with activities based upon deeper consciousness and understanding of the mentioned contents and links in the everyday life. Participants in the seminar have become familiar with various methods and techniques of environmental training and education.

Communication support of nature protection - Internal Training: Between the years 1998 and 2002 four phases of training have been conducted in Slovenia, while the project was coordinated by the Agency for Environment of the Republic of Slovenia. Seven Slovenian representatives took part in the same project in Poland and Slovakia. In the second phase, they have communicated the knowledge and experiences acquired to the local public and have made endeavours to enlarge the circle of experts to work with the determined target groups. The objective of the third and the fourth phase of the project was to increase the communication capacity of the natural sciences staff as well as to supplement theoretical knowledge by practical work within test-projects.

III. National Programme for Social Security contributes to the rise of the quality of life through development and prevention programmes, directed at training of people to cultivate favourable mutual relations, inter-generational cooperation as well as for the implementation of equal opportunities for both genders. Prevention, that was mentioned several times, can also be listed among forms of learning, since preventive activities include both information and education. The next objective of this programme is to provide assistance in a form of services rather than in a form of financial funds. This is supposed to encourage receivers of social assistance to get involved in various programmes of active employment policy as well as in other programmes to improve their opportunities for transfer from the circle of passive receivers of social support into the circle of those having the possibilities to provide social security by work and employment.

3.7 Adult learning, media and culture and ICTs

The Government of Slovenia adopted the text of a strategy that lays down a path towards information society. The strategy covers different aspects of development of Slovenia in the field of information society infrastructure and services.

Adoption and implementation of the Strategy has to ensure comparability with EU member states and at the same time strengthen the leading role of Slovenia in the Central and East European Region and verify our initiative especially in the area of infrastructure solutions, quality assurance and accessibility of services. The implementation of the strategy has to assure accessibility to high quality services of information society for daily needs of all citizens in Slovene language and in the languages of minorities, which will contribute to the protection of cultural rights and the preservation of cultural diversity.

The Strategy is partly based on an inter-ministerial coordination within the framework of the National Development Plan of the Republic of Slovenia and on the preparation of a single programme document as a part of a preparation for integration of Slovenia into European structural politics.

Transformation into information society brings drastic changes into today's modern world. Most countries are aware of the risks caused by trailing the forefront of countries that successfully include information and communication technologies into transformation of the economy and of the society at large. That's why they support the participation in educational and training activities offering communication knowledge and skills at all levels and to all citizens.

Information society indicators show Slovenia lagging behind the leading countries and average of EU, while in some areas indicators show comparable results. Slovenia is trailing behind in the number of public access points and servers per citizen and in equipment of educational institutions. With growing GDP Slovenia allocates substantial amount for ICT (the percentage is the largest of all candidate countries but still behind the EU average), but this is still not enough. Distribution of investments speaks in favour of infrastructure and does not sufficiently encourage the services of information society. As a consequence of a new legislation in the area of ICT the access to the telecommunication services (including Internet) is gradually improving. Only direct and indirect stimulation of the target groups, establishing strategic partnerships, and connectivity of open data sources of public sector can enlarge and improve the quality of ICT services.

The seriousness and the number of contributions published in media have risen in the course of the mentioned Strategy, development of modern education possibilities as well as of methods of informal learning that have impact on the quality of life in local environment. At the beginning, primarily local media have been reporting on the effects of these projects (an exception are the study on distance learning and training for use of computers e.g. internet). Central media (the daily DELO and the national radio and television) pay more attention to the achievements in the field of life-long learning and education over the past few years only, since Slovenia systematically began to animate media within the Lifelong Learning Week. The active and increased involvement of the media reporting about the activities of the Lifelong Learning Week is seen from the next figures.

| Year | Articles in press | Items on radio | Items on TV | Press Conferences |
|------|-------------------|----------------|-------------|-------------------|
| 1998 | 128 | 23 | 9 | 2 |
| 1999 | 136 | 23 | 22 | 1 |

| | | | | |
|------|-----|----|----|---|
| 2000 | 172 | 52 | 33 | 7 |
| 2001 | 180 | 56 | 53 | 3 |

Source: Internal reports (1998, 1999, 2000, 2001) of the SIAE

3.8 Adult learning and groups with special needs

Ethnic minorities, groups and immigrants

As a democratic country, protecting and respecting plurality, individual and collective human rights and fundamental liberties, Slovenia aims to preserve the cultural identity of its ethnic minorities and other ethnic groups striving at the same time to integrate them into the social, economic, political and cultural life of the country. This is done in different ways: by implementation of appropriate legal measures granting members of ethnic minorities and groups equality in the society, by supporting their cultural activities, by developing suitable employment policy giving social security and by providing an appropriate educational system including adult education. The idea underlying all these measures is to perceive historical and cultural identity, lifestyles and modus operandi of the ethnic groups adopting the values and standards of the dominant culture.

In regulating ethnic issues, the Constitution of the Republic of Slovenia distinguishes the following three categories of ethnic minorities and communities: autochthonous minorities (Hungarian - 0,43%¹ and Italian - 0,16%), immigrant minorities (Serbian - 2,44%, Moslem - 1,36%, Macedonian - 0,22%, Montenegrin - 0,22% and Albanian -0,18%) and autochthonous ethnic groups (Roma - 0,12%). Besides the above mentioned categories of the non-Slovenian population, identified and granted appropriate rights, another large group exists – that of the refugees. The state secures them special rights enabling them to preserve their ethnic identity, as well as to support cultural development and integration into the life of their host country.

Ethnic minorities, groups and immigrants are offered two types of adult education opportunities:

- the opportunities available to all citizens of Slovenia by the educational system are equally available to the members of ethnic communities; and
- the opportunities for special education, organized by ethnic communities in their own language and adapted to their own needs and culture.

Educational programmes to prepare for the exercise of minority rights are listed by the Law alongside the others, such as primary school programmes for adults, educational programmes to obtain the first profession, the tenth year of the compulsory nine-year primary school, humanities and programmes for the enhancement of the cultural level and quality of life. All of these programmes are financed from public means in accordance with the annual plan. Until now, data on the adult education of minority members in Slovenia have not been systematically collected, since educational institutions attended by minority members do not record the nationality or ethnicity of their participants. Since 1993, programmes on Training for the Minority Rights have been launched.

¹ Population by ethnic affiliation according to 1991 census.

Adult education in the Roma community

Typical of the Roma community is their low social status, the seclusiveness of the group and their problems in adapting within mainstream society. These are mostly consequences of the language barrier, of the cultural specificity and of educational problems. The group receives some social support to assure them at least a minimum standard of living and to facilitate acculturation.

The Roma attend educational institutions together with Slovenians or non-Roma. In addition, they receive education through special programmes for adult Roma. Such programmes are created by centres for social work and by employment agencies in the communities populated by Roma. These are programmes aiming at socialization, literacy and functional literacy, development of specific skills and adult primary school programmes adapted to the specific needs of this group. The Roma organize their own summer camps for Roma and non – Roma children, students and adults. The purpose of the summer camps is to provide programmes on the Roma language, culture, history and ethnology. The lecturers are Slovenian Romologists and Roma involved in the study of the Roma language and culture.

Adult education of the refugees

Adult refugees received training for assistance in the work with other refugees. The adult education experts are aware of the fact that adult education could significantly contribute to the normalization of life for those adult refugees for whom the idleness of a refugee centre life represented an additional burden. The refugees' advantage in this work was to be close to the refugee children and adults needing a psycho-social help on the basis of their common language and culture, social status and experience of the war. Training was given to adult refugees from the fields of social work, education and health, to the volunteers taking part in various mental health programmes maintenance and to those attending courses for self- or group-help. (Janko, Jelenc, Mirčeva, 1996)

The education of refugee teachers was also organized. They were trained on the basis of a special model for perceiving emotional and learning problems in children and were also given practical teaching knowledge. In addition they captured techniques for helping children having emotional, behavioural and learning difficulties and how to react in crisis situations and cases of trauma. Individual psychological support was offered to those teachers being victims of war, and who experienced personal tragedies or were suffering chronic stress.

Participation of invalids in educational activities

According to data issued by the Government of Slovenia's Office for Invalids, there were 168.755 invalids in Slovenia in the year 2002. Regarding their legally defined status, invalids have been categorized into five groups: labour invalids, children and youth with obstacles in their physical and mental development, war invalids, military non-war invalids, civil invalids from wars, moderately, less seriously, seriously and most seriously mentally and physically disabled persons as well as persons not categorized in these groups. Regarding data on the size of the population, invalids make up 8.48% of the entire population.

The education of invalids in Slovenia is organized through the operation of various invalids' organizations, which also represent invalids at national, regional and local level. These

implement specific social and educational programmes and services, which are carried out in accordance with the features of invalidity and insecurity of the social position of this category of population. Mayor part of the education, conducted in invalids' societies and organizations is of informal character and not registered. In the year 2002, a survey questionnaire has been sent to 24 largest organizations, employing invalid persons. Survey data collected, have indicated that almost all invalid persons were involved from time to time in longer or shorter forms of training in order to acquire higher quality of life, to lessen their handicaps and become as much active as possible. (Analiza članstva invalidskih organizacij (The Analysis of Invalid Societies Membership, 2002)

For this purpose, different educational programmes are organized (eg. education for active citizenship, programmes for health protection, programmes on prevention of social exclusion), intense informative and counselling activities, as well as programmes for specific target groups (for instance workshops for protection of mental health of blind and impaired vision youth; computers basic education for blind persons, courses of mobility and guidance etc.). Apart from the training which is directly launched for invalid persons, relatives of invalids also take part in educational programmes of the societies as well as teachers and volunteers who meet invalids in everyday life and work. The survey showed that training for self-help has grown considerably as well as the training of family members and training of less handicapped enabling them to help those who are more handicapped.

Beside the measures at the state level (See chapter 1), the broader education activities of invalids rely also upon an increasing number of volunteers and upon the work of other profit and non-profit associations, active within the civil society.

Participation of inmates in educational activities

Prisoners in Slovenia are a subject of particular education endeavours. The objective of these endeavours is to train imprisoned persons for life after the sentence as well as for reintegration in society. In the year 2002, there were 1148 imprisoned persons. Out of this number, 178 inmates have been involved in education, which makes 10,5% of the prison population. Most of them attended upper secondary vocational schools (51), primary schools (34) and secondary vocational school (26), while 10 attended vocational courses, 6 attended higher schools or universities, the rest have chosen visiting courses. Up to 73% of all prisoners have had education inside prisons.

A significant innovation regarding education of inmates is the project **Exit-Vocational Education and Social Reintegration of Prisoners in Post-Penal Treatment**, financed by the European Union. The goal of the project is to establish an efficient network of various professional institutions supporting faster social and work reintegration of imprisoned persons after the sentence is being served.

In reformatory houses, they conduct literacy programmes, programmes of primary schools, and programmes of primary schools with adjusted programmes as well as programmes of vocational training. Apart from the verified education, it is also possible to acquire functional knowledge in these institutions in an informal way, such as literacy programmes, computer training as well as courses of English or German. To increase the involvement of adults in educational programmes, motivation programmes are carried out as well as individual and groups counselling. (Directorate for carrying out the penal sanctions: annual report, 2002: http://www.gov.si/mp/uiks/pdf/kazenske_sankcije_porocilo_2002.pdf)

3.9 Economics of adult learning: adult learning seen as an investment

The primary role in financing adult education in Slovenia, as in the majority of countries, is played by employers, followed by individuals and their families, and the state. Employers financially support the education of the senior and better-educated employees, while the state more often finances adults who are in an educationally less privileged position (Participation of the Population in Slovenia in Adult Education, 2001).

Regarding the working place status, the data revealed that staff-members having limited responsibilities of supervision and management have the best opportunities for education. At this point one should not forget that these staff-members are in a privileged position regarding the financing of education in the future.

The more demanding vocations, requiring greater knowledge and skills, offer possibilities for a constant rise of the income-successful career. This stimulates planning of educational activities in the future and investing more funds and energy in education, training and self-development, to satisfy the requirements of higher status vocation. Less demanding vocations make it possible to attain income early, making it possible to attain its highest level relatively swiftly, but offer less money for educational activities. This is why employees with less demanding vocations have also fewer possibilities to improve their work status and have less income to invest in more serious forms of education.

The initiatives arise from the cognition arrived at in the processes of preparing the Adult Education Master Plan. Taking into account the whole country – forecasts of the necessary participation in education have been prepared. These have shown that in order to realize the concept of lifelong learning greater investment in learning and training is needed – especially in the poorly educated population – than can possibly be expected from the state.

While studying the examples of good practice on how to attract the social partners in investing more in human resource development, Slovenia has looked around the European Union member states. The **Individual learning account** has been chosen, since the analyses have shown it could be adapted to the specificities of the Slovenian system. The model to implement the individual learning account in Slovenia has been designed, and presented to the Council for Adult Education. (<http://siae.acs.si/projects/024/>)

The second initiative for increasing the investment in adult learning and particularly that of employees is the concept of **Investors in people**. The firm, in accordance with the standard, has a clear vision and developed aims. According to these it ascertains educational and training needs and plans the activities to satisfy those needs either of the collective or of the individual. Each employee is well aware of the responsibility for his/her own education and for the use of opportunities to adapt to the needs for new knowledge in the firm and for self-development, or for developing possibilities for the provision of new competences and skills. This standard was developed and introduced in the UK, is known in the Netherlands, and will shortly come into life in Finland, France, Germany and Sweden. It means a systematic, planned process of preparation, implementation and monitoring of all human resource activities and measures, intended for the professional, working and personal development of the employees. (<http://siae.acs.si/projects/023/>)

3.10 Enhancing international co-operation, solidarity and networking for and through adult learning

Slovenian international involvement in the field of adult education is manifold. It includes cooperation within corporate projects as well as membership in different societies, associations and organizations. Slovenia joined the international discussion on European Union's Memorandum on Lifelong Learning which took place in EU member countries –as in accession countries.

To strengthen the role of international co-operation in adult education the National Agency for EU programmes was established and is most welcome. Their mission 'With the help of International Programmes we are Opening Doors to Knowledge and Experience' is to restore a bridge of Slovenia entering the international educational area as an equal partner. The Agency covers Socrates and Leonardo da Vinci Programmes. From 1997 and 1998 onwards, they have been opened for increasing number schools, faculties, kindergartens, enterprises and other institutions taking part in international programmes in the field of education and training. The purpose of this co-operation is gaining some new knowledge, experience and approaching some good ideas with the help of programmes funds. (EU Programmes Agency, <http://www.cpi.si/default.asp>)

Slovenian organizations dealing in adult education are members of various networks like: ESREA (European Society for Research in Adult Education); ICAE (International Council for Adult Education); NIACE (National Institute for Continuing Adult Education); ISCAE (International Society for Comparative Adult Education); EAEA (European Association for the Education of Adults); ERDI (Consortium of European Research and Development Institutes for Adult Education); ILSCAE (International League for Social Commitment in Adult Education); ICDE (International Council for Distance Education); EDEN (European Distance Education Network); EADTU (European Association of Distance Teaching Universities).

Some results of Slovenian adult educational projects and programmes have been taken up by institutions abroad. The Slovenian model of training teachers in literacy programmes has been implemented in Hungary for teachers in Roma environments (a joint Danish Hungarian Slovenian PHARE LIEN project has been presented in 2000 in Brussels as an example of good practice). Within the Stability Pact Slovenia is introducing the Lifelong Learning Week and Information Documentation Network to the partner countries.

Chapter 4. Research Studies in the field of Adult Learning

Introduction

An overview of the research studies in different areas of adult learning that were conducted in Slovenia shows the research is more or less equally distributed among the investigated fields.

An overview indicates that different methodologies were used to study issues of adult learning. Quantitative analysis of survey data were most often used to examine patterns of participation and literacy. On the other hand there is a growing tendency toward the implementation of different qualitative approaches e.g. biographical interviewing, focus groups, text analysis etc. From the research summaries it will be evident that research questions did not only address the determination of who was participating or not, but also interpreted the cultural and social viewpoints of adult learning. In this sense qualitative approaches were often employed to enable the understanding of structural and contextual factors that are affecting motivation and non-motivation of adults to learn. The dominant mode of thinking in the past that the non-participating individual is viewed in terms of deficit is surpassed. In many studies participation and non-participation are defined in a relation to other social and cultural practices and the individual's own interpretations of their lives.

4.1. Adult Learning, Democracy, Peace and Critical Citizenship

In the field of adult learning, democracy, peace and citizenship the most recent research has been undertaken in the field of active citizenship (Bogataj, 2001; Ivančič et al., 2001a, 2001b; Jelenc-Krašovec, 1998). The research problems of the presented surveys were related to the review and analysis of the use of the concept of "active citizenship", and of the role of different kinds of adult learning in developing the skills needed for active citizenship. In all studies participative research methods were used to identify and design efficient intervention strategies concerning formal, non-formal and informal learning for active citizenship.

Education & Training for Governance & Active Citizenship in Europe

The project "*Education & training for governance and active citizenship in Europe*" (ETGACE; Ivančič et al., 2001a, 2001b) ran under the Fifth Framework Programme of the European Union. Six European countries participated in it: United Kingdom, Finland, Netherlands, Spain, Belgium and Slovenia. Basic aims of the research were related to the following four key elements: (a) to review and analyse the use of notions 'active citizenship' and 'governance', as well as the nature of related educational policies at the European level and in partner countries in particular; (b) within certain contexts to explore the appearance of education and training for active citizenship embedded in four primary spheres of social life: work, state, civil society and private sphere. Three key dimensions that were taken into account were identity, responsibility and efficiency; (c) to develop foundations to enable professionals to identify and design efficient intervention strategies concerning formal, non-formal and informal learning for active citizenship and governance; effective evaluation of these intervention strategies and d) dissemination of findings via reference books, published and on-line materials and educational events, establishing partnerships and other forms of co-operation supporting professional networks of "educators for active citizenship". In the research different participative research methods were used.

The Role of Education in the Development of Active Citizenship

Similar questions to ETGACE were raised also in the research »*The role of education in the development of active citizenship*« (Jelenc Krašovec, 1998). Main issues of this research were to: (a) identify which problems did adult educators estimate as important in Western and which in Eastern European countries? Were there any significant differences between them, which could originate from the different socio-economic system? Can adult education in the opinion of experts be a solution to some of the problems?; (b) to evaluate the importance of the selected goals of adult education in Slovenia in comparison to Western European countries and countries in transition; (c) how much did experts in different countries invest in achieving the selected goals; and (d) to which degree did adult education respond to the needs connected with personal problems and the field of work, and how much did it respond to the social needs and problems (Slovenia in comparison with EU countries and other countries in transition). The research method used in this international research, was the Delphi method. It was used as an iterative collection of data, started with the preparation of a questionnaire, where the academic coordinators of all participating countries were involved, adoption and translation of the questionnaires, data analysis, and finally reports and discussion at national and international level. The study was designed as a combination of qualitative and quantitative analysis. In the Slovenian sample there were 86 respondents; the most of them were educators followed by researchers, politicians and commentators in the field of adult education. The sample's age group was between 36 and 45 years. Research findings indicated that the ascendant problems, experienced by adults in Slovenia, were connected mostly to the economic and social situation in Slovenia; emphasized were unemployment, (non-sufficient professional knowledge, changes in the organisation of labour, and also problems like "changes in experiencing time", "uncertainty and lack of meaning to life", "interpersonal and relational problems", "distrust and ignorance regarding politics", etc.). The situation in Slovenia was therefore found to be similar to that in the West European countries. The issues which are the result of changes in the political system, are similar to those in the countries in transition. On the other hand big differences were found in some special areas among the three countries in transition; the problem of unemployment was perceived as the highest in Slovenia, environmental pollution and material issues in Estonia, and consumerism in Czech Republic. However, most of the problems have been rated very high in Slovenia. The beliefs in education as a mean to resolve these issues were also estimated as high.

Rural Development through Learning in Study Circles

Another interesting study dealt with the impact of study circles on rural development and citizenship skills, and was entitled "*Rural development through learning in study circles*" (Bogataj, 2001). Project originated in the knowledge gained from the eight years of the experiences in Slovenian study circles and had resulted in four basic issues, important from the active citizenship point of view as well. The study was focused on the following two aspects: (a) the high quality of study circles located along the state border; (b) its potential for promoting active citizenship. Participants' creativity, re-creation and popularisation of local identity, active involvement in rural development and openness for learning fitted well into the concept of active citizenship and were well supported by the media. The adult education context represents the first step in the democratic "bottom up" rooted activity of historical, ethnological or other cultural backgrounds, and was reflected in the study circles action goals. According to the author these issues would deserve further research and the strong support of field activity. The study's conclusions are that the study circles in rural areas could and should be recognised as a local development factor as well as a contribution to overcoming the

“mental barrier”, driven not only by past experience of rural development in non-democratic conditions but also by recognising the present EU processes.

4.2. Improving Conditions and Quality of Adult Learning

In Slovenia much emphasis was given on the research of improving conditions of adult learning and its quality. The basic objectives of the presented studies in that field were to investigate different models and approaches to assure quality of adult learning (Možina, 2003) and to evaluate current adult education programmes with aiming at improving the process, performance and achievements of adult learners (Vilič Klenovšek et al., 1997; Drogenik et al., 2001).

Quality in Education: From Traditional to Current Models of Assessment and Developing Quality in Education.

The study “*Quality in education: from traditional to current models of assessment and developing quality in education*” (Možina, 2003) inspects the topics of evaluation and curriculum development in adult education. The basic objective of the research was the investigation of various quality models, methods and approaches for the evaluation of the curriculum in adult education. The analysis of various quality models which had been developed in economy sector was also carried out. In the study the internationally comparable analysis of methods for quality assurance that are in use in the developed European countries were closely examined. The following countries were included in the analysis: Netherlands, Denmark, Scotland and Spain. The analysis of the existing quality models demonstrated that the curriculum evaluation has been developing very effectively for the last fifty years and therefore providing the public with a number of evaluation models and concepts. The goal of the study was to compare these models between each other, trying to find out which are suitable and systematic enough for practitioners in adult education to use them in assessing the quality of their own work. Having taken into consideration the findings of the analysis, a draft for a hypothetical model and an integral strategy for quality assurance and development in adult education was developed.

Evaluation of the Educational Policy of the Employed with Emphasis on the Unemployed

Some evaluations of adult education programmes have been conducted in the recent years. First evaluation was focused on the evaluation of four educational programmes for the unemployed (Vilič Klenovšek et al., 1997). The results of the evaluation showed several key deficiencies, which were not merely related to the evaluation of concrete programmes of education, but in a broader sense, to the activity of expert services, which were carrying out education of the unemployed within the frame of active employment policy. The findings indicated that the counselling activity had been poorly developed at all stages of education: entering education, during and after accomplished education. The counsellor, available to the unemployed did not have enough time for integrated counselling. The suggested solution stressed the need in providing a larger number of counsellors, and in organising a proper training for them. At the same time the awareness of the professional staff about the importance of counselling, within the system of education of the unemployed was low. The co-operation among them in various phases of education of the unemployed was also found to be poor. More counselling activity was going on before entering the education, where the exchange of information on the characteristic of educational programme and the

characteristics of the future participants in the education was crucial. There was definitely less co-operation during and after the accomplished training. The data showed that both, experts from employment agency and experts from educational institutions did not cooperate sufficiently with the employers. The research results indicated that there were distinctive deficiencies in the lack of co-ordination among various data bases on the unemployed, which could have served as the basis for the evaluation of the effects of the education of the unemployed.

Evaluation of the Upper Secondary Education for Unemployed - Programme 5000 Unemployed

The second evaluation study dealt with evaluation of the governmental project “5000 unemployed programme” (Programme 5000) and included unemployed persons enrolled in vocational and technical upper secondary education (Drofenik et al, 2001). Programme 5000 was carried out by the Employment Service of Slovenia from 1998. This programme is, in compliance with the Act, prepared for each academic year by the Ministry of Labour, Family and Social Affairs and the Ministry of Education, Science and Sport, in collaboration with other key institutions responsible for the development of human resources, and is adopted by the Slovenian government. Programme 5000 allows unemployed people to acquire publicly accredited education in those fields where there is a demand for labour and therefore opportunities for employment. The type and number of vacancies for students were determined separately for each academic year on the basis of an assessment of labour demand and of educational capacities at local/regional levels. It was a longitudinal evaluation research, in which the preparation of providers and participants in the process of preparing to join the Programme, delivery of the Programme, achievements of participants and overall outcomes of the Programme 5000 were evaluated. One thousand and three hundred unemployed persons and half (70) of the educational institutions (teachers of general and technical subjects and teachers of practical work, organisers of adult education and heads) participated in the study. Educational counsellors in employment agencies and one employment counsellor in each (59) local unit of the National Employment agency also participated.

4.3. Literacy and Basic Education

International Adult Literacy Survey

In this area of interest a major international literacy survey “*International Adult Literacy Survey (IALS)*” was conducted by the Slovenian Institute of Adult Education in 1998. Prose, document and quantitative literacy levels of the Slovenian adult population were studied empirically by taking into account a representative sample of adults aged from 16 to 65 years. The main purpose of the Survey was to identify the level and characteristics of literacy and participation in adult education in Slovenia, and compare national results with those in other participating countries. In Slovenia, the Survey was carried out in autumn 1998 and was supported by the Ministry of Science and Technology, and the Ministry of Education and Sport. The methodology was adapted for purposes of testing literacy skills using a large population sample. Thus, valid and reliable estimations of adult literacy in Slovenia as well as international comparisons were rendered possible. Above all, the Survey attempted to identify the level and characteristics of literacy and participation in adult education in Slovenia, and compare national results with those in other participating countries. Research results showed

that from 65 to more than 70% of adult population in Slovenia did not attain literacy level 3, which according to the OECD experts is indispensable for equal participation in a modern society. According to these outcomes Slovenia was ranked at the tail end of countries under investigation. The survey also showed a high influence of educational attainment on functional literacy of adults and their participation in education and training, and also on literacy of their children. It became evident that this influence was stronger in Slovenia than in the majority of countries included in the survey. Also a high inter-generational transfer of educational attainment and literacy in Slovenia was demonstrated.

Basic Knowledge and Skills of Young Adults, Unemployed and Parents of School Children

On the basis of the IALS research data a project that aimed to investigate basic knowledge and skills of the most at-risk groups of adults was conducted (Knaflič et al., 2001). According to the IALS analysis three groups were defined: (a) young adults (age 16-25); (b) unemployed; and (c) parents of school children. The primary objective of the research was to discover correlations between literacy level and social, economic and educational activity. The data analysis pointed out that educational level of the family has a strong impact on level of basic skills and knowledge for the whole population. The second very important statement was that twelve years of schooling promise a sufficient level of literacy. The results of analysis for every particular group helped in preparing new adult literacy programs.

Evaluation of the Social Integration Role of the Programme »Project Learning for Young Adults«

Another important contribution to this field is the evaluation of the programme of non-formal learning for young unemployed drop-outs (Dobrovoljc & Istenič Starčič, 2003). The evaluation study took place from August 2000 to September 2003. The key objective of the evaluation was to define effects of the social integration of the programme “*Project learning for young adults (PLYA)*” which was created within the curriculum renewal of education system in Slovenia. The PLYA programme is a publicly recognised programme of non-formal learning for young unemployed drop-outs. The starting-point of the programme is that young people who drop out of the education system represent a risk group, because their opportunities on the labour market are quite limited. As the consequence they become more and more marginalised and finally socially excluded. The research included the entire population of mentors and young drop-outs who participated in the programme since its beginning in 1998, as well as the managers of providing organisations. When evaluating the social integration role of the programme the following issues were explored:

- whether the programme encouraged and enabled young people to return to the educational system and what the effects of the programme were;
- whether the programme had only short-term or also long-term results;
- how the PLYA curriculum was structured and which components influence its quality;
- whether professional skills of the mentors of the PLYA programme enabled autonomous implementation of the programme;
- which indicators of quality could be identified in the training of the PLYA programme mentors;
- if the training programme was in accordance with the starting points of the curriculum renewal of education system and the PLYA curriculum.

4.4. Promoting the Empowerment of Women

The field of promoting empowerment of women through education was in the past seven years not very well researched. Two studies were found to deal with this issue. First study dealt with questions regarding the education and training of the employed women (Mohorčič Špolar et al., 1996). Similar study investigated employment and careers of women (Kanjuo-Mrčela, 1996).

Women in Education and Work

The research problems of the study “*Women in education and work*” were concerned with the following questions (a) how education and training of the employed women met the educational requirements of the work place; (b) what was the actual participation of adult women in the programmes of formal education at upper secondary, higher education and at the university level; (c) how women were represented at the executive level; and (d) which were the obstacles they met when applying for the posts. The results showed that education and training of the employed women met the requirements of the workplace to a larger extent that was the case with men. More employed women than men had obtained secondary level education, and more women than men had diplomas and degrees obtained in higher education. It could be said that data on women’s participation in the programmes of upper secondary and higher adult education in 1984 and 1994 show a higher percentage of women in those programmes (in both cases exceeded 50 %). One of the study’s conclusions was that it was possible to speak about typical men’s and typical women’s programmes in upper secondary education and institutions of higher education. The executive posts were held mainly by men (employed by the kind of work, managers and other executives – ISCO 88, major group 1) though in the last nine years, from 1986 to 1995, the percentage of women raised from 23.7 % at the end of 1986 to 26.4 % at the end of 1995. The data, at least those representing the analysis of advertisements “wanted for work”, indicated that women might be in the unequal position when applying for jobs (out of 3039 job advertisements 6.4% were written in feminine form, 3.29% in both form, all the rest was written in masculine form). That assumption was not ascertained, because more sensitive data was needed for the analysis of that kind, gathered by a questionnaire or obtained by interviewing.

Women in Management

The topic of special interest of the study was the position of women in management (Kanjuo-Mrčela, 1996). Disproportional to their participation in both education (at all levels) and employment women were underrepresented at the managerial positions (both in Slovenia and in the world), especially at the highest levels - in the top management. In the theoretical part numerous analysis and theories were presented that tried to explain the specific obstacles that create “glass ceilings” for women in business and organisations. Besides empirical evidence from several countries (USA, UK, Japan, Hungary and other countries), author also presented the results of her own empirical research (that was part of an international research on men and women at leadership positions). In the concluding part of the report author suggested sets of changes (at general societal, organisational and individual level) which would be needed in order to enable more women to attain top managerial positions.

4.5. Adult Learning and the Changing World of Work

Research in adult learning and the changing nature of work was mainly focused on the meaning of transition from socialist to market economy in Slovenia and at the same time transition from industrial to information-age society and its consequences to work related learning. Two major studies were employed in the six-year period.

Mobility in the Labour Market and Ways of Education: The Course of Occupational Careers and Education and Training after Entering the Labour Market

In the first study transitions between states in the labour market in the period 1974-1994 were analysed to identify how changes in labour-market structures in the period of transition from the socialist to the market economy affected the role of investment in education and qualifications in the process of allocation of people to jobs (Ivančič, 1997). The analysis was based on the data collected by the Survey Quality of Life in Slovenia carried out in 1994 on the representative sample of 1,708 persons of 18 years of age and more. The data were collected retrospectively. The respondents gave a detailed description of the educational, employment, family and marital histories.

Job shifts as well as shifts from jobs to self-employment, unemployment, and exits from the labour market were included. The research findings demonstrated that only upward mobility was associated with better educational achievements, while other job mobility forms depended more heavily on job- or occupation-specific resources and personal characteristics. The improvement of education while in employment has not proved to be an important short-term individual mobility resource. On the other hand, non-formal training at the beginning of one's career was likely to foster upward and inter-firm shifts. In times of profound structural change, institutional arrangements negotiated by the main economic and political actors in order to mitigate their negative effects, appeared to alter the genuine effects of investment in human capital on labour-market processes.

The Organization of Education in Slovenian Economy

The second study examined the needs for training and education in the commercial sector as well as the method of organisation that would meet these needs, in enterprises themselves and also externally, in the broader social environment (Mirčeva, 2000). The findings of empirical research indicated, first of all, the state of organisation in temporal terms. Empirical study was basically grounded on the survey method, providing data on the position of organisation in enterprises, as well as on the method of interviewing in order to produce opinions and proposals for the advancement of the organisation of education and training of employees. Particular attention was paid to solutions for a new organisation of education, to the needs and possibilities for their satisfaction, to the quality of the educational process using various means and forms of transfer of knowledge and skills, to barriers and incentives, and to the role of social partners in education. On the basis of theoretical examination and empirical findings, four models for the organisation of education in economy have been drawn up: internal, sectoral, regional and network models. These were hypothetical models of organisation; in reality they didn't appear as pure types but were complemented, exchanged and interconnected. Findings demonstrated that the network model was the preferred option. Its real role in the future would nevertheless depend on the prevailing economic, social and cultural norms, as well as on enterprises' answers to economic, political and broader changes.

4.6. Adult Learning, Environment, Health and Population

Participation of the Population of Slovenia in Adult Education

The research “*Participation of the Population of Slovenia in Adult Education*” (Mohorčič Špolar et al., 2001) was based on the findings of the international participation in education research project conducted out in twenty countries up to the end of 1999 and discusses the problem of adult participation in education. Participation was defined as the participation of adults in one or more organised learning events lasting more than five hours a year in any area of education. The basic purpose of the project was to study the extent of the phenomenon of adult participation in education, and its properties, contents, forms, organisation, determination and diversity in all parts of society, and to determine the similarities, differences and development trends in two time periods, on the national and international levels. Slovenia was ranked as a country with a low rate of adult participation in education, in contrast to labour market demand and the concept of lifelong learning. The survey results revealed important differences in the pattern of inclusion of the population in education, and showed that the least active group of adults were those who were already in an underprivileged position, e.g. people with lower education levels, older adults and adults with low work status. In addition to the traditionally less active population groups, new inactive population groups appeared, such as the unemployed and job seekers. Although the time comparison of the extent of educational activities showed improvements compared to the period before social, political and economic changes in Slovenia the most obvious were in categories which were in a privileged position with regards to education. Differences in education levels and in the educational activities of the population were not closing; instead they revealed deeper social inequality. The study provided development forecasts and proposals, and listed the guidelines set for education in the future. These on the one hand derived from the opinions and positions of adults regarding future education guidelines, and on the other from a comprehensive analysis of adult participation in education, and were reflected at all levels of adult participation in education. On the basis of the study, the conclusion offered proposals and measures intended to promote and increase access to education.

Adult Education for Life in a Family Community

A research that also fits in this area deals with learning of adults for life in a family community (Ličen, 1999). Education and learning of adults for life in a family community was defined in a context of the family as a micro-social group within a broader social life-space. In different cultures there are different families that determine different ways of learning for family life. The study introduced some of the aspects of learning in the family. The changes in the social system of family and in environment have brought some novelties which require a new form of learning. The impact was placed on the family as a learning environment for adults and on partnership. Family community is successful only when it learns and educates. Learning which accompanies the searching for equilibrium between the needs for belonging and autonomy and between the needs for love and power was dealt with in detail.

4.7. Adult Learning, Media and Culture and ICT's

New information technology is becoming a powerful new tool of education of adults in the world and in Slovenia. Research findings indicate that ICT technologies offer new possibilities for learning, but at the same time they reinforce social disparity.

Lifelong Learning in the Information Age: trans-national Study on Media Literacy in the Advent of Learning Societies

The study on the use of media technologies as a tool of education, the lack of skills and knowledge among the population required to critically assess the media (Končina, Novak, Erjavec, 2000). The research study was a part of trans-national study on media literacy initiated by the Japanese National Institute for Educational Research (NIER) and the UNESCO Institute of Education (UIE). The national case-study report covered the topics of media literacy, media environment and media education. According to the authors of the study, the case for media education in countries in political and economic transition has been urgent because of the liberalised media environment in which regulation and public control have been replaced by the law of market. It is found out that in post-socialist countries, citizens were not equipped with the skills and knowledge required to critically assess the media. The processes of commercialisation on the one hand, and the lack of a democratic public tradition on the other, had a profound influence on the investigated public circumstances that resulted in non-critical perception of media messages. The first main problem of education for media, identified by the authors, was the lack of holistic integration of media education within the basic compulsory subjects (mother tongue, sociological subjects and humanities) at every level of education. The second main problem of media education in Slovenia was the lack of pre-service teacher instruction. At the university level, no teachers at primary and upper secondary levels have any opportunity to take a course in media education as a part of their initial training. In the conclusion of the study, the infrastructure required to meet the needs of efficient media education was recommended.

Internet Based Communication and Collaborative Learning

Some research was also carried out regarding important social, pedagogical, organisational, technical, and economical aspects of potentials and limitations of asynchronous communication for collaborative learning in virtual environment (Geder, 2001). The latest information communication technology (ICT) developments and the implementation of ICT in education have changed the concepts of teaching and learning. Internet based communication enables creation of non-authoritative social environment, where learners freely and equally share their knowledge and ideas. As a result of group interaction they acquire new knowledge, skills and attitudes. Permanent interaction between a teacher and the learners, who are in the process of learning regarded as equal partners, text-based, asynchronous communication, creation of permanent data base of contributions enable collaborative learning and consequently construction of new knowledge. The key note of the study was not a comparison between collaborative learning within a traditional and virtual context, but the use of the potentials of asynchronous communications to create a group process that was actually better than face-to-face group communications. The first and most important principle for designing virtual learning environments (VLE) are characteristics of a target audience including its computer and Internet infrastructure. The analysis indicated that ignoring the principles for VLE design can cause a negative learning experience with learners.

The key roles in a VLE play teachers, who instead of transferring information and knowledge facilitate learning. Collaborative learning in the context of internet based communication in a VLE demands and also develops some new characteristics and skills of a learner, such as: constant activity, self-discipline, self-initiative, time management, team work, orientation toward results etc. - that was comparable with the daily practice of an adult learner at work.

4.8. Adult learning and Groups with Special Needs: Adult Learning for Ageing Populations, Migrants, Prisoners, Persons with Disabilities, Indigenous Communities and Cultural Minorities

In the modern societies there is the growing demand for adult education as well as other social services that can play a vital role in enabling groups with special needs to become or remain independent, and to keep up with changes in society.

Education of Adults in Their Later Life

Research results from the study, focused on education of adults in their later life, showed that educational programmes for older adults do not always meet their needs and that the didactical approach should stress their autonomy, responsibility and competences (Findeisen, 1999). The study was devoted to investigating social and personal motives of elderly adults to continue their active life and education. Moreover it has dealt with the research of rules, processes and phenomena in the field of education for the third life period. The main purpose of the research was outlining a concept of the education of different groups of elderly adults, i.e. elderly workers, people in the pre-retirement period, and adults in the third period of life or those in the fourth period of life or in a state of dependence. The author considered the education of these groups in terms of their similarities and within given social and cultural conditions. The findings mostly pertained to special characteristics of the education of adults in later life. It was found that the education of the elderly adults was successful providing it met personal needs of the elderly and as well as the needs of the society. These requests result in multifaceted educational objectives of the educational programme. The author argued that satisfaction of non-fulfilled past and present personal desires and interests, as well of primary and secondary needs, was one of the important educational objectives. Important educational objectives were also social integration of the elderly, building up of their own social value, reaching the integrity of the life cycle in spite of social pressures and myths about old age. The educational programmes for the elderly are to be developed in collaboration with elderly students, formally organised education of the elderly being followed by various forms of informal education, thus slowly resulting in an education as a “a way of being”. The author argued the necessity of the creation of lasting educational structures for the elderly adults as a condition sine qua non for “education as a way of being” to be possible. Special attention was devoted to the didactic support, to the introduction of self organisation and self responsibility of the elderly adult students. Consequently, it has been demonstrated that the hidden curriculum led by mentors in the field of the education of the elderly and the educational structure, resulted in a basis for the autonomy of the elderly and their social integration

Education and Literacy Strategies in Romany Community

Questions were also raised concerning education of the Romany people and their literacy strategies (Janko, 1997). The study presented an ethnographic approach to literacy in selected Romany settlement – Pušča. The research was based on several studies which were considered to belong to what are known as the “new study of literacy” (Street, 1993). The starting-point for the research was based on the sociological viewpoint of the study of literacy, which criticises the concept of functional literacy, and also on the educational literacy training programmes for the functional acquisition of literacy among adults, which most often disregard the socio-cultural aspects of literacy. Literacy is as social activity which involves various areas of the individual’s life and the social groups to which they belong. In the study various areas of the implementation of reading and writing praxis and the relevant conventions were presented. A description was given of the multi-various social roles and relationships which have a decisive influence on writing and reading praxis. In the research study the writing strategies in the everyday life of the people living in Pušča were closely examined. The Romany people are regularly confronted with the requirements of diverse institutions which all demand a command of specific writing skills. Consequently, the study concentrated on the individual’s motivation to engage in literacy improvement. It also responded to the challenge of how to study literacy amongst adults and the youth by means of an ethnographic approach using the classical method of on-site work and observation, with participation and interviews.

4.9. Economics of Adult Learning: Adult learning seen as an Investment

Financing, Efficiency and Development of Education

Adult learning seen as an investment is not one of the extensively researched areas in Slovenia. The basic thesis of the study “*Financing, Efficiency and Development of Education*” (Bevc, 1999) was that the system of funding of education (including adult education) influences the internal economic efficiency and the development of education. The testing was carried out by means of the theoretical and empirical analyses at the international and national level. According to the author, the analysis of the connections among funding, economic efficiency and the development of education urgently required the inclusion of the cost analysis of education, the equity of funding education and the economic development. The relations among above mentioned basic dimensions are direct and indirect. When seeking the investigated relations the following was important as well: (a) the definition of the investigated dimensions, (b) the possibility of their measurement and (c) the possibility of the analysis on the basis of the international and national statistical and other sources. In the conclusion many dimensions for the valuable analysis of the investigated relations which require further research were registered.

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Chapter 5. Adult educators/facilitators status and training

With enforcement of Adult Education Act (1996) Slovenia prepared the basis for systemic regulation of adult education and of its development. With development of administrative (a special sector for adult education has been established within the Ministry for Education, Science and Sport) and professional services (such as Slovenian Institute for Adult Education), with an organised informing of public and an increased offer of educational programmes and better access to education, Slovenia has prevented the collapse of adult education, as it happened in the 90s in most of the countries in transition. The participation of adult population in the organised forms of education did not oscillate too much. For the last few years it has been increasing due also to various measures, undertaken at the national level.) Data show increased participation of adults who wish to raise their educational level.

In spite of some positive movements there are still – especially in the educational infrastructure where teaching staff is considered as well – many deficiencies. Among the most important there is still a lack of professional experts (organisers of adult education, advisers in adult education, research and development experts), teachers and adult educators whose occupation would be exclusively adult education. In this area – same as in formal and non-formal education of adults –part-time or reduced type of work prevails. According to some research data, 85% of all teachers in formal adult education work on part-time basis or as external staff members of organisations for adult education. Teachers normally engaged in teaching youth form the prevailing part. Even though the number of adult educators who meet the formal requirements (level and type of education specified by school legislation and required for everybody in teaching profession either youth or adults) has been constantly increasing, this does not secure a higher quality of work with adults, participating in educational programmes. Within their undergraduate studies teachers do not have adequate knowledge and skills and are not prepared for challenges regarding the organisation, guidance and carrying out the programmes in which adults with various motives, competences, life and working experiences participate.

The initial training of teachers is regulated by the **Organisation and Financing of Education Act** which stipulates the general conditions of appropriate qualifications of teachers for the conclusion of employment contracts. All teachers have to have a university degree and an additional pedagogical-andragogical education² (paragraph 100). Chapter XIV, articles 92-107 refer especially to education and teaching in general. Two types of higher education institutions offer initial training of teachers: university teacher-training institutions and other university institutions where other professionals are also trained. Candidates for teachers have to pass the matura exam for admission to academic teacher training programmes.

Initial education and training for elementary (basic) school teachers

Since 1987, initial education and training for elementary school teachers has been provided through the university courses of four years duration. The courses usually comprise of a general part (theory of education, psychology, foreign languages, etc.), a special didactic part and a vocational part (teaching at class level or two subjects for teaching at subject level). The courses also include 3 weeks of practical work in schools. Upon completion of the 10-month training period, elementary school teachers must pass the **teaching certification examinations**. Only then can elementary school teachers be employed on a full-time basis.

² It depends on the faculty programme.

They are employed on the basis of employment contracts as defined by the general law on employment relations and the collective agreement governing the education field.

Initial upper secondary school teacher training

The initial education of upper secondary school teachers is provided by 4-year university courses. Courses for teachers of general academic subjects usually include two subjects in parallel within a course (with the exception of science teachers in 4-year upper secondary schools who have to complete a one-subject course). In addition to one or two subjects, the candidate teachers acquire pedagogical, psychological and special didactic knowledge. Graduates are awarded a certificate and the title of "Teacher of one or two subjects". Initial training is not organised as an extra for teachers of technical-theoretical and vocational - practical subjects. After completing higher education (non-teacher) studies and a minimum of 3 years of work experience, those who want to teach in upper secondary schools must follow a special postgraduate non-degree course for teaching in upper secondary programme (the so called pedagogical and andragogical education). This is also another way for those without teacher qualifications to enter the teaching profession. If other professionals wish to become upper secondary school teachers and teach not only technical subjects but also general subjects at general and technical or vocational schools, they can obtain the teaching qualification by passing special post-graduate non-degree programmes.

Teachers in Vocational education

Teachers in public vocational and technical schools are: teachers of general and special theoretical subjects, instructors of practical training and skills, master craftsmen (offering practical training to apprentices). The same qualification requirements, status and in-service teacher education and training (INSET) obligations for teachers of general and special theoretical subjects are in force as for the general education.

Instructors of practical training must possess at least upper secondary school degree in the appropriate field, three-year work experience and pedagogical qualifications.

Teachers in post-secondary vocational education

Teachers of vocational colleges are vocational college-lecturers. They must have at least a non-university degree, pedagogical qualifications (pedagogical and andragogical education), three years of appropriate work experience and outstanding achievements in their professional field. The general conditions for INSET, promotion and the status of teachers also apply to the vocational college-lecturers.

Initial education and training of secondary school teachers is offered by the University of Ljubljana, the University of Maribor and single higher education institutions.

The accreditation procedure and the determination of whether the study programme guarantees good quality teaching staff is the responsibility of the Government and its Council for Higher Education.

The teacher training study programmes offered by the multidisciplinary faculties (e.g. faculty of Arts, Biotechnical Faculty) primarily offer study of one or two academic disciplines and a professional course module (psychology for teachers - 60 hours, educational sciences - 60 hours, adult education theory - 30 hours, general didactic - 30 hours and subject specific didactics) which is offered in parallel. There is usually no practical course.

Initial training of teachers in adult education

Adult education organisations providing publicly funded educational programmes must meet the following requirements:

- Professionals employed in organisation of education must have the appropriate higher education, **pedagogical/andragogical** education and a certificate proving the successful completion of the professional examination prescribed for the field of education;
- They must have, at their disposal, teachers and other expert workers meeting the requirements prescribed for individual fields of education;
- They must have, at their disposal, the premises and equipment prescribed (by the Minister of Education) for the implementation of individual educational programmes.

Adult education is provided by teachers (adult educators) with different educational backgrounds. Some have no teaching qualifications because they are experts only in their own field of specialisation. The Adult Education Act stipulates that teachers of adults must have a higher education qualification in the appropriate field and the teaching qualifications, and must pass the professional examination. The teachers in non-formal programmes of adult education are not bound to these demands.

Pedagogical-andragogical education is a special postgraduate non-degree course for teaching in upper secondary schools (the so called pedagogical-andragogical education). Post graduate non - degree courses leading to teaching qualifications are prescribed and compulsory.

Everyone who wants to work as a teacher of youth or adults in the programmes of formal education (giving a level of education), is bound to have specific pedagogical competencies, besides the required educational level and area. These competences can be obtained within his/her undergraduate studies when the study programme includes pedagogical, psychological and didactic contents of subjects. The University pedagogical departments combine academic knowledge and teaching practice. However, the rest of the University departments - technical faculties, economics... do not include pedagogical knowledge in their study programmes. If the criteria have not been met by the person who wants to become a teacher, he or she has to obtain this kind of education (special licence) within three years from starting as a teacher.

The permission to carry out such a programme has been granted exclusively to higher institutions such as Faculty of Arts and Faculty of Education, both University of Ljubljana, and Faculty of Education (University of Maribor.)

| Institution | Faculty of Arts (University of Ljubljana) | Faculty of Arts (University of Ljubljana) | Faculty of education (University of Ljubljana) | Faculty of Education (University of Maribor) | Ledina College |
|-----------------------------|--|--|---|---|--|
| The name of the prog | Teacher Education for lecturers in Post secondary vocational college | Teacher Education/Pedagogical-andragogical | Teacher Education/Pedagogical/andragogical education | Teacher Education /Pedagogical/andragogical education | Teacher Education for individuals with |

| | | | | | |
|-------------------------------------|---|--|--|---|--|
| ram me³ | | education | | | technical secondary education |
| Target group and No of hours | Lecturers in Post secondary vocational college with Diploma in Higher education 150 hrs | Graduates of Higher education (University level). 390 hrs | Professional workers without Teacher education 375 hrs | Graduates of higher education (University level) and diplomants of Post secondary vocational college without teacher education. 375 hrs | Laboratory assistants, instructors, teachers of practical trainings. 160 hrs |
| Aims | Training lecturers for quality educational work. | To gain law regulated Teacher education in order to acquire basic knowledge for performance of pedagogical process in primary and secondary education. | To gain law regulated Teacher education in order to acquire basic knowledge for performance of pedagogical process in primary and upper secondary education. | To gain law regulated Teacher education in order to acquire basic knowledge for performance of pedagogical process in primary and secondary education, including vocational and technical education | To perform teacher education course in order to satisfy the condition to pass a state examination. |
| Contents / study subjects | Active learning, modes and methods of post secondary studies, Theory and methods in Vocational education, Theory and practice in planning and performing of teaching, Adult learning and methods, Learning objectives, assessment and accreditation, Selected module. | Psychology for teachers, Pedagogics, Andragogics, Didactic, Special didactic according to various branches of profession. | Psychology for teachers, Pedagogics, Andragogics, Didactic, Special didactic according to various branches of profession | Psychology for teachers, Pedagogics, Andragogics, Didactic, Special didactic according to various branches of profession | Psychology, Pedagogics and andragogics, Didactic, Special methodics for practical training. |

The programmes are normally carried out from one to two semesters and are based on active methods, connected with practical experiences of the candidates. After the completion of training (examinations and project works) the candidates are granted the pedagogical and andragogical education which is a publicly recognised licence.

As seen from the above table the candidates acquaint themselves with various contents from the area of adult education (andragogics). These contents are granted 45 hours, meaning 11.5% hour of the whole programme. The aim of the subject is to train the teachers for direct work in adult education. The following topics are being treated:

- An overview of the history of adult education in Europe and Slovenia
- Social and economic basis for the development of adult education
- Andragogy as science of adult education
- Basic processes of non-formal and formal education of adults
- Factors for successful learning of adults
- Target groups in adult education
- Educational guidance work
- Analysis of selected case studies; Observation of 'life' in andragogical practice.

In-service teacher education and training

In service training (permanent professional additional training for teachers) has a long tradition in Slovenia. In-service training ensures teachers have the opportunity to renew, expand and deepen their professional knowledge. Basic scope of the system of constant professional training is to ensure specific training programmes in every area of education and therefore make it available to every professional worker (not merely teachers, but also headmasters, guidance officers, mentors and adult educators in non-formal programmes of education and training) and at all levels of educational system.

The Act on Organisation and Financing of Education determines the right and obligation for in-service training (INSET). In-service training (INSET) is a right and obligation for teachers at all levels of education. It is more specifically regulated by a collective agreement. Teachers are entitled to at least five days of training per year or fifteen days in every three years. These training days are counted as working days and are paid as such. All teachers who participate in the INSET programmes are awarded points required to obtain a promotion to one of the three possible titles (mentor, adviser, counsellor) and a salary increase.

In-service training (INSET) is arranged in the same way for pre-primary, elementary and secondary school teachers and for adult educators.

Teachers choose the programmes and forms of in-service training at their own discretion. When training is required due to the reforms or changes in curricula, participation in the so called commissioned and priority programmes of in-service training is compulsory or at least recommended.

Every year the Ministry of Education prepares *A catalogue of in-service training for professional employees in the field of Education*. It contains programmes chosen and verified by members of the In-service Training Programme Council appointed by the Minister of Education. The basis for catalogue has been represented on yearly notice from the Ministry of Education, Science and Sport, calling various tenders where public and private organisations

can participate with their programmes. The quality of the offered programmes is being assessed by a specific Programme Committee composed of experts from the Ministry, of the representatives of the programmes tenders and of end-users and experts from specific areas. The criteria for programmes' selection are set up by the ministry, which also defines the priority areas. Training of the teachers of adults is one of 23 areas in the catalogue (pre-primary education, teaching of foreign languages, programmes of tutors' training in student residences, computer literacy of teachers....) and has so far never been defined as a priority area. The priority area has so far been teachers' training programmes for those who teach in elementary schools, in the programmes of vocational and professional training, where the curricula have been changed a lot, due to the programme renewal.

Main providers/ In-service training institutions

The in-service training programmes are provided by various institutions which are registered for educational and research activities (private and public):

- higher education institutions for education of teachers, and other higher education institutions,
- public institutes responsible for the development of education: National Education Institute, Centre of the Republic of Slovenia for Vocational Education, Slovenian Institute for Adult Education, National Examination Centre....
- Research institutions (Slovenian Institute for Educational Sciences)
- Schools
- Private organisations, associations.

Statistics

The number of performers (the data are for the school year 2001/2002): 171

Number of programmes: 1324

Duration of programme in hours: from 8 to 40 hours and more

Number of participants: 65770 (out of these 212 teachers in adult education)

Adult education is characterised by substantial programme diversity. In addition to the programmes for acquiring educational level - they have to be carried out exclusively by teachers who fulfil the requirements of legislative regulations – the area of non formal education of adults has been strongly developing for the last ten years. These programmes are intended for various target groups like young adults with no vocational qualification, unemployed, marginal groups and various categories of the employees who try, through education and training, to improve the quality of their lives. Various institutions and organisations carry out these programmes (public and private educational organisations, associations, societies etc.). They are sometimes carried out by educators, usually professionals in their own specific area of work who do not need, unlike teachers in formal educational system, any formal qualification for teaching, sometimes by teachers who do have the necessary teaching requirements, but lack the expertise in teaching adults. These groups develop their competences for work with adults through non-formal options, like attendance of various non-formal programmes of training. The selection of the programme depends on the offer and personal preferences.

One of the largest tendering institutions for this kind of programmes is the Slovenian Institute for Adult Education. In addition to the programmes of andragogic training in adult education – including modules like, designing educational programmes, basic psychological issues in

adults' learning, methods of teaching and learning, communication and guidance, all intended for those whose interest lies in working with adults – the Institute systematically develops the programmes of teachers' and mentors' training through the developmental and research projects. These programmes are implemented all over Slovenia. To make these innovative projects (intended for specific target groups of adults) successful developing adequate teacher training programme, piloting and evaluation it is the next step which is taken. Constant monitoring and professional upgrading is in the fore of every developed programme.

Thus special programme was developed for the mainstream teachers teaching in a special government programme called **Programme 5000** aimed at educating the unemployed. The teacher training programme has been developed as a supportive measure as well as to raise awareness of the specificities of adult teaching. So far, over 500 teachers have participated in the programme. Furthermore a programme for those teaching in **literacy programmes** was developed in 2002 designed to sensitize teachers with the problems of adult literacy and to equip them with knowledge and skills needed for this group. The teachers attending this programme are granted a specific certificate. So far 40 teachers have got the certificate. A special programme was designed for mentors in the programme **Project Learning for Young Adults** (PLYA) who have to attend the 170 hours training programme if they are to acquire the licence. In addition they are bound to produce a project work and attend an initial interview. Licence has to be renewed every three years. Tutors and mentors of the **study circles**, the most popular form of non-formal learning in Slovenia acquire the skills they need for successfully carrying out the study circles in a special 60 hours programme. A part of their training is also a written paper where they have to present a possible study circle subject.

The needs for continuing education and training of those working with adults are increasing every year. The reason lies in the growing number of adults attending the programmes to acquire a higher level of education and in various measures and programmes, having been accepted recently at the national level (such as the Programme for Reducing the Educational Attainment Deficit) as well as in the development of non-formal education of adults. The quality of education (programmes, activities) is closely related to the quality level of the staff, cooperating in the development and implementation. In spite of the progress made in this area Slovenia is still somewhat behind, considering both, the extent and the quality of the programme (for development of staff in adult education) offer. A comprehensive strategy, dealing with the area and the issues - such as the status of adult educators, opportunities for education and professional training – has not been developed yet. The Adult Education National Plan, waiting to be put in force through the Slovenian Parliament will be a step forward in this respect since it includes the following among its basic goals:

- assuring new jobs in the area of adult education, especially teachers and advisers,
- updating the contents and methods of gaining andragogical training, either within the undergraduate study programmes or through the in-service teacher training,
- elaborated system of professional training after a degree.

| Full-time and part-time teaching staff | 1997 | | | 1998 | | | 1999 | | | 2000 | | |
|---|-------|-----------|--------------------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|
| | Total | Full-time | Part-time/Contract | Total | Full-time | Part-time | Total | Full-time | Part-time | Total | Full-time | Part-time |
| Elementary schools* | 15443 | 14792 | 457 | 15311 | 14709 | 602 | 15140 | 14515 | 625 | 15287 | 14648 | 639 |
| Upper secondary schools* | 8580 | 7225 | 1355 | 8816 | 7644 | 1172 | 8646 | 7551 | 1095 | 9351 | 8129 | 1194 |
| (Post-secondary) Vocational colleges | - | - | - | 157 | 25 | 132 | 205 | 32 | 173 | 4666 | 2937 | 1729 |
| Adult education institutes and/or Continuing education providers (institutions)** | 3548 | 13 | 3535 | - | - | - | 1646 | 1438 | 208 | 3093 | 1479 | 1614 |

* Data include full- and part-time instructional, professional support and management staff.

** Folk high schools, other special institutions, parts of schools, parts of enterprises, driving schools and others

| Continuing education providers (institutions) | 1997 | | | 1998 | | | 1999 | | | 2000 | | |
|---|---------------------------------|----------------|---|---------------------------------|----------------|---|---------------------------------|----------------|---|---------------------------------|----------------|---|
| | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) |
| Elementary schools for adults* | 28 | 330 | - | 33 | 366 | - | 32 | 349 | - | - | - | - |
| Upper secondary schools for adults** | 70 | 2229 | - | 75 | ***2372 | - | 73 | 3099 | - | 126 | 3692 | - |
| Folk high schools | 44 | - | 3238 | 43 | - | 3261 | 44 | - | 3442 | 45 | - | 3299 |
| Other special institutions | - | - | - | 103 | - | 7929 | 113 | - | 8602 | 117 | - | 7199 |
| Units for in schools | - | - | - | 19 | - | 308 | 19 | - | 312 | 15 | - | 307 |
| Educational centres in enterprises etc. | - | - | - | 39 | - | 5465 | 36 | - | 3289 | 44 | - | 3428 |
| Driving schools | - | - | - | 152 | - | 2471 | 158 | - | 2142 | 142 | - | 2249 |
| Other | - | - | - | 14 | - | 583 | 12 | - | 659 | 17 | - | 731 |
| Total | 142 | - | 3238 | 478 | - | 20017 | 487 | - | 18446 | 506 | - | 17213 |

* Data include elementary schools with class units for adults and other adult education institutions with units for elementary education of adults.

** Data include upper secondary schools with class units for adults and other adult education institutions with units for adult upper secondary education.

***Data include upper secondary schools with class units for adults and other adult education institutions with units for adult upper secondary education without subsidiary units.

METHODOLOGICAL EXPLANATIONS

Data on continuing vocational training of employees in enterprises and other organisations are collected with the regular annual survey ŠOL-ZAP, which was in 2000 harmonised with the methodology agreed and adopted at the level of expert services of the European Commission and EU Member States. The common methodological bases are the common approach to sample design, common coverage of various systems solutions in collecting and processing statistical data from different environments and common concepts and definitions.

Data on continuing vocational training of employees are collected with a sample. The sampling frame are enterprises and other organisations with 10 or more persons in paid employment. The sample covered 1,622 units.

Higher education teaching staff includes both teachers and assistants.

Continuing education providers are peoples universities, specialised organisations for adult education, units at schools, enterprises and other business subjects registered for adult education, driving schools and individual private entrepreneurs dealing in adult education (OJ RS No. 12/96). Verified educational programmes of vocational training, further vocational training and vocational training specialisation are adopted by the Minister of Labour in co-operation with the authorised council of experts (OJ R

Chapter 6. Empowering Adult Learners

Empowering adult learners in Slovenian theory and practice of adult education never appears under the one single term nor is it the English term translated adequately into Slovenian adult education terminology. In the sense of empowerment of adults in Slovenia some other related terms and concepts are more often employed and commonly understood, such 'taking responsibilities for one's own learning' or 'motivating adult learners'. The absence of adequate terminology does not indicate that concrete examples of one or another aspect of empowerment (such as strengthening the educational dimensions of human rights, learner centred curriculum, content and culturally relevant context, evaluation of learning outcomes, impact on socioeconomic system), do not exist in the education of adults in Slovenia. General observation is, that cases of empowerment of adult learners in the sense of learner centred and context relevant curriculum could be found predominantly in a variety of forms of non-formal education of adults, whereas national assessment procedures are developed within formal education and vocational training which is work oriented.

6.1. Adult Learning for Democracy, Peace and Critical Citizenship

It is important to note that systematic review of literature on education, on governance and citizenship in Slovenia revealed that official documents, especially those regulating the educational system pay only little attention to adult citizenship education (Ivančič, 2001). In this respect, this short report embraces programme and curriculum level of analysis. It appears that in Slovenia the need for learning and self-learning for realisation of social and economic dimension of citizenship has visibly increased in the post-socialist period. Constant worsening of social security, very low level of trust in the institutions of the legal state, transformation of social risks into individual risks, and also the need for business success have created space for production of respective handbooks and guidelines advising people on how to be successful in looking for a job, starting self-employment, exercising one's rights, getting acquainted with one's rights. Some of them are also state-supported. Involvement of the state-support usually does not have anything to do with exercising economic and social citizenship but with the attempts of the state to decrease the number of people dependent on social transfers.

From various other formal documents as well as descriptions of activities of numerous NGOs, civil initiatives and movements it is obvious that a lot has been going on lately in this field. Virtually every one of those offers also education and information among the activities (cf. Guidebook on NGOs in Slovenia, 1999). This indicates that citizenship education is fragmented, unsystematic and adjusted to the needs and interests of members and those who are the target population of organisations and initiatives.

More positive examples of empowerment of adults in the domain of adult learning for democracy, peace and critical citizenship could be found in specific areas of non-formal adult education. There are two main characteristics of this provision: first one is that it is state supported and free of charge for participants and the second, the provision remains a small

scale one. First case is the »Programme on education for democracy«, which was initiated with the support of PHARE Democracy Programme in 1993 and 1994. It was aimed at acquisition or refreshment of basic knowledge and skills, on development of critical thinking, and on formation of citizenship awareness. Some of the training programmes developed within PHARE Democracy Programme are still a part of the training offer of some providers and part of this education has been state supported and free of charge for participants. The analysis of the provision of those programmes in the years 2000 and 2001 showed that 200 up to 300 participants took part in those programmes annually. Furthermore, almost half (45 %) of providers of those programmes in Slovenia create those programmes according to the needs of local community or potential learners (Končina Boltin, 2002).

Second case are *study circles*; among forms of adult learning developed in the last decade study circles have become a popular one. They are spread in various surroundings (firms, trade unions, youth organisations). However, most popular are those developed in local communities outside larger towns. The themes dealt with in study circles are quite often connected with the issues of economic and social development of respective communities, which shows that the content and the context of learning are very much relevant for participants.

Furthermore, critical citizenship and civic education is part of the curriculum of adult literacy education in Slovenia, which was recently redefined and a new generation of programmes was implemented in 2003. It can be clearly stated that exercising rights of adults as learners is part of the literacy curriculum, and as well as learner centred curriculum. Context and culturally relevant content of citizenship education are the guiding principles in building up the curriculum. Teachers are being taught how to investigate learner's needs and adapt the learning content and methods.

Within formal education civic education was included as a part of the new curriculum in primary school for adults which will be implemented in the school year 2003/2004. There are indications that the curriculum is adapted to adult learners needs in general but it has no ambition to implement learners' centred curriculum or to adapt the curriculum to the specific learning situations.

6.2. Improving conditions and Quality of Adult Learning

Slovenian system of adult education is increasingly showing the need for the systematic introduction of activities to achieve quality. The most general reasons reflecting the need for greater transparency of the educational system are the opening up of education market, responsiveness to the needs of economic development and competitiveness. They are joined by the very poor results achieved by the Slovenians in the international study on adult literacy. The fact is that the field of adult education has been long on the margins of the educational system thus often lacking the conditions for the development of various factors which have a significant impact on its quality such as teaching materials, learners centred curriculum, content of learning relevant to adult learners, evaluation of learning outcomes, information and counselling services, etc.

This situation has been the rationale behind the project entitled Offering Quality Education to Adults launched in 2001, and supported by the Ministry of Education, Science and Sport. An innovative quality model of self-assessment has been developed, adapted as far as possible to the demands and conditions in Slovenian adult education, in order to help educational organisations and teachers to achieve greater quality of their performance. The goals of the project indicate that the quality model will contribute significantly to the empowering of adult learners in Slovenia as follows: adults will be offered quality education appropriate to their needs, individual and group learning for persons engaged in adult education will be encouraged, team approach and partnership as well as participatory decision making will be fostered. Several positive outputs of these goals have been already recorded: attention to question of quality of adult education has increased substantially, with in many cases discussion of these issues taking place for the first time despite a long tradition in adult education; the status and importance of adult education has improved; responsibility for teaching results has increased especially for effects in the working process; consideration has been prompted of adult education quality standards; various minor improvements have been introduced even in the situation assessment phase, representing part of the quality services; the need for additional training for adult educators has increased.

The demand of adults for *information and advice and counselling* concerning their education and learning is continually growing. Adult education information and counselling was an undeveloped field in Slovenia. Therefore it was decided to take a systematic and holistic approach in developing this field. Information, guidance and counselling centres were introduced, the basic purpose being to provide adults with all-embracing and high-quality information and counselling related to their education and learning (when making decisions and selecting the most suitable education, while in the process of education, and at its end) in order to bring these services nearer to every adult in a local environment. In 2003 altogether 8 guidance centres (out of 14) are operating. The aim is to spread adult information and counselling services to all larger centres in the country. In performing their services, the centres apply the following basic operating principles: accessibility to all adults, no payment, impartiality and confidentiality of data.

6.3. Literacy and Basic Education

For the reasons of clarity, when speaking of adult literacy education in Slovenia the term refers to non-formal literacy programmes designed for adults with no vocation or professional education. The term adult basic education covers curriculum of primary school for adults only. The two schemes are completely separated in Slovenia.

Adult basic education in the form of *evening primary school* for adults has been provided in Slovenia for decades. The provision is fully supported by the state and free of charge for participants. The participants are adults of all ages who have not received primary school leaving certificate after 8 years of obligatory attendance. Minority of participants are immigrants from parts of former Yugoslavia. The programmes are provided by primary schools and primary schools teachers. Approximately 1500 up to 2000 adults take part in this

programme annually. After the curriculum reform in the end of the nineties the curriculum of primary school for adults was changed and adapted to better suit adult learners, furthermore a new programme for nine years primary school for adults has been developed following the standards set for children primary education. Both new programmes are to be implemented in the school year 2003/2004. The standards of knowledge and forms of assessment for adult learners and for children remained the same, while the informative goals were to a great extent adapted to adult learners' needs. Nevertheless, it is believed that the new curriculum of adult basic education within the formal education would give a very little space for individual learner centred or context relevant curriculum as already mentioned in 6.1.

The focus of improving adult literacy in Slovenia has been the enhancement of existing literacy skills and development of new basic skills (computer literacy, citizenship, learning to learn skills) in the first language literacy. Developmental work in the field of adult literacy has been increasingly supported by the Ministry of Education, Science and Sport. It has been focused on the creation of targeted educational programmes; the results were two new programmes launched in 2003: Bridge to Education - intended for adults returning to school. The second one is a family literacy programme - Read and Write Together, targeted to undereducated parents of school age children. A special programme for teachers in literacy programmes was developed familiarising them with how to adapt the curriculum to individual learner's needs and to take into account the learner's context of learning to the greatest extent. Those underlying principles represent basic quality standards of the literacy programmes in Slovenia.

6.4. Promoting the Empowerment of Women

Statistics on participation of women in education and labour market are very favourable (see chapter 3), but this is just one end of the telescope. On the other hand a minority of women in Slovenia participate in political activities, for example in 1998 only 7.8% of women held seats in the Slovenian parliament (Human Development Report, 1999), further more less than one third of women could be found in senior official and management positions. Further investigation will show that women in Slovenia in reality share unequal position with men within specific ethnic groups, professions or occupational positions. However, educational initiatives promoting empowerment of women are rather scarce in Slovenia.

Some positive examples in this respect are worth mentioning. One of those is a project promoting participation of Roma women in political activities. Roma population in Slovenia is rather small, it is estimated that up to 7000 members of this ethnic group live in the territory of Slovenia. They are marginalised from the political (not having representatives in the local communities, the situation which is changing lately), social, educational and economic point of view. Special educational programmes tailored to their educational needs are very rare. There was an interesting project Women Can Do It (Ženske to zmoremo) originated within Stability pact, Gender task force in co-operation with the Office for Equal Opportunities which was meant for Roma women. The project ended in July 2003 and achieved the following objectives: empower Roma women for participation in public and political life, and contribute to the open dialogue between the members of the Roma community and the

majority population. Special emphasis within the project was given to raising the levels of literacy and employment opportunities as well as to raising the awareness of the Roma women and members of Roma community in general about their rights and responsibilities.

Different associations dealing with management or business issues offer training programmes for women especially in those fields. Those trainings are very specialised and organised on a small scale basis.

6.5. Adult Learning and Changing World of Work

In view to be eligible, first at the Slovenian labour market, next, in the years to come, at the EU labour market (Slovenia entering EU in 2004), the Slovenians are obliged to learn at least one world language. Those attending upper secondary education are learning two world languages. Speaking foreign languages is also an imperative for survival in the information society. For a small nation learning world languages means breaking the boundaries and opening up the gates to other nations' culture, to association and cooperation (globalisation, entering EU) thus rendering possible to communicate efficiently and on equal level.

That is why motivation to learn foreign languages is extremely important. A good command of foreign languages makes it possible not only to learn and understand foreign nations' cultural issues and to successfully communicate but it also opens access to master works in literature, art or professional area as they may not be available in a translated form in such a small market.

To support this idea a lot of possibilities have been in force for many years (a number of private and other institutions, offering a great variety of language courses). A very important one is the possibility to pass the language exam, regardless of eventual prior training. **The Slovenian National Examination Centre (RIC)** organises foreign language exams in English, German, Italian and French according to publicly recognised educational programmes of these languages, adopted by the national Council of Experts for Adult Education and approved by the Minister of Education, Science and Sport. The goal of examination topics and assessment criteria are specified by the examination catalogue. The levels, topics and the course of exams are prepared according to the recommendations of the Council of Europe and are comparable with other international exams meeting the recommendations of the Council of Europe. The candidates can pass the exam at two levels, basic and advanced level. According to the Council of Europe criteria, basic level translates into level A2 (Waystage) while the advanced level translates into level B2 (Vantage).

Exams can be taken by learners who have learnt a language in a formal course, or through self instruction, provided they have acquired skills, competencies and knowledge specified by the examination catalogue. Once they pass the exam, the candidates get a publicly recognised certificate. The number of candidates from 1997 onwards: 710

People who get publicly recognised language certificate(s) are gratified with a raised employability, as most of jobs in Slovenia require knowledge and skills at least one of the main European languages. To be able to compete in the labour market one has to take care of constantly upgrading and updating professional knowledge which for Slovenians often means to tackle professional sources in foreign languages - due to restricted market not many sources are translated into Slovene language. With knowledge and skills of foreign languages people

are better equipped to communicate in international business world which nowadays is no longer restricted to one country only, to say nothing of wider benefits of these.

Verification and certification of national vocational qualifications

The concept of lifelong learning emphasises the importance of knowledge and training, not only for the individual but also for the family, company, community and the country in general. For this reason, adult education, among other factors plays a crucial role also in the acquisition of key qualifications. These should provide the foundations for successful acceptance of work and life tasks. In the Slovenian labour market there are often cases where companies employ individuals who perform certain work satisfactorily without any officially recognised qualifications. Workers have often obtained the so-called internal qualifications, recognised only within the company in which they worked but not outside it. Rapid technological and social changes have brought about numerous changes in the labour market. Many employees have been unable to keep up with such changes due to a lack of formal education. It was therefore necessary to establish a system of verification and certification of knowledge and skills or verification and certification of vocational qualifications enabling acquisition of qualification certificates (vocational qualifications) which would be recognised not just within the company but in the labour market generally.

With the goal of systemic implementation and establishment of a procedure for verification and certification of vocational qualifications, the National Vocational Qualifications Act was adopted in 2000, defining the conditions and procedure for the acquisition of national vocational qualifications. The procedure, defined by the National Vocational Qualification Act, consists of two parts: portfolio assessment and the practical assessment of knowledge and skills of the candidate.

Portfolio includes different evidence of the candidate, who wants to acquire the national vocational qualification, e.g. letters of reference, certificates of the training programmes, photographs, video tape, products,... Evidence, included in portfolio has to prove knowledge and skills which are required for certain vocational qualification (in the catalogue of standards for professional knowledge and skills). When candidates' portfolio proves all the required knowledge, candidate acquires the certificate of the national vocational qualification. Otherwise the candidate is referred to a direct assessment (exam). The portfolio and the exam are assessed by assessors for verification and certification of vocational qualifications.

The system of verification of national vocational qualifications gives employees advantage on the labour market. The certificate is recognized by employers and it gives employees better opportunities. They are more competitive on the labour market and have better chances in finding a job. This increases employability and decreases the level of unemployment.

Activities supporting the process of verification and certification of national vocational qualifications

The National Vocational Qualifications Act defines also the role of advisers and assessors in the process of verification and certification of national vocational qualifications. Because of the specific roles, they need to participate in training programmes to gain knowledge and

skills needed for their successful work. The training programme for advisers consists of three modules: 1) training for providing information in the process of verification and certification of national vocational qualification, 2) training for guidance process, and 3) training for making the candidates' portfolio.

The certificate of successfully completed training programme is recognized by the Ministry of Labour as the certificate of trained adviser for the procedure of verification and certification of vocational qualifications.

Assessors performing verification and certification have to meet certain conditions in order to perform assessment. Apart from work experience and appropriate professional education, members must also complete a training programme for assessors in procedures for verification and certification of national vocational qualifications. On the basis of successful completion of the training programme, participants should obtain public certification which, provided they meet the other conditions, enables them to obtain a licence for assessors for verification and certification of vocational qualifications.

Statistics

- Number of catalogues of standards for professional knowledge and skills (national vocational qualifications) confirmed by the Professional Council of the Republic of Slovenia for Vocational and professional Education - 54
- Number of providers of the procedure, ratified by the Ministry of Labour - 10
- Number of licences for assessors - 267
- Number of trained advisers - 32
- Number of candidates who gained the national vocational certificate - the data is not available, because procedures for verification and certification are still in progress. Data on the number of candidates with certificate is not available at the moment.

6.6. Adults Learning, Environment, Health and Population

Despite an increasing interest in health and environmental issues in Slovenian media and well developed community services dealing with municipal waste there is a lack of educational initiatives for adults dealing with these issues. Recent data on segregation of municipal waste show that about 73% local communities already re-established segregation and collection of municipal waste. Experiences from the world, EU and Slovenia show that participation of households is a key to successful recycling of municipal waste. Participation of households could be increased by active and continuous information about the importance of segregation, collection, sorting and recycling. A promising project entitled Train the Trainers: Promotion of Sustainable Waste Management in Local Communities has been operating since 2001 by an NGO Umanotera. The aims of the project are to train local tourist associations, schools, media, other NGOs and local authorities how to form continuous and active information campaigns in local communities. The general objectives of the project are: to increase the level of participation of local communities in segregation of waste at the source through the increased information campaigns by local tourist associations, other NGOs, schools, local media and local authorities and to raise awareness of the importance of sustainable waste

management, including waste minimisation, segregation and recycling. The key activities of the project are: Distribution of video tape titled Nova Scotia: Community Responsibility in Action; Editing and distribution of a publication which covers different methods of information and education campaigns; Workshops with participation of representatives from Ministry for Environment and Slovenian Tourist Association aimed to design a programme for sustainable waste management campaigns; workshops with representatives of local tourist associations, other NGOs, local authorities, schools and local media in regional centres in Slovenia, aimed to present examples and methods for increasing the participation of households in municipal waste segregation (Umanotera website, 2003).

6.7. Adults Learning Media and Culture and ICTs

In learning societies adults are increasingly expected to have the ability to independently evaluate, analyse and learn with the help of information produced by the media. In Slovenia we distinguish education with the media and education for the media. Talking about education with the media, we are considering media support for lessons, which involves providing technical equipment in schools, the production of educational software, development in the area of production and the didactics of media-supported learning, education and training of teachers and the distribution of educational software. By education for media, it is meant critical monitoring and selection of media contents as the skill of formulating pupils own text with the use of the widest possible range of technologies, including advertising panels, cameras, microphones and video cameras. Most adults are not equipped with the skills and knowledge to enable them to critically assess the media. The process of commercialisation on the one hand and the lack of a democratic public tradition on the other have a deep influence on the current situation. The most important argument for the development of media education is to change passive consumers and viewers into active and critical media users and citizens (Erjavec, Volčič, 1999). In general adults in Slovenia obtain special knowledge on media in special programmes for adults or in parts of the educational programmes for young people. Media education with all its educational activities and all levels of education is funded by the ministry of Education, Science and Sport. We could hardly speak that media education in Slovenia is tailored to the needs and interests of adults specially.

However in the area of education with the media situation is slightly different, in that case the time and way of learning is tailored to the learner's needs, despite the fact that the content of learning is not always adapted to the learner's context. One example is distance learning which has been spreading in Slovenia since 1995, when Faculty of Economics first provided distance learning for its students. Some other programmes of distance learning in the field of adult education have been developed lately. The other example where media is widely used for learning is Centres for organised independent learning, which started in the mid nineties under the support of Ministry of Education, Science and Sport. The aim of these centres is to develop material for independent learning and advisory service for assistance with independent learning. Independent learning centres are intended for everyone but the data show that they are mostly used by the unemployed and by those without access to any other form of education, aged from 25 up to 29. Currently 31 Independent learning centres operate offering 141 learning places.

Study circles, which are the best examples of adults learning culture have already been described in previous chapters. They have spread all over Slovenia and present a way of motivating those parts of the population who are rarely engaged in standard forms of education. For small places and places where there is a lack of learning possibilities, study circles present an opportunity for learning, meeting and being active in the community. Their aims are various: to promote knowledge necessary for the development and preservation of rural areas, for active citizenship, as well as to stimulate the participants' personal development. Subject matters dealt with in study circles are multifarious, such as environmental and ethnological topics, local history, handicrafts, communication, etc. A study circle operates within an organisation and consists of 6 to 12 participants led by a mentor. Provided that certain criteria are met, the organisation can apply for financial support by the Ministry of Education, Science and Sport. For some years now the annual number of active study circles across Slovenia has been 160 and they comprise about 1.800 members. In the past seven years, about 10.000 Slovenians have participated in various study circles. Within study circles a special form of 'reading' study circles has been developed. It is called 'Let's read with Manca Košir', and is dedicated to the spread of reading culture in Slovenia.

Centre for Slovenian Language (Faculty of Art, Ljubljana)

Centre for Slovenian Language (as second or foreign language) at the department for Slovenian studies (Faculty of Art, University of Ljubljana) includes five programmes, supporting international research, promotion of Slovenian language, literature and culture abroad and developing methods and didactics of Slovenian language teaching, as a second or foreign language. From 1994 onwards it has been authorised to assess the knowledge and skills of the Slovene language and to issue publicly recognised certificate on the knowledge of the Slovene language as a second language – necessary for acquiring Slovenian citizenship, work permit or registering at any of the Slovenian university or high school.

The exam can be passed at three different levels – basic, intermediate or advanced – all in accordance with criteria, specified in the educational programme Slovenian for foreigners. All the three levels comprise the speaker and his/her independence in communication in the Slovene language. They are internationally comparable: basic level with third level (B1), intermediate with fourth (B2), and advanced with fifth level (C1) at the scale of Council of Europe. Specific trainings of assessors for the Slovene language are organised. The candidates are granted a publicly recognised certificate, provided they pass the exam. The number of candidates from 1997 onwards: 6,334

For people coming to Slovenia as refugees or immigrants or simply long-term visitors who want to live and work in Slovenia the knowledge of the Slovene language, for many of them, means getting the Slovenian citizenship which cannot be accomplished without the publicly recognised certificate. And many of them cannot get work permit without it. For those who want to stay in Slovenia and get long-term employment the certificate is obligatory. The certificate thus gives them more confidence and the possibility to get to know the country they are coming to, better.

ECDL – system for gaining competitive edge in employment

The case of national assessment system to measure ICT skills is ECDL which is the short name for a programme providing a publicly valid European Computer Driving Licence, which confirms that the candidate has passed 7 exams in the area of information technology (IT). That means that candidate has passed one theoretical and six practical examinations of IT and is able to operate a personal computer and its general applications. In Slovenia candidates have to demonstrate knowledge of the use of the Windows operating system, the Word, Excel, PowerPoint and Access programmes, the Internet and electronic mail. Assessment allows two options: pass all seven exams and receive an ECDL certificate, or pass four exams of candidates' choice and receive an ECDL start certificate. The obtained certificate proves a special level of computer knowledge in addition to any certificates of completed education, giving a major competitive advantage in finding (better) employment. The certificate is recognized by employers, since it simplifies the employment process and assures employers that applicant and employees alike have suitable knowledge for working with the most frequently used computer programmes. The quality of knowledge assessment and examination materials is monitored by ECDL Foundation Ltd., which also ensures the comparability of the knowledge of certificate holders in Europe and around the World (Kukovičič, D. (2002); *Joining Europe – How to gain the competitive edge in employment?*. Novičke, Winter 2002. Ljubljana: Andragoški center Slovenije).

6.8. Adult Learning and Groups with Special Needs

In general there are not many educational initiatives in the area of empowerment of adult learners with special needs in Slovenia. These two cases present best the efforts in this respect.

One example of educational initiatives for groups with special needs been chosen to illustrate the empowering of adult learners. This is the case of non formal educational programme Project Learning for Young Adults (PLA). The programme is also the case where the principles of learner centred and context related curriculum are implemented. The PLYA programme is intended for young people aged between 15 and 25 who for various reasons have left education without any qualifications, and whose lack of experience in the labour market means that they are difficult to employ. Their social status is thus defined by having dropped out of school and being unemployed. The basic objective of the programme is to help young people acquire the experiences and skills necessary for successfully continuing their education or in their chosen professional career. In addition, the acquisition of functional knowledge which develops general education, broader perspectives and flexible thinking, the acquisition of positive learning experiences, clearly defined vocational aims and the development of the capacity for critical and problem-oriented thinking are also of key importance. Work in PLYA takes place using project work methods. There are no classic school methods – curricula, assessment, or selection; instead, work is based on projects. Approximately 300 young adults take part in PLA programme annually.

According to the national report on the position of adults with learning difficulties in Slovenia from 2001 (Sožitje, 2001), those adults are faced with great communication and information barriers, integration of adults with learning difficulties is still insufficient. Existing legislation (Law on orientation of persons with psychical disabilities accepted in 2000) regulates relatively well education and training of children and youth with learning difficulties up to 17

years of age towards their integration. The problem is people from 17 onwards. Educational programmes adapted to their needs are hard to find. Most activities are underway within the Associations for people with learning difficulties and the one named Sožitje (Cohabitation) has designed courses tailored to the special needs of the target group. Two among those courses delivered nationally could be mentioned as an example of empowerment of members of this target group. First programme is aimed to refresh reading and writing skills for better quality of life and the second is aimed to advocate ones rights.

6.9. Economics of Adult learning: Adult Learning Seen as an Investment

Adult education in Slovenia faced for decades considerable financial barriers to further quality implementation of education and training; inadequate conditions have been identified for quality implementation of a broad range of educational and training programmes tailored to meet the need of economy and individuals. More balanced investments in the education of youth and adults would foster the number of adults participating in education, decrease large educational deficit and raise the level of literacy of adult population. There are some indications that adult learning is seen more and more as an investment at the state and employers level. Two examples have to be mentioned.

An increased interest is shown among the Slovenian employers to implement the *'Investors in People'* standard. It is crucial that the awareness of employers has been raised about importance of a systematic, well-planned process of preparing, executing and monitoring of staff and education policies and measures designed for the professional, job-related and personal development of the employees. The action plan has been prepared for a two-year experimental project. When it is completed, the first fifteen organisations and enterprises in Slovenia will be able to pride themselves upon the internationally acknowledged title "Investors in People". Partner organisations will be receiving advice and guidance in preparing evaluation materials. Furthermore, future standard assessors/evaluators as well as management staff in order for them to adapt to standard criteria are going to be trained.

One of the priorities of the state education policy is decreasing the educational deficit. Substantial resources have been allocated for the period of 2002 – 2005 to raise the participation of adult in formal education mainly in the form of student loans and scholarships.

6.10. Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

There are several examples of international cooperation where aspects of empowerment of adults are being taken into account and networking for adult learning is being promoted. **"Right to learn"** is a three years **European co-operation project** in the field of adult education which aim is to promote individual demand for lifelong learning among the adult population with 10 years of schooling at the most. Slovenian partner in this project is Peoples university of Jesenice, from the town Jesenice, other partner institutes come from from Austria, United Kingdom, Italy and Romania. The project is targeted to adults who are weak in writing, reading, numeracy and social communication as well as in general knowledge. The main project aim is to help this population in overcoming their situation by awakening the

awareness and education which will be carried out by using education in the field of basic human rights as the medium for developing their basic skills. Partners involved in the project will develop and implement new pedagogical methods and materials, and training module for learners and trainers in the field of basic human rights by supposing that this will help the aimed population in developing basic skills and moving away from their subordinated position.

Socrates - Gruntvig 1 project titled **Promoting Social Inclusion Through Basic Skills Learning**. The project aim is to equip tutors in basic skills, basic skills providers, ethnic minority organisations and decision makers at the local level with simple, innovative working tools that are applicable in different social and cultural contexts. With the help of the working tools the target group will be able to identify and adapt good practice in basic skills training, to evaluate running basic skills training activities, to conduct surveys of basic skills needs of the adult population and to influence local policy makers in basic skills development. The project partnership would like to introduce 'a bottom up' approach, starting from small regional level that is expected to contribute to the development of regional and national level basic skills strategies in countries that have not taken national measures in this field. The project is operating in partnership of 8 countries: 3 EU member states (Great Britain, Denmark, Spain) and 5 CEE countries - Hungary as a coordinating country, Slovenia, Romania, Poland and Check Republic.

Leonardo da Vinci three-year project (2001-2004) will pilot a **European Certificate in Basic Skills** (EUCEBS). The Certificate is competence based and has six domains: Communications, ICT, Numeracy, Interpersonal Skills, Learning to Learn and Citizenship. The Certificate will be validated on-line in a number of European languages, and a non-profit company for delivering the certificate will be set up. The project is a part of Leonardo da Vinci Community Vocational Training Action programme 2000-2006, 11 partners from 9 European states are co-operating in the project, co-ordinated by University of Edinburg. The Certificate is the first of the kind in Slovenia and is targeted to the employed and unemployed adults with no formal qualifications, early school leavers, to those who lack confidence in their basic skills, immigrants from Non-European countries, those not yet equipped for the Information Society. Specific aims of the project are: to develop a European standard qualification in basic skills that can be attained in on-line learning environment, to develop a training for the tutors, to develop a Qualified EUCEBS Assessor Award, to achieve first national endorsements of the Certificate and then a registration within EU.

Example of international dimension of empowerment of adult learners in the field of quality of adult learning is **Grundvig 1** project **Management of quality in adult education with the development of self-evaluation processes**. Apart from Slovenia, the project also includes Finland, Poland, Germany and Spain. The model of offering quality education to adults developed by Slovenia will thus be subjected to a process of benchmarking with several models of self-evaluation used in various countries by partner organisations. The main interest here will be in which points the model is internationally comparable, while at the same time, there will be an opportunity to use the benchmarking method, exchange experiences and to determine how to improve the Slovenian model.

Phare Mocca was international project started in 1998 with the overall objectives to strengthen the innovative and qualitative aspects of the ongoing reform and to support the formulation and implementation of pre-accession measures in the area of vocational education and training (VET), including the development of a certification system. This was a major project for reform of the vocational education and training system. It was launched under a joint initiative of the Ministry of Education and Sport and the Ministry of Labour, Family and

Social Affairs, with the aim of further supporting the reform of the vocational education system. Many other partners have been involved in Slovenia in addition to the two Ministries: the Centre of RS for Vocational Education (CPI), and partners from the Netherlands, Denmark and Germany. The Phare programme had two components: Vocational Education and Training, and Professional Qualifications and Certification. These were further split into various activities (a total of nine), which were inter-related in a supplementary fashion. This means that they have been set up in a specific order, which has to be respected if the whole programme is to be accomplished. The project was concluded in 2000. The SIAE had been intensively involved in the 'Development of Accreditation and Assessment Procedures' activities. The result of the project was among others the development of accreditation and assessment procedures based on the results of previous activities and the priorities previously agreed upon. Special attention has been given to the development of Assessment of Prior Learning and its implementation. A clearly defined model has been designed, having taken into account the recommendations derived from the feasibility study and the available technical infrastructure.

Example of empowering groups with special needs is three years international project **Allegro** started in 2002, supported by EU Socrates Lingua 1 programme. The project aims to find ways to bring language learning to these disadvantaged groups through innovative, low-threshold approaches to the teaching of languages in local communities. Six countries co-operate in the project; United Kingdom as co-ordinating country, Spain, Denmark, Germany and Slovenia. The emphasis of the project is to take language learning out of institutions and bring it to people who might not otherwise become involved. Currently many of those who learn languages are from educated backgrounds and higher social groups. Even here the emphasis for many people is on learning English, and across the Community there is a need for more people to learn more languages if the European ideal is to be achieved. The ALLEGRO project will target those who have little awareness of language learning or for whom access is difficult. It will also forge links with agencies outside education and language teaching, thus raising the profile of language learning among professionals who may have little previous experience of the potential of language education. Groups who have previously had no opportunity to learn languages and indeed may have never considered language learning will have had language learning experiences and will be more aware of the opportunities available to them through language learning. These may be in the area of work educational opportunities or personal fulfilment.

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Chapter 7. Examples of best practices and innovations

7.1 Adult learning for democracy, peace and critical citizenship

Study Circles in the Development of Local Democracy in Slovenia

Study circles are among the projects which have contributed to a higher level of adult learning for democracy, peace and citizenship and have become an indispensable part of the educational practice in Slovenia, and are, quite probably the most popular form of non-formal learning. They have made themselves at home in all environments. Study circles are based on socio-cultural animation, which means that apart from general education tasks, they also have a practical one. (study circles, <http://siae.acs.si/projects/010/>)

The activity of study circles is noticeable as they unite many individuals on the basis of similar interests and desire for new knowledge from different fields. Circles' members gather and learn spontaneously, creatively, at the same time carefully and systematically strengthening the way towards paved aim. The content of activity is quite heterogeneous. For instance, they act in the field of literature, arts, foreign languages, political education, ecology, discovering and transmitting cultural and historical heritage of places. In Slovenian case, circles are quite dispersed functioning equally in bigger cities as well as in the smaller ones and in villages. Their activities in smaller places are particularly welcome, as they enable involvement of the population in resolving many local problems and acquiring knowledge and new skills that can hardly be afforded far from formal education centres. On the heuristic significance that the circles have and will have in the development of the Slovenian civil society and critical citizenship five specific aspects can be stressed:

- **from the aspect of an individual**, study circles represent creative activity satisfying one's educational and cultural creative needs, at the same time enabling the preservation of the internal balance and personal development,
- **from the viewpoint of the workplace**, study circles offer a possibility for informal association, innovative activity as well as establishment of good mutual relations among workers,
- **at the level of community**, circles appear to be important factor in citizens interaction and in participation in solving local problems,
- **at the level of larger social community** they facilitate association of small groups and their joint activity in the larger area,
- **at international level**, the movement for revitalisation of study circles opens space for democratic development, tolerance and integration not only on national and political ground but also on interest ground. (Mirčeva, 1994)

Twelve thousand people have been actively involved in study circles during the nine years of their existence. Since 1993, the number of institutions organizing study circles has increased from 16 to 58, the number of study circles from 36 to 169 and the total number of participants from 316 to 1.834. Among the providers 97 various organizations are registered: people's universities, libraries, schools, private educational organizations, museums, centres for social work, institutions for people with special needs, organizations for help and self-help,

societies, associations, clubs etc. In all these years more than 400 circle leaders and mentors were trained. More than one quarter of them are active yearly.

Organized Autonomous learning

The purpose of the project Development of Organized Autonomous learning was to develop centres for self directed learning, self study systems (including distance education), self study material (from written to multimedia), and following the basic principle of development projects, counselling and training in the field. First year was devoted to exploring the open and distance learning in theory and practice abroad. Information and promotion of the new possibilities of learning was spread among 600 institutions. Informative seminars, informative booklet, several expert meetings as well as public events (e.g. Educational Fair, Science Festival) attracted nearly 70 institutions. Seminars led by British experts on organizing and managing organized autonomous learning schemes were organized. A year later an experimental centre for self directed learning for adult educators was launched. It turned into a demonstration centre for self study materials (mostly multimedia). It has now become an educational multimedia national library (with more than 160 self study packages). In 1995 the first centres for self directed learning were opened; in 1999, 39 centres were operating, most of them in adult education organizations, some in enterprises and some in schools, 11 are expected to be opened in the near future. The Labour market strategy plan, adopted by the Slovenian Government in 1999, supports the expansion of the self directed learning centres in most of the upper secondary schools (80) for vocational and technical education and in 90 enterprises. (Ivančič, Novak, Vehovar et al, 2001)

The advantage of the organized independent learning is that a role of teacher is transformed into a mentor and participants themselves take a responsibility for their own learning. A new approach practiced by some centres for independent learning in enterprises, eg. in the field of electro-economy is that they become available for people from wider environment, and not only for their employees. In that way they spread access to learning and contribute to exercising the right of being informed. They also contribute to better relations between enterprise and local environment.

7.2 Improving conditions and quality of adult learning

Training of trainers

The improvement of staff quality in the education of adults is an important prerequisite for improving the quality of adult learning in Slovenia. Planning and directing further teachers' education and training has been one of the permanent tasks of the Institute for Adult Education from its establishment onwards. Educational activity is developed and conducted in close connection with the evaluation, research and development work.

The educational provision of the Slovenian Institute for Adult Education consists of more than 20 various educational programmes of 16 to 200 hours of organized learning. Over 900 educators from all over Slovenia attend them each year. Educational programmes are intended for all those who teach adults, give them counsel or organize educational programmes for them at different educational levels and in different environments.

The predominant fields of training the trainers are:

- new ways and strategies of adult teaching and learning,
- learning aims, motivation and self-motivation for learning and self-directed learning,

- adapt the (pedagogical) methods and didactic approaches to different ways of learning and teaching in order to suit to different individual styles,
- effective communication and use of language in the learning processes,
- professional and personal elements of teachers in adult education, methods and techniques of personal change and development,
- preparation, direction and execution of learning processes in the groups of adult participants,
- adaptation of learning and educational programmes to the specifics of adults (target groups),
- assessment and accreditation of knowledge and experiences gained in non-formal education,
- questions of andragogical theory and practice.

Special attention is paid to teachers teaching adults in the programmes of formal education at all levels of the educational system. Within the framework of the Programme 5000 – education of the unemployed, a modular programme of further education was developed designed for the teachers in the provider organizations. Since 1998/99 almost 100 teachers annually take part in this programme. To help the organizers and teachers in the education of the unemployed in the Programme 5000 a manual *The Unemployed in Education* was published. Here instructions for presenting the programmes to the unemployed are found, proposals for adaptations of the programmes to the needs of target groups as well as the specifics of the organisation and execution of the educational process with regard to the specific individual and social circumstances of the education of the unemployed.

Learning Exchange

Development of different alternative ways of learning is crucial in Slovenia, where education of adults was dominated by a narrow school tradition concerning content and methods. The **Learning Exchange** was developed. It is an information system which links together individuals who have some form of knowledge and are prepared to transfer it to others, and those who seek such knowledge. Communication is mainly done by telephone; information on learning supply and demand is managed by computer data processing using the Internet as communication tool and regularly published in mass media. More than 20 different public media outlets – newspapers, magazines, various radios and TV stations, teletext and more recently Internet are used to inform people about the current supply and demand. The support of mass media is crucial for the operation of the Learning Exchanges. First Learning Exchange was launched 1993 as an experimental one and was then moved to the Worker's Library in Ljubljana. It developed into a central Learning Exchange within the networks of three regional and three local Learning Exchanges. The central Learning Exchange has around 6700 users who offer or seek knowledge. A variety of knowledge is offered: language skills, mathematical knowledge, personal growth, music, computing, physics, art, travelling, economics etc. (Learning exchange, <http://siae.si/projects/013/>)

7.3 Literacy and basic skills

All literacy programmes have arisen from the conceptual-theoretical project Functional Literacy in Slovenia. They are intended for people who have less than ten years of schooling, less developed skills of reading, writing and numeracy, and also weak communication and other socialisation skills. Consequently this shortage is manifested as a barrier to their active participation in the labour market as well as in everyday social life.

Literacy programme (UŽU) – a **Bridge to Education** is a programme intended for adults with ten years of education or less who wish to continue their education, or are already enrolled in upper secondary education. The programme's objective is to enable these adults to acquire or renew their basic skills in reading, writing and numeracy needed for contemporary life in the information society. For adults, participation in education is an important turning point in life. In order to be as efficient as possible in the new activity, it is important that they are adequately prepared for the tasks awaiting them. The programme enables individuals enrolling in formal vocational or professional education to renew or acquire those basic skills which would help them get through more demanding learning materials. The aims of the programme are to acquire social skills and learning techniques, as well as learning to learn skills and active citizenship. Another important aim is the motivation of participants for further education in compliance with the strategy of lifelong learning. (<http://acs.si/projects/005>)

The family literacy programme **Read and write together** is intended for less educated parents whose children are in the lower grades of primary schools (grades 1-4 of the eight year primary school or the first triad of the nine-year primary school). By improving parental level of literacy efficiency literacy skills of children are being enhanced as well. They are prepared to help them learn, though many among them do not have enough (school) knowledge, or do not know how to help their children. The aim of the programme is to develop basic skills to a degree suitable to the needs of parents in successfully participating in everyday life as well as helping children in becoming literate. The programme enables the acquisition of social skills and stimulates lifelong learning and active citizenship.

(<http://siae.acs.si/projects/006/>)

Project learning for young adults – PLYA

Project Learning for Young Adults (PLYA) is a preventive education programme for young adults aged from 15 – 25 years, who failed in school, have no vocation and are unemployed. The programme's basic aim is to help these young people to rejoin their peers, develop working and learning habits, and motivate them for learning. While attending the programme, participants learn how to co-operate and support each other, they overcome learning difficulties and articulate explicit vocational aspirations and goals. At the same time the programme Project Learning for Young Adults is designed to help them enter the social life creatively and actively. Group dynamics in learning projects helps them to make learning and education meaningful. It also helps them to formulate a realistic relationship to work and to create a personal vision of their professional career and employment. The programme enables them to discover their talents, creativity, improve their working and learning habits, and learn to co-operate in a group. The very beginnings of the programme go back to 1993, when the first programme, called Centres for Younger Adults, was prepared. Since 1998 the programme has retained its present form.

(<http://siae.acs.si/projects/011>)

7.4 Promoting the empowerment of women

The Convention on the Elimination of All Forms of Discrimination against Women is the starting point for the work of national mechanisms for establishing de facto equality of women and men in the Slovenian society. The provisions of the Convention are the basis for

the grounding of measures that the Office for Equal Opportunities proposes to government for consideration. Non-governmental bodies also use the provisions as a starting point.

The Convention was one of the basic documents in preparation and formulation of the Act on Equal Opportunities for women and Men, which took effect on 20 July 2002.

Civil society initiatives

Within the framework of efforts for greater representation of women in political and public life, a civil society initiative, the Coalition for Establishing a Balanced Representation of Women and Men in Public Life, has emerged, which unites individuals from non-governmental and governmental organisations, parliamentary and non-parliamentary political parties and women's groups in political parties, trade unions, other forms of organised civil society, public and private institutions and foundations. The main aim of the Coalition is encouraging and establishing balanced representation of women and men in public life, mainly by changing electoral legislation and with the introduction of the principle of balanced representation of women and men in all bodies of authority and in other decision-making places. In the opinion of the Coalition, the electoral legislation should determine that there must be an equal share of women and men on all candidate lists at local and national elections (zip system). The first result of the efforts of the coalition is the already mentioned proposed constitutional amendment, which a group of parliamentarians from seven parliamentary parties (75 out of 90 members of the National Assembly) have submitted to parliamentary procedure.

For preparing women in local elections in 2002, a Task Force for gender equality within the Stability Pact, in co-operation with the Office for Equal Opportunities, originated a project, *Ženske to zmoremo II* (Women Can Do It II). Within the framework of the project, six training seminars were organised, the contents adapted to the wishes and needs of individual parliamentary parties that joined the project. The main purpose of the training was to improve the operation of individual women's groups within political parties, to define problems that women recognise as crucial in politics and to form concrete solutions to the problems highlighted, so as to form an action plan within parties (Third report of the Republic of Slovenia on the implementation of the provisions of the convention to the committee on the elimination of discrimination against women, 2002).

7.5 Adult learning and changing world of work

Murska Sobota regional chamber of small business, Murska Sobota

The Murska Sobota regional chamber of small business has received the award for outstanding achievements in providing training programmes for the unemployed and education for small business and business people. Through these, it is securing new qualifications and employment, improving the competitiveness of the small business sector, business penetration and the self-confidence of business people in Prekmurje, raising the educational level, increasing ties with social partners as well as the willingness to work together in achieving the defined objectives. The Chamber, with 1,327 members, is conceived as a service to small businesses in 12 municipalities in Prekmurje. Its main tasks are to provide advice on tax and labour-law issues, and to represent the interests of the area vis-à-vis the state. Taking initiative in the field of education is noteworthy. In cooperation with schools, companies and the regional Employment Service, the Chamber began to provide

some occupational training programmes that had previously been abandoned – stonemasonry, carpentry, and joinery and appliance installation – but for which there is still demand. One indicator of the project’s success is that most of the candidates who successfully completed the course are now employed. A special training programme is intended to keep small businesses and entrepreneurs up to date with legislative changes, and to help them marketing their products more successfully as well as to establish better business contacts. Meetings in the form of workshops were the most successful, with participants acquiring professional-theoretical as well as new practical knowledge. Under the leadership of experts with international business experience, they learn to solve cases derived from their own companies.

7.6 Adult learning, environment, health and population

Kapele Society for Rural Development, Kapele

The society combines the creative powers of seven villages on the edge of the municipality of Brežice. This part of the world has suffered heavy job losses in these times of change; young people with qualifications have left, and only those with no skills stayed at home. The solution was obvious; all that was missing was someone to take the first step. It finally became clear that progress could only be made together, following the principle: DO WHAT YOU CAN, WITH WHAT YOU HAVE, WHERE YOU ARE! A society was founded dedicated to the development of tourism, small business and enterprise in agriculture. The society pursued modern approaches to rural revival, and achieved its first successes in preserving the natural and cultural heritage and raising living standards. The most valuable finding was that people could change their circumstances – including the lack of development – to their own benefit. Of course, they still had to continue learning. In two years, the society has had a total of 8,000 hours of theoretical and practical training, has provided a standing advisory service and has provided opportunities for exchanges of knowledge and experience through its own workshops. The society organises exhibitions, ethnographic and cultural events, presentation activities, competitions and research camps. They have their own stall where they learn to market home-made goods. They have received 8 awards for the quality of their products (two gold, three silver and three bronze). One member was awarded a “handicraft product” badge, while eight local women decided to focus on tourism, and completed a course for farm tourism activity providers.

7.7 Adult learning, media and culture and ICTs

Slovenian Lifelong Learning Week

The Slovenian Lifelong Learning Week (LLW) is a promotional event organised traditionally in the third week of October by the Slovenian Institute for Adult Education (SIAE) in cooperation with a steadily increasing number of education providers from all over Slovenia. The LLW is designed to contribute to the development and dissemination of the theory and practice of lifelong learning in our society, as well as to the realisation of the slogan 'Slovenia, a learning country'. Through extensive media support, LLW has been serving as an important tool for fostering lifelong learning and culture.

Throughout the years, the LLW movement has considerably increased participation and active involvement of all actors, the number and quality of events has grown adequately.

| | | | | | | |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| LLW: | LLW 1996 | LLW 1997 | LLW 1998 | LLW 1999 | LLW 2000 | LLW 2001 |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

| | | | | | | |
|----------------------|------------|------------|------------|------------|------------|--------------|
| - providers | 59 | 137 | 267 | 374 | 500 | 550 |
| - events | 500 | 1,000 | 1,500 | 1,900 | 1,900 | 2,500 |
| - participants | 10,000 | 22,320 | 30,000 | 35,000 | 40,000 | 45,000 |
| - media items | 163 | 623 | 457 | 600 | 820 | 1,350 |

Figures also show that the number of visitors to LLW events has been growing steadily. However, many thousands of people more have been reached through media broadcasts, the video presentation of awards for outstanding learning achievements and via internet.

Media coverage of LLW at the national level is the responsibility of the SIAE, whereas at the local level LLW providers ensure media support for their events by establishing contacts with radio and TV stations, newspapers and magazines. Over the years, interest on both sides in cooperation has grown; interesting LLW themes and stories, particularly those concerning award winners, have attracted growing media attention – they help to change public attitudes concerning education, which tend to view education as boring and unpleasant.

An important milestone in the process of drawing the media into involvement in the Lifelong Learning Week was the 1998 round table entitled ‘The Media and Lifelong Learning’ organised by the SIAE and the national TV broadcaster. The purpose of the round table was to encourage the involvement of the media in the promotion of lifelong learning in general, and to strengthen cooperation among the media, the government and participating institutions.

The following types of items generally dominate media coverage: presentations of the Lifelong Learning Week, its importance and concept; basic data on providers and events; announcements of events; notices; reports from LLW venues; interviews; presentations of individual LLW providers and their activities. Other items include reports about the opening of new education centres, and professional articles about lifelong learning, the importance of learning, the organisation of education within the economy, combating unemployment through education etc.

Media coverage has been growing and gaining in quality over the last five years, but it remains one of the most critical factors for the success of the LLW, and requires greater involvement on the part of all parties concerned.

On-line learning at Doba, Vocational College Maribor

Doba is the largest private educational institution in Slovenia. In 1999 Doba developed vocational college programme for business secretaries in on-line format and started with its delivery. In study year 1999/2000 first group of on-line students has been enrolled in the on-line programme. The number of on-line students is constantly increasing and in study year 2002/2003, 344 students were enrolled. Most of them are employed women in the 25 to 34 age group.

On-line programme is based on the technical platform WebCT. On-line students are supported by tutors on-line. Beside that face-to-face tutorials are offered to one-line students in six study centres in different locations in Slovenia.

The most important benefits of introducing on-line programme have been the following:

- positive impact on widening access to education for those segments of population who have restricted opportunities to study within traditional system of education due to their family, job or geographical circumstances;
- creating new opportunities for education: on-line students are from the whole territory of Slovenia;
- increased study efficiency (on-line students achieve better study results in comparison to the students studying in the same programme delivered in the traditional way). (<http://www.doba.si>)

7.8 Adult learning and groups with special needs

Literacy programme for adults with learning difficulties

The Slovenian Institute for Adult Education had conducted the programme **Learning for Enhanced Life Efficiency** adapted to people **with special needs** from 1995-1996. The target group were adults with a lighter form of mental handicap who had finished schooling at the elementary schools with adapted programmes and were, at the time the project was carried out, unemployed, or in training in workrooms or workshops. The psycho-social characteristics of adults with special needs were researched in the project, as well as the social and economic status of these persons in the Slovenian society. In this way the expectations regarding their educational needs were reached. It is still being carried out in different environments.

(<http://siae.acs.si/archive/018>)

Reading and writing in the Roma community

The project was directed to overcome the tensions between the majority and the Roma population. The awareness of the majority population which has to be informed of the cultural particularities, life style and Roma diversity, is extremely important. Ignorance and distrust arising from this is quite often the most frequent trigger of intercultural intolerance.

The project looked into literacy in various social or ethnic groups. The task was completed through field work, twenty interviews (social workers, members of the Roma community, officials of the Roma Association in Slovenia, members of the village council, Roma councillor). Through observation and action research, writing and reading practice in everyday Roma life was ascertained.

The results are to be used in designing new literacy programmes, in planning the workshop for the non-Roma and Roma population, as well as materials for various official services, social workers, teachers and all those who take part in intercultural learning and training for active dialogue.

The media and journalism” study group

The University of the Third Age in Ljubljana surprised many people with its steadfast determination to break into the public arena and present its vision of life after retirement, when there is a risk that people might withdraw from society even though they are still full of creativity and a desire to learn. The decision to create the group came about during a visit to a French radio station that has become established as “the radio station for the homeless, journalists and experts”. In Slovenia too there are many groups with special needs, including

older people, to whom the doors to the public arena are closed, while decisions about their needs are taken by members of younger generations. Eight enthusiastic students of “journalism” uncovered the special features of the most influential media, primarily radio. They studied written and spoken reporting, and learnt about the principles of ethics in journalism. The fruit of their learning was a series of radio programmes “Old for new”, which they prepared for Radio Slovenia. They were just as assiduous in their preparations for the publication of a newspaper. They studied editing, technical layout, writing, surveying, sponsorship and proofreading, as well as public relations, and the “Third-schoolers” newspaper was born in the late spring.

Group for Self-protection of Persons with Moderate and Serious Impediments in Mental Development from Draga near Ig

How to make it possible for a person having moderate or serious obstacle in his/her mental development to achieve a status of adult, to a largest extent independent person, that lives according to his/her own standards and needs? At the Center of Dolfka Boshtjancic in Draga near Ig, the answer has been found in selfprotection. Selfprotection relies upon the conviction that it is possible to help persons with obstacles in their mental development to acquire skills enabling them to fully involve in life. These persons require considerable time and support to understand the basic rules and forms of efficient activity in urban surrounding, which is nevertheless worthy to try as no one has a right to take decisions instead of them. The group has been established in the year 1999. It gathers ten members that meet once a month. They learn how to form and express views, how to democratically make decisions and undertake responsibilities. Topics of the meetings are selected by themselves. Group's dynamics is at respectable level; they make their best to implement what they had decided and everyone is prepared to undertake part of the job. Part of the independence is also employment due to which all members of the group work. In their spare time they prepare food, take care of horses, fruit trees, plants and flowers. The group for self-protection is indeed a form of getting prepared for life in groups of not-residing in institutions.

Programme 5000 – education of the unemployed

A special government programme called Programme 5000 aimed at educating the unemployed was launched in 1998/99. Every year the programme is prepared jointly by the Ministry of Labour, Family and Social Affairs and the Ministry of Education, Science and Sport. The basic aim of this project is to raise the level of education of the unemployed and to reduce structural occupational discrepancies concerning qualifications in the labour market. It offers the opportunity for unemployed individuals to obtain formal qualifications at any level, ranging from basic to higher education.

7.9 Economics of adult learning: adult learning seen as an investment

The case of Gorenje

In various organizations, there could be a weak matching between the knowledge and skills that workers have and those demanded by existing and coming technologies. General education must be complemented by highly profiled knowledge and skills that can be obtained, upgraded and changed in relatively short periods of time. If it is to be effective in the context of the increasing speed of technological change, a coordinated action between schools and training centres, employers and employment organizations is needed. A suitable

example of such integration of adult learning and changed world of work is the so called 'learning company in practice: **the case of Gorenje**'.

The big Slovenian company Gorenje manufactures household appliances and is no exception in trying to find answers to these challenges. Gorenje is Slovenia's second biggest exporter. It exports to over 60 countries across the world and holds over 3% of the EU market. Therefore, it must quickly follow changes in technology and it must innovate. Parallel to such technological change and innovation, Gorenje has developed an advanced system of human resource management. However, coping with training needs has become increasingly demanding. Training by doing had remained casual, unsystematic, unregistered and unrecognized. Training outcomes were not systematically evaluated. With these considerations in mind, Gorenje decided to participate in the project.

The project started with analyzing the key jobs and related knowledge and skills needed for their effective performance – technologically required standards of knowledge and skills. A model for systematically identifying training needs was elaborated and presented to a larger grouping in the company. In this model, individual training needs were defined as the difference between the technologically required standards of knowledge and skills and the prior knowledge of a particular job holder. Organizational, department and group training needs were established by summing up and systematizing individual needs. While the technologically required standards of knowledge were determined in teams of technologists, supervisors and human resource specialist, information on prior knowledge remained incomplete. As originally proposed, information on the prior knowledge of an individual job holder was only to be registered through the level of formal education one had acquired and through the training courses they have been sent to by the company. The knowledge and skills acquired in the working process and the actual competence of an employee remained unclear. Besides, complete information on an individual's knowledge and skills were needed to develop the in-company certification system. Therefore, it was decided to modify the model initially proposed and to largely focus it on monitoring and developing the competencies of employees.

Finally, the proposal was elaborated to introduce an analysis of the key jobs and related competencies and to introduce monitoring and the development of competencies to be carried out under the supervision of immediate supervisors and complemented by the training department. The role of supervisor was to monitor the performance of his/her employee, to register their achieved levels of competencies and to help the employee develop them. When an employee achieves a high enough competence it could be certified in the company according to a predefined procedure. Therefore, in the modified model the whole cycle is included, from monitoring competencies, through training needs analysis and finally to the certification of competencies. In addition, a computer software programme was developed assuring that any evidence was not only manual but computer supported.

The project ended when the development phase was to be turned into the implementation one. The model and its computer support were presented to the company's management, technologists and human resource experts. It was agreed that implementation would start on a pilot basis that would then be evaluated while a final decision on full implementation would be taken later on. (The Slovene IWL Cases, Svetlik, Trbanc, Kopač, 2001)

The proposed model was to be used for all of the following: anticipating training needs, career/succession planning, evaluation of training and staffing, certifying qualifications, shifts

towards employee-oriented leadership, keeping updated the evidence on human resources – competencies.

Investors in people in ISKRA Mehanizmi

The implementation of the 'Investors in People' standard is a new project in Slovenia. Its aims are to initiate development and to define quality criteria in the field of Human Resource Development.

The first company in Slovenia that has introduced the Standard Investors in People is ISKRA Mehanizmi producing mechanisms, Phillips household appliances and systems. ISKRA is classified as larger organisation employing 377 employees. By introducing Investors in people standard the company tries to support improvements in all area of activity. The company supports extensive training in the field of personal development.

Being active on a demanding market and rapidly changing environment the company's existence and sovereignty of employees depends on new knowledge, new ideas and quality work. The company actively promotes people internally to recognise achievements and help people progress in their career. People log the action they need to take to achieve their objectives in their performance review folders and review them at the meeting which follows. The main internal and external training is carried out in the field of foreign languages, computer courses, managerial training, attending new customers and entering new markets, customers regulations, finance and accounting, introduction of the quality standards, dealing with the modern technology, protection of health and environment protection. In order to support the development of the so called 'mini companies' an additional training is offered in the field of motivation, managerial techniques, planning, communication and specific functional skills required from the managers. The purpose of the managerial education and training of the team members is to encourage self-initiative and motivation of people and in the final stage teams and the project groups. (Internal material ISKRA Mehanizmi, 2003)

During the evaluation process it was discovered that ISKRA acts in line with the Standard, has a clear vision and well defined development goals. According to these it determined educational needs and planned activities for their realisation – at the level of institution as a whole, as well as at the level of each individual. Thus, employees were informed and aware of the responsibility one bears in relation to one's own education and to the use of opportunities – either adapting to the needs for new knowledge within the institution or following one's self-development or the development of the supply of new knowledge and skills.

As a successful organisation and with the support of the Investor in People's principles ISKRA Mehanizmi develops culture where people know how much they are getting out of development and use it as something to build on and improve.

7.10 Enhancing international co-operation, solidarity and networking for and through adult learning

My Culture is different to yours

"My culture is different to yours" was an intercultural project launched by People's University of Jesenice, which aim was to influence the increase of tolerance and mutual understanding of people belonging to different cultures. The project encouraged the development of active citizenship for all participants in education, by promoting mutual understanding of the diversity of cultures within the European Union. The way to start overcoming xenophobia is

in developing and implementation of new pedagogical methods and materials to influence to the target groups in the field of: awareness of other cultures in the society, cognition of characteristics of other cultures and awareness that other cultures are different but not worse.

Facing this situation the partners involved in the project developed and implemented new pedagogical methods and materials, giving more emphasis to the models which recognize the cultural diversity as an advantage factor in building of European citizenship. On the basis of the obtained pedagogical methods and materials the teachers were taught how to pass cognition to pupils, parents and local community.

The target groups at the first stage of the project were teachers of the majority cultures in each institution involved, who in the second stage influenced the pupils, students, parents and members of local communities in the area of the institutions involved. The pedagogical materials and methods and web site were useful for teachers in all countries of Europe. Countries involved in the project are Slovenia, Italy, United Kingdom and Spain. Final outcome: pedagogical materials and methods and web site.

The project lasted 3 years. During the project the schools were linked up in network for developing new projects to continue the work, according to the results of this project, sharing good practice and exchanging teachers involved.

Better care for elderly and sick

The project was particularly important due to the positive impact on the development of social care education in the Škofja Loka region. It was given an additional quality and advantages by co-operation with similar institutions in Austrian Styria. The project involved: Škofja Loka Peoples University, Škofja Loka Social Work Centre, the Anton Kržišnik Centre for the Blind and Partially Sighted in Škofja Loka, and the Kranj regional service of the Employment Service of Slovenia and the Austrian partners: Berufsförderungsinstitut Steiermark, Merkur Versicherung, Volkshilfe Steiermark and Allgemeine Unfallversicherungsanstalt – AUVA.

The project was based on the assumption that the system of social security and care of the elderly and the sick could only be improved through co-operation among the educational institutions responsible for the development of quality education programmes, employers, who are fully aware of the needs of the target group, and employees, whose education and employment were enhanced by the first two.

Under the project, partner organisations developed a new programme providing a vocational qualification for those taking care of the elderly and the sick at their homes, and agreed on exchanges of employees in the cross-border region. The project was a contribution to improving the care of the elderly and the sick in Škofja Loka area and in Austrian Styria.

Adult Education in South Eastern Europe – EBIS, INEBIS

The Institute for international co-operation of the German Volkshochschule co-operates with the Slovenian Institute for Adult Education (SIAE) in the project Adult Education in South Eastern Europe (EBIS). With the projects they contribute to democracy, stability and development within the Stability Pact. Slovenia is contributing in the field of information and guidance activities in adult education, and in developing regional networks. The most important aims of the Information-documentation network – INEBIS (Information Network for EBIS) are: to inform the international public about the activities of the EBIS project, to present the partners in the project from the eight countries of South Eastern Europe, and to

inform professionals, policy makers and educators in the co-operating countries about the theory and practice of the education of adults in the respective countries and the projects which interlink them.

The home page of the project INEBIS was designed (www.inebis.com), on which the agreed upon information was presented, the most recent events in the framework of the project were published when necessary, and links with other networks and institutions in the partner countries also established at the wider international level. Through the »discussion forum« discussions are rendered possible among all those interested in the questions of adult education in South Eastern Europe.

International dimension of the Lifelong Learning Week

The Lifelong Learning Week has found its way to the international scene in various ways. The Slovenian experiences and model of organizing the Lifelong Learning Week are being introduced in the countries of South Eastern Europe, while the common aim is to develop and organize a joint Lifelong Learning Day. In 2000 the Slovenia hosted over 30 representatives from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and Yugoslavia. They visited some Lifelong learning events at the national and local level. In the two-day workshop they became familiar with the Slovenian model of organizing the Week, and made action plans for similar events in their respective countries. By organizing the Lifelong Learning Week every year since 1996, Slovenia belongs to the few countries, which have been in line with the Hamburg Declaration on Adult Education and Action Plan for the Future. These documents contain recommendations to all members concerning the promotion of adult education via organizing learning festival at the national and international level.

(<http://llw.acs.si/about/>)

Information and promotional materials (among them especially *LLW-Novičke*) are sent to the foreign experts with whom SIAE has made contacts practically all over the world. Published materials are being exchanged among all the countries organizing similar festivals of learning. Slovenian LLW promotional material is well recognized abroad; some of its elements have found their way into foreign publications as well, e.g. NIACE 2001 calendar (UK).

The Slovenian Lifelong Learning Week was prominently recognizable at the first *International Adult Learners' Week* in Expo 2000, Hanover, which was carried out under the auspices of the UN. Slovenian experiences in organizing the event were also included in the international manual *The Learning Festivals Guide*, published in German, Spanish and French.

The development of information, counselling and guidance activities in adult education at the local level in South Eastern Europe – EBIS IGAE

With the project Information and counselling activity in the education of adults – IGAE being developed since 1999 Slovenia co-operates within the Stability Pact framework in the Development of Guidance activities in adult education at the local level in Romania and Yugoslavia. In the first phase attention is being paid to analysing the systemic and other possibilities for such a development together with the analysis of the economic, social and civil society needs regarding the development of information and counselling services in adult education. These analyses will serve as starting points for the establishment of guidance centres in 2003.

Chapter 8. Future Actions and Concrete targets for 2009

In the coming years (especially in the second half of this decade) demographic trends will cause a gradual decrease in the supply of labour. Employment policy will thus not only deal with the issues of labour force employability, but also with establishing the conditions for its re-allocation and the issue of *activating the non-exploited, or under-exploited, human resources*. This means that activity in future years will focus on the efficient allocation of labour and a sufficient absorption capacity for taking over, applying and developing knowledge. The lack of workers and experts in the technology, mathematics and computer fields has already been noticed in the labour market. The lack of these professionals, as well as the lack of well-educated and skilled workers in general, may become an important limiting element of development in years to come. The state's only possible response to the challenges and risks brought about by globalisation, information society development and incorporation into the EU is to provide the opportunities for achieving good education and qualification levels to as many people as possible. Adult education and training will be thus of key importance in following years for developing the ability to adapt that is necessary for a successful competitive appearance in the global market.

In this respect the deficit in the area of development and management of human resources together with the slow adaptation of supply of education and training could be a significant threat to the processes of creation, transfer and application of knowledge to improve competitiveness and strengthen the economy, as well as the social cohesion of Slovenia and its regions. Slovenia must therefore accelerate the process of development of education and training system and infrastructure into a system which will offer each individual adequate opportunities tailored to their needs for the acquisition of knowledge and skills for work, life and lifelong learning.

Realisation of the concept of lifelong learning requires modernisation of educational infrastructure and the introduction of new approaches to teaching, learning and counselling, as well as the development of programmes. Each individual requires basic knowledge and skills, including knowledge of information and communications technology. Individuals must have the opportunity to take advantage of counselling support adapted to their specific needs. Learning must become a condition for improving possibilities for and the development of transferable knowledge and skills. The importance of lifelong learning for economic growth and competitiveness, and for the welfare of the people of Slovenia, must be recognised by both employees and employers.

The measure to support the policy of lifelong learning will encourage realisation of the strategic guidelines in the area of education in conjunction with the priorities of economic, employment and social development on both the national and local levels. It will help raise the culture of lifelong learning as a necessary condition for the operation of development mechanisms of the national economic development strategy: the knowledge-based society. The measure addresses the life-long learning policy field related priorities set in the framework of the Community employment and social inclusion policies implementation and is in line with the Commission orientations on Making a European Area of Lifelong Learning a Reality and The Concrete Objectives of Education and Training Systems.

The key measures to be taken in the field of education are:

- a/ Increase in total (public and private) investments in education and training, especially in the field of adult education, also by introducing individual learning accounts and appropriate employment policy programmes.
- b/ Providing high quality education and training at all levels of the educational process. Development of the certification system on the principle of acquiring publicly recognised qualifications in different ways. Particularly at the university or graduate level, the flexibility of education, international mobility and comparability of results should be increased.
- c/ Raising the education level of adults and implementing the lifelong learning concept. Development of counselling services for adult education in every region, including education for personal and other needs not related to work activity. Orientation of measures for stimulating the participation of adults in educational programmes especially towards the unemployed, to inactive persons and those with a negative attitude towards education, and to potentially active persons who would take part in educational programmes if certain conditions were met.
- d/ Improving the literacy skills of the entire population and their more uniform regional distribution via a selective system of financing education and counselling services for adult education in regions and via regional strategies for raising the level of such skills, and increasing the participation of adults in education and training.
- e/ Increasing the level of responsibility and motivation of employers for the education and development of employees through diverse mechanisms (preparation of long-term and medium-term employee education plans, set the company's education goals, organise education and training counselling for the employees, establish self-learning centres, inter- corporate education centres).

Activities will be geared towards improving planning and implementation of educational and training programmes, including the development of new – particularly information-supported – forms of learning, the promotion of development links, and improving the transition between learning and work, within the education system and among formal, non-formal and informal learning. They will accelerate the process of improving the responsiveness of the education and training system to demand in the labour market and from individuals, will help to improve the quality of education, reduce the school drop-out rate, and provide a more attractive range of training programmes for young people and adults (employed and unemployed). The measure will offer additional support for residents of Slovenia to participate in lifelong learning activities, with particular emphasis on schemes to reduce the education deficit, and to improve functional and information literacy, languages, basic knowledge and skills.

The measure will thus make an important contribution to the process of establishing an appropriate network of vocational and professional schools to support realisation of the priorities of the national and regional economies. In terms of horizontal priorities, it will foster a positive attitude towards lifelong learning, equal opportunities, creativity, the environment and health in families, communities and companies.

The concrete targets for the coming years up to 2010 are set in the proposal of the Adult Education Master Plan which will presumably be adopted by the end of 2003 (as already mentioned in the Chapter 1).

Adult Education Master Plan defines three global aims which are considered equally important. They are as follows:

1. The state will, with the developed *general non-formal education*, render possible the majority of the population to acquire knowledge for improving the quality of life, information, cultural and civilisational level, retaining cultural tradition and national identity, for democracy and co-habitation
 - the share of adults participating in formal and non-formal education will (according to EU benchmark) reach 12% in 2010;
2. The state will, to at least half of the adults without fundamental education, to at least one quarter with attained education below upper secondary school and to at least one tenth with attained upper secondary education, assure different forms and possibilities of education and training to *raise their educational attainment* in a way that from 2004 to 2010:
 - the share of adults aged from 25 to 64 years with the acquired upper secondary education (at least 12 years of schooling) will increase from 68% to at least 80% (harmonised with the EU benchmark);
3. The state and other social partners will ensure various forms and possibilities of *education for the employed and unemployed* leading to improving the level of formal educational attainment and of qualifications, retaining, modernising and updating the knowledge and competences, the development and use of top knowledge. They will introduce various motivation factors to increase the readiness and opportunities for education, and for at least a half of the unemployed.

Information society – the use of ICT

The measure run by MoESS is consistent with eEUROPE 2005 Action plan particularly emphasising the development of eLearning by faster development and wide accessibility of eContent and appropriate tools in the Slovene language while providing access to e-Learning market in Europe. The measure is in line with the Strategic Document of the Republic of Slovenia in Information Society as well.

The general objective of the measure is to raise the lifelong learning culture in Slovenia by improving the quality of and access to education and training throughout life - focusing on contemporary teaching and learning methods and technics - and thus raising the level and transferability of knowledge, and equipping the population for successful and full integration into European Knowledge Based Society.

Specific objectives of the measure:

- Improve the knowledge and skills of teachers, trainers (mentors/tutors, providers and organisers of adult education), counsellors and other staff;
- Increase responsiveness of education and training supply to the demands of individuals, the economy and the labour market;
- Improve planning, implementation and standards in lifelong learning;
- Assure quality information, counselling and access to opportunities for education and training for all;
- Increase, develop and support schemes in the area of education and training, with particular emphasis on programmes and – where possible, ICT-supported – forms of learning: to reduce the education deficit, improve functional and information literacy, acquire language knowledge, basic knowledge and skills;
- Improve the transition between learning and work, within the educational system and

- among formal, non-formal and informal learning;
- Enhance positive attitude towards lifelong learning, equal opportunities, creativity, the environment and health in families, communities and companies.

The measure will be executed through the following types of activity

- In-service training of teachers, trainers (mentors/tutors, providers and organisers of adult education, information mediators), counsellors and other staff: for successful introduction of changes in vocational and professional education in priority economic sectors; for opening schools to their environments and to varied target groups (approach to adult education) and for realising the concept of lifelong learning (acquisition of *new competences*, including knowledge of information and communications technologies) in general, vocational and professional education.
- Development and modernisation of supply of education and training in line with the needs of individuals, the economy and the labour market: renewal of programmes of secondary vocational education; development of tertiary education in economically promising sectors; integration of information and communication contents and the development of new ICT-supported forms of learning (particularly distance education).
- Extension of the counselling network to assess and assure quality in education and training under the *self-evaluation* model.
- Development of partnership cooperation among the worlds of work, education, training and research institutions as well as other key actors for promoting life-long learning.
- Development and expansion of the network of local counselling centres and local counselling networks for adults, and promoting links between them and the infrastructure that is being established to support the vocational orientation of young people.
- Extension of education, vocational and generic skills training: development and implementation of schemes in the area of education and training, with emphasis on programmes to reduce the educational deficit and improve functional and information literacy, to acquire language knowledge, basic skills; to strengthen the network of centres for independent learning and learning centres; to foster new forms of learning supported by information and communication technology;
- Development of support services to participants in learning activities, including facilitating the access of women to training and necessary qualifications for careers in information technology, the provision of individual assistance, care services and facilities for participants with special needs.

Final recipients in the framework of these measures will include institutions involved with design, planning and delivery of education and training of young and adults. Broad priority target groups are: those who lack basic skills and/or have achieved low levels of educational attainment, employed or unemployed, school leavers and graduates, returners to the labour market, those, who are less active in learning activities, parents, young and adults with special needs; teachers, trainers (mentors/tutors, providers and organisers of adult education, information mediators), counsellors and other staff; employers; social partners.

Promotion of gender equality: at least 50 per cent of all people receiving help under this measure must be women.

Literacy and basic Education

To improve the level of literacy of adult population in Slovenia, two national policy measures appeared to be crucial: adoption and implementation of the **Adult Education Master Plan** as well as the adoption and implementation of the **Long-term strategy of increasing the level**

of adult literacy. The effects of the two measures are yet to be seen after adopting them in the next few years.

The long term strategy of increasing the level of adult literacy (yet to be adopted) sets a national target which is: to decrease the percentage of population performing on the level 1 and level 2 (according to the IALS methodology) for 40% by the year 2010. Thus the percentage of adult population between 16 – 65 years of age not performing adequately would drop under 50% (now 77%). The strategy includes five areas: I. Measures of promotion, II. Measures directed at motivation of target groups for their easier and more frequent involvement in educational programmes, III. Measures directed at improvement of the access to appropriate programmes and appropriate counselling network, IV. Measures to enable designing and carrying out these programmes and V. Systemic changes or supplements (Možina et al., 2003).

For improving the level of literacy the second priority area of Adult Education Master Plan is particularly important. It includes two important branches of the educational activity:

- Education for increasing the basic knowledge and raising the level of competence aiming to reduce, cancel and prevent social disregard of some groups of population. Further learning, being the condition for survival and for achieving the quality of the individual's life, demands a suitable initial knowledge and competence.
- Education to raise the level of education through the whole educational vertical thus providing the enforcement of cultural and civilization aspects of education on one hand; this education develops people's awareness of their life situations to be linked with social processes, enabling them to manage their lives themselves and simultaneously participate in social life. On the other hand it enables them to influence the structural imbalances between current offer in the labour market and its future demands connected with the development of technological renovation and growth.

In accordance with both definitions two operative goals have been set:

- To one third of the population, between the age of 15 and 49, with no basic education and competence the opportunities for education will be assured enabling them to acquire, renovate and develop the basic knowledge and skills and to achieve the first level of vocational education.
- To one fourth of adults between the age of 15 and 49 with unfinished elementary or upper secondary school, the opportunities will be assured enabling them to achieve their education which means acquiring elementary, upper secondary, vocational, professional or general education, to one tenth of population this will be done in the programmes of higher professional education.

The realization of both goals will contribute to the rise of the educational level of adults, expressed in the average number of school years which means 12 years for the group between the age of 25 and 49, 11 years for the group between the age of 25 and 64 by the year 2010. For increasing participation in the literacy programmes for adults the development and functioning of the primary school for adults (eight years in Slovenia and changing to nine from 2003 onwards) is one of the most welcome ones, apart from other measures.

Adult Learning and Changing World of Work

Confronting the challenges of the world of work and the need of involvement the whole labour force in educational activities the third priority of Adult Education Master Plan conducts certain measures directed to achieving higher quality of the active population. In line with this orientation the third priority comprises education and training for the development of the labour force in a more specific sense, for raising the educational level, acquiring new skills and updating the current ones as well as developing key qualifications for the future. It includes three operative goals for the active working population and for the unemployed.

- For the active labour population and for the unemployed with no basic education there is a plan for the minimal inclusion in education and training (for the labour force at least 60 hours, for unemployed at least 120 hours per year). For the labour force a 100 per cent inclusion has been anticipated, while for the unemployed it has been 70 percent; out of those the share that will continue their education in programmes for raising their educational level will be such as to reach a 40 per cent inclusion by the year 2010.
- For the labour force with no proper education or training the education is being planned in view to raise the educational level for 50 percent out of this target group, by the year 2010.
- For the active working population with no regard to their educational level or their competence, 45 hours of education per year have been planned and would be granted to the candidates in the programmes according to their own choice.

Adult learning and Groups with Special Needs

Slovenia has already adopted several measures and programmes to promote social inclusion among the most marginalised groups. The *Programme to Combat Poverty and Social Exclusion of 2000* and the *Development Strategy of Protection of Disabled Persons of 1991*, which formed a basis for laws and regulations in the area have been implemented. Positive results in increased number of working places for disabled persons, and a number of programmes for rehabilitation, training and preparation of disabled persons for employment that have been developed have been achieved. However, further to the recent report on Implementation of Strategy of Social Inclusion with the Report on the Realisation of the Programme to Combat Poverty and Social Exclusion, the priority of more quickly solving the problems related to education, training, employment and independent living of disabled persons still remains. Further development and extension of preventive and active measures, especially for people with special needs (e.g. drop-outs – see Chapter 1) and for ethnic groups (such as Roma) needs to be strengthened as well.

As a response to the situation described above, measure implemented by the MoLFSA intend to complement the existing national programmes in order to develop and extend preventive and active employment policies focused on the marginal groups. It also complements the other measures of this priority, especially those aimed at *unemployed* people. This measure is therefore specially directed towards addressing the problems of target groups with specific needs as regards incorporation into the labour market. It helps reduce obstacles to employment. Because of their reduced working capability the costs of employment of people from this target group will be reimbursed to enterprises. The same opportunities to acquire skills and other material conditions necessary for the employment of these specific groups will be provided. Conditions will be defined and a network of organisations or institutions for the supported and protected employment of underprivileged people will be developed, in

which specific programmes for the integration of members of the target group will be developed and implemented.

General objective:

- To increase the social inclusion of groups of people with special needs and those threatened by exclusion from the labour market because of their low qualifications and lack of the knowledge and skills necessary in the labour market.

Specific objectives:

- Promotion of social inclusion of unemployed people with special needs and improvement of their employment opportunities; special attention will be paid to disabled people and young adults (15-24) who have left education, are unemployed and are facing difficulties in various areas;
- Improving access to the labour market for individuals threatened by social exclusion.

The following groups of activities will be implemented within the framework of this measure

- Integrated training programmes which include counselling, guidance, motivation, personal development schemes;
- Accompanying activities to support training programmes whose aim is to help those who cannot otherwise be incorporated into the labour market;
- Programmes for the employment of disabled people and other people with special needs, including those with ITC support (adaptation of working places, distance work etc.);
- Establishing a system of mentorship for disabled people in employment;
- Establishing a system of mentorship for other groups of people with impediments to employment;
- Aid to employers (NGOs, non-profit organisations) for employment of unemployed, especially women, for assistance at home to elderly people, disabled and to people with health problems.

Within this measure, a close cooperation with the social partners and NGOs will be ensured.

ANNEXES

Chapter 1

Table 1: Providers of non-formal education and training in 1998/1999, 1999/2000

| Providers | 1999/00 | | 1998/99 | | % of growth |
|---|------------|------------|------------|--------------|--------------|
| | Number | % | Number | % | |
| People's universities | 45 | 18.9 | 45 | 20.1 | 100.0 |
| Specialised adult education organisations | 117 | 49.2 | 113 | 50.4 | 103.5 |
| Adult education units at upper secondary schools | 15 | 6.3 | 19 | 8.5 | 78.9 |
| Training units in enterprises and other organisations | 44 | 18.5 | 36 | 16.1 | 122.2 |
| Other providers | 17 | 7.1 | 11 | 4.9 | 154.5 |
| TOTAL | 238 | 100 | 224 | 100.0 | 106.3 |

Note: driving schools are excluded: in 1999/2000 there were 142 driving schools and 158 in 1998/1999.

Table 2: The scope of the delivery of non-formal training, 1999/2000

| Type of programme | Courses delivered | | Hours of training delivered | | Participants | |
|-----------------------------------|-------------------|-------------|-----------------------------|-------------|----------------|-------------|
| | Number | % | Number | % | Number | % |
| TOTAL | 17,213 | 100.0 | 579,639 | 100.0 | 250,751 | 100.0 |
| <i>Total</i> | <i>12,901</i> | <i>74.9</i> | <i>305,614</i> | <i>52.7</i> | <i>218,304</i> | <i>87.1</i> |
| Verified programmes | 2,498 | 19.4 | 103,966 | 34.0 | 36,102 | 16.5 |
| Non-verified programmes | 10,403 | 80.6 | 201,648 | 66.0 | 182,202 | 83.5 |
| Training and additional education | 10,405 | 60.4 | 251,577 | 43.4 | 187,012 | 74.6 |
| Verified programmes | 2,498 | 24.0 | 103,966 | 41.3 | 36,102 | 19.3 |
| Non-verified programmes | 7,907 | 76.0 | 147,611 | 58.7 | 150,910 | 80.7 |
| Programmes for drivers | 2,249 | 13.1 | 42,880 | 7.4 | 31,875 | 12.7 |
| Verified programmes | 2,249 | 100.0 | 42,880 | 100.0 | 31,875 | 100.0 |
| Non-verified programmes | - | - | - | - | - | - |
| Language programmes | 4,312 | 25.1 | 274,025 | 47.3 | 32,447 | 12.9 |

Table 3: Supply of non-formal training by fields of training, 1998/1999 and 1999/2000

| Field of training | Total | | Certified training | | Uncertified training | |
|---|-----------|-----------|--------------------|-----------|----------------------|-----------|
| | 1999/2000 | 1998/1999 | 1999/2000 | 1998/1999 | 1999/2000 | 1998/1999 |
| | 0 | 9 | 0 | 9 | 0 | 9 |
| Number of courses | | | | | | |
| TOTAL | 17,213 | 18,446 | 4,078 | 4,148 | 13,135 | 14,298 |
| General programmes | 1,049 | 1,380 | 4 | 5 | 1,045 | 1,375 |
| Education | 358 | 322 | 15 | 12 | 343 | 310 |
| Humanities and the arts | 326 | 174 | 7 | 6 | 319 | 168 |
| Social science, business and law | 2,110 | 2,653 | 37 | 102 | 2,073 | 2,551 |
| Science, mathematics, computing | 2,895 | 4,837 | 5 | | 2,890 | 4,837 |
| Engineering, manufacturing and construction | 1,324 | 470 | 19 | 19 | 1305 | 451 |
| Agriculture and veterinary | 41 | 27 | 1 | 6 | 40 | 21 |
| Health and welfare | 462 | 411 | 7 | 35 | 455 | 376 |
| Services | 4,336 | 4,039 | 2,403 | 2,199 | 1,933 | 1,840 |
| Languages | 4,312 | 4,133 | 1,580 | 1,764 | 2,732 | 2,369 |
| Number of hours | | | | | | |
| TOTAL | 579,663 | 770,269 | 224,287 | 317,259 | 355,376 | 453,010 |
| General programmes | 32,340 | 34,645 | 3,005 | 1,181 | 2,9335 | 33,464 |
| Education | 6,157 | 10,412 | 1,534 | 2,928 | 4,623 | 7,484 |
| Humanities and the arts | 8,900 | 7,107 | 589 | 42 | 8,311 | 7,065 |
| Social science, business and law | 44,583 | 102,458 | 11,434 | 43,866 | 33,149 | 58,592 |
| Science, mathematics, computing | 51,510 | 97,242 | 130 | | 51,380 | 97,242 |
| Engineering, manufacturing and construction | 40,656 | 28,365 | 6,634 | 8,294 | 34,022 | 20,071 |
| Agriculture and veterinary | 989 | 3741 | 100 | 3400 | 889 | 341 |
| Health and welfare | 5390 | 12512 | 710 | 350 | 4680 | 12162 |
| Services | 115089 | 112056 | 79830 | 71965 | 35259 | 40091 |
| Languages | 274049 | 361731 | 120321 | 185233 | 153728 | 176498 |
| Number of participants | | | | | | |
| TOTAL | 250,751 | 249,913 | 49,380 | 52,756 | 201,371 | 197,157 |
| General programmes | 16,929 | 19,338 | 129 | 73 | 1,6800 | 19,265 |
| Education | 6,279 | 6,104 | 324 | 353 | 5,955 | 5,751 |
| Humanities and the arts | 4,999 | 2,989 | 104 | 81 | 4,895 | 2,908 |
| Social science, business and law | 43,119 | 53,613 | 711 | 2,260 | 42,408 | 51,353 |
| Science, mathematics, computing | 35,072 | 38,409 | 54 | | 3,5018 | 38,409 |
| Engineering, manufacturing and construction | 14,800 | 9,872 | 363 | 366 | 14,437 | 9,506 |
| Agriculture and veterinary | 790 | 1,010 | 14 | 134 | 776 | 876 |
| Health and welfare | 16,663 | 4,468 | 130 | 358 | 16,533 | 4,110 |
| Services | 7,9653 | 76,945 | 34,273 | 32,815 | 45,380 | 44,130 |
| Languages | 32,447 | 37,165 | 13,278 | 16,316 | 19,169 | 20,849 |

Chapter 2

Chapter 2, Table 1:

Direct and indirect costs for continuing vocational training courses in enterprises and other organisations

Milion tolar

| Year | Labour Costs ¹⁾ | Total costs for continuing vocational training courses ²⁾ | Direct costs for continuing vocational training courses | | | | Contributions to collective funding arrangements (levies and subscriptions) for continuing vocational training courses Activities | |
|-------------|----------------------------|--|---|---------------------------------|---------------------------------------|-------------------|---|-------------------|
| | | | fees and payments made for CVT courses | travel and subsistence payments | labour costs of staff involved in CVT | costs of premises | contributions | receipts (grants) |
| 1999 | 1.156.403 | 12.024 | 8.703 | 1.982 | 862 | 286 | 191 | 1.055 |

¹⁾ Estimate of the labour costs is calculated on the basis of the sample.

²⁾ Total costs of continuing vocational training for employees includes all direct costs and a part of indirect costs (contributions to collective funding arrangements).

Table 2: Financing adult education through public tenders in 2001/2002 and 2002/2003

| General adult education | 2001/02 | 2002/03 |
|--|----------------|----------------|
| | % | |
| Education in publicly recognised programme 'Slovene language for non-Slovenians' | 4,4 | - |
| Education in publicly recognised programmes of foreign languages | 36,2 | - |
| Education in literacy programmes | 2,1 | 19,3 |
| Study circles | 31,8 | 34,2 |
| Civic and general education: education for democracy, for raising the ecological awareness and other general adult education | 10,5 | 12,3 |
| Education of the elderly within Universities of the Third Age | 4,5 | 10,0 |
| Computer literacy and Internet | 3,5 | 11,9 |
| Education for asserting the rights of minorities and for adults with special needs | 7,0 | 12,3 |
| Total | 100,0 | 100,0 |
| Raising the level of education | % | % |
| Education of adults in publicly valid programmes of gymnasium and vocational and technical education | 64,7 | |
| Developing models of self-evaluation and quality in adult education in upper secondary schools | 3,4 | 3,5 |
| Development and experimental introduction of local counselling centres | 24,3 | 34,2 |
| Distance education in programmes raising the level of educational attainment | 7,6 | |
| Total | 100,0 | - |
| Infrastructure activities in adult education | % | |
| Activities of centres for autonomous learning | 64,2 | 36,2 |
| Activities of the central and regional Learnig Exchanges | 22,0 | 15,6 |
| Co-ordination of events within the Lifelong Learning Week | 5,4 | 3,1 |
| Lifelong Learning Week events | 3,8 | 2,5 |
| Projects supporting EU programmes | 4,6 | 1,5 |
| Development of new programmes and sources | | 3,5 |
| Total: Funds by fields adult of education | % | % |
| General adult education | 41 | 39 |
| Raising the level of education | 33 | - |
| Infrastructure in adult education | 26 | 61 |
| Total | 100,0 | 100,0 |

Source: Ministry of Education, Science and Sport, Sector for Adult Education

Chapter 5
Table 1

| Full-time and part-time teaching staff | 1997 | | | 1998 | | | 1999 | | | 2000 | | |
|---|-------|-----------|--------------------|-------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|
| | Total | Full-time | Part-time/Contract | Total | Full-time | Part-time | Total | Full-time | Part-time | Total | Full-time | Part-time |
| Elementary schools* | 15443 | 14792 | 457 | 15311 | 14709 | 602 | 15140 | 14515 | 625 | 15287 | 14648 | 639 |
| Upper secondary schools* | 8580 | 7225 | 1355 | 8816 | 7644 | 1172 | 8646 | 7551 | 1095 | 9351 | 8129 | 1194 |
| (Post-secondary) Vocational colleges | - | - | - | 157 | 25 | 132 | 205 | 32 | 173 | 4666 | 2937 | 1729 |
| Adult education institutes and/or Continuing education providers (institutions)** | 3548 | 13 | 3535 | - | - | - | 1646 | 1438 | 208 | 3093 | 1479 | 1614 |

* Data include full- and part-time instructional, professional support and management staff.

** Peoples' universities, other special institutions, parts of schools, parts of enterprises, driving schools and others

| Continuing education providers (institutions) | 1997 | | | 1998 | | | 1999 | | | 2000 | | |
|---|---------------------------------|----------------|---|---------------------------------|----------------|---|---------------------------------|----------------|---|---------------------------------|----------------|---|
| | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) | No. of providers (institutions) | Teaching staff | No. of programs (seminars, courses,...) |
| Elementary schools for adults* | 28 | 330 | - | 33 | 366 | - | 32 | 349 | - | - | - | - |
| Upper secondary schools for adults** | 70 | 2229 | - | 75 | ***2372 | - | 73 | 3099 | - | 126 | 3692 | - |
| Peoples' universities | 44 | - | 3238 | 43 | - | 3261 | 44 | - | 3442 | 45 | - | 3299 |
| Other special institutions | - | - | - | 103 | - | 7929 | 113 | - | 8602 | 117 | - | 7199 |
| Units for in schools | - | - | - | 19 | - | 308 | 19 | - | 312 | 15 | - | 307 |
| Educational centres in enterprises etc. | - | - | - | 39 | - | 5465 | 36 | - | 3289 | 44 | - | 3428 |
| Driving schools | - | - | - | 152 | - | 2471 | 158 | - | 2142 | 142 | - | 2249 |
| Other | - | - | - | 14 | - | 583 | 12 | - | 659 | 17 | - | 731 |
| Total | 142 | - | 3238 | 478 | - | 20017 | 487 | - | 18446 | 506 | - | 17213 |

* Data include elementary schools with class units for adults and other adult education institutions with units for elementary education of adults.

** Data include upper secondary schools with class units for adults and other adult education institutions with units for adult upper secondary education.

***Data include upper secondary schools with class units for adults and other adult education institutions with units for adult upper secondary education without subsidiary units.

METHODOLOGICAL EXPLANATIONS

Data on continuing vocational training of employees in enterprises and other organisations are collected with the regular annual survey ŠOL-ZAP, which was in 2000 harmonised with the methodology agreed and adopted at the level of expert services of the European Commission and EU Member States. The common methodological bases are the common approach to sample design, common coverage of various systems solutions in collecting and processing statistical data from different environments and common concepts and definitions.

Data on continuing vocational training of employees are collected with a sample. The sampling frame are enterprises and other organisations with 10 or more persons in paid employment. The sample covered 1,622 units.

Higher education teaching staff includes both teachers and assistants.

Continuing education providers are peoples universities, specialised organisations for adult education, units at schools, enterprises and other business subjects registered for adult education, driving schools and individual private entrepreneurs dealing in adult education (OJ RS No. 12/96). Verified educational programmes of vocational training, further vocational training and vocational training specialisation are adopted by the Minister of Labour in co-operation with the authorised council of experts (OJ R

WOMEN IN FORMAL ADULT EDUCATION

| No of women participating in the programmes of formal adult education | Academic year | | | | |
|---|---------------|---------|---------|-----------|---------|
| | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/01 |
| Programmes | | | | | |
| Basic education | 711 | 799 | 713 | - | - |
| Upper secondary education | 5827 | 6108 | 8505 | 9916 | - |
| Post-secondary professional education | - | 50 | 137 | 273 | 10 |
| Higher non-university, university education | - | 8243 | 11363 | 12073 | 12 |
| **Peoples' universities | - | - | 26186 | 24418 | - |

Note:

** Data show women successfully completing various levels of education provided by peoples' universities.

Source:

Statistical yearbook: 1997, 1998, 1999, 2000, 2001, 2002, Statistical Office of RS, Ljubljana.