



Conference: Equipping Adults for 21st Century

**Serving low skilled in rural
communities:
Slovenian case**

9 December 2013, Vilnius

Ema Perme

Some facts about Slovenia

Demography

Population: 2.054.741
(2011)

Unemployment (Sept.
2012)

- LFS: 9,2 %
- Registered in SI: 11,5 %

Migrations: rate 0,3 % -
increasing; ethnic groups:
83 % Slovenes; minorities:
Hungarians, Italians; others
from ex Yugoslavia; Roma

Education

**Educational structure of
population aged 15 or over in %
(2011):**

- No education, incomplete basic -
4,2%;
- Basic - **20,8%;**
- Short-term vocational, vocational,
upper secondary - **23,6%;**
- Technical, general, upper
secondary - **32,7%;**
- Tertiary - **18,8%**

**NPAE 2020: SI goal - 18 % participation of the 25-64 population in
lifelong learning:**

the value for 2010 was 16.2 %, 2011 – 15,9 %, 2012 – 13,8 %



Legal Framework

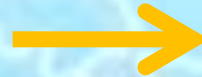
- **Law on Organization and Financing Education (OJ, No, 12/1996) ;**
Regulates AE teacher qualification (university degree), pedagogical education etc.;
Expert Council for Adult Education ;
- **Law on Adult Education (OJ, No 12,1996) ;** defining special programs for
adults – also literacy programmes ;
- **National Master Plan on Adult Education 2013-2020 – MPAE;**

National Strategies

- **White Paper on Education in Slovenia (2011, p.369-417)**
- **Strategy on Lifelong Learning - approved by the Ministry of Education;** *did not pass the Parliamentary procedure*
- **National Strategy on Literacy Development (2005) Ministry of Education (2005);** *did not pass the Parliamentary procedure)*
- **Human Resource Development Program 2007-2013 (ESF)**

Adult literacy situation:

- **Adult Literacy Survey (1998)**
- National literacy survey (2000), a cultural shock: 77% of adults from 16 to 65 performed below international average



- ➔ Increasing public funding for
- ➔ adult learning development and provision
- ➔ New concept of adult learning pro
- ➔ National Literacy Strategy in 200

National Strategy on Literacy Development

Literacy is continuously developing competence of individuals for using socially agreed systems of symbols in order to learn, understand, produce and use texts for everyday life, education, work and living in the community. Acquired knowledge, skills and developed competences enable an individual a successful and creative personal growth and responsible participation in the labour market and society (pg. 9).

Adult literacy programmes in Slovenia - targetting the needs

1. **Rural literacy programme (120 hours)**
2. **Family literacy programmes (2 programmes, parents of preschool and parents of school age children)**
3. **Workplace literacy programme (300 hours)**
4. **Programme for adults with special needs (120 hours)**
5. **Bridge to education for adults returning to formal education (120 hours)**
6. **Literacy programmes for elderly (120 hours)**
7. **Reading literacy groups (24 hours)**



Skills and competences of training for literacy programmes



Professional training

Law on organisation and financing of Ed, 1996; Regulates teachers qualification (university degree, pedagogical education etc.)

University degree ...

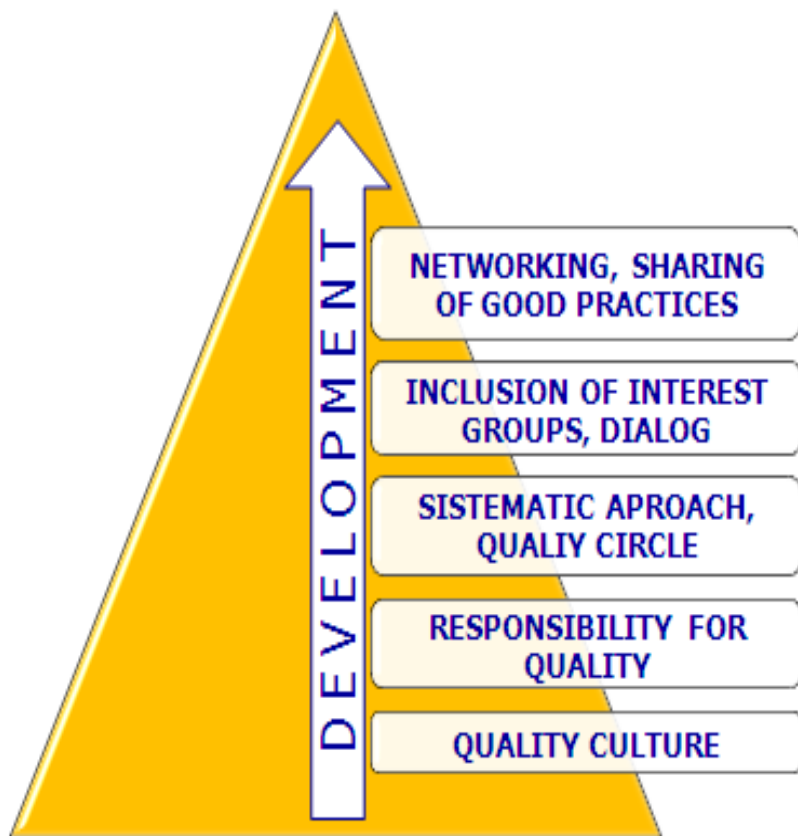
No regulations on training and CPD

Adult literacy teacher training

Continuous professional training and upgrading

- 120 hours of training
- field research on TGs needs
- teaching performance
- detailed teaching programme plan /essay

Conceptual principles of the *'Offer Quality Education of Adults'* model



Self-evaluation model

- SIAE developed the OQEA model **to develop quality in adult education in Slovenia** (implementation started in 2001).
- Providers are chosen on the basis of a public tender of the Ministry of Education, Science and Sport (national budget and ESF); generally **participate in it for two years process.**

TWG work: Quality of staff in AL and European activities

Adult Literacy Survey (1998)

Research voor Beleid (2008), ALPINE,

A common concern of many countries is the quality of adult learning staff ;

➔ **Action Plan - Priority Action 2:** improve the quality of provision, focused on adult learning staff as the key determinant of quality in adult learning

➔ ***Research voor Beleid (2010),*** Developing Adult Learning Sector:

- key competences for adult learning professionals
- development of a reference framework of key competences for adult learning professionals

Evaluation of literacy programs: participants satisfaction; teachers need more training



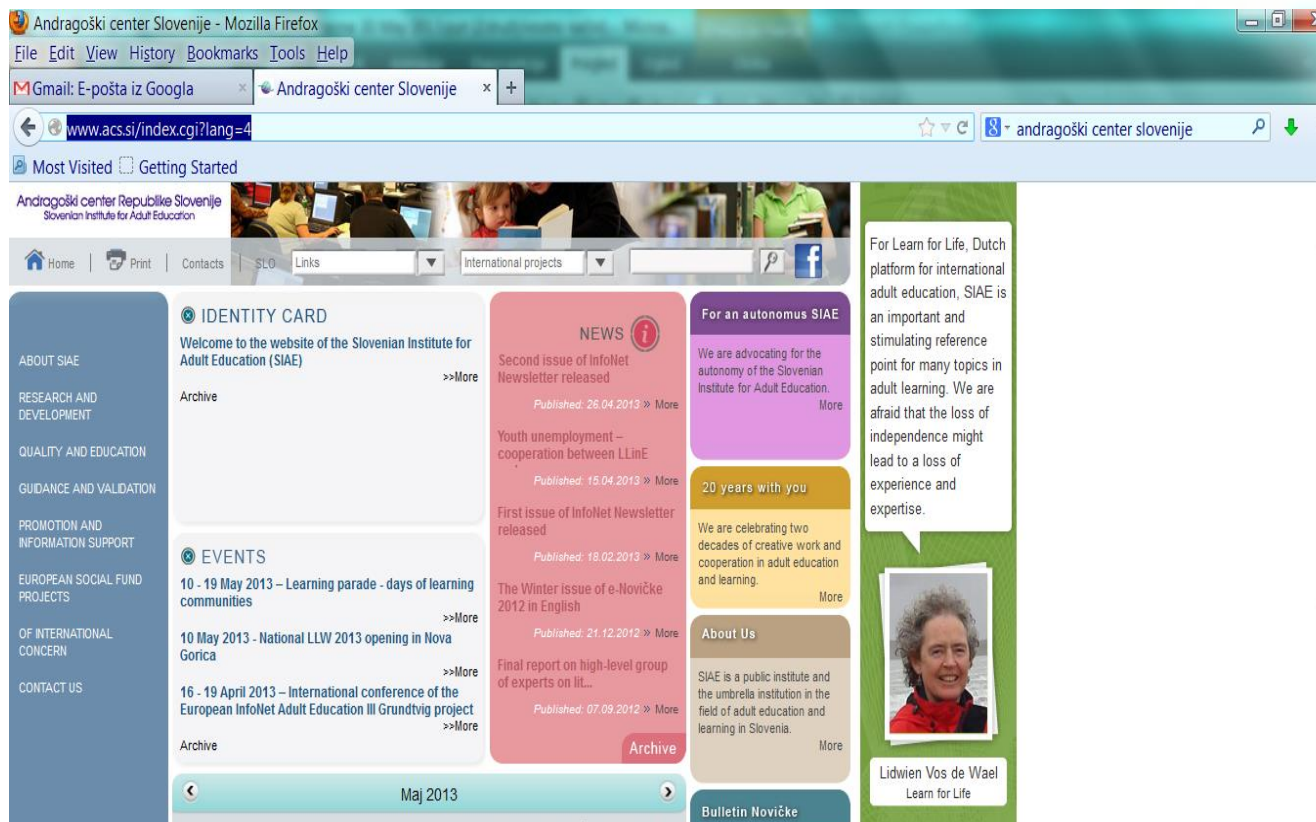
- Result confirms the quality of the programs; empirical data show that the programs are effective in achieving most of the goals.
- General demographic characteristics of the study involved participants in TSL is largely consistent with the population data.
- All participants are generally above average satisfaction with received knowledge and execution of basic training.



- More training content (rather than theory)
- Familiarization with good practice examples
- Additional training - short modules (eg, rhetoric, psychology, etc.).
- Deficit in setting clear boundaries and establishing authority
- More knowledge of how to work with adults with special needs who recently increasingly visiting programs to raise the level of literacy



For some information also on:
<http://www.acs.si/index.cgi?lang=4>



**Thank
you
for
your
attention!**

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I'm giving the floor to Zvonka