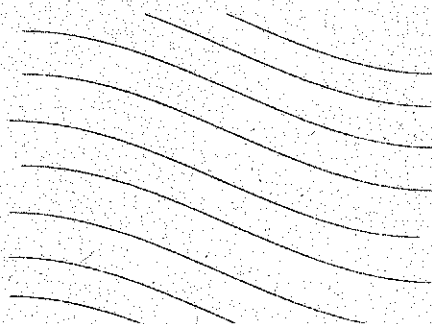


Andragoški center Republike Slovenije  
Slovene Adult Education Centre

# NOVIČKE



SPRING 1996

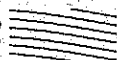
▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ▲ SAEC EVENTS ● Training for Study Circle Leaders and Mentors ● Training APL Advisers and Assessors ● Education for Democracy  
▲ SLOVENE ADULT EDUCATION SCENE ● The Branches of the Learning Exchange are Growing Stronger and Spreading Out ● The Redesigning of the Education Programmes  
● Adult Education in Slovenia 1995/96 ● The Importance of Previous Educational Attainment for Education in Adulthood ▲ NEW BOOK ● Democracy and Adult Education ▲ NOTES

Publisher: Slovene Adult Education Center, Editor: Peter Monetti

*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

- o Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- o We plan to provide the following types of information:
  - description and presentation of events and activities in adult education;
  - development, research and other programmes and projects;
  - information on organisations, their needs, plans and activities;
  - information on policy and strategies of adult education;
  - the latest news in administration and legislation;
  - statistical data;
  - information on forthcoming events, workshops, seminars and conferences;
  - presentations of new books and articles.
- o Novičke will provide brief, concise, objective and unbiased information.
- o Novičke will be published three times a year in English language.
- o 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.
- o 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 Monetti - editor of Novičke.
- o The publisher's address: Andragoški center Slovenije, Šmartinska 134a, 1000 Ljubljana, Slovenija; phone: + 386 61 446 482, fax: + 386 61 445 881; E-mail:

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Since 1st March 1996 Slovenia has had new postal codes.

The change is quite simple – the new postal codes no longer begin with 6 (as they used to), while special postal codes have been assigned to the biggest users (companies).



## SLOVENIA FROM NOVIČKE TO NOVIČKE



### According to Economic Data Most of the Goals Set for 1995 Will Be Fulfilled

Lowering the inflation rate to under 10 per cent, increasing the gross domestic product by 4 to 5 per cent, reducing the unemployment rate and advancing exports and investments were this year's principal goals of Slovene economic policy. According to economic data most of the other goals set for 1995 will be fulfilled by the end of the year, a conclusion already stated by the International Monetary Fund delegation to Slovenia, as they pointed out to the government the necessity for the reform of the pensions system to be carried out at the shortest possible notice.

According to the analysis of economic trends made last autumn, the fatal exports of goods and services are to increase by around 4 per cent, while imports are to increase by about 10 per cent. The foreign trade deficit is expected to rise, but the balance of trade, including goods and services will nevertheless remain positive at the end of the year. Economists estimate that gross wages will go up by around 4 per cent, which exceeds the agreed upon rate, but remains within the limits of increased productivity.

Keeping in line with the IMF Statute's article 8, Slovenia declared foreign convertibility of its national currency, the tolar, on 1. September 1995, indicating the country was financially stable and holding sufficient amounts of foreign currency reserves, the latter having increased in 1995 from \$ 2.8 billion in the beginning of the year to \$ 3.5 billion at the end of the year. The decision to declare foreign convertibility was taken also due to considerable progress Slovenia made in resolving open issues with international financial institutions, in particular with the consortium of commercial banks and the Paris Club.

Much attention was focused on the issue of succession and the payment of the Slovene share of former Yugoslavia's international debts. An agreement in principle was reached with the consortium of commercial banks in June which stipulated that Slovenia pay 18 per cent of the \$ 4.4 billion former Yugoslavia's debts to the above institution. Slovenia is prepared to take over \$ 712 million of the entire debt.

A policy of a stable tolar was conducted by the Bank of Slovenia, which it did not relinquish in spite of persistence from the part of exporters who claimed that the tolar was overvalued, causing some to achieve lower profits than expected with others even operating at a loss. Their position improved to a certain extent in the second half of the year, when the law on subsidising social security payments to net exporters was endorsed, according to which the latter were to receive SIT 5 billion worth of aid.

The economy had to deal with a number of problems related to the rehabilitation and restructuring of companies. Rehabilitation of the automobile producer TAM from Maribor, employing over 3000 people, was also dealt with by the government and parliament, which even endorsed a special law on the rehabilitation of TAM.

Long-term projects, initiated in previous years continued in 1995. Among these, projects of the privatization of publicly owned companies, denationalization and motorway construction were in the forefront. During 1995 34 kilometers of motorway sections were opened for traffic, with a further 97.5 kilometers still being constructed. Denationalization, i.e. returning nationalized property to its original owners, faced some serious problems towards the end of the year, particularly with regard to the issue of returning forests to the Roman Catholic Church and foreigners (according to the 1991 Law on Denationalization the latter are to receive 180,000 hectares of forests).

(Slovenia Weekly, No. 2, January 13, 1996, p. 13)



## **Woman /Policy Equal Deputising of Women and Men in Politics - Condition for Democracy**

Representatives of the political parties and the women's groups of the parties met last week, at the invitation of the Women Policy Office, to discuss the issue of deputising women in the processes of political decision-making. They formed their standpoints into a statement which was presented to a news conference on Monday by Director of the Office, Vera Kozmik.

The statement calls on various parts of the public, mainly society, the media and political parties to endeavour to improve the conditions for women to occupy decision-making posts, since the equal deputising of women and men is a pre-condition for democracy.

The statement was signed last week by over 30 representatives of the policy sphere, most of them from the Liberal Democracy of Slovenia (LDS) and the United List of Social Democrats (ZLSD). Besides the representatives of those two parties, the following also participated in the meeting: representatives of the Democratic Party of Slovenia (DS), the Democratic Party of Pensioners (DESUS), the Liberal Party (LS), the Provincial Party of Štajerska, the Slovene Peoples' Party (SLS), the Slovene Christian Democrats (SKD), and the Social Democratic Party of Slovenia (SDSS). The Office invited representatives of all 21 Slovene political parties to the meeting last week.

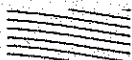


Equal status of women and men on paper is not enough; therefore, equal deputising is necessary, maintained Kozmik as she stressed that more women would bring different viewpoints into politics. Both men and women voters should also direct their voting decisions, according to the part women play on the party lists in this year's elections. Besides that, civil society should support endeavours to increase the political culture, while the parties should do as much as possible to abolish political inequality and to ensure balanced deputising of both sexes on the party lists.

The statement also suggests the National Assembly adopts an explanation of the stipulations of the Political Parties Law which would demand from the parties to include in their standing orders a certain mechanism for ensuring equal possibilities for both sexes. The National Election Commission should not accept those party lists of candidates which breach party's rules for ensuring equal possibilities.

Kozmik also told that she is certain the present 14 percent of women in the National Assembly will be joined by more women MPs after parliamentary elections this autumn.

(Slovenia Weekly, No. 6, February 10, 1996, p. 10)



## **Tourism Slovenia on CD-ROM**

A CD-ROM entitled "Welcome to Slovenia" was presented Thursday at the Ministry of Economic Affairs. Listing general information on Slovenia, it also features photographs of Slovene towns, video shots and recordings of folk music characteristic of individual Slovene regions. Also presented with maps, text and video are mountains and lakes, the Adriatic sea and the Karst as well as health resorts, towns and casinos. The first version of the "Welcome to Slovenia" CD-ROM contains 690 photographs, 38 videos, 57 sound recordings and 6000 addresses. The current version is available in Slovene, German and English, while the second is to be supplemented with an Italian translation. With a circulation of 2000, it will be sent to all tourist representatives abroad. Some of the data will be available on the Internet as well.

(Slovenia Weekly, No. 7, February 17, 1996, p. 3)



## Slovenia Will Apply for Full EU Membership This Year

Slovenia will apply for full EU membership this year, regardless of whether it signs the association membership agreement or not, Prime Minister Janez Drnovšek told a news conference Friday.

"The reason the association agreement has not yet been signed lies in Italy's internal situation, as the country is facing elections in April, rendering Slovenia devoid of a real negotiating partner in Rome", Prime Minister Drnovšek said. The December EU summit in Madrid assigned Italy to ensure the signing of the Spanish compromise proposal, which Slovenia will apply for full membership, prime Minister Drnovšek explained. He added that the Slovene goal is to become a full EU member during the next EU expansion round in the year 2001. In the meantime, the county will continue harmonizing its legislation with that of the EU.

Drnovšek refused to comment on the recent cancellation of a meeting between the Slovene Ambassador to Rome, Peter Bekeš and Italy's foreign Minister, Susanna Agnelli, but said the cancellation might have been caused by the political situation in Italy.

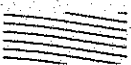
"Opening the issue of the "foibe" (Karst caves where mass killings were allegedly performed during and after WW2) is counterproductive, anachronistic and immature, as it involves a period in history, for which the world has already passed its judgement", Premier Drnovšek said. As the issue was raised by jurisdiction rather than the country, the Slovene government finds it sensible not to give any official response in this matter. However, if the need arise, Drnovšek added.

The Prime minister decidedly refused all allegations about silent diplomacy, which supposedly brought Slovenia to "Euroslavia", describing it as unreal, as Slovenia is currently oriented to the EU and NATO. A Bulgarian initiative for a meeting of Southeast European countries is indeed welcome, as it might contribute to stability in the region, but Slovene priorities lie elsewhere, Prime Minister Janez Drnovšek explained.

(Slovenia Weekly, No. 11, March 16, 1996, p. 4)



## SAEC EVENTS



### Training for Study Circle Leaders and Mentors

Slavica Černoša, SAEC

Since 1992 a project titled Study Circles has been running within the framework of the Slovene Adult Education Centre. Our aim is to ensure that this new form of adult education gains a firm foothold in Slovenia. In 1993, 1994 and 1995 we trained over 200 study circle leaders and mentors in a special programme and these are now leading study circles in various Slovene municipalities. We would like to train a new group of study circle leaders and mentors in 1996 to develop study circles in new environments. Training, which will last 48 school-hours or 6 days, will take place in March 1996. The study circle leader assumes the role of coordinator of the mentors in a certain organisation, organiser, consultant, animator and promoter. He or she can also lead a study circle. On the other hand, the mentor cooperates in the realisation of individual study circles. Entrance into the project takes place in the following way:

- One study circle leader and three mentors are selected in a specific environment who then submit applications to the tender for training carried out by the Slovene Adult Education Centre.
- If the group satisfies the requirements of the tender, it is invited to participate in the training which lasts 48 academic hours. Participants are required to conduct an independent seminar assignment as part of the training programme. Participants who complete the programme's obligations are issued a training certificate qualifying them to carry out study circles independently.
- The Ministry of Education and Sport publishes a public tender for the co-financing of study circles. Advantage in the distribution of funds is given to groups with trained study circle leaders and mentors.

Candidates who successfully complete the training get three points for advancing if they work in the field of education.

#### Who can apply?

Eligible applicants are:

- education organisations (public or private) that are already successfully developing study circles;
- education organisations (public or private) that have not yet developed study circles, but would like to;
- organisations (public or private) that are not education institutions, but are engaged in the field of culture, art, social work, catering and tourism, ecology, health care;

- societies, professional associations, voluntary organisations, trade unions.

## Terms of cooperation:

All those who meet the requirements for cooperating in the tender must:

- guarantee a person to perform the role of study circle leader and three study circle mentors. The candidates should at minimum have a bachelor's degree, while knowledge in adult education and experience in teaching adults is desired. Candidates must be prepared to undergo training for leaders or mentors. In the 1996/97 academic year they must carry out at least three study circles corresponding to the instructions of the Slovene Adult Education Centre.

## What does cooperation in the tender bring?

The Slovene Adult Education Centre, in cooperation with the Ministry of Education and Sport, guarantees free training for selected candidates. An exception are people's universities which are required to pay a registration fee of 48,000 SIT out of the funds allocated to them by the Ministry of Education and Sport for general education, but they will be acknowledged 120 hours of training per participant.

Those selected will:

- train a specified number of study circle leaders and mentors free of charge (and are only expected to ensure funds for the transportation and accommodation costs, including breakfast and dinner);
- receive the study materials free of charge;
- fulfil conditions for entering a request for funds from the budget for operating a specific number of study circles;
- receive free advice on the realisation of study circles from the Slovene Adult Education Centre.

The deadline for the tender was 31 January 1996 and the response was tremendous: we received applications from 68 organisation, while there were 218 applicants altogether.

The committee for the selection of the candidates to receive training as study circle leaders and mentors held a meeting on 12th February 1996. It had an extremely difficult job, since it had to narrow its selection to 96 candidates. This meant that they had to reject more than half (66 per cent) of the applicants. The following criteria were applied in the selection:

- close fulfilment of the tender conditions;
- an advantage was given to environments in which study circles have not yet been developed;
- less developed environments were given an priority;
- equal distribution of the selection throughout Slovenia.

The candidates were well chosen and closely satisfy the terms of the tender, but this does not mean that those who were not selected were not suitable. The committee did not have an easy job as it had to reject a number of organisations and candidates who are already collaborating on the project and others who they would like to attract towards cooperating on the project, but cannot due to the limited funds allocated for training. We hope that they will apply for new tenders and that we will be able to welcome them into our big family of "study circles."

The training for new leaders and mentors has begun in March 1996.



## Training APL Advisers and Assessors

Nataša E. Jelenc, SAEC

In the first half of December the SAEC carried out training for the first group of accreditation of prior learning (APL) advisers and assessors who will be pioneering work in this field in the first few months of 1996.

An APL test centre is scheduled to start operating in the third quarter of the year. Initially the APL process will be limited to candidate mentors in study circles and teachers on training for life's assurance (TLA) programmes.

Advisers will monitor candidates throughout the APL process, providing advice on a variety of levels. Candidates will receive expert advice and, where necessary, help in boosting self-assurance and motivation for further education. The advisers will help them to recognise knowledge, skills and training acquired informally, for example through work experience, independent study, informal group study and hobbies. Together with the candidate the advisers will put together a portfolio containing any evidence of prior qualification for particular work or tasks. The portfolio is used for verification of skills and is part of the assessment process. Where the level of knowledge is insufficient the advisers will recommend further training.

The advisers will verify the evidence and decide whether it is sufficient to justify the award of certificates for a certain area and level of competence. Where additional verification is deemed necessary they will draw up an appropriate verification plan encompassing up-to-date methods of verification and assessment.

Training of the advisers and assessors at the SAEC was carried out by the Royal Society of Art of London, which has been involved in such activity for some 150



years and is one of the three largest institutions in the United Kingdom for the accreditation of knowledge and the award of titles.

The participants were trained by Michael Sell and Kersten Schneider over the course of one week. In addition to SAEC workers leading or participating in study circles, TLA and APL projects, the participants in the training included lecturers leading mentor study groups and TLA teachers. Towards the end of the year or in early 1997 the SAEC plans to carry out training for all the organisations which will be the first members of the network of future APL centres.



## **Education for Democracy**

### **Meeting of the Programme Contractors**

Branka Emeršič, Vida Mohorčič Špolar, SAEC

Nearly two years have now passed since the development of the "Education for Democracy" programme, which was created within the framework of the PHARE Democracy project in 1993 and 1994. The continuation of the programme is now being financially supported by the Ministry of Education and Sport. Several organisations have shown an interest in carrying out the programme, and thirteen have succeeded in this. Among these, people's and workers' universities prevailed. It is time to take a look at their achievements and on the basis of these to determine the benefits and weaknesses of the programme. Two organisations have completed and returned our questionnaire for seminar participants and providers (there were 29 returned questionnaires altogether). Once processed, the questionnaires revealed that participants were quite pleased with the programme, while the programme providers said that the programme should be adapted more closely to the participants' prior or existing knowledge and expanded to include other subjects (with more attention placed on human rights). Based on the responses, we were able to obtain a view into the programmes' success, but because there were so few programmes we also realised that this did not give us a complete picture of their realisation. We therefore decided to organise another working meeting of all contractor organisations on November 23rd, 1995 at the Slovene Adult Education Centre. Representatives of three organisations attended the meeting. In the introductory session, the representatives of the contractor organisations provided some essential information on the realised programmes:

The first organisation had carried out a programme titled "The Political Culture of Slovenes", which did not enjoy a large response. Although invitations had been sent out to 100 addresses, only 10 per cent attended the seminar.



In the other organisation, Education for Democracy was incorporated into the Social Sciences programme carried out in two groups, mostly for the unemployed and people without vocations. The first group comprised older participants who responded quite actively, while the participants of the other group who were not initially motivated later grew more serious, achieving good results the final examination.

The third organisation initially had very few participants in the Education for Democracy programme. They had invited people from the municipal councils, but the response was modest. Later they succeeded in carrying out 6 seminars titled "Is Slovenia a Democratic State?" and seminars with more specific themes (the Securities Market, Consumer Rights, Municipal Councils...etc).

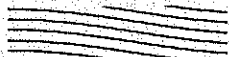
We then sent representatives of the contractor organisations the results of the participants' questionnaires and invited them to send us their comments based on their experience. The processing of the questionnaires revealed that the participants in education were mostly (55 per cent) younger adults aged 20 and older and that none of them was older than 45. Almost two thirds of them were female. About a half of all participants were employed. Most of the participants saw the purpose of the seminar in becoming familiar with human rights and democracy. In response to the question of what they liked in the programme, the first response was the subject matter (the new subjects, getting to know human rights...), then how the seminar was carried out (good lecturer, explanations, group work, etc.). A similar response prevailed to the question about the good features of the programme: expanding their knowledge. We also received a few criticisms in response to the question concerning the poor aspects of the programme and what should be changed, and these were: that there were too few hours and participants, that lectures should be longer and include more discussion, and that it should be a graded subject. On the basis of cross-referencing the participants' sex, education and employment situation we found some differences. Younger, unemployed participants had only praise for the seminar, their replies are very general and almost identical. We saw a possible explanation for this in this group being rather non-critical and conformist, while other explanations are also possible (for example their feeling a sense of gratitude that somebody was even paying them attention).

Although only two programme providers returned the questionnaires to us, we nevertheless presented the results. The most frequent reply was that the programme should be adapted to the participants' low level of beforehand knowledge and that it should contain more topics on human rights. Based on these proposals, we invited the participants of the meeting to give us their opinions, in short, what changes they propose be made to the programme. We all agreed that much depends on the lecturer and how he or she adapts the programme to the participants. The programme is good and the lecturer must know how to carry it out satisfactorily and know which contents to lay emphasis on and which methods and techniques to employ. This is something the lecturer will be able to judge after talking to the participants.

In response to the question of whether or not the programme should be divided into different levels, the answer was negative. It is usually impossible to ensure successive lessons with the same group of participants, since most of them go their own ways. In reference to expanding the programme, troubles with financing this appeared, since funds already present an obstacle when realising the programme in its current form. The Ministry of Education and Sport only funds a third of the costs for these types of programmes, which allow programme providers to cover only part of the costs. Ordinarily, the funds are in such shortage that they are not able to carry out as many programmes as planned. It would be easier if these programmes (due to poor experiences, motivation is very low too) were financed in whole. The mentioned problems are also illustrated in the statement that the programmes entail a lot of work, have only few participants and are financially risky. In short, adult education follows market principles.

We were also interested in the opinions of the participants of the meeting on the training for providers for the Education for Democracy programmes. The attendants stated that they would not change the training, but they would like to see more time devoted to the different ways in which the programme can be carried out and less to the presentation of its subject matter, since they can read the subject matter themselves. In response to the question of whether they would extend the training to two days, the prevailing opinion was that it should continue to be a one-day programme. Finally, we discussed the evaluation questionnaires. These will be adapted to the comments of the participants of the meeting.

The meeting was truly a working one and very successful. It will help us in the future development of Education for Democracy programmes.



## **SLOVENE ADULT EDUCATION SCENE**



### **The Branches of the Learning Exchange are Growing Stronger and Spreading Out**

Manica Žmauc, Ljubljana, Ema Perme, DOBA Maribor

A project organised by the Slovene Adult Education Centre, which strives to accelerate the development adult education in Slovenia and which has begun pursuing and connecting informal learning and education in Slovenia, saw the light of day at the end of 1992.



The Learning Exchange information centre has become a real treasure trove of sources for informal learning with more than 2000 people from all over Slovenia participating in it. The number of people (over 3000) providing or pursuing knowledge is proof of the need that existed for an adult education opportunity of this kind and it is already producing excellent results. It was through the Learning Exchange that many people have succeeded in finding their tutor, mentor or somebody sharing the same hobby, collector or even expert in a specific field, etc.

After over a year of experimental and development work, the Learning Exchange found a home in the Oton Zupančič branch of the Delavska knjižnica Library in Ljubljana from which it has carried out its mission since 1993. On 24th January 1996 it was joined by the first regional Learning Exchange at DOBA in Maribor.


In what the European Union has proclaimed to be the "Year of Life-Long Learning", the month of January therefore represented a successful launching pad for Slovene circumstances in the development of adult education.

Here are several good reasons for making note of the Exchange in this issue of *Novičke*:

- The Learning Exchange is now over three years old and friends of the Exchange convened on 18th January 1996 in Ljubljana to celebrate this occasion. The convention was also attended by representatives of the Slovene government, the mayors of Slovenia's municipalities, representatives of other education institutions and journalists from numerous television and radio stations and newspaper houses. The programme was prepared together with members of the Learning Exchange who charmed guests with a presentation of their know-how, skills and experience.
- A booklet titled *Information on the Learning Exchange* was published for the first time on this occasion. It features detailed reports on the development of the activity up to now, the members of the Learning Exchange, the exchanged knowledge, the public media the Exchange works with and future plans.
- A toast was also raised to the first regional centre in Maribor which brought the Learning Exchange closer to residents of the northeast of Slovenia.
- Yet the biggest reason for satisfaction is that the Learning Exchange is acquiring an increasingly popular following, because more and more people who have decided to obtain knowledge in a certain field are accomplishing this through the Exchange.

We are pleased with the achievements and success because it signifies that, together with the Exchange users, we are cultivating adult education in Slovenia.

And another note of interest: our family may soon grow by two more "little exchanges".



## The Redesigning of the Education Programmes

Vida A. Mohorčič Špolar, SAEC

The naming of a National Curriculum Council is not really news anymore as the mass media has already reported on it. And yet, it will not hurt to write a few more words about it.

As the invitation to the seminar entitled the Development of a National Curriculum stated, Slovenia is joining "those countries which have designed new systemic solutions in the field of education. Slovenia has prepared a White Book on Education that presents the conceptual solutions for the new systemic legislation which is the result of the consensus of numerous experts in various disciplines and different theoretical orientations. The new legislation which defines the structure, organisation, and methods of funding and managing kindergartens, primary schools, academic secondary schools, vocational and professional education and adult education is about to undergo a third reading in the National Assembly." And: "Besides the systemic solutions we would also like to renew the programme basis, the curriculum, the methods of assessing and grading knowledge, etc. In our opinion we need to carry out a substantive renewal in response to the new findings in the field of education, the development of particular professions, the numerous social changes effecting the education system, as well as our desire to see that education in our country is comparable to the systems in other countries." The Ministry of Education and Sport is planning to set up sectoral, subject and programme curricular committees to carry out this demanding task.

On 9 November 1995, the Slovene government named the National Curriculum Council and encharged it with the expert preparations and management of the curriculum renewal of kindergartens, primary schools, academic secondary schools, vocational education and adult education. It has named its president, professional secretary and twenty-four members. Nine of its members come from the field of education, five come from particular areas in education (preschool education, primary school, academic secondary school, vocational and professional education and adult education), and eight members come from particular subject areas. According to their functions, the presidents of the professional councils and a representative from the Ministry of Education and Sport are also invited to attend the Council's sessions.

As we can read in the decree on the naming, the National Curriculum Council will have the following tasks:

- the formation of the general and group objectives in the redesign of the curriculum for kindergartens, primary schools, academic secondary schools, professional and vocational colleges and adult education,
- the formation of methodological frameworks for redesigning the curriculum,

- the definition and adoption of a schedule and dynamics for the redesign of the curriculum,
- coordination of the work of the curricular committees and the recommendation of solutions to the professional councils following the procedures that will be determined by the law on the organisation and financing of education,
- the adoption of an annual schedule of assignments,
- the naming of members of the sectoral and subject curricular committees.

The National Curriculum Council has thus been named. So have the sectoral committees for kindergarten, primary school, academic secondary school and vocational education. The National Curriculum Council is expected to name members for the sectoral committees for adult education at their next session, after which they will name the subject or programme curricular committees and study groups.

It is too early to predict how smoothly the work will go. Two years are anticipated for the overall redesign. Whether this is an overly optimistic time horizon will become clear in time. One thing for certain is that the success of the work will depend on the support of the professional public, that of the governmental institutions and the professional public at large. And one of the main strategic assignments awaiting the National Curriculum Council (and also the conceptual creators of the redesign) will certainly be how to succeed in getting the support of the professional public and drawing providers and experts to cooperate in the work.



## Adult Education in Slovenia 1995/96 Programmes

Barbara Krajnc, SAEC

Data on the education programmes on offer was collected by means of a questionnaire comprising 18 questions. Most of them were posed in such a way that we were able to directly publish the respondents' answers in a book and on diskette designed for the users or possible participants of the programmes. Several of the questions included in the questionnaire were posed on the initiative and for the use of researchers. They are particularly interested in the type of education programme, the form in which it is carried out, whether or not it is accredited and whether it was prepared or suitable for retraining. Individuals looking for learning opportunities are mainly interested in the field of study, the location, duration, time, price, entrance requirements and, of course, the subject matter. Besides the person to contact in a particular organisation for information on the programme, participants are certainly also interested in knowing who will carry out the programme. We realise that much of the data people are



interested in when making a decision on enrolling in education programmes are considered market secrets and organisations are less and less prepared to share this information with us. That is why we have designed the survey of programmes on offer in such a way that some of the information has been combined into so-called standard programmes where the unique features of the particular programmes are lost, but the essential information is nevertheless accessible for everyone. For example, many providers are preparing beginner-level English programmes. The names of the programmes differ considerably, they have "market" appeal and thus attract the attention of participants. The methods of carrying out the programmes differ from provider to provider. There are considerable differences in the lengths of the programmes, the price, some providers have accredited programmes, others not and so on. Yet, they have all been designed for adults who have never had lessons in English before. This kind of programme will cover the basic grammar categories, a basic vocabulary, participants will become familiar with the elements of the language's syntax and other things. Every programme whose subject matter corresponds to this description and has been designed for the stated target group has been placed among the standard programmes under the heading English Language - Beginner's Course. We have made a summary of the subject matter so that it corresponds as closely as possible to all the programmes encompassed.

This year we have thus classified 1192 standard programmes. The task was a relatively straightforward one for some subject areas, but problems arose in many cases. A particularly "ungratifying" area was the classification of programmes whose written subject matter belongs to one thematic field (or even several fields), while their target group and entrance requirements would logically place them in a completely different field. A kind of discrepancy thus occurs in the programme descriptions. For example, Computer Science for Managers, Accounting for Non-Economists, Communications in Foreign Trade and we could go on and on (these are only the programmes in which the problem is already evident in the name of the course). Adult education is obviously an area still in development with new programmes and new providers emerging. More and more organisations are looking for and trying to fill the market niches in education. They compete amongst themselves by creating imaginative names for their programmes, tailoring the subject matter to users' needs, precisely defining their target groups, introducing flexible realisation, and finally also with their prices and quality. It is thus becoming more difficult to put them into "statistical" drawers. These are the findings of the data collection of several years which helps us to design a more effective, more easily surveyable and useful system for the collection, classification, presentation and processing of data on adult education. With this in minds, we are also working on a coding system for subject matter and providers for this area.

What is this year's supply of programmes for adult education and learning like? We will present its subjects according to the types of programmes on offer and describe how many of the programmes are accredited, how many of them have been prepared and are appropriate for retraining, entrance requirements, exams and co-funding.

According to type, the programmes have been divided into four categories. Adult Basic Education is listed first. This is followed by programmes that provide a qualification with six sub-categories, then job training and continuing professional education with three sub-categories and general education programmes with four sub-categories.

There are 30 programmes in Slovenia for individuals who would like to complete primary education. In the latest Survey of Adult Education we found that most of the programmes have been designed for job training and continuing professional education, altogether 1572, or more than half of the publicized programmes. Of these, 351 or more than 22% have been prepared for professional continuing education in one's own profession (according to type of programme this is almost 12% of all the programmes), 19% have been designed for professional continuing education in other professions. Many programmes have been classified by the providers under other retraining and professional continuing education programmes. We counted 248 or almost 16% of these. About 10% are training and continuing professional education programmes prepared according to legislative regulations and specialised language and computer education programmes. These are followed by Level 2 job training programmes (vocational training programmes - accredited programmes) -5%, Level 1 and 2 job training programmes (non-accredited) -2%, professional continuing education also 2% and Level 1 job training programmes (vocational training programmes 1 - accredited programmes) - we found 21 of these programmes or a good 1%. Only rarely do we find apprenticeship programmes that have been specially prepared. Five training programmes on the subject of trade unions have been classified in the section with job training and continuing professional education programmes.

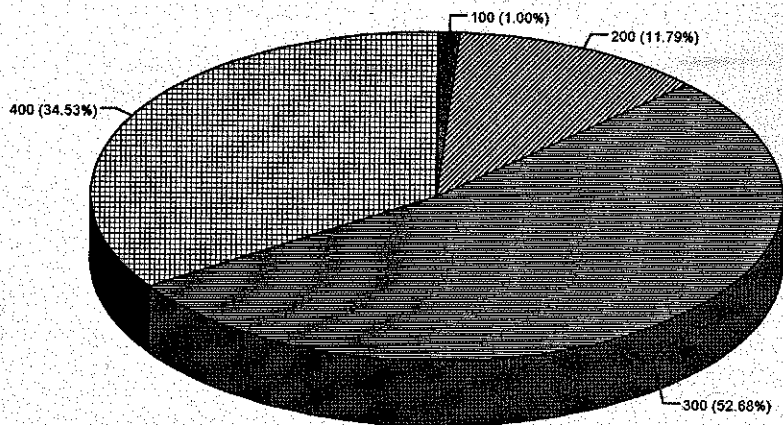
The next largest group of programmes after job training comes under the heading of general education programmes. There are 1031 of these or 34.5% of all the programmes published in the survey. The most common subject covered in this group is language education which in terms of proportion represents nearly 16% of all the programmes on offer and 45% of the general education programmes. (It was for these programmes that we received the most complete information from the providers, that is why there are so many standard foreign language programmes.)

Nearly 10% of all the programmes on offer or 27% of the general education programmes are other informal education programmes, and there are approximately as many computer science education programmes - basic level of course.

We have also published 12 civic and political education programmes which have been prepared for the 1995/96 academic year.

There is a total of 917 accredited programmes. These are programmes that have been accepted and accredited by the Professional Education Council of the Republic of Slovenia. Other authoritative bodies (for example the relevant ministry or corresponding bodies abroad) have accredited 286 programmes. There are 1792 or nearly 60% non-accredited programmes of adult education in the overall offer.

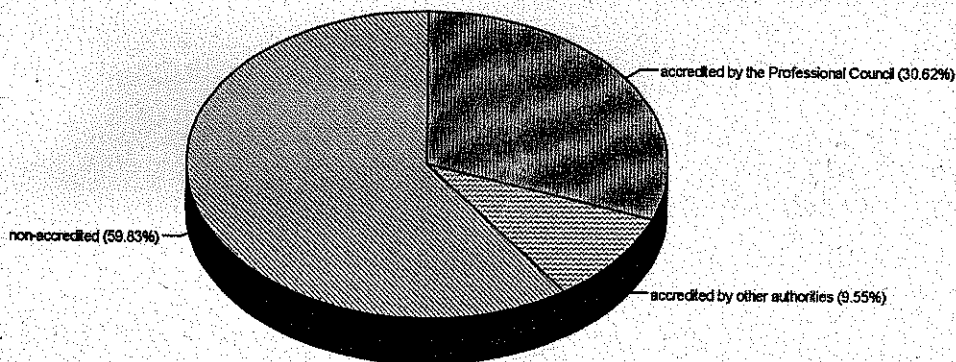
1995/96 Proportion of programmes by type



100 primary education  
200 PROGRAMMES LEADING TO QUALIFICATIONS  
300 JOB TRAINING AND CONTINUING PROFESSIONAL EDUCATION PROGRAMMES  
400 PROGRAMMES OF GENERAL EDUCATION

SAEC, 1995  
n=2986

1995/96 Proportion of accredited programmes

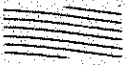


SAEC 1995  
n=2995

Thirty per cent of the programmes provide an actual qualification. Let us take a look at how many programmes have been specially prepared for retraining. This is an educational achievement in which a working person acquires knowledge, skills and abilities in a different vocational area. Retraining provides qualifications for a new vocation." (Taken from the questionnaire item titled "Information on the Education Programme"). The providers listed 256 or only 8% programmes of this kind. We found, however, that 587 programmes were actually also appropriate for retraining even though they had not been specially prepared for this purpose.

Let us take a brief look at the entrance requirements participants must fulfil in order to enrol in a particular programme. It is possible to enrol in 924 programmes without having to meet requirements such as formal education degrees on various levels (from 6 grades of primary school to university education), knowledge in foreign languages, work experience, psychophysical characteristics, age and other. All the other programmes (2074) stipulate certain requirements which can differ from provider to contractor even though they are for the same type or a similar type of programme.

At the end of 2005 education programmes the providers conduct assessments of the participants' knowledge. Last, but not least, we should also mention that the National Employment Office co-financed 577 or 19% of the adult education programmes in the 1995/96 academic year. In doing this, they help participants acquire new knowledge and, in the case of the providers, make it easier for them to carry out part of their programmes.



### **From Research Projects The Importance of Previous Educational Attainment for Education in Adulthood**

Angelca Ivančič, SAEC

Various authors consider that the level of education acquired in youth is an important factor in participation in educational activities designed for adults. Even in countries in which adult education is most highly developed it is usually those with an above-average level of education who take advantage of it.

According to the results of the Slovene Quality of Life Survey conducted in 1994 by the Social Science Institute of the Faculty of Social Science on a representative sample of the population aged 18 and over, during the period from January to July 2.9% of respondents were engaged in part-time study towards formal qualifications, while 5% were involved in organised further education and training not leading to a

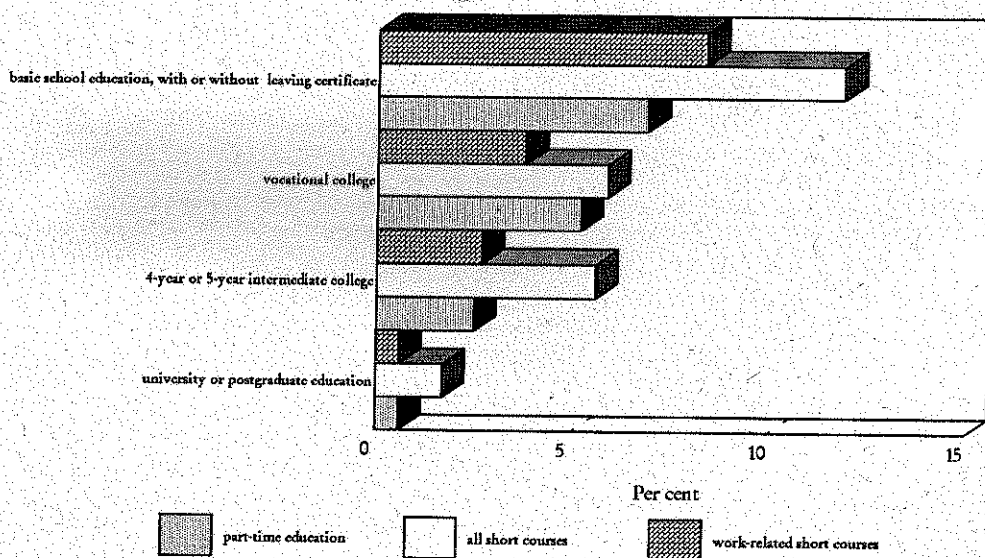
formal qualification but lasting at least thirty hours. The latter were divided roughly equally between work-related and non-work-related study.

The findings confirm that in Slovenia as elsewhere participation in organised education during adulthood is significantly related to educational attainment. Disproportionate participation rates are especially marked in attendance of programmes and forms of education that do not lead to a formal qualification.

Participation rates are lower among those with a lower level of education. This applies both to education leading to qualifications and education within non-examined programmes (see chart). In the case of education towards qualifications, 6.9% of respondents with a university or postgraduate education were engaged in such study, compared to 5.2% of those with a 4-year or 5-year intermediate college education and a mere 0.6% of those with only basic school education, with or without a leaving certificate. The differences were even greater when it came to attendance of short non-examined courses. They were especially marked between the highest and lowest groups, i.e. those with a university or postgraduate education and those with only a basic schooling. Almost 12% of those in the first group attended such courses, compared to around half as many among those with a 4-year or 5-year intermediate college education and less than 2% of those with only a basic schooling.

There were also significant differences in rates of participation in short programmes of continuing education for work. Here too participation was disproportionately high

Participation in adult education January-July 1994 according to educational attainment




among those with a university or postgraduate education while the least educated were underrepresented.

These findings indicate a strong cumulative role of education during adult life, be it in raising one's level of educational attainment or in supplementing one's knowledge and qualifications at the same level of education. Such opportunities are exploited primarily by adults who are already higher up on the educational ladder, while those of lower achievement are for various reasons restricted in their access to adult education. This may result in adult education perpetuating educational inequality rather than serving to reduce it.



## NEW BOOK



### **Democracy and Adult Education** Proceedings of the 5th International Conference on the History of Adult Education

Vida A. Mohorčič Špolar, SAEC

A book titled "Democracy and Adult Education" was published at the beginning of this year by the Peter Lang publishing house, which has branches in Frankfurt, Berlin, Bern, New York, Paris and Vienna. The book, written in English, was edited by Dr Jurij Jug and Dr Franz Pöggeler. The 321-pages long book features a collection of the papers and presentations presented at the 5th International Conference on the History of Adult Education titled Adult Education - Ideological Changes and Educational Consequences at which experts from 11 European countries and Korea cooperated.

Twenty-nine contributions are featured in the book, most of them related to the topic defined in the title, yet there are also a few which the strict eye of a researcher on the history of adult education would not have included in a publication of this kind. The editors nevertheless decided to publish all the contributions and thus show to a wide circle of readers how different themes which can be classified as belonging to the history of adult education can intertwine.

Having the book published by such a renowned publisher can be considered a great coup for Slovene researchers. It signifies an affirmation of their endeavours to establish the relatively young Slovene field and to place the history of adult education alongside other, considerably more developed countries in which this kind of research has long been part of the national heritage and an aid in the pursuit and creation of new

solutions. We congratulate the publication and wait for the Slovene edition which we have heard is currently in preparation.



## NOTES



### Corrigendum

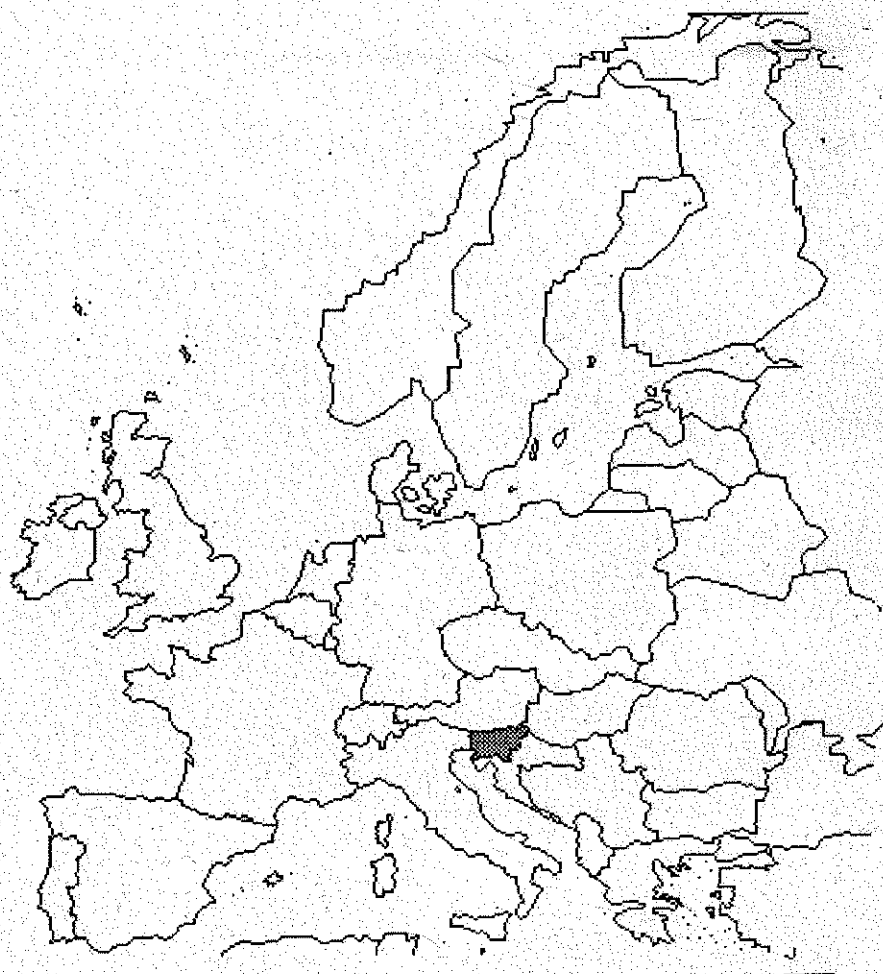
(Novičke, Winter 1995, p. 14-16)

The title of the article Computer Communication at the Univerzum Centre for Distance Education by Correspondence should be corrected into Computer Mediated communication... The expression 'computer mediated communication' should accordingly be used in the whole text.



### A Note of Thanks to LERN

Slovene Adult Education Centre was offered one year LERN organization membership, database facilities as well as publications, all free of charge. Also Mrs Irena Benedik has been offered sponsorship in view to participate the LERN conference in San Antonio and for her CPP studies. We would like to thank them for all these opportunities.



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consulting, research, development, info-centre, education