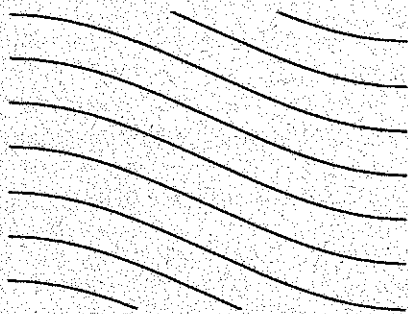
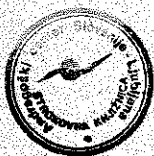


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



SUMMER 1993



▲ EDITOR'S NOTE ▲ SLOVENIA - WHAT IS THIS ● Slovenia through the ages ▲ SAC EVENTS
● Adult Education as a Factor of Development in Slovenia ● The Learning Exchange has
Come Alive ▲ SLOVENE ADULT EDUCATION SCENE ● Call for applications to hold study
circles in 1993 ● Report on the Committee for the Selection of Study Circle Implementors
● Days of Slovene Education ● Conference on Educating the Unemployed ● Proposals
from "Educating the Unemployed in Slovenia" Conference ● A New Book on Education
and the Labour Market ▲ CONFERENCES, SEMINARS ● Rethinking Adult Education for
Development

Publisher: Slovene Adult Education Centre, Editor: Matjaž Hanžek

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 Matjaž Hanžek - 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



EDITOR'S NOTE

I really do not know what to say, and a statement like this is a bit odd way to start the editor's note. What I am trying to say is simply this - my colleagues and myself are overwhelmed and deeply touched by the letters we received. Honestly, we did not expect them. And, we did receive quite a few congratulating us for the publication of *Novičke* and for the work we are doing.

Believe me letters like these do something to you. They give you a feeling of being someone special, of doing something worth doing. They make you forget all the long hours of hard work, all the worries we had wondering whether *Novičke* would be what we wanted them to be and if they would bring our readers some information on what we are doing here in Slovenia.

Your letters prove that at least we have been successful with the first issue. Our question is what about the second and the third, and all the others to follow? But we hope we shall make it.

Thank you again for everything. Your letters, your sympathy and your support. And thank you for making us feel so special. We shall try to do our best not to disappoint you. And, we do hope that our *Novičke* will be yours as well.

Best wishes and kindest regards,

Yours sincerely,

Vida A. Mohorčič Špolar
Head of the Information Centre





SLOVENIA - WHAT IS THIS?



Slovenes through the ages

Karantania

It will probably never be known for sure how much was preserved of the former inhabitants of the lands of modern Slovenia, of the Noricii, Illyricii, Venetii, the Celts and the Romans, when they were overwhelmed by the Slovenes during the migration of nations after 500 AD. In the 6th century AD, west Slavic tribes who had come through Moravia into the Eastern Alps, began to dominate the entire area along the Danube between Vienna and Linz and from the High Tauern below Salzburg to Trieste by the Adriatic. Around 200,000 people lived on this territory, three times bigger than contemporary Slovenia. In order to defend themselves from the Avars in the east and the Bavarians in the north west, they united around 620 AD into the Slav Principality of Karantania, centred on the Klagenfurt basin in today's Austrian Carinthia. In 745, they accepted the overlordship of the Frankish emperor and the Christian religion. From 869 to 874, they again lived independently, under their Slav Prince Kocelj, who had his seat further east, by Lake Balaton, and who even introduced Christian worship in the Slavic language and Slavic script; before they were drowned in the empire of Charles the Great and his German successors for a millenium.

Birth of a nation

During this thousand years, the land was subjected to constant German pressure towards the south, to the warm Adriatic sea. By the 15th century, the northern Slovene national boundary had already had to retreat to a little above the Drava river. In fact, even in the 15th century, within the framework of the German empire, then already under the Habsburgs, they wanted to achieve greater independence within the Duchy of Celje from the valley along the Savinja in the centre of modern Slovenia, without in the end any success. The house of Habsburg held sway over the entire Slovene lands and Slovenes remained subject to the emperor in Vienna until the fall of the house of the two-headed eagle in 1918.

So the Slovene national consciousness was formed in conflict with the Germanic. Not militarily, there could be no sense in arguing thus with the giant to the north. The conflict was about language, education, about books, so it was conducted of course not by military leaders but by scholars, above all by ecclesiastics. Slovene protestant clerics published fifty books in Slovene between 1550 and 1600, the great majority of a religious

nature but also a Slovene grammar. Two hundred years later, the first history of the Slovenes was published by the free-thinker, Anton Tomaž Linhart, followed by the first modern Slovene grammar, by the monk, Marko Pohlin. In the following century, after the European "spring of nations" of 1848 when the Slovene intelligentsia published the first political programme, "United Slovenia", it expanded into a hard spiritual hinterland, in which the most powerful personality was France Prešeren, a poet on a par with the most spiritual of the European Romantics.

Before this, at the end of the Middle Ages, in common with the rest of Central Europe, Slovenia experienced great peasants' revolts, which several times laid siege to almost every Slovene town, and were put down only after really major battles. Together with Croatia, it protected the soft underbelly of Europe against the Turks, who had conquered Serbia and Bosnia, from where the tribes living there raided across the Croatian War March into Slovene lands as far as their northern border.

In the last quarter of the 19th century, the Slovenes also entered the era of modern politics. Three main political currents developed: the conservatives, who relied confidently on the loyalty of the Slovene nation to the Catholic church; the liberals, who were too often limited to opposing the interference of the church in politics, and the very weak socialists, modestly trying to catch the industrialisation of Slovene lands and the emergence of a working class.

At the turn of the twentieth century, Slovene politicians in the Vienna parliament initiated closer links with representatives of other Slavic states in the southeast of the monarchy, with Croats and with Serbs from Croatian lands and Vojvodina. They were united by the notion of an independent state unit of South Slavs within the monarchy: the Vienna two headed eagle should become three headed - Austro-Hungarian-South Slav.

However, Vienna, which was struggling with similar demands from Bohemia on the other side of the far flung Empire, showed no disposition to allow the Slovenes, split among four duchies: Styria, Carinthia, Carniola and Gorizia, to unite in a common state, and to give them, together with the Croats and the Serbs from Vojvodina, Bosnia and Croatia, the same independence as Hungarians had enjoyed in Austro-Hungary. Even during the first world war, Slovene politicians demanded only autonomy, although Slovenes paid a high blood tax on the Soča front, one of the biggest of the war. When they were subsequently left empty handed, the mood of the Slovenes inclined toward an independent state of South Slavs which were then under the Vienna crown: it was to have consisted of the present Slovenia, Croatia and Bosnia and Herzegovina. In political documents and popular language, it began to be called Yugoslavia.

The First Yugoslavia

This state was declared on 27 October 1918 as a State of Slovenes, Croats and Serbs, with its capital in Zagreb and the Slovene, Anton Korošec, as president of the provisional parliament. The neighbours, though, cared little for Wilson's principles of national self-determination: Italy marched into Slovenia and conquered a third of it; from Croatia it took Istria and began to conquer Dalmatia and the Adriatic islands; while Croatia was squeezed on the other side by Hungary, and Slovene Styria by German remnants of



Austria. The State of Slovenes, Croats and Serbs, as an illegitimate part of the defeated empire of Austro-Hungary had no chance to survive. Its leaders took shelter under the Serbian crown.

At the beginning of the war in 1914, Serbia had declared that they were fighting for the liberation of all South Slavs; but it understood this only as their annexation by Serbia. It thus established a very different state between the Danube and the Adriatic in the heart of the Balkans: unitarist and centralist.

The major differences and contradictory interests amongst its nations could only be managed with a firm hand. Only in the autumn of 1939, when the shadow of the new war already hung over Europe, did Croatia obtain autonomy, while the Slovenes and Bosnians were dispatched with promises of something similar another time. Slovenia, of which one third suffered in addition to political pressure, also the nationalist violence of the Mussolini fascists and ever greater ethnic pressure on a smaller part in Lower Carinthia in Austria, was catching up the stage of development of its Central European environment. It gained its own (although partial) University and other national institutions. Economic development was slightly faster in the last decade before the war but politically in these years, a sharp contradiction arose among and within the different parties.

In these circumstances, and in the spirit of a time governed by the marching column and large concepts of resurrection, the small illegal Communist party, banned since 1921, reformed by the end of the thirties into the fighting Bolshevik party, well organised and ready for the revolution.

(Thaken from: Discover Slovenia, Cankarjeva založba, Ljubljana 1992)





SAEC EVENTS



Adult Education as a Factor of Development in Slovenia

From the SAEC's Research Report

Vida A. Mohorčič Špolar, SAEC

Within the framework of the project "Adult Education as a Factor of Development in Slovenia", we at the Adult Education Centre have prepared a phase report on research work conducted in 1992 which comprises the following chapters:

- The System and Organization of Adult Education
- The Needs for Adult Education and
- Programmes, Forms, Methods of Adult Education

As the report is too extensive to be published in a single issue of *Novičke*, we have decided to publish it in several consecutive ones.

An analysis of the education structure of the population of Slovenia which is based on the population census shows that in 1991 the population of Slovenia had a considerably more favourable education structure than in 1981. The average educational level of the population aged 25 years and more has risen by a whole school year, from 8.6 to 9.6 years; the percentage of the uneducated population (that is the population which completed the compulsory eight years education at most, or did not complete even this or had no education at all) has fallen below 50 percent; the collective share of the population (of the same age group) with college or university education already exceeds 10 percent. The differences between the education of the population according to regions and sex are also growing smaller.

A comparison of data from both censuses (1989, 1991) shows that the population older than 25 years in 1981 received further education by 1991. The educational level of appropriate age groups rose in 1991 by an average of 0.3 years.

In spite of these favourable changes in comparison with 1981, 47.4 percent of the population remains uneducated. Of these, almost 37 percent have not completed primary school. If these inhabitants encompassing all age groups from 15 to 65 years of age wished to acquire a complete compulsory education, we would find that on average they lack a year and a half of education (men - 18 months, women - a year and seven months). And if they decided to apply for training programmes, they would first have to complete at least six grades of primary school, which means an average of approximately half a year of educational programmes for everyone. In this case, the differences between the sexes are minimal.

The educational structure of employees is based on data reported to the Statistical Office of the Republic of Slovenia by organisations via the RAD form. Considerable differences can be seen in the educational levels both between regions in Slovenia as well as between sectors. If we compare the educational requirements of jobs and the actual education of those employed in 1992 we can determine:

	Positions requiring	Actual situation
unqualified employees	8.58%	20.91%
trainees	13.85%	11.47%
qualified employees	32.99%	29.67%
employees with secondary school diplomas	26.54%	24.30%
employees with college degrees	8.91%	6.87%
employees with university degrees	8.50%	6.21%
Masters	0.36%	0.34%
Doctors of Science	0.27%	0.22%

The data shows that the greatest discrepancies are still found in unqualified employees - there are too many of them. There is a lack of, as far as the requirements of job positions is concerned, all other educational profiles. Within individual sectors and activities there are no great discrepancies in comparison with the Slovene average. The situation is likely to improve with the new organization of companies and institutes and the consolidation of the economy. In the great majority of cases this also means a change in work requirements and a decrease in the number of job positions in the educationally less demanding categories. Experts in this field as well as their colleagues in different companies and sectors are already announcing this and at the same time adding that further education of adults will be needed, particularly education for development.

If we are to include the European dimension, and by this we mean the more developed countries united in the OECD organization, the common denominator of their developmental orientation is found in considerably reducing the percentage of employees lacking basic professional and vocational education and in considerably increasing the percentage of employees with college and university education.



The Learning Exchange has Come Alive

Enna Perme, Irena Benedik, SAEC

In the previous issue of *Novičke* we presented the conceptual scheme of the LEARNING EXCHANGE. We can now already confidently confirm that we have grown beyond the theoretical framework, since our activities have borne fruit. In ten months some 500 people with almost 800 different offers of and demands for knowledge and information have entered the LEARNING EXCHANGE. The share of those in search of knowledge equals those offering it. The Learning Exchange has thus become a link in the chain connecting people who possess a certain knowledge and those who are looking for this kind of knowledge.

The content of the supply and demand is exceptionally rich and varied. People are interested in all kinds of things, ranging from how the Philadelphia experiment was conducted, what the Bahai religion is like, how to construct a gyrocopter, what to do to ensure the survival of praying mantis offspring, how to prepare an Indian lunch, how to compile a family tree to more commonplace wishes, such as learning foreign languages (including less common ones such as Hebrew, Dutch, Arabic, Swedish, Chinese, Lithuanian), training programmes for various computer software programmes, consultation in the field of marketing and a wide range of handicrafts, hobbies and much more.

For the purpose of accessibility we defined the broader contextual divisions which in the event of saturation are changed into sub-divisions. This kind of classification makes it easier for us to access the desired information. Most of the supply and demand appears in the field of foreign languages and computer science, while tutoring in the field of mathematics and physics for higher secondary school pupils and students is also in demand. And there are plenty of opportunities being offered in this field.

People usually contact us by phone, only a few of them come to see us in person. We conduct a brief, standard interview with all those interested in joining the Learning Exchange. We collect, organize and look for information on people willing to supply or who are in search of knowledge by means of a computer software programme made specially for this purpose.

Since we would like to incorporate a broad circle of people into the Learning Exchange, we also use the popular media (radio, TV, newspapers) to broadcast or publish the range of our supply and demand. This broadens the information circle and increases the chance of connecting those offering and seeking such services.

And what can we say about the people who need the EXCHANGE? An analysis has shown that their age structure is extremely diverse, ranging from a 12 year-old girl to a gentleman of a venerable 90 years of age. Fifty percent of them are employed, a third are attending higher secondary schools and colleges, and the remainder is represented by the unemployed and pensioners. The assertion that educational aspirations rise with



the level of education is obvious, since a hefty 85% of the users have higher secondary school education at least and a quarter a Bachelor's, Master's or Doctor's degree. Indeed, in comparison to the educational structure of the entire population, the educational level of Exchange users is relatively high.

Their vocational orientation is quite diverse and dispersed. Most of them are economists and classical grammar school graduates, followed by mechanical engineers, various social studies graduates, health workers, linguists and others.

The response to what was otherwise a modest publicity campaign indicates that with the Learning Exchange we have made a successful step towards improving the supply of learning opportunities and people's awareness of information on informal education and by doing this we have at least partially satisfied the needs that people obviously have. Soon, the results of two questionnaires by means of which we wanted to obtain the assessments, opinions and comments on people providing their knowledge and on the activities of the Learning Exchange in general will have been collected. We will inform you of the results in one of the next issues of *Novičke*.



SLOVENIAN ADULT EDUCATION SCENE



Call for Applications to Hold Study Circles in 1993

Sonja Klemenčič, SAEC

The Study Circles Project was carried out at the Slovene Adult Education Centre in 1992. We studied foreign experiences in the operation of this form of educating adults, described its main characteristics and attempted to determine the possibilities for introducing study circles in Slovenia. On the basis of this project we published a handbook which will be a useful study tool for anyone wishing to introduce study circles in Slovenia.

As we would like to see this project put into practice, we plan to establish experimental study circles in 1993 at several locations around Slovenia in collaboration with the Ministry of Education and Sport. At first we will organize the training of the study circle mentors which will be free of charge for selected providers (with the exception of the costs of travel and meals) and later we would finance the implementation of a defined number of study circles according to agreement.

Allow me to briefly describe the main characteristics of study circles. A study circle is an informal form of education where a group of people with similar educational interests meet. They are all equals, no one is teacher, there is only a mentor who has the role of organizer and moderator. They meet in the premises of some educational organization, local assembly building or simply at a participant's home. They prepare the education curriculum themselves, divide the study fields and then meet and exchange knowledge. The subjects mainly cover the fields of what we call general education, e.g. urban history, health food, horticulture, literature and how to obtain planning permission.

Conditions for Participating in the Call for Applications

Eligible applicants are:

- an organisation or private entrepreneur who is already developing adult education, albeit not in forms such as study circles;
- a person who will be responsible for running the study circles; this person must have a degree in adult education;
- someone who can present the names of at least three anticipated study circle mentors. The mentors must have a higher secondary school education at the very least, experience in educating adults and must be prepared to attend a mentor training programme and impart the knowledge they acquire to other selected mentors.
- those who are willing to prepare a written report on the work of the study circles corresponding to instructions from the Slovene Adult Education Centre.



Report on the Committee for the Selection of Study Circle Implementors

The committee convened on May 21st 1993 and comprised four members coming from the Ministry of Education and Sport and SAEC. It reviewed applications for cooperation in the Study Circle Project.

Twenty-eight organisations and individuals applied for the call for applications. The committee reviewed all the applications and checked whether the applicants fulfilled the following conditions:

- that the application arrived by March 31, 1993.
- that the applicant (organisation or private entrepreneur) had experience in adult education,
- that the person responsible for the operation of study circles had a degree in adult education
- that the applicant proposed at least three anticipated study circle mentors who had higher secondary school education, some experience in educating adults and who were willing to undergo training,
- that the applicant was willing to cooperate in carrying out the project.



New Publication

SAEC recently published a handbook entitled *Study Circles* which is the result of a project which took place in SAEC last year. The authors of the handbook are Nena Mijoč, M.A., Dr. Ana Kranjc and Dušana Findeisen. It deals with the appearance of study-circles in the world, the principles and methods of work in study circles and analyses the phenomenon of study circles in Slovenia.

Within this project we also prepared an educational programme for study circle mentors. Several mentors will be trained at SAEC this year with the purpose of fostering the development of study circles in Slovenia.

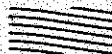


Days of Slovene Education

Maša Stavanja, SAEC

Among the events that will certainly be remembered by us with pleasure is the Days of Slovene Education - a fair at which adult education was first presented systematically, richly and very diversely. We can say that the fair was "lively". We wish to thank all exhibitors for their cooperation. Together we made an attractive and interesting presentation for the Slovene public, which was quite large every day of the fair. We were pleased to see that the accompanying programme was rich in professional content and surprisingly well visited. The large hall was constantly full, while we kept on running out of time for discussions, since we wanted to satisfy all and give them an opportunity to present their programmes and activities in detail. The Danes and Austrians who provided the fair with an international dimension were satisfied both with the organisation as well as the number of visitors and would like to cooperate with us in the future, too. In the area we had at our disposal we met and became better acquainted, this being another of the objectives of such an event.

And now, since time flies, allow me to conclude this with an invitation: we invite you to cooperate in the next Days of Slovene Education! Until then we will gather your ideas, initiatives and wishes, all with the sole purpose of organising an even better presentation of adult education in Slovenia.





Conference on Educating the Unemployed

In Brief

Sonja Klemenčič, SAEC

The Slovene Adult Education Centre organised a professional conference on Educating the Unemployed to contribute to the resolution of the unemployment problem in Slovenia. At present, some 120,000 people are unemployed and this figure is predicted to rise this year. The problem is all the more disturbing due to the serious economic crisis, as possibilities for finding new jobs are scarce.

Educating the unemployed is a part of the active employment policy which was adopted two years ago; through it we are trying to actively intervene in the labour market. To date we have succeeded in incorporating only around 10% of the jobless in educational and training courses, yet at the same time we have no expert estimates on how this education is increasing opportunities for re-employment, nor whether it is appropriate in content and extent. For this reason, at the conference in which more than two hundred experts from different fields participated, we evaluated the experience achieved to date in the education of the unemployed and discussed the necessary measures for increasing its success and effectiveness. The conference focused on the following issues:


- What is the percentage of the unemployed who should receive further education?
- Which jobless groups should have priority (young or older people)?
- Should we educate people as a work "stock", in view of the fact that the possibilities of educating for a known employer are very small?
- Should education be compulsory or voluntary?
- How much of the funds for the unemployed should be earmarked for education?
- Should education be primarily vocational or merely functional training?
- Should special programmes be prepared for the jobless and if so which ones?
- Should the unemployed receive education from special educational organisations or from already existing adult education organisations?
- What kind of measures for directing the unemployed to further education are needed?
- How should employment agencies be organised so that they will be able to effectively direct the unemployed towards educational courses?
- Should special public campaigns be organised for accelerating the education of the jobless and if so which ones?

The conference participants were welcomed and addressed by Mrs Jožica Puhar, Minister of Labour, Family and Social Affairs, Dr Slavko Gaber, Minister of Education and Sport, Mr Joško Čuk, M.Sc, Vice-President of the Chamber of Commerce of Slovenia and Dr Zoran Jelenc, Director of the Slovene Adult Education Centre.

At the plenary session Dr Ivan Svetlik presented a contribution on the Policy of Educating the Unemployed and Development Policies and Ms Tanja Vilič Klenovšek, M.Ed. a contribution on Educating the Unemployed as a Part of the Strategy of Increasing the Education Level of the Population of Slovenia.

The central part of the conference was devoted to the work of six groups which dealt with the issues of the general development strategy of employment and the strategy of employment in general in Slovenia, the labour market and education, directing the unemployed towards education and motivation, programmes and methods of educating and training the unemployed, organisations for educating the unemployed and young unemployed. More than 50 professionals prepared written contributions for the workshops as well; these have been published in two comprehensive conference compendiums which were published after the conference. Besides the authors of these contributions, all the participants cooperated in these working groups. Many valuable contributions, assessments and proposals by practitioners and theoreticians from various fields were heard, all this providing a foundation for a fresh impetus towards regulating the complex problem of unemployment.

Foreign experts also participated in the conference. Mr Peter Coates presented the education of the unemployed in Great Britain, particularly projects which were carried out within the framework of the REPLAN programme. Mr Jakob Wandall told us how this problem is being resolved in Denmark and explained the Job Rotation project which has been carried out in Denmark over the past two years with the purpose of linking the education of employees and creating new jobs. Ms Elfriede Eichhorn of Germany presented an interesting project entitled Learning Companies intended for training the unemployed. All of the foreign experts, including three from Austria, also cooperated in the working groups.



Proposals from "Educating the Unemployed in Slovenia" Conference, Bled, 7 - 9 April 1993

Development policy

The government of the Republic of Slovenia should determine the most important development objectives which will serve as the foundation for the creation of all further strategies and programmes in the field of employment and education.

A special expert group should prepare a document on the employment policy in Slovenia in the crisis period of 1993-1999.

National programmes of adult and unemployed education should be prepared.

Work opportunities

Work is a benefit which should be equally divided. It should accelerate the elimination of differences between the employed and the unemployed through different (including legislative) mechanisms and the interactive adjustments of different measures. These should facilitate above all: flexible employment, measures for encouraging job opportunities, a tax policy for investing in employment and education, employing first-time seekers of

employment with professional education (hiring young people after their probationary period is over, organizing probationary employment in the form of "learning" companies, and so on).

Systemic regulation

The strategy of educating and training the unemployed is coordinated by the government. In addition to the Ministry of Labour, Family and Social Security and the Ministry of Education and Sport, other ministries and social partners should be involved in educating the unemployed.

The Law on Adult Education as well as other systemic measures in this field should be adopted as soon as possible.

Financing

Effective education is a long-term investment. More funds should be secured for education in general and adult education in particular, whereby a greater share of funds used more effectively should be ensured for educating the jobless and those in danger of losing their jobs.

In addition to receiving support from the Ministry of Education and Sport and the Ministry of Labour, Family and Social Security, support for this kind of education should also come from the Ministry of Finance - not in the form of direct financing, but with a suitable tax policy and other systemic measures which would encourage employers, individuals and programme implementors.

The authorization and financing of education for employment and vocational training should be divided between the state and other social partners.

Educational programmes

It is necessary to open several options for education regardless of the current employment opportunities. In the long-run, the average number of years of education of the Slovene population could only be increased by extending the years of initial education. In the short-run this will be possible through a considerable expansion of the education opportunities for adults, employees and the jobless. In view of the existing educational structure of the population of Slovenia, and especially the unemployed and development needs, we must develop different types of programmes for educating and training the unemployed: for acquiring a basic vocation, for increasing the level of education, for increasing the employment opportunities, for improving the general level of education, for managing the unemployment situation, for preserving social integrity and personal development.

All who are unemployed should be guaranteed the acquisition of a basic vocation.

Alongside various programmes, different possibilities for acquiring knowledge or education (i.e. a certificate system) must be developed.



Target groups

In terms of incorporation into educational programmes from a formal legal aspect no target group of unemployed people has any special priority. From a professional viewpoint, in conditions of limited financial means, those for whom it is more difficult to find jobs should have priority. In the present structure of the unemployed these are: all unemployed people without vocational education, within this group especially young adults up to 25 years of age, those who have been unemployed for a longer period and the disabled. When ratifying the ILO convention no. 168 on encouraging employment, Slovenia should lay particular emphasis on young adults.

Providers of education

It is necessary to secure the even distribution of provider organisations in all regions of Slovenia and raise the level of the quality of their work. The providers of education must fulfil special conditions, standards which encompass primarily knowledge and experience, personnel, facilities and equipment. The state must ensure conditions for the operation of a public network in the education of adults, and with the purpose of raising the level of quality professional institutions should prepare educational programmes which will train implementors for demanding work in the education of adults.

Consultations for the unemployed

The number of staff dealing with advising the unemployed for education must be increased. Both on a national as well as on a regional level, the professional cooperation between employment agencies and provider organizations must be reinforced. Mutual meetings should be organized several times a year.

Evaluation

The carrying out of programmes for educating the unemployed must be constantly supervised and evaluated in order to direct the available funds into quality programmes and quality providers.

It is necessary to establish a system of an external assessment of knowledge (particularly in programmes for acquiring education) and a control over the programmes financed from public funds.



A New Book on Education and the Labour Market

Concurrently with the Conference on Educating the Unemployed, a book was published entitled **Education and the Labour Market**, written by Dr Ivan Svetlik, Tanja Vilič Klenovšek, M.Ed., and Samo Hribar, M.Sc. The book was created on the basis of a project called **Increasing the Number of Educational Opportunities for the Unemployed**



which was carried out last year at SAEC. In this, on the basis of the results of the comparative studies of several European countries and the situation in Slovenia, a strategy has been defined for educating the unemployed in Slovenia. The book discusses: education as a part of the measures of an active employment policy, the objectives of educating the unemployed, the network for carrying out the programmes, funds for education, setting education in the tasks of employment agencies and supervision and evaluation. The work on this project was the foundation for the context of the conference, and the book will most probably be a helpful aid to those who deal with educating the unemployed.



CONFERENCES, SEMINARS



Rethinking Adult Education for Development

Conference Programme

The work of the conference will be carried out in plenary sessions and working groups.

Plenary session:

1. Outstanding Experts on Adult Education - Presentation of the results of the research project

Authors: Zoran Jelenc, Ana Kranjc, Metka Svetina (Slovenia)

2. Evaluation of the findings of the research project from the viewpoint of the different parts of socioeconomic positions of the world:

2.1. Developed countries of the West (North America, Europe)

Author: Peter Jarvis (Great Britain)

2.2 Developed countries of the Far East

Author: Makoto Yamaguchi (Japan)

2.3. Underdeveloped countries of the Third World (Latin America)

Author: Francisco Vio Grossi (Chile)

2.4. Former socialist countries of Central and Eastern Europe

Author: Josef Polturzycki (Poland)



Working Groups:

1. The system of education and learning of adults: definition, concept, fields, terminology
Moderator: Colin Titmus (Great Britain)

2. Relation between the education of children and youth and the education of adults
Moderator: Jost Reischmann (Germany)

3. The status of adult education in different national policies and in the world
Moderator: W.M. K. Wijetunga (Sri Lanka)

4. Basic subjects influencing the need and the progress of adult education, their role and their possibilities
Moderator: Ana Kranjc (Slovenia)

List of preliminary participants:

1. B. Ajayi Nigeria
- * 2. V. Andrić Croatia
- * 3. H. Blaschek Austria
4. T. Bodhiphala Thailand
5. L. Bown England
6. B. Cassara USA
- * 7. A. Charters USA
- * 8. L. Carey Ireland
9. H. Dochweiler Denmark
- * 10. J. Draper Canada
11. C. Duke England
12. P. Ellis Barbados, West Indies
13. P. Federighi Italy
14. G. Fukasz Hungary
15. B. Van Gent The Netherlands
16. E. Gelpi Italy
17. J. M. Gonzales Mexico
- * 18. F. Vio Grossi Chile
- * 19. B. Hake The Netherlands
20. K. Hammink The Netherlands
- * 21. B. Hall Canada
22. P. Hartl Czech Republic
23. P. Himmelstrup Denmark
- * 24. J. Henschke USA
25. J. Horn Hungary
26. H. Hovenberg Sweden
27. Hwei-Pang Chen Taiwan
28. Jong-Pon Hwang Korea
- * 29. E. Israeli Israel
- * 30. P. Jarvis England
- * 31. C. Kasworm USA



32. Jayagopal India
33. H. Kekkonen Finland
- * 34. J. Knoll Germany
35. J. Kulich Canada
- * 36. M. Law New Zealand
- * 37. W. Leirman Belgium
38. M. Lichtner Italy
39. J. Lowe France
- * 40. Hoy-Pick Lim Singapore
- * 41. T. Marja Estonia
42. A. Maroti Hungary
43. Mazulyte Lithuania
44. J. Mezirow USA
- * 45. B. Mihevc Slovenia
- * 46. N. Mijoč Slovenia
47. J. Morgan England
48. D. C. Mulenga USA
49. J. T. Okedara Nigeria
50. M. Omolewa Nigeria
51. N. Pastuović Croatia
- * 52. J. Payne England
- * 53. J. Polturzycki Poland
54. R. Poompaisal Thailand
55. E. Prokop Germany
56. T. Pyrch Canada
- * 57. J. Reischmann Germany
58. K. Rubenson Canada
59. B. Samolovčev Serbia
60. C. Scavenius Denmark
61. D. Schugurensky Mexico-Canada
62. T. Schuller Scotland
63. S. Y. Shah India
64. D. Siddiqui USA
- * 65. P. Soos Hungary
- * 66. J. Stalker New Zealand
67. C. Titmus England
68. M. Usui Japan
- * 69. M. Yamaguchi Japan
- * 70. F. Youngman Botswana
- * 71. P. Wangoola Kenya
72. S. Westwood England
- * 73. W. Wijetunga Sri Lanka

* Participation confirmed as to 14 September 1993



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Some Informations

VENUE

The International conference RETHINKING OF ADULT EDUCATION FOR DEVELOPMENT will be held in the Cultural and Congress Centre CANKARJEV DOM in Ljubljana.

CANKARJEV DOM is a multi-purpose centre with a number of halls, conference rooms and offices for the conference staff. It is located in the very centre of Ljubljana - all major hotels are within walking distance.

OFFICIAL LANGUAGE

The official language of the conference, written and spoken, will be English. No simultaneous interpretations will be provided.

REGISTRATION

Registration is required for all participants and accompanying guests. **Please, complete and return the enclosed Registration Form to Cankarjev dom not later than 6 September, 1993.** Payment or proof of payment should accompany your Registration Form.

REGISTRATION FEES

Paid before 6 September

DEM 350.-

USD 205.-

Paid after 6 September

DEM 400.-

USD 235.-

Accompanying Guest:

DEM 140.-

USD 80.-

DEM 170.-

USD 100.-



MEALS

There are many restaurants within walking distance from the Congress Centre.

EXCHANGE

Slovene national currency is tolar (SIT).

VISA REQUIREMENTS

In most cases, a valid passport is sufficient to enter Slovenia.

Visa for entering Slovenia may be obtained at all border crossings, airport and railway station. Its price is approximately 1000 SIT (or 15 DEM or 9 USD). An official invitation from the part of the organizers is needed in this case.

All the participants are advised to check the information at the nearest Slovene embassy.

TRANSPORTATION

Ljubljana is best served by the Ljubljana international airport (Brnik) situated 20 km North-West. The Slovene air/carrier is Adria Airways.

Ljubljana may be reached by road from Italy (from Trieste 104 km) and Austria (from Klagenfurt 79 km, from Villach 108 km).

Ljubljana is also an important railway junction and may be reached by direct trains from many major European cities.

At the airport a representative from SAEC will be waiting for you.

RENT-A-CAR AND TAXI

There are several Rent-a-car companies in Ljubljana: Hertz, Avis, etc.

Taxi Service is available at all airports, bus and railways station and at taxi stations in town. For all taxi service in Ljubljana call 97 00.

NOTE ABOUT LJUBLJANA

The settlement on the site of contemporary Ljubljana was established under the name of Emon by Illyrians in the year 14 A.C. The site was fortified as a Roman military camp, situated at the crossroads of two important ways: from East to West (the Argonauti way) and from North to South (the Amber way). During the Middle Ages, a town of craftsmen and merchants grew around the Castle Hill. Ljubljana flourished particularly in the Baroque period in the 18th centuries. In 1982 the Congress of the Holy Alliance was held in Ljubljana. Ljubljana's architecture, monuments, museums and galleries bear witness to its historical role. Today, Ljubljana has 340.00 inhabitants and is the cultural, economic, political and scientific centre of independent Slovenian state.

Slovenia is the first state that became independent after the dissolution of Yugoslavia.



For further information apply to:

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**ESREA - European Society for Research
on the Education of Adults**

Seminar on Research into Adult Education and the Labour Market

ESREA in collaboration with the Slovene Adult Education Centre organizes a seminar on Research in the Field of Adult Education and the Labour Market

In Ljubljana October 10th - 12th, 1993

The seminar is meant to result in the establishment of a continuing ESREA network between researchers in that field. It will explore the range of themes and possible participants in such a network, themes being:

Qualification and Work Process Research

Labour Market Policy, (Un)employment and Adult Education

Instruction Methods, Concepts of Teaching, and Teacher Qualification

Professionalism and Career Studies

Trade Unions and Trade Union Education

The seminar fee will be 50 DM but may be cancelled for participants from countries with currency problems. The participants must pay their travel and accommodation themselves. The number of participants is, however, limited by practical circumstances. In case of too many registrations, ESREA members and participants nominated by the hosting organization will be favoured.

For further information apply to:

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SAEC

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