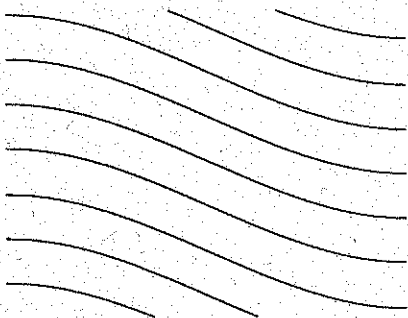




Andragoški center Republike Slovenije
Slovene Adult Education Centre

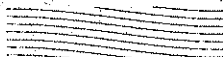
NOVIČKE



SPRING 98/Vol. VI

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Publisher: Slovene Adult Education Centre, Editor: Zvonka Pangerc-Pahernik, M.Sc.



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



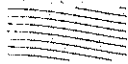
Non-Permanent Seat on UN Security Council - Great Responsibility

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 Frlec 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 Frlec 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.

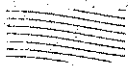


Independence Day - National Holiday of Many Hopes

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.

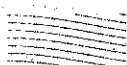


Fewer Paying Attention to the Mass Media

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.

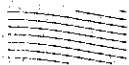
Access to the Internet increased by nearly 100 percent within one year only to slightly exceed 11 percent at the end of 1997. Its users are mostly interested in obtaining general information, entertainment (surfing) and e-mail.



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.

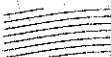


National Cultural Day - in the Spirit of the Great Prešeren

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

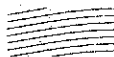


Educational Moments of the Slovene Adult Education Centre in 1997

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.

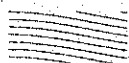
Throughout, we strive to ensure that participants feel comfortable at the SAEC, and that they leave the SAEC satisfied and enriched with new knowledge and

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

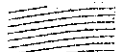


Global Community of Adult Education through Information and Documentation: Developing a Network of Networks of Adult Education Documentation and Information Services

(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 (CONFITEA 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 CONFITEA 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.

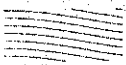
⇒ ...and if you work with an adult education documentation and information centre interested in co-operation in the Network of Networks with colleagues from around the world please contact the project co-ordinator as soon as possible.

Contact person:

Ursula Glere – Tel.: (+49) (40) 44 80 41 33

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e-mail: uhgiu@unesco.org



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

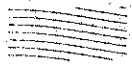
assess the situation in Slovenia and on that basis prepare the necessary measures in youth and adult education, social policy, active employment policy, etc.

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 Novičke¹.

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.

1 Olga Drogenik, Alenka 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

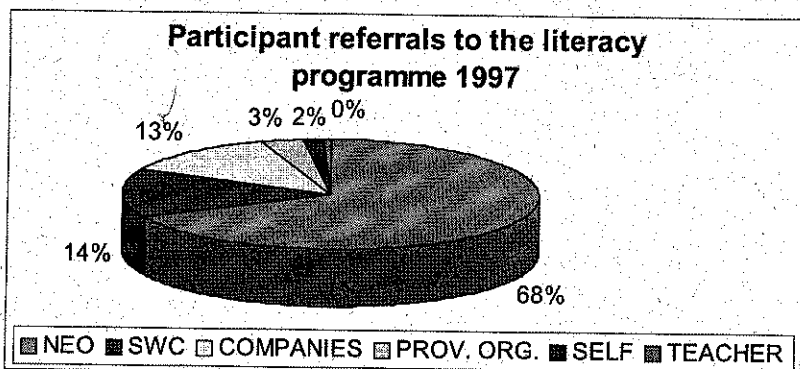
We collected data on introductory interviews, which are important to acquaint participants with the contents of the literacy programme and to help teachers collect information on participants' prior knowledge, interests, motives, spare-time activities, role models and hobbies. The contents, duration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

in visiting cultural events at youth centres, visiting libraries and reading books (8), painting, sports activities, reading, study circles. Some provider organisations failed to give information on the number of participants, but did send information on activities. Only 4 participants will not change their lives significantly after completing the UŽU programme.

In 1997, 22 participants listed the following possibilities under "other":

- married and moved to husband's farm (1);
- training in bookkeeping - husband will open workshop (1);
- completion of vocational catering school and final exam (1);
- asked to be considered for unemployable person status (2);
- moved to another country - no figures;
- employment (5);
- rehiring on contract redundant workers (8);
- participants found temporary employment (4).

Instructors

There are currently 44 trained instructors in Slovenia who have participated in special training at the Slovene Adult Education Centre (SAEC) and acquired a licence to carry out the UŽU programme. Three thirds of instructors are currently active, so that last year the curriculum was taught by 25 instructors. All courses were led by two instructors; in two instances they were occasionally assisted by a third one. The UŽU programme is planned to be carried out by two trained instructors. However, the majority of organisations which engage in carrying out this programme have only one trained instructor; in only 5 of them there are two trained instructors, and in one there are three. For this reason, organisations still avail themselves of the services of visiting instructors whose training was commissioned by another organisation. With all objective obstacles, it is difficult to observe the UŽU programme recommendation that instructors should originate from the same environment as participants in their courses. Only 11 instructors fulfilled this requirement. In 1997, the majority of instructors in the UŽU programme were part-time employees (76%), while the others were regularly employed by the organisations which carried out this programme.

Curriculum

The UŽU curriculum for training for functional use of reading and writing in the everyday life of adults is based on a mosaic of the basic subjects (calculations in everyday life, creating oral and written messages, reading and understanding of written texts, communication in various social circumstances) and an interweave of integrative subjects (motivation, monitoring of the progress of participants and methods to increase their general level of knowledge). Instructors should therefore always integrate the subjects they teach and make connections between them. This

is hard to achieve, however, unless varied teaching methods, aids and materials from the everyday life of participants are used. The majority of instructors (43%) integrate communication with themes from the general level of information and communication, while a smaller proportion (36%) integrates all subjects of the UŽU curriculum. A considerable number of instructors (18%) teach students to perform various calculations, without connecting this subject with the others, while 3% of them perform only organisational work. It has been noticed that instructors dedicate less time to integrative subjects and more to basic ones. In certain groups, subjects which in our opinion are crucial for the life of programme participants are not dealt with at all, or are treated in an inappropriate manner. These are as follows: education, social security, employment and searching for employment. Participation in educational programmes, ability to find a job, social security and similar issues are in fact the very objectives of the UŽU programme and it is quite inadmissible that these subjects do not constitute an integral part of the programme, or that they are treated only theoretically. For example, there was a case in which, during the entire course, the analysed group was not even once visited by any representative of for example the Employment Office, Centre for Social Work or educational organisations. It is characteristic for such instructors that they do not prepare individual plans for participants regarding their activities after the programme is concluded. In such cases, naturally, it is not surprising that the expected results of the UŽU programme fail to be achieved. When the course is completed, its participants find themselves in the same situation as prior to it and frequently become even more bitter and inactive than before, because they failed in yet another attempt to change their life. The subjects studied within the curriculum are forgotten very quickly, if there is no opportunity for repetition and refreshing.

Other general educational subjects which were treated the most frequently during UŽU courses last year were: culture, communication, health and disease, healthy nutrition, current political event. Less frequently discussed were the themes of sport, personal growth, history of their region and geography.

Teaching and Learning Methods

To a large extent, the suitability of methods used in teaching various subjects of the UŽU curriculum indicates the instructor's level of competence and creativity. These methods are evaluated by observing the teaching unit. The methods of lecturing, explanation and discussion predominate, but more active methods, such as debating, group work, learning from written sources, role playing, consulting, appearances by participant, dictation and use of mass media are also used.

Participants are frequently taken to visit cultural and other institutions in the local community, the purpose of which is to contribute to their knowledge about these institutions, to encourage them to visit cultural institutions themselves and to increase the quality of their life (e.g. by going to libraries, theatres, museums, galleries and cinemas). Some visits are intended to enhance communication (to post office, bus and railway stations) and improve the participants' orientation in their community or

train them in everyday skills, such as writing, reading and calculation for certain situations (at the post office or the bank). Some visits are intended to present to the participants the possibilities for further education, training and employment (e.g. visits to production facilities or workshops). Naturally, visits are selected on the basis of groups' needs and desires, as well as objective factors, such as local opportunities. Groups often visit libraries, theatres, galleries and museums. Individual groups have also visited other institutions, such as an aquarium, the marketplace, vine cellars, an airport, a youth centre, a health centre, a centre for social work, a Red Cross office, a printing house, etc.

General educational subjects can be made more interesting by visits of professionals from different fields, but it is of extreme importance discussions with counsellors regarding employment, professional career and education are organised. Instructors are well aware of this, because only a few of them have been found not to organise such discussions. A wide range of teaching hours has been earmarked for counselling for education and employment, i.e. from 1 to 24.

Teaching Materials

Since 1992, when the UŽU programme was introduced, certain special teaching materials were developed both for participants and for instructors. In 1993, the Slovene Association of Adult Education Centres (SAAEC) published materials for the subjects "calculations in everyday use" and "formation of oral and written messages". After one year, it was also established that the Communication Manual was incomplete and one-sided, therefore the SAAEC no longer recommends its use. Two years ago, a group of instructors was formed by the SAAEC to prepare a manual with the use of special methodology, and its preparation is still in progress.

Experience has convinced us that it is impossible to develop a manual which would be equally suitable for all groups, which makes the training of instructors the more important. The UŽU programme requires that teaching materials and aids are adapted to specific features of each group and its local environment, therefore instructors have been trained to develop teaching materials themselves and to use various teaching sources.

The materials that instructors use to prepare learning sheets, and the materials and aids that are distributed to participants in the course are monitored during the process of evaluation. Over a half of instructors still use SAAEC's materials, but only individual ones also use books to motivate students and liven up the course. Manuals and dictionaries were listed only by Dart and Alfabet in their final reports. During our attendance at lectures we saw very interesting learning sheets and various materials and teaching aids prepared for individual groups, but these were unfortunately not mentioned in final reports.

There is currently no manual for instructors engaged in the literacy programme, but

the SAEC supplements its materials for the training of instructors every year. The majority of instructors use them when they prepare learning sheets for participants; in some cases they simply copy them, but this is not desirable. A detailed list of teaching materials used is given below.

The following sources were stated:

1. SAEC's materials for participants are used (partially) by 9 of 16 organisations, for which data are available (Doba, Invel, Stik Mežica, Inter-es, Dart, Celje Adult Education Centre, Institute of Adult Education of Maribor, PCPI Krško, Ormož Adult Education Centre).
2. UŽU training materials for instructors are used by all organisations, as was established during attendance at lectures, but in final reports they were stated only by 7 organisations (Stik Mežica, Dart, Celje Adult Education Centre, Koper Adult Education Centre, Institute of Adult Education of Maribor, Žalec Adult Education Centre, PCPI Krško).
3. Grammar manuals (Slovene Grammar; ABC of the Slovene Grammar; Zigzagging in the Slovene Grammar; Slovene Grammar Rules) and the Dictionary of the Slovene Language are used by the majority of organisations, but only 7 of them specifically stated this in their final reports (Doba, Invel, Stik Mežica, Diada, Kranj Adult Education Centre, Institute of Adult Education of Maribor, PCPI Krško, Ormož Adult Education Centre).
4. Other manuals for learning correct Slovene language (Teaching Slovene a Little Differently; Communication for Schools and Everyday Use; Written Communication for Everyday Use; I Write, therefore I Am) were stated by 5 organisations (Stik Mežica, Diada, Kranj Adult Education Centre, PCPI Krško, Ormož Adult Education Centre).

For the subject of mathematics, in addition to SAEC's materials and materials used for their own training, instructors used manuals and bulletins intended to make learning mathematics more fun (My Fun Math; A Short-Cut to Math; Presek Bulletin). These materials are used by 4 organisations (Doba, Alfabet, Invel, Institute of Adult Education of Maribor).

The analysed organisations also used materials from the fields of psychology, communications (Doba, Diada, Institute of Adult Education of Maribor), regulations, labour legislation and entrepreneurship (Invel, Inter-es and Dart), but also daily newspapers and weekly and monthly periodicals (Alfabet).

Materials used by instructors are much more varied than those intended for participants, which indicates that instructors find ideas for lectures and exercises from several various sources and then adapt them to the needs and interests of individual groups. A considerable number of organisations still use materials for participants published by the SAEC four years ago, even though there were specific recommendations to the contrary. This undoubtedly means that new materials for participants need to be prepared, including a special manual for instructors. In

addition, instructors should continue to be trained to search for various teaching sources and prepare appropriate teaching materials.

Teaching Aids

Instructors are supposed to use various teaching aids to illustrate the subject matter treated and to motivate participants to learn. The teaching aids used by instructors for different subjects were evaluated. Reports regarding this issue were quite incomplete. All organisations use sketches, schematics, graphs and diagrams. Over a half of organisations use visual aids, such as slides, overhead projectors, films, etc. Audio aids, such as cassettes, records and radio, are used by the majority of organisations, most frequently during breaks and for relaxation. A half of organisations use audio-visual aids, e.g. video players and television, a half of them use computers, and individual organisations also use other aids they produce themselves or buy in shops, e.g. posters, maps, rulers, photo cameras, etc.

Conclusions

The general conclusion after reviewing and analysing the data gathered from the evaluation is that the reduction in funding for implementation of UŽU programmes by the National Employment Office and the Ministry of Education and Sport did not affect the quality of programmes, but did lead to a reduction in the number of groups and participants in UŽU programmes. The proportion of funds allocated to individual programmes was not reduced.

The structure of participants did not change significantly; most are young, under 30; male and female participation rates are roughly the same; and most participants had completed primary school. The attendance figures, which were over 80% in all groups, and the very low drop-out rate show that the teachers succeeded in motivating people for education.

The effectiveness of providers in this field can be ascribed to respect for the recommendations and standards in providing programmes - motivation for education, active forms of work in the course of the programme, adaptation of the programme to the needs and interests of participants, education in small groups, extended meetings of groups (2 - 3 months), creating a suitable learning atmosphere...(others are possible).

Based on the evaluation analysis, we formulated the following proposals for further development of programmes, teacher training and the introduction of the UŽU programme into the system of adult education programmes.

a) Further development of the programme

- The programme must be extended to include themes of general interest (employment, social security, education with special materials including special information and how to treat it).
- The programme must be adapted to new target groups, such as employees or laid-off workers, and this must be done through research (study the need for such programmes for less-educated employees, study current conditions on the labour market, design the programme, seek sources of funding for these programmes, etc.).

b) Teacher training

- Teachers must be further trained to produce individual plans for participants.
- They should be taught how to organise materials for participants so that they will continue to be used once the programme is over.

c) Find a suitable place for the programme in the adult education programme

- The national adult education programme defined the UŽU programme as a programme of basic adult education, for which the state provides permanent public funding. In coming years, this role should be realised through monitoring of the quality of implementation of the UŽU programme and through the further development of the programme.

d) Development of methodologies for evaluation and training of providers

- The processing of data revealed certain shortcomings: some are the result of inadequately phrased questions in the forms (evaluation questionnaires), while others are the result of inconsistency on the part of providers and teachers who completed the forms. We have already removed the deficiencies in the instrumentation, while we still need to train providers to complete the forms correctly at one of the evaluation workshops.
- The evaluation instrumentation has been upgraded in such a way that the SAEC could leave the evaluation to an external provider, while the SAEC would work on more in-depth, qualitative research, such as on participants, learning methods, etc.

Olga Drogenik, Alenka Janko Spreizer, MA, Ester Možina, MA

SLOVENE ADULT EDUCATION SCENE

Open Letter to Minister Anton Rop

At the beginning of December, we sent a letter to Anton Rop, minister of labour, the family and social affairs in the expectation that the information and proposals could be used in the procedures for adopting the budget for 1998 and in the government savings measures. We are publishing the letter in whole.

Dear Minister Anton Rop,

We would like to briefly draw your attention to a dimension of certain measures planned in the Government which could cause serious problems in the field of adult education. We are talking about on the one hand the state budget and on the other the proposed savings measures.

The state budget for 1998 gives priority to the economy, planning only an 8 percent increase in funding for education. This means less money in real terms for the whole field of education. In the past in such circumstances, adult education has always "paid" the lion's share of the reduction. Of course, this is understandable, since salaries are the main expenditure in education, and every cut in salaries would also mean a reduction in the quality of work. Dr Slavko Gaber, minister of education and sport, by "raising his voice against the 98 budget" has in his own words reported that the economy will be unable to exploit "advantages" with the present level of education in the workforce. Furthermore, more money for research activities will not produce the expected effects in the economy, dominated as it is by uneducated or under-educated employees.

The position of adult education will be further damaged by the Government's savings measures and the planned changes to the taxation of freelance work. The planned state budget and savings measures will have negative short-term and long-term consequences.

In the short term, the Slovene Association of Adult Education Centres estimates that prices of educational services will immediately rise by 30 to 40%; by just 10% in programmes provided by full-time employees, but by up to 50% in programmes provided by freelance personnel. Associations of units of secondary schools and private educational organisations which include adults in programmes to improve education and the level of civilisation will probably also introduce similar increases.

Such an increase in the cost of educational services, and even more the impoverishment of state funding, which to date has been aimed at increasing access to education - assistance for the development of non-market programmes, reduction of costs of services - will cause:

1. A reduction in the already modest supply of educational programmes for people with little education, since educational organisations will concentrate solely on those programmes of market interest.
2. A reduction in the numbers of participants who pay for education themselves, and in particular the less-educated (due to inadequate supply on the one hand and high prices on the other; in 1994, participants themselves paid 70% of the cost of providing programmes of secondary-school education!), who as a rule are economically deprived and limit their spending primarily to areas essential for survival.
3. The development of new forms and programmes will be increasingly aimed at programmes for target groups who can pay for expensive educational services.
4. Differences in accessibility between developed and less-developed regions of Slovenia will increase; we can also expect the closure of smaller educational organisations in places with lower population education levels and with poorer educational, cultural and health-care service facilities (in 1992, 25% of Slovene municipalities had no adult education organisation).
5. Abandonment of development work to promote the education of inactive adults (those who left education too early and received no subsequent education).

In all European countries, adult education is dominated by freelance staff, both teachers and non-teaching staff (development of new forms and programmes, consultation, etc). In Slovenia in 1989, the ratio between freelance and full-time employees in adult education centres was 11:1. Other types of adult education organisations have similar ratios today. This gives the field the urgently required flexibility, since programmes are developed and provided at the time and place where the need arises. About the pace of technological change and social changes stemming from our economic development strategy, we will just add that, by the end of the decade, our companies will have to improve through technology, innovation and quality, one-half to two-thirds of export product ranges.

In terms of levels of education, Slovenia lags around ten years behind the developed countries. The lag is much greater at the bottom of the educational pyramid (at the last census, almost half of the population over 25 had primary school education or less, while the Chamber of Commerce and Industry has studies showing the influence of education on added value and on our lag behind European Union countries in terms of value added per employee). Education significantly determines further participation in education (the participation rate of employees with secondary-school education in other countries at the start of the 90's was 1.6 - 3 times greater than the participation rate of those with primary school education or less; in Slovenia, for example, 3.9% of unqualified people attended some form of non-formal vocational training, compared to 15.2% of those with qualifications).

In Slovenia in 1987, almost two-thirds of adults were not active in education (we will obtain more recent figures from the international study on adult literacy); in 1993, the participation rate by employees in education was almost 40% lower than the 1982-86 average; in 1995 it was still 20% lower. Over the same period (1992 - 94) in other countries, employee participation rates in education increased: in Sweden, three-and-a-half fold, in Germany by a third and in France more than twofold.

These are just a few figures with which we wish to draw attention to the importance of careful consideration in adopting the budget and other state measures which could worsen the material conditions for adult education. Imprudent measures could not only slow down development to date, they could even destroy all the results achieved so far.

Raising the general level of education and opening up educational opportunities to the whole population, and in particular to those with inadequate education, is probably an undisputed goal of all social partners. The proposed savings measures, budget for next year and the allocation of funds to individual areas place major obstacles in our path towards raising the general level of education of the whole population and increasing adult participation in education.

Olga Drogenik, SAEC



Will Value Added Tax Make Education Even More Inaccessible?

The formation of an economic development policy is a constituent part of improving the competitiveness of any country in the global market.

The key goals of the economic development policy of Slovenia are (Senjur, 1994):

1. faster economic growth and catching up in terms of development with the developed European countries,
2. greater competitiveness of the Slovene economy,
3. inclusion in European integration,
4. sustainable economic development in terms of environmental, social and national-cultural aspects.

Slovenia can only adapt to the market conditions and flows in the global market and in particular the European economic area; it cannot influence them.

In principle it holds that the gross domestic product depends on the production factors which influence it in various mutual combinations. These can replace each

other. This means that we can achieve a certain level of output with different combinations of production factors. We have to view education as one of the factors of economic development, or at least as the first condition for it. Viewed this way, spending on education is no longer "consumption" but becomes a development indicator.

The orientation of education around the world is characterised by:

- The concept of continuing education, which will result in two mutually linked characteristics of future society: lifelong learning and "the learning society";
- The transition from quantitative to qualitative changes in education;
- A situation where knowledge is more important than the path taken to achieve it, and so non-formal forms of education will become recognised.

Due to limited natural resources, it is particularly important for small countries to make the best use of knowledge and to have the best-educated population possible; we cannot say this is true of Slovenia. The lag can already be seen in the formal education of the Slovene population: 5.8% have university education, 6% have two-year college education and 47.3% have secondary school education. Some 40.9% of the population of RS has primary school education or less, and they will soon represent the core unemployed in Slovenia.

The future of education in Slovenia, particularly for this last group, will in all probability also be determined by the adoption of the law on value added tax, which is due to replace the present sales tax on 1st January 1999. This should also fulfil one of the key conditions for Slovenia to join the European Union, where this form of taxation is compulsory. Value added taxpayers will be everyone carrying out any form of profitable activity on the territory of Slovenia or everybody who in the previous year generated taxable turnover exceeding 2 million tolar gross. Value added tax is in fact a simple tax charged on all trade in goods or services.

In comparison with the present system of sales tax, there are no and will not be any significant differences. Ordinary citizens, as the purchasers of goods or services, are still the end users and thus pay the full tax. Sellers of goods or services will only pay taxes on the amount remaining once the input tax has been deducted. Nevertheless, they must have the appropriate records, documentation and invoices. Also, with the establishment of a unified database of all taxpayers, greater supervision will be possible. Due to the increase in the number of taxpayers, the introduction of value added tax should increase state revenues and the possibility of evasion will be lower. A uniform 20% general tax rate is anticipated which would primarily simplify calculation of the tax. In practice, however, this means a considerable increase in taxation on everything hitherto taxed at a lower sales tax rate (cultural services, food, school materials,...).

Article 35 of the law on value added tax lists tax exemptions. These include pre-school education services and education for children and young people, school and university education provided by public legal entities, including products and services

closely related to these activities. What about other educational services, which are currently taxed at 5%? They will become more expensive and increasingly inaccessible to those who, because of their poor social situation, need them the most. We can illustrate the readiness of individuals and families to finance their own education using data on changes to the structure of financing of participation in secondary school programmes for adults: the share of the individual in the price structure has increased from 41% in 1989 to 70% in 1994, while companies' share in the same period has declined from 52% to 24%, and the state's share from 7% to 6% (Source: O. Drofenik, SAEC, 1996).

I believe that the Government must give all forms of education exemptions from value added tax and thus increase educational access for young people, the unemployed, and the under-educated, as well as for all those interested. Steps must be taken to increase the motivation of individuals and companies to improve knowledge and thereby influence economic development.

Alenka Gorza Čretnik, Slovene Association of Adult Education Centres



Training Teachers for the Third Millennium

On December 4th, the second, autumn part of the conference Teacher Training at the Start of the Third Millennium was held at the Faculty of Education of the University of Ljubljana, organised by the Faculty on its 50th anniversary in conjunction with the Faculty of Education in Maribor, the Faculty of Arts in Ljubljana and the Ministry of Education and Sport. The first part in the spring was well attended, diverse and problem-centred, and the second part brought together around eighty teachers and staff in higher education, primary and secondary school teachers, adult educators, tutors in children's homes and nursery schools, head teachers, experts from public institutes, researchers and other people concerned about the role and knowledge required of teachers in the coming millennium.

The conclusions of the spring part of the conference were collected in a special publication prepared on the basis of the resolutions and reports on the work of individual groups, and additions and proposals made by individual members of the programme committee. These and other papers formed the basis of the discussion of possible solutions and strategies in further education for teachers. Conference delegates divided into four groups to formulate proposals, and these will be able to set the foundations for the preparation of a binding document which would govern the education and training of teachers.

Unlike in the spring, when working groups were composed for fields of education, this time groups contained representatives of very different fields - from nursery schools to adult education. Interestingly, adult educators found some points of contact in terms of the need for special knowledge and the marginalisation of our field. In any event, such work limited the possibility of concentrating on the problems in individual fields, in our case adult education. For this reason, this report restricts itself to problems, findings and resolution relating to such education.

Returning to the spring part of the conference, where we worked in an individual group for our field, our group consisted of twenty participants who addressed two sets of issues in their papers and discussions:

- general questions of teacher education, and
- education for adult educators.

The two reporters, Dr Barica Marentič Požarnik and Jože Miklavc, MA, defined the basic thesis and central issues in the following points:

- important components of teachers' special skills (e.g. communications skills, special methods) and how to acquire them during studies and the probationary period;
- evaluation of teacher education and training programmes;
- the training, status and working conditions of "teachers of teachers";
- competence in adult education;
- flexibility of educational paths;
- teacher education as lifelong learning, etc.

Despite the importance of all these and other issues, the group proposed that the second part of the conference should focus only on one embracing theme, linking theory and practice in teacher education. The different organisation of work at the autumn conference, the composition of groups and time limitations all guided the debate in our group concerning adult education to the following conclusion, which in fact is not too dissimilar to the proposal from the first part and was prepared by the organisers prior to the conference:

"In the adult education group, the discussion also touched on special training programmes in the adult education system. Current teacher and adult-educator training programmes (compulsory, institutional) were critically evaluated as out of date, and, in terms of organisation, as showing classic school-didactic rigidity. One of the solutions is to modernise (contents and methods) these programmes, while the other - probably more effective - is to demonopolise and expand provision in terms of competition."

We will have to deal with this conclusion, which is rarely mentioned outside adult-education circles, for some time to come. We all agree that adult education needs providers with additional, specific knowledge, and it is true that this is also prescribed. But the programmes as they are now follow neither the (ever increasing) demand nor the capacities of educators regarding methods of acquiring such

methods. Information from participants themselves persuade us to consider the suitability of the contents. In planning training programmes in adult education, we must be aware of two things.

Firstly, we train educators for practical work, we try to "arm" them with teaching and adult-education knowledge which will bring them as educators closer to participants, and at the same time bring participants closer to knowledge and promote the desire for further learning. Thus it would not be unreasonable to refresh the contents, possibly introducing new, more appropriate contents. When we talk of a "monopoly", we are primarily considering the fact that this knowledge is evidently not gathered all in one place or in a few individuals, and that moreover it must be taken from wherever it can be found and transferred in the most practical way possible to participants.

The second aspect is adaptation to the educators themselves. The demand for them will continue to rise, while at the same time, with rare exceptions, in the future they will not be experts specifically employed for work with adults, but they will come predominantly from the ranks of teachers of young people. Adult-education knowledge is thus even more urgent, while on the other hand legal requirements will probably in most instances be the main motivation for training. Rationalising the contents with the emphasis on modern and suitable methods and forms of work, and organisational-implementation flexibility will thus be essential. This doesn't mean lowering requirements, but it does imply the possibility of training in sections, modules, etc., geographically as close to participants as possible and especially where the training is of the highest quality. If as one of the principles of adult education we stress the possibility of achieving the required standards in a variety of ways, then there is no real reason that something similar (for example) should not be implemented in the training of their educators.

Janko Berlogar, MA, SAEC

Education for the Unemployed in 1997

Attentive Novičke readers would have noticed in 1996 that we neglected to publish data on education for the unemployed. Last year we were waiting for the results of the 1996 report of the National Employment Office. Since it came out somewhat later than usual, we simply forgot to publish analysed data on unemployed people in education in 1996. For this reason, this year we decided to publish figures on education for the unemployed as soon as December's monthly figures for 1997 came out, since the data on unemployed people in education from January 1st 1997 until the end of the year were shown in the combined table. However, there is still no commentary from the National Employment Office.

We will allow ourselves briefly to comment on the initial data on unemployed people in education in 1997. Before presenting the information on education for the unemployed by type of programme in the table below, we will describe the classification of programmes used by the National Employment Office since January 1st 1997 following the adoption and introduction of new standing orders on the implementation of programmes of the active employment policy.²

The Standing Orders on the Implementation of Programmes of the Active Employment Policy define the following active employment policy programmes:³

1. programmes of assistance in planning career paths and employment-seeking,
2. programmes of assistance to employers,
3. unemployment-prevention programmes,
4. programmes for the activation and employment of unemployed persons.

The programmes for the activation and employment of unemployed persons consist of the following programmes:⁴

1. training and education programmes;
2. employment-promotion programmes;
3. self-employment promotion programmes;
4. public works programmes.

Training and education programmes consist of:⁵

1. Programmes of psycho-social rehabilitation: the standing orders state that programmes of psycho-social rehabilitation cover workshops of various forms and extended training programmes which encourage unemployed people to become actively involved in the labour market and to allow them to become fit for work.
2. Educational programmes: these programmes extend to programmes for the acquisition of a vocational education, programmes for functional training and training programmes for work of difficulty levels I and II.

3. Training programmes without labour relations: the standing orders state that the training programme without labour relations runs at employers or at educational institutes. The programme is provided in real work processes, the purpose being employment in a specific field of work, and generally lasts up to three months.

Employment promotion programmes cover:⁶

1. training programmes with labour relations,
2. programmes promoting the employment of people with disabilities and difficult-to-employ people,
3. employer-contribution rebate programmes,
4. lump-sum payments for new employment.

The classification of programmes of the active employment policy providing education and training to the unemployed clearly shows that a somewhat different classification has been used than was the case before 1997. Those programmes for the activation and employment of unemployed people which focus on education and training for the unemployed in 1997 can be seen in the table below.

Type of educational or training programme	Number of unemployed people involved	Proportion of involved unemployed in %	Participation rate of all unemployed (N = 128,189) in %
Programmes of assistance in planning career paths and employment-seeking	4,692	31.2	3.7
Programmes of psycho-social rehabilitation	1,266	8.4	1.0
Programmes for functional training	2,484	16.5	1.9
Programmes for the acquisition of a vocational education	1,955	13.0	1.5
USO programmes	444	3.0	3.0
Training programmes without labour relations	119	0.8	0.09
Training programmes with labour relations	4,057	27.0	3.1
Total	15,017	100.0	11.7

Table: Participation in educational and training programmes, January 1st - December 31st 1997 in the Republic of Slovenia⁷

From the data in the table, it is clear that 11.7% of the average unemployment rate in 1997 (128,189 people) were involved in education. Compared to the participation rate in 1996, which was 15.1%, the education participation rate for the unemployed in 1997 fell (in 1996, 18,110 unemployed people were involved in education, while the average level of unemployment was 119,799).

Looking at the ratios between individual types of programmes, we can conclude that the share of the first three types of programme has fallen somewhat (in 1997 the combined share of these three types of programme was 56.1%, while in 1996 these programmes were classified into one category, functional training programmes, with a share of 63.8%), while the proportion of training programmes with labour relations increased (from 19.2% in 1996 to 27.0% in 1997). The proportion of participation in educational programmes remained approximately the same.

The National Employment Office will later present the reasons for the reduction in the number and proportion of unemployed people involved in education and training in 1997 compared to the previous year, probably in its annual report. We can only conclude that it was certainly not caused by a decline in demand for education and training for the unemployed in 1997 (difficulties in passing the budget last year and distribution of funding for individual activities).

We hope that 1998 will see more unemployed people participate in education and training, and that we will reach the 20% participation rate by unemployed people in education, which is the lower limit of participation in other European countries (the rate varies from 20 to 30%), of course in line with the need for individual types of programme. In particular, more unemployed people should be involved in programmes to acquire an education. The annual report on education for the unemployed prepared by the Ministry of Labour, the Family and Social Affairs and the Ministry of Education and Sport (and adopted by the Government of the Republic of Slovenia) will certainly help towards this, and it is foreseen in the new draft Law on Employment and Unemployment Insurance. Preparation of the annual programme for the next school year has already begun. We hope the programme will be implemented and will enable unemployed people without any vocation, who are in a bad position on the labour market, to obtain their first vocation and thereby greater opportunities for new employment.

Tanja Vilič Klenovšek, MA, SAEC

² Standing Orders on the Implementation of Programmes of the Active Employment Policy, National Employment Office, Ljubljana, 1996.

³ *ibid.*, p. 11, article 5

⁴ *ibid.*, p. 16, article 29

⁵ *ibid.*, p. 16, article 30

⁶ *ibid.*, p. 20, article 43

⁷ Source: National Employment Office, Monthly Information, December 1997, p. 44



Invitation to a Meeting of the International ISCAE Society

The International Society of Comparative Adult Education (ISCAE) is organising the second meeting of researchers in the field of comparative adult education. The meeting will be held September 10th-12th in Radovljica. It is intended to present knowledge and experience which participants have gained in their present and past work in comparative studies, to transfer new ideas and generally to establish contacts between experts in the field. Work in small groups will allow all participants to play an active role and to establish contacts with those active in comparative education.

The ISCAE was founded over thirty years ago. The conference in Exeter was an important event in its initial development. At this historic meeting, participants defined the basic characteristics of comparative studies in adult education as:

- the subject of research must refer to the education of adults and must deal with problems in this field;
- problems and questions set must be based on at least two situations (countries, regions, circumstances);
- research projects must go beyond mere description of phenomena in adult education and must detect and determine the underlying causes and characteristics.

The last meeting of researchers of comparative adult education was in Bamberg in 1995 involving 32 experts from all over the world. Membership has increased considerably in the last three years to almost 80.

Applications and Prices

To participate in the international meeting, apply to Jasmina Mirčeva, Slovene Adult Education Centre, Šmartinska 134a, 1000 Ljubljana, telephone: +386 61 1842 590 or +386 61 443 417, fax: +386 61 445 881, e-mail: jasmina.mirceva@zacs-saec.si no later than 1st June.

The fee for participants is DM 250 in the total countervalue. The price includes: participation, working materials to be received at the conference, and other material costs, the cost of excursions and participation in cultural events. Accommodation costs per participant are DM 240 in the total countervalue, which covers three days full board.

If you plan to present a paper, contact, preferably not later than June 1st, by transmitting an abstract, as soon as possible:

Michal Bron,

Reykjavik-Gatan 124, 75263 Uppsala, Sweden.

Tel. Home 46-18-518621, office 46-8-5858 8306 or 46-70-6962389.

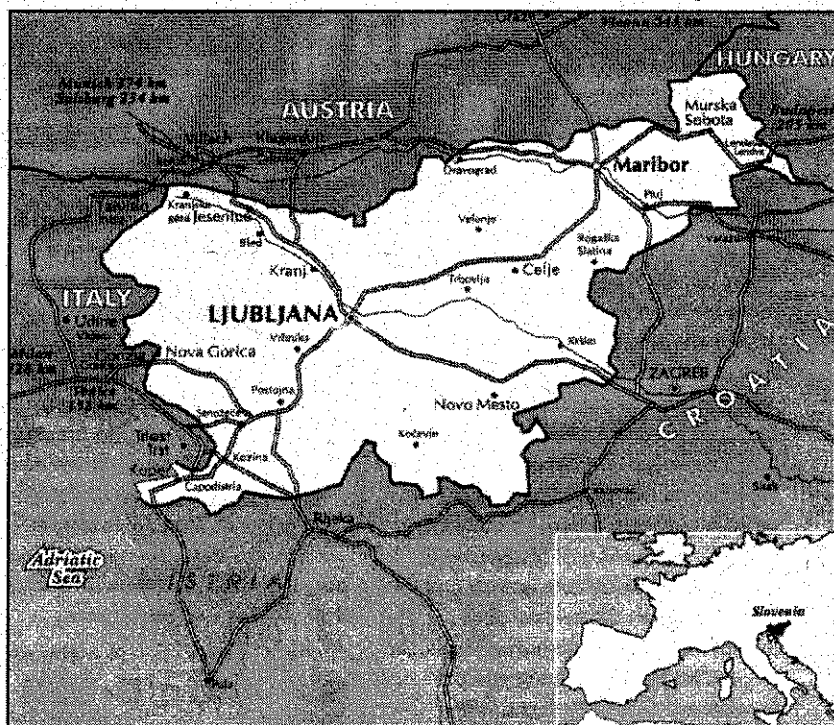
Fax: 46-8-5858 8012.

E-mail: mbron@hotmail.com

Jasmina Mirčeva, SAEC



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



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