

Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



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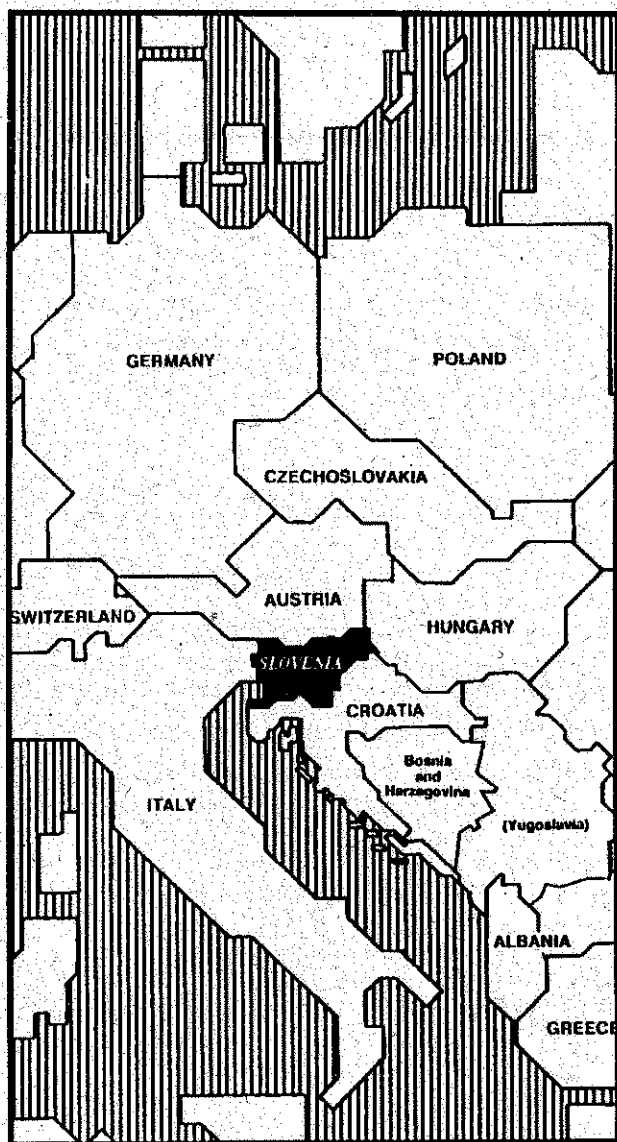
● **SLOVENIA - WHERE IS IT?** ▲ **SAEC EVENTS** ● Presentation of the role and programme of the Slovene Adult Education Centre ● Slovene Adult Education Centre in international projects ● Learning Exchange and its position in adult education and learning ● The young without a place in society - The Centre for Younger Adults ● Guide to adult education courses in Slovenia 1992-1993 ▲ **SLOVENIAN ADULT EDUCATION SCENE** ● Some data from statistical research on education in companies and institutions in 1991 ● From the conference on Systemic organisation of vocational education. Resolutions adopted by The Working Group on Organising Adult Vocational Education ● Unity yes, but not at any price! "Systemic organisation of vocational education" ● Establishing educational needs for a specialised management course for postal workers ● Slovenia, member of ICAE ▲ **CONFERENCES, SEMINARS** ● International conference Rethinking of Adult Education for Development, October 1993

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God's blessing on all nations,
Who long and work for a bright day,
When o'er earth's habitations
No war, no strife shall hold its sway;
Who long to see
That all men free
No more shall foes, but neighbours be.

F. Prešeren: THE TOAST

Slovene national anthem





PROGRAMME BASIS OF NOVIČKE

- Novičke (The News) is a comprehensive information bulletin on adult education in Slovenia. With Novičke we wish to improve the information level of those who work in this area or are in any way connected with adult education and learning in Slovenia.
- Individuals or organisations may use and subscribe to Novičke; those who work professionally in adult education and learning as well as those who do so on a voluntary basis (in professional associations, religious, political and other voluntary organisations).
- We plan to provide the following types of information on adult education and learning in Slovenia and abroad:
 - description and presentation of events and activities in adult education;
 - development, research and other programmes and projects;
 - information on organisations, their needs, plans and activities;
 - information on adult courses and the development of the courses;
 - information on policy and strategies of adult education;
 - the latest news in administration and legislation;
 - statistical data;
 - opinions, viewpoints and proposals;
 - data and information on possibilities and sources for learning;
 - information on forthcoming events, workshops, seminars and conferences;
 - presentations of new books and articles;
 - information on new books in libraries, particularly in the Slovene Adult Education Centre (SAEC).
- Novičke will provide brief, concise, objective and unbiased information.
- Novičke will be published monthly with the material for each issue being compiled until the 15th of each month. To maintain contacts with abroad we will publish a quarterly English language edition of Novičke.
- Users will receive Novičke free of charge. This is a policy we intend to continue, provided we are able to cover the costs of publishing from the public funds allocated to adult education.
- Novičke is edited and published by the Information Centre at the SAEC. In charge of the publication are: Vida A. Mohorčič Špolar - head of the Information Centre and Peter Monnetti - editor of Novičke.
- The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 61000 Ljubljana, Slovenija; phone: + 38 61 446 482, fax: + 38 61 445 881



SLOVENIA - WHERE IS IT?

Vida Mohorčič Špolar, SAEC

When we talk of Slovenia, we usually think of it as of the state, now independent, which was formerly a constituent republic of Yugoslavia. The other republics that made up Yugoslavia were Croatia, Bosnia and Herzegovina, Macedonia, Montenegro, Serbia and its two autonomous regions, Kosovo and Vojvodina, each with their own assemblies, and their representatives in the assembly of Yugoslavia.

Slovenia is a country lying in the north-western part of the Balkan bordering on Italy, Austria, Hungary, and Croatia. It is a small country compared with England. It covers the area of some 22.300 square kilometres and has, according to the most recent population count, over 2 million inhabitants living in various regions. The capital of Slovenia is Ljubljana with 350.000 inhabitants. Slovenia has two universities, one in Ljubljana and one in Maribor, 198 secondary schools and around 200 elementary schools.

According to our labour-force statistics, in 1989 the numbers of employed in various sectors were:

agriculture and forestry	21.300
manufacturing, trade and transport	434.100
banking and insurances	15.000
other services and government	380.300
private households	600
Total	851.300

which would make the percentage of employed as follows:

the agriculture and forestry	2,5 %
manufacturing, and	51,0 %
services	46,5 %.

The unemployment rate was low until 1986 (due to the government policy of full employment), around 1.1 - 1.2 % but then it slowly began to rise from 1.6 % in 1986 to more than 10 % in 1991. While a part of Yugoslavia, Slovenia was considered to be the most economically and socially developed republic with its exports making up one third of the total Yugoslav exports.

Education system in Slovenia

In the school year 1990/91 enrolments for the three levels of education were:

	Full-time	Part-time
Elementary (age 7-14)	240.000	1.300
Secondary (age 15-18)	96.000	12.000
Higher (age 19-24)	24.000	10.000

In Slovenia there is eight years of compulsory education. Obligatory school attendance is from the age of 7 till the age of fourteen. Schools and vocational education is provided for disabled children. After finishing elementary education, the majority of children enter secondary education (in 1991 - 98 % of them) which lasts for two, three or four years (around 70 % of 15 - 18 year olds are in the secondary education).

After finishing the four years course, and after matriculation the pupils can enter full-time university studies. University programmes last for two, four or five to six years (five being the case for electronics, and six for the medical programmes). After that there are post-graduate programmes (specialisation - a six month course and written paper; master's degree - a two year course consisting of one-and-a-half year study and a written thesis; doctoral studies - research and thesis). Special courses are designed for adults wishing to read for degrees which take account of their experience.

Vocationally oriented secondary education lasts two or three years. It consists of school programme and practical experience. The amount of practical experience depends on the year of study. It increases in the second and third years. The subjects taught in secondary education, regardless of its duration are: mathematics, science, Slovene language and literature, foreign language and literature, history, geography, art history, music, civic education, physical training, and in the four year courses, psychology, philosophy and sociology. After finishing school, and passing the final exams, the pupils receive a diploma which enables them to enter the labour market with a proper qualification. If they wish to continue in higher education they must prove that they have mastered the required knowledge in the chosen subjects, which are given in the four year courses. The four year courses are not orientated solely to entering higher education but also give professional diplomas in higher levels of professional achievements.

While the cohort of those eligible to go to the university was limited entrance to higher education did not present a problem, except for those wishing to study medicine and dentistry where they only accepted a limited number of students. Selection was very competitive for medicine and still is. Around 14,0 % of 20-24 year olds are enrolled in higher education.



SAEC EVENTS



Presentation of the role and programme of the Slovene Adult Education Centre

Dr Zoran Jelenc, SAEC

The role and aims of the Slovene Adult Education Centre (SAEC)

The Slovene government established the SAEC as the national institution for research and development for the promotion of adult education. It operates in the following organizational units:

- research,
- development and consultation,
- education of adult educators and staff in related fields and publication,
- information centre - network, documentation and resource base.

Although the SAEC is organised into organisational units, they also collaborate to ensure that the following three theoretical fields are addressed:

- system and organisation of adult education
- needs of adult education
- forms and methods of adult education.

The SAEC is concerned with: further vocational education and training, general and non-formal adult education and formal (qualifying) adult education.

The SAEC will function as a centre for innovation and for promoting and disseminating the work and success of other specialized organizations in adult education in Slovenia.

Current programme

1 Projects for fostering the development of adult education in Slovenia

The main projects in this area are:

1.1 Definition and creation of the National programme of adult education; the following parts of the National programme are to be worked out:

- defining and establishing the network of institutions intended as integral parts of National Programme of adult education,
- determining and developing adult education programmes and courses which make up the national adult education programme,
- developing criteria for the assessment and verification of institutions and educational programmes that will be a part of the National Programme,
- defining norms and standards of quality in National Programme.

1.2 Improving the provision of adult education to meet the needs of the labour market with special emphasis on educational and training programmes for the unemployed.

1.3 Technical assistance in drafting the laws concerning adult education and in developing adequate systems for the financing of adult education.

1.4 Developing new providers of adult education (eg. centres for young adults, adult education in public libraries etc.).

1.5 Initiating and developing new forms and methods in adult education and learning in Slovenia; models of training for high technical management; centres for developing self-directed learning and education; study-circles, learning exchanges etc.

1.6 Developing a system of assessing and measuring the knowledge and skills of adults.

2 Information system

2.1 Establishing the central information centre for adult education in Slovenia (in SAEC and developing information networks for adult education).

2.2. Establishing a specialized library and documentation service for adult education in Slovenia.

2.3. Establishing a resource base and demonstration centre for the evaluation and demonstration of adult education and learning programmes.

3 Education and training of adult educators in Slovenia

3.1. courses and programmes of short and long duration.

3.2. training connected with introducing the results of SAEC projects.

4 Publishing

- manuals, directories, teaching materials, curricula for participants and adult educators in functional literacy programmes and training programmes for the unemployed.

5 Research Projects

Currently the SAEC is conducting two long-term research projects:

5.1 Adult Education as Factor of Development in Slovenia (1991 - 94).

The research of the three fields of adult education (vocational, general and formal) which is being conducted at three levels:

a) Each field will be examined from the following points of view: legislation, administration (national and regional level), financial, providers (institutional settings), research and development institutions, professional or voluntary associations, information data base.

b) Educational needs of adults

This part of the project examines educational needs of adults. Research is focused on the classification and identification of needs, analysis of needs, estimating and assessing of needs (virtual and potential) from statistical, empirical and other sources.

It is hoped to develop an adequate methodology for assessing the needs which will open the possibility for comparing different fields of national education and possibly permit international comparisons.

c) Forms and methods in adult education

This part is concerned with organization of providers (personnel, equipment, finance, development and some related data), educational programmes (curriculum, programming, innovations taking place in adult education), forms of adult education and methods of adult education.

The theoretical and methodological basis for preparing adult education programmes will be developed.

The expected results of the projects are : developing the new concept and system of adult education in Slovenia; systemic regulation of adult education in Slovenia (legislation, administration, finance, infrastructure); initiation of changes in adult education (new organizations, forms, methods and provision); establishment of comprehensive information system for adult education in Slovenia and its inclusion within international networks; current assessment of and planning for educational needs; new methodology for preparing and developing programmes in adult education; new methods and forms for adult education and learning.

The results of the research project will be presented (probably June or September 1994) at the international conference where, beside the presentation, our attention will be focussed on other national projects in adult education.

5.2 Functional literacy in Slovenia

Functional literacy has recently come to the attention of the Slovenian educational and employment politicians. As yet there has been no national assessment of functional literacy so approximations of the quantitative dimensions of the problem are taken as starting points for defining the project and the goals. The study is directed towards the following target groups:

- population of low educational level (2 % of those employed have not finished compulsory schooling, ie. eight years, 14 % of the employed are semi-skilled workers)
- dropouts from compulsory education and upper secondary schools
- young unemployed population under the age of 26
- migrants to Slovenia
- women
- disabled
- rural population from underdeveloped regions.

Later issues of *Novičke* will give more information about the programmes and projects of the Slovene Adult Education Centre and on adult education in Slovenia.



Slovene Adult Education Centre in international projects

Dr Zoran Jelenc, SAEC

In the coming years the Slovene Adult Education Centre will cooperate in several international projects in the field of adult education.

In cooperation with the UNESCO Institute for Education in Hamburg the SAEC will partially take over the project, *Research Trends on Adult Education in the Countries of Central and Eastern Europe* (former socialist bloc). The synthesis of the overall research project will be presented in December 1993 at an international seminar to be organised by UNESCO in Montreal. The second project in which the SAEC will participate with the UNESCO Institute is, *A Study on the Participation Patterns in Adult Education*, in which Slovenia will be one of the case-study countries. In Slovenia we already have some experience in such research (which was described as good), since we performed a study on a representative sample of the adult population of Slovenia in 1987, with the results being published in

Odrasli prebivalci Slovenije v izobraževanju (The Adult Population of Slovenia in Education) by Zoran Jelenc, Pedagogical Institute, Ljubljana, 1988.

The European Bureau for Adult Education (EBAE) invited the SAEC to cooperate in the study, Legislation and Adult Education Policy World-wide, in which Slovenia would be one of the five or six chosen European countries and one of two former socialist countries, with case-study based research. The invitation to cooperate was forwarded by the SAEC to the Minister of Education and Sport, Dr. Slavko Gaber.

The Director of the Slovene Adult Education Centre and head of research activity at the SAEC, Dr Zoran Jelenc, had more detailed discussions on these research opportunities at an extended meeting of the executive board of the European Society for Research on the Education of Adults (ESREA) which took place from 12-14 December 1992. At the meeting they discussed the implementation and functioning of research networks in adult education. They agreed on the SAEC organising a meeting of the Labour Force Market and Adult Education research network which will be held in October 1993 in Ljubljana.

An important possibility which arises from the cooperation with these organisations is for Slovenia to take an active role in coordinating the projects and activities between central and east European countries. This gives us encouragement in our efforts to open a new EBAE office in Slovenia.

An important event in Slovenia will be an international conference, Rethinking of Adult Education for Development, sponsored by the Slovene government and UNESCO. More information about the conferences is given in a separate article.



Learning Exchange and its position in adult education and learning

Irena Benedik, SAEC

On 26 October 1992 the Learning Exchange started to operate as a part of the project, Centre for Independent Learning, at the SAEC. The premises, personnel and information centre for the Learning Exchange will, in the first phase, be provided by the SAEC. In this phase it will operate as a trial model. If it proves to be successful it will be introduced in all relevant institutions nationwide. The idea originates in the USA, where an institution called The Learning Exchange has been operating in Chicago since 1971. We have slightly adjusted the model to our conditions.

The Learning Exchange is something quite new in Slovenia and as such is opening a new page in the development of adult education and learning in this country. It encourages independent learning and

enables people to achieve it more easily. It is based on the notion that all people have an enormous knowledge potential which has only to be appropriately activated. The transfer of knowledge from person to person is not something new, it is a primary form of spreading knowledge. People have always taught each other skills and passed on knowledge from generation to generation. This form of learning did not die out with the beginning of organised institutional education, it remained somehow in the shadow of the formal educational system. Knowledge is not spread solely by formal education and schooling, but also by connecting those people who can pass it on - some giving, others taking. Modern technology accelerates such transfer, enabling the Learning Exchange to become more effective. It is a centre where data on learning and educational sources and requirements existing beside the institutional system of education will be gathered, sorted and made available. Thus it is a supplement to the institutional services where anyone with a certain knowledge, skill or hobby can offer his/her services to anyone interested.

It is intended for individuals and groups who:

- wish to extend their knowledge,
- are prepared to pass on their knowledge and skills to others,
- wish to share their hobbies and interests with others,
- wish to discuss a particular subject,
- are experts in a certain field and would like to share or obtain knowledge, information and skills.

Its operation is as simple as possible. Individuals make contact over the phone or in person and state their interests (whether they need or are offering a certain knowledge). Personal information and requirements are noted down. We provide the addresses of those who are offering the particular knowledge they are looking for. If we do not have such information available then we take note of the requirements and provide the information at a later date.

Information is provided free of charge to users of the Learning Exchange, from whom we only expect feedback on the degree of success of our assistance. We do not define how the users pay for the required services. Partners make arrangements between themselves as to whether the services will be free, charged, exchanged for other knowledge or settled in some other way.

What type of things does the Learning Exchange provide?

Simply everything that people know and can do. From the most basic skills (how to change a plug) to more professional subjects (the typical features of single cell organisms); from more familiar subjects (such as learning languages) to the less common (Hindu religions). The subjects may be offered by people whose experience of their subjects can be as different as the needs of the users of the Learning Exchange, for instance, information on Africa may be provided by someone who travelled there or by an expert geographer.



The young without a place in society - The Centre for Younger Adults

Natalija Žalec, SAEC

The problem of the labour market emphasises the issue of the employment of young adults who, for various reasons, failed to obtain any vocational education or even finish compulsory education. This concerns those 15-20 year-olds who, for want of a formal education, are not competitive in terms of employment. Their number in Slovenia is constantly increasing.

There are numerous reasons for this phenomenon. Perhaps two of the most important are:

- the school system (insufficient capacity, lack of programmes for the young with special difficulties - learning or educational - which would provide possibilities for obtaining professional qualifications for work);
- a shortage of educational programmes which would suitably complement the school system and enable personal development and the obtaining of a qualification for young people.

The experience from the adult schools in which these young people have recently been enrolling, shows that at least part of this population can be helped with special programmes.

This was the reason behind the idea at the SAEC to found a centre which would systematically deal with this problem. The Centre for Younger Adults project plans to prepare a special programme for younger adults, which would fulfil the following requirements:

- qualify the participants for work
- direct and prepare the participants for further education (outside the Centre for Younger Adults),
- educate for life effectiveness (personality, interests development, creative control of problems, learning techniques, job search, self-employment, political life, spare time, etc.);
- provide and offer assistance in obtaining material, help for students in further education or during study at the Centre for Younger Adults.

The participants will be able to choose from individual programmes which will be prepared in the form of various modules. After studying a certain number of modules they should have acquired knowledge in the areas listed above. The content of modules will be adjusted to the demand and specifics of an individual subject or area.

The Centre will have its own Association, where members will work independently, organising individual activities (excursions, events, competitions, etc.) and cooperate in the formation of the programme of the Centre for Younger Adults.

For such a programme whole-day courses or even courses on a residential basis are anticipated.

The first Centre for Younger Adults should open in Ljubljana, since Ljubljana is a large urban centre and as such has a greater number of younger adults. Initially 45 younger adults would participate, and after the programme has been evaluated the institution could develop into a sizeable public institution meeting the needs of Ljubljana or the whole Ljubljana region.

A few words about the development and progression of the project. The project is divided into four phases:

1st phase: preparation of data and study of similar models in more developed countries.

2nd phase: preparation of all required instruments for implementation of the programme;

3rd phase: preparation of appropriate legal and administrative requirements;

4th phase: preparation of the organisation, personnel and premises for the implementation of the project.

The first phase of the project is already running. We are studying models implemented elsewhere in Europe. Denmark and Germany, for instance, have special laws which delineate this area. The laws are intended to protect, as they themselves say, the young from the factors that may have a harmful influence on their development and at the same time enable them to cooperate in planning and shaping their lives. This problem has been recognised everywhere as a serious problem of society that requires special treatment at the national level.



Guide to adult education courses in Slovenia 1992-1993

Sonja Klemenčič, SAEC

A survey of the adult education courses offered by various institutions in Slovenia for the study year 1992-1993 has been published. The guide covers 254 organisations (folk universities, education centres, schools, private institutions, societies, chambers, etc.) who have prepared over 3,000 courses for vocational education, for leisure time and for performing various social roles. The guide gives information on individual institutions and their courses. For each course it lists information on duration, start of the course and any re-run, the schedule (morning, afternoon, number of hours), price, content, enrolment conditions, verification). It may also be obtained on diskette.



SLOVENIAN ADULT EDUCATION SCENE

Some data from statistical research on education in companies and institutions in 1991

Angelca Ivančič

Vida A. Mohorčič Špolar, SAEC

The annual research by the Statistical Office of the Republic of Slovenia into adult education, on 31 December 1991, covered 4,567 report units (companies and institutions - hereinafter organisations) which employed approximately 90% of the whole work-force in the social sector.

We will present some graphic data on the organisation of education in these organisations compared with the situation in 1989. The first graph shows the levels of the organisation of education. The data shows that the number of organisations where education is not organised increased.

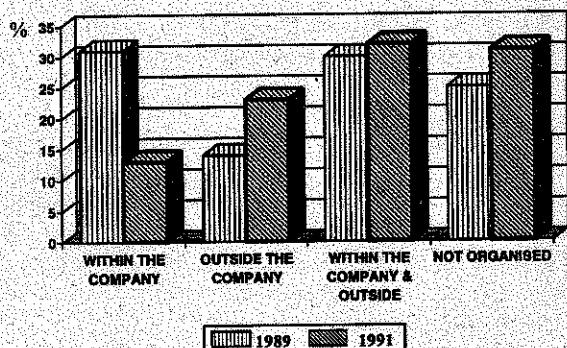
It is characteristic that the percentage of firms organising only internal education decreased while the percentage of those having their educational programmes carried out by external firms increased. Another point to notice is that the number of those combining internal and external education increased slightly.

Data on organisational forms of education was submitted by 3,087 organisations or 67.6% of all those included in the survey. The graphic illustration shows a noticeable decrease in the number of organisations which run their own forms of education.

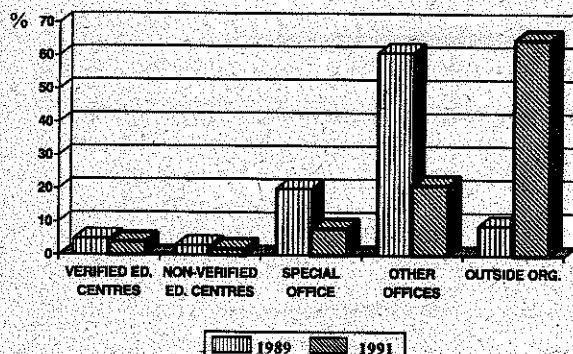
Two thirds of them entrusted this function to an external education service.

The third graph shows plans of education in organisations. In comparison with 1989 there was an increase in the number of organisations that do not have their own educational plans. In 1991 less

**Education in companies and institutions
levels of organisation**



Organisational forms of education in companies and institutions



than one fifth had independent educational plans and in slightly less than two fifths the educational plans formed a part of the personnel plan.

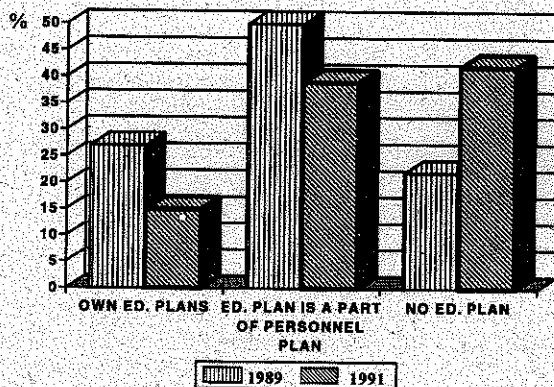
In comparison with 1989 the number of employees who, in 1991, participated in vocational programmes decreased. Nevertheless the data expressed in relative numbers (proportion of the participants in education with regard to the overall number covered by the survey) remained the same. The 1989 research covered 794,509 employees. Of these, 20,232 or

2.5% were taking part in vocational education programmes. In 1991 the survey included 580,540 employees, of whom 14,552 were participating in education programmes, which represents an equal percentage share to that of 1989.

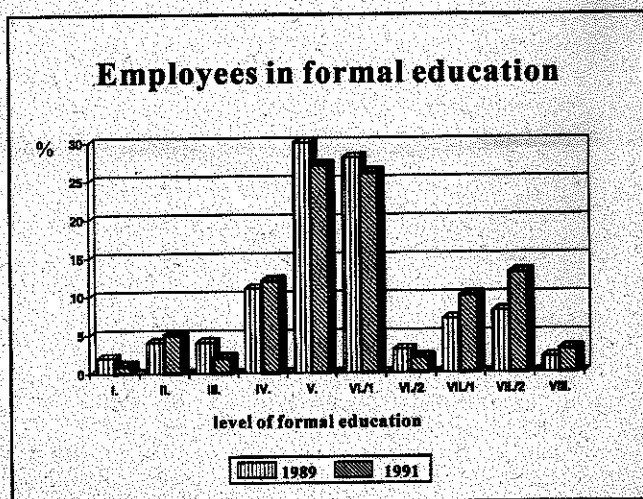
In relative proportions the extent of vocational education between 1989 and 1992 decreased in the following levels: I (education after the finished compulsory education) III (two year's vocational education and training), V (four year's upper secondary education), VI/1 and VI/2 (both non-university higher education). The extent of education increased in levels II (completed compulsory education and a-year-and-half of vocational education and training), IV (three year's vocational education and training), VII/1, VII/2 (university education) and VIII (post-graduate studies). Vocational education in level II increased by 28% and level IV by 7%. The greatest increase was in university education. Participation in specialisation and master's degree courses increased by 40%. Participation in level II of university education was 30% higher and in doctorate courses 22% higher.

The data on educational structure of employees and on the situation in Slovenian companies and institutions shows that such education is not uncommon. All the signs show that companies and institutions are slowly replacing employ-

Plans of education in companies and institutions



ees who fail to fulfil requirements. The plentiful supply of labour enables their replacement by more suitably educated personnel. On the other hand, more funds are being invested in energetic personnel and experts, which could explain the increase in graduate and postgraduate studies.



From the conference on Systemic organisation of vocational education. Resolutions adopted by The Working Group on Organising Adult Vocational Education

Angelca Ivančič, SAEC

At the end of November 1992 a professional meeting entitled Systemic Organisation of Vocational Education was held in Poljče. A major part of the discussion in the working group was devoted to the unified systemic organisation of vocational education of young people and adults. They adopted a proposal to prepare an additional scheme which will include the networking of organisations and programmes intended exclusively for adults and which do not always guarantee a certificate. This should provide systemic possibilities for developing the part of adult vocational education that operates outside the formal or school system. The elements that may be simultaneously organised for the young as well as for adults are identified by the working group as follows: knowledge standards, systems of testing and certifying knowledge, means of connecting with occupational fields when preparing education programmes, partial financing and further development of adult vocational education.

The group supported the opinion that additional development of the proposed system of vocational education should be attuned to other forms of youth and adult education in Slovenia. The findings and

results of studies on systemic organisation of adult education that are currently running in Slovenia should be incorporated. The building of the system of vocational education, the requirements for further education as well as the development of professions and material possibilities, should put greater emphasis on developmental orientation. And lastly, the system should provide for vertical interchanging and possibilities for achieving greater and more profound knowledge and skills at all levels.

The group dedicated most of their attention to the problems of financing, accessibility of education, quality of education programmes and mechanisms for encouraging investment in education. They drew the following conclusions:

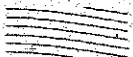
- The providers of adult vocational education and their goals are varied, therefore it is necessary to ensure that the organisational forms and educational programmes take into account the needs and interests of individuals as well as employment needs. How individuals achieve their knowledge and skills is less important. What matters most is the level of this knowledge, which must be proven by a system of external testing. The participants agreed to the proposal for testing and certifying knowledge, but proposed a division of competencies among the different ministries, and that the exam boards must work on the principle of social partnership.
- A fund is to be formed for financing vocational education of young people and adults, with the share for adult education predefined. They especially emphasised the role of the employers and employees representatives in determining the amount of funds that will be taken from employees gross incomes as well in the management and distribution of these funds. A certain amount of money must be provided by the state and local authorities.

They proposed the following:

- that public funds be used for financing that part of the adult vocational education and training that is defined by the national programme, with the priorities re-defined each year. The management and allocation of funds on the national level should be reconsidered so as to ensure a greater consideration of regional needs;
- to ensure that the funds intended for the education of employees will be increased to a level similar to that in the countries we took for examples (approximately 1% of salaries);
- education for career development is co-financed by employers and through investment by individuals;
- in financing education and training of the unemployed for obtaining basic professional qualifications an agreement must be reached between the Ministry of Education and Sport and the Ministry of Labour;
- that a special fund be formed for the period when there is no systemic arrangement of financing adult vocational education, which will finance obtaining basic professional qualifications or education for socially underprivileged groups who, in accordance with the regulations from the field of education, are not entitled to funds for covering the expenses of education;
- to implement control over prices of educational programmes in those education institutions that offer programmes financed from public funds.
- The system must guarantee control over the quality of education programmes. One way of achieving this is the verification of education institutions, education programmes and meeting the approved

quality standards. The conditions for obtaining financial support should be defined for education programmes co-financed by ministries or financed from employment funds. Only demand can regulate the quality of the education services on the market. There was a proposal to give a grant for specialisation in management in the area of adult education. One proposal for improving the quality of vocational education was a more rapid settlement of the status of departments for adult education in further education colleges.

- Introduction of study leave for all workers should be considered, even when vocational education and training are not required by the job itself or by the interests of the employer, but are in the interest of the worker. In such cases adequate financial reimbursement should be provided to the employer. Employees who attend courses to obtain education required by the company should be given time off work to go to lectures and not only for preparing for exams.
- The system should provide necessary relief for employers who invest in workers' education and for those who provide work for the education of young, unemployed first-time job-seekers. Representatives of the employers and employees should, within the framework of collective agreements, provide incentive mechanisms (promotion to a higher income level, employment advantages, higher job security etc.), which would encourage individuals to invest more in their own education and training.



Unity yes, but not at any price! "Systemic organisation of vocational education"

Dr Zoran Jelenc, SAEC

At the end of November 1992 a meeting of experts was held in Poljče with the title, Systemic Organisation of Professional Education. The topic is currently of great interest and deserves special professional and social attention. In the systemic organisation of vocational education emphasis must be given to adult education, which must be appropriately incorporated into the whole educational system.

These are the issues we will be dealing with intensively over the next few months, when the SAEC will be preparing a proposal on systemic organisation of adult vocational education (this is an area we are researching and developing at the SAEC as a part of an R&D project entitled, Adult Education as a Factor in the Development of Slovenia). We would like to draw attention to the basic question we raised at the meeting in Poljče of whether or not we want a unified system of organising vocational education in Slovenia. This would mean a unified law on vocational education (ie. one which meets the needs of both youth and adults), a unified organisational programme and financial arrangement for vocational education and joint responsibility for the development of vocational education in Slovenia (the founding of a joint centre or institute for vocational education is of particular importance).

Unity means integrating the whole of vocational education into a single system. The positive side of this solution is that the system can be more rationally organised, that its parts can be connected organisationally and by content, introducing the spirit of cooperation and mutual organisation.

But such a systemic solution is only possible and sensible when all idiosyncrasies of various parts of the system - education of children and young people, and adult education - are taken into account. If we fail to give consideration to all education sectors the implementation of unity will do more harm than good for the systemic regulation in the area of vocational education. The principle of a systemic organisation of vocational education in Slovenia was seen as a good starting point but one requiring further development. However this cannot be said for the subsequent scheme proposed for organising vocational education: this originates completely in the practice and requirements of the education of children and youth. Where is the guarantee that adult education will be adequately taken into consideration?

Experience from the recent past points to the fact that stressing unity has always led to neglecting differences between the two areas. Normally this has happened to the disadvantage of adult education. This is the area that in our traditional notions is neither perceived as elementary nor necessary for life. This became obvious in the times of "directed education" when we completely suspended the development of adult education with the "unified social system of education". The systemic regulation of adult vocational education must draw from the particular features, and as far as possible, take into consideration the possibilities for interrelating both areas of education.

Such thinking leads us to the conclusion that to the proposed scheme of systemic regulation (we recognise that it predominantly solves the problems of child and youth education) must be added a scheme for systemic regulation of adult vocational education. This would enable an appropriate synthesis, a search for systemic solutions and the best possible connection between child and youth vocational education and adult education. The adult educationists will firmly refuse any attempt at forming a unified system unless there is a suitable synthesis of both schemes.

Further work and decisions will provide a suitable basis for the research project Systemic Regulation of Adult Vocational Education, which is currently running at the Slovene Centre for Adult Education and which should be completed by June 1993.



Establishing educational needs for a specialised management course for postal workers

Ida Srebotnik, PTT College

Establishing educational needs is usually a part of each major educational unit, organisation or centre. It depends on the personnel structure, knowledge and the responsibility we feel towards the users of our courses.

In addition to guided interviews, project work and simultaneous evaluation of education programmes (feedback is usually the best indicator of the suitability of programme content) the Centre for Adult Education at the PTT uses the questionnaire technique, which, with the help of computer programme tools, enables fast and effective data processing.

For May this year we plan a specialised course for post managers. We sent out questionnaires to explore the training needs of the post office managers. In this way we collected information on the educational practices of the key personnel in PTT units and their motivation for further training. The research results and analysis should help in better planning of education for special adult target groups in the PTT College, in this case post office management, intermediate education level V/I (four year's upper secondary education) and specialists.

We distributed questionnaires to 900 post offices all over Slovenia and received 162 answers. With the assistance of a methodologist we computer-processed the collected data and analysed it in several steps. We attempted to research the connection between the variables which opened new questions and educational needs. Part of the results were displayed graphically.

Main findings of the analysis are:

1. The majority of managers who participated in the survey were from the 4th and 5th levels of responsibility (70%); most of them have been working in post offices for over 15 years (60%); 45% of them have upper secondary education, 25% have professional training and one fifth have higher education diplomas.
2. Half of those questioned have passive knowledge of German, the other half have passive knowledge of English.
3. Characteristics of a good manager: extensive knowledge of management and administration, postal work and quality of work; informative knowledge of economics, marketing, information technology and a foreign language. The duration of employment at the PTT has no influence on this evaluation.
4. Self-estimation of knowledge: those questioned believe they know best the culture of communicating, quality of work, the postal work profession and work control; they are least familiar with the economy, finance, information technology and foreign languages.



5. There exists a superficial balance between what they know and what they should know, but certain differences remain. We established that the largest gap is in the evaluation of the following knowledge: management, professional knowledge, foreign language, work organisation and information technology. These are all topics in which they need more training.
6. On the other hand those questioned believe they know enough or even too much about: work quality and control, economics, marketing and finance and, most of all, communicating.
7. Characteristic opinions on the features of a good post office manager by the groups of those questioned: 4th and 5th level post office managers should more intensively dedicate themselves to work organisation and the learning of foreign languages; the less educated should also add study of the postal professional; for those who can speak English an informative knowledge of information technology would be sufficient.
8. Characteristic opinions on their own knowledge: those questioned from the 4th and 5th level believe they have better knowledge on the culture of communicating than others, those with higher education are quite self-critical from this point of view; those who have been working for a longer period of time are critical of the quality of their own work and control of it. Knowledge of the English language encourages a greater self-critical attitude in management, organisation, psychology, finance and information technology.
9. Three quarters of those questioned are in favour of specialised study, and those who would like to participate (40%) expect greater success at work; those who would participate only if the contents were suitable (40%) have a high opinion of the quality of their own work. Concern for their job and chances for promotion are not important factors when making decision to participate in a specialisation course.

Slovenia, member of ICAE



The meeting of International Council of Adult Education in Madrid, held in April, 1993 brought good tidings for Slovenia. Since then Slovene Association of Adult Education Societies is the member of ICAE. Thus, the work started in 1972, ended successfully.

We are pleased with the membership and are looking forward to further international cooperation and possibilities of sharing experiences.



CONFERENCES, SEMINARS



International conference Rethinking of Adult Education for Development, October 1993

Metka Svetina, SAEC

An international conference, Rethinking of Adult Education for Development, organised by Slovene Adult Education Centre and Educational Research Institute, University of Ljubljana, will be held from 6-9 October, 1993 in Ljubljana, Slovenia. The conference will be financially supported by UNESCO.

The conference is based on the results of a major research project entitled Outstanding Professionals on Adult Education, carried out at the Educational Research Institute.

The main goal of the conference is to review the current conceptions and the position of adult education in the world and to estimate whether they still serve the meaning and roles which education and learning of adults have for development.

The work of the conference will be carried out in plenary sessions and in groups in the following thematic fields:

- The system of education and learning of adults: definition, concept, fields;
- Relation between the education of children and youth and the education of adults;
- The status of adult education in different national policies and in the world;
- Basic subjects influencing the need and the progress of adult education, their role and their possibilities.

Ultimate date to submit the prepared paper (no longer than 10 typed pages) is June 15th, 1993.

Registration fee: 350 DEM.

Closing date for applications is September 1st, 1993.

The official language of the conference is English.

For further information, apply to:

ANDRAGOŠKI CENTER SLOVENIJE

Šmartinska 134a

61000 Ljubljana

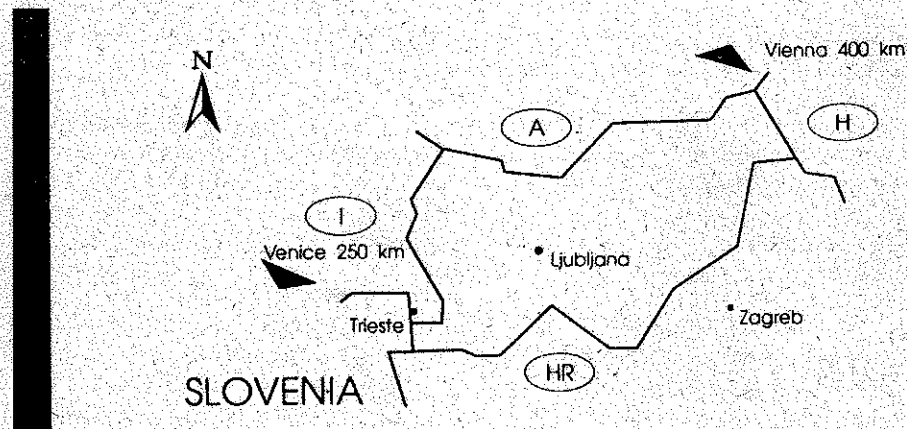
SLOVENIJA

Phone: +38 61 446 482

Fax: +38 61 445 881

NB.

Slovenia is an independent republic. There is no war. Everything is peaceful. Ljubljana has its own airport which is fully operational.



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