

# 3<sup>rd</sup> GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



## Monitoring survey results for Slovenia

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	According to the Adult Education Act (adopted in 1996 and amended in 2006) adult education include education, continuing professional education, training and learning of persons who have fulfilled their obligation of basic education and who wish to acquire, up-date, broaden and deepen their knowledge and do not have status of pupil, secondary schoolboy/schoolgirl or student. Adult education in Slovenia comprises formal education to gain higher levels of qualification and non-formal and informal education.
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	<p>Adult literacy and basic skills provision in Slovenia has been an integral part of ALE since 1991, however not necessarily as a top priority for ALE programs. There are some factors that are crucial for adult literacy and basic skills education in the Slovenian context:-it is essential that there is a legal basis for funding adult literacy and basic skills provision, National Adult Education Master Plan, former 2004-2013, and present 2014-2020, and Adult Education Act (adopted 1966, renewed 2004).-the funding of adult literacy and basic skills has been provided through European Social Fund since 2004, the Operational documents for European Social Fund – human resource development, former 2007-2013, and present 2014-2020. -adult literacy and basic skills education has been as ALE in general centrally governed and funded by the Ministry of education, science and sport.-policy development, especially in the field of adult literacy was strongly influenced by the results of the International Adult Literacy Survey (IALS) and CONFITEA V with its humanistic/holistic approach to ALE and adult literacy movements. -the policy development of literacy and basic skills and of ALE in general was not an isolated process, it has been strongly supported by the research and development activities of the Slovenian Institute for Adult education and by the input of the adult education national associations. On the basis of National Adult Education Master Plan each year the Ministry of Education prepares the Annual Adult Education Plan, which set annual priorities and objectives, priority groups of adult population, as well as the extend of adult education provision, and adult literacy and basic skills provision respectively. Monitoring role is implemented by yearly reporting to the government, while the coordination role foresaw cooperation of several ministries in planning and allocating the educational programmes across the country for priority groups of population.As pointed out adult literacy in Slovenia was strongly influenced by the results of the International Adults Literacy Survey (IALS). The results of the survey were further investigated in the period 2000-2007 focusing on literacy achievements of parents, rural population, younger adults, older population and employed. The Ministry of education, science and sport has supported the preparation of expert basis and further development in the area of adult literacy and basic skills. This enabled a systematic approach in Slovenia in this respect, for example a unique model of targeted adult literacy programmes was developed, the formal basis for development and provision of adult literacy programmes was prepared, a couple of national adult literacy strategies were created (Adult Literacy Strategy, 2005; Strategy for Development of Basic Skills of Employees, 2007), a network of providers of adult literacy programmes was established, etc. All this served as a professional base for designing new accredited literacy programmes for adults and training of teachers. Thus access to quality literacy learning spread to all regions. The Ministry of education, science and sport commissioned the national Evaluation of adult literacy provision which was completed in the years 2009-2010. The evaluation gave very positive results and confirmed the model (targeted to the needs of adults). The National Evaluation of the adult literacy scheme revealed that there are some success factors, to mention a few: targeted programmes to learner's actual needs, trained adult literacy teachers who understand and are able to assess the needs of learners, and also understand the adult literacy problem and apply basic concepts of teaching and learning, a model and curriculum of adult literacy provision that corresponds to the needs of different target groups, adult education providers that are aware of local needs and have established networks and co-operation with relevant institutions in local level depending of target groups (e.g. schools, employment agencies, NGOs), regular and sufficient funding of adult literacy programmes but also funding of travel costs in case of unemployed adults. The National evaluation was an opportunity to rethink the national adult education provision, and among other things it brought about an insight of success factors on a micro level. It is believed that the change of educational experience is in a way a precondition or the basis for all other changes. The state provision and support of adult literacy programmes is substantial in compare to the period before Slovenia carried out IALS survey (during 1990s), but it is not sufficient. There is an estimation based on the result of IALS survey (Adult literacy strategy, 2004), that 25000 adults shall attend programmes to raise literacy levels annually if the backlog of Slovenia in this area is to be overtaken. However, the numbers of low educated adults participating in literacy programmes increased in the period 2011-2013 (5348 participants) in compare to the previous funding period 2003-2009 (3636). There are some challenges that will affect adult literacy policy in Slovenia in the coming years. One of them is raising the commitment of public to the identification and prioritisation of the needs of adults with literacy/basic skills difficulties and to addressing those needs. None of the national strategies dealing with adult literacy skills were implemented on a national level. The development of a specific resourced national action plan for the development and promotion of literacy/basic skills learning would be vital. Furthermore, adult literacy provision is funded entirely from ESF funds via public tenders. Financing via public tenders does not motivate providers to invest their own resources into this provision, because of the risks of tenders. Moreover, when there are gap periods in ESF funding (this situation happened in 2008 and again in 2014 and 2015) all of the adult literacy provision vanish. In addition, effective policy-making and policy implementation in adult literacy would also require the involvement of all stakeholders (from national levels to learners). In Slovenia only Ministry of education, science and sport and Ministry of labour contribute public sources to adult literacy and basic skills, other sectors do not take part e.g. culture, agriculture, economic affairs. etc. And finally, the challenge Slovenia will have to encounter is how to develop the national system of validation of adult literacy skills and competences and at the same time preserve humanistic / holistic approach and the balanced role of adult literacy provision, e.g. which strive to develop human potential for civil integration and social inclusion of individuals, social cohesion and promotion of democratic values in society and to develop human capital. And last but not least, the Ministry of education, science and sports enabled with the support of ESF funds and European Commission to implement PIAAC survey in the period 2012-2016, the results will be available in July 2016. It is believed that the survey will have an important impact on future literacy and basic skills education in Slovenia. Sources:Drofenik, O. 2011. The Work of Adult Literacy and Adult Education Policies in the Education System in Slovenia. (Background Paper for the Global Report on Adult Learning and Education 2012). (Unpublished).Možina, E., Javrh, P., Kuran, M., Vrbajnsčak, K., Šmalcelj, P., Radovan, M., Jamšek, D. (2010c). Evaluation of adult literacy programmes and training programmes for adult literacy teachers, Evalvacija javno veljavnih programov Usposabljanje za življenjsko uspešnost (UŽU) in Temeljno usposabljanje za učitelje v programih UŽU : povzetek zaključnega poročila, Razvoj pismenosti ter ugotavljanje in priznavanje neformalnega učenja od 2009 do 2011. Ljubljana: Andragoški center Slovenije, 2010. <a href="http://arhiv.acs.si/dokumenti/Evalvacija_JVP-UZU_in_TU-UZU.pdf">http://arhiv.acs.si/dokumenti/Evalvacija_JVP-UZU_in_TU-UZU.pdf</a>. (only in Slovene)Eur-alpha. 2012. Rural literacy programme for adults in Slovenia – Challenges of the Countryside: <a href="http://www.eur-alpha.eu/IMG/pdf/bp_siae_rural_literacy_en.pdf">http://www.eur-alpha.eu/IMG/pdf/bp_siae_rural_literacy_en.pdf</a> (Accessed November 2014). Javrh, P. (2011). Insights from practicing adult literacy education, Spoznanja iz prakse izobraževanja za pismenost. V: Javrh (ur.). Obrazi pismenost: spoznanja o razvoju pismenosti odraslih. Ljubljana: Andragoški center Slovenije. (abstracts in English on webpage <a href="http://arhiv.acs.si/publikacije/Obrazi_pismenosti.pdf">http://arhiv.acs.si/publikacije/Obrazi_pismenosti.pdf</a> )</p>
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	In 2013 a new Master Plan for Adult Education 2013-2020 (AEMP) was adopted by the Parliament which defines priorities, benchmarks, target groups and financial scope for the respective period. In comparison with the previous one (AEMP 2005-2010) it is more ambitious, offering some new possibilities for education and learning for adults.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Yes

2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework was developed after 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	Adult Education Master Plan 2013-2020, adopted 2013 <a href="https://www.uradni-list.si/1/content?id=114925">https://www.uradni-list.si/1/content?id=114925</a>
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation ]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems ]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]	disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	tend to agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Not yet, but the government plans to do so
3.2.1. Describe how the government consults on ALE policy.	
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	In October 2013 Slovenian Parliament adopted the new Adult Education Master Plan for the period 2013-2020 (MPAE) which defines priorities, programmes, supportive activities, target groups, monitoring instruments and the scope of public finances aimed at adult education. The most important novelty introduced in the new document was its enlargement by inclusion of several ministries, in addition to Ministry of Education, Science and Sports (MESS) and Ministry of Labour, Family and Social Affairs, that were conducting the past MPAE. These ministries are:1.Ministry of Culture,2.Ministry of Agriculture, Forestry and food,3.Ministry of Health,4.Ministry of Environment and Spatial Planning,5.Ministry of the Interior. New ministries are involved in the MPEA with their own programmes and activities, being organized and performed in different fields and priorities of adult education, defined by the MPAE:1.General formal and non-formal learning of adults,2.Raising educational attainment,3.Job-related education and training,4.Supporting activities. Just for better understanding let us illustrate the extensiveness of different programmes now integrated in the MPAE, in addition to traditional ones, like fostering general education, raising the educational attainment and basic skills: (i) informing and raising awareness of the health hazardous habits and behaviour, provided by the Ministry of Health, (ii) educating and advising citizens involved in non-professional agricultural activities, how to respond to weather conditions and/or pest threats (Ministry of Agriculture),(iii) raising awareness of the climate changes and encouraging corresponding behaviour in everyday lives (waste separation, recycling economizing water usage etc.), provided by the Ministry for Environment, (iv) cultural enlightenment by raising awareness of national cultural heritage, stimulating non-participants to take active role in preserving and developing it (Ministry of Culture), and many more.According to the MPAE, each ministry has to design its own annual plan and to define the scope of finances in this respect. MESS is responsible for the coordination of all these plans and for designing the national annual plan for adult education, which is yearly adopted by the Slovenian Government. Every year MESS, with the support and expertize of Slovenian Institute for Adult Education, evaluates how annual plans have been realized, reporting its conclusions to the Government. Every two years this evaluation analysis has to be adopted by the Slovenian Parliament. Here are provided sources and hyperlinks (URLs): <a href="http://www.uradni-list.si/files/RS_-2013-090-03262-0B~P001-0000.PDF#/pdf">http://www.uradni-list.si/files/RS_-2013-090-03262-0B~P001-0000.PDF#/pdf</a> ; <a href="http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_srednje_in_visje_solstvo_ter_izobrazevanje_odraslih/izobrazevanje_odraslih/">http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_srednje_in_visje_solstvo_ter_izobrazevanje_odraslih/izobrazevanje_odraslih/</a> .
4.1. What percentage of public education spending currently goes to ALE?	0.5% – 0.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	decreased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to stay about the same
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	No
4.4.1. Give details and provide references where appropriate and URL link if possible.	
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Decreased

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	11,9
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2014
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	26 - 64
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Participation of adults focuses on education and training (formal and non formal) of people aged 25 to 64 living in private households. The reference period for the participation in education and training is the four weeks prior to the interviewer.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	<a href="http://ec.europa.eu/eurostat/statistics-explained/images/f/f7/Lifelong_learning%2C_2009_and_2014_%28%2B9%29_%28%25_of_the_population_aged_25_to_64_participating_in_education_and_training%29_YB15.png">http://ec.europa.eu/eurostat/statistics-explained/images/f/f7/Lifelong_learning%2C_2009_and_2014_%28%2B9%29_%28%25_of_the_population_aged_25_to_64_participating_in_education_and_training%29_YB15.png</a>
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Women participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	increased

5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	decreased
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	<a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=RES097">http://www.pisrs.si/Pis.web/pregledPredpisa?id=RES097</a>
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in some cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Yes

6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	<p>'Barriers to ALE participation and provision' Beltram P., Žalec N., Mirčeva J., Turk A. (2014). Formalno izobraževanje odraslih v Sloveniji : odrasli v srednješolskem izobraževanju - položaj, kakovost, bodočnost. (Formal education of adults Slovenia: adults in secondary education – situation, quality, future) Ljubljana: Andragoški center Slovenije. <a href="http://arhiv.acs.si/publikacije/Formalno_izobrazevanje_odraslih_v_Sloveniji.pdf">http://arhiv.acs.si/publikacije/Formalno_izobrazevanje_odraslih_v_Sloveniji.pdf</a></p> <p>Mirčeva J., Žalec N., Radovan M. (2014). Motivacije in ovire pri izobraževanju za potrebe trga dela. (Motivation and barriers in education for labor market needs) Ljubljana: Andragoški center Slovenije <a href="http://arhiv.acs.si/porocila/Motivacije_in_ovire_pri_izobrazevanju_za_potrebe_trga_dela.pdf">http://arhiv.acs.si/porocila/Motivacije_in_ovire_pri_izobrazevanju_za_potrebe_trga_dela.pdf</a></p> <p>'Learning outcomes of ALE' Možina E. idr. (2012). Evalvacija osnovne šole za odrasle. Zaključno poročilo o rezultatih evalvacije programa. (Evaluation of primary school for adults) Ljubljana: Andragoški center Slovenije. <a href="http://arhiv.acs.si/porocila/Evalvacija_Osnovne_šole_za_odrasle.pdf">http://arhiv.acs.si/porocila/Evalvacija_Osnovne_šole_za_odrasle.pdf</a></p> <p>SI-STAT (National statistic): - Srednješolsko izobraževanje - odrasli (Secondary education - completion rates) <a href="http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/07_srednjesol_izobraz/03_09530_kon_sol_leta_odrasli/03_09530_kon_sol_leta_odrasli.asp">http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/07_srednjesol_izobraz/03_09530_kon_sol_leta_odrasli/03_09530_kon_sol_leta_odrasli.asp</a></p> <p>Diplomanti višjega stroškovnega izobraževanja (post secondary education - completion rates) <a href="http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/08_terciarno_izobraz/02_09555_diplomanti_visja/02_09555_diplomanti_visja.asp">http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/08_terciarno_izobraz/02_09555_diplomanti_visja/02_09555_diplomanti_visja.asp</a></p> <p>Diplomanti visokošolskega izobraževanja (Higher education - completion rates) <a href="http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/08_terciarno_izobraz/02_09556_diplomanti_visoka/02_09556_diplomanti_visoka.a">http://pxweb.stat.si/pxweb/Database/Dem_soc/09_izobrazevanje/08_terciarno_izobraz/02_09556_diplomanti_visoka/02_09556_diplomanti_visoka.a</a></p> <p>'Diversity of providers' Mirčeva J., Zagmajster M., Dobrnikar M., Drofenik O., Brenk E., Mlinar V. (2010). Analiza mreže izvajalcev izobraževanja odraslih z vidika možnosti zadovoljevanja potreb prednostnih ciljnih skupin. (Analysis of the adult education providers network from the aspect of meeting the needs of priority target groups) Ljubljana. Andragoški center Slovenije <a href="http://arhiv.acs.si/porocila/Analiza_mreze_izvajalcev_izobrazevanja_odraslih.pdf">http://arhiv.acs.si/porocila/Analiza_mreze_izvajalcev_izobrazevanja_odraslih.pdf</a></p> <p>'Quality criteria for teaching and learning, e.g. curricula and methods' Možina T. (2009). Primerjalna analiza mnenj in stališč izvajalcev srednješolskega in višješolskega izobraževanja odraslih o vprašanih kakovosti. (Comparative analysis of opinions and attitudes of providers of secondary and post-secondary adult education on issues of quality). and Ljubljana. Andragoški center Slovenije. <a href="http://arhiv.acs.si/porocila/Primerjalna_analiza_mnenj_in_stalisc_izvajalcev_srednjesolskega_in_visjesolskega_poklicnega_in_strokovnega_izobrazevanja_odraslih_o_vprasanjih_kakovosti.pdf">http://arhiv.acs.si/porocila/Primerjalna_analiza_mnenj_in_stalisc_izvajalcev_srednjesolskega_in_visjesolskega_poklicnega_in_strokovnega_izobrazevanja_odraslih_o_vprasanjih_kakovosti.pdf</a></p>
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	<p>The Ministry of education, science and sport with the help of European social funds, financially supported the development of different approaches to quality assessment and quality development in adult education institutions. Some of the national projects, developed by Slovenian Institute of adult education, with the financial support of the Ministry of education, science and sport are: Offering quality education to adults; within the project the model for self-evaluation in adult education institutions was developed and implemented. <a href="http://kakovost.acs.si/oqea/Quality">http://kakovost.acs.si/oqea/Quality</a></p> <p>counselors in adult education; the ministry financed the development work of Slovenian Institute of adult education on order to establish the network of quality counsellors in adult education and to carry out training of quality counselors and give them support in the implementation of their role in adult education organizations. <a href="http://kakovost.acs.si/counsellors/Expert">http://kakovost.acs.si/counsellors/Expert</a></p> <p>external evaluation; Expert external evaluations are used to independently confirm the quality of adult education in selected fields within educational organizations for adults. The expert external evaluation provides the organization with quality feedback about where it is already good and the possibilities shown for further improvement. Evaluations also help to upgrade the existing internal quality systems in the organization. <a href="http://kakovost.acs.si/expert_external_evaluation/">http://kakovost.acs.si/expert_external_evaluation/</a></p> <p>The GREEN QUALITY LOGO; THE GREEN OQEA LOGO aims to motivate and reward educational organisations and experts who care about how they work and are prepared to constantly learn, test new findings, systematically assess the effects of their work and implement measures to develop quality. It represents an organisation that systematically cares about its quality and the quality of its services in adult education. <a href="http://kakovost.acs.si/incentives/green_logo/">http://kakovost.acs.si/incentives/green_logo/</a></p> <p>The competence approach/scheme for training adult educators; A competence scheme includes a structured record of working processes carried out by adult educators and a description of competences they need to have for successful planning, management, implementation and evaluation of these processes. <a href="http://izobrazevanje.acs.si/competence_approach/index.php?nid=17000&amp;id=1068">http://izobrazevanje.acs.si/competence_approach/index.php?nid=17000&amp;id=1068</a></p>
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	not at all
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	somewhat
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	3

7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	3	
7.1.1. Explain your response here.		
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Yes	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected	
7.2.1. Please provide your sources.	Statistical data on health condition of the population in general	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	3	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	3	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	2	



7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	1 = not important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	1 = not important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	2
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Not much, but to an increasing extent
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities ]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Not selected
8.1.1. Give sources for checked options.	1(Participation): There is a well organized ALE within so called Third Age University which has positive impact on political and social activities of elderly. <a href="http://www.univerzazatretjeobd-drustvo.si/univerzeslo.htm">http://www.univerzazatretjeobd-drustvo.si/univerzeslo.htm</a> 2(Integration) ALE policy pays special attention on offering educational opportunities to Roma children and their parents. This has some positive impact on their integration, employment and inclusion in general.The positive impact in the area of participation and social inclusion was confirmed in the study on the Benefits of Lifelong Learning (BeLL) which investigated the benefits to learners of participation in organised non-formal, non-vocational, voluntary adult education (shortly “liberal adult education”) in Europe. The Slovene respondents (more than 80%) noticed the biggest changes in the same fields as in other participating countries (Finland, Germany, Switzerland, Italy, Spain, United Kingdom, Serbia, Romania), however, the affirmative answers were several times more explicit than it was the average in the whole sample. The biggest changes were seen in the fact that they view liberal adult education as “an important opportunity” (89,3%), that they are “more motivated for learning” (86,8%), that they “more frequently (or again) meet with other people” (84,4%) and that they “have more respect for the opinions of others”(84,3%).The changes in enhancing and expanding social networks were also characteristic for the Slovene respondents, which is more than it is the average in the whole sample (SI 74.1%; countries altogether 66.9%), including those who are involved in social networks (friends, colleagues, e and meet other people (SI 84.4%; countries altogether 81.4%), which shows that they are not isolated, although the benefits in the field of social and citizenship inclusion are less frequent and weaker.In this respect it is worth to mention work related benefits which are the field where the Slovene result differs from the rest of the sample in connection with the main factor health, family & work. 21.3% more Slovene respondents “feel good at work nowadays” (SI 75.5%; countries altogether 54.2%) than in the whole sample. Source:Manninen, J, Sgier, I., Fleige, M., Thöne-Geyer, B., Kil, M., Možina, E., Danihelková, H., Mallows, D., Duncan, S., Meriläinen, M., Diez, J., Sava, S., Javrh, P., Vrečer, N., Mihajlov D., Kecap, E., Zappaterra, P, Kornilow, A., Ebner, R. & Operti, F. (2014). Benefits of Lifelong Learning in Europe - Main results of the BeLL-project. Bonn: DIE.
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent

8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	a lot
Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Yes
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Yes
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected

(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Yes
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities ]	Not selected
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities ]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(b) groups where ALE programmes have had some success [Other]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes

9.1.1. Provide sources for the selected options.	<p>The answer is based on the reports obtained by the Ministry of Labour, Family, Social Affairs and Equal Opportunities (hereinafter: MDDSZ) and applies only to the programmes implemented under the responsibility of MDDSZ. Hence, the answer cannot be generalised to whole Slovenia. MDDSZ is responsible for the implementation of the Labour Market Regulation Act. An integral part of this act is regulation of the public services in the field of employment and active employment policy measures (hereinafter: AEP). AEP measures include the following: training and education, replacement of a worker at a job position and job sharing, employment incentives, creation of new jobs and promotion of self-employment. The activities conducted as part of the training and education measure are carried out in the form of informal and formal education and training. They aim to increase the employment opportunities and successful career development of unemployed and employed people. The target groups of this measure are unemployed, employed persons and employers as well as other job-seekers in compliance with the determination in the AEP measures performance plan. In accordance with the Labour Market Regulation Act, MDDSZ is responsible for monitoring the effectiveness and efficiency of measures by means of indicators, established at the level of the main programme and subprogrammes of the budget of the RS, AEP guidelines and in AEP plan, on the basis of the time schedule of the achievement of objectives. Contribution of individual AEP measures and programmes to the achievement of employment policy objectives, as laid down in long-term strategic documents of the Republic of Slovenia and the EU for the area of employment, is also established. Monitoring takes place on the basis of regular and extraordinary reports by providers of measures, reports by providers of measures concerning granted state aid and on the basis of analysing the efficiency of individual measures in different periods of time. MDDSZ reports to the Government of the Republic of Slovenia and other social partners once a year about the report concerning the implementation of measures under this Act. In addition the effectiveness and efficiency of measure is and will be the subject to preliminary, mid-term and final evaluation, conducted by the selected provider. The evaluation of the effectiveness of training and education programmes are also carried out regularly by Employment Service of Slovenia which is responsible for implementation of the training programmes of unemployed people. With the help of different types of evaluations, the ministry responsible for labour shall establish the efficiency and effectiveness of measures and how they affect the time schedule of the set objectives. Possible sources (only in Slovenian language): -Ministry of Labour, Family, Social Affairs and Equal Opportunities – <a href="http://www.mddsz.gov.si/si/zakonodaja_in_dokumenti/pomembni_dokumenti/">http://www.mddsz.gov.si/si/zakonodaja_in_dokumenti/pomembni_dokumenti/</a> (Report on Implementation of Labour Market Regulation Act's Measures)- Employment Service of Slovenia - <a href="http://www.ess.gov.si/">http://www.ess.gov.si/</a> (Annual Reports and different analyses conducted by Employment Service of Slovenia) - Slovenian Institute for Adult Education – <a href="http://www.acs.si">http://www.acs.si</a> (Evaluation of programmes of training and education of employed 2008 – 2011)- Slovene Human Resource Development and Fellowship Fund – <a href="http://www.sklad-kadri.si">http://www.sklad-kadri.si</a> (Annual Reports)</p>
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	No evidence
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]	Both
9.2.1. Provide sources for the selected options.	<p>Answers above apply strictly to the programmes conducted within the framework of MDDSZ and cannot be generalised to whole population subjected to the ALE. Possible sources (only in Slovenian language): -Ministry of Labour, Family, Social Affairs and Equal Opportunities – <a href="http://www.mddsz.gov.si/si/zakonodaja_in_dokumenti/pomembni_dokumenti/">http://www.mddsz.gov.si/si/zakonodaja_in_dokumenti/pomembni_dokumenti/</a> (Report on Implementation of Labour Market Regulation Act's Measures)- Employment Service of Slovenia - <a href="http://www.ess.gov.si/">http://www.ess.gov.si/</a> (Annual Reports and different analyses conducted by Employment Service of Slovenia) - Slovenian Institute for Adult Education – <a href="http://www.acs.si">http://www.acs.si</a> (Evaluation of programmes of training and education of employed 2008 – 2011)- Slovene Human Resource Development and Fellowship Fund – <a href="http://www.sklad-kadri.si">http://www.sklad-kadri.si</a> (Annual Reports)</p>
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Strong

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Modest	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	Modest	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Strong	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Modest	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Modest	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest	
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	No	
9.4.1. Give details and provide references and URL links if possible.		