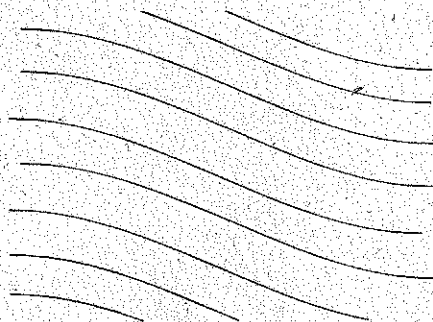


Andragoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



SUMMER 1996

▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ▲ SAEC EVENTS ● Changes at the Slovene Adult Education Centre ● The Regional Research Centre for Research on Adult Education in Central and Eastern Europe ● Slovene Lifelong Learning Week ● Rethinking Adult Education for Development ▲ SLOVENE ADULT EDUCATION SCENE ● Lifelong Learning, the Condition for Survival ● Sectoral Adult Education Curriculum Committees ● Slovene Adult Education Survey 1995/96 ● The State of Education for the Needs of Companies and Employees ● Adult Education for People with Special Needs

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

F. Prešeren: THE TOAST

Slovene national anthem



PROGRAMME BASIS OF NOVIČKE

- Novičke (The News) is an information bulletin with which we wish to inform individuals and organisations abroad with adult education and learning in Slovenia.
- 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.
- Novičke will provide brief, concise, objective and unbiased information.
- Novičke will be published three times a year in English language.
- Users will receive Novičke free of charge. This is a policy we intend to continue, provided we are able to cover the costs of publishing from the public funds allocated to adult education.
- Novičke is edited and published by the Information Centre at the SAEC. In charge of the publication are: Vida A. Mohorčič Špolar - head of the Information Centre and Peter Monetti - editor of Novičke.
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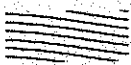
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SLOVENIA FROM NOVIČKE TO NOVICKE



Fifth Anniversary of Declaring Independence

Slovenia marked its 5th anniversary of independence with three central celebrations, eight sammler events and an entertainment programme taking place in 25 location throughout Ljubljana. On 24 June, the eve of the Independence day, an academy "Greetings to the Homeland" was held in Ljubljana's Cankarjev Dom Cultural Centre. On 25 June, the parliament first hold a solemn session, followed by the central celebration Kons. 5 - Triumphal Arch to the 5th anniversary of Slovene independence.

Introducing other events on 24 June was a solemn academy "Greetings to the Homeland" where children replaced an official speaker as the centre of attention.

Intended as a holiday of all citizens, the academy lasted up to one hour, featuring 170 performers who symbolically presented the entire Slovenia and all periods of Slovene history with music, dance and singing. Also interesting was the final part with video spots of 40 children born on 25 June five years ago. The academy was directly transmitted by national radio and television stations.

The introductory protocol part featured representatives of the Slovene army and police, Association Sever, Association of War for Slovenia veterans and the mountain rescue service. The main speaker was President Milan Kučan. In the artistic part, Slovene actor recited poetry by Srečko Kosovel, Vladimir Bartol and Anton Podbevšek, while the Slovene philharmonic Orchestra, the Police Band and Boris Šurbek's Percussion Group played selected pieces of music. Also performing was ballet dancers, Slovene sportsman and the national parachute representation. A triumphal arch was erected on the square. On 24 June, the eve of the celebration, President Milan Kučan and Prime Minister Janez Drnovšek gave separate news conferences. The events were covered by 25 foreign journalists, invited by the Government Public Relations and Media Office.

(Abstracts - Slovenia Weekly, No. 24, June 22, 1996, p. 4-5)



Slovenia Became the 10th Associate Member of the EU

Slovene Prime Minister Janez Drnovšek signed an association agreement between Slovenia and the European Union at the ministerial meeting in Luxembourg Monday (10 June) afternoon, granting Slovenia the status of associated membership and access to the structural dialogue. After signing the agreement, Prime Minister Drnovšek submitted Slovenia's application for full membership in the European Union, which started in 1991 with Slovenia gaining independence, but has its longer historical background, " Prime Minister Drnovšek said in his address. Signing of the agreement automatically granted Slovenia access to the so-called structural dialogue, intended for associated members in their preparations for full membership.

On the occasion of the signing, Slovene Premier Janez Drnovšek said that this was a unique opportunity for Slovenia to express formal determination to become a full member of the EU. After the Czech Republic, Poland, Slovakia, Hungary, Bulgaria, Romania, Lithuania, Latvia and Estonia, Slovenia became the 10th associate member of the EU. Drnovšek presented an application for Slovenia's full membership in the EU to Italian Foreign Minister Lamberto Dini, who is presiding over the EU Council of Ministers. According to Drnovšek, the signing is a key moment in the history of relations between Slovenia and the EU. In this way Slovenia was given an opportunity to join the group of countries which are aspiring for a full membership in the EU. he thanked the German, French, Spanish and Italian presidency of the EU for their efforts to solve the problem of Slovenia nearing full membership in the EU. In particular, Drnovšek thanked Great Britain for making an exception to its current policy and not obstructing the signing. The Slovene Premier hopes Slovenia, as one of the most successful countries in transition, would be among the first candidates to start negotiations for full membership joining the EU in its first round of enlargement. "It is very likely that by today's signing, the most difficult and important phase of joining the EU is over", said Drnovšek. He stressed that a successful outcome to the historical bilateral questions between Slovenia and Italy in the framework of the associate agreement is an important element of European stability. All those aiming to create stability and progress in Europe - Italy, Slovenia and the EU - should be encouraged by that, said Drnovšek.

Italian Foreign Minister Lamberto Dini, presiding over the EU Council of Ministers, stressed the signing of the agreement as of historical importance for relations between Slovenia and the EU a recognition of the importance of Slovenia as well as an expression of admiration for Slovenia's peaceful transition into independence. He announced that Slovenia is to be fully included in the strategy prior gaining full membership, and is expected to attend the EU meeting in Florence. He assessed Slovenia's application for full membership as an important event, European Commissioner, Has van den Broek, added that Slovenia, by signing the agreement, is a step closer to the full membership. He also expressed hope for the agreement

to be soon ratified by all of the parliaments, speaking positively about Slovene reforms and preparations for joining the EU, particularly its economic achievements.

(Slovenia Weekly, No. 23, June 15, 1996, p. 4-5)



Economic Trends

Reviving Economic Activities

The Institute of Economy at the Law Faculty (EIPF) found that the April rise in industrial production was not followed by the non-industrial one, trade was not revived and the goods in stock are on the increase, as reported in the May issue of the *Gospodarska gibanja* (Economic Trends). In contrast to the industrial production, which made use of longer working hours over April 1995, the non-industrial economic activities continued to decrease. In April, compared to March, a slight improvement and a bit slower decrease of construction industry and traffic was recorded, with the road traffic and tourist services being on the increase.

The number of the employed increased due to the seasonal jobs, with the unemployment rate going down. According to the EIPF data, in March there were 1,273 persons more employed than in February, but 6,478 less than in March 1995. The data showed the number of people employed is on the decrease, indicating the increase was of a seasonal character. March saw a 17 percent monthly fall in the employed, that is by 2 percent yearly. The employment is decreasing most steadily in the industry sector, in the private sector, however, it is increasing. In the period March 1995 - March 1996 the industry sector reduced the employment by 14,040 workers (almost by 6 percent), in the same period, the number of employed in the private sector increased by 7,036 (16 percent). In April an investment demand was on the increase and reached the top limit of acceptable price pressures. The EIPF economists' answer to the question whether the conditions for reviving economic activities are being developed was this depended mostly on the external factors, such as improvement of institutional bases, for instance, the signing of the associate agreement with the European Union (EU) and a favourable credit rating, as well as economics revival in Western Europe with Slovene exports being closely linked to it. According to the institute's estimations, the exports of the first 5 months in 1996 are lower than the last year's, the trade deficit considered the same as in 1995. The Slovene tolar's (SIT) overrating since February is not encouraging export, however, and in June the exchange market recorded some signs of a possible cessation of the overrating.

(Slovenia Weekly, No. 24, June 22, 1996, p. 14-15)





SAEC EVENTS



Changes at the Slovene Adult Education Centre

Many of you have known us, lived and been with us from our establishment till today. You were with us when we were shaping and forming Slovene Adult Education Centre into an institution for the development and promotion of adult education. We can all be proud of our achievements.

As the life we are living and the field we are working in teach us our only stability is changeability, and we are all aware of it. Thus after five successful and active years of directorship, our present director, dr. Zoran Jelenc goes on to a field he has always wished to be involved in. He remains with us to further help us mould the Centre, but this time in a slightly different role - he will be involved in leading our research and development unit, and will be active in educating the young adult educators.

The directorship will be my future assignment and I am undertaking a task which shall not be easy. Why? Because I am succeeding a director like dr. Zoran Jelenc. Believe me, it will be hard. Nevertheless, I do hope that I can continue to count on your supporting our endeavours to develop, promote and research adult education. I am more than sure that our joint endeavours will bear fruit.

Wishing you pleasant holidays and new strength for the challenges awaiting us in the future.

Yours sincerely,

Vida A. Mohorčič Špolar, BA, MSc

Directress



The Regional Research Centre for Research on Adult Education in Central and Eastern Europe

Branka Emeršič, SAEC

The Slovene issue of *Novičke* has already reported (Jindra Kulich, Zoran Jelenc: Adult Education in the Period of the Transition, March 1995/3) that the Slovene Adult Education Centre was entrusted with the foundation of an information centre for monitoring the state of research in adult education in the countries of Central and Eastern Europe. Adult education researchers in these countries had expressed their needs and wishes for mutual cooperation, help and an exchange of experience in 1993 in the international research project titled *Adult Education Research: World Trend Analysis* organised by Unesco's Education Institute and the European Society for Research on the Education of Adults (ESREA). This study revealed that adult education in the countries of Eastern and Central Europe is going through a major crisis and that encouragement is needed for its development.

At the international conference bearing the title *Adult Education in the Period of Transition* organised in Ljubljana by the Slovene Adult Education Centre and the Slovene Unesco Committee in 1995, representatives from different countries of Eastern and Central Europe found that they will have to find a way out of the crisis primarily themselves and so mutual self-help will be vitally important.

One of the conclusions of the conference was that a regional information and documentation centre for Central and Eastern Europe should be established and this assignment was entrusted to Slovenia for its intensive professional and research work and more favourable social and political possibilities for developing adult education.

Based on this proposal, the Slovene Adult Education Centre developed a project titled the *Regional Information and Documentation Centre for Research on Adult Education (RINDOCRAE)* in Central and Eastern European Countries. The proposal for the RINDOCRAE project states that the centre's main goal will be the collection and distribution of information and the presentation of the regional development of adult education in the mentioned countries.

The idea behind the RINDOCRAE project is already beginning to be realised. The Slovene Ministry of Education and Sport has agreed to provide financial support to the Slovene Adult Education Centre for the publication of two issues of a bulletin entitled *AE Research Exchange*. The bulletin will be an exchange of information on adult education and its research in Central and Eastern Europe. Adult education researchers and educators have been acquainted with the bulletin's concept and have responded with enthusiasm.

To mention but a few of the responses which point to their satisfaction regarding the project:

"I welcome your initiative to publish and provide access to the materials concerning AE through the agency of the bulletin which, let's hope, will reach our country, too."
(Didina Rogojina, Moldavia)



"I'm very pleased by the fact that the RINDOCRAE project is developing successfully and welcome the bulletin which I'm sure will considerably accelerate cooperation on this plan." (Dr Katarina Popović Ceković, FR Yugoslavia)

"I took the information with great pleasure about the realisation of the RINDOCRAE project and the possibility for publishing two issues of the bulletin." (Prof Dr Pál Soós, Hungary)

This support for the bulletin and the RINDOCRAE project has convinced us that we are on the right track and that adult education researchers are very interested in exchanging knowledge, opinions and experience. As Dr Katarina Popović Ceković from the FR of Yugoslavia stressed, it is very important to researchers that they receive answers to the following questions in the bulletin: "Know What, Know Where/When and Know Who in AE". It is very important that they will be able to find in the bulletin a list of people and institutions engaged in adult education and their narrow specialisations, thus making it easier for them to find partners on international projects.

The bulletin had been shaped to satisfy these wishes and needs expressed by adult educators and researchers in these countries. The first issue, which due to its international nature has been published in English, came out in June. If you would like to subscribe to the bulletin or, better yet, collaborate in its establishment by sending us an article, you are warmly invited to write to us at the Slovene Adult Education Centre. We will be pleased to hear your ideas, proposals and opinions.

Sources:

- 1) Jelenc 1995: Adult Education Research Trends in Central and Eastern European Countries, Research Project Report, Ljubljana 1995 (manuscript, 31 p.)
- 2) Jelenc 1995: Regional Information and Documentation Centre for Research on Adult Education in Central and Eastern European Countries, Ljubljana 1995 (manuscript, 6 p.)
- 3) Report on the international conference "Adult Education in the Period of Transition", held at the Slovene Adult Education Centre in Ljubljana from March 10-11, 1995, Ljubljana 1995 (manuscript, 5 p.)



Slovene Lifelong Learning Week Programme of Events

The Slovene Lifelong Learning Week will take place this year from 30 September till 5 October 1996. During this time a range of activities will take place on national and local levels the purpose of which will be to present the strategy of lifelong learning. The basic idea for the week was taken from the Adult Learners' Week event which is organised in Great Britain by The National Institute of Adult Continuing Education (NIACE, the National Organisation for Adult Learning). It will be carried out by the Slovene Adult Education Centre (SAEC) in Ljubljana in cooperation with professional, administrative and other institutions and organisations in interested Slovene communities. In this year of lifelong learning we plan to organise:

Events on a national level

1. At the Slovene Adult Education Centre

1.1 A press conference on Thursday, 26 September 1996 at which we will familiarise the media with the concept of the Slovene Lifelong Learning Week and the topics and schedules of events ensuing on the national level and in local communities.

1.2 The opening of the Slovene Lifelong Learning Week (SLW) tied-in with the celebration of the 5th anniversary the Slovene Adult Education Centre - on Monday, 30 September 1996 (1st day of SLW) starting at noon:

- A special session of the extended Council of the Slovene Adult Education Centre on the Centre's 5th anniversary: welcome speeches, a presentation of achievements, plans and future orientations, praise and commendations presented to deserved partners and associates;
- The opening of the Slovene Lifelong Learning Week: the strategy of lifelong learning (LL), the European Year of Lifelong Learning, the Slovene Lifelong Learning Week - the points of departure and programme, a presentation of Adult Learners' Week in Great Britain and the world, the Slovene Lifelong Learning Week - plans and future orientations, discussion;
- Cultural programme;
- Reception, banquet;
- Accompanying events: presentations of SAEC projects, an exhibition of publications and other achievements, a tour of the SAEC's facilities (library, the centre for independent learning).

1.3 Professional part - education/learning day or Open House at the SAEC on Tuesday, 1 October 1996 (2nd day of SLW):

- A presentation of educational programmes and contemporary approaches designed for adult education;
- An exhibition or poster presentation of SAEC projects.



2. On the initiative of the Slovene Adult Education Centre:

A special (conceptual) session of the Council of Adult Education with honorary guests, famous adult educators and others:

- The strategy of lifelong learning and the concept and strategy of developing adult education in Slovenia;
- Points of departure for the design of the national programme of adult education;
- A presentation of awards on the occasion of Lifelong Learning Week and regulations for presenting awards to encourage learning.

Events on the community level

1. The role of the SAEC:

1.1 An invitation to representatives of the public network (folk high schools, secondary schools, colleges and universities, private schools) to a meeting at which we will familiarise them with the concept of Lifelong Learning Week.

1.2 Informing the providers and wider public of the Year of Lifelong Learning.

1.3 Publication and broadcasting of the schedule of activities in the media.

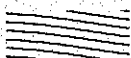
1.4 A uniform poster for all providers in Slovenia (bearing a symbol with the slogan "Slovenia - a country of learning" and "Slovene Lifelong Learning Week") and other publicity and promotional material.

1.5 Inclusion of the media in the SLW programme.

2. Activities on the level of the local community:

- discussions
- exhibitions
- cultural performances
- literary evenings, workshops (in libraries, cultural centres, and similar)
- study circle presentations
- learning exchange presentations
- a presentation of other specific projects in the city/community
- a presentation of other SAEC projects
- the use of materials prepared by the SAEC
- inauguration of the slogan "Slovenia, a country of learning"
- inauguration of compact presentations of lifelong learning in Slovenia
- arrangement of compact presentations of lifelong learning in Slovenia's cities (for example Mercator and Emona stores, and others)
- publication of standards for assessing "learning sites"
- inclusion of information on SLW at the sessions of municipal assemblies or bodies
- commendations to individuals, groups and organisations
- local radio shows

- local television shows
- local newspaper items
- local telephone counselling-lines.



Rethinking Adult Education for Development

An international evaluation of our conference

Dr Zoran Jelenc, SAEC

The major international conference that was held in October 1993 in Ljubljana bearing the title Rethinking Adult Education for Development (Ljubljana, 6-9 October 1993) has received international confirmation. The renowned adult education expert Joachim H. Knoll devoted special and considerable attention to it in his latest book entitled *Internationale Weiterbildung und Erwachsenenbildung: Konzepte, Institutionen, Methoden*, pp. 85-95 (*International Continuing Education and Adult Education: Concepts, Institutions, Methods*). (The book was published by Wissenschaftliche Buchgesellschaft Darmstadt, 1996). The author describes our conference in the chapter about international education reforms in the world and European perspectives. He devoted a special chapter to the conference, which he labelled a congress, titled *Der Kongress von Ljubljana oder Der Versuch einer Quersumme der Internationalen Erwachsenenbildung/Weiterbildung* (The Congress in Ljubljana or an Attempt to Review Adult Education and Continuing Education).

Joachim Knoll presents the contents and significance of the conference in a very unbiased and objective manner. His summary of the conference and its topics is critical and reflective. He stresses the significance of its contributions for the development of adult education in the international world. In his opinion, the conference did not have a "convincing balance" if we assess its importance in terms of how much it contributed to new definitions of known problems in adult education in the world. It did not provide new synthesized findings on the adult education system or its scientific discipline. It offered a "dispersed picture" or "synoptic view". The author describes the personal contributions as being subjective treatments of issues which have more or less been appearing in the international arena for quite some time now and to which Unesco has devoted considerable attention in the past with its world conferences (Elsinor 1949, Montreal 1960, Tokyo 1972 and Paris 1985). These efforts grew somewhat weaker after 1985, as if the international experts had grown tired of treating general issues and decided to devote themselves to studying smaller, narrower and more specific issues. This is evident in the numerous conferences that have been appearing recently especially on the initiatives of two European associations: the European Association for the Education of Adults (EAEA) and the European Society for Research on the Education of Adults (ESREA). Whatever the case may be, the author does not think that the conference was superfluous or unnecessary. In the

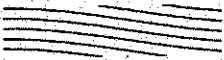


light of the increasing number of smaller conferences dealing with much narrower issues, the Ljubljana conference to him seemed to be an important attempt to pool ideas on adult education for the development of theory and practice. He describes it as a kind of cross-section drawing attention to the many unresolved supranational and international components of adult education. He stresses that adult education reaches beyond state borders and that many problems are not solved on the supranational or national levels. And the demands to resolve these issues have not disappeared. Development, policies and the appropriate determination of relations between the development of theory and practice are matters which are universally topical and there is a growing need in the world for comparative treatments of adult education.

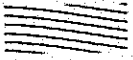
Knoll evaluates the conference in Ljubljana as being extremely successful in terms of the number of nationally and internationally renowned experts it succeeded in getting to actively cooperate (this is probably the reason for the author having labelled it a congress and not merely a conference). That is why at the end of the text devoted to the Ljubljana convention of experts in adult education (covering 11 pages of his book), he stresses that "the conference made international progress in adult education, the awareness of methods within comparative studies has sharpened" and that "above all it has shown that ... it is necessary to study the viewpoints of the future within the framework of new groups of questions." The author also reflects on this and condenses his thoughts into three subject groups: lifelong education, the development of personnel for adult education and the (historical) continuity of development.

The titles of the chapters indicate that the book - *Internationale Weiterbildung und Erwachsenenbildung* - is worth reading for other reasons as well:

- Terminological and substantive issues
- The beginning and development of international adult education in Germany
- International reforms from the world and European perspectives
- European awareness - resistance and utopias between nationality and internationality
- Aspects of adult education in supra- and international organisations
- The development, fundamental issues and basic foundations of international and comparative research in adult education.



SLOVENE ADULT EDUCATION SCENE



Conference of the Slovene Adult Education Society Lifelong Learning, the Condition for Survival

Vida A. Mohorčič Špolar, Vice-President of the Executive Committee of the Slovene Adult Education Society

A conference was organised under this title from 30 May till 1 June 1996 in Portorož by the Slovene Adult Education Society. The conference was attended by more than 100 people from various spheres of adult education.

On the one hand, the conference represented a response by the Slovene Adult Education Society to the challenges currently facing adult educators and, on the other, preparations for a conference being organised by Unesco to be held in Hamburg July 1997 bearing the slogan "Adult Learning, the Key to the 21st Century". At the same time, the conference was an opportunity to discuss the society's future assignments.

In addition to the plenary sessions, the participants were expected to take active part in the work groups which were divided into four subject fields:

- Knowledge for the 21st Century
- Improving the Opportunities for and Quality of Adult Learning
- Women in Adult Education
- Adult Learning, Media, Culture.

The work took place in three groups, since there was no interest in the Women in Adult Education group (only one participant signed on). It is not clear whether this indicates that women in adult education have no problems or if those employed in the field are not aware of any. The question does not really concern of their level of awareness, but more their sensitivity for the issue itself and finding a solution for it in the education programmes themselves. The response leads us to conclude that what U. Hart wrote about American adult education, namely that people are insufficiently or not at all aware of this issue (Hart 1992), could also be applied to Slovenia.

And yet the members of the society shaped a number of proposals and recommendations which will signify guidelines for the society's further work and at the same time point to the areas in which there is still much to be done by the society. Here, only some of the main points have been summarised.

The society's members were of the opinion that it should continue its endeavours to establish the concept of lifelong learning not solely after adulthood, but beginning in primary school. This will ensure that children are truly trained for lifelong learning. The society should also strive to introduce laws on the rights to lifelong learning, but

it should do this via the activities of various associations and professions and thus obtain the support of a determined share of the professional public.

The ways in which knowledge is acquired will become less important as the result of development and needs, while actual knowledge will become more and more important. It will be possible to assess this knowledge with designed standards and thus be able to obtain a certificate. Development should be accelerated on the basis of real needs for training.

The science of adult education should be enriched with findings from other sciences in order to be able to deal with adults in a comprehensive manner. The society should view foreign concepts and their introduction into our cultural space with a critical eye. It should strive to enhance the reputation of domestic knowledge and experience, and through its activities strive to eliminate the static concept of education and in its place develop a dynamic concept of education which will also enable a subjective relationship towards knowledge.

In future, the society should devote more attention to counselling work in adult education and strive to make sure that all educational organisations include counselling in their work. It will be necessary to train counsellors for this purpose.

The Slovene Adult Education Society should attempt to evaluate as many educational programmes for adults as possible and thus achieve greater quality. Adult education programmes (primarily informal) should correspond in content and norms to contemporary trends and needs in Slovenia as well international standards. The society's members found that the programmes most easily and quickly adapted to the needs of the environment and technological development are those of informal education.

Some business fields have yet to define a set of norms and standards of knowledge and to determine the needs for the professional knowledge of their employees. This means that there are no sanctions despite the steep requirements for the quality of final products or services.

In future, the society should also establish contacts with the other societies that are active in all stages of human development in order to avoid the "curative" activities of the adult education profession (correcting the mistakes which are often made in formal school education).

Adult education with its opportunities and programmes does not appear often enough in the media. The society's members stressed the need for a long-term vision of increasing public awareness with the aim of encouraging lifelong learning. This vision can only be realised with a strategy of small steps, of specific opportunities for learning. To achieve this, specific knowledge in communication and promotion is required. We already possess some of the necessary knowhow and experience in this field, but this should be shared, combined and coupled with new knowledge and experience. We are aware of the fact that 80% of the opportunities depends on us alone, while the remaining 20% depends on other factors (the government, the media, finances, etc.).

Another of the unresolved issues related to the adult education profession mentioned by the participants was also the issue of monitoring adult education, adult education

training programmes and the advancement of individuals working in adult education. At the end, they called upon all those involved in adult education to submit the names of their colleagues with outstanding achievements in the field to the national competition for awards in the field of education.



Sectoral Adult Education Curriculum Committees

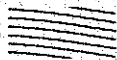
Vida A. Mohorčič Špolar, SAEC

In the spring issue of *Novičke* we reported about the redesigning of the curriculum and the appointment of the National Curriculum Council to which the Slovene government entrusted the professional preparations and administration of the redesigning of the curriculums in nursery schools, primary schools, academic secondary schools, vocational education, professional education and adult education.

In February this year, the National Curriculum Council named the sectoral curriculum committee for adult education (other sectoral curriculum committees - for nursery schools/kindergartens, primary school, academic secondary schools, vocational and professional education - were named in December 1995). The committee for adult education is comprised in such a way that it:

- has representatives from different levels of school education for adults (primary school, the tenth year of schooling, vocational and secondary-leaving certificate courses, master craftsmen's college, continuing education programmes, training programmes),
- takes into account different programmes (qualification/degree programmes, certified programmes, informal education),
- has experts from the various educational sciences pertinent to adult education and diverse professional questions,
- has representatives from the various institutions and bodies that shape and have an effect on the development of adult education (faculties that educate adult educators, the Ministry of Education and Sport, the Slovene Association of Adult Education Centres),
- has representatives from institutions in the public and social sector that are connected to adult education or are users of educational services (folk high schools, adult education associations, labour organisations, private educators).

The provisional agenda of the curriculum committee for adult education states that the strategy of lifelong learning is the broadest conceptual and strategic starting point for the curriculum reform on all levels and degrees and in all types of education programmes.



It also states that adult education is a special, but complementary field of education and so both areas (youth education and adult education) should be treated as related, but different. The curriculum reform should not take place separated from the area of the education of children and youths and separated from adult education. Each field should consider the possibilities, advantages and characteristics of the other. In renewing the adult education programmes it is necessary to commence with the special methodology for the preparation of adult education programmes. The more important decisions concerning the curriculum reform must be based on appropriate expert analyses and research.

The Ministry of Education and Sport initiated the curriculum reform therefore the work of the sectoral adult education curriculum committee in renewing adult education programmes will encompass above all the following:

- education for the acquirement of a formal (school) education,
- adult education in other certified (public) education programmes.

This is the only way in which the curriculum renewal of adult education will be appropriately limited and oriented and connected with other fields (levels, types) of education. Encompassing adult education in its entirety into the curriculum renewal would be a gigantic and mainly senseless task. In a way, it would also be in contradiction with the basic principles of adult education, particularly the flexibility, innovativeness, vitality, up-to-dateness and similar of its programmes.

The committee's tasks can be thus summed up:

- The sectoral curriculum committee for adult education is the central committee that proposes a strategy for redesigning the curriculum of adult education.
- Adult education must be appropriately taken into consideration in all sectoral and programme curriculum committees. These take adult education into account in organising their work.

The activities of the sectoral curriculum committee for adult education encompasses three fundamental fields:

1. The creation of professional and methodological foundations for the curriculum renewal of adult education - these will be sent to the other sectoral curriculum committees so they can be taken into consideration in treating adult education in the fields these committees are studying (primary school, academic secondary school, vocational and professional education);
2. The treatment of programmes which will be dealt with by other sectoral curriculum committees and for whom the sectoral curriculum committee adult education will design solutions for adult education;
3. All public education programmes which were designed as special programmes for adults.

As regards public programmes designed exclusively for adults, the sectoral curriculum committee for adult education will first devote special attention to the redesign of all existing programmes and later also to the curriculums which are not yet developed and are planned in the national programme. In doing this, it will apply the criteria

of whether or not these programmes provide a degree or qualification. It will not, however, intervene in the field of the numerous programmes of informal education, since by formalising the curriculum it would be intervening into the very distinctions of these programmes: diversity, adapted for a target population, interest and needs and quickly changeable.

The work of the sectoral curriculum committee for adult education is defined by these points of departure:

- it creates, proposes and introduces a proper methodology for the preparation of redesigned programmes for adult education;
- it discusses the submitted redesigned programmes for adult education and provides an opinion on them;
- it determines the issues which should be resolved by means of special research assignments or projects;
- forwards proposals for adjusting programmes of continuing education with the programmes of initial education and vice versa - in doing this it departs from the strategy of lifelong education and learning;
- it encourages the coordination of the committees' work in issues concerning the curriculum renewal of adult education;
- it encourages the resolution of issues related to the curriculum renewal of adult education in the National Curriculum Council;
- it realises the assignments negotiated in the National Curriculum Council;
- it forwards proposals to the National Curriculum Council.

The work of the curriculum committee is envisaged to take place in two stages.

The first stage, 1996, is devoted to designing a basic methodology of the curriculum renewal for adults (a comparison and adaptation of knowledge standards in the degree programmes in adult education), reviewing the subject matter in regard to the objectives of adult education, the organisation and carrying out of the education process, the procedures for evaluating and assessing the educational effects, the educating and training of adult educators and evaluation studies.

The second stage, which is anticipated to take place in 1997, but which largely depends on the work of the other committees, is aimed at the section of the national curriculum in which adults will primarily participate. These are: the tenth year of schooling, lower vocational school, vocational and secondary-leaving certificate courses, master craftsmen's schools and continuing adult education programmes.



Slovene Adult Education Survey 1995/96 Providers

Barbara Kranjc, SAEC

In the Winter 1995 issue of *Novičke* we presented some of the basic information we collected on last year's supply of programmes of adult education and learning. This time we are putting the spotlight on the providers. We will briefly present the types of education organisations responded to our questionnaire, their status, we'll take a look at their founders and the structure of their staff.

Our survey features 212 providers and their programmes. Privately-owned organisations prevail with altogether 66 in the survey. This is followed by 40 units for adults at secondary schools and 33 folk high schools. We present 27 education centres. In this category we took into account all

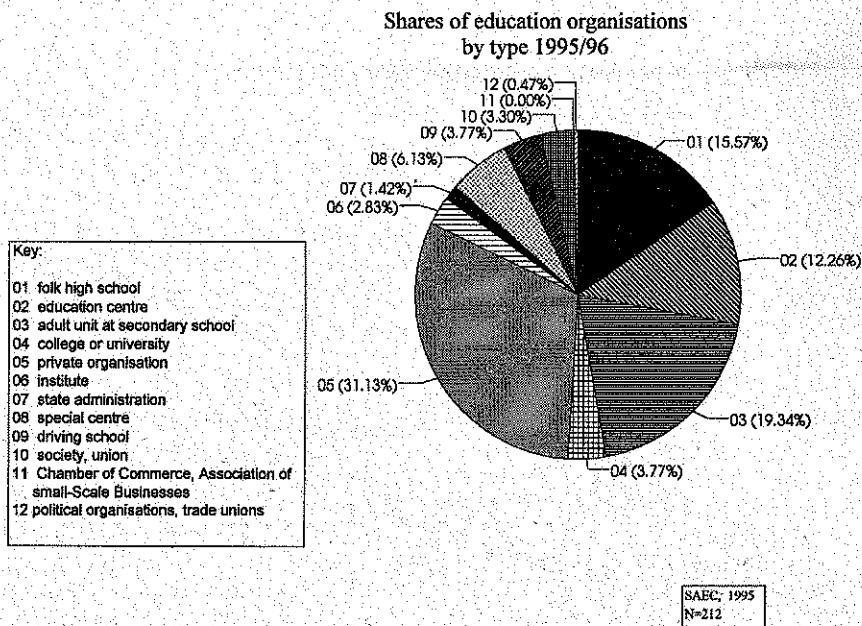
those providers who organise adult education in companies - either in the form of an education centre or with education being provided by other departments, for example the personnel or service department. We carry special presentations of 13 special centres - these are libraries, the University of the Third Age, the Archbishop's Office for Religious Education, the Counselling Centre for Children, Adolescents and Parents, the Slovene Adult Education Centre, various training centres established by the Slovene Chamber of Commerce, the Foreign Languages Education Centre, the Social Work Centre and others - whose activities are exclusively education in specialised areas or in which education is in one way or another an essential and logical component or supplement of their basic activity.

There are slightly less colleges and universities. This year's Slovene Adult Education Survey does not include the postgraduate study programmes at Slovenia's two universities which were published in the spring. We did however include the programmes of the eight faculties which presented us with the professional continuing education programmes they organise primarily for their graduates. But, more about the programmes in the next issue.

Even though we have been able to encounter more and more cars on the road owned by various (including privately-owned) driving schools, only eight of these decided to publish their offer by filling out and returning our questionnaire. We were particularly happy to be able to include programmes organised by societies and associations (there are seven of these in the survey) and programmes organised, prepared and carried out by trade unions. Like last year, the survey includes the Slovene Association of Free Trade Unions. As regards providers which we have categorised as falling under the government administration, we received information on the programmes and provider from the Centre of Military Schools at the Slovene Ministry of Defense (who told us that most of their programmes are still in preparation), the Ministry of Internal Affairs - Personnel and Education Office based in Ljubljana, and we have provisionally included the Brdo-Protocol Services school. Figure 1 shows the proportions of education organisations according to type.



Figure 1



After processing the responses to the question about the status of the organisation providing education we recorded 63 registered private organisations, 50 public institutions and 22 institutes. There are considerably less societies, we were able to publish seven, two joint-stock companies, one public company, an association and administrative body. Eight independent education organisations defined their status as "other". As regards the education organisations which are not organised as independent status units, the division is the following: there are 26 organised units, 17 departments, 1 dislocated unit, while 9 are organised in some other way (they have a professional employee for this field, education is a component of other organisational units and similar).

The proportions of education organisations which are registered as being independent and the proportions of adult education organisations which are not registered as independent are shown in the figures 2 and 3.

Figure 2

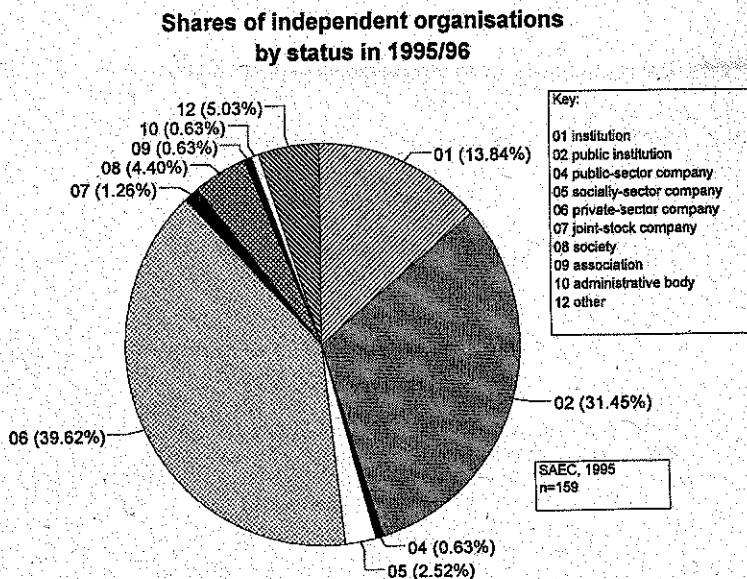
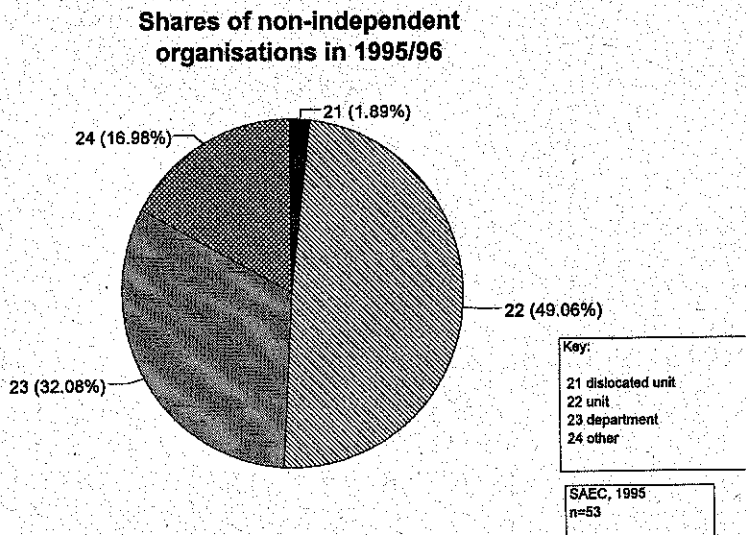


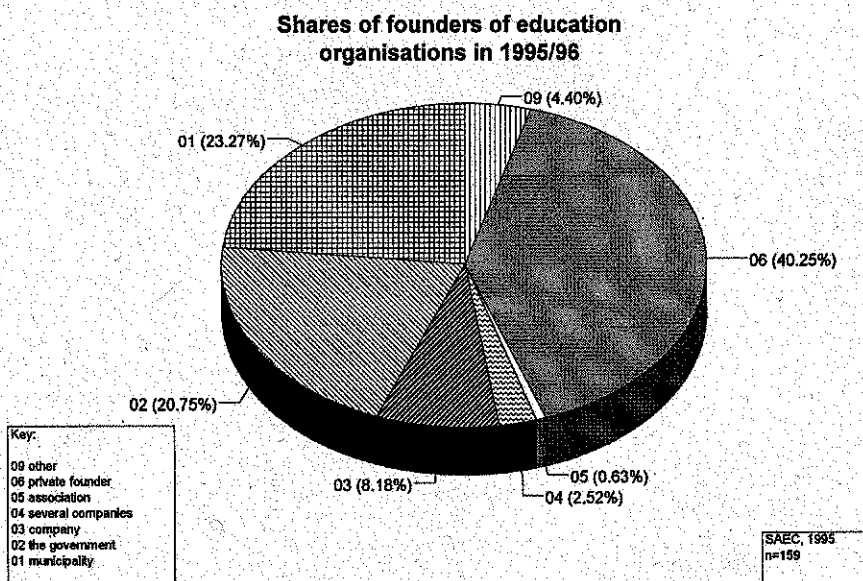
Figure 3



The most frequent founders are private businesses. They founded as many as 64 or 40% of all the adult education organisations published in the survey. This is followed by municipalities which are the founders of 37 education organisations, while 33 were established by the government.

Only 8% or 13 of them were established by a company and 4 by several companies. According to our data, one education organisation was founded by an association and seven have other founders. In reply to the question about the founder of the organisation we only expected to receive replies from organisations which are registered as independent education organisations and these were the only ones we took into account. We stated this on the questionnaire. Figure 4 shows the shares of the founders of education organisations. Out of the total, approximately a quarter of them are not registered as an independent education organisation.

Figure 4



The data on those employed in adult education is interesting too. We have shown this in figure 5 which lists (in columns): senior-level employees, professional associates, programme providers, administrative and technical personnel and others involved in the preparations and realisation of programmes of adult education. The columns show the work hours each employee spends in adult education (first all those who work full-time, those who are able to work shortened work hours or by contract). The column next to this has the figure of all those who have had teacher training in adult education. The question on the number of employees working in adult education asked about the "number of employees per day who are engaged in adult education specially indicating whether this is full-time, part-time or by contract". Professional

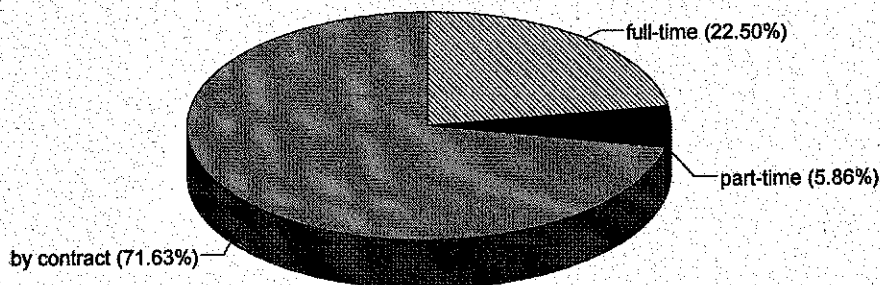
employees are those who are engaged in determining the needs, creating the programmes, marketing, organising education, evaluation, analytical work and similar. The providers are the lecturers, instructors, mentors, etc. We asked the respondents to record each employee only once. If any of them perform several roles, we asked them to list the role they work in predominantly.

A person with adult educator training is considered someone which a degree or leaving certificate which in correspondence with their learning programme provides pedagogical education or individuals who have acquired this education through various forms of organised education. This form of education is organised and carried out by employees with a degree in teacher training college, employees who graduated from the Teacher Training Colleges in Ljubljana or Maribor and employees with degrees from the Faculty of the Arts in Ljubljana, the Faculties of Pedagogy in Ljubljana and Maribor (Provider data questionnaire, SAEC, Ljubljana, 1995).

Employees working in adult education 1995/96

	total	total with teacher training	full-time employees	full-time employees with teacher training	part-time employees	part-time employees with teacher training	employees by contract	employees by contract with teacher training
senior-level employees	207	111	136	69	27	14	44	28
professional employees	573	207	266	101	79	28	226	97
programme providers	4326	1942	481	165	184	90	3681	1687
admin. and techn. empl.	333		232		38		63	
other	205		173		3		29	
total	5644	2279	1270	335	331	132	4043	1812

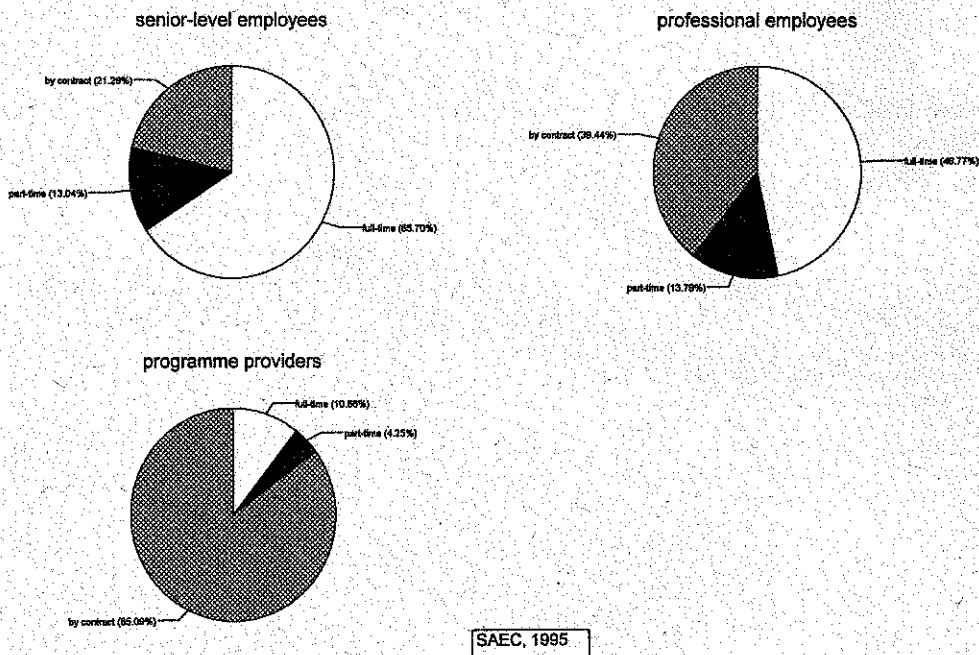
Shares of all those employed in adult education by work hours 1995/96



SAEC, 1995

We found that relatively many employees are active in the organisation of adult education - altogether 5644. As expected most of them are providers - 4326. About a tenth are professional employees, around two hundred are senior-level employees involved in adult education.

Shares of employees in adult education 1995/96



Helping out are 205 other individuals, while we recorded a further 333 administrative and technical employees. The shares for teacher training for adults are more eloquent. More than half of the senior-level employees had teacher training education. It was somewhat surprising to discover that only 45% of the programme providers (where we expected a higher proportion) had teacher training education. Among the professional associates tied to adult education, 36% of them also had teacher training degrees.

The readers will also find the analysis of the work time which the listed groups spent on adult education interesting. Of all the employees, only 23% are full-time, 6% are part-time, and as much as 72% work by contract. Among the latter, the highest share is that of the providers - 85%. (From the collected data it is not clear whether those working by contract appear only once or if one provider (teacher, instructor, mentor) of education programmes has several contracts with different organisations!). Nearly 40% are professional workers who are employed in adult education by contract, and 21% are senior-level employees.



The State of Education for the Needs of Companies and Employees

Jasmina Mirčeva, SAEC

At the beginning of the year the Slovene Adult Education Centre began a study on the The State of Education for the Needs of Companies and Employees. This research into the state of education for the needs of companies and employees proceeded after it was discovered that thorough and up-to-date analyses on the state and development in the areas of training and education for the needs of the economy was lacking. By determining the needs of companies (employees) for organised education it would be easier to define development policies and an overall strategy of adult education. The study is thus aimed at:

- determining adult education needs,
- studying the organisation and opportunities of organising education for company (employees') needs,
- creating a critical assessment of the present and past situations in the field of education for the needs of companies,
- analysing the opportunities and a development model for the realisation of the needs for education for the needs of the economy.

In the first stage, with the purpose of determining these goals, we created a questionnaire that encompassed 102 companies from all sectors of the economy. These companies differed in their ownership structures (public, mixed, private ownership), their sizes ranging from large and medium-sized to small companies and belonged to different regions. The questionnaire contained 19 questions. One question was related to determining the needs for education that appear at various levels, four questions dealt with the quality of education, five were related to the level of organisation and covered the forms of education and two questions were related to the obstacles and forms of encouragement in the organisation and realisation of educational activities.

We asked the following representatives of business organisations to participate in the inquiry: the head of the education service, the personnel department and in smaller companies the head of the company. The inquiry took place from 15 February to 15 March 1996. The Slovene Chamber of Commerce and the Regional Chambers of Commerce provided considerable support for motivating the respondents in the survey. In this article we will present some of the interesting results of the questionnaire on the way in which educational needs are satisfied in companies and by employees and the quality of the education programmes (formal education programmes, vocational specialisation and training and general education programmes).

We divided the levels of satisfying education needs into nine groups: own company, other companies in the commercial sector, sectoral joint education centre (education service), industrywide education centre (service), adult education institution outside of the commercial sector, schools of various levels, regional education centres for different types of education which are not sectoral or industrywide, other organisations in Slovenia and abroad.

Employees for the most part satisfied their educational needs in their own companies, in adult education institutions outside the commercial sector and in schools of various levels and much less in industrywide educational provision, regional education centres and other non-educational institutions in Slovenia. It is interesting to note that in the transitional period in which companies often choose to direct their funds towards other purposes, for example restructuring, the purchase of new technology, and similar, companies have been investing considerably more funds than in the past in training their employees abroad. The respondents held the opinion that training and advanced studies abroad should become the educational practice of companies in the future.

Data shows that on the levels treated here the companies best satisfy the needs for continuing professional education and training: the prevailing areas are education and training for development and ensuring quality, foreign language training and continuing professional education, training for upgrading basic vocational and professional knowledge for more complex assignments and personal relations training. These are followed by qualification programmes on the 4th, 5th (secondary school), 6th and 7th (college and university) levels and specialisation qualifications on the secondary and university levels. The needs for general education programmes are not mentioned as frequently by the business sector. In 1995/1996 in comparison with the period prior to Slovenia's attainment of independence the proportion of vocational training programmes increased somewhat, while the needs for education courses that lead to a qualification have fallen or barely remained the same. In the future employees are also expected to show the largest degree of interest in continuing professional education and vocational training, while the demand for qualification programmes will also increase.

In regard to the quality of the education provided on the mentioned levels, the respondents were most satisfied with the quality of education provided in companies, followed by the quality of education in schools of various levels and educational institutions outside industry. The respondents were less decisive in their replies to questions pertaining to their satisfaction with the quality of education in other companies within the area of industry, the quality in the joint educational centres, intersectoral educational centres, in the regional educational centres, elsewhere in Slovenia and abroad. In these groups another prevailing opinion is that of the quality of education on particular levels, however there was quite a high proportion of those who did not respond to this question or could not make up their mind.

In making our assessment of the quality of education on particular levels we closely studied the factors that have positive or negative effects the quality of education.

In their listing of the factors which hindered education in the companies the respondents placed stress on the following: the lack of time or ill-timed scheduling in view of educational activities and job obligations, the poor organisation of education in the company or the lack of funding. Respondents made the following suggestions for improving the quality of education and training inside the firm: to increase employee motivation, to improve education evaluation, to increase the opportunities for promotion after completing one's education successfully, to ensure financial assistance from the company and the government, to improve the organisation of education in the company, to modernise the learning technology, to provide more time for employee education and to incorporate experts in the organisation and provision of education and training.

In reference to cooperation with other companies in the field of education, the respondents were critical towards the hermeticism shown by other business organisations, towards the unreadiness for cooperation with organisations from the same sector, while they also believed that the educational programmes being realised in other companies were quite pricey and did not correspond to the quality on offer. The respondents also stressed that companies working in the same field would benefit more and create opportunities for increasing the quality level the education if they were to establish partner and non-competitive relationships, this being the only way in which to contribute to opening the flow of knowledge. Another thing which could contribute to increasing cooperation would be the establishment of a joint educational centre. This would cut the costs of education in individual companies.

As regards the joint education centres in a particular sector, the

respondents were most critical of the high costs of the education programmes. Some respondents felt that sectoral centres were less known as education institutions and that the educational activities they provide are not satisfactory. That is why they believe that education provided in a joint education centre within a particular sector would be of higher quality if these centres created stronger ties with business organisations, offered more practical and less theoretical knowledge and had better financial support. This would provide a higher quality of education. They also suggest cooperation with better professionals.

The respondents stated the opinion that too few intersectoral education centres have been established in Slovenia and that those in charge of education in the companies and institutions that supply educational activities do not pay sufficient regard to them. The respondents are aware of the benefits business institutions would have from the knowledge and exchange of experience these centres would supply and are in favour of establishing them more frequently.

The respondents were critical of educational institutions outside of the economy because they do not consider them to be sufficiently linked to business organisations, they find that the educational programmes are extremely expensive, that the programmes are not sufficiently linked to the business organisations and that the lecturers are not sufficiently aware of company needs. Some of the respondents replied that educational organisations outside of business organisations supply too much theoretical and too little practical knowledge, that their staff is not satisfactorily trained and only partially aware of the needs of business organisations. Their proposals for improving the quality of the education provided by these institutions is: collaboration with better lecturers, more attention placed on the organisation of educational activities and putting more practical subjects on offer.

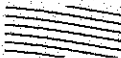
The selected indicators show that the subject matter offered by educational establishments at different levels is rather abstract and in passing on this knowledge the providers are removed and ignorant of the specific job-related problems that appear in companies. The respondents added that the educational establishments organise heterogeneous groups and that the programmes, organisation and methods in which the lessons are carried out are inappropriate in view of the adults needs. The following was suggested by the respondents to improve the quality of the educational establishments: the establishment of greater connections between schools

and companies, the establishment of stronger contacts with businesses, consideration of the needs of employees and the improvement of the quality of lectures by being more selective as regards lecturers. The employees are of the opinion that the teachers and moderators should use more modern methods, transfer knowledge through active forms of adult education, using contemporary methods and that they should deal more with the programmes' subject matter and less with the organisation of work.

According to the respondents, regional education centres offer their educational activities at extremely high prices, do not listen to the needs of business and do not consider the opinion of the students. They believe the only way these centres will boost quality is if they establish ties with the activities of business organisations and approach the users' needs. Regional education centres, according to the respondents, have extremely expensive programmes, and so they urgently need to lower their prices to make them more accessible and fill capacities.

As regards other education centres in Slovenia (non-educational institutions and institutes outside the commercial sector, voluntary organisations and association, clubs, political organisations, and similar) some of the respondents said that they are good in substance but poorly realised in practice.

These replies lead us to conclude that similar factors effect the enhancement or lowering of the quality of education at all levels. The negative factors were related above all to the organisation (the formation of heterogeneous and oversized learning groups, unsatisfactory scheduling), the subject matter (overly abstract subject matter and disregard for the interests of those employed in the economy), the adult education methodology (neglecting the specifics of adult students, the lack of regard for contemporary methods and techniques applied in the transferral of knowledge) and finances (a lack of money for the preparation of materials, the purchase of contemporary teaching technology and collaborating with foreign experts). As regard improving the quality of education and the mentioned factors, the respondents proposed increasing the supply of educational programmes and establishing more regional and intersectoral centres which in their opinion could introduce new subjects which would benefit companies.



Adult Education for People with Special Needs

Ester Možina, SAEC

The very task of defining this target group is a sensitive one, since it concerns a collection of partially subjective particularities which is always the consequence of many factors: biological, psychological, social and experiential. We refer to the population of the mentally disabled. Lately, an expression that is more popular in the

world is "people with special needs", although many justifiably remark that these people have the same needs as others, and that it is the environment that should in fact allow them to satisfy them.²

Training and Employment

In Slovenia each year 400 to 500 students with minor forms of mental disability complete their schooling at special primary school departments. This is the annual generational flux that emerges as possible individuals seeking a form of employment. Altogether, this signifies around 10,000 persons appearing on the labour market, either in an ordinary work environment, government sponsored companies or work schemes for the disabled or as unemployed. Rough estimates show that Slovenia has around 1500 people with minor mental disabilities who must be found jobs, around 800 could be employed under basic conditions, while the remaining 400 to 500 under special (sheltered) conditions.

In the relevant population, those with minor disabilities prevail and are according to generally recognised standards they are capable of employment or productive work under general employment conditions or within special employment organisations, such as special companies with employment programmes for the disabled and institutions for the training and employment of disabled persons.³

After completing compulsory schooling, persons with mental disabilities can receive training in shortened programmes or on-the-job training programmes in the metal-working, wood-working and food industries. The general case, however, is that the rigidities of the general education system further decreases the vocational and employment opportunities of persons with any kind of development disorder. The standard teaching systems are not appropriate, because they are too demanding in their intensity, not applicative enough and too theoretical. On the other hand, employers find that training is not sufficiently adapted to the specific capabilities of the population group. The education programmes which are attended by persons with disabilities therefore do not ensure a sufficient level of knowledge, independence at work, practical job skills and the social maturity vitally necessary for entering the labour market.

Studies of graduates of primary schools with special programmes have revealed certain other particularities which are especially important when seeking employment and these are: the lack of basic work skills, psychomotoric coordination difficulties, manual skills, establishing relationships in a group, restlessness, aversion as an attention disorder and others. Another frequent characteristic of this group is additional physical disability which makes employment and success at work even more difficult. Most of these individuals take longer to become socially mature. Due to the nature of their

1 Most people with a mental disability are given the status of categorised adolescent by the municipal social welfare body or the status of a disabled person which is given by the National Employment Office. These individuals are thus given disabled status signifying their right to various forms of assistance and benefits. Here it is necessary to call attention to the principle of free choice; a disabled person can decide to use his/her status or not.

2 Other expressions are also applied, such as persons with development disorders, handicapped individuals, and similar.

3 The strong segregation of the labour market accelerates the marginalisation of the disabled. From January 1994 to December 1995 registered unemployment in all categories decreased by 7.6%, while unemployment among the disabled rose by 63.8%. The only real employment opportunities for persons with mental disabilities is employment in special companies for the disabled (of which there are currently over 100 in Slovenia).

disability, their personalities are shaped through role learning, consolidating behavioural patterns and imitation.

This group is very heterogeneous in the levels and types of disabilities. Their physical and mental limitations automatically place them in the category of those for whom it is most difficult to find employment and they actually do find it very difficult to find employment or have to wait for a very long time.⁴ Their exclusion from the social life and the job world marginalises this group even further and forces them into constant dependence on various forms of social aid and isolation. The physical and mental limitations of these adults must be consistently taken into account when planning education or employment.⁵

Realisation of the Adapted Training for Life's Assurance Programme

The following were taken into consideration in the adaptation of the Training for Life's Assurance Programme: the particularities of the learning of adults with special needs and the particularities in the teaching methodology. Some adjustments of subject matter and difficulty levels were also made. We believe that the adapted programme will enable these people to sharpen their social, basic communication and computing skills needed for optimum social and economic independence. At the moment the Training for Life's Assurance is still the only general education programme for this target group.

Since December 1995 fifty graduates of primary schools with a special programme have entered the Training for Life's Assurance programme; 30 of them are unemployed and 20 are taking part in on-the-job training in companies for the disabled. Education is being provided by 5 educational organisations.

The groups are smaller than in the regular TLA programmes (from 6 to 8 participants) and this makes it possible for teachers to devote their attention to individual participants. The groups are very heterogeneous (including the participants themselves) in regard to their interests, possibilities and experience and so the subjects they cover differ strongly. Basic subjects such as arithmetic and communication are covered alongside various chores in the everyday life and work of the participants: shopping, housekeeping, cooking, administrative and private correspondence, job seeking, etc. The difficulty level corresponds to the individual participant, so teachers prepare differentiated exercises and learning material. The learning material is thus created as they go along, and the participants store it in special folders. Almost every group has made various products, thus testing their manual skills.

4 The general economic and technological changes can also be seen in the uncertain position of the disabled: the number of those employed in production is falling, there are fewer and fewer jobs which do not require education. The effects of the introduction of information technology in the employment of certain categories of disabled individuals have not been sufficiently researched; with the increasing mechanisation and complexity fewer and fewer opportunities remain for the mentally disabled.

5 Vocational guidance, which should be based on appropriate information concerning the disabled person's characteristics and vocational requirements, is particularly important to people with disabilities. In order to provide this, cooperation among people from various professions and the disabled individuals themselves is necessary. Collaborating in the vocational guidance of people with development disorders are: the school counselling service (psychologist, defectologist, social worker), a counsellor from the National Employment Office (psychologist, vocational counsellor, professional committee for determining the status of the disabled person, medical counsellor), the health care service (specialist in occupational medicine and practicing doctor) and parents.

The learning usually takes place in groups or pairs so there are many opportunities for group work and developing communication and social skills. The participants' classes are not limited to the classroom, but include for example visits to the cinema, libraries, police stations, the zoo, educational walks around town, etc. Some groups have also invited guests, such as a nurse and policeman. Learning most often takes place in the form of group games and competitions in which the participants write, compute and communicate.

The participants were selected by the employment and rehabilitation counsellors at the local national employment offices and they attend at least one meeting of the group and discuss with each participant their vocational and possible educational possibilities after they complete the TLA programme. The teachers prepare an assessment of each participant's cooperation and knowledge and then send this to their rehabilitation counsellor.

The programme is still in the experimental stage and so it is too early to assess its effectiveness. The Slovene Adult Education Centre and rehabilitation counsellors at the local employment offices monitor the course of the programme and will at the conclusion of the experimental phase conduct a joint evaluation of the successfulness of the programme for this target group.

Employment counsellors and teachers have positively assessed the programme in groups that have already completed their education and stated that participants had attended the classes regularly and cooperated to their best abilities. According to the employment counsellors, it has enabled a new evaluation of the employment possibilities of unemployed disabled persons putting them directly in contact with the participants, teachers and employment counsellors. Each participant had an employment plan created for them including their commitments.

The adapted TLA programme for adults with special needs does not replace existing vocational guidance being provided by school counselling services, counsellors at the employment office, health services, etc., they can however turn to it if the first vocational counselling was unsuccessful and the disabled individuals remained to be without employment - this can be understood from information from the National Employment Office. It would be beneficial if counsellors from the National Employment Office, health services and parents worked together while carrying out the programme for this target group.



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