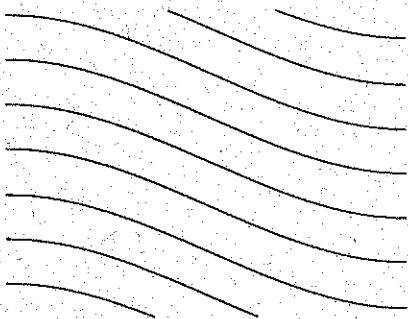


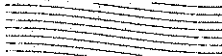
Andragoški center Republike Slovenije  
Slovene Adult Education Centre

# NOVIČKE



SPRING 98/Vol. VI

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## 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 is: Zvonka Pangerc Pahernik, M. Sc., editor and head of the Information Centre.
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# SLOVENIA FROM NOVIČKE TO NOVIČKE



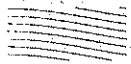
## Non-Permanent Seat on UN Security Council - Great Responsibility

On 1 January, Slovenia formally became a non-permanent member of the United Nations' Security Council. At its first session of the year, the countries that are to preside over individual committees were given their final approval. The Slovenian mission will chair the committee for supervising the implementation of Resolution 748, stipulating sanctions against Libya.

Slovenia's position of chair of that committee is to last one year, however, according to Danilo Türk, head of the Slovenian mission, non-permanent members of the UN Security Council usually chair a committee for two years, that is until their membership of the UN Security Council (SC) expires. Slovenia was elected a Security Council member at the 52nd session of the UN General Assembly on 14 October 1997. In a secret ballot, it won 140 votes against its rival candidate Macedonia, whilst Belorussia withdraw its candidacy for the seat before the vote. Four other non-permanent Security Council members were elected in the October vote, namely Brazil, Gambia, Gabon and Bahrain.

Slovenia was elected a Security Council member at the 52nd session of the UN General Assembly on 14 October 1997. The new non-permanent members replaced Chile, South Korea, Guinea-Bissau, Egypt and Poland for a two year term commencing 1 January. Upon election to the Security Council, Slovenian President Milan Kučan said it was not only an important recognition of Slovenia, but also a huge responsibility and an opportunity.

Foreign Minister Boris Frlac called the election an important achievement of Slovenian foreign policy, as it came as the result of a carefully planned and continued action that involved all foreign policy actors in Slovenia. With this effort, Slovenia's diplomacy demonstrated its efficiency and professionalism, Minister Frlac said in October. Membership in the Security Council will give Slovenia the opportunity for national promotion, but also responsibility for actively participating in resolving the world's major problems. For this purpose, it has expanded its diplomatic missions at the United Nations and in New York.

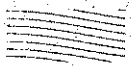


## **Independence Day - National Holiday of Many Hopes**

At a parliamentary commemorative session held on 22 December, ahead of Independence Day itself, the parliamentarians were also joined by government officials and a number of distinguished guests including members of diplomatic corps.

Addressing the legislators and guests in the parliament, Parliamentary Chairman Janez Podobnik stressed that Independence Day is both an opportunity and a challenge to Slovenia to take its time to critically reflect on all the principles which comprised the basis of Slovenian citizens' decision on 23 December 1990 to live in an independent and democratic country.

This year's main ceremony marking Independence Day took place in Maribor on 22 December. Addressing the ceremony participants at the national theatre in Maribor, the speaker of honour, Parliamentary Chairman Janez Podobnik, stressed that Slovenia will have to establish relations between its own national identity and global economic and other integrations now that it has been invited to join the European Union in the next few years.

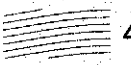


## **Pension Reform - Majority in Favour of It**

According to a public opinion survey commissioned by the Ministry of Labour, Family and Social Affairs, almost 60 percent of respondents believe the reform of Slovenia's pensions and disability insurance system, proposed in the White Paper, is necessary.

Opinions differed, but very few were against the paper, Minister of Labour, Family and Social Affairs Tone Rop told a news conference on 13 January. The Ministry commissioned the Studio 3S agency to conduct a public survey with a sample of 1200 respondents to ascertain public opinion on the White Paper and the public's readiness for pension reform. Partial results, based on 791 completed surveys, were presented by Minister Tone Rop. According to those early results, 57.4 percent of respondents believe pension system reform is necessary, whilst only 14.9 percent say it is not. Approximately 52 percent also say the existing system does not provide good social security.

Strongest support was extended to cuts to the highest pensions and about 50 percent of those polled also said this was the best and the most acceptable measure. About 28 percent of respondents consider the best step to be the introduction of higher retirement ages and mandatory saving schemes provided in the second column.



The White Paper on pension and disability insurance system reform has also been supported by most participants in the public debate subsequent to its unveiling last November. Interestingly, despite criticism of the multi-column system heard during the public debate, up to 57.4 percent of respondents believe such a system is sensible. To the question whether they fully support the proposed measures, 46 percent of those responding who were fully or partially acquainted with the proposed reforms said they should be carried out as proposed.

In April, the White Paper is to be scrutinised by parliament, triggering a wider debate on the paper and accompanying legislation which will probably continue until year end.



## Fewer Paying Attention to the Mass Media

The general public's attention to the mass media decreased last year, declining from the previous 8 hours to 6 hours 40 minutes per day. Simultaneously, the ratings of media providing "easy" contents as well as those of regional and local media increased, the findings of a survey conducted by Mediana, the media research institute, reveal.

The media research institute presented the survey results of traditional and electronic media ratings in 1997 at a news conference on 21 January. The highest ratings of all media went to the first channel of Slovenian National Television "Slovenija 1" (52%), followed by commercial TV station POP TV (49.9%). Lower ratings were recorded by weekly magazine Nedeljski Dnevnik (32.7%), commercial TV station Kanal A (25.1%), Pilot, a Nedeljski Dnevnik supplement (22.9%), Vikend Magazin, a supplement of the daily newspapers Delo and Slovenske Novice (22.4%), Radio Slovenija 2 (21.6%), Slovenske Novice (21.6%), the yellow paper Lady (20.9%), Slovenski Delničar, a free paper for Slovenian shareholders (19.9%), Radio Slovenija 1 (19.3%), the women's magazine Jana (18.6%), Catholic magazine Ognjišče (18.2%), Delo&Dom supplement (17.2%), daily Delo (16.9%), TV channel Slovenija 2 (16.3%), daily Dnevnik (14.4%), daily Večer (14.1%), crossword-puzzle magazine Razvedrilo (11.9%) and women's magazine Naša žena (11.5%). Regular viewers and listeners are considered as those Slovenians aged between 10 and 75 who watch television or listen to radio at least 15 minutes a day or read a paper or other publications on the preceding day, Mediana Directress Janja Božič Marolt said about how the institute measured the ratings of a given medium.

Access to the Internet increased by nearly 100 percent within one year only to slightly exceed 11 percent at the end of 1997. Its users are mostly interested in obtaining general information, entertainment (surfing) and e-mail.



## Newly-Renovated Italian-Language School in Izola

A school where teaching is conducted in the Italian language, and which was recently renovated with the assistance of the Slovenian and Italian governments as well as the Izola municipality, was opened in January by Slovenian and Italian Presidents - Milan Kučan and Oscar Luigi Scalfaro.

"What is special about today's event," Milan Kučan said in his address, "is that, on the one hand, the fact that it is the result of the will of Slovenia to take firm steps for the benefit of its population to enable a transition to a learning society capable of giving an equal and self-conscious contribution to the civilisation of the third millennium whilst, on the other hand, it is a fact that the region is also inhabited by members of the Italian ethnic community. Both minorities, the Slovenian ethnic minority in Italy and the Italian minority in Slovenia, are actively involved in building bridges between the nations and their countries, which wish to live in peace and work together towards peace, progress and the prosperity of their citizens. They both need opportunities to preserve their identities and carry out their missions in relations between their nations and countries," President Kučan stressed. He added that the Italian minority in Slovenia is a strong bridge between Italians and Slovenians and their mother countries.



## National Cultural Day - in the Spirit of the Great Prešeren

Amidst a number of cultural events marking this year's Prešeren Day, the central event was held in the Cankarjev dom Cultural Centre on the eve of 8 February, where the 1998 Prešeren Awards and Prešeren Fund awards were conferred on eight Slovenian artists.

National cultural day is celebrated on 8 February, the day when Slovenian greatest poet, France Prešeren, died in 1849. His poem Zdravljica (A Toast) is Slovenia's national anthem.

Winners of the 1998 Prešeren Awards, the highest national awards for artistic achievements, are scenographer Meta Hočevar and writer Saša Vuga, whilst Prešeren Fund awards were given to sculptor Jakov Brdar, choreographer Matjaž Farič, writer Uroš Kalčič, actress Milada Kalezić, designer Eta Sadar Breznik and film director Igor Šterk.

# SAEC EVENTS

## Study Circles in 1996/97

The last academic year passed in anticipation of the budget, which was finally adopted right at the end of the year, but the fact remains that financial support for the Study Circles Project fell. In any event, the year has passed, but we can nevertheless congratulate ourselves on our achievements in the previous year, which were also reached in demanding and terrible conditions by leaders and mentors of study circles and by the organisations within which study circles operate. Although numerous organisations were compelled to cancel study circles because of the reduced sources of funding (they had no other money to fund the missing portion), we can congratulate ourselves for the fact that 114 circles were carried out, in which 1224 people came together in learning. By comparison, in the 1995/96 academic year, 126 circles operated with 1247 members. This year's analysis covers 112 circles who sent us reports, with 1202 members (last year the analysis covered 118 circles with 1196 members). Even a cursory glance at these figures shows that study circle providers matched the interests of people in study circles: the number of participants in individual study circles increased. Although overall norms for forming groups (5 to 12 people) were largely respected, the number of members last year in individual circles moved towards the upper limit at 10.73 members. In the past, we have never encountered groups with around 20 people, last year there were a number of such groups. This was explained to us in that they couldn't turn people away, but they also couldn't establish another circle.

For the first time, more private educational organisations provided study circles than in previous years, when adult education centres played a greater role in providing and organising study circles. In terms of the development of the project and expanding the network of providers, this is cheering information, since we wanted to have as many different providers of study circles as possible; this will ensure diversity and greater territorial coverage of study circles.

Last year too, study circle members largely consisted of women aged 27 to 45, mostly with at least secondary school education. Again like the year before, circle members were largely employed in the social or private sector. Mentors were most active in encouraging new members, but friends and acquaintances also helped gain new members. The main attraction for members was the theme of the circle, as well as the desire to associate with people with similar interests and the desire for knowledge.

Last year, study circle mentors and leaders carried out some very demanding work, and so they deserve special praise, since they also had to obtain additional sources

of funding to implement the circles; most circles used more money for their work than the relevant ministry provided.

The themes covered last year by study circles were again very diverse as well as contemporary and topical, since they follow social trends and the interests of people.

We still notice that some mentors have difficulties in defining goals, since educational goals or sources of knowledge (professional excursions, visits to libraries or by experts) often misled them and they classified such goals as action goals. Nevertheless, there are many fewer such mistakes than in previous years, and some circles achieved commendable action goals deserving additional funding.

Circle members received this form of learning very well, since more than 90% of them would continue to participate in circles, and they are also satisfied with the work of mentors, with 99% of them rating their work as excellent (70%) or good (29%). Congratulations! What they most like about circles is the friendly, relaxed atmosphere for their work and the theme they are discussing. They were less keen on the locations (take note!) and times of meetings. There are almost no complaints, but there are many words of praise, since 94.88% of them gained as much or even more knowledge than they expected.

Sincere congratulations once again to all mentors and leaders for such results, and we hope that they will continue their good work, in which they invest a great deal of enthusiasm, love and effort, in the current year. As long as we have such colleagues, we have no concern that study circles might stop operating, since many people would be deprived of pleasant hours of relaxed learning and socialising, and those of us participating in the project would be deprived of the satisfaction with successful work and the development of the project, which people have received so well.

Slavica Černoša, MA, SAEC



## **Educational Moments of the Slovene Adult Education Centre in 1997**

Life is learning and learning is the most natural process of our development.

In preparing and implementing the proposed basis for the development of adult education in Slovenia, we wanted to achieve in particular the following goals:

- Enable personal development and improve the quality of life of people, encourage creativity and innovation, increase employment potential and mobility in work and in life;



- Raise the level of knowledge, education and skills of the population for economic, technological, cultural and social development, for the development of democracy, respect for human rights and freedoms and for the development of society;
- Catch up with adult education in the developed world in terms of standards of educational activities and their results, population education levels and lifelong learning.

1997, which is now behind us, was above all intended for linking and training adult educators and other workers. The year was full of educational activities, and we are delighted that the number of participants in our educational programmes has been increasing since the establishment of the Slovene Adult Education Centre.

1176 people took part in seminars last year, and we held 119 education days. Staff from public-sector and other institutes and institutions gained basic adult-education knowledge in communications, new forms and methods of work, management and other fields. These included the Ministry of Finance, the Ministry of Agriculture, Forestry and Food, Energetika, the public energy company, Slovenian Railways, Hit Nova Gorica and others.

For the fifth year, we continued training lasting several weeks in neurolinguistic programming. Participants in the programme learned:

- how to plan the development of a personal vision,
- how to improve self-image,
- how to communicate suitable information to the brain,
- how to develop overall thinking and synergy,
- successful self-organisation skills,
- how to plan goals successfully,
- how to plan and implement changes,
- how to creatively control internal and external contradictions,
- how to successfully run advisory and learning processes.

So far, 11 groups with 220 participants have taken the course. 72 participants received the international NLP Praktik certificate, while 13 completed a further course lasting several weeks and obtained the international NLP Master Praktik certificate.

We also regularly provide seminars: "Adults want an effective teacher" and "Training for leaders and mentors of study circles". Thus after five years, study circles are operating in 57 places in Slovenia with 89 organisations and just under 3700 participants involved. Last year, material for independent learning (video and audio tapes and written material) was prepared, which will enable people to prepare independently for mentor work in study circles.

We also organised and implemented other seminars: Models of organised independent learning, Preparation of materials for organised independent learning, Functional Literacy Seminar and several seminars on curricular renewal.

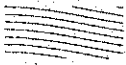
Throughout, we strive to ensure that participants feel comfortable at the SAEC, and that they leave the SAEC satisfied and enriched with new knowledge and

experience. For us, every participant is valuable. We knew this from the very beginning, and we are delighted that participants have noticed it as well - either by telling us in person or by praising us in the participant surveys. For us this is confirmation as well as a challenge to continue with such work.

We are also linked by other activities, such as fairs and conferences, while the Lifelong Learning Week was very well received. We presented certificates at formal events to participants who successfully completed seminars and further training; in total, 600 people came together at such gatherings.

We will continue our Friday meetings, which were held sixteen times last year. Once a month they are intended or "handed over" to participants to present their educational and other programmes, achievements and interests to the wider public.

Zdenka Birman Forjanič, SAEC

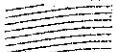


## **Global Community of Adult Education through Information and Documentation: Developing a Network of Networks of Adult Education Documentation and Information Services**

*(In agreement with Ursula Giere of the UNESCO Institute for Education, Hamburg, we are publishing the material which was the starting point for the debate at the fifth UNESCO International Conference on the Education of Adults (CONFINTEA V) and which concerns the Network of Networks project.)*

### **Project Description**

- You are a researcher in Sierra Leone desperately looking for information on evaluation methods of adult literacy programmes?
- You are a policy-maker in Eastern Europe considering to introduce into your country new adult education legislation?
- You are a health education worker in Sri Lanka looking for information on how to plan and implement new community programmes?
- You are a group in Mexico that just published a kit on indigenous training for empowerment which you want to share with similar groups in other parts of the world?
- You are a journalist in Canada needing audio-visual materials on women groups in big cities organising courses on income generating activities?

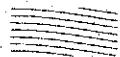


- You are a human resources development manager of a company computerising its operations and you would like to find out about the efficiency of retraining schemes used in other companies?

Like you, all members of the adult education community, wherever they are and whatever they do, have been confronted with lack of information and resources in their work.

In spite of the explosion of knowledge and new media, access to adult education documentation and information services remains a dream for many people. There is very uneven access to all kinds of information and documentation for researchers, policy makers, community groups, business, adult learners, educators of adults and everyone engaged in lifelong learning around the world. There is also very uneven input into adult education data banks. So far, most of the "big" adult education documentation centres are located in Western Europe and North America, collecting, analysing and disseminating predominantly mainstream knowledge without being able to reach out to the silent, the hidden, the indigenous and grassroots literature/media. In many parts of the world there have never been resources of adult education documentation available. And even where documentation services are available they are threatened by financial cuts if not elimination while the explosion of demand for adult education documentation and information. In addition, it is quite obvious that one centre alone cannot cope with the increasing demand, the diversification and the cultural variety of information. Many centres have starting networking in their fields of adult education documentation or geographical region. Sharing of resources and international co-operation is a necessity and a challenge.

This challenge was addressed during CONFINTEA V, wherein for the first time in the history of the five UNESCO International Conferences on Adult Education, a workshop especially focused on adult education documentation and information was conducted, co-ordinated by Ursula Giere, Research Specialist/Head, UIE Documentation Centre and Library. Policy makers, researchers and documentalists participated, exchanging their experience and views and discussing possible ways of follow-up. The concrete goal of this workshop was to set the foundation and guidelines for the development of a "Network of Networks" of adult education documentation and information services around the world – the objective of which was to map and counteract the current imbalanced collection and dissemination of literature/media and information on adult learning in the different regions of the world. During this workshop, a Steering Committee was formed with members representing institutions world-wide such as UNESCO Headquarters; the International Bureau of Education; the International Council for Adult Education; the World Bank; the "Centre de documentation sur l'éducation des adultes et la condition féminine"; the Syracuse University Library and Archives; the Slovene Adult Education Centre; the ERIC Clearinghouse on Adult, Career and Vocational Education; ALICE (the European Community Information Bank on Nonformal Adult Education in Europe); the Rossing Foundation (Namibia); ACCU; ASPBAE; REDUC (Latin America); Damaskus University; and the Ministry of Education of Nepal.



It is planned to have a Steering Committee Meeting in the second half of 1998 to discuss long-term orientation and implementation of the Network of Networks, including organisation, structure, sharing of responsibilities, financing, initiating ideas and activities to establish centres, promoting access to information via new technology, overcoming culture and communication barriers. An adult education documentation and information services survey currently conducted by UIE's Documentation Centre supplies an ample information basis to be channelled into the discussions of the Steering Committee Meeting.

More information for the further development of the Network of Networks will be drawn from three follow-up activities to the CONFINTEA workshop co-ordinated at present by the UIE Documentation Centre, which has played a leading role in international adult education documentation and information world-wide for the last few decades:

1. preparation of an international directory of adult education documentation and information services, reflecting the increased use of new technologies and proactive services;
2. preparation of an analytical bibliography on adult education documentation and information services and networking; and
3. preparation of an analytical review of the CONFINTEA V documentation workshop documents.

The development of the Network of Networks is in line with the following propositions of CONFINTEA's Agenda for the Future:

*20c: Improving the conditions for the professional development of adult educators and facilitators /./ by promoting information and documentation services, ensuring general access and reflecting cultural diversity;*

*22c: Promoting policy-driven and action oriented research and studies on adult learning /./ by developing an enhanced capacity for research and knowledge dissemination by encouraging national and international exchanges of information, innovative models and best practices;*

*23a: Recognising the new role of the State and social partners by ensuring that all partners recognise their mutual responsibility /./ for providing professional back-up for policy makers, researchers and learners through networking resources;*

*55: /./ The strategies and mechanisms used to follow up the Fifth International Conference on Adult Education should /./ for reasons of both economy and efficiency /./ be based /./ on existing institutions, structures and network;*

*57: At the international level UNESCO should play a leading and proactive role ... together with other /./ networks /./ Within UNESCO, the UNESCO Institute for Education (UIE) in Hamburg should be strengthened in order to become an international reference centre for adult and continuing education.*

To date, 62 centres from all regions of the world have joined the Network of Networks.


⇒ ...and if you work with an adult education documentation and information centre interested in co-operation in the Network of Networks with colleagues from around the world please contact the project co-ordinator as soon as possible.

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## **Working Meeting within the International Adult Literacy Research Project at the Slovene Adult Education Centre**

On January 29th and 30th, the Adult Education Centre hosted one of the regular meetings of countries involved in the international adult literacy research project. The SAEC is the provider and co-ordinator of research in Slovenia, which we have called Adult Literacy and Participation in Education. The theme of the working meeting was analysis of the findings and progress of the pilot study and preparation of the main study. 45 researchers and research leaders attended the meeting, 13 from Slovenia and 32 from elsewhere. Participants represented Chile, the Czech Republic, Norway, Hungary, Italy, Switzerland, Slovakia, Finland and Denmark. Absent from the meeting were representatives of Malaysia and Japan, who are also preparing for national literacy research. Scott Murray, head of international research at the Canadian statistical office, and his colleagues, Irwin Kirsch and Kentaro Yamamoto of the Institute for Testing in Education from the USA and Albert Tuijnman and Eduard Boduard of the OECD in Paris.

At the start of the meeting, participants were first welcomed by guest speakers from Slovenia: Dr Pavle Zgaga, state secretary for higher education at the Ministry of Education and Sport, Mr Tomaž Banovec, director of the Statistical Office of Slovenia, and Dr. Vida Mohorčič Špolar, directress of the SAEC. The welcoming speeches stressed the importance of research into literacy and participation in education for planning economic, educational and social development policies. They emphasised that the comparative database on adult education we obtain will enable Slovenia to join the comparative database on education systems of OECD member states. Analysis of the situation and measures in other countries will allow us to critically

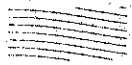
assess the situation in Slovenia and on that basis prepare the necessary measures in youth and adult education, social policy, active employment policy, etc.

Another official speaker was Albert Tuijnman, representative of the OECD. Among other things, he stated that the OECD supports international literacy research and that the findings of such research had already influenced the decisions of the people dealing with the development of human resources in these countries. He pointed to Ireland: immediately after the publication of the findings of the research, Ireland increased the national budget funding for this year for education and training for the least educated adults. He stressed that the study also provided comparative data on the participation of adults in education, and that this data is extremely important for people dealing with the development and funding of the system of adult education, with programming, etc. The findings of the international literacy study were published in a comparative study (Literacy Skills for the Knowledge Society, OECD 1997) showing data for 12 countries. Recently a book was published (Belanger, P., Tuijnman, A.: New Patterns of Adult Learning: A Six Country Comparative Study, 1997) showing data on adult participation in education in selected countries, barriers to participation in education, comparative levels of literacy and participation in education, etc. The analysis in the book presents some examples of how we can classify data on adult participation in education obtained from the international study and, on the basis of the findings, plan interventions in the policy and system of adult education.

Later in the meeting we discussed the progress and findings of the pilot studies in individual countries and preparations for the main study. Representatives of the Canadian statistical office, who are responsible for the quality implementation of the research in individual countries, explained the most common mistakes in gathering field data, coding, data entry and the production of international data files. The representatives of the Institute for Testing in Education from the USA focused on analysis of the quality of translations and adaptations of the 114 test tasks in the study. Special statistical analysis and comparison enables them to discover the location of possible errors (inadequate translations, misleading questions, too easy or too difficult tasks in comparison with other countries) which must be corrected by all countries before the main study is carried out. The research is international, and so great attention at all levels must be paid to ensuring the validity, reliability and comparability of data.

Representatives of participating countries also had to state when they would carry out the main study in their countries. All countries will carry out the fieldwork this year, either in the spring or the summer; we plan to carry out the survey in Slovenia in September. If the main studies are carried out in the majority of the countries in line with this plan, we can expect the findings of the international study on literacy in summer 1999.

Ester Možina, MA, SAEC



# Evaluation of the Literacy Programme in 1997

The Literacy Programme (UŽU) was run in the field for the fourth year. We publish the extract from the national evaluation report for last year in Novičke<sup>1</sup>.

## Programme Providers

Last year, together with providers, we expanded into new areas (Krško, Šmarje pri Jelšah and Lendava) and provided the programme for different target groups (for people in employment who have retrained, for unemployed young people, for adult Roma and for adults with special needs).

The literacy programme is provided by 14 organisations - 6 adult education centres and 8 private organisations. Provider organisations implemented the programme once, with the exception of Evrošola, inc., Ljubljana, which carried out the programme for two groups, and Alfabet from Štore, which provided the programme for three groups. Providers arranged 18 courses for different groups. Five groups consisted of unemployed graduates from the special programme primary school (in Doba, AEC Murska Sobota and Alfabet). Literacy programme also covered 3 groups of employees sent by Fotona, inc., in co-operation with Evrošola (2 groups) and Rudnik Senovo v zapiranju, inc., in co-operation with the Posavje Centre for Continuing Education in Krško (1 group). 3 groups of Roma, 1 in the Maribor Adult Education Institute, mostly immigrant Roma women from the former Yugoslavia, and 2 groups in the Dart Lendava organisation, also trained in the programme.

Programmes in all provider organisations were held in premises suitably equipped for education, while the layout of tables and chairs enabled group work and workshops. Providers took account of the recommendations, standards and norms for the literacy programme in terms of the number of hours per week and the length of the course. Thus in 17 groups, the course lasted between 6 and 12 hours per week, while only one group worked for 15 hours per week, more than the recommended standards and norms.

We can also be satisfied with the attendance rate of participants in the literacy programme. In 1997, the rate was 70-79% in 1 group, 80-84% in 2 groups, 85-89% in 1 group, 90-94% in 6 groups, and 95-100% in 5 groups. We have no figures for 3 groups. For various reasons, 23 participants left the programme; under our methodology, these are not treated as drop-outs, since they left the programme due to employment (7 participants), education (1 participant), insufficient difficulty of the programme (2), motherhood (1) and other reasons (12), some of which were for example traffic accidents, poor health, lack of child care, non-serious participant, disability, etc.

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1 Olga Drogenik, Atenka Janko Spreizer, MA, Ester Možina, MA: Evaluation of Training for Life Success Programmes: Report for 1996 and 1997

## Introductory Interviews and References to the Programme

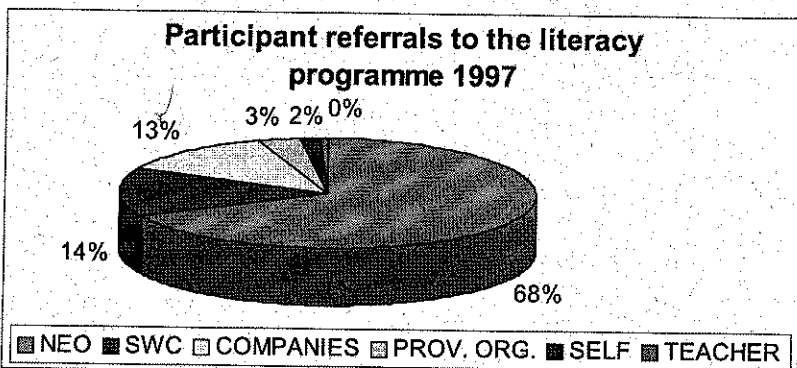
We collected data on introductory interviews, which are important to acquaint participants with the contents of the literacy programme and to help teachers collect information on participants' prior knowledge, interests, motives, spare-time activities, role models and hobbies. The contents, duration and level of difficulty of the literacy programme are adapted to the information obtained.

Most introductory conversations were held by teachers (129) and organisers (20). Others (for example, employment institute advisors and/or social workers at the social work centres or staff of the personal service) referred candidates to the literacy programme but did not take part in the introductory talks, except for one group in the Dart organisation. In this instance, the introductory talks with a group of Roma were carried out by the director of the Social Work Centre. Cupertino was desirable, since some advisors know individuals better than teachers.

In 1997, 16 (11.19%) participants enrolled in the programme without an introductory interview: 1 in Stik Mežica, 2 in Dob and 12 in ALC Celje.

We collected 1997 data for the vast majority (181) of participants referred to the literacy programme. We don't have data for some providers, since they didn't report them to us. The data reported consists of:

- 68% (143) of participants were referred to the programme by the employment office,
- 14% (30) of participants were referred to the programme by social work centres,
- 13% (27) of participants were referred to the programme by Fotona, inc., in Cupertino with Evrošola (19) and Rudnik Senovo v zapiranju, inc., in Cupertino with the PCCE Krško (8),
- 3% (7) of participants were referred to the programme by the ALP Kranj provider organisation,
- 2% (4) of participants joined the programme on their own initiative
- one participant was referred to the programme by a teacher from Stik Mežica, inc.



Source: Final report for the evaluation of UŽU programmes for 1996-97, SAEC archive



## Age and Education of Participants

In 1997, 175 participants enrolled in 18 groups, while 158 completed the programme. Provider organisations state that 53 (33.54%) of participants received publicly recognised certificates on completing the UŽU programme, 77 (48.73%) received a certificate from the provider. We have no data for 28 (17.72%) participants, since provider organisations did not provide such information (AEC Celje, Stik Izola and AEC Kranj). According to the teacher, they did not issue certificates to participants in the UŽU programme at AEC Kranj, because the programme was provided as part of the USO programme.

In 1997, the age structure changed considerably, although young adults still predominate at 63.12% (101). The proportion of people over 25 years old increased considerably to 36.88%. We partly ascribe this increase to the fact that new target groups - unqualified industrial workers, or employees training for requalifications - enrolled in the programme. As a result, the number of participants older than 40 particularly increased to 8.75%. Employment offices frequently enrolled people aged 25 to 39 in training. These represent some 28.13% of UŽU programme participants.

We have data on education for 153 participants. Note that data has also been collected for participants who enrolled in the programme but did not complete it. Some provider organisations did not provide this information. 60.13% had not completed or had completed only primary school, 20.26% had completed the special-programme primary school, 14.38% had completed first or second year of two-year secondary school, 4.58% had completed first and second years of three-year secondary school and 0.65% had some other education.

## Participant Activities after Completing the Programme

One of the main missions of the UŽU programme is to motivate participants to change their education, life and work. For this reason we are collecting data on further education in various training programmes, and in primary and secondary school, on permanent or temporary job-seeking and contract work, on spare-time and on other activities, and we were also interested in whether participants had changed their behaviour since completing the UŽU programme. Individual provider organisations did not collect such information, they only listed individual activities. The table does not include data for AEC Celje and Stik Koper, since they did not provide any data. Some provider organisations didn't give the precise number of participants; instead they only listed activities or they merely indicated the variable without giving it a value.

65 participants will be included in various education and training programmes (USO warehouseman, waiter, cook, house painter, auto mechanic, professional schools, public works); 21 will look for employment. Some will look for employment even while in education. 16 participants opted for spare-time activities; they are interested

