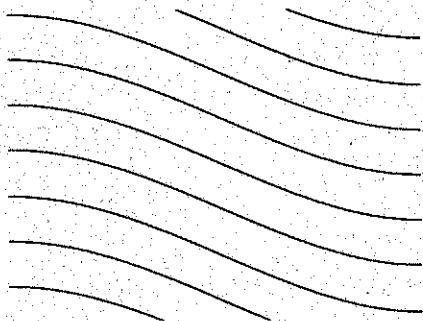


Andrągoški center Republike Slovenije  
Slovene Adult Education Centre

# NOVIČKE



SPRING 1997

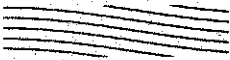
▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ● Actual and Potential Brain Drain ● European cultural month ● Third CEEPUS Ministers Plenary Session ● Cooperation Agreement ● Parliament supported Janez Drnovšek's new government ● Computer Dictionaries ▲ SAEC EVENTS ● The Slovene Adult Education Centre in 1996 ● Public Sector Work Programme ▲ SLOVENE ADULT EDUCATION SCENE ● 1996/97 Survey of Adult Education in Slovenia ● Education for the Unemployed and Redundant Workers in the Regulations for the Implementation of Active Employment Policy Programmes ● The Organisation of Education and Training for the Needs of Businesses and Employees in Industry and Commerce ● Proposals and Recommendations from the Professional Conference on Adult Higher Education ▲ NOTE ● Postgraduate science study of the foreign researchers in Slovenia ● Supplement

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

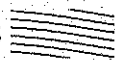


## PROGRAMME BASIS OF NOVIČKE

- 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: Zvonka Pangerc Pahernik - head of the Information Centre and Peter Monetti - editor of Novičke.
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# SLOVENIA FROM NOVIČKE TO NOVIČKE



## Survey

### Actual and Potential Brain Drain

Potential outward or internal mobility of Slovene researchers is high both in absolute and relative terms, and potential outflow to other sectors either within Slovenia or to other countries is also considerable, show current results of the survey conducted by Milena Bevc of the Institute for Economic Research (IER), who studied the problem within the project "Actual and Potential Brain Drain from Slovenia - Volume, Characteristics and Causes". The latter was part of the international project "Migration - Europe's Integration and the Labour force Brain Drain" which included 10 former socialist European countries.

According to a survey, conducted last year among 1012 researchers holding masters or doctors degrees, as many as 76 percent are potential outward migrants for one year, however, most of them are undecided migrants. A typical Slovene long-term migrant is a younger single male with masters degree from natural sciences working in an institute, company or medical institution, whose main reason to leave is better conditions for scientific work.

(Slovenia Weekly, No. 43, November 30, 1996, p. 11)



## European cultural month

The European Cultural Month Ljubljana 1997 is the most important cultural project to take place in Slovenia since the achievement of independence and the first project of this type to be organized by Slovenia within the framework of the wider European community. From 15 May to 14 July 1997 Europe's attention will be focused on Ljubljana.

Audiences will be treated to around 200 different performances. We shall play host to theater companies, orchestras, singers, painters, conductors and many other artists from a great number of European countries - including Russia, which is represented by a world-famous ballet company.

Over the course of the European Cultural Month Ljubljana 1997 many foreign professionals, critics and journalists will stay in Ljubljana.

The basic guiding principle of the project is recognition and understanding of the creativity of European nations. Thus for the entire duration of the European Cultural Month Ljubljana 1997 various international competitions, seminars, exhibitions and symposiums will be taking place. These are intended above all for the foreign professional public, and, through an appropriate advertising campaign, also for those Slovenes who desire a better awareness of Slovenia's position in Europe through history.

(Slovenia Weekly, No. 5, February 8, 1997, p. 14)



### Third CEEPUS Ministers Plenary Session

The third plenary session of the Central European Exchange Programme for University Studies was held in Ljubljana on Saturday. Participants from seven countries discussed previous activities of the CEEPUS network, assessing as good, at elected new chairman - Hungary's minister of culture and education, Balint Magyar.

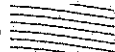
The session was attended by ministers from Hungary, Poland, Slovakia and Slovenia, deputy ministers from Austria, Bulgaria, the Czech Republic and Croatia and CEEPUS Secretary General Elisabeth Sorantin.

Slovenia's Minister of Education and Sports Slavko Gaber, host of the meeting, told a news conference the university exchange programme had consolidated since establishment in 1993. Exchange of university students and professors has also gained steam as last year the quota of 1722 months of scholarships and subsidies for students and lecturers was used by 88 percent.

CEEPUS Secretary General Elisabeth Sorantin presented previous activities of the network, stressing that most participants were satisfied with the programme, with Slovenia being one of the most active members of CEEPUS. The new chairman, Hungary's Minister of Culture and Education Balint Magyar told CEEPUS had managed to set up a very effective system of university cooperation in Central Europe.

He stressed the exchange programme helped maintain and strengthen the identity of inhabitants of the region.

(Slovenia Weekly, No. 5, February 8, 1997, p. 6)






## Cooperation Agreement

Slovene National and University Library (NUK) and the Online Computer Library Center (OCLC) from Ohio, USA, signed an agreement on cooperation. NUK will provide the OCLC electronic library network with Slovene publications which will become available to a large number of end users worldwide. OCLC, whose beginnings go back to 1967, developed from a regional computer system in Ohio into an international, global bibliographic network enabling access to bibliographic records to an extremely large number of users. Since 1977, the other American states have been joining the network, while in 1981 the first international office was opened in Great Britain. The computer library cooperates with over 23,000 libraries in 63 countries and territories all over the world. NUK is starting the cooperation by loading Slovene records published between 1989 - 1996 onto OCLC, while new publications will be loaded as soon as they are published. The Slovene records can be found on the WorldCat database. OCLC users have access to over 30 million publications from all over the world, most of which are in English. Approximately 2 million new publications are loaded annually onto OCLC.

(Slovenia Weekly, No. 7, February 22, 1997, p. 8)



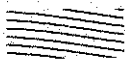
## Parliament supported Janez Drnovšek's new government

With 52 votes "for" and 37 "against", Slovene Parliament in a secret ballot on February supported LDS leader Prime Minister Janez Drnovšek's second proposal for a new government and appointed the new 18-member government made up of representatives of the two largest parliamentary parties, the Liberal Democracy of Slovenia (LDS) and the Slovene People's Party (SLS), with one ministry held by the Democratic Party of the Pensioners of Slovenia (DeSUS). A total of 89 ballots were cast, all were valid. The new Government was already sworn in.

The government elected is the third Slovene government in a row formed by Janez Drnovšek. Drnovšek's first government was supported by the Parliament in May 1992 after handing a vote of no-confidence to Lojze Peterle (Slovene Christian Democrats), the first prime minister of the Slovene government after independence.

After LDS won the general election at the end of 1992, Drnovšek formed the government for the second time.

(Slovenia Weekly, No. 8, March 1, 1997, p. 4)

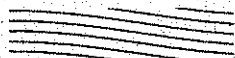


## Computer Dictionaries

Electronic editions of the Dictionary of the Slovene Language and three bilingual dictionaries (Slovene-German, English-Slovene and Slovene-English) were presented Wednesday by the DZS publishing house, which over the past few years has cooperated with the Arnebis IT company in adjusting dictionaries for computerized editions.

Their next challenge is a Dictionary of the Slovene Language on CD-ROM. All electronic editions can be used in DOS or Windows environment, with a resident programme recognizing and adjusting itself to a user's word programme.

(Slovenia Weekly, No. 8, March 1, 1997, p. 16)



## SAEC EVENTS



### The Slovene Adult Education Centre in 1996

In March, the Council of the Adult Education Centre of Slovenia, chaired by Dr Matjaž Kmecl, accepted the report on the activities of the Slovene Adult Education Centre (SAEC) in 1996. This was the fifth active year of an institution which has reinforced itself organisationally and conceptually as a research and development institution engaged in the development and promotion of adult education and learning.

The new school legislation and regulations adopted in 1996, and the changes introduced to the overall system of child care and education, has resulted in the expansion of the centre. In 1996, intensive work began on the re-design of the adult education curriculum, which is part of the larger project of educational reform in Slovenia. The Slovene Adult Education Centre is involved in the re-design with new research and development projects, at the same time providing professional, organisational and technical support for the Sectoral Curriculum Committee for Adult Education and the curriculum committees.

Throughout 1996, the Slovene Adult Education Centre worked on a range of basic, ongoing activities encompassing advice (the scope of this work has been increasing year by year), information systems (libraries, course libraries, Novičke, the annual survey of adult education and learning, etc), continuing education and the training of adult education workers (over 1200 participants in short or long courses, over 300 at



education meetings), publishing (two new books in the "studies and research projects" collection, two new handbooks) and research and development projects and tasks. In the following paragraphs, I give a brief presentation of some of these.

In 1996, there were 126 study circles in operation, with 1247 members in different areas in Slovenia, signifying an increase of more than a third over 1995. This year, we also tied the project in with the national public sector work project, placing ten unemployed individuals as mentors and successfully testing the possibilities of linking work in study circles with job searches by the unemployed and the re-socialisation of the unemployed. In 1996, work on the "Youth Learning Clubs" project involved the introduction, discussion and evaluation of a pilot education programme in a Mengeš company called MiAmigo, which involved eighteen young adults. The trials saw highly favourable socialisation effects on these people, noticed in the fact that young people were going back into education or into (at least temporary) employment. On the basis of our evaluation, we defined the foundations for the partial supplementation of the scheme and prepared everything necessary for a repeat of the programme.

Through the "Quality in Education for the Unemployed" project we developed standards and norms in the field of education and training for the unemployed, and shaped the criteria for the selection of courses for the unemployed and the selection of provider organisations - this is a new feature in education for the unemployed. Some solutions can be applied to adult education in general. Through the "Developing Organised "Autonomous Learning" project, we are developing centres for independent learning in different education and other organisations. Nine new centres were opened last year. The aim of the project entitled "Accreditation of Prior Learning" is to introduce a system for assessment and certification in education so that adults are able to obtain acknowledgement for the knowledge and experience acquired through informal learning. In 1996, we secured possibilities for the operation of a trial centre at the Slovene Adult Education Centre for study circle mentors and teachers in the "Literacy Programmes", published a handbook and established professional links with the Chamber of Commerce for the introduction of the "Accreditation of Prior Learning" system in determining the conditions for certain vocational qualifications.

The Learning Exchange is well known in Slovenia. This year, we began cooperating on an exchange in Novo Mesto. It covers the Dolenjska region, so together with the other two exchanges in operation, this activity, with the exception of the Primorska or coastal region, has branches throughout Slovenia.

The introduction of new approaches can be seen in three projects: a training programme for providers of adult education on the planning of adult programmes; a handbook on planning adult education programmes; and a self-study multimedia package for study circle mentors. We have developed a programme for the design of the curriculum of adult education, which will be used for training those participating in the re-design of the curriculum of adult education, and a handbook on planning programmes is



currently in print. We have prepared plans for the scripting and production of a multimedia package, which we will begin producing this year.

Work on the preparation of the expert foundations of the National Programme of Adult Education was aimed at creating the components of the national programme determined by regulations and components that will enable the preparation of annual plans, or correspondence between governmental bodies and other social partners in the determination of the dynamics of the programme's realisation, or the determination of the necessary scope of resources (mainly money and the development of a network of personnel necessary for the realisation of the goals). As regards legislation, the SAEC's experts participated in the preparations of executive regulations in the field of child care and education, and therefore in the preparation of the Book of Regulations on Records and Documentation Management in the Field of Adult Education, and the preparation of the Decree on Standards and Norms in Adult Education.

In the "Functional Literacy of Adults in Slovenia" project - the development of a programme for the basic education of people with special needs - we followed two chief objectives: the adaptation of the "Literacy Programme" for unemployed adults, who attended primary schools with special programmes; and the trial implementation of an adapted programme for ten groups. Our monitoring and evaluation of the programme followed an elaborate methodology.

We actively joined the European Union campaign, which proclaimed 1996 to be the year of lifelong learning, with a project entitled: "Introduction of Strategies of Adult Education and Lifelong Learning". In this regard, we carried out two projects: "The Lifelong Learning Week ", and "The City of Learning".

The project entitled "Curricular Reform of Adult Education" represented a multi-layered task for the Slovene Adult Education Centre, because it entailed cooperating in the creation of the expert and methodological foundations for curriculum renewal, the participation of SAEC experts in particular committees organised for the various levels of education, and expert and technical support for the work of the Sectoral Curriculum Committee for Adult Education.

In 1996, we completed a two-year research project entitled "Study Circles and their Role in Changing Education and Democratisation in the Local Community", by means of which we evaluated the introduction of study circles into practice. The result is a precise picture and evaluation of the procedures used to introduce the development project, an analysis of the results and the development of an instrument of evaluation which can be transferred to other projects. The results of this project have also been presented abroad (in Sweden).

Besides the practical applied objectives of the research project entitled "The Development of a Curriculum for Younger Adults in the Transition from Primary to Vocational Education", we attempted to outline theoretically the basic features of the research field of Young People in Adult Education.

Functional Literacy: the Evaluation of the "Literacy Programme" - the SAEC evaluates the "Literacy Programmes" as part of the national project for the strategy of planning the incorporation of adults in basic education, for the systemic regulation of programmes for the development of functional literacy on a national level, and for the ensuring of the quality of the implementation of "Literacy Programme". We have also completed a two-year research project entitled "Training for Literacy Programme" and Its Role of Changing Education and Democratisation in the Local Community", in which we looked at reading and writing in a Rom neighbourhood and created the theoretical foundations for the study of the socio-cultural position of Roms in "Literacy Programmes".

The "Women in Education and the Labour Force" study was an attempt to answer the questions of how well the education of women in the labour force fits the education requirements of their jobs, the actual figures of adult women's participation in education programmes leading to formal qualifications in secondary and higher education, how many women hold executive and managerial positions, and the obstacles that exist to the employment of women.

The "Evaluation of the Development and Introduction of a Certificate System" project was not included in the programme of activities supported by the Slovene government. Nevertheless, in 1996 intensive cooperation in certain tasks necessary for the introduction of a certificate system did take place, above all cooperation in the preparation of methodology for the creation of a nomenclature of vocations, points of departure for the preparation of legislation, and active reconciliation between the certificate system and the system of formal education.

In 1996, we received a commission to begin an evaluation study on the "Evaluation Policies of Labour Force Education With an Emphasis on Education for the Unemployed", which we had already carried out in a similar form two years ago. The study looks at the effects of incorporating the unemployed in education and assesses the procedures used in directing and advising the unemployed towards education in various institutions. This time, we are assessing the effects of incorporating unemployed people in a selected computer science programme and the vocational training programme for assistant waiters. This year, we have upgraded the instrument of evaluation, expanded the study points, and prepared everything necessary for the empirical part of the study, which will take place in 1997.

In the "Labour Force Education and Transformations on the Labour Market" project (a research phase of the "Development and Introduction of a Certificate System" project), we individually analysed the effects of the level of education attained, inclusion in formal and informal education during employment, the job position held, the structural changes and development trends of the Slovene economy, and the economic transformations taking place throughout the world.

The "Development of Adult Education in Slovenia from 1945 to 1990" project brings together two sub-projects: "Workers' and Folk High Schools from 1945 to 1990" and "The Development of the Conceptualisation and Systemic Regulation of Adult Education

from 1945 to 1990". In the first, we dealt with the legislative issues of the development of workers' and folk high schools, and in the second, with the historical development of the concept and conceptualisation of adult education in the theoretical works of Slovenia's pedagogues and adult educators in the given period.

We were strongly involved in the parallel programme of the "Slovene Education Days fair", at which adult education activities were presented by 68 education organisations, and four municipalities - Maribor, Ormož, Trebnje and Tržič - organised special presentations. All presentations took place under the joint title of "Slovenia - A Country of Learning".

This has been just a brief summary of the activities of the Slovene Adult Education Centre in 1996.

Dr Vida A. Mohorčič Špolar, SAEC



## Public Sector Work Programme

The study circles project was realised, among other things, in conjunction with the public sector work programme. A pilot project was carried out between: 1 December 1995 and 30 November 1996 and was entitled "Public Sector Work and Study Circles". In including unemployed people in the project, we were working from the assumption that one's learning and activities in study circles rely on the learning of all the participants of the study circle, mutual cooperation and the intervention of the participants in the local environment - in short, on the activities that we anticipated could help the unemployed in their re-socialisation, as well as en route to self-employment.

In addition to the Slovene Adult Education Centre, the provider of work in the public sector, the following organisations were involved in the project: The National Employment Institute (as the body commissioning work in the public sector); six regional units of the National Employment Institute (from Sevnica, Koper, Maribor, Velenje, Kranj and Novo Mesto); ten unemployed individuals who underwent training as study circle mentors and took twenty-five study circles with 197 participants (26.4 per cent of the members were unemployed) in seven different towns. In the course of one year, the unemployed study circle mentors acquainted the public with the activities of the public sector work programme, as well as with the implementation of the study circle project.

The unemployed study circle mentors gave very positive assessments of their work in the project. We list here some of the unemployed study circle mentors' impressions and opinions of their participation in the public sector work programme and study circles:



*Even if you lose your job at a more mature age, there are still solutions to be found. Mine was to take part in the public sector work programme. To return to learning, to get to know new subjects, new people, to pass on experiences to other people, to socialise and work on group assignments in my local community - all this gave me new hope and knowledge for the life to come. (Alenka Kariž)*

*The year just past brought me beautiful and pleasant experiences. During this time, I met a lot of new people, brought together by a common idea - to learn in study circles. Life acquired new meaning because I discovered that through this work I was benefiting my own personal development, as well as that of others working in the circle. I discovered my abilities. Throughout this period, my social security payments were assured and this was the basic condition for entering life. (Kata Talajić)*

*Study circles also proved beneficial in association with the public sector work programme. In study circles we can learn about anything that interests us. The knowledge acquired is also useful in overcoming unemployment. During this time, we learned many new things, collaborated in various forms of work and discovered forms of employment, such as working from home. Our social security payments were assured. I, too, discovered a sense of learning in the "First Steps in Business" study circle when, as the study circle mentor, I also guided myself and thus realised goals which I would not have achieved with the same success on my own. (Rahela Lešnik)*

Over the year, the unemployed individuals who acted as study circle mentors acquainted the public with the activities of the public sector work programme, as well as the study circle project. The project was successful, because during this time the unemployed acquired a great deal of new knowledge and experience. This helped them to find employment on their own - 70 per cent of those unemployed found jobs by the time the public sector work programme had ended - and also in their re-socialisation and re-integration into social life.

Vilma Malečkar, SAEC



# SLOVENE ADULT EDUCATION SCENE



## 1996/97 Survey of Adult Education in Slovenia Providers and Programmes

We are now well into the new academic year and participants in adult education have already been able to determine whether or not they made a good choice in their selection of education programmes and providers. Many objective and subjective factors were at play in making this choice. The first - and definitely one of the most important - is a satisfactory awareness of the existing range of education and learning possibilities. For the eighth consecutive year, the Survey of Adult Education in Slovenia should contribute to increasing this awareness. For the fifth year running, the survey has been the fruit of collaboration between the Slovene Adult Education Centre and those providers prepared to call attention to the education opportunities they offer and to publish basic information on their activities. The survey has been accessible to the wider public in all general libraries in Slovenia since October.

As in previous years, the Slovene Adult Education Centre collected the data on the supply of adult education programmes by means of two questionnaires: the first relates to the provider and the second to the provider's education programmes. The number of questionnaires returned leads one to believe that the catalogue encompasses most of the organisations that develop and carry out programmes of adult education in Slovenia, but not all the programmes being carried out in these education organisations are published. Some organisations are actually providing considerably more programmes, but have decided to publish just one and keep information on the others as their "business secret". In addition to this, more and more organisations (or their associations, e.g. the Ministry of Education and Sports, the Institute of the Republic of Slovenia for Education and Sports, the League of Folk High Schools and a number of larger education and other institutes) present the range of programmes on offer in their own publications. The user will thus get a complete survey of the available education and learning opportunities only after having studied all the sources and by personally getting in touch with the providers they consider most interesting.

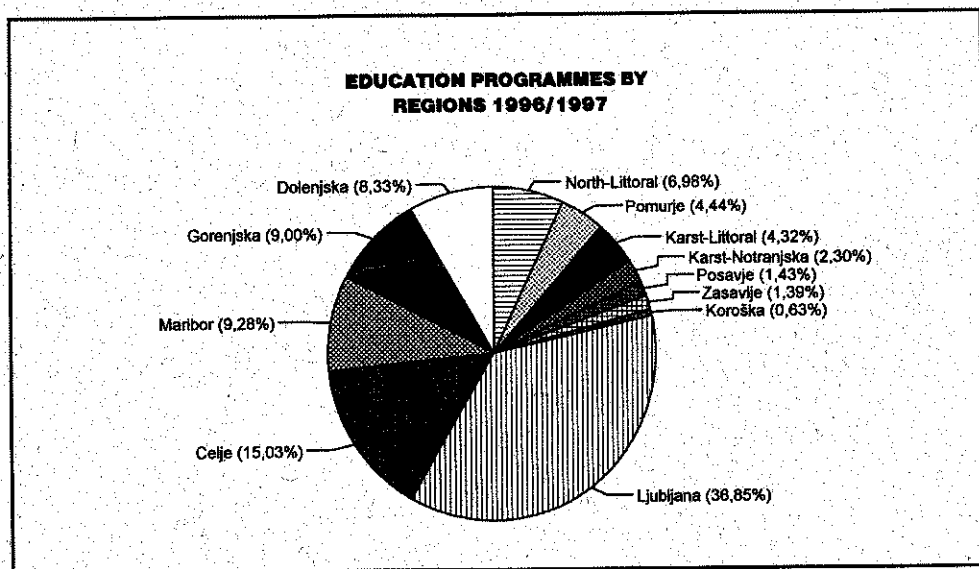
Nonetheless, the catalogue of adult education published by the Slovene Adult Education Centre can be an excellent guide when selecting education routes, since this year it presents 172 providers and 2469 programmes. As in previous years, the programmes have been classified according to their common points under the so-called standard programme categories - this year there are 1058 such programmes and these comprise nearly 42 per cent of all the programmes (slightly more than last year). The survey

contains fewer new programmes this year and, in contrast with previous years, the adult education market has become somewhat more uniform.

The distribution of education programmes and providers in Slovenia, like last year, is uneven.

The richest supply of education programmes is in the Ljubljana region with 929 (this is more than 36 per cent of all education programmes), followed by the Celje region with 379 and the Maribor region with 234.

The smallest supply is to be found in the Posavje region with 36, the Zasavje region with 35 and the Koroška region with 16 (this only represents just over 0.5 per cent of the education programmes in total).



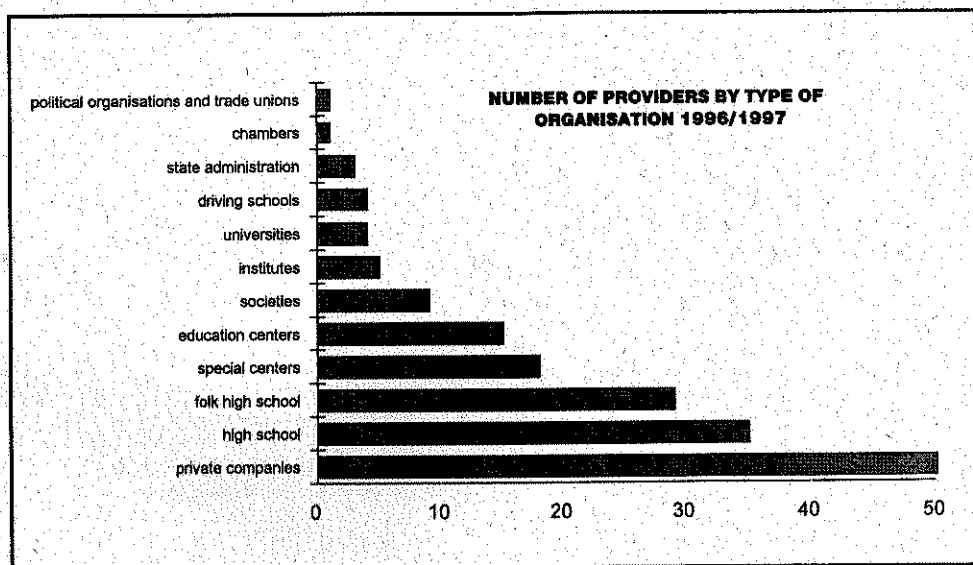
If we compare this data with the adult population of Slovenia, the selection on average amounts to 639 inhabitants per programme. Of this, the greatest choice of programmes designed for adults is found in the Dolenjska region with 398 inhabitants per programme, the Ljubljana region with 448 and the Northern Primorska or coastal region with 560. The poorest selection is again in the Zasavje region with 1193 inhabitants per programme, the Posavje region with 1609 and the Koroška region with 3741.

Data from the past four years indicates that the distribution of programmes in the regions with the greatest choice is becoming increasingly uneven. The choice of programmes in the Dolenjska and Celje regions is increasing, while in the Ljubljana and Gorenjska regions it is on the decrease. At the same time, another figure stands out - that for the past four years, the supply of programmes in the Zasavje and

Posavje regions has been decreasing. The distribution ratio for organisations of providers is similar to the distribution of programmes.

Most providers are located in the Ljubljana region (80 - over 46 per cent of all providers), followed by the Maribor region with 21 and the Celje region with 18. The fewest providers are found in the Karst-Notranjska region with 3, the Posavje region with 2 and the Zasavje region with 1 (this is a mere 0.5 per cent of the total number of providers).

As regards the organisations of providers, most of them are privately-owned companies (50, or nearly 29 per cent of the total number of providers), followed by high schools (35) and folk high schools (29). The smallest number of organisations of providers are found among the companies and organisations within the state administration (3), chambers of commerce and trade associations (1) and political organisations and trade unions (1).



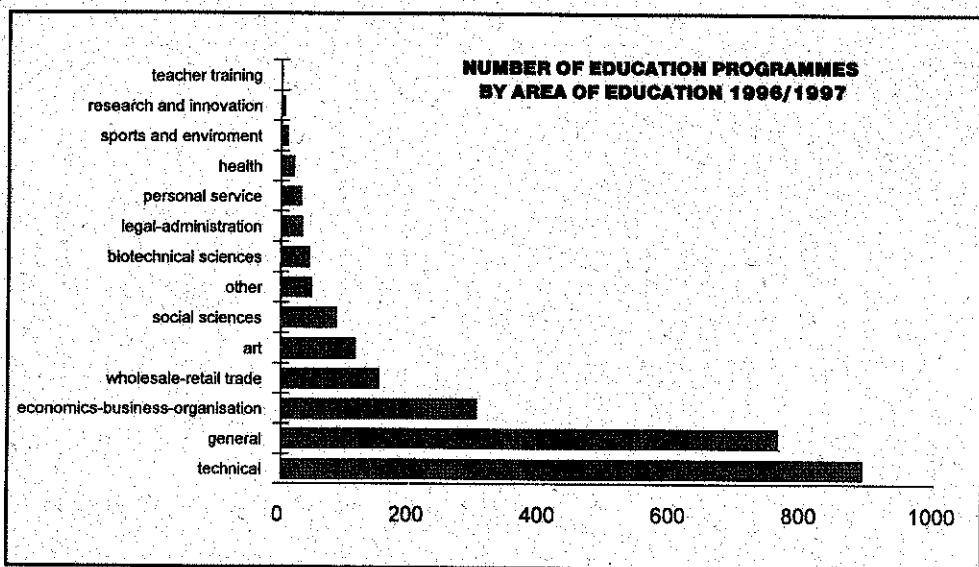
We should not forget that the data only refers to the number of providers and programmes published in the survey.

Most of the programmes are again aimed at continuing education, training and informal education. For a better illustration, we have divided the programmes into fourteen areas of education:

Like last year, technical and general subjects represent the most extensive areas. The first encompasses just over 35 per cent and the second just over 30 per cent of the total number of education programmes. The following programmes were classified in the technical category: mechanical engineering, electrotechnology, civil engineering,

mining and metallurgy, chemistry, pharmacology, wood/paper/printing, textile and leather, rubber, technical security, safety at work, transport, mathematics and statistics, standardisation and quality, natural sciences and computer science. Computer science programmes represent the largest share of technical studies programmes - 413 programmes, or more than 46 per cent of the technical programmes in total and nearly 17 per cent of all published programmes. Within the framework of general studies, which includes primary school education, job training, religion and theology, personal growth, all the language programmes and the general studies of the university of the third age, the language programmes represent the largest share - 622 programmes, or 87 per cent of the general studies programmes and 25 per cent of the total number of available programmes. Economics/business/organisation studies is a relatively extensive area, encompassing a total of 12 per cent of all education programmes. We have placed the programmes for economics, business/financial studies, book-keeping, accounting, enterprise and trade, marketing, management, project work and administrative studies in this field.

The remaining 11 areas of education together encompass 12 per cent of total number of education programmes. These are legal/administration, wholesale/retail trade, hotels and restaurants, teacher training, social sciences, art, health, biotechnical sciences, research and innovation, sports and the environment, personal services and others.

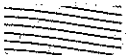


The Survey of Adult Education in Slovenia is also available as a computer application. The set includes two floppy disks. The application has been designed to give the user access to all the essential information that might interest them.



The supply of education programmes is comprehensive, but the information only gains real value when it comes into the hands of a person in need of it. We at the Slovene Adult Education Centre hope that most of those who want to educate themselves will consult this survey, available in all general libraries across Slovenia. This set, including the diskettes, is available for a reasonable price to all those interested in this kind of education, especially those engaged in adult education advice and information, from the Slovene Adult Education Centre.

Zvonka Pangerc Pahernik, SAEC



## **Education for the Unemployed and Redundant Workers in the Regulations for the Implementation of Active Employment Policy Programmes**

The new Regulations for the Implementation of Active Employment Policy Programmes (National Employment Institute, 1996) in the area of the National Employment Institute's activities came into effect on 1 January 1997. As the programmes for the education, training and employment of unemployed people in these regulations have been classified somewhat differently than before, we think it proper to present this in brief and to acquaint all those educators who include education for the unemployed in their programmes with this.

The introduction states that the new regulations systematically regulate the implementation of all programmes already established, while it also enables the development of new programmes in accordance with the needs of the labour market. The expert foundations of the regulations are (Regulations, 1996:4):

- The Doctrine on the Work of Institutions in the Area of Working with Job Seekers and the Unemployed, adopted in 1996
- the positive experiences of employment institutes abroad
- the recommendations of the Council of Europe.

The Regulations are divided into six chapters in which the basic provisions, the active employment policy programmes, studies and the development of experimental programmes and procedures for the introduction and control of active employment policy programmes are defined.

The primary point of departure for the inclusion of unemployed individuals and surplus workers in the programmes of the employment institutes is the creation of an employment scheme or a programme for the renewal of the human resources of a

