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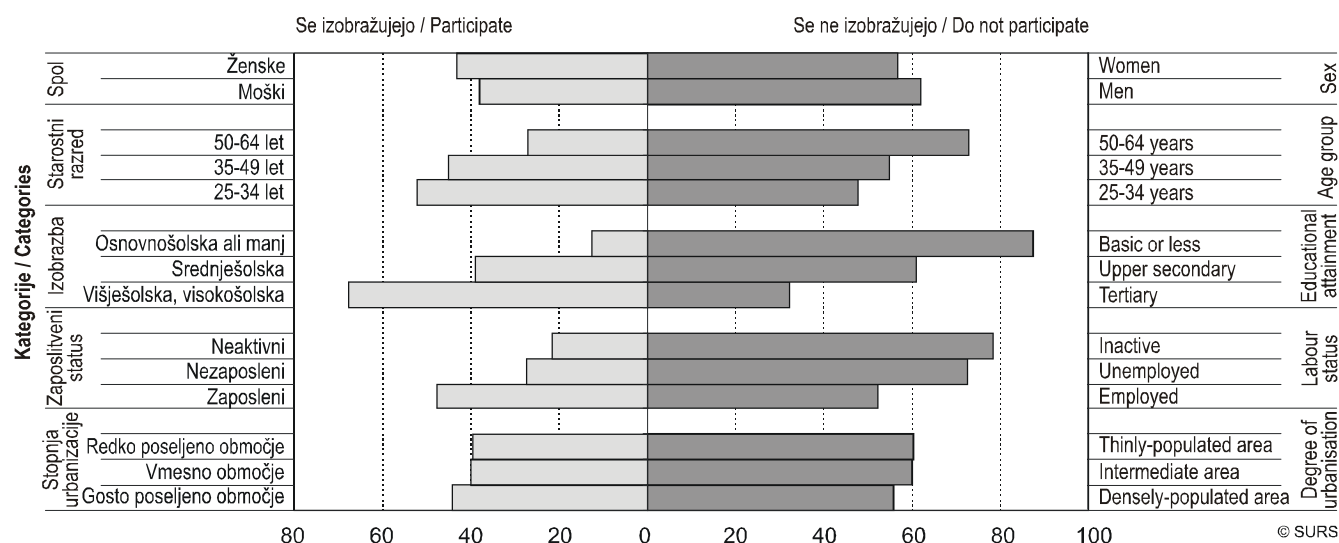
IZOBRAŽEVANJE ODRASLIH (PO ANKETI O IZOBRAŽEVANJU ODRASLIH), SLOVENIJA, 2007

ADULT EDUCATION SURVEY RESULTS, SLOVENIA, 2007

- Evropska komisija je oktobra 2000 sprejela v Lizboni Memorandum o vseživljenjskem učenju (Memorandum of Lifelong Learning); ta je s šestimi ključnimi točkami začrtal okvir skupne strategije za uresničevanje ciljev vseživljenjskega učenja na individualni ali institucionalni ravni, in to na vseh področjih javnega in zasebnega življenja. V Sloveniji je bila konec leta 2007 prvič izvedena mednarodna anketa o izobraževanju odraslih in ta naj bi pokazala, kako v Sloveniji uresničujemo načrtane cilje.
- With its six key messages, the Memorandum of Lifelong Learning, adopted by the European Commission in October 2000 in Lisbon, outlines the framework for the comprehensive strategy for implementing lifelong learning at individual and institutional levels, and in all spheres of public and private life. In Slovenia the international Adult Education Survey, which should provide answers to how the targets are being met in Slovenia, was conducted for the first time at the end of 2007.
- V 12 mesecih pred anketiranjem, tj. v letu 2007, se je v Sloveniji izobraževalo 40 % odraslih v starosti 25–64 let. Med temi so bile ženske nekoliko številnejše kot moški. Izobraževala se je kar polovica oseb v starosti 25–34 let, 45 % oseb v starosti 35–49 let in 27 % oseb v starosti 50–64 let. Pri vključevanju odraslih v izobraževanje je pomemben dejavnik že dosežena izobrazba: med osebami z višje- in visokošolsko izobrazbo sta se namreč v opazovanem obdobju izobraževali več kot dve tretjini, med odraslimi s srednješolsko izobrazbo je bilo v izobraževanje vključenih 39 % oseb, med odraslimi z osnovnošolsko izobrazbo ali nižjo od te pa 13 %.
- In the 12 months before the survey, 40% of adults in the age group 25-64 participated in education; slightly more women than men. Half of people aged 25-34, 45% of people aged 35-49 and 27% of people aged 50-64 participated in education. A person's level of education plays an important role in deciding to participate in education. More than two thirds of people with tertiary education, 39% of people with upper secondary education and only 13% of people with basic education or less participated.

Slika 1: Odrasli, vključeni v formalno ali neformalno izobraževanje, po spolu, starostnih razredih, doseženi izobrazbi, zaposlitvenem statusu in stopnji urbanizacije, Slovenija, 2007

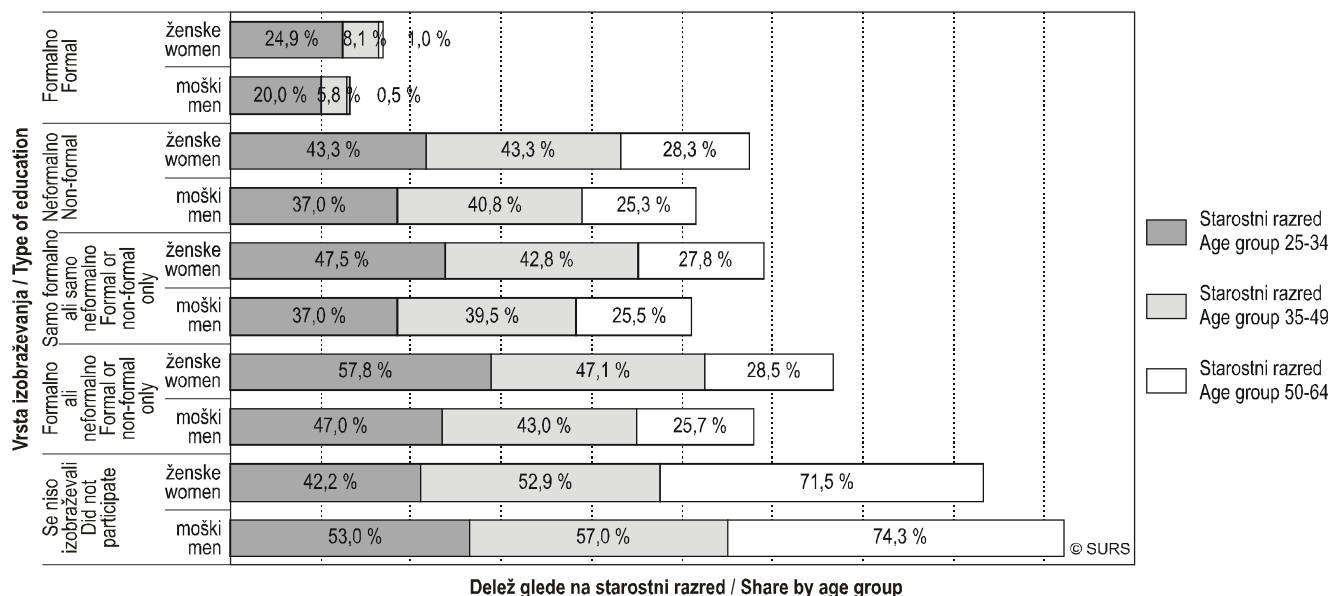
Chart 1: Adults in formal or non-formal education by sex, age groups, educational attainment, labour status and degree of urbanisation, Slovenia, 2007



ODRASLI (25–64 LET) V FORMALNEM IN NEFORMALNEM
IZOBRAŽEVANJUADULTS (25-64 YEARS) IN FORMAL AND NON-FORMAL
EDUCATION

Slika 2: Odrasli v formalnem in neformalnem izobraževanju po spolu in starostnih razredih, Slovenija, 2007

Chart 2: Adults in formal and non-formal education by sex and age groups, Slovenia, 2007



V formalno izobraževanje, torej v izobraževanje za pridobitev izobrazbe, je bilo v letu 2007 vključenih 8,7 % odraslih v starosti 25–64 let. Med temi so bili najštevilnejši udeleženci v starostnem razredu 25–34 let, najmanj številni pa udeleženci v starostnem razredu 50–64 let. Med vpisanimi je bilo nekoliko več žensk.

V neformalno izobraževanje je bilo vključenih 36,1 % odraslih v starosti 25–64 let. Delež žensk med njimi v starostnih razredih 25–34 let in 35–49 let sta bila izenačena, in sicer sta obsegala vsak 43,3 %; zanimanje za izobraževanje v starostni skupini 50–64 let pa je bilo precej manjše. Delež moških v neformalnem izobraževanju je bil največji v starostni skupini 35–49 let; mnogo manjši pa je bil ta delež – prav tako kot pri ženskah – v starostni skupini 50–64 let (25,3 %).

Nobene izobraževane aktivnosti se ni udeleževalo skoraj 60 % oseb v starosti 25–64 let, skoraj tri četrtine moških in prek 70 % žensk v starosti 50–64 let in več kot polovica moških in starosti 25–34 let in 35–49 let.

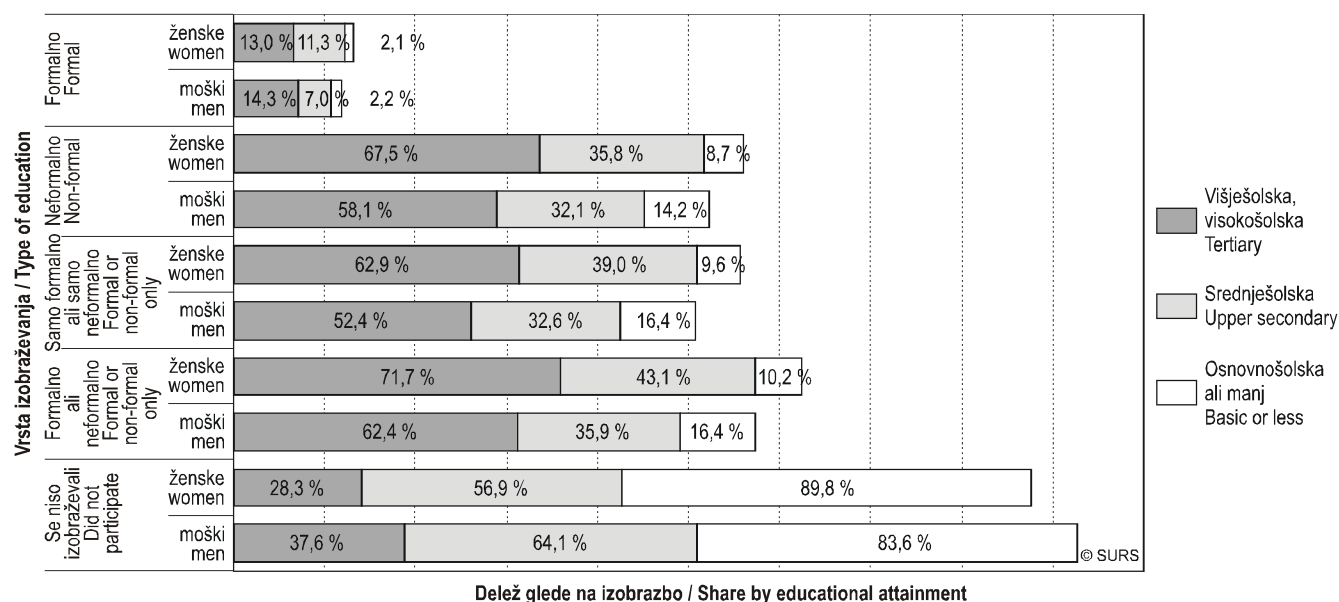
In 2007, 8.7% of people aged 25-64 participated in formal education. Most of the people participating in formal education were 25-34 years old and the fewest were 50-64 year old. Women represent slightly more than half of people in formal education.

In the same year 36.1% of people aged 25-64 participated in non-formal education. As regards women, the shares of 25-34-year-olds and 35-49-year-olds were the same (43.3%), while in older age groups the interest in participating in education diminishes rapidly. As regards men, they were most active in the age group 35-49. The same as for women, in the age group 50-64 much fewer men participated in non-formal education (only 25.3%).

Almost 60% of adults did not participate in education. Almost 75% of men and more than 70% of women aged 50-64 did not participate in any form of education. Also, more than half of men aged 25-34 or 35-49 did not participate in education.

Slika 3: Odrasli v formalnem in neformalnem izobraževanju po spolu in doseženi izobrazbi, Slovenija, 2007

Chart 3: Adults in formal and non-formal education by sex and educational attainment, Slovenia, 2007



Pri vključevanju odraslih v izobraževalne aktivnosti je pomemben dejavnik tudi že dosežena izobrazba. V letu 2007 je bilo med odraslimi (25–64 let), vključenimi v formalno izobraževanje, torej v izobraževanje za pridobitev izobrazbe, 13 % žensk in 14,3 % moških z visokošolsko izobrazbo, 11,3 % žensk in 7 % moških s srednješolsko izobrazbo 2 % odraslih z osnovnošolsko izobrazbo ali nižjo od te. V neformalno izobraževanje so se v nekoliko večjem številu vključevale ženske, in sicer je bilo v to obliko izobraževanja vključenih več kot dve tretjini žensk z višje- ali visokošolsko izobrazbo, dobra tretjina žensk s srednješolsko izobrazbo in 8,7 % žensk z osnovnošolsko izobrazbo. Tudi med moškimi, ki so se udeleževali izobraževalnih aktivnosti, so bili najštevilnejši tisti z višje- ali visokošolsko izobrazbo (58 %); sledili so moški s srednješolsko izobrazbo (teh je bilo za tretjino) in moški z osnovnošolsko izobrazbo (14 %). Delež teh je bil v primerjavi z deležem žensk z osnovnošolsko izobrazbo nekoliko večji.

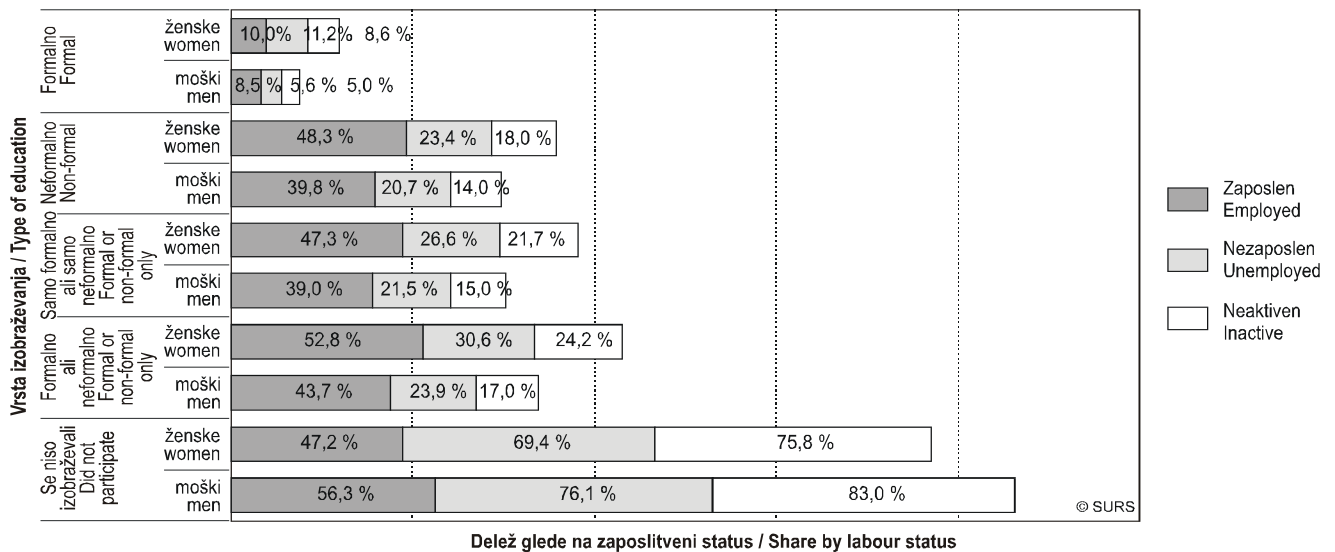
Med ženskami z osnovnošolsko izobrazbo v starosti 25–64 let se jih 90 % ni udeležilo nikakršnega izobraževanja, med srednješolsko izobraženimi je bilo takih nekaj manj kot 60 %, med višje- in visokošolsko izobraženimi pa slabih 30 %.

Participation in education to a large extent depends on the person's educational attainment. In 2007, 13% of women and 14.3% of men with tertiary education participated in formal education. Slightly fewer people with upper secondary education (11.3% of women and 7% of men) participated in formal education, while the share for people with basic education or less was only 2%. As regards non-formal education, women participated slightly more than men. More than two thirds of women with tertiary education, more than a third of women with upper secondary education and 8.7% of women with basic education or less participated in non-formal education; the shares for men were 58%, a third and 14%, respectively. Compared to women aged 24–64 years with basic education or less, the share for men was slightly higher.

90% of women with basic education or less did not participate in any form of education, while the shares for women with upper secondary education and tertiary education were slightly less than 60% and around 30%, respectively.

Slika 4: Odrasli v formalnem in neformalnem izobraževanju po spolu in zaposlitvenem statusu, Slovenija, 2007

Chart 4: Adults in formal and non-formal education by sex and labour status, Slovenia, 2007

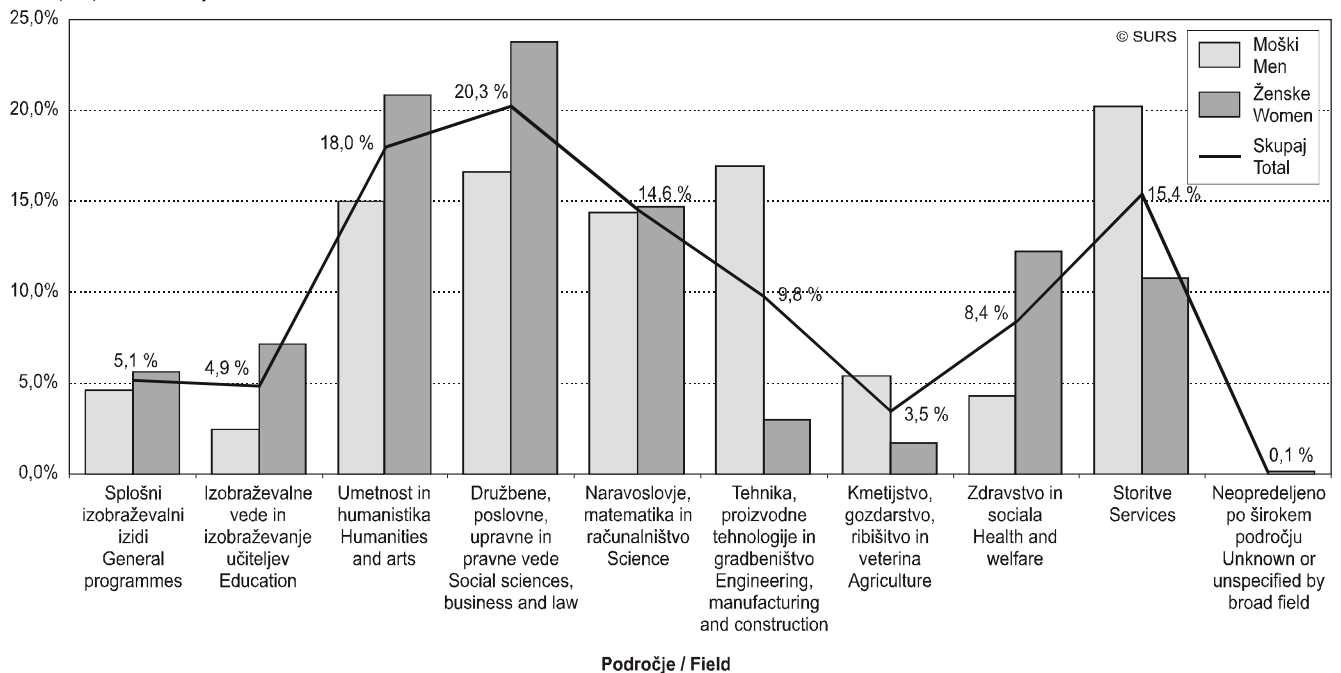


Največ vključenih v formalno ali neformalno izobraževanje je bilo med zaposlenimi, manj med brezposelnimi in najmanj med neaktivnimi. Med neaktivne prištevamo dijake in študente, upokojece, osebe, nezmožne za delo, osebe, ki skrbijo za gospodinjstvo, in druge neaktivne osebe. V formalno izobraževanje je bilo vključenih 11 % brezposelnih žensk in 5,6 % brezposelnih moških, v neformalno izobraževanje je bilo med brezposelnimi vključenih 23 % žensk in 21 % moških. Med brezposelnimi ni bilo v nobeno navedeno obliko izobraževanja vključenih 75 % žensk in 83 % moških, med zaposlenimi pa skoraj polovica žensk in več kot polovica moških.

Most of the people participating in formal or non-formal education were employed. Fewer of them were unemployed and the fewest of them were inactive, i.e. pupils and students, retired persons, persons who are unable to work, persons taking care of the household and other inactive persons. Only 11% of unemployed women and 5.6% of unemployed men participated in formal education, while as regards non-formal education the shares were 23% for women and 21% for men. As many as 75% of unemployed women and 83% of unemployed men did not participate in education, as well as almost half of employed women and more than half of employed men.

Slika 5: Odrasli v neformalnem izobraževanju po spolu in področjih izobraževanja¹⁾, Slovenija, 2007Chart 5: Participant of non-formal education by sex and by field of education¹⁾, Slovenia, 2007

Delež po spolu / Share by sex



1) Po klasifikaciji. / Classification Klasius.

Največ odraslih, vključenih v neformalno izobraževanje, je obiskovalo programe s področja družbenih, poslovnih upravnih in pravnih ved, pa umetnosti in humanistike (v ti dve področji je bila vključena skoraj polovica vseh žensk, ki so se izobraževale (44,6 %)). Največ moških je obiskovalo programe s področja storitev (20,6 %) ter tehnike, proizvodnih tehnologij in gradbeništva (16,3 %). Najmanj moških se je izobraževalo v programih s področja izobraževalnih ved (2,5 %) ter zdravstva in sociale (4,3 %), najmanj žensk pa je obiskovalo programe s področja kmetijstva, gozdarstva, ribištva in veterine (1,7 %) ter tehnike, proizvodnih tehnologij in gradbeništva (3 %).

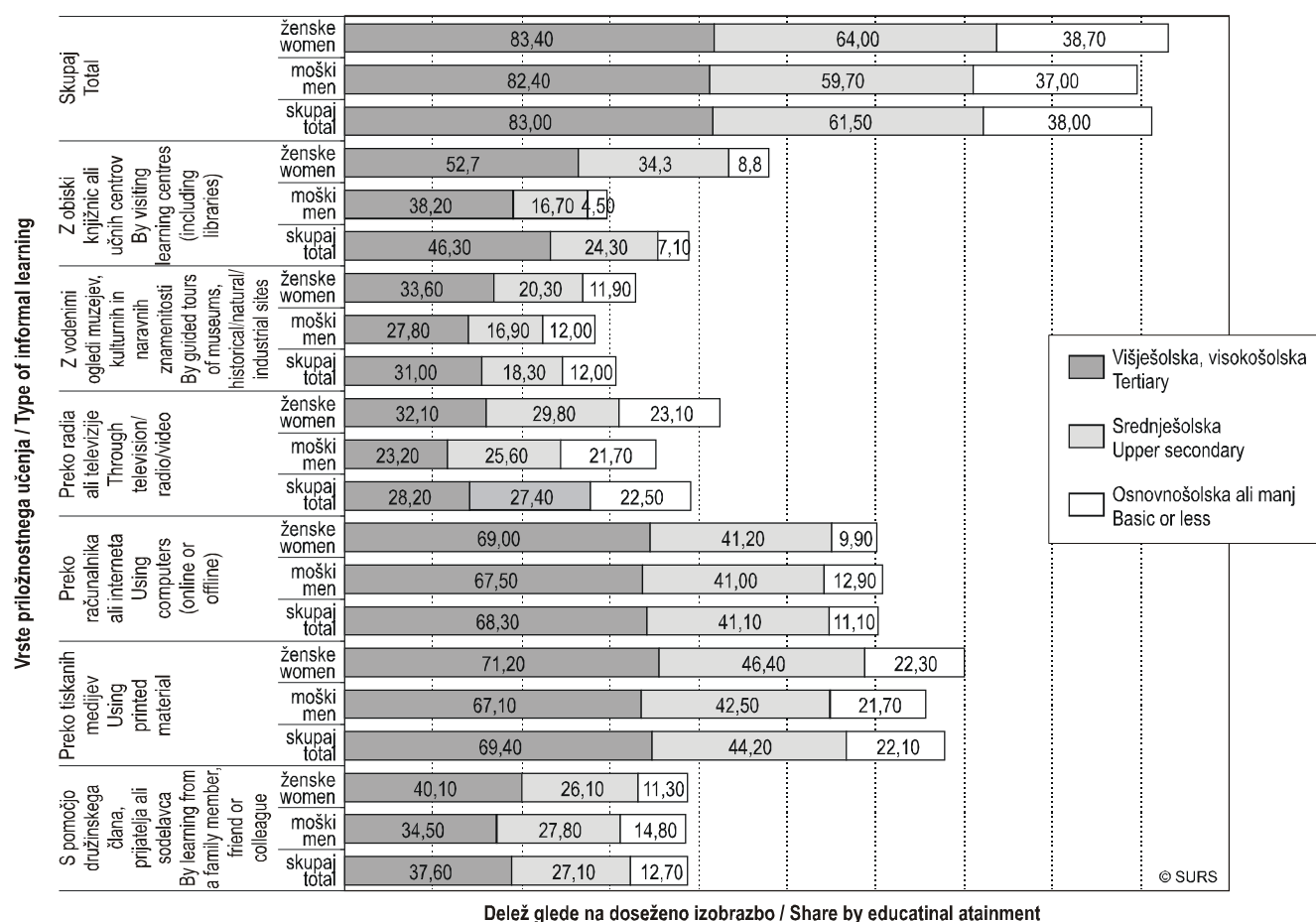
Most of the adults participating in non-formal education attended social sciences, business and law programmes, and humanities and arts programmes; almost half of women in education (44.6%) attended programmes from these two fields. As regards men, most of them attended services programmes (20.6%) and engineering, manufacturing and construction programmes (16.3%) and the fewest of them attended education programmes (2.5%) and health and welfare programmes (4.3%). The fewest women in education attended agriculture, veterinary science programmes (1.7%) and engineering, manufacturing and construction programmes (3%).

ODRASLI, UDELEŽENI V RAZLIČNIH OBLIKAH PRILOŽNOSTNEGA UČENJA

PARTICIPANTS IN INFORMAL EDUCATION ACTIVITIES

Slika 6: Odrasli, udeleženi v različnih oblikah priložnostnega učenja, po spolu in doseženi izobrazbi, Slovenija, 2007

Chart 6: Participants in informal education activities by sex and educational attainment, Slovenia, 2007



Med odraslimi v starosti 25–64 let, ki so v letu 2007 znanje pridobivalo s pomočjo družinskega člana, prijatelja ali sodelavca, prek tiskanih medijev, prek računalnika ali interneta, prek radia ali televizije, z vodenimi ogledi muzejev, kulturnih in naravnih znamenitosti in tudi z obiski knjižnic ali učnih centrov, je bilo več kot 80 % oseb z višješolsko oziroma visokošolsko izobrazbo, več kot 60 % oseb s srednješolsko izobrazbo in slabih 40 % oseb z osnovnošolsko izobrazbo ali nižjo od te.

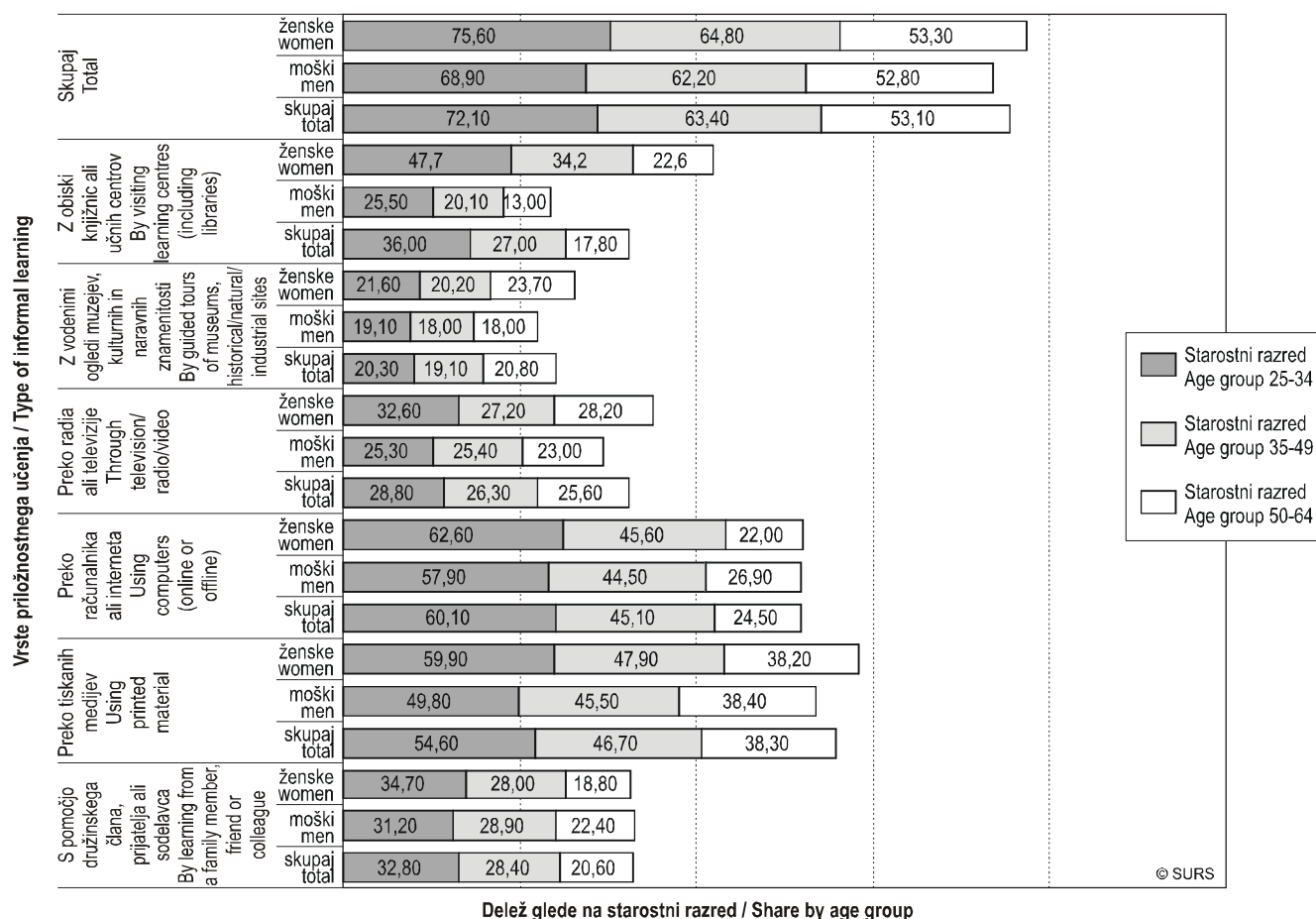
In 2007, more than 80% of adults with tertiary education, more than 60% of adults with upper secondary education and less than 40% of adults with basic education or less obtained knowledge by learning from a family member, friend or colleague, by using printed material, by using computers (online or offline), through television/radio/video, by guided tours of museums, historical/natural/industrial sites or by visiting learning centres (including libraries).

Med spoloma v celoti ni bilo izrazitejših razlik; najštevilnejši so bili tisti, ki so uporabljali tiskane medije ali so se izobraževali prek računalnika ali interneta. Knjižnice in učne centre so v nekoliko večjem številu obiskovale ženske, pa tudi pri izobraževanju prek radia in televizije so bile te številnejše kot moški. Nekoliko manj je bilo tistih odraslih (moških in žensk), ki so si pridobivali znanje s pomočjo družinskega člana, prijatelja oziroma sodelavca in pa z vodenimi ogledi muzejev ter naravnih in kulturnih znamenitosti.

As regards sex, there are no significant differences. Adults mostly used printed material or computers. Women slightly more often visited libraries and learning centres as well as used TV, radio and video. Both men and women slightly less frequently learned from a family member, friend or colleague or by guided tours of museums and historical/natural/industrial sites.

Slika 7: Odrasli, udeleženi v različnih oblikah priložnostnega učenja, po spolu in starostnih razredih, Slovenija, 2007

Chart 7: Participants in informal education activities by sex and age groups, Slovenia, 2007



Glede na starost so bile razlike v načinih pridobivanja znanja manj izrazite kot glede na doseženo izobrazbo. Pri pridobivanju znanja prek radia ali televizije, z vodenimi ogledi muzejev ter kulturnih in naravnih znamenitosti in tudi prek tiskanih medijev razlike med starostnimi razredi opazovanih oseb niso značilne. Nekoliko večje so bile te razlike pri pridobivanju znanja prek računalnika in interneta: med anketiranimi v starosti 25–34 let je na ta način pridobivalo znanje več kot 60 % oseb, med anketiranimi v starosti 50–64 let pa 22 % oseb.

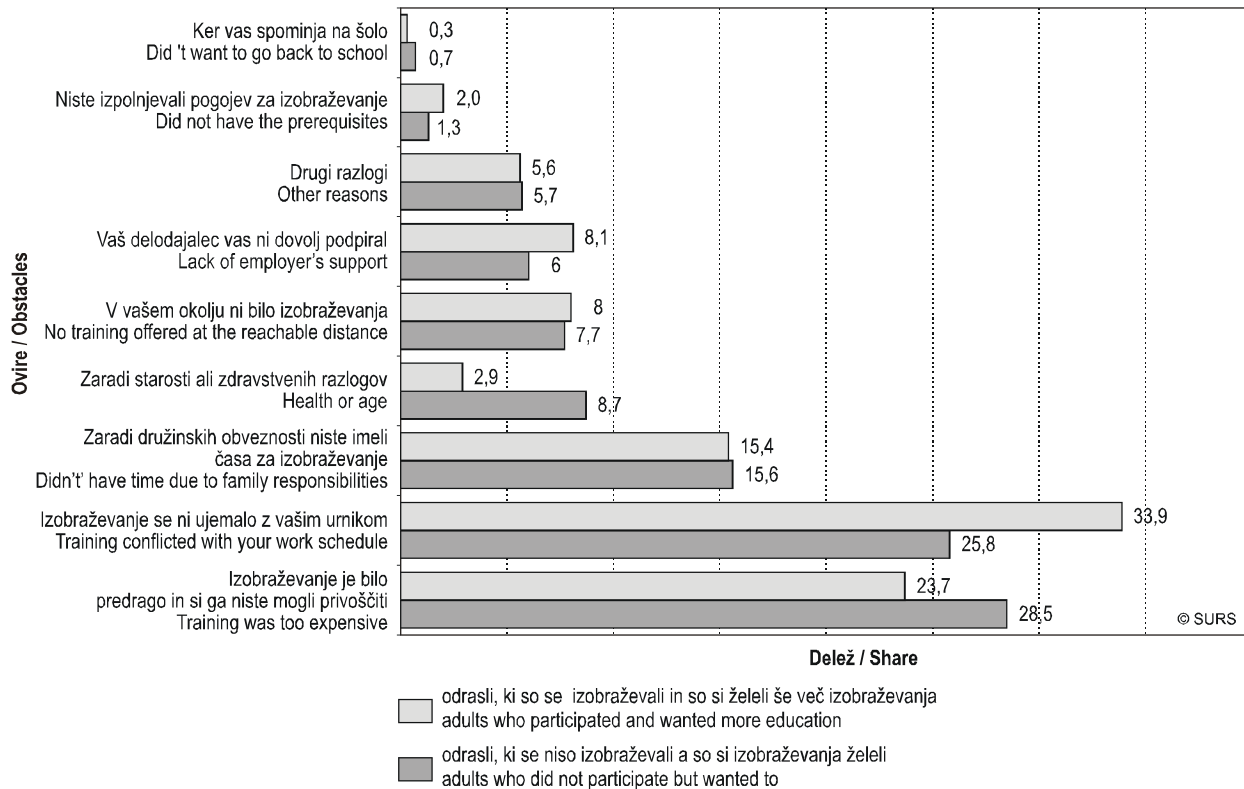
As regards age, differences in the method of obtaining knowledge are smaller than as regards educational attainment. There are no significant age differences in obtaining knowledge through television/radio/video, by guided tours of museums and historical/natural/industrial sites, and by using printed material. Slightly greater differences were observed as regards using computers, since this method was used by more than 60% of people aged 25-34 and by 22% of people aged 50-64.

OVIRE PRI IZOBRAŽEVANJU

OBSTACLES

Slika 8: Ovire pri odraslih, ki si želijo še več izobraževanja, Slovenija, 2007

Chart 8: Obstacles for adults who want more education, Slovenia, 2007



Največ odraslih, ki so se izobraževali in so si želeli še več izobraževanja, je kot glavni razlog za to, da se niso udeležili še več izobraževalnih aktivnosti, navedla neujemanje urnika izobraževanja z njihovim urnikom, in sicer tretjina. Za 27,3 % teh odraslih pa je bilo izobraževanje predrago. Med razlogi sta bila navedena tudi pomanjkanje časa zaradi družinskih obveznosti in nezadostna podpora delodajalca.

Odrasli, ki se niso izobraževali, a so se želeli izobraževati, so kot razlog za to najpogosteje navedli, da si izobraževanja niso mogli privoščiti, ker je bilo predrago (28,5 %). Drugi pomembnejši razlogi so bili še: neujemanje urnika izobraževanja z njihovim urnikom (25,8 %), pomanjkanje časa zaradi družinskih obveznosti (15,6 %); manj kot 10 % pa jih je kot razlog za to navedlo starost ali slabo zdravstveno stanje (8,7 %).

A third of adults who participated in education and wanted to participate more stated as a reason why they did not participate more the fact that training conflicted with their work schedule, followed by the fact that training was too expensive (23.7%). They also pointed out lack of time due to family responsibilities and lack of employer's support.

Adults who did not participate in education although they wanted to most frequently stated that the main reason for this was that training was too expensive (28.5%). Other important reasons were that training conflicted with their work schedule (25.8%), that they didn't have time due to family responsibilities (15.6%) and that the reason was health problems or old age (8.7%).

Slika 9: Odrasli, ki se ne izobražujejo in se ne želijo izobraževati, po starostnih razredih, Slovenija, 2007

Chart 9: Adults who do not participate and do not want to participate in education by age groups, Slovenia, 2007

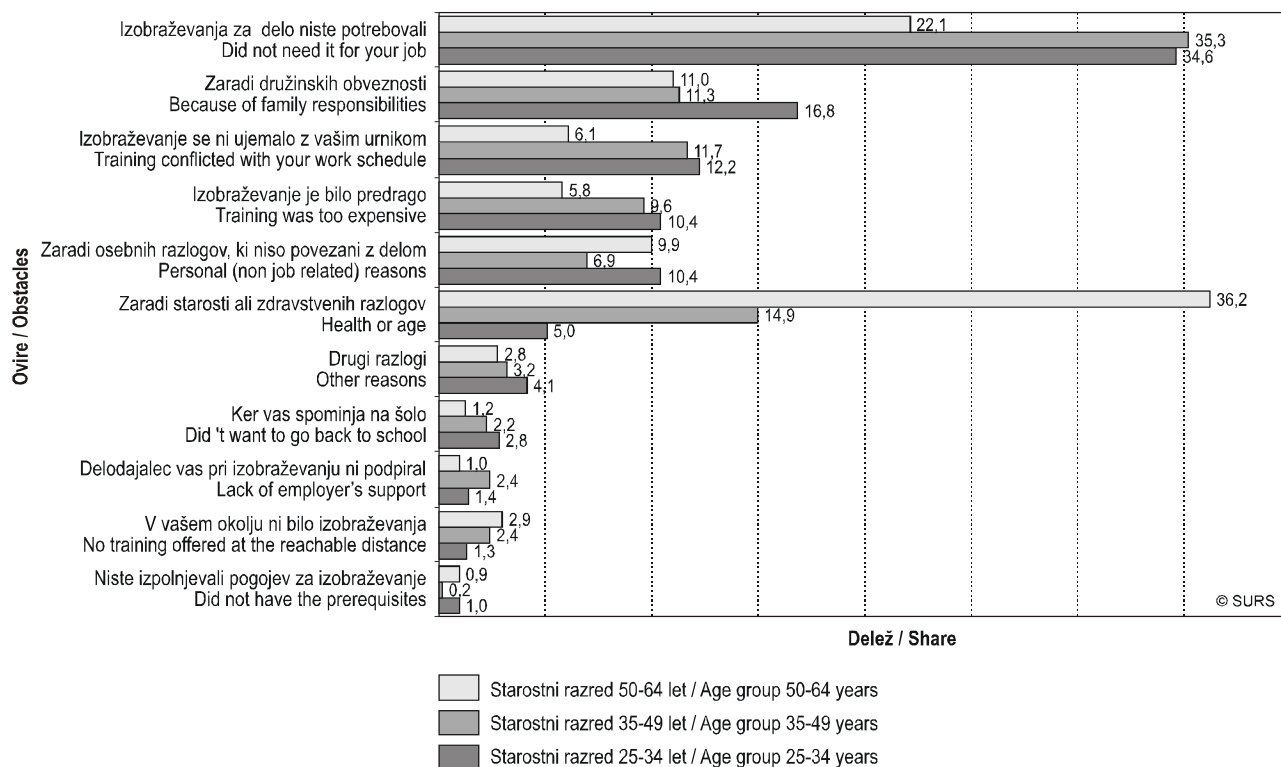
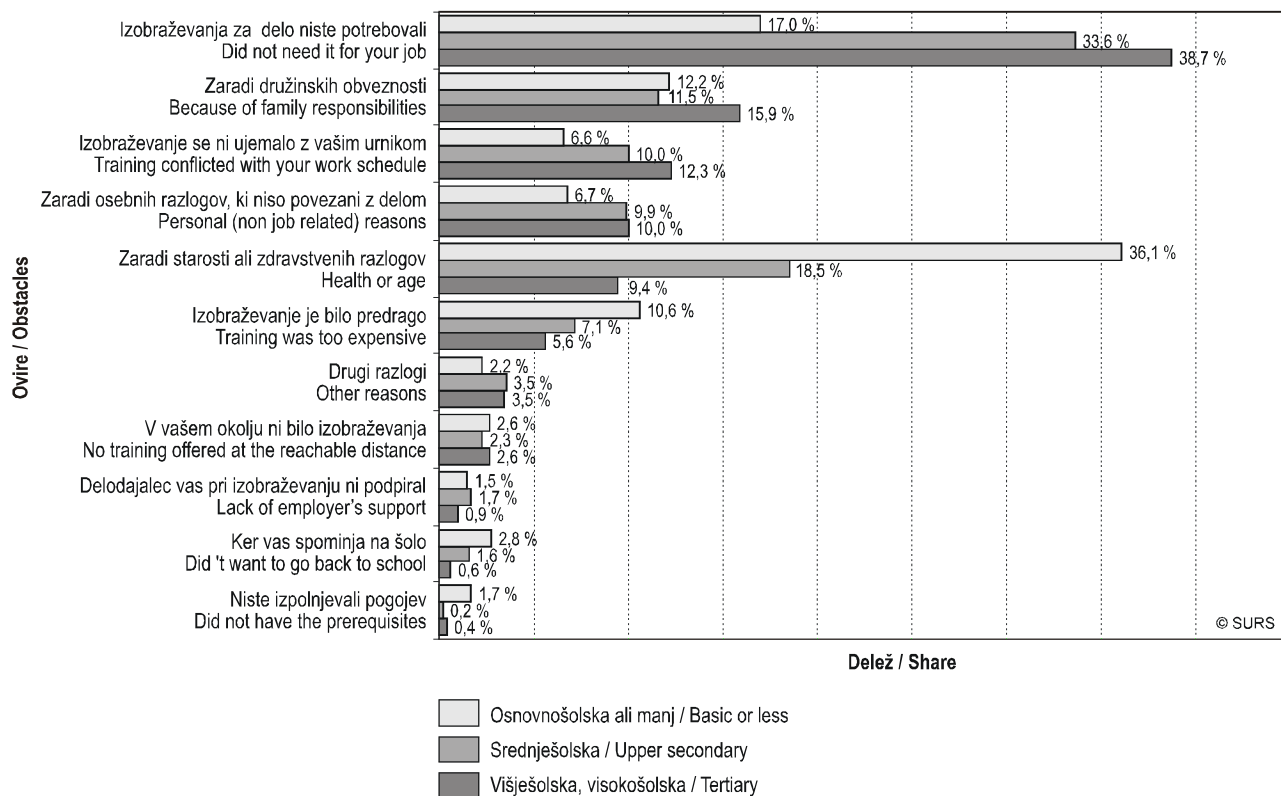
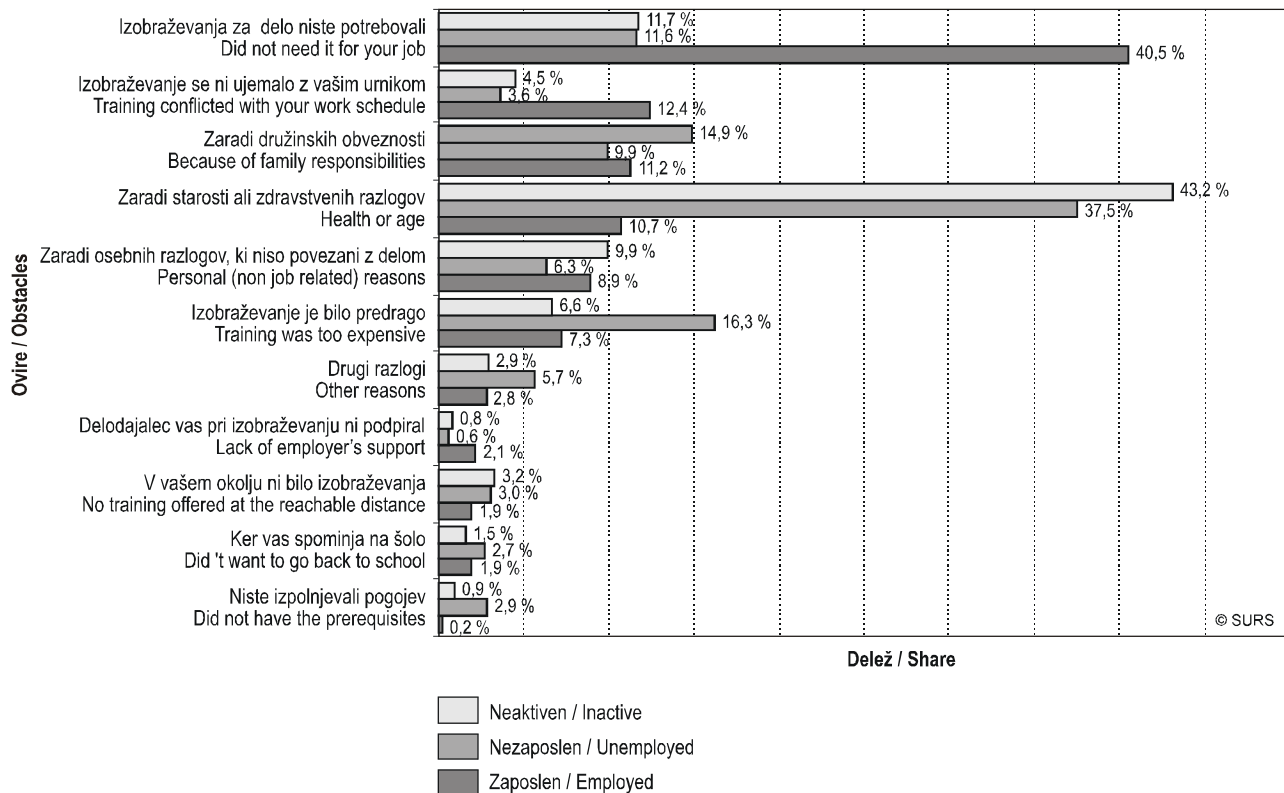
**Slika 10: Odrasli, ki se ne izobražujejo in se ne želijo izobraževati, po doseženi izobrazbi, Slovenija, 2007**

Chart 10: Adults who do not participate and do not want to participate in education by educational attainment, Slovenia, 2007



Slika 11: Odrasli, ki se ne izobražujejo in se ne želijo izobraževati, po zaposlitvenem statusu, Slovenija, 2007

Chart 11: Adults who do not participate and do not want to participate in education by labour status, Slovenia, 2007



Več kot 40 % odraslih, ki se niso izobraževali, si izobraževanja tudi niso želeli. Kot razlog za to so najpogosteje navedli, da izobraževanja za delo, ki ga opravljajo, niso potrebovali (ta razlog je bil največkrat naveden tako z vidika starostnih razredov kot z vidika dosežene izobrazbe in tudi z vidika zaposlitvenega statusa).

Odgovori so se bolj razlikovali z vidika starosti odraslih: mlajši odrasli so pogosteje kot drugi navajali kot razlog za neizobraževanje družinske obveznosti, medtem ko so osebe, starejše od 50 let, navajale kot glavni razlog starost oz. zdravstveno stanje. Zanimivo pa je, da sta starost oziroma zdravstveno stanje predstavljala drugi najpogostejši razlog za neizobraževanje tudi v starostni skupini 35–49 let.

Glavni razlog, da se anketiranci z višje- in visokošolsko izobrazbo v letu 2007 niso izobraževali, je bil ta, da izobraževanja za svoje delo niso potrebovali, na drugem mestu pa je sledilo pomanjkanje časa zaradi družinskih obveznosti. Tudi pri anketirancih s srednješolsko izobrazbo je bil glavni razlog za neizobraževanje ta, da izobraževanja niso potrebovali, medtem ko sta bila pri anketirancih z osnovnošolsko izobrazbo ali nižjo od te glavna razloga, da se niso vključili v nobeno izobraževalno aktivnost, starost ali zdravstveno stanje.

Za 37,5 % anketiranih brezposelnih sta bila glavna razloga za neizobraževanje starost ali slabo zdravstveno stanje. Sledili so tisti, ki so navedli, da je izobraževanje predrago, za temi pa tisti, ki so navedli, da izobraževanja niso potrebovali ali jim je za to primanjkovalo časa zaradi družinskih obveznosti.

More than 40% of adults who did not participate in education did not want to. The most frequent reason they stated was that they did not need training for their job. This was the number one reason in all age groups, levels of educational attainment and labour status.

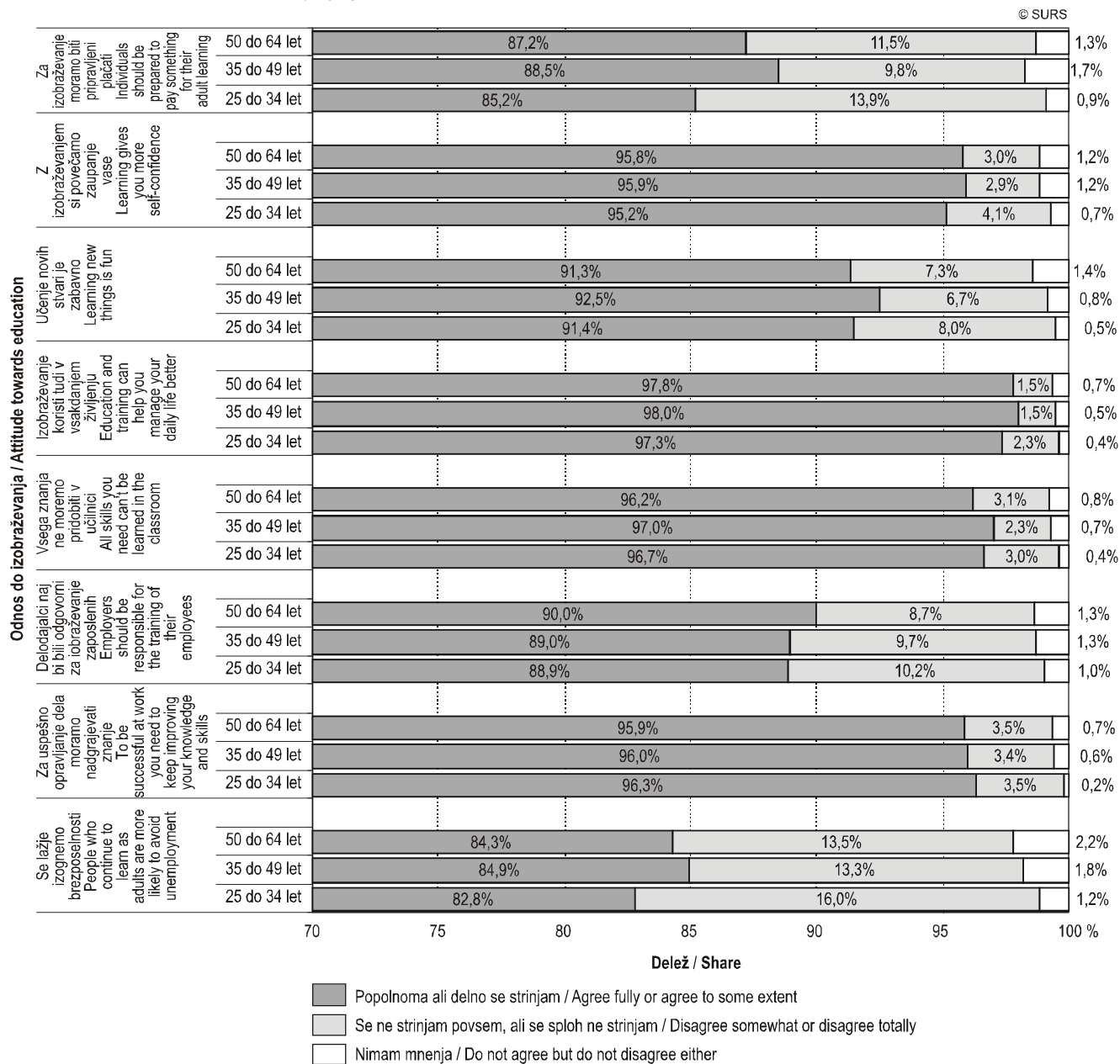
The answers differ slightly as regards the age of respondents, since younger respondents more frequently stated family responsibilities as the reason for not participating, while respondents aged 50+ more frequently stated age or health status. It is interesting that age or health status was the second most common reason for people in the age group 35–49.

People with tertiary education stated as the main reason for not participating in education the fact that they did not need it for their job, followed by lack of time due to family responsibilities. For adults with upper secondary education the main reason was also that they did not need training for their job, while for adults with basic education or less the main reason for not participating was health or age status.

For 37.5% of unemployed persons the main reason for not participating in education was health or age, followed by the fact that training was too expensive. Other important reasons were no need for training and lack of time due to family responsibilities.

ODNOS DO IZOBRAŽEVANJA

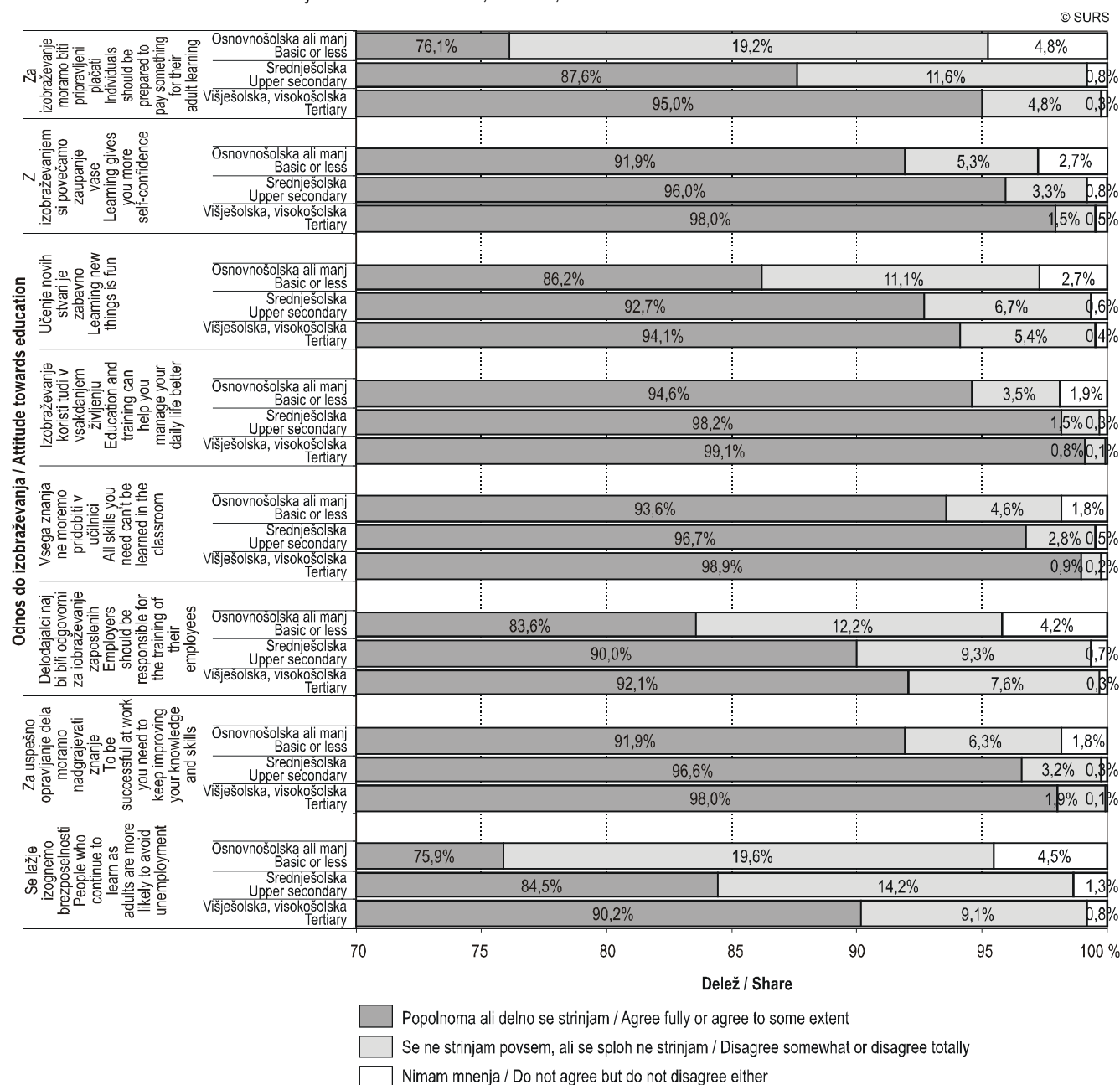
ATTITUDE TOWARDS EDUCATION

Slika 12: Odnos odraslih¹⁾ do izobraževanja po starostnih razredih, Slovenija, 2007Chart 12: Attitude towards education¹⁾ by age groups, Slovenia, 2007

1) Podatki, pridobljeni v 5-stopenjski lestvici, so tukaj prikazani v treh kategorijah.
Data obtained with a 5-degree scale are shown in three categories.

Slika 13: Odnos odraslih¹⁾ do izobraževanja glede na doseženo izobrazbo, Slovenija, 2007

Chart 13: Attitude towards education¹⁾ by educational attainment, Slovenia, 2007



1) Podatki, pridobljeni v 5-stopenjski lestvici, so tukaj prikazani v treh kategorijah.
Data obtained with a 5-degree scale are shown in three categories.

Statistični podatki za leto 2007 kažejo, da je imela večina anketirancev pozitiven odnos do izobraževanja, saj je ob vsaki navedeni trditvi najmanj 75 % vprašanih označilo odgovor "popolnoma ali delno se strinjam".

Med deleži odgovorov anketiranih po posameznih starostnih razredih ni bilo bistvenih razlik. Nekoliko več vprašanih se ni strinjalo s trditvami, da se z izobraževanjem lažje izognemo brezposelnosti (15 %), da je za izobraževanje potrebno tudi nekaj plačati (prav tako 15 %), da bi morali biti za izobraževanje odgovorni delodajalci (10 %) in da je učenje novih stvari zabavno (8 %).

Statistics for 2007 show that most of the respondents have a positive attitude towards education since the share of the answer "agree fully or agree to some extent" was never below 75%.

As regards age groups, there were no major differences. Slightly more (15%) respondents did not agree that education helps one avoid unemployment more easily or that learning should be paid for. 10% of respondents did not agree with employers being responsible for the training of their employees and 8% that it is fun to learn new things.

Večje razlike v deležih posameznih odgovorov anketiranih smo zabeležili glede na njihovo doseženo izobrazbo. 20 % odraslih z osnovnošolsko izobrazbo ali nižjo od te se ni strinjalo s trditvijo, da se z izobraževanjem lažje izognemo brezposelnosti; prav toliko se jih ni strinjalo s trditvijo, da je potrebno za izobraževanje tudi nekaj plačati. 12 % se jih ni strinjalo s trditvijo, da bi morali biti za izobraževanje odgovorni delodajalci, 11 % pa s trditvijo, da je učenje novih stvari zabavno. S preostalimi trditvami (da moramo za uspešno opravljanje dela znanje ves čas nadgrajevati, da vsega znanja ne moremo pridobiti v učilnici, da izobraževanje koristi tudi v vsakdanjem življenju in da si z izobraževanjem povečamo zaupanje vase) se je popolnoma ali delno strinjalo več kot 90 % vprašanih.

Greater differences were observed as regards educational attainment of respondents. As many as 20% of adults with basic education or less did not agree with the statement that education helps one avoid unemployment more easily. They also did not agree that learning should be paid for. 12% of them did not agree with employers being responsible for the training of their employees and 11% that it is fun to learn new things. Over 90% of respondents agreed fully or to some extent with other statements such as that one has to keep improving knowledge and skills to be successful at work, that all skills one needs to do a job can not be learned in a classroom, that education and training helps manage daily life better and that education increases one's self-confidence.

ODRASLI, VKLJUČENI V DRUŽBENE IN KULTURNE AKTIVNOSTI

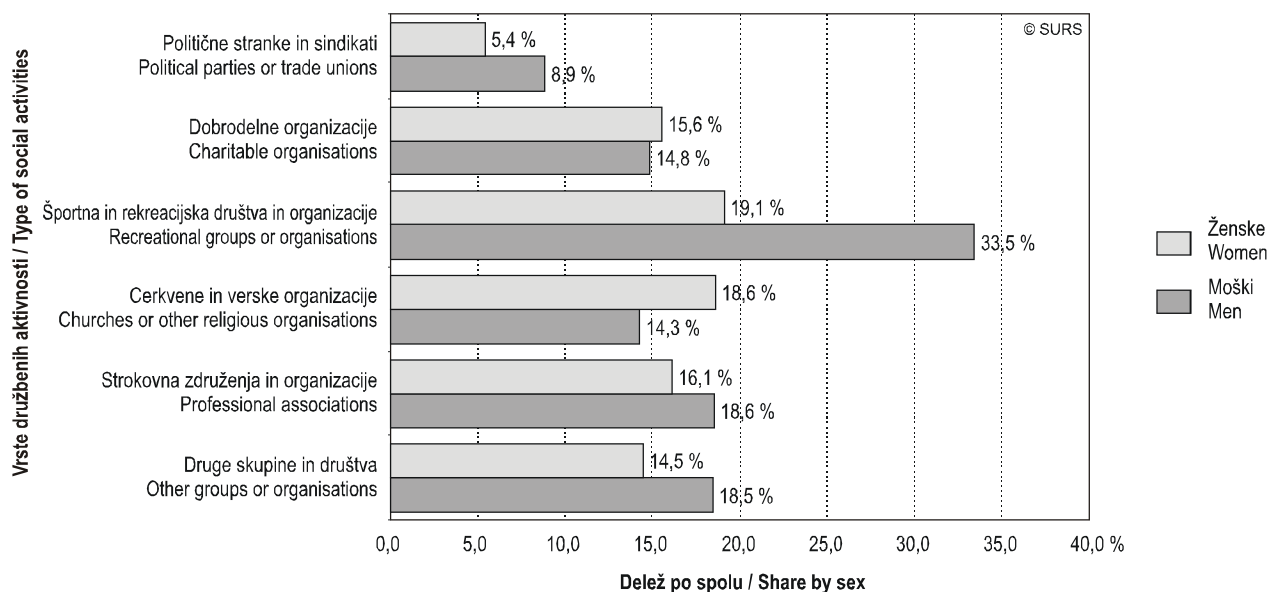
Z anketo smo pridobili tudi podatke o dejavnosti odraslih v političnih strankah in sindikatih, dobrotelnih organizacijah, verskih in cerkvenih organizacijah, športnih in rekreacijskih društvih, strokovnih združenjih ter drugih skupinah, kot so na primer lovci, gasilci ipd. Več kot 70 % anketiranih moških in žensk je v letu 2007 nudilo prostovoljno pomoč. Ta kategorija v slikah 14 in 15 ni prikazana.

ADULT PARTICIPANTS IN SOCIAL AND CULTURAL ACTIVITIES

With the survey we obtained data on the activity of respondents in political parties and trade unions, charitable organisations, churches and other religious organisations, recreational groups or organisations, professional associations and other groups or organisations such as hunters, fire-fighters, etc. More than 70% of men and women offered voluntary assistance.

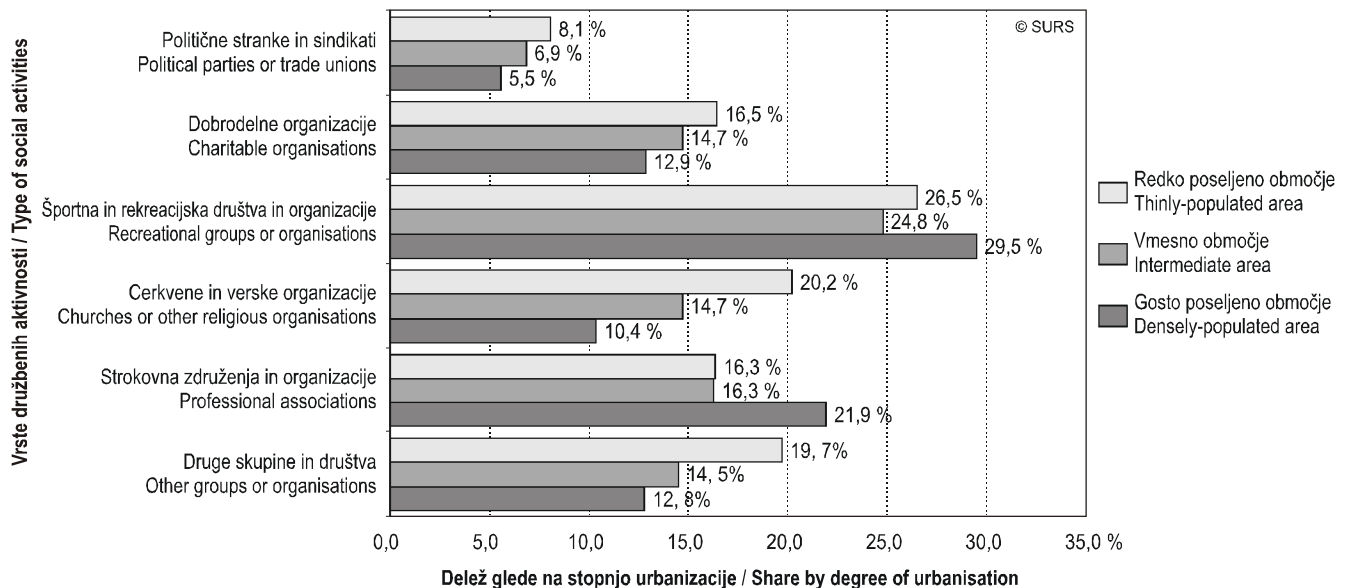
Slika 14: Odrasli, vključeni v družbene aktivnosti, po spolu in vrstah aktivnosti, Slovenija, 2007

Chart 14: Adult participants in social activities by sex, Slovenia, 2007



Slika 15: Odrasli, vključeni v družbene aktivnosti, glede na stopnjo urbanizacije njihovega območja, Slovenija, 2007

Chart 15: Adult participants in social activities by degree of urbanisation, Slovenia, 2007



Tretjina moških in 20 % žensk med anketiranimi je bilo v letu 2007 vključenih v športna društva. Moški so bili nekoliko številnejši od žensk v političnih organizacijah, strokovnih združenjih ter drugih skupinah, (lovci, gasilci ipd.), medtem ko so bile ženske v večjem številu zastopane v dobrodelnih in cerkvenih organizacijah.

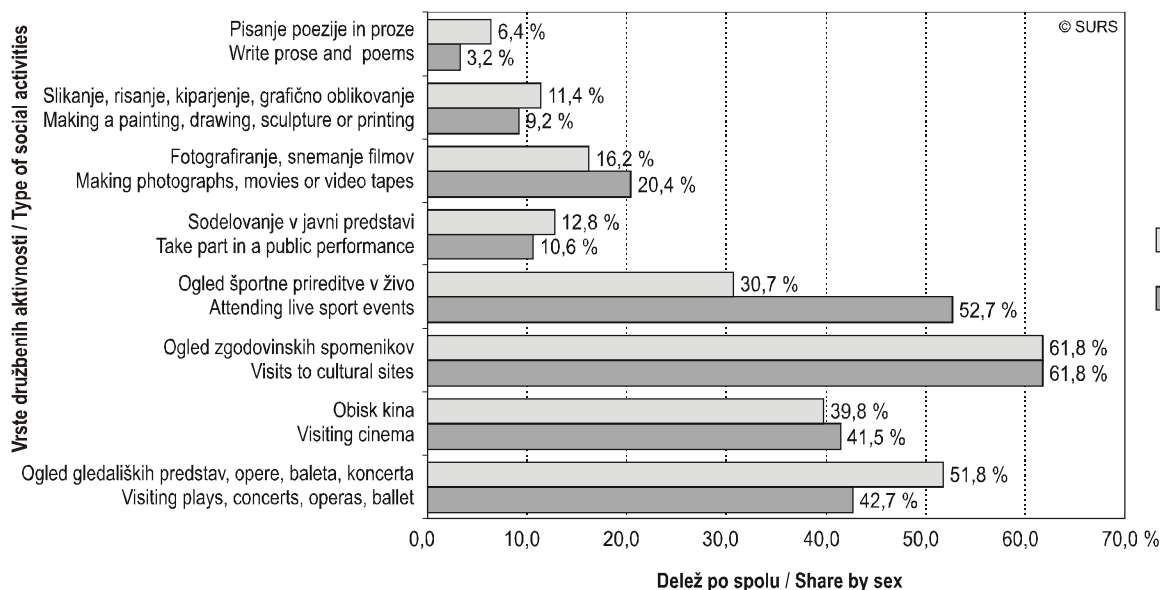
A third of men and 20% of women participated in recreational groups or organisations. Men were slightly more active in political parties and trade unions, professional associations and other groups or organisations (hunters, fire-fighters, etc.), while women were more active in charitable organisations, and churches and other religious organisations.

Glede na stopnjo urbanizacije območij, v katerih so bivali anketirani, so bili ti v gosto poseljenih območjih v večjem številu vključeni v športna društva in strokovna združenja, v redko poseljenih območjih pa so bili številnejši tisti, ki so bili dejavni v političnih strankah, dobrodelnih in cerkvenih organizacijah ter v drugih skupinah in društvih.

As regards the degree of urbanisation, adults in densely populated areas participated more in recreational groups or organisations, while in thinly populated areas they participated more in political parties, charitable organisations and other groups or organisations.

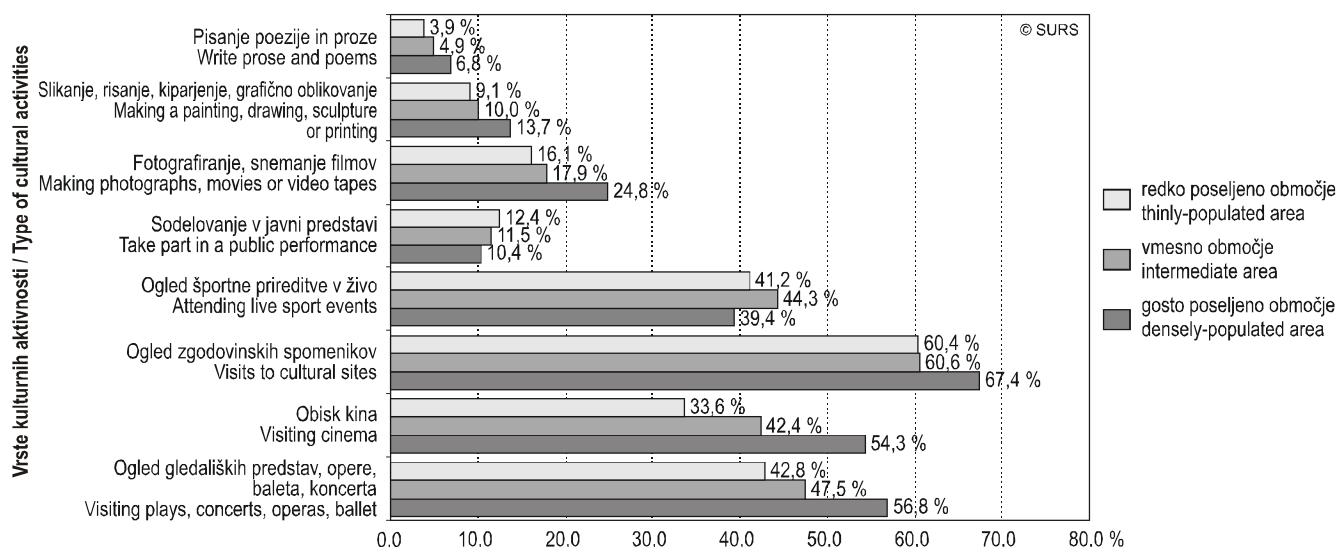
Slika 16: Odrasli, vključeni v kulturne aktivnosti, po spolu in vrstah aktivnosti, Slovenija, 2007

Chart 16: Adult participants in cultural activities by sex, Slovenia, 2007



Slika 17: Odrasli, vključeni v kulturne aktivnosti, glede na stopnjo urbanizacije njihovega območja, Slovenija, 2007

Chart 17: Adult participants in cultural activities by degree of urbanisation, Slovenia, 2007



Med vsemi kulturnimi aktivnostmi v letu 2007 so tako moški kot ženske najbolj izpostavili ogled kulturnih spomenikov, tako moški kot ženske so v enaki meri obiskovali kino. Nekoliko več žensk kot moških si je ogledalo gledališke predstave, moški pa so si v veliko večji meri kot ženske v živo ogledali športne prireditve. Nekoliko aktivnejši so bili moški tudi pri fotografiranju in snemanju filmov. Le malo odraslih se je ukvarjalo s pisanjem proze in poezije ali so sodelovali v javni predstavi. Aktivnejše pri teh aktivnostih so bile ženske.

Obiski kina in gledališč ter slikanje in snemanje filmov so bili močno odvisni od vrste naselja, v katerem so odrasli prebivali. Tako je bilo največ obiskov kina in gledališč oziroma fotografiranja ali snemanja filmov v gosto naseljenih območjih, in najmanj v redko poseljenih območjih. Ni pa bilo zabeleženih velikih razlik glede na tip naselja pri ogledih zgodovinskih spomenikov ali športnih prireditvah.

Tudi pisanje proze in poezije, slikanje in risanje, ter sodelovanje v javni prireditvi, čeprav se je za te aktivnosti opredelilo le malo vprašanih, varirajo glede na tip naselja. Zanimivo je, da je bilo v letu 2007 sodelovanje na javnih predstavah največje v redko poseljenih območjih in najmanjše v gosto poseljenih območjih.

ZNANJE TUJIH JEZIKOV

Zbrani podatki za leto 2007 kažejo, da je najmanj en tuji jezik govorilo¹⁾ 92 % odraslih v starosti 25–64 let; 20,5 % izmed teh je govorilo en tuji jezik, 37,2 % dva tuja jezika, 34,1 % pa tri tuje jezike ali več. Ti podatki so Slovenijo po znanju jezikov uvrstili med vodilne evropske države; pred nami so bile le Litva, Norveška, Švedska, Latvija in Slovaška.

Poudariti pa moramo, da je bila v teh podatkih zajeta generacija, ki se je po obveznem predmetniku v osnovni šoli učila še srbohrvaški jezik, to je jezik, ki ima danes status tujega jezika. Ta jezik je bil za angleščino in nemščino tretji najpogostejši govorjeni tuji jezik med osebami v opazovani starostni skupini.

¹⁾ Anketirani so razumeli zahtevnejša besedila v navedenem tujem jeziku ali so jezik uporabljali prožno in ga skoraj popolnoma obvladali ali so razumeli osnove jezika in v enostavnem besedilu znali opisati izkušnje in dogodke ali so razumeli in uporabljali pogoste, vsakdanje izraze.

Among all cultural activities, both men and women pointed out visiting cultural sites and visiting cinemas. Slightly more women than men visited plays, concerts, operas or ballet, and many more men than women attended live sport events. Men were slightly more active as regards making photographs, movies or video tapes. Only few adults wrote poetry or prose or took part in a public performance. As regards these activities, women were more active than men.

Visiting cinema, visiting plays, concerts, operas or ballet, and making photographs, movies or video tapes depended on the type of settlement people live in. These activities were performed more in densely populated areas and much less in thinly populated areas. There were no large differences by type of settlement as regards visiting cultural sites or attending live sport events.

Writing poetry or prose, making a painting, drawing, sculpture or printing, and taking part in a public performance were selected by few respondents, but these activities also depended on the type of settlement. It is interesting that taking part in a public performance was more frequent in thinly populated areas and the least frequent in densely populated areas.

LANGUAGE SKILLS

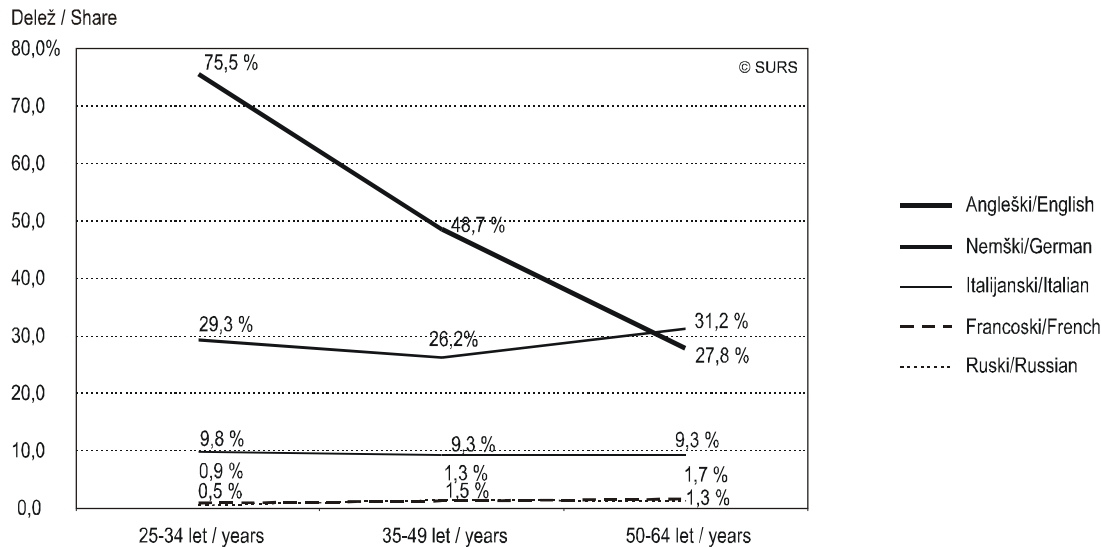
The collected data show that in 2007 92% of adults aged 25–64 spoke¹⁾ at least one foreign language, of whom 20.5% spoke one, 37.2% spoke two and 34.1% spoke three foreign languages or more. These data rank Slovenia among the best countries in Europe behind Lithuania, Norway, Sweden, Latvia and Slovakia.

It must be pointed out that the generation included in the survey studied Serbo-Croatian at school and that this language now has the status of a foreign language. After English and German, Serbo-Croatian is the third most frequently spoken foreign language in this age group.

¹⁾ Respondents could either understand demanding texts, use the language flexibly, master it almost completely, or understand the essential of clear language and produce simple text describing experiences and events, or understand and use the most common everyday expressions.

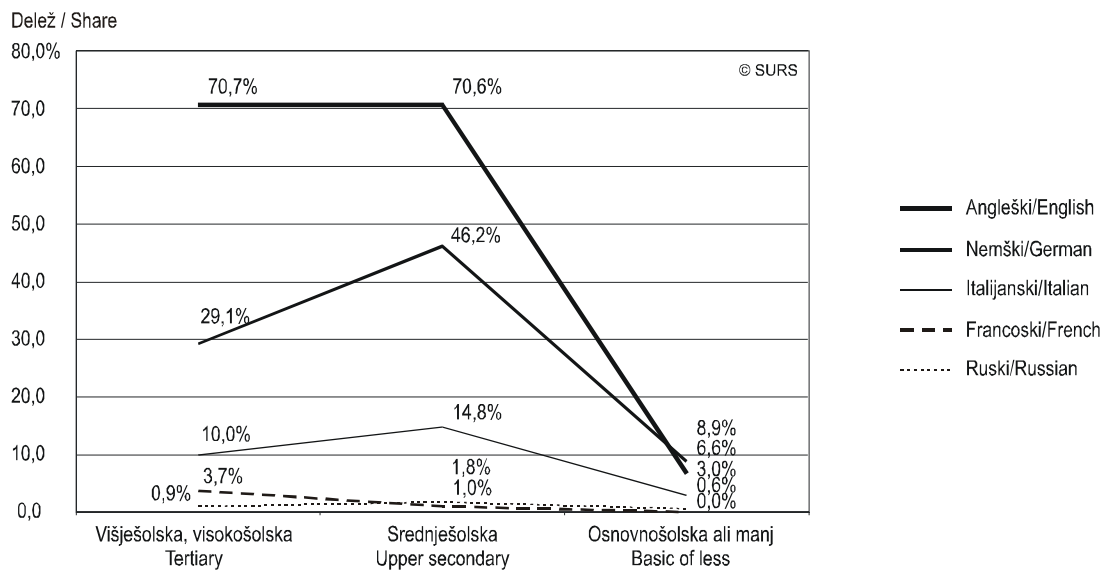
Slika 18: Delež odraslih (25–64 let) z znanjem posameznih tujih jezikov po starostnih razredih, Slovenija, 2007

Chart 18: Share of adults with language skills by age groups and languages, Slovenia, 2007



Slika 19: Delež odraslih (25–64 let) z znanjem posameznih tujih jezikov po doseženi izobrazbi, Slovenija, 2007

Chart 19: Share of adults with language skills by educational attainment and languages, Slovenia, 2007



Angleški jezik so v letu 2007 govorile kar tri četrtine oseb v starosti 25–34 let, skoraj polovica oseb v starosti 35–49 let in dobra četrtina v starosti 50–64. Nemški jezik je govorilo približno 30 % odraslih; razlike med posameznimi starostnimi razredi so tu bile veliko manjše, delež tistih, ki so govorili nemški jezik, pa je bil največji v starostni skupini 50–64 let.

Italijanski jezik je tedaj govorilo 10 % odraslih; vsi trije starostni razredi so bili med seboj popolnoma izenačeni.

Zelo malo odraslih pa je tedaj govorilo francosko ali rusko. Zanimive so bile razlike v številu oseb z znanjem teh dveh jezikov med starostnimi skupinami:

In 2007 English was spoken by as many as three quarters of people aged 25–34, by almost half of people aged 35–49 and by more than a quarter of people aged 50–64. About 30% of adults spoke German. The differences between age groups were much smaller, while most of the people speaking German were 50–64 years old.

10% of adults spoke Italian; the shares for the three age groups were the same.

Very few adults spoke French or Russian. The difference between age groups was interesting; French and Russian was spoken by about the

število oseb z znanjem francoščine ali ruščine je bilo v starostnih razredih 35–49 let in 50–64 let približno enako, medtem ko v starostnem razredu 25–34 let oseb z znanjem teh dveh jezikov skoraj ni bilo.

Znanje tujih jezikov je v veliki meri povezano z doseženo izobrazbo. Angleško je v letu 2007 govorilo 70 % višje- ali visokošolsko izobraženih in prav tolikšen delež srednješolsko izobraženih oseb v starosti 25–64 let ter le 7 % odraslih oseb (25–64 let) z osnovnošolsko izobrazbo ali nižjo od te. Med nazadnje omenjenimi je bil nekoliko večji odstotek oseb z znanjem nemškega jezika (9 %). Med odraslimi z znanjem nemškega, italijanskega ali ruskega jezika so bile najštevilnejše osebe z dokončano srednješolsko izobrazbo, med tistimi, ki so obvladali francosko, pa osebe z višješolsko ali visokošolsko izobrazbo.

same number of people aged 35–49 and 50–64, while in the age group 25–34 the share was really low.

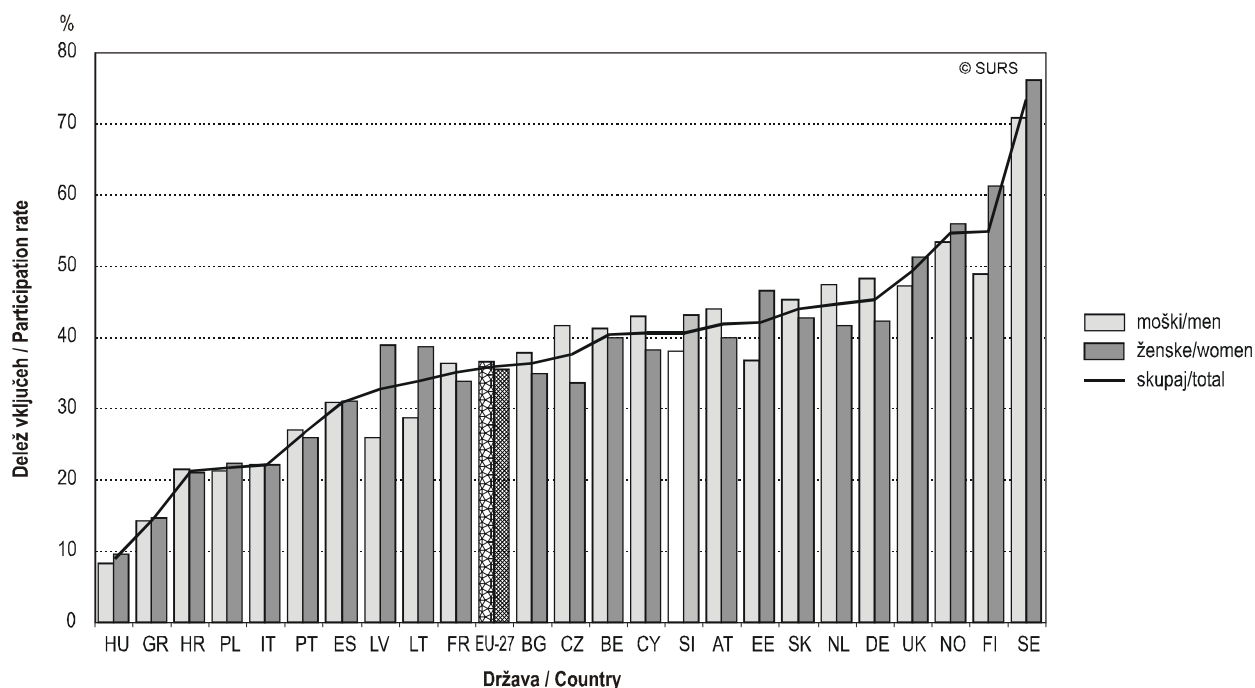
Knowledge of foreign languages to a large extent depends on educational attainment. English was spoken by 70% of people with tertiary education, by the same share of people with upper secondary education and by only 7% of people with basic education or less. Slightly more people with basic education (9%) spoke German. Most of the adults speaking German, Italian or Russian had upper secondary education, while most of the people speaking French had tertiary education.

MEDNARODNI PREGLED PODATKOV

INTERNATIONAL REVIEW OF DATA

Slika 20: Delež prebivalstva, starega 25–64 let, udeležen v formalnem in neformalnem izobraževanju, države članice EU-27¹⁾, Hrvaška in Norveška, 2007

Chart 20: Share of population aged 25–64 participating in formal and non-formal education, EU Member States¹⁾, Croatia and Norway, 2007



1) Za Dansko, Irsko, Luksemburg, Malto in Romunijo ni podatka.
No data for Denmark, Ireland, Luxembourg, Malta and Romania.

Podatki kažejo, da je bila Slovenija v letu 2007 glede izobraževanja odraslih v starosti 25–64 let v evropskem merilu celo nekoliko nad povprečjem EU: v Sloveniji se je namreč izobraževalo 40,6 %, v EU pa povprečno 35,7 % oseb, starih 25–64 let. Na tej lestvici so bile močno pred drugimi skandinavske države Švedska, Finska in Norveška. V Sloveniji se je izobraževanja udeleževalo nekoliko več žensk kot moških. Delež žensk, ki so se izobraževale, je bil opazno višji od deleža moških zlasti v Litvi, Latviji, Estoniji in na Finskem. Na Češkem, Cipru, Danskem in Nizozemskem ter v Avstriji je bilo med osebami v navedeni starosti, ki

Compared to the EU, with 40.6% of adults aged 25–64 participating in education Slovenia was slightly above the EU average, which is 35.7% of adults aged 25–64 participating in education. By far the highest participation rates were recorded in the Scandinavian countries (Sweden, Finland and Norway). In Slovenia slightly more women than men participated in education. The differences between sexes were notable in Lithuania, Estonia and Finland, where the shares of women were much higher than the shares of men. On the other hand, in the Czech Republic, Cyprus, Denmark, the Netherlands and Austria the shares of men were

so se izobraževale, nekoliko več moških kot žensk. V drugih državah so bile razlike v deležu vključenih v izobraževanje med spoloma manj opazne.

Lestvica je nastala na podlagi Eurostatovih rezultatov Mednarodne ankete o izobraževanju odraslih; to anketo je poleg Slovenije za zdaj v celoti izvedlo 23 držav.

slightly higher than the shares of women. In other countries the differences were negligible.

The ranking was made from the results of Eurostat's Adult Education Survey, which has so far been conducted by Slovenia and 23 other European countries.

METODOLOŠKA POJASNILA

Namen ankete

Z Anketo o izobraževanju odraslih ugotavljamo, v kolikšni meri so odrasli vključeni v katerokoli obliko izobraževanja in na kakšne načine pridobivajo znanje. Zanima nas tudi, kako odrasli ocenjujejo svoje znanje tujih jezikov in rabe računalnika ter v kolikšni meri se udeležujejo družbenih in kulturnih aktivnosti, kakšen je njihov odnos do izobraževanja ter zakaj se udeležujejo izobraževalnih aktivnosti ali zakaj se jih ne udeležujejo.

Mednarodna primerljivost

Anketo o izobraževanju odraslih (Adult Education Survey) izvajajo v vseh državah Evropske unije, državah EFTA in državah kandidatkah za vstop v EU, zato so rezultati mednarodno primerljivi.

Informacije, ki smo jih pridobili

- Podatki o osebi
 - Uspešno zaključeno izobraževanje in usposabljanje
 - Nedokončano izobraževanje in usposabljanje
 - Osnovna zaposlitev
 - Značilnosti osnovne zaposlitve
 - Druga zaposlitev
 - Stanje eno leto pred anketiranjem
 - Izobrazba staršev
- Udeležba v izobraževanju in usposabljanju
 - Formalno izobraževanje
 - Neformalno izobraževanje
- Ovire pri (udeležbi v) izobraževanju
- Priložnostno učenje
- Dostop do informacij o izobraževanju
- Raba informacijske tehnologije
- Jezikovna znanja
- Kulturne aktivnosti
- Družbene aktivnosti
- Odnos so izobraževanja
- Podatki o gospodinjstvu
- Podatki o državljanstvu in dohodku izbrane osebe

Enote opazovanja

Enote opazovanja so:

- posamezne osebe, ki živijo v individualnih gospodinjstvih in so stare 25–64 let in so bile naključno izbrane iz Centralnega registra prebivalstva. V vzorec je bilo izbranih 7.200 oseb, metoda izbora in uteži pa omogočata, da odgovore posplošimo na celotno populacijo.
- učne aktivnosti.

Vir podatkov

- Centralni register prebivalstva (spol, starost)
- Anketa o izobraževanju odraslih.

METHODOLOGICAL EXPLANATIONS

Purpose of the survey

The purpose of the Adult Education Survey is to find out to what extent adults participate in any form of education and training and in what ways they obtain knowledge. We are also interested to know how adults evaluate their knowledge of foreign languages and computer skills, to what extent they participate in social and cultural activities, what their attitude towards education is and why they participate (or do not participate) in education.

International comparability

The Adult Education Survey is conducted in all EU Member States, EFTA countries and EU candidate countries, so the results are internationally comparable.

Information collected

- Personal data
 - Successfully finished education and training
 - Unfinished education and training
 - Basic employment
 - Characteristics of basic employment
 - Other employment
 - Situation a year before the survey
 - Parents' level of education
- Participation in education and training
 - Formal education
 - Non-formal education
- Obstacles to participation in education
- Informal learning
- Access to information on education
- Information technology use
- Language skills
- Cultural activities
- Social activities
- Attitude towards education
- Data on the household
- Data on citizenship and income of the selected person

Observation units

Observation units are:

- People aged 25–64 living in individual households who are randomly selected from the Central Population Register. The sample included 7,200 people, the selection method and weights enabling us to extrapolate the answers to the total population.
- Learning activities

Data source

- Central Population Register (sex, age)
- Adult Education Survey.

Pravna podlaga

Zakon o državni statistiki (Uradni list RS, št.45/95 in št.9/01) in vsakoletni Letni program statističnih raziskovanj.

Način zbiranja podatkov

Zbiranje podatkov je potekalo od 10. septembra do 14. decembra 2007 prek telefonskega in terenskega anketiranja. Anketiranci so bili o anketiranju vnaprej obveščeni, sodelovanje v anketi je bilo prostovoljno.

Telefonsko anketiranje: osebe, ki smo jim lahko določili telefonsko številko, smo anketirali po telefonu iz anketnega studija. Pri telefonskem anketiranju lahko na vprašanja odgovarja samo izbrana oseba.

Terensko anketiranje: osebe, ki jim nismo mogli določiti telefonske številke oziroma so bile nedosegljive po telefonu, so na domu obiskali terenski anketarji. Pri terenskem anketiranju lahko v imenu izbrane osebe na vprašanja odgovarja vsaka polnoletna oseba, ki živi z izbrano osebo v gospodinjstvu in ki je po anketarjevi presoji dovolj seznanjena, da odgovarja namesto izbrane osebe.

Obdobje opazovanja

Zadnjih 12 mesecev pred anketiranjem.

Vzorec in neodgovor

Anketa o izobraževanju odraslih je vzorčno raziskovanje in zato je podvržena vzorčnim napakam.

Vzorčni načrt je bil stratificiran dvostopenjski vzorec. Stratumi so bili določeni glede na velikost naselij v Centralnem registru prebivalstva in delež kmečkega prebivalstva v manjših naseljih. Upoštevali smo tudi regionalno porazdelitev prebivalstva. Skupna velikost vzorca je bila 7.200 oseb. Najprej smo izbrali 900 vzorčnih enot (prostorskih okolišev), nato pa v vsaki enoti po 8 oseb, starih od 25 do 64 let. Iz ankete smo izločili osebe, ki so živele v institucionalnih ali skupinskih gospodinjstvih. Vir za vzorčni okvir je bil Centralni register prebivalcev (CRP).

Na anketo je odgovarjalo 4.192 oseb. Stopnja odgovora je bila 59,6 %, skoraj 20 % oseb je zavrnilo sodelovanje. Drugi razlogi za neodgovor so bili odsotnost izbrane osebe v času anketiranja, anketarji niso uspeli vzpostaviti stika z gospodinjstvom, nezmožnost sodelovanja.

Zbrane podatke smo utežili. Cilj uteževanja je, da izboljšamo reprezentativnost vzorca, tako da vzorec čim bolj predstavlja populacijo, ki jo raziskujemo. Uteževanje je potrebno, ker enot nismo izbrali z enako verjetnostjo, zaradi nesodelovanja določenih enot in zaradi prilagoditve podatkov znanim populacijskim vrednostim. Tako vsaka enota v vzorcu predstavlja določeno število enot v ciljni populaciji. Če pri računanju ocen ne upoštevamo uteži, dobimo pristranske ocene o populaciji.

Definicije in pojasnila

Izbrana oseba:

Izbrana oseba je oseba, stara od 25 do 64 let, ki je bila naključno izbrana v vzorec. To je oseba, za katero želimo, da nam odgovori (ali v njenem imenu nadomestna oseba) na vprašanja v tej anketi.

Gospodinjstvo

Gospodinjstvo je vsaka družinska ali druga skupnost oseb, ki skupaj stanuje in skupaj porablja dohodeke za osnovne življenjske potrebe (stanovanje, hrano in drugo), ne glede na to, ali vsi člani stalno živijo v kraju, v katerem je gospodinjstvo, ali pa nekateri izmed njih zaradi dela, šolanja ali iz drugih vzrokov dlje časa (do 6 mesecev) živijo drugje v Sloveniji ali v tujini.

Legal basis

National Statistics Act (OJ RS No.45/95 and 9/01) and Annual Programmes of Statistical Surveys

Method of data collection

Data were collected between 10 September and 14 December 2007 both by telephone and fieldwork. The respondents were informed in advance and co-operation was voluntary.

Telephone survey: people whose telephone number could be determined were surveyed by telephone from the CATI studio. In telephone interviewing only the selected person can answer the questions.

Fieldwork survey: people whose telephone number could not be determined or who were not available by phone were visited by interviewers. In fieldwork interviewing any adult person living with the selected person in the same household can answer on behalf of the selected person if he or she is appropriate in the opinion of the interviewer.

Observation period

The last 12 months before the survey.

Sample and non-response

The Adult Education Survey is a sample survey and is therefore subject to sampling errors.

The sampling plan was stratified, two-stage. Strata were determined by the size of settlements in the Central Population Register and the share of agricultural population in smaller settlements. Regional distribution of population was also taken into account. First, 900 sampling units (spatial districts) were selected. Then in each unit 8 persons aged 25–64 were selected. Persons living in institutional or collective households were eliminated from the survey. The source for the sampling frame was the Central Population Register.

The survey was answered by 4,192 people. The response rate was 59.6% and almost 20% of people refused to cooperate. Other reasons for refusing to cooperate were absence during interviewing, inability to contact the household, and inability to cooperate.

The collected data were weighted. The aim of weighting is to improve sample representativity so that the sample represents the surveyed population as best as possible. Weighting is necessary because units were not selected with the same probability, because some units did not cooperate and because of the adjustment of data to the known population values. Thus each unit in the sample represents a certain number of units in the target population. If in calculating the estimates weights are not taken into account, estimates of the population became biased.

Definitions and explanations

Selected person

A selected person is someone who is 25-64 years old and who is randomly selected for the sample. This is the person who is asked to answer the survey questions. Proxy answers are possible in fieldwork interviewing.

Household

Households are composed of families or other communities of persons who live together and spend their income together (for dwelling, food, other), irrespective of whether all members have permanent residence in the place in which the household is located, of whether - due to work, schooling or other reasons - some of the members for a longer period of time (up to 6 months) live elsewhere in Slovenia or abroad.



Oseba je **član gospodinjstva**, če zanjo velja:

- da pretežno **biva** na tem naslovu,
- da **deli stroške** z drugimi člani,
- da je **začasno odsotna**,
 - vendar nima nikjer druge drugega stalnega naslova,
 - vendar **manj kot 6 mesecev**.

Kot gospodinjstvo štejemo tudi osebo, ki v kraju anketiranja živi sama in ki drugje nima svojega gospodinjstva (samsko gospodinjstvo).

Izobraževanje (in usposabljanje)

je aktivnost, ki se nanaša na spoznavanje, sprejemanje, podajanje in/ali ustvarjanje znanja, razvijanje spretnosti, razvijanje osebnih in poklicnih zmožnosti ter vrednot. Najpogostejša organizacijska oblika izobraževalnih aktivnosti so izobraževalni oz. študijski **programi**.

Izobraževalni oz. študijski program

je organizacijska oblika, v kateri so učne aktivnosti organizirane kot zaporedje, pri čemer se z različnimi metodami učenja/poučevanja učijo/poučujejo različni predmeti. Izobraževalni program je opredeljen na podlagi svoje **vsebine** kot niz aktivnosti, ki so organizirane zato, da bi dosegli vnaprej določen cilj oziroma specifičen niz izobraževalnih nalog.

Vrsta izobraževanja

je osebi določena praviloma posredno preko izobraževalnega oz. študijskega programa, v katerega je vključena ali ga je zaključila. »Vrsta izobraževanja« je sistemska oz. zahtevnostna značilnost (vsebina) programa. Z njo se izrazi (opredeli), v kateri del (segment) nacionalnega sistema izobraževanja in usposabljanja spada posamezni program in predvsem v katero zahtevnostno raven (na primer: v srednje poklicno in podobno izobraževanje, v visokošolsko izobraževanje prve stopnje in podobno izobraževanje, ipd.).

Področje izobraževanja

je osebi določeno praviloma posredno preko izobraževalnega oz. študijskega programa, v katerega je vključena ali ga je zaključila. »Področje izobraževanja« je predmetnospecifična značilnost (vsebina) programa. »Področja izobraževanja« so na primer: tehnika, proizvodne tehnologije in gradbeništvo, zdravstvo in sociala ipd.

Pri opredeljevanju programov po »področju izobraževanja« sta bili uporabljeni Mednarodna standardna klasifikacija izobraževanja ISCED 1997, in sicer tisti del klasifikacije, ki se nanaša na področja izobraževanja (Fields of education), ter nova nacionalna standardna Klasifikacija področij izobraževalnih aktivnosti/izidov (KLASIUS-P). Podrobnejša pojasnila o klasifikacijskem sistemu KLASIUS ter o uvajanju KLASIUS-a v statistična raziskovanja in o njegovi uporabi so dostopna na naslovu: <http://www.stat.si/KLASIUS>.

Dosežena izobrazba

je razumljena kot najvišja dosežena javno veljavna izobrazba, ki jo oseba praviloma pridobi z uspešnim končanjem javno veljavnega izobraževalnega oz. študijskega programa. Javno veljavno izobrazbo lahko oseba pridobi tudi po drugih poteh izobraževanja, med katere spada tudi uspešno opravljen mojstrski, delovodski ali poslovodski izpit. Oseba pridobitev izobrazbe dokazuje z javno listino (spričevalo, diplomu itd.). Doseženo izobrazbo razvrščamo po novem Klasifikacijskem sistemu

A person is a **household member** if he or she:

- **lives** at the address most of the time,
- **shares expense** with other members,
- is **temporarily absent**,
 - but does not have another permanent address,
 - but **less than 6 months**.

A household is also a person who lives in the place of the interview alone (a single household) and who does not have his or her own household elsewhere.

Education (and training)

is an activity which relates to recognizing, accepting, giving and/or creating knowledge, developing skills, developing personal and professional competencies and values. The most common form of organization of educational or training activities is educational or study **programmes**.

Educational or study programme

is a form of organization in which learning activities are organized as a series, with different methods of learning/teaching different subjects are learnt/taught. Educational programs are defined on the basis of their content as a series of activities organized in order to achieve a predetermined goal or a specific set of educational tasks.

Type of education

is as a rule determined indirectly through educational or study programme which the person was attending or finished. "Type of education" is a systemic or difficulty characteristic (content) of the programme. "Type of education" expresses (determines) into which segment of the national system of education and training the programme falls, particularly into which level it falls (for example: short-term vocational upper-secondary education, higher education, etc.).

In defining programs by "type of education" a new national standard classification of education activities/outcomes (KLASIUS-SRV) was used. Detailed explanations on KLASIUS and on the introduction and use of KLASIUS in statistical surveys are available at: <http://www.stat.si/KLASIUS>.

Field of education

is as a rule determined indirectly through educational or study programme which the person was attending or finished. "Field of education" is a subject-specific characteristic (content) of the program. "Fields of education" are, for example, engineering, manufacturing and construction, health and welfare, etc.

In defining programmes by "field of education" the International Standard Classification of Education ISCED 1997, namely that part of the classification referring to field of education and the new national standard classification of fields of education activities/outcomes (KLASIUS-P) were used. Detailed explanations on KLASIUS and on the introduction and use of KLASIUS in statistical surveys are available at: <http://www.stat.si/KLASIUS>.

Educational attainment

is the highest publicly verified education that a person achieves by successfully finishing a verified educational or study programme. A publicly verified education can also be obtained in other ways, e.g. by successfully finishing a master craftsman, foreman or head clerk exams. Educational attainment is demonstrated by an official document (certificate, diploma, etc.). Educational attainment is classified by the new Classification System of Education and Training - KLASIUS. Information about KLASIUS is available

izobraževanja in usposabljanja - KLASIUS. Informacije o KLASIUS-u so na voljo na naslovu: <http://www.stat.si/Klasius>

Formalno izobraževanje

je namensko, organizirano in institucionalizirano izobraževanje. Poteka v izobraževalnih ustanovah (šole, fakultete), ki sestavljajo izobraževalni sistem neke države. S programi formalnega izobraževanja se pridobi višja stopnja izobrazbe.

Neformalno izobraževanje

so namenske in organizirane učne aktivnosti, ki potekajo v ustanovah ali zunaj njih. Sem spadajo programi, s katerimi udeleženci pridobivajo znanje, ga obnavljajo, razširjajo, posodablajo ali poglobljajo, ne morejo pa z njimi pridobiti javno veljavne izobrazbe.

Priložnostno učenje

so učne aktivnosti, ki niso organizirane, a so še vedno namenske. Sami si izberemo način in sredstvo, s katerim si pridobimo določeno znanje.

Izvajalci neformalnega izobraževanja in usposabljanja so ljudske univerze, specializirane organizacije za izobraževanje odraslih, enote pri šolah, podjetjih in drugih poslovnih subjektih, ki so registrirane za izobraževanje odraslih, voziške šole in samostojni podjetniki, ki se ukvarjajo z izobraževanjem odraslih in odrasčajočih (Uradni list RS, št. 12/96). Javno veljavne izobraževalne programe izpopolnjevanja, usposabljanja (USO, USP) in specializacije sprejme minister, pristojen za delo, v sodelovanju s pristojnim strokovnim svetom (Uradni list RS, št. 12/96). S temi programi se ne pridobi višja raven formalne izobrazbe, pač pa kvalifikacija za zaposlitev. Izobraževalni programi, ki niso javno veljavni, niso zajeti v razvid pri pristojnem ministrstvu, omogočajo pa usposabljanje in izpopolnjevanje za delo in poklic ter splošno izobraževanje (za splošne potrebe in prosti čas).

SEZNAM DRŽAV: IMENA IN KRATICE (ISO 3166)

AT	Avstrija / Austria
BE	Belgija / Belgium
BG	Bolgarija / Bulgaria
CY	Ciper / Cyprus
CZ	Češka republika / Czech Republic
DK	Danska / Denmark
EE	Estonija / Estonia
FI	Finska / Finland
FR	Francija / France
GR	Grčija / Greece
IE	Irska / Ireland
IT	Italija / Italy
LV	Latvija / Latvia
LT	Litva / Lithuania

UPORABLJENA KLASIFIKACIJA

Pri razvrščanju odraslih po področjih izobraževanja prehajamo na nov klasifikacijski sistem izobraževanja in usposabljanja – po klasifikaciji KLASIUS; ta se na najvišji ravni deli na 9 osnovnih področij:

- skupina 'Splošni izobraževalni izidi'
- skupina 'Izobraževalne vede in izobraževanje učiteljev'
- skupina 'Umetnost in humanistika'
- skupina 'Družbene, poslovne, upravne in pravne vede'
- skupina 'Naravoslovje, matematika in računalništvo'
- skupina 'Tehnika, proizvodne tehnologije in gradbeništvo'

on the following site: <http://www.stat.si/Klasius>

Formal education

is organised and institutionalised education, which takes place in education institutions (schools, faculties) that are part of the education system in a country. With formal education programs a higher level of education is obtained.

Non-formal education

covers organised learning activities implemented inside or outside institutions. Included are programs for obtaining, renewing, broadening, updating or deepening knowledge with which, however, it is not possible to obtain publicly valid education.

Informal learning

includes learning activities that are not organised but still have a purpose. Learners select their own method and means to obtain specific knowledge.

Non-formal education and training providers are folk high schools, specialised organisations for adult education, units at schools, enterprises and other business entities registered for adult education, driving schools and individual private entrepreneurs dealing with adult education (OJ RS No. 12/96). Verified educational programs of vocational training, further vocational training and vocational training specialisation are adopted by the minister of labour in co-operation with the authorised council of experts (OJ RS, No. 12/96). Participants in these programs do not obtain a higher level of formal education, but qualification for employment. Non-verified vocational programs are not part of the list of educational programs of the authorised ministry. They provide vocational training programs and general education programs (i.e. general-purpose programs and leisure programs).

LIST OF COUNTRIES: NAMES AND ABBREVIATIONS (ISO 3166)

LU	Luksemburg / Luxembourg
HU	Madžarska / Hungary
MT	Malta / Malta
DE	Nemčija / Germany
NL	Nizozemska / Netherlands
PL	Poljska / Poland
PT	Portugalska / Portugal
RO	Romunija / Romania
SK	Slovaška / Slovakia
SI	Slovenija / Slovenia
ES	Španija / Spain
SE	Švedska / Sweden
UK	Združeno kraljestvo / United Kingdom
HR	Hrvaška / Croatia
NO	Norveška/Norway

CLASSIFICATION USED

In classifying pupils and adults by fields of education, we are implementing a new classification system of education and training called KLASIUS, which is at the highest level divided into 9 basic fields:

- the group 'Splošni izobraževalni izidi' (*general programmes*)
- the group 'Izobraževalne vede in izobraževanje učiteljev' (*education*)
- the group 'Umetnost in humanistika' (*humanities and arts*)
- the group 'Družbene, poslovne, upravne in pravne vede' (*social sciences, business and law*)
- the group 'Naravoslovje, matematika in računalništvo' (*science*)
- the group 'Tehnika, proizvodne tehnologije in gradbeništvo' (*engineering, manufacturing and construction*)



- skupina 'Kmetijstvo, gozdarstvo, ribištvo, veterinarstvo'
- skupina 'Zdravstvo in sociala'
- skupina 'Storitve'

Objavljanje

- Prva statistična objava
- Statistične informacije. Izobraževanje. Izobraževanje odraslih.

- the group 'Kmetijstvo, gozdarstvo, ribištvo, veterinarstvo' (*agriculture*)
veterinary science,
- the group 'Zdravstvo in sociala' (*health and welfare*)
- the group 'Storitve' (*services*)

Publishing

- First Release
- Rapid Reports. Education. Adult education

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