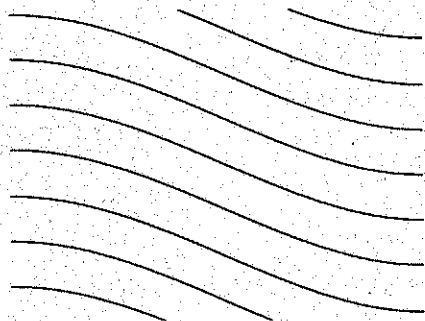


Andrāgoški center Republike Slovenije
Slovene Adult Education Centre

NOVIČKE



SPRING 1997

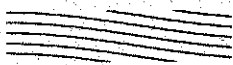
▲ SLOVENIA FROM NOVIČKE TO NOVIČKE ● Actual and Potential Brain Drain ● European cultural month ● Third CEEPUS Ministers Plenary Session ● Cooperation Agreement ● Parliament supported Janez Drnovšek's new government ● Computer Dictionaries ▲ SAEC EVENTS ● The Slovene Adult Education Centre in 1996 ● 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



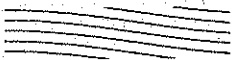
PROGRAMME BASIS OF NOVIČKE

- 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.
- Novičke is translated by Irena Hoffman, language edited by Amidas, d.o.o. and printed by Tiskarna Štok.
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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.

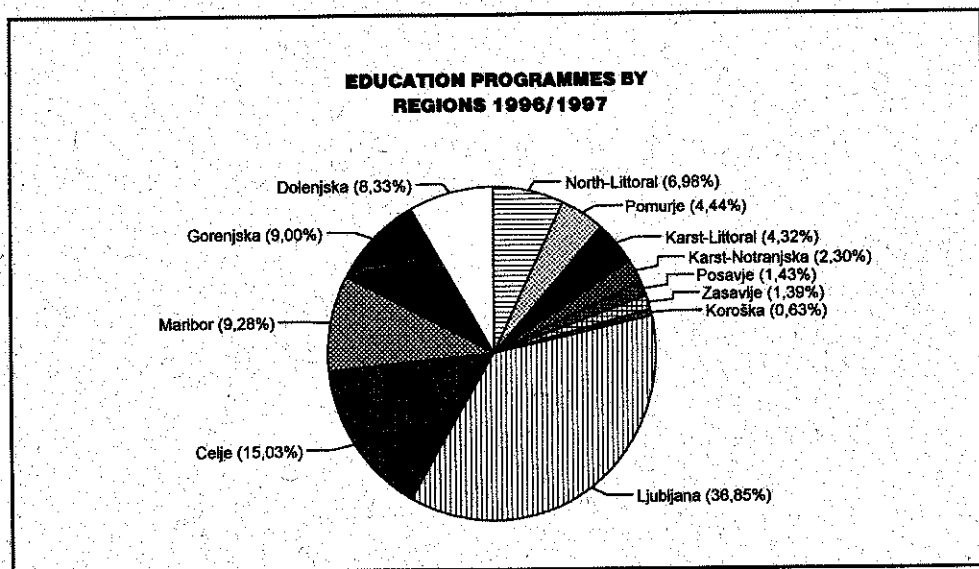
Nonetheless, the catalogue of adult education published by the Slovene Adult Education Centre can be an excellent guide when selecting education routes, since this year it presents 172 providers and 2469 programmes. As in previous years, the programmes have been classified according to their common points 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).



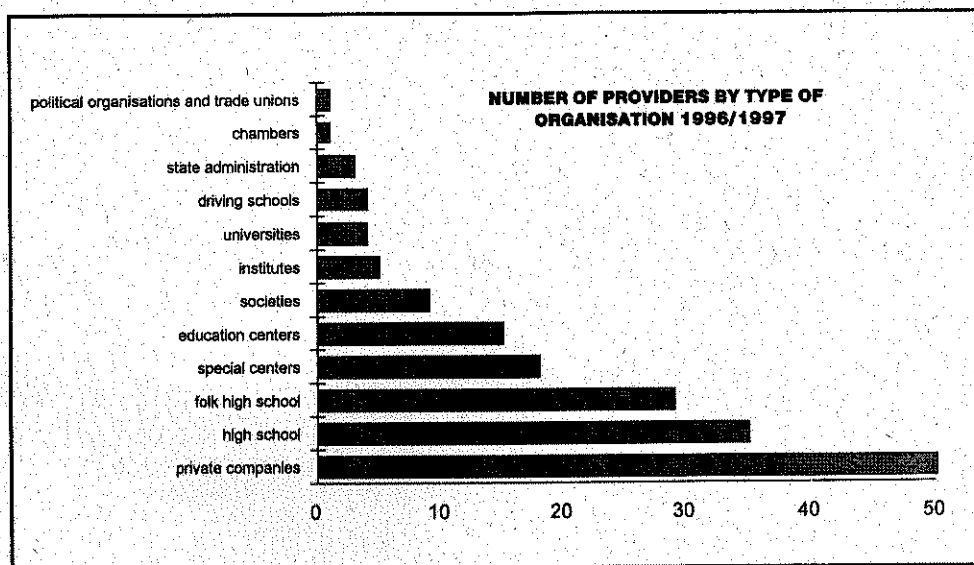
If we compare this data with the adult population of Slovenia, the selection on average amounts to 639 inhabitants per programme. Of this, the greatest choice of programmes designed for adults is found in the Dolenjska region with 398 inhabitants per programme, the Ljubljana region with 448 and the Northern 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).



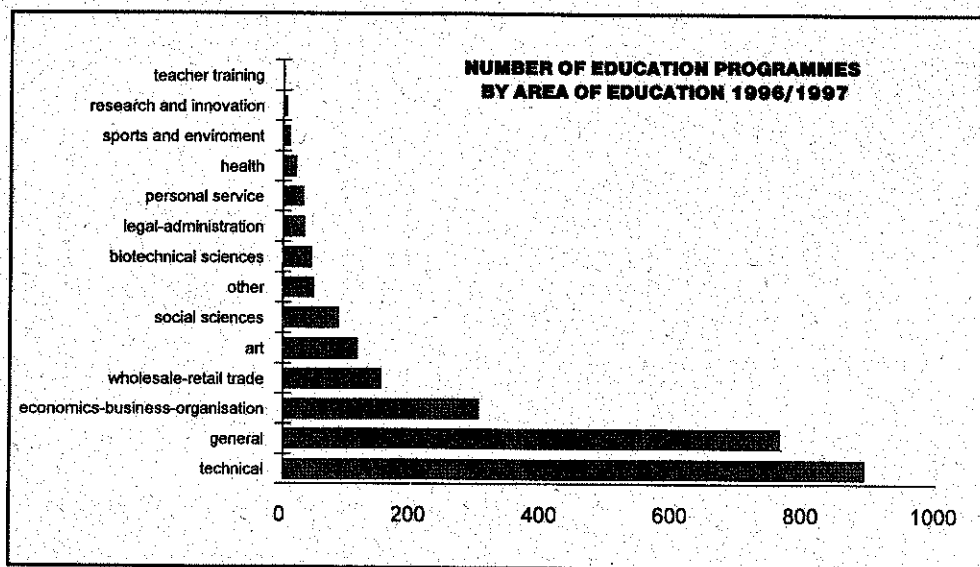
We should not forget that the data only refers to the number of providers and programmes published in the survey.

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.

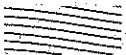
The remaining 11 areas of education together encompass 12 per cent of total number of education programmes. These are legal/administration, wholesale/retail trade, hotels and restaurants, teacher training, social sciences, art, health, biotechnical sciences, research and innovation, sports and the environment,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

company (or other organisation) if surplus workers are concerned. The employment scheme, prepared by the job adviser together with the unemployed person, is the basis for the unemployed individual's referral to a specific active employment policy programme in which the rights the unemployed individual acquires by joining a particular programme are defined, while another component of the decision is a statement issued by the unemployed individual acknowledging his awareness and acceptance of the responsibilities attached to his inclusion in a particular programme.

I will focus on a presentation of the opportunities for educating the unemployed and redundant workers within the programmes of the active employment policy (Regulations, 1996:11):

- programmes for providing assistance in planning a vocational career and in finding employment;
- programmes for helping job providers;
- programmes for the prevention of unemployment;
- programmes for the education, training and employment of unemployed people.

I should point out that education for unemployed or redundant workers is not only provided within the framework of the latter group of programmes of the active employment policy (programmes for the education, training and employment of unemployed people), but that education is also a constituent part of the other programmes, with the exception of the programmes for helping job providers. So, allow me to present a brief description of the contents of the particular programmes.

The programmes for providing assistance in planning a vocational career and finding employment encompass:

- various forms of providing information and motivation;
- job-seeking workshops;
- workshops for discovering vocational goals;
- job-seeking clubs.

The programmes for the prevention of unemployment encompass:

- Programmes for workers made redundant (displaced workers) within their notice period; several programmes are contained within this group and each in their own way also encompasses education, either for planning a vocational career and job-seeking route, or for retraining or further training and other education and training programmes for the promotion of self-employment (obtaining the basic information and knowledge necessary to set up a company or acquire the status of an independent entrepreneur).
- Programmes for the retraining or further training of employees who will become redundant in accordance with the renewal of human resources.
- Programmes for maintaining the employment of disabled people; these programmes also encompass several kinds of programmes, one group of these also being programmes for the training and education of disabled individuals.

The programmes for the education, training and employment of unemployed people encompass:

- Training and education programmes: this group of programmes encompasses psycho-social rehabilitation programmes, education programmes for the acquisition of professional qualifications, for functional continuing education and training on the first and second levels of skill requirements for a job, and training programmes without being employed.
- Programmes for the promotion of employment which encompass on-the-job training programmes, programmes for the promotion of the employment of disabled people and people who are difficult to employ, a programme for the reimbursement of employer's contributions, and a lump-sum payment for guaranteeing employment.
- Programmes for the promotion of self-employment, which encompasses training for self-employment, financial assistance in becoming self-employed and help in setting up and developing various forms of cooperative.
- Public sector work programmes: the education component is stressed in the list of aims, because the maintenance and development of the working habits, know-how and skills necessary for the re-employment of the jobless is listed as its first objective.

I will not list the other objectives in this report, but I would like to mention that there are several types of public sector work programme and this makes it possible for different target groups to enter them, especially those for whom it is more difficult to find jobs.

In conclusion, I should say that the realisation of the individual programmes is defined in the adopted annual active employment policy programme, which lists all the priority target groups and which specifies the scope of the possible inclusions in particular programmes, whereby the requirements (needs) of the labour market and the financial resources ensured each year for the implementation of these programmes are taken into account.

Tanja Vilič Klenovšek, SAEC



The Organisation of Education and Training for the Needs of Businesses and Employees in Industry and Commerce

In the May issue of *Novičke* we published some of the results of a study entitled "The Organisation of Education and Training for the Needs of Businesses and Employees



in Industry and Commerce". We presented findings on the needs for advanced training and further vocational training for people employed in industry and commerce, the satisfaction of education needs at various levels, and the quality of education in certain institutions. We analysed the elements which those questioned considered had a positive or negative effect on the quality of education or training for the employed.

This time round, we are paying more attention to the ways in which education and training are organised in industry and commerce. The primary question we wanted answered was related to the opinion of the organisers of educational activities concerning the most appropriate possibilities for organising the education of employees. The respondents to the questionnaire had four options to choose from. These were: an in-company education service or training centre; a sectoral education centre; a multi-sectoral education centre (or service); a regional education centre for different types of education.

The largest proportion of respondents (40.2 per cent) replied that the establishment of a common in-company education centre (service) would best suit the organisation of employee training. This was followed by the group which replied that a sectoral education service or centre would be the most suitable form of organised education to satisfy educational needs. Of those questioned, 27.5 per cent responded that a regional education centre for different types of education represented the best opportunity to organise education in such a way as to satisfy the needs of employee education. Only 6.9 per cent judged the multi-sectoral education centre (service) to be the most appropriate way in which to organise employee education.

While processing the data, we discovered a connection between the manner in which education in companies was organised and their size. Large companies show a keen interest in establishing in-company education services or centres, while a somewhat smaller proportion of medium-sized and small companies show an interest in establishing these services (centres). Large and small companies show the greatest share of interest in the establishment of a joint sectoral education centre, while medium-sized ones show somewhat lesser interest. Medium-sized companies show an interest in the organisation of multi-sectoral education centres, but not the large or small companies. Finally, the keenest interest in the establishment of regional education centres is shown by small companies, with a somewhat smaller proportion of interest shown by medium-sized companies and the least interest by large companies.

With regard to the organisation of education according to different periods of time, the respondents replied as follows:

Illustration: The organisation of education in different time periods

	Now	In the past	In the future
a) in-company education centre	10 (9.8 per cent)	18 (17.6 per cent)	18 (17.6 per cent)
b) special education service (sector, department, report)	23 (22.5 per cent)	38 (37.3 per cent)	36 (35.3 per cent)
c) education is the additional responsibility of other services	58 (56.9 per cent)	34 (33.3 per cent)	40 (39.2 per cent)
d) other possibilities	4 (3.9 per cent)	2 (2 per cent)	5 (4.9 per cent)
e) education activities are not organised	7 (6.9 per cent)	7 (6.9 per cent)	4 (3.9 per cent)

These answers reveal that most companies in the past had a special service (sectoral, departmental) for the organisation of education. Nowadays, education is mostly the additional responsibility of other services. The question is whether the attention given to education in different companies has decreased with this, or whether adding this activity to the joint services responsible for other activities in the company is the result of the restructuring processes that have occurred in most companies as a result of changes in the economy, and does not mean that less attention is given to education. It is also interesting to note that as far as the future is concerned, the majority of the respondents believed that the best solution for organising education lay in the framework of a service organising other activities and not the formation of a special education service. Education centres were a more frequent form of organised education in the past than they are today, and they will become more popular in the future. Data shows that this is nevertheless a way of organising education that has been welcomed in larger companies, and less so in medium-sized and small companies.

The individual most responsible for organising in-company education is the head of the personnel or human resources department. In many companies, this responsibility is assigned to the head of the general services department and this is followed by companies in which the responsibility for education falls most heavily on the shoulders of the head of the company. Somewhat less frequently, the head of the human resources/education service appears as the person responsible for education, an expert who is not part of the managerial staff and is not the head of an education service or centre. Only one company did not have an individual in charge of education.


By comparing the questions concerning the manner in which education is organised and the person responsible, we can deduce that responsibility largely depends on the organisation of education in the company, so that the person responsible for education in companies with an education centre is the head of that centre. In companies where the human resources department organises education, the person responsible for education is the head of the human resources department, and so

on. Responsibility also largely depends on the size of the company. In larger companies, the persons most commonly in charge of education are: the head of the education service (centre), the head of the human resources/education service, or experts who are not part of the managerial staff. In medium-sized companies, the individual most commonly responsible is the head of the general services department, the head of human resources department, or the head of another department. In small companies, it is the head of the company, the head of the general services department, or the head of the human resources department who is responsible for the organisation of education in the company.

The study also looked at what kind of forms of education were being carried out by company employees. The respondents were able to select the following forms of education: school lessons, courses, seminars, professional conferences, lectures, educational meetings, learning clubs, presentations/visits, practical training/practice/instruction, consultation/advice/mentorship, guided self-study and distance-learning.

The distribution of responses points to the fact that those employed in companies take part in many and varied forms of education in which courses and seminars prevail, followed by practical training and exercises. Education also frequently takes place in the form of lectures. The next forms of education are: advice, mentorship, presentations, visits, professional conferences, educational meetings, learning clubs and guided self-study. The least frequent forms of in-company education are school lessons and distance-learning. All these forms of education take place in large, medium-sized and small companies, with the exception of school lessons and distance-learning, which are not carried out as forms of learning in small companies. In all the companies concerned, classes, distance-learning and learning clubs are in fact rarely organised. The forms of education which appear most frequently in large companies, and rarely or never in small companies, are: courses, professional conferences, lectures, classes and consultations, advice and mentorship. The forms of learning which are frequently organised in small companies and rarely in large ones are: educational meetings, presentations and visits; practical training, exercise and guided self-study. From this distribution of responses on the forms of education, we can see that small companies enable the realisation of less-structured and formal forms of education to a greater extent than large ones. We can say that in their organisation of education and training, commercial companies have not done enough to introduce those less-structured and more informal forms characteristic of contemporary adult education guidelines and strategies of lifelong learning.

Jasmina Mirčeva, SAEC



Proposals and Recommendations from the Professional Conference on Adult Higher Education, Šmarješke Toplice, 28-30 November 1996

1. Higher education institutions, universities

1.1. Every higher education institution and every university should incorporate adult higher education into their strategies and development plans. They should develop a full provision of higher education for adults, something which is, for the most part, modest and incomplete in Slovenia at the present time. This should encompass: undergraduate and postgraduate studies and short-term and specialist programmes for professional education and continuing education - for those who have completed their studies and need to supplement their knowledge with the latest findings in their profession - and programmes of general adult education for the wider public.

1.2. Adult higher education should be organised more flexibly, enriched and enlivened with new possibilities, and these are:

- Alternative and flexible forms of study: interdisciplinary and inter-faculty programmes, study by modules; a point or credit system with the possibility of the acknowledgement and transferral of points acquired in different programmes; multimedia education and learning; the combination of different education providers and knowledge resources.
- The promotion of the development of active forms of learning, such as independent or self-study, project and group study, distance-learning, etc. These opportunities should also be institutionalised, for example in self-study centres, distance-learning centres, centres for the assessment and certification of education; the development of advice for students. The methods applied in education and the assessment and certification of knowledge must derive from adult students' needs and be based on their active participation and the acknowledgement of informally obtained knowledge (with self-study, experiential learning, etc.). Distance-learning should be introduced in all fields of study where this is possible and economically justified.
- The subjects available at higher education institutions and universities should be augmented with: language programmes; computer and information science programmes; programmes for the enhancement of general knowledge, such as the reinforcement of communication skills and the ability to work in groups; the achievement of greater correspondence between theoretical and practical knowledge and between specialist and general education.
- Emphasis should be placed on the preparation and publication of study material; the preparation of material for self-study.
- It makes sense to introduce and use the successful models and examples of adult education that have been developed in some higher education institutions and fields.

1.3. Regardless of the above-mentioned changes and the specifics of adult education, consistent attention to the standards of knowledge and quality otherwise valid in higher education should be ensured when implementing education programmes for adults.

1.4. Cooperation and communication should be improved between institutions of higher education and representatives of employers as the users and interested partners in adult higher education by:

- achieving greater correspondence between subjects and user needs with the existing and future provision of adult education in higher education institutions; lending a sharper ear to the needs of individuals, employers, local communities and the state by determining them in the planning phase of a more diverse and flexible provision of programmes, in the realisation of the programmes and in the evaluation phase;
- decentralising higher adult education and, by setting up networks of adult education opportunities (for example, distance-learning, self-study centres), bringing it closer to students and employers and to the needs of the regions.

1.5. Teachers and other employees in institutions of higher education must undergo special (additional) training to work with adults and to introduce appropriate methods in their work; they must also receive training to give advice and mentor assistance to students in their studies (especially to promote the use of active study methods).

1.6. The development of a professional research and development service for adult education at the level of higher education, as well as advice for students and for teachers working with adult students.

2. The state

2.1. A national programme for higher education in which adult higher education will be dealt with as an important field with a status equal to that of the education of children and young people should be designed as soon as possible. In doing this, it will be necessary to join the elements contained in the White Paper with those from the study on "Adult Education: as a Factor in Slovenia's Development".

2.2. On the national level, it is necessary to form a body for the administration of adult higher education; it should be organised in such a way that it enables cooperation between the particular working areas of the ministries. The different factors of an administration on the national level (the state, government and ministries, the two universities) should be made to correspond within the field of adult higher education.

2.3. Decisions on the key strategic issues concerning the development of adult education are made either by the Council of Higher Education or the Council of Adult Education; both bodies should harmonise their activities.

2.4. Institutions of higher education should be guaranteed finance for working with adults:

- The financing of higher adult education should be a constitutive element of the national programme and the systemic regulation of higher education, whereby

higher education should be given as much attention as is given to the education of children and young people. The state should provide adequate encouragement and financially support the study and education of adults more than it has done up to now.

- It is necessary to create a unified methodology for the calculation of tuition for adult study.

2.5. The position of part-time self-financing students should be defined more clearly. These are students who, due to limited enrolment, cannot enrol as full-time, regular students, so they enrol as part-time or self-financing students, yet do not fulfil the conditions to be adult students according to the definition of adult education - to fulfil this condition they would have had to complete uninterrupted education or schooling and assume some other function in their personal or vocational life which would become their basic or main activity - and to distinguish them from proper students in adult education. An appropriate criterion should be determined - either the number of years or work experience which would be compulsorily required in order to obtain the status of student in adult education.

2.6. It is necessary to introduce norms and standards to define the qualifications that should be possessed by those working with adult students; their work and preparation should be properly valued.

2.7. Distance-learning should be developed as a rational and effective possibility, since it not only has didactic and methodological advantages, but economic ones too.

2.8. Participants, unambiguously and uniformly, have found that more rapid and successful development in this field will not be possible if a special research and development centre for its continuing research and promotion is not founded as soon as possible.

- This ought to be an independent body capable of satisfactorily linking all the necessary elements (the state, institutions of higher education, universities, employers) and assuming responsibility for the development of higher adult education and its promotion, either as an independent institution or as a unit within a wider research and development centre for higher education. Only the activities of such an institution, which we have lacked ever since we changed purpose and abolished the Centre for University Development, will ensure that the recommendations from this conference will gradually be realised.
- To develop and introduce certain new forms or methods in adult higher education we need special centres at the national level, for example for distance-learning.
- In accordance with the national programme of higher education, required by law, centres of this kind would be completely or partly financed by the state.

3. Employers and their associations

3.1. In their plans for the development of human resources and education and strategies in this area, employers and their associations should follow the models of

successful companies and associations which have already shaped and are in the process of realising plans and strategies of this kind.

3.2. They should try to improve cooperation and communication with institutions of higher education in order to achieve greater correspondence between their needs and the range of services of institutions of adult higher education.

3.3. In the training and postgraduate education of employees it seems that students and participants in education who already have several years of experience in a company or organisation show greater levels of success; this should be considered when designing priority plans for the higher education of employees.

3.4. Companies and other organisations should cooperate with institutions of higher education in implementing on-the-job training for students of vocational colleges in companies/organisations which should be organised differently than for young people (differently in view of specifics such as the number of years of work experience, unemployment, etc). Mentors and coordinators of on-the-job-training in companies and organisations should, in view of this, cooperate with organisations of higher education, chambers of commerce and professional institutions that develop adult education.

Dr Zoran Jelenc, SAEC



NOTE



Postgraduate science study of foreign researchers in Slovenia

The Slovenian Science Foundation (SSF) morally and financially supports restoration, development and strengthening of scientific co-operation of individual researchers, research groups and organisations with partners from other countries and international organisations in the field of science. But mostly it is interested in the development of scientific co-operation through national scientific foundations, partners of the SSF institution, where it is interested in reciprocal co-operation that contributes to enrichment and promotion of science and scientific achievements on both sides.

In January 1997 it was decided to develop a program which will offer the opportunity to excellent Slovenian tutors to invite young foreign doctors of science that are interested in studying in Slovenia. Since this program is organized as a bilateral co-operation only participants from the following countries can apply: Belarus, Korea, China, Bulgaria, Switzerland and USA.

Candidates from these countries can apply if they fulfill the following conditions:

- they have achieved a Ph.D. title in the last five years,
- are less than 35 years old,
- and they are coming to Slovenia through national scientific foundation or foundations for support of Science with which SSF signed a contract about cooperation (National Science Foundation - USA, Korea Science and Engineering Foundation, Swiss National Science Foundation, Austrian Science Fund, National Natural Science Foundation of China, Fund of Fundamental Investigations of the Republic of Belarus, National Science Fund Bulgaria).

The program of scientific study should last not less than 6 months and not more than 12 months. SSF covers not more than 1500 US\$ per month for costs of living and costs for obligatory health insurance. Foreign partners normally provide travel costs.

Applications should be send through the partner organization. In specific cases the selected tutor can also act as a mediator for the foreign candidates application.

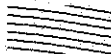
Branka Emeršič, SAEC



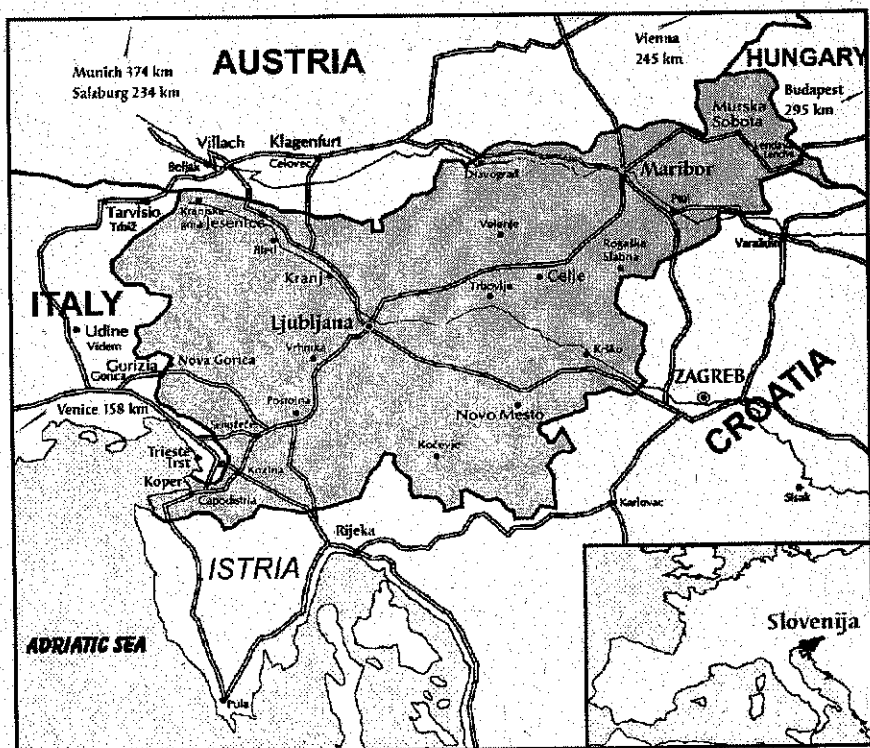
Supplement

Enclosed we are proudly presenting the summary of the report and analysis of the Lifelong Learning Week 1996 in Slovenia.

Editor



Area: (sq km): 20,256, **Population:** 1,990,600, **Population growth (%)**: - 0.3,
Density (inhab. / sq km): 98.3, **Population of Ljubljana (capital):** 330,000



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