SP3 – NATIONAL REPORT SLOVENIA

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INTRODUCTION

Participation in lifelong learning constitutes an important impetus for increasing the competitiveness of and the social cohesion in a globalized and knowledge-based Europe. Surveys among representative samples of the working-age population tend to focus on these participation issues only. A specific survey among actual participants in lifelong learning is therefore essential to gain more insight in the total process of lifelong learning.

This report concerns the (national) results of the third LLL2010 subproject in which a survey was conducted among adults studying in the formal adult education system. 13 countries situated in Northern, Eastern and Central Europe took part in the research program. For this subproject, each participating country collected data of at least 1.000 adults following a course in formal adult education.

This subproject has two main goals with regard to the role of formal adult education.

- What is the role of the formal education system in stimulating participation and persistence in lifelong learning?
- What is the role of the formal education system in reducing inequality in participation and persistence in lifelong learning and in fostering social inclusion?

The aim of this report is to present in-depth analyses about adult learners' perspectives and experiences with respect to lifelong learning and to test different hypotheses about the causes of unequal participation. Our analysis consists of a descriptive part, a micro level analysis and a meso level analysis.

I

NATIONAL POLICY + PRACTICE, THE ROLE OF EDUCATION SYSTEM

1.1 HEADLINES OF COUNTRY SPECIFIC LLL POLICY SINCE THE FORMULATION OF THE LISBON OBJECTIVES

The lifelong learning concept has been introduced in Slovenia prior to the Lisbon meeting. In ex-Yugoslavia educational policy, particularly in Slovenia, permanent education had been installed for quite some time. The concept of lifelong learning has been introduced after Rome conference (1994) organised by the European Lifelong Learning Initiative. The term and concept were introduced by the adult education sector without leaving noticeable impact on the policy makers or other education sectors. In spite of the first Lifelong Learning Week organised in 1996 lifelong learning was a concept restricted to adult education and not recognised by the education system in general. Adult education sector, recognising the potential of lifelong learning was organising colloquia dealing with the question of "lifelong learning vis-?-vis lifelong education" which remained within narrow professional circles. A step forward to a better understanding of lifelong learning was the consultation on the Memorandum on Lifelong Learning, again stimulated by the adult education sector. Nevertheless, the term was still not widely used. A wider use and definite acceptance of the word by everyone, without deeper understanding of its meaning occurred when Slovenia joined EU.

Lisbon strategy was incorporated in the Slovenian Development Strategy, which was adopted by the Government in June 2005. The Strategy identified five development priorities: 1) competitive economy and faster economic growth, 2) effective generation, two-way flow and application of knowledge needed for economic development and quality jobs, 3) an efficient and less costly state, 4) a modern social state and higher employment and 5) integration of measures to achieve sustainable development.

Investment in learning is to be found among the key national development objectives 2006-2013 while improving the quality of education and encouraging lifelong learning is more specifically mentioned within the second priority.

Further elaboration of the Strategy shows more concern for the education of children and youth and less for lifelong learning which in the document relates to the education of adults. In relation to lifelong learning it foresees stimulation of demand for education and training, encouragement of employers' investment in it, an increase of attractiveness and accessibility and creation of mechanisms to recognise skills acquired through informal and casual work. Furthermore, it envisages the decentralisation of tertiary education (Strategy, 2005: pps 31-32). In the Action Plan for 2005 and 2006 that follows every development priority measures which are foreseen concern higher education, mobility, study of science and technology, entrepreneurship etc. Among those priorities there is also a gradual removal of differences between full-time and part-time studies (Strategy, 2005, p. 33).

Educational priorities are set in the White paper on Education in the Republic of Slovenia (prepared from 1993-95, translated into English in 1996). These were incorporated in the school legislation

which was adopted 1996. Principles and theoretical points of departure in White Paper base education on i) the unity of science and pluralism of cultures and values, ii) equal opportunities, non-discrimination, the possibility of choice and the fostering of excellence, iii) school autonomy and qualitative supervision of school work, and iv) freeing school of ideology and education for democracy.

Thus equal opportunities and non-discrimination envisage making i) possible for older preschool children to enter preschool institutions, ii) introduce mechanisms for the successful completion of primary school, iii) encourage the broadest possible segment of youngsters to enrol in general or vocational secondary education and increase the possibilities for transferring among various education systems without lowering the standards, iv) adopt effective practical measures for the improvement of the functional and cultural literacy of adults and encourage greater participation in various forms of adult education (White paper, 1996, pps 39-40).

After Slovenia joined the European Union in 2004 the objectives of education and training systems were adopted and incorporated in Slovenian educational policy. Nevertheless there are two national programmes which were adopted by the Parliament in 2002, 2004 and 2007 and are dealing with the field of higher and adult education.

National Programme of Higher Education of the Republic of Slovenia (2002) was a mid-term programme extending to the year 2005. After that a new programme was prepared - Resolution on the National Programme of Higher Education 2007 – 2010 which passed the parliament in September 2007. There are ten main orientations and aims which the National programme strives to achieve until 2010. Some of them are stemming from Education and training 2010 (e.g. stimulate and accelerate the exchange of knowledge in the triangle of higher education – science – economy, aiming at 80 young researchers for economy per year, increasing the share of GDP for higher education, increasing the share of adult population in all forms of lifelong learning) while others are related to specific Slovenian situation (more institutions of higher education to ensure access, better graduate ratio, open up habilitation space to assure the flow of professionals between higher education and economy).

Resolution on the National Programme of Adult Education[1] (NPAE) was adopted by the Parliament in June, 2004. It covers the period from 2004 to 2010 and defines four global aims[2] to be reached by 2010 in three priority fields.

The three priority fields relate to 1) general adult education and learning, 2) raising the level of educational attainment and 3) education and training for the labour market.

In order to achieve the first priority field[3] the share of population participating in various forms of general education should reach 15 % by 2010. The foreseen target groups are younger adults, less educated, unemployed, marginalised groups, population in less developed regions, migrants.

[1] Also referred to as Adult Master Plan.

[2] 1) Improve general education of adults, 2) Raise the level of educational attainment whereas at least 12 years of successfully finished schooling is the basic educational standard, 3) Increase the employment possibilities and 4) Increase possibilities for learning and participation.

As for the 2nd priority field[4] it is planned that at least 50 % of adults without compulsory primary education will achieve this level while at least 25 % of those without finished upper secondary education will achieve either lower or upper secondary vocational or general education, and at least one tenth of those with finished upper secondary education will achieve higher vocational education. In this respect the needs of the labour market will be taken into consideration, while the target group are adults without a level of education and unemployed. Priority in learning is to be given to the natural-technical field.

Within the 3rd priority field[5] the NPAE aims at 50 % of the unemployed to participate in programmes increasing the employment possibilities. Those who are employed and whose workplace is threatened because of their low educational attainment will be included as well. Ten percent of those who are either employed or unemployed and are without vocational or other kind of education will acquire National Vocational Qualification by the certificate system. They are also the priority group.

By realising the aims of the NPAE Slovenia will by 2010 achieve the following: a) the share of adults aged 25 to 64 with at least upper secondary education will reach 85 % (Eurostat 2006: EU (27) – 70.0 %; EU (25) – 69.7 %; EU (15) – 66.7 %; Slovenia – 81.6 %), the participation of labour active population aged 25 to 64 in lifelong learning will be at least 15 % (Eurostat 2006: EU (27) - 9.6 %; EU (25) – 10.1 %; EU (15) – 11.1 %; Slovenia – 15.0 %).

In order to achieve all the aims of the NPAE various activities are envisaged dealing with:

- teachers and other professional staff in adult education,
- programme provision,
- information and guidance in adult education,
- research and development activities,
- information relating to provision and demand,
- organisational structure,
- promotion.

According to the law the global amount of public funds necessary to realise the goals of the National Programme of Adult Education had to be set up as well. The distribution of public funds for its realisation is shown in the table 1.1. in the Annex.

In order to make use of the European Social Fund the area of lifelong learning in the adopted Single Programming Document was set up as a priority with the following specific aims:

- improve knowledge and capacity of teachers and others involved in adult education,

[3] Adults will be assured various forms and possibilities to participate in programmes of: raising the level of general and cultural education, personal development and social inclusion; active citizenship; healthy lifestyle; environment protection; retaining cultural tradition and national identity; developing literacy skills; acquiring new basic skills; decreasing social neglect and motivating and stimulating learning and abandoned schooling.

[4] Assuring adults various forms and possibilities to acquire or finish: primary education; lower and upper secondary vocational and general education and higher vocational education.

[5] Assuring adults various forms and possibilities to: participate in programmes raising the level of literacy in order to retain, modernise and update the knowledge and skills necessary to increase the employment possibilities and acquire National Vocational Qualifications through the certificate system.

- achieve greater flexibility of adult education and learning provision in accordance with the needs of the economy sector and labour market,
- ensure quality information, counselling and access to all through local/regional information centres and contact points of lifelong learning,
- stimulate the system of quality assurance by adopting the model of self-evaluation,
- decrease the educational gap of adults having only basic or lower vocational education, low level of literacy and low level of digital literacy,
- increase participation in learning of persons not having completed their schooling or of those who have left the educational system earlier.

1.1.1 Formal education: non-formal training

Qualifications and educational levels acquired through formal education and training are important when entering the labour market. Non-formal training is, at least the one required by the law, the condition which has to be fulfilled in order to enter certain job/occupation and later to keep the workplace. On the job training is required by the law and included in collective agreements but it does not contribute to raising the level of education. In some cases, especially in public sector (education, public administration), it helps towards promotion to positions associated with higher wages.

Educational system in Slovenia is designed so that adult education forms a complementary system to the education of children and youth. This means that all levels of education are accessible to adults, from primary education onwards. Therefore formal educational system deals with adults at its every level. In practice peoples' universities are having adults attending programme of primary education while at other, higher, levels the tasks are divided between peoples' universities and institutions of formal education.

1.2 Provision of Adult Education

Adult education in Slovenia is provided by various institutions which can be structured according to various criteria:

- ownership: providers established by the state, enterprise or company and private providers,
- activity: institutions where adult education is the only activity (these are peoples' universities and workers' universities - over 40 such institutions; educational centres in the enterprises), combination of education for youth and education of adults (these are mainly schools and universities. Their main activity is education of youth, education of adults an addition), institutions where the main activity is different but adult education programmes are offered sporadically (this type of institutions is the most widespread and varied),
- importance of providers: local, municipal, regional, national.

For the purpose of this paper institutions will be presented by the second criteria – according to the activity and ownership.

Peoples' and Workers' universities

are the traditional adult education institutions in Slovenia. Currently there are over 40 such institutions in Slovenia (34 of them forming the Association of Peoples' Universities of Slovenia). These universities carry out adult non-formal education as their basic activity. They offer various programmes of adult education but the following are the ones, which are offered to a greater extent: primary adult education, foreign languages, computer programmes, programmes related to workplace improvement, also programmes on legal, financial and managerial topics. The contribution of the state towards the sustainability of these institutions varies from 10 – 80 %, the rest is gained in the market.

Some of peoples' and workers' universities offer programmes of formal education which give to people, after successfully finishing them, nationally recognised and valid secondary vocational or technical education. In co-operation with the vocational colleges and institutions of higher education

Education of adults in (upper) secondary schools and institutions of higher education – programmes of formal education

Upper secondary schools[6] have special units for adult education. Some of the upper secondary schools, educating adults, employ specialists for this activity (andragogues, organisers of adult education), others carry out formal education programmes as an additional work with personnel already engaged in the education of youth.

Adult education is also offered in the vocational colleges and institutions of higher education. Vocational colleges, which are novelty in the Slovenian educational system, are very attractive for adults, at least in recent years. Adults enrol in these programmes to almost the same extent as the youth. Other institutions of higher education organise study programmes for adults also organise programmes for adults leading to the level of educational attainment. The only exception are the programmes of the Slovenian language for foreigners offered by these institutions which are programmes of non-formal education but obligatory for foreigners who wish to work in Slovenia or are seeking jobs here.

Some higher education institutions organise education of adults outside their premises (as extensions) in several major centres in Slovenia. On the whole adults attending any HE programmes have to pay tuition fees unless it is paid by the Employment Agency[7].

EDUCATIONAL CENTRES IN COMPANIES AND ENTERPRISES

Adult education institutions which main activity is education of adults are also centres in enterprises, companies, undertakings and in other organisations. Some centres are well developed. They employ a number of professionals from adult education and other educational fields. The common

[6] General, vocational and technical.

[7] This is the case of the Programme of Active Employment Policy. The number of paid study years depends on the available resources.

characteristic of these institutions is non-formal, work oriented training, especially improving the quality of the staff performance, updating and upgrading knowledge of the staff and workers. As a rule these centres do not deal in general education (except in cases regarding skills their employees need at their work - e.g. foreign languages, problems solving, conflict resolutions, team work etc.) neither do they offer programmes of formal education. This is left to either peoples' or workers' universities or institutions of formal education. These centres are financed by the companies themselves, some are also opened to the local needs.

There are also some centres which were developed within the Chamber of Commerce and Crafts but are nowadays operating as completely or partially independent centres[8]. Financially these institutions are subsidised by the founders but they can also operate on commercial basis.

OTHER ORGANISATIONS FOR ADULT EDUCATION

An extensive group represents institutions, associations, societies and others, which with regards to their basic activity are not defined as educational institutions, but carry on with this activity as a supplement to their programme. The diversity of offer is notable since they are covering general as well as vocational and technical education[9].

Some of these organisations are subsidised by the state (e.g. University of the Third Age), subsidy covering various part of activities (e.g. the wages of an organizer, part of the salary of the director, maintenance). Some combine their income from various resources: membership fees, state subsidies, organisation of events and donations.

PRIVATE EDUCATIONAL ORGANISATIONS FOR ADULT EDUCATION

Private educational organisations are the youngest with regards to their origin. At the beginning they were all more or less involved in language education and in programmes of professional improvement (computer and IT education and training, financial management etc.). Later quite a lot of these organisations enlarged their offer so that now they offer a variety of possibilities of different educational programmes as well as forms of education. They carry out programmes of general non-formal education as well as the formal ones leading to the level of educational attainment. Private educational organisations operate on commercial basis (tuition fees, tenders) but some of them, e.g. vocational colleges have also gained a concession which means that their income is formed from several financial sources (e.g. concession, tenders, fees).

OFFER OF ADULT EDUCATION

[8] Examples of such centres are Centre for Management, Centre for Foreign Trade Study, Centre for Seminar Activities, Centre for Technical and Technological Training. They are active in the territory of the Republic of Slovenia and are intended to highly professional and demanding education and training of the top and middle management.

[9] E.g.: Association of Accountants and Financial Workers of Slovenia, municipal, regional and national societies of human resource managers, professional associations of economists, psychologists, lawyers, Firemen Association of Slovenia, Alpine Association of Slovenia, Red Cross, Association of Engineers and Technicians of Slovenia, church organisations, Spiritual University, political organisations, University of the Third Age etc.

There are several ways of indicating the offer of adult education. According to the law, the Ministry of Education and Sport annually publishes the number of study places available for adults in formal education (upper secondary general, vocational, technical and in vocational colleges). Universities and other institutions of higher education do the same, while programmes of non-formal education are advertised by institutions themselves. Once a year a survey of programmes of formal and non-formal adult education is published on the Internet showing the offer by regions and programmes and giving other important information to wider public as well. This survey used to be published as a book and was available in every library and employment office, but lack of funds has forced Slovenian Institute for Adult Education to use Internet as a publishing and distribution resource while well aware of its shortcomings.

PARTICIPATION IN ADULT EDUCATION

According to the Statistical Office of Slovenia in the academic year 2005/2006 there were 357 providers of continuing education in Slovenia offering over 19 thousands programmes. Over 300 thousand people aged from 15 to 64 years were enrolled in those programmes (see table 2 in annex). Since the data is not gathered individually participants are counted more than once. The data itself cannot be displayed by all relevant socio-demographic characteristics because of the law on the protection of personal data. Nevertheless statistical data on 41 % of the enrolled in 2004/2005 showed the following distribution: 49 % of women were enrolled and the majority of adult learner population were between 25 to 29 years of age while the enrolled age of women was somewhat higher – between 35 to 39 years.

In formal adult education the situation was somewhat different. There were 30 % of women enrolled in primary education. In upper secondary, including vocational education and training, there were 50 % of women while in tertiary the share reached 60 % and in post-graduate studies 53 %.

Concerning the age distribution the predominant one in primary education, regardless of gender, was the 15 to 19 years one (see Annex, table 1.4). In upper secondary, including vocational education and training, the predominant age in the whole population was the one from 20 to 24 years. The same was true for women learners. But by far the most learners in upper secondary were in 20 to 29 years age group[10]. Women follow the same pattern - 59 % were of the mentioned age. In post graduate studies 48 % of students fell into 25-29 years age group while in women population the percentage reached 51 %. Compared to 1991 the shift in age in post-graduate education is an important one. It is the consequence of at least three causes: i) post-graduate studies are no longer considered the pinnacle of one's life career, ii) employment possibilities of some graduates have become slim and there was the possibility of continuing post-graduate studies as young researchers intended for the economy or other sector, iii) the possibilities of direct continuation of studies in post-graduate field was opened.

[10] This represents 55% of all the enrolled learners.

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF LEARNERS IN FORMAL AND NON-FORMAL EDUCATION

According to the research carried out in 2004 by the Slovenian Institute for Adult Education on the representative sample of adult population aged from 16 to 65 years[11], 7.9 % of adults were enrolled in formal education and 32.2 % in non-formal one (see Annex, table 1.5 and graph 1). The results have shown that the share of women (8.3 %) in formal education was slightly higher than that of men (7.4 %). The picture was different in non-formal education where enrolment of men was nine percent points (34.8 %) higher than that of women (25.8 %).

The results concerning the age of learners showed two dominant age groups in formal education: 16 to 24 years (16.4 %) and 25 to 39 years (14.3 %). Afterwards the participation diminished, not linearly but steeply. The situation was slightly different in non-formal education where the predominant age group was the one from 25 to 39 years (40.6 %), followed by 40 to 49 years group (38.7 %). It could be observed that non-formal education appealed to 50 - 65 age groups as well. It attracted 20.1 % learners while only 0.8 % were enrolled in formal education.

As to the level of education the results have brought to the fore two main groups: population with four years upper secondary and tertiary education, where participation was between 12 to 14 % (Ivancic in: Mohorcic et al., 2005b). Groups with the same level of education were also major participants in non-formal education but with much higher percentages reaching between 40 in 66 %, with the highest share (66 %) of those having university degree.

Participation by the employment status showed that in formal education it was the domain of the employed (10.2 %) and unemployed (10.1 %), latter through activities of active employment policy, followed by the self-employed (7.9 %). Participation of the rest of the population outside the labour market was low: no farmers or housewives and 0.8 % of pensioners.

Participation of the employed in non-formal education, at least in Slovenia, was usually quite strong. It was somewhat different in 2004. The results have shown that farmers were the group which was predominant in non-formal education (57.4 %). The percentage of self-employed was over 50 % while the population which was employed participated with 38.8 %. Participation of other statuses (pensioners and housewives) was relatively low compared to those mentioned earlier reaching 11.6 % (pensioners) and 20.4 % (housewives). Relatively low was also the participation of the unemployed (19.2 %) as this group is usually the one participating in education through the measures of active employment policy. It is therefore presumed that those measures were, in that year, geared towards the raising of the level of educational attainment and this might also have been the reason why participation of the unemployed in formal education was relatively high.

The distribution of participation in formal education by sectors showed the highest percentage in the retail sector (15.2 %) followed by financing and insurance (13.8 %) and public administration (13.4 %) sector (Ivancic in: Mohorcic et al., 2005b). Relatively high was also participation of adults employed in

[11] Participation was measured as education (formal and non-formal) occurring within the period of 12 months prior to the interview.

the agriculture, hunting and forestry (11.5 %) and in production and distribution of electricity, gas and water supply (10 %). In other sectors it was around 6 %.

Situation was different in non-formal education. Participation was ranging from 27 % (mining) to 66.7 % in the production and distribution of electricity, gas and water supply. In three sectors it reached 40 % and over: transport (41.5 %), agriculture (44 %), finances (47.7 %) and public administration (48.5 %).

Taking into account participation by ISCO occupations the research identified four groups where the opportunities to participate in formal education in 2004 were relatively good (Ivancic in: Mohorcic et al., 2005b): armed forces (20 %), professionals (18 %), clerks (14.7 %) and technicians (14.1 %). Participation of legislators, senior officials and managers reached 11.4 % while the rest of occupations[12] did not exceed 10 %.

The situation in non-formal education did not mirror that of formal education. Participation of skilled agricultural and fishery workers was the highest – 77.8 %. Two occupational groups reached 2/3 of participation (legislators, senior officials and managers - 68.5 %) and professionals (65.7 %) while service workers and shop and market sales workers, technicians and armed forces ranged from 40.5 % (service) to 50 % (armed forces). Participation of the rest of occupations was relatively low, compared to shares described earlier. It ranged from 9.3 % (elementary occupations) to 29.8 % (clerks).

1.3

[12] Service workers and shop and market sales workers – 8.1%, skilled agricultural and fishery workers – 10%, craft and related workers -6%, plant and machine operators and assemblers – 3% and elementary occupations – 2.3%.

PECULIARITIES OF THE EDUCATIONAL SYSTEM: TO WHAT EXTENT AND AT WHICH LEVEL THE FORMAL EDUCATION SYSTEM DEALS WITH ADULT LEARNERS?

1.3.1 Are there any tracks aimed specifically for adult learners at different levels of education system?

In Slovenia formal education system encompasses initial and continuing/further education and training programmes designed in a way to provide nationally recognised level of formal education as defined by education laws. Before the independence of Slovenia a unified system of youth and adult education existed. The educational reform enacted in 1996 defined adult education as a special educational subsystem. No specific track within formal education is geared to adults. Adult education at an individual educational level and within individual educational stream is specified by the respective educational law. Primary education of adults is regulated by primary schooling act, vocational and technical education is regulated by the Vocational and professional education act (1996; 2006), general education by the Gimnazija act (1996), and tertiary education by the respective Higher education act (1993; 2004). Similarly, a law on final examination uniformly regulates final examination for young people and adults. The renewed Vocational education and training act from 2006 and the Higher education act do not acknowledge adult education; instead they distinguish between regular and irregular education. Regular education covers full time youth education and irregular education designates part-time education which is intended for adults. According to the Vocational and professional education act (art. 62) employed and unemployed persons as well as those of 16 years of age and older who have lost their status of a regular pupil may enrol into irregular vocational and technical education. In contrast, the Gimnazija act speaks of education of adults. Article 30 states that employed, unemployed and those older than 18 years of age may enrol in education for adults.

According to the above secondary education legislation, adults/irregular students may enrol either in educational programmes specially prepared for adults or in educational programmes for youth adjusted to the needs and peculiarities of adults. The adjustment concerns the duration of education and training; organisational forms of delivering curricula; recognition of prior education and learning; teaching and learning methods and techniques; learning material. Minister, responsible for education adopts special methodology for the adjustment of training programmes to adult students. It is important that outcomes (standards of knowledge, skills and competencies) obtained from irregular/part-time education are equivalent to the outcomes obtained from youth education. Contrary to the regular education which is carried out in schools (in cooperation with enterprises in the dual system), irregular education may be provided by schools as well as by adult education institutions accredited for the delivery of individual formal education programmes.

Adults may as well attain formal education through parts of educational programmes (modules) or through the examination system.

1.3.2 Who is responsible for this specific track: the role of the state and employer?

Formal education - regular as well as irregular/education for adults - is the responsibility of the state. In Slovenia the responsibility for primary and secondary education is currently with the ministry for education while the responsibility for higher education lies with the ministry for higher education and science. However at the level of secondary education the responsibility for vocational and technical education and training is divided between the state and social partners. The state takes care for the development and supply of formal educational programmes, educational premises and the quality assurance of the educational provisions. Employers, on the other hand, are responsible for the assessment of training needs of the economy, for the preparation of occupational standards and for the delivery of practical training in the dual system.

Financing of regular education at the primary and secondary level is the responsibility of the state. This holds also for regular tertiary education when it is provided in the public sector. Participants pay regular state accredited tertiary education provided by private educational providers if the providers of the study do not have the concession by the state.

There is no unified approach to the financing of irregular (adult) education. Primary education is entirely state financed. At the secondary and tertiary level participants have to pay the tuition fee. Whether participants alone are bearers of financial costs of their education or not depends on their employment status. Adults who are unemployed and registered with the National employment office may have their formal education subsidised on the basis of the Active employment policy programme (Employment and Unemployment Insurance Act). Within the active employment policy measures the so called Program 10000+ is adopted every year since 1997 by the Government. This measure is aimed to provide educational opportunities for unemployed adults with low educational achievements and holders of vocational/professional qualifications not in demand by the labour market. This measure has been extended also to redundant workers and to those whose employment may be endangered because of their inappropriate formal qualifications. In line with the Resolution on the National Programme of Adult Education to 2010 one of the long-term goals is that finished upper secondary education (4 years of schooling after completed primary education, i.e. 12 years of finished schooling) should become the national educational standard. Hence, participation in secondary education programmes is the priority of the Programme 10000+. Adults participating in formal education in accordance with this measure of active employment policy are entitled to the state subsidising direct and indirect costs of their formal education. The employed not eligible for the support of their formal education from the active employment policy programme bear the costs either themselves or have them paid by their employers; sometimes the costs are shared by both parties.

The Employment relations act stipulates the right and duty of the employed to participate in education and training when this is required by the employer but also for their career development and their employers should make this possible. Rights and duties of employees and employers connected to education and training, are specified in collective agreements. They consider paid and unpaid days off for preparation for exams as well as specification of expenses connected to the

education and training which are covered by employers. In general this holds for formal education, which is in the interest of the employer. Adults are entitled to scholarship in line with existing scholarship schemes only if they are younger than 28 years of age and holders of the status of a student (Adult education act, § 4; Scholarship Act, § 7).

1.3.3 The main "clients" of irregular education

Considering some statistical data and research results the population between 18 and 39 years of age usually participates in irregular education (cf. Mohorcic Spolar et al., 2005). Here one has to distinguish between secondary and tertiary education. At the level of secondary education one can most often find young dropouts who return to schooling to obtain their first formal qualification and those finishing vocational training who would like to pass maturity examination in order to enrol in tertiary studies or upgrade their attained certificates because of promotion at the work place.

Looking at the tertiary level where irregular students represent about 24 % of all enrolled in tertiary studies, the picture is somewhat different. Since tertiary education in Slovenia is very exclusionary every study year the number of the candidates for enrolment largely exceeds the number of available study places for regular students. Therefore a large number of young people, who do not fulfil the criteria for regular enrolment, enrol in tertiary studies as irregular students immediately after finished secondary education. It is estimated that in Slovenia in last decade this type of irregular students is prevalent. According to some studies, between 8 % and 10 % of the Slovenian adult population participates in formal education programmes. Of those enrolled about 40 % participate in tertiary programmes (Mohorcic Spolar et al., 2005).

1.3.4 Entry requirements

The entry requirements for the enrolment in formal education are defined by respective laws and by individual education programmes. They are the same for regular and irregular students. The basic requirement is adequate educational certificate or diploma. As regards secondary education programmes, the certificate of completed 8-year primary education is required. Lower vocational training makes an exception since also persons with successfully finished 6 grades of primary education can enrol. A universal entrant ticket for tertiary education is successfully passed general maturity examination. Students without the required certificates and diplomas attesting previously attained education have no access to the respective formal education programmes. Some additional criteria are defined by individual study programmes such as number of scores at the maturity examination, attained grades in certain subjects, general achievement in last two or three years of the respective training programme. These additional criteria are not observed so strictly in case of enrolment in irregular education. However, in case of restricted number of study places for irregular students meritocratic criteria apply as well. While for enrolment in secondary education also additional criteria are legally defined, higher education institutions are autonomous in defining these criteria.

Educational legislation has opened the possibility for validation and recognition of non-formal education and learning as well as work experiences (Vocational and professional education act, art. 71; Higher education act, art. 35) but the whole process is still at its very beginning. In addition, it is not foreseen that work experiences or non-formal education and learning my count towards entry requirements; it is recognised only upon the enrolment in particular education /study programme.

1.3.5 Opportunities to shift between tracks

Irregular students at the secondary vocational and technical education do not have the possibility to shift to the regular track if they are employed, unemployed or are 16 years old and older, and have lost their status of a regular pupil. As for general secondary education the age limit is 18 years. In addition, differences in organisation of delivery of the educational programmes may represent a serious barrier to such shift.

No legal barriers for shifting from irregular to regular studies exist at the tertiary level. Higher education institutions themselves define their own internal criteria. They are usually represented by attained average grades in a particular study year. How strictly they apply them is again dependent on the number of available study places for regular students. Moreover, it has to be considered that irregular study represents an important financial source for an educational institution. With transferring irregular students to the mainstream track the inflow of additional financial means decreases.

On the other hand, tertiary education students may switch from regular to irregular track any time without any limitations.

1.3.6 Equivalency of credentials obtained from the irregular track

Credentials obtained from irregular track of formal education are based on standards of educational outcomes, which are equivalent to standards obtained from regular education. Hence, they give the same opportunities for the development of educational and occupational careers. It has to be stressed that the same quality assurance mechanisms are used in regular as well as irregular education. Curricula are regulated by the same respective laws and by-laws and are based on standards of knowledge, skills and competencies agreed at the national level and approved by national consultation bodies. The respective level of formal education is attained with passing successfully the study programme and the prescribed final exams, which are again based on the same examination catalogues (secondary education) for both tracks of study. It is legally defined that regular and irregular education must assure equivalent standards of knowledge and skills and the certificates are treated equally. For the time being there is no evidence speaking against this.

2 DESCRIPTION OF BROADER MACRO-LEVEL CONTEXT

2.1 KEY CONTEXT (EDUCATION, SKILL FORMATION AND LABOUR MARKET)

2.1.1 Characteristics of the system of initial education

STRATIFICATION OF THE EDUCATION SYSTEM

The Slovenian education system is closely connected to the needs of the economy. Primary education is comprehensive and lasts from the age of 6 till the age of 15 years. First educational decisions in Slovenia are thus made at the age of 15, on the transition from primary to secondary education. As secondary education in Slovenia is divided into general stream and vocational stream at this age pupils and their parents face the choice between continuation in general education and optioning for vocational education and training. Those optioning for vocational stream are faced with limited opportunities for continuation of education at the tertiary level. Certificate on general maturity exam represents a universal entrants' ticket enabling access to all tertiary studies. Certificate on vocational maturity exam, on the other hand, makes it possible to continue in professionally oriented tertiary education. Those with completed 3-year vocational training can enrol in tertiary education only after passing 2-year vocational technical programme or master crafts exam. The decision made at the end of primary education is the most important one since it crucially affects further educational career of individuals and also their opportunities in the employment system.

VOCATIONAL STREAM DELIVERS OCCUPATION SPECIFIC SKILLS

Secondary education is not stratified just in terms of general and vocational stream; horizontal stratification exists within vocational stream that is based on occupations standards. Vocational education and training in Slovenia is organised so as to provide occupational qualifications and skills. However one cannot speak about narrow occupation specific skills but about broad transferable vocational qualifications, which enable occupational mobility and career development. Acquisition of key qualifications and competencies is strongly emphasised. More occupation specific skills are provided in apprenticeship organised in the dual system. During the 1990s much effort has been undertaken to secure open horizontal and vertical pathways by introducing new types of education programmes, especially at post-secondary and higher education level in vocational education. Bridging programmes and exams were introduced to enable transition between general and vocational pathways at practically all levels.

ORGANISATION OF VOCATIONAL EDUCATION AND TRAINING

Secondary vocational education and training is organized largely in a *dual system in the form of apprenticeship*. In the dual system, the weight of theoretical (school-based) knowledge and practical training is 40 % and 60 % respectively. Theoretical education is carried out by schools, whilst the majority of practical training is provided in enterprises. With the introduction of the dual system, the existing school-based three-year vocational programmes have not been abolished. In many cases, both dual system and school-based programmes are available. Chamber of Commerce and Chamber of Crafts are responsible for practical training in enterprises. They are legally responsible for quality of learning places and organize practical part of final examination. Evaluation studies of the dual system indicate that the development of the dual programmes has been rather supply-led so far creating a certain oversupply of programmes beyond what is currently demanded by both students and firms (Medveð et al. 2000). The establishment of a dual system has reintroduced an alternative to the school-based secondary vocational path, with openings to the "master craftsman" degree and higher professional education.

STANDARDISATION OF EDUCATION

Educational programmes in Slovenia deliver nationally recognized credentials which provide standardized information nationwide. Centralized and input-based quality control instruments (centralized curricula and funding system, accreditation procedures and teacher qualification requirements) are still in existence. Initially they have been complemented by attempts to modernize already existing output standards (through standards of knowledge and skills based on occupational standards). Only towards the end of the 1990s, under pressure of actual developments in the labour market, high school drop-out rates in vocational education and internal continuing vocational training needs from successful enterprises, attempts, sometimes reluctant, have started to decentralize and deregulate the education system. From the beginning of 2000 the second phase of the reform is being carried out. The emphasis is on greater flexibility and decentralization of VET with competence-based education, greater opening of curricula and modular structure of training programmes (Ivancic et al, 2002).

At the level of tertiary education the autonomy of higher education institutions in developing educational programmes is much greater in comparison with the secondary level but still, publicly recognized higher education programmes are regulated by the Higher Education Act. The Act is defining the structure of programmes and formal procedure for their accreditation. In order to become publicly recognized the programmes have to be accredited by the national body composed of high level experts - Professional Council for Higher Education. Also representatives of employers participate in the Council. Professional Council for Higher Education is also responsible for the quality assurance in higher education (Higher Education Act, 2006).

The higher education reform enacted in 1993 opened up the opportunity for the establishment of private higher education providers. Quite a number of higher professional schools were founded

with the support of some larger enterprises. In 2005 there were 13 independent private higher education institutions (National programme of Higher education, 2006).

2.1.2 Skills formation system

In Slovenia initial education is aimed to provide broad transferable qualifications, which are more generally orientated. Although there has been a strong emphasis on the congruence of educational qualifications delivered by the initial education with the needs of the economy, some wider societal and individual goals and objectives are also incorporated in programmes of formal initial education. Initial education should establish a sound basis for lifelong education and learning. Speaking of initial secondary education, in addition to securing smooth transition to the labour market it has to equip young people with qualifications needed to continue at the tertiary level. Continuing education, on the other hand, is primarily aimed to improve and adjust individual human capital according to the immediate needs of employers, to individual career development and changing requirements of every day's life. Continuing education also provides second or third chance for those who in the time of youth were not able to make use of existing formal education opportunities. In line with these goals initial education is typically provided in the form of formal education delivering educational attainment in terms of levels of formal education. As for continuing education, it is largely represented by non-formal education and training.

In Slovenia employers play very important role in the skills formation system. They may take on different roles. As consumers of skills they act as a social partner to the state by sharing the responsibility for the development and implementation of initial and continuing vocational education and training. This role is defined by respective legislation. Employers propose occupational standards, which are the basis for the development of education and training programmes in vocational and professional formal education. They also act as providers of practical training (dual system) and are involved in assessment and certification process. In this respect they are more a corporate actor. In case of continuing education they act as corporate actor as well as individual one. Corporate actions reflect in the process of collective bargaining at sectoral/occupational/enterprise level. Collective agreements define rights of employees related to training. However, final decision on who is going to participate in training, what kind of training a person will undergo as well as the way in which the costs of training are to be shared by the employer and the employee lies with employers. Individual training contract is signed between the employer and the employee.

The main role of the state in continuing education and training is to introduce mechanisms providing for equal opportunities of access to further education, and incentives for greater investment of employers and individuals in education and training.

Enterprises are strongly enrolled in non-formal training. They are main investors in developing, upgrading and adjusting firm and job specific skills of employees, be it in on-the-job training or by providing off-the-job training within or outside the enterprise.

2.1.3 Labour market organisation - influences on the development of specific skill formation system

The Slovenian labour market is segmented into occupational/qualification labour markets. Access to jobs is highly regulated by educational qualifications. Each educational qualification/formal training programme corresponds to a particular occupation in the labour market. Hence, educational credentials are very important in hiring and allocating people whereat type of qualification may play more important role than the attained level of education. Employers expect from the education system to produce readymade workers with wholly developed productive skills. However in large enterprises also organisational labour markets are formed.

The second important feature of the Slovenian labour market is still rather high level of employment protection. Legal regulation of the employment relationship is clearly restrictive. Permanent employment is the main type of employment and dismissals are costly for employers. Conditions for hiring temporary workers, maximum duration of temporary employment and conditions for renewal of temporary contract are defined rather strictly by the Employment relations act.

During late 1990s the overall EPL index amounted to as high as 3.5 compared to an average of 2.4 (2.5) in CEE (EU) countries. Some changes towards liberalisation happened with the amendment of the new Employment Relations Act in 2002 and 2006.

In Slovenia the unionisation degree is, in general, still high. Union membership declined from the 100 % coverage of the work force at the beginning of transition to about 60 % during the mid 1990s (see Cazes, 2002). Even more important than the number of unionized workers is the coverage by collective agreements. Carley (2002) estimates the percentage of employees in Slovenia covered by collective agreements with 100 % for the late 1990s. Employers' organisations and trade unions represent main corporate actors in negotiating labour market issues.

Already during the early transition period, labour market policy in Slovenia was characterised by significant expenditures on active measures. As a consequence of the major structural economic changes and increasing labour market problems, active employment policy (AEP) programmes were introduced, especially employment subsidies, self-employment promotion programmes, training and retraining measures. Education and training measures are among the most important active measures. Expenditure on active labour market policy amounts to about 0.34 % of GDP (Kajzer 2005). The AEP share expressed, as a share of expenditure on passive labour market measures, fluctuated from 40 percent to 70 percent in the late 1990s resulting from structural disparities in the labour market.

2.2 BROADER CONTEXT

Slovenia is among the countries with the largest share of employment in industry and construction (about 37.2 % in 2005). In 2003, the share of technologically intensive branches rose. Greater increase was characteristic of high tech and mid-high tech areas (UMAR 2005: 23). Changes in the

employment structure in individual branches of the manufacturing industry with regards to the technological development were not so satisfactory. In 2003 the share of high and mid-high tech activities amounted to 31.9 %, that of mid-low tech activities reached 27.4 %, and of low tech activities decreased by 0.9 structural point as compared to 2002 (41.7 %) (ibid.).

The decline of the employment in manufacturing industry is characteristic of labour intensive branches, above all textile and leather manufacturing, and food production. An increase is registered in branches such as manufacturing of transport equipments, of machinery and equipments, and somewhat less of chemicals and chemical products (ibid.: 25). The service sector's share of total employment in 2005 amounted to 53.4 % (ibid.: 25).

According to the European Social Fund data for 2005 about 19 % of the labour force has no formal school qualifications while on the other hand, Slovenia is among the countries with the largest rate of enrolment of young population in higher education (National programme of higher education, 2006).

With the share of expenditures earmarked for the research and development Slovenia is placed in the middle among the EU member states however, it is extremely unsuccessful in exploiting scientific and technological achievements of universities and research institutes for accelerated economical and social development. Of all enterprises only one fifth is active in the field of innovations *(Programme of reforms for the implementation of the Lisbon strategy in Slovenia, 2005, p. 21*).

3

METHODOLOGY

3.1 DESCRIPTION OF THE QUESTIONNAIRES

For the LLL2010-SP3-project 2 questionnaires were developed: one to collect information from formal educational institutions and one to collect information from students enrolled in the courses organized by these institutions. These questionnaires were created by the SP3 coordination team who took feedback and comments from other partners into account. Below, a description of these 2 questionnaires can be found. These questionnaires were core questionnaires in which additional questions could be added by each national team.
How each country adapted this questionnaire to the national context is described below.

The questionnaire for the institutions consists of three main parts:

- Characteristics of the educational institution : questions about the number of staff, number of students, offer of full-time and/or part-time programs, cooperation with other institutions, use of APL and APEL, services offered to students, promotional activities, existence of a written Mission Statement, paid training for educators, individual performance reviews with educators, external quality control and the recruitment of disadvantaged groups.
- Characteristics of the specific program : questions about organization of the study program, admission requirements, enrollment conditions, preparatory programs, teaching modes and enrollment fees.
- General questions : questions about lifelong learning policy.

The questionnaire for the students consists of four main parts:

- A.1. Questions regarding the educational background : questions about date and reasons of leaving full-time daytime education, highest educational level, discipline of highest educational level, unsuccessful studies at a higher educational level and attitude towards learning.
- A.2. Participation in formal adult education: questions about enrollment in other formal courses, discipline of current study, start and end date, reasons for starting the program and receiving assistance in making the decision to start the program.
- B.1. Characteristics of the institution in which you attend courses: questions about entry requirements, exemptions, preparatory programs, time use, teaching modes and organization of the program.
- B.2. Costs of the entire course: questions about the person who pays the enrollment fee, the amount of the fee, extra costs, grants, paid leaves and services.
- B.3. The learning process during the entire course: questions about the classroom environment, support to continue the study program, barriers and satisfaction.

- C. Personal details: questions about socio-demographic characteristics like gender, age, nationality, country of birth, first language, educational level and nationality of parents, marital status and household composition.
- D. Questions regarding your day-to-day activities: questions about socio-economic characteristics like main activity, occupational status, type of contract, sector of employment, date of entering the labour market, general time use, participation in social and cultural activities and monthly income.

3.2 SAMPLING METHOD

The sampling plan has taken into consideration two main dimensions according to the number of adults in educational programmes according to the ISCED level. The list of all programmes for adults was made. Afterwards, programmes with a very small number of participants (on national level) were excluded from further sampling. After selecting educational programmes in the sample of the survey, the database of existing institutions was analyzed and those that had appropriate programmes needed for the study were selected. Adults who finally participated in the survey were selected by the institutions on the research's team request.

The director or principal of the institutions or in some cases heads of the departments of adult education was contacted. There have not been a lot of problems concerning willingness to participate. SIAE has close contacts with educational institutions all over Slovenia and they are often asked to collaborate in its projects. Institutions invited their participants and informed teachers about the testing during their class. In some cases participants completed the survey in special rooms, separated from other students.

Finding the required number of participants for the survey was not an easy task. It was not possible to predict how many participants of the survey will actually be on a location of the interview, since participation in the lectures is not obligatory. Sometimes the discrepancy between the number of enrolled in one programme and the number of present students at the time of interviewing was very high. Another problem were adults with low level of education (ISCED 1-2).
Their number was very low. On average there were 5 participants present in a class at the time of interviewing. They were also not very motivated to complete it. The team knew that the best way to interview these adults would be face-to-face, but because of the strict law in Slovenia, about disclosure of personal data, the team was unable to contact them directly.

The pilot study was done as a group-written survey so there was no need of any specific names or any other information about the participants. The contact person in the institution was asked to select a representative sample of participants in the sample according to gender.

Because of the specific definition of adults in adult education in Slovenia, the "filter question" at the beginning of the questionnaire was not used. According to the 'Law on Adult Education' every person that is participating in adult education programmes has the status of participants in adult education (Adult Education Act, 1996) while adult learner is a person who has "completed the mandatory primary schooling and who wishes to acquire, refresh, expand and deepen his/her knowledge without having formal pupil or student status" (Adult Education Act, 1996, article 1). Students were excluded from the database it the phase of data preparation.

Table 0.1. Adults participating in the survey and the national data of participants by ISCED level

LEVEL	STUDENTS IN SURVEY		STUDENTS IN POPULATION	
	N	%	N	%
ISCED 1 + 2	196	15,19	2,127	3,45
ISCED 3	309	23,95	12,471	20,25
ISCED 4	274	21,24	6,167	10,01
ISCED 5 + 6	511	39,61	40,827	66,29
Total	1290	100,00	61,592	100,00

3.3 TRANSFORMING STANDARD QUESTIONNAIRES INTO THE NATIONAL VERSION

3.3.1 The quality of the translations

The two questionnaires were translated into Slovenian language. The members of the project group did translation. All translations were discussed within the project group, and the clarity of translation was checked in pilot survey.

The parallel blind technique to control the reliability of the translation has not been used. In general there were not any particular problems with the translation of concepts into Slovenian language, with the exception of two questions:

- B1 – "Have you been enrolled in any other study programmes (in addition to your current one) during the past 12 months? Please include any study programme(s) for which you will be awarded a certificate or recognised qualification" in the participants' questionnaire;

- Q4 – "Do you offer both full-time and part-time programmes? A full-time programme has a study load of at least 30 hours a week" in the institutional questionnaire.

B1 question was difficult because in Slovenia education is not organised by modules, but as a whole – as one educational programme. Students are allowed to participate only in one programme at a time. Q4 – Educational programmes for adults in Slovenia do not differ according to the study load, but other characteristics.

3.3.2 Deviations in sampling compared to the intended stratification

In all ISCED levels except lower one, more questionnaires were collected than expected. ISCED level 1-2 there were difficulties with gathering data, because of the low number of students in the class, and un-motivated students. Also, a lot of them found the questionnaire to be too long, and complicated.

3.3.3 Survey methods used per ISCED level

All adults from ISCED levels 1 to 5 were tested with a group-written method.

Generally there were no problems with completing the questionnaires. For some adults questionnaire was too long, and they had difficulties completing it. Group-written method was difficult especially for adults on ISCED 1+2 levels. Often, they were not motivated for completing the questionnaire or/and had a lot of difficulties with understanding the demands of the particular questions or types of questions. They argued about questions (scales) with a lot of items. Person's concentration was also reduced with questions that demanded exact data such as dates, numbers etc.

Comparison of average time of completion within each ISCED level shows that on average questionnaire was completed in 31 minutes. Mean time of adult at the lowest ISCED level is 51 minutes, and adults on the highest ISCED level is 26 minutes (Table 3.1 in the appendix).

3.3.4 Description of non-respondents

The team cannot give detailed description of non-respondents, because of the main survey method; besides detailed inquiries in reasons for rejection of questionnaires were also not made. It was expected that non-response rate in Slovenian case would be low, since group-written method was used. And so it was. The main problem in gathering questionnaires was small number of participants present at a class, or rejection of institution to participate in the survey. Other than that, great majority of adults completed the questionnaire. Those who did not want to complete the questionnaire were most often adult at lower ISCED levels (mostly 1-2). From previous research

experiences males more frequently rejected to participate in survey than females. Other than that no evident differences could be identified.

3.4 CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Here we have decided to classify educational institutions according to ISCED fields because it better describes the situation. Besides, what is general education and what is work oriented one is disputable. One can always argue that every formal education, with the exception of maybe primary education, is work oriented.

Data in table 3.2 (in the appendix) show that institutions offering programmes at ISCED level 1-2 are all (100 %) in the field of general education. Nevertheless the majority of them at all ISCED levels would be schools in the fields of social sciences, business and law, which is consistent with the representation of programmes most often attended by adult learners. There are 53.7 % of such institutions at ISCED level 3, 53.1 % at ISCED 4 and 46.1 % at ISCED 5-6. The second large group of institutions is represented by engineering, manufacturing and construction, mostly at higher ISCED levels (4-6). These are institutions offering upgrading and modernisation of ISCED 3 and higher, not necessarily, university education. The majority are institutions of higher vocational and professional education with new programmes relevant for adults (mechatronics – i.e. combination of mechanics and electronics).

Results concerning number of educational institutions by ISCED level of the first discipline involved in the institution and number of staff show that there are not many institutions employing numerous staff. At ISCED 1-2 level almost two thirds of institutions (63.5 %) employ from 25 to 74 persons, while 21.2 % employ up to 199 persons, whereas the number of institutions with staff of 1-24 is negligible. At ISCED level 3 the situation is somewhat similar. The majority of institutions (40.4 %) have between 25 and 74 staff members. Almost the same percentage (38.8 %) has the staff between 75 and 99 while up 199 employees have 13.8 % of institutions.

The majority of institutions (42.7 %) at ISCED level 4 are larger and have the staff between 100 and 199. Approximately 31 % (30.8 %) of institutions employ the staff of 75 to 99 persons. The shares of institutions with staff from 1-74 persons are small, between 2.6 to 15.4 %. At ISCED level 5-6 there are two larger groups of institutions employing staff from 50 to 74 (38.5 %) and 75-99 persons (24.3 %). No institution at this level has staff under 25 persons while there is 16.4 % of them with staff over 200 persons. These are usually large institution of higher professional education.
Contrary to the results showing all the staff that is employed, data is referring to the staff employed in local units of educational institutions shows a different pattern. Almost at every ISCED level, apart

from ISCED level 1-2, there are various shares of personnel from 1-24 persons, the largest at ISCED level 4 (20.2 %). There are no units, which would have staff over 200 persons.
The majority of units at ISCED level 1-2 have between 25 and 49 persons (60.5 %) and almost 29 % of them work with a group of staff between 50 and 74 persons. At ISCED, level 3 the majority of units employ between 25-99 persons. The strongest shares have those units, which employ from 25-49 persons, followed by those with the staff between 75 and 99 persons (30.6 %).

Predominant share of units at ISCED level 4 are employing up to 99 persons (group 75-99, 39.3 %). Units of higher education (ISCED 5-6) are usually smaller because they are spread all over the country. The majority of them fall into the category 50-74 persons (53.1%). Some are even smaller – less than 25 persons. Their share is 24.1%.

The share of institutions with large number of students enrolled varies, as is the situation in the country. The largest share of students have institutions at ISCED level 1-2 (60.4 %) which corresponds to the situation in the academic year 2006/2007 in the national statistics. There were 24.339 students enrolled, the majority in programmes of non-formal education. Contrary to this are institutions at ISCED level 5-6 where the number of enrolled students is lower, between 500-1000. Their share is 39.4 %. This reflects the situation at the national level – numerous institutions spread over the country with smaller number of students.

that also shows the number of educational institutions and number of enrolled adults gives slightly different picture than the one showing institutions and all students that are enrolled. There are two ISCED levels where the share of enrolled students in the group 5001-1000 is almost the same, ISCED 1-2 (48.1 %) and ISCED 5-6 (48 %).

The situation concerning educational institutions according to ISCED levels and offer of either full-time study programmes, only part-time or both (full-time and part-time) is an expected one for Slovenia (Table 3.3 in the appendix). According to the law educational institutions, especially schools and universities are expected to organise also part-time study. Moreover, institutions have an interest to organise part-time study. Part-time programmes mean adults and adults pay tuition fees. Funds obtained in such a way represent an additional income for educational institutions, giving them thus the opportunity to improve the standard.

The shares of part-time only offer are quite high, the highest at ISCED level 3 (91.1 %). At other levels they are exceeding 50 % reaching 78.8 % at ISCED 1-2, 61.5 % at ISCED 4 and almost 60 % at ISCED 5-6. Both kinds of study is offering 40.6 % of institutions at ISCED level 5-6, 38.5 % at ISCED 4 and 21.2 % at ISCED 1-2.

The majority of institutions at all levels have a written Mission Statement. Besides, it is not unusual to find such a high share of institutions with written Mission Statement in adult education, e.g. 100 % at ISCED 1-3 and 5-6, since those at ISCED 1-2 are mainly Peoples' Universities and they have participated in the project "Offering Adults Quality Education (POKI)" where mission statement is one of the requirements of quality. The same is also true for higher education institutions, especially those offering programmes of professional education to adults.

According to the research data the majority of all educational institutions pay in-service training for their teachers. The share varies from 88.9 % (ISCED 4) to 98.1 % (ISCED 1-2). That the share is not 100 % at every level is probably because some of the teachers are not employed for an indefinite or definite time, but are contractually bound. In such cases, institutions do not feel bound to pay in-service training.

Otherwise, according to the collective agreement teachers are entitled to at least 5 days per year for training. Moreover, the money for training is provided by the Ministry of Education and Sport. Since 2003, quite a lot of in-service teacher training has been covered by European Social Fund money.
Educational institutions do carry out individual performance review with the teaching staff though there are some that do not report doing it. These institutions form the minority although their share is not negligible; at least at ISCED level 4 (30.5 %). In most cases individual performance is reviewed at least once a year at every ISCED level, the share ranging from 45.3 % (ISCED 1-2) down to 38.1 % (ISCED 4). The share of those, which do this more often is not as high but still considerable – 39.4 % at ISCED 5-6 and 26.4 % at ISCED 1-2.

Educational institutions at every ISCED level report to have external quality control. The share varies but is on average around 75 %. There is obviously more external control at ISCED level 1-2 (86.5 %) though the shares at other levels are considerable too (78.8 % at ISCED 5-6, 70 % at ISCED 4 and 64 % at ISCED level 3). The share of those indicating no external quality reviews ranges from 13.5 % (ISCED 1-2) to 36 % at ISCED 3.

Out of institutions reporting to have had quality control, those at ISCED levels 3 and 4 report to have had them once a year (ISCED 3 - 32.5 %, ISCED 4 – 52.2 %). Some institutions at ISCED level 1-2 indicated (in 50 %) to have quality control every second year. The same did 23 % of institutions at ISCED level 3. There are various shares of external quality control every third and fourth year at ISCED level 3 (11.9 %) and 4 (9 %). By far the most common time for institutions at ISCED level 4-5 seems to be every five years or more (66.2 %). Such a time span was also reported by some institutions at ISCED levels 4 (31.3 %), 3 (29.4 %) and 1-2 (27.8 %).

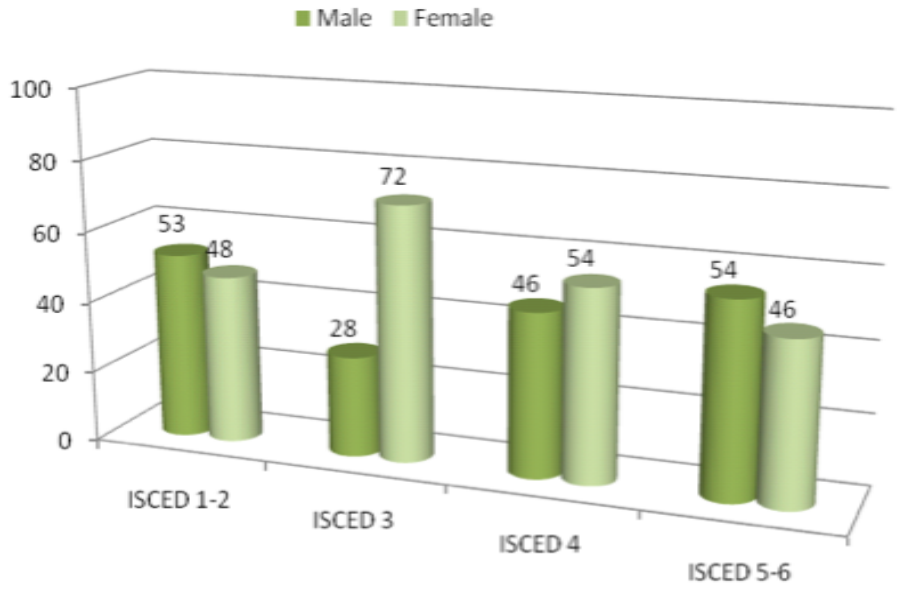
3.4.1 CONCLUSIONS

The majority of educational institutions involved in the research are from the social sciences, business and law field (46.5 %), which is consistent with the situation in adult education in the country. The staff they employ is on average, rather small, falling in the group of 50-74 persons (32.1 %). In local units the staff is small too (50-74 persons, 42.6 %) due to the spread of institutions over the country thus enabling better access to education. One third of educational institutions have between 501 and 1000 students (33.2 %) enrolled either full or part-time. The number and share of adults studying in these institutions fall under the same category (36.5 %). None of institutions organises only full-time study. The majority organises part-time study only (68.8 %) while one third offers both kind of study. Almost all institutions (98.6 %) have a written Mission statement. This is not surprising since a lot of them (especially those for adults only) are on the market. Co-financing from the municipal budgets can be as low as 5 % or can reach almost 80 %. More than 90 % of institutions (94.6 %) pay in-service training for their teachers. Those, which do not, might have teachers on the contractual basis. In such a case, they would not be bound to pay for in-service training. Almost two thirds of institutions conduct individual performance reviews of teachers either once a year (35 %) or more than once a year (30.9 %). More than half of them have an external quality control every five or more years.

3.5 CHARACTERISTICS OF THE ADULT LEARNER

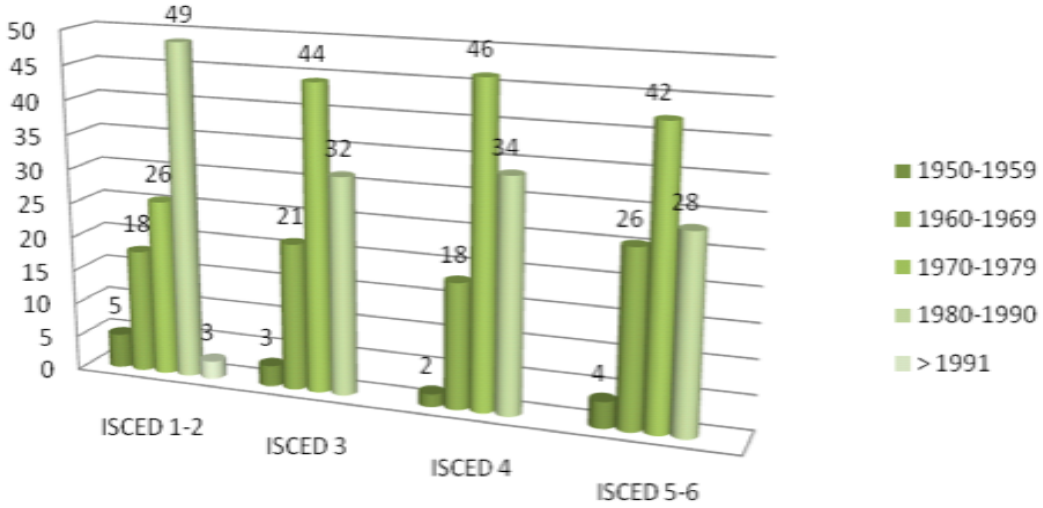
3.5.1 Socio-demographic characteristics of the adult learner.

In short, it would seem that there are more women enrolled in ISCED levels 1-4 as is true for the whole population, and that tertiary education is predominantly male, which deviates from previous and current situation.



Graph 1: Percentage of students by ISCED level and gender

The statistical data for Slovenia show adults enrolled in formal education (study year 2004/2005) coming from various age groups including those over fifty years of age but they do not form a considerable group. In this respect, the research from 2007 reflects the situation (graph 2).



Graph 2: Percentage of students by ISCED level and year of birth

The most numerous group in ISCED 1-2 is the 16-24 years of age. Though the age groups in this research are organised in a different way (they are larger) it is still obvious that the youngest age group (17 – 27 years) is the strongest, which stands to reason since finished eight, or nine year of

compulsory education is a prerequisite for continuation in any upper secondary education. There are some exceptions to the rule. Older age groups are less frequent since they are not attending compulsory education as adults any more but are seeking other ways to improve their education, mainly vocational qualification (VQ) by the certificate system thus capitalising in their work experiences in attaining the vocational qualification.

In ISCED 3 and 4 the predominant adult groups in the research are those from 17–37 year years of age, which corresponds to the national statistical data regarding this age group. The age in ISCED 5-6 is more spread out encompassing age groups from 17–37 years of age, forming the bulk of adult students. National data for adults in tertiary education show the slow increase of older students, probably due to the ageing population, the aspiration of the population and less to the demands of the labour market, though it is quite willing to employ a better educated labour force.

As in national data sets adults in formal education aged more than 37 years are fewer though the shares still reach between 5 % in upper secondary education to 15 % in tertiary. In this respect, the share in this research is somewhat higher, especially in higher education due to the representative sample according to the programmes. In Slovenia adults are much more attracted to higher education programmes, especially non-university ones than to programmes at other levels.
Migration in Slovenia from countries of the European Union has not been an extended one. This is also shown in the below table (3.5.1) which shows a negligible share. The majority of adults in formal education are Slovenians. Those from other, non-EU countries would be persons from the republics of former Yugoslavia who have come to Slovenia as economic migration and are now residents of the country.

Table 0.1 Number of students by ISCED level and nationality and country of birth (N=1166)

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL %
Nationality					
Slovenian	87.1	92.1	93.7	97.9	96.1
Other EU	/	0.4	/	0.3	0.3
Other non-EU	12.9	7.5	6.3	1.9	3.7
Country of birth					
Slovenian	86.5	88.9	95.4	96.6	94.6
Other EU	/	1.3	/	0.6	0.7
Other non-EU	13.5	9.8	4.6	2.8	4.7

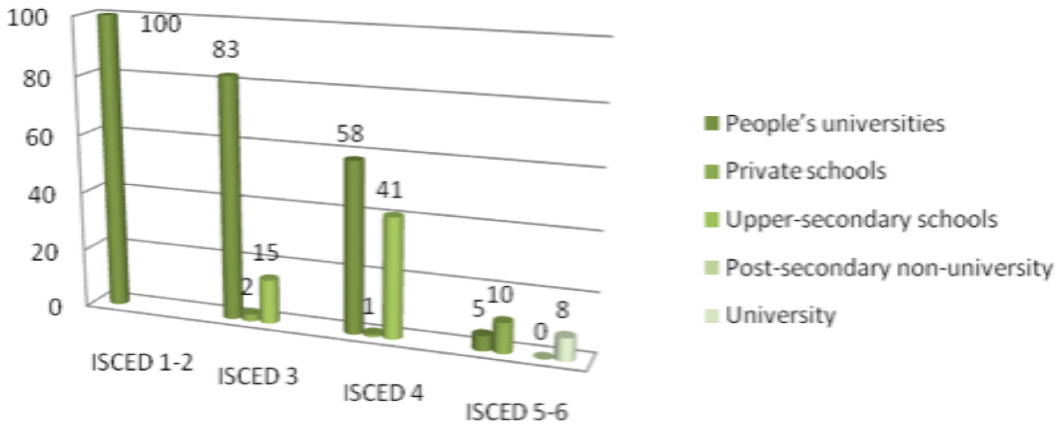
As for the country of birth the majority of adults at all levels of education come from Slovenia. The shares of those from countries of the EU are negligible while percentage of those from other, non-EU countries could be explained similarly as in connection with nationality.

Looking at students by ISCED level and first language one can see that the first language of the majority of adults at all ISCED levels is Slovenian (Table 3.6 in the appendix). Relatively big share of 'Other' at ISCED level 1-2 might be language of Roma that does not fit in any of given languages. Bosnian, Serbian and Croatian present at all levels as well are languages of persons coming from ex-Yugoslavia either as refugees or economic migration. In case of migration, people have probably received work permits and are planning to stay in Slovenia. Some might also be those, already settled in Slovenia from times when Slovenia was one of the republics, which formed Yugoslavia. Hungarian is the language of the national minority in the Eastern part of Slovenia. For them education is, according to the constitution, bilingual up to upper secondary school. Turkish and Russian languages appear at the highest ISCED levels and might be attributed to foreign students studying at our universities or to children from migrant parents.

According to the research data the majority of adult students at all ISCED levels are married ones (Table 3.7 in the appendix), the percentage exceeding 50 %. Because of very strict law on the protection of personal data these figures cannot be compared with those at the national level. The bulk of married students are enrolled at ISCED 5-6 while the unmarried ones form the majority at ISCED 1-2. The lowest ISCED situation can be explained by the age of the students between 17 and 27 years of age which also corresponds to the situation often reported by Peoples' Universities, namely that the majority of their students are young adults. As to the highest percentage of the married students, attending courses at ISCED level 5-6 can be connected to the career paths. Widowed students represent less than one percent at every level, while divorced between two and eight percents.

3.5.2 Characteristics of the current course

Previous research on participation in adult education (Mohorcic et al., 2005, 2005b) showed that majority of adults was enrolled in programmes of post-secondary vocational non-university education. This is also true for this research (Graph 3).



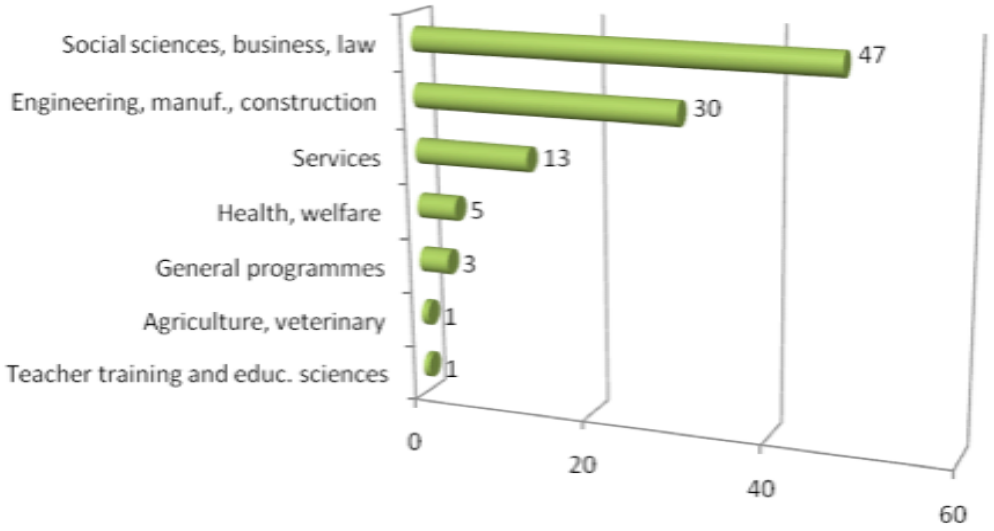
Graph 3: Percentage of students by ISCED level and type of institution

Institutionally the majority of adults are enrolled in peoples' universities because they offer a variety of programmes, as can be seen from the table. The largest share of adults in Peoples' universities are those attending programmes of primary education as well as those enrolled in ISCED 3 though in absolute numbers these are not comparable to institutions, large school centres, of post secondary non-university education. Enrolment in those institutions (ISCED level 5-6) is consistent with the enrolment patterns from 1996 onwards shown by national statistics.

Enrolment of adults at university studies remains relatively low, around 8%. As pointed out earlier adults prefer shorter courses (post-secondary, non-university) where the conclusion of studies is not so far off.

It is evident from Graph 4, that the majority of students are enrolled in social sciences and business courses. Relatively high percentage of students study engineering, manufacturing and construction. This was expected since those fields are representative of adult enrolment patterns in Slovenia. Other study disciplines are not represented to such an extent due to the reasons mentioned above.

Since there are no different tracks within primary education, which in Slovenia comprises ISCED 1, and 2 the whole field falls into the field of general education (see also Table 3.9 in the appendix). Primary education is designed to give pupils general knowledge in order to prepare them for continuation of education or, as was the case in the first five decades of the 20th century, for work.



Graph 4: Number of students by ISCED level and study discipline

At other ISCED levels there are two predominant disciplines where the majority of adults enrol – social sciences, business and law at around 50 % at all levels and engineering, manufacturing and construction (rover 30 %) at ISCED 4-6 and less at ISCED 3. The field of social sciences, business and law has been attractive for adults since early 1970s. Enrolment in the field of engineering, manufacture and construction at ISCED level 3 and 4 might be attributed to the possibility offered by new programmes combining mechanics and electronics and programmes for foremen. Traditionally adults have always been more interested either in post secondary or in tertiary non-university education. Educational reform in 1996 opened these possibilities thus giving adults opportunities to realise their educational aspirations.

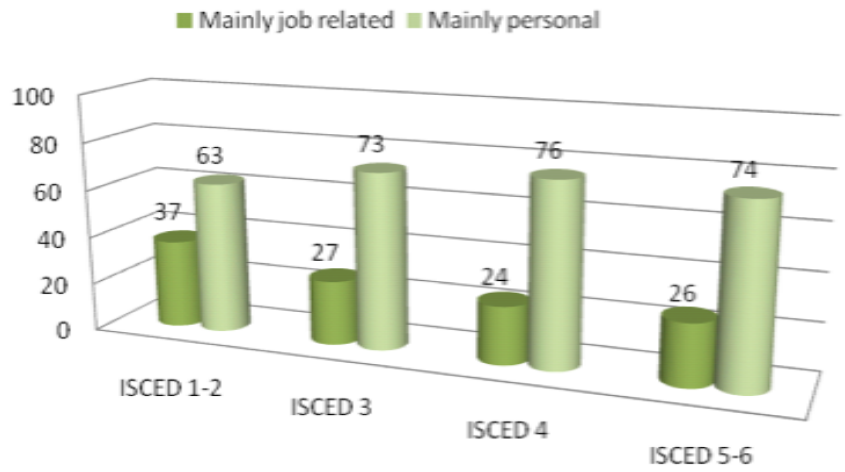
Although in the past the field of teacher training and educational science showed almost 30% enrolments of the total adult student body this is no longer the case. The law demanding university education of teachers has been in force for quite a long time and enrolments can now be attributed to career development. In the field of health and welfare most adults are enrolled in programmes of nursing (reaching between 11 % at ISCED 4 and 17 % at ISCED 3) while services are, with the development of tourism, attractive to more adults at ISCED 3 and 5-6. The reason lies probably in the educational reform (non-university programmes) and programme modernisation (ISCED 3, 4).
With the diminishing field of agriculture production, the field has lost much of its attraction for adults. The enrolments in both, agriculture and veterinary are almost negligible.

Formal education for adults in Slovenia is quite demanding looking at it from organisation point of view (time, venue, frequency of lectures). It is therefore quite normal that the majority of students (86.5 %) at all ISCED levels do not participate in any other courses of formal education (Table 3.11 in

the appendix). Nevertheless some do. To various extent students from all ISCED levels (8.8 % at ISCED 1-2 to 17 % at ISCED 4) are enrolled in another programme of formal education. At other ISCED levels (3 and 5-6) the percentage is around 12 %. Which these programmes might be is difficult to say since the question was concerned with the number of programmes and not the contents.

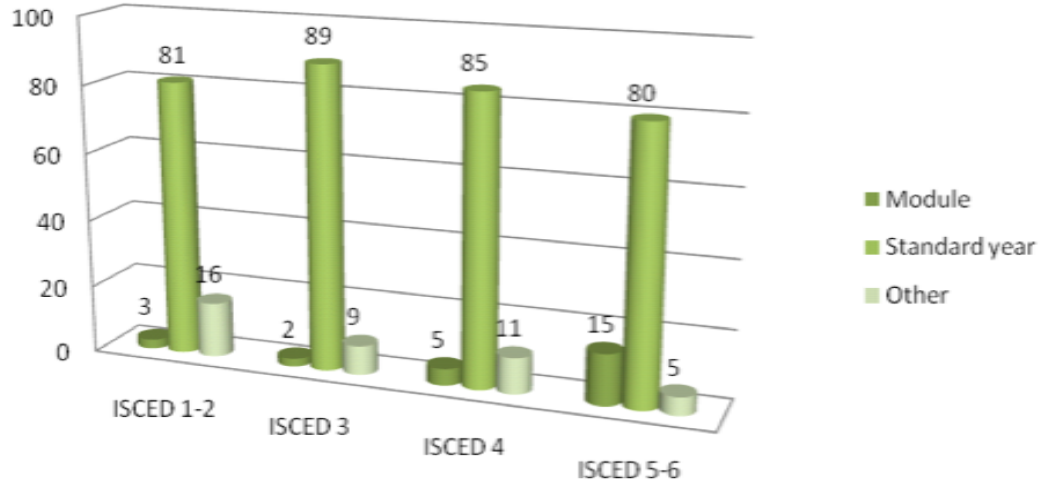
The prevailing reason at all ISCED levels for starting formal education given in Graph 5 (personal, non-job related) is not surprising. Employers do not finance or co-finance study in formal education to such extent as they used to. They expect potential employees to have the education they require. Recalling the interviews in subproject 4 it becomes evident that personal reason is in a way connected to the job. It means that students want to have education in order to find a better post or to change current employer. In case they have their study financed by the employer they have to sign the educational contract by which they are bound to stay, after finishing schooling, with the employer for as long as the educational programme lasted or even more – usually twice as much. Personal, non-job related motives are the highest at ISCED 4 though at other levels (3, 5-6) they are well over 70 %.

Job related reasons for entering the studies are the highest at ISCED 1-2 which is not surprising since finished primary education is the entrance point for almost every job, and certainly for continuation of studies. Accreditation of prior learning and work experiences has not yet reached the point to importantly affect entrance conditions of adults. With the implementation of the new law on vocational education and training in September 2008, this might be slightly different in the future.



Graph 5: Percentage of students by ISCED level and main reasons for starting the course

Graph 6 shows that the prevailing type of organising formal adult education is the standard school year. This is true for all ISCED levels. Though modularised programmes have been developed the institutions are quite slow in adopting them although when looking at their websites they are offering a variety of possibilities, e.g. e-learning, on-line study, autonomous learning, seminar work etc.. Item other might harbour some of those. Different way of organising courses is more developed at ISCED 1-2 level while modularisation seems the most frequent in higher education (ISCED 5-6) as is seen from the graph 6. Nevertheless, traditional way of organising formal adult education is still very much present in Slovenia.



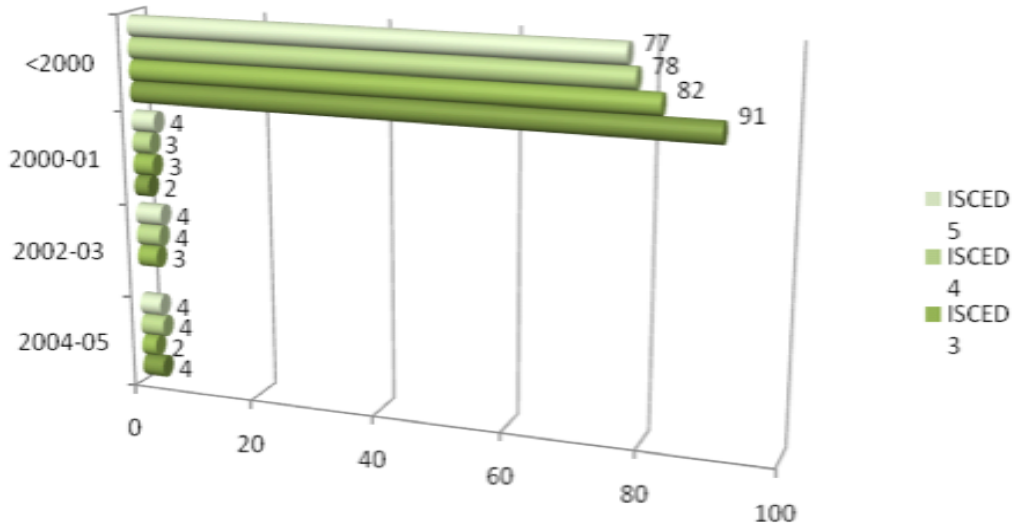
Graph 6: Percentage of students by ISCED level and course organisation

3.5.3 Learning history of the adult learners

Analyzing students by levels and highest educational attainment (Table 3.10 in the appendix) the ladders, as preconditions of enrolment can be seen. Those enrolled in ISCED 1-2 have mostly finished ISCED 1 though the programme of primary education for adults is prepared for both levels the number of persons enrolled in level 1 is negligible. Finished primary education (ISCED 2) is the precondition to enter any programme of upper secondary education although according to bylaws learning and working experiences of adults should be recognised. Finished ISCED 3 and 4 plus "matura" or finishing exams are preconditions to enter higher education. Matura is necessary for university education while finishing exams or "matura" for non-university programmes.

Nevertheless, one would expect students enrolled at ISCED levels 3 and 4 to have ISCED 2 as the highest level of education. The percentages evident from the above mentioned table shows that some (54 % at ISCED 3, and 3.8 % at ISCED 5-6) have already achieved the same level of education they are enrolled in. This means prequalification within the same ISCED level, i.e. the same level but another field or a more demanding programme (from e.g. three years to five years).

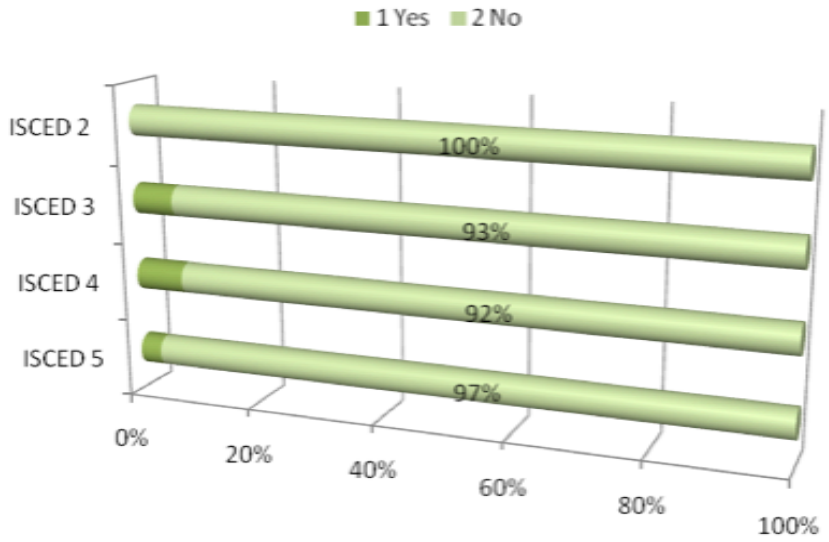
Students enrolled at ISCED 5-6 have ISCED 3 as the highest level of education, which is the standard entrance condition. Those having already acquired ISCED level 5-6 are probably enrolled in masters' programmes.



Graph 7: Percentage of students by ISCED level finishing their studies prior to year 2000 enrolled in preparatory programmes

Data in graph 7 show that the majority of students at all levels enrolled in formal education have finished full-time education prior to the year 2000 and it would be interesting to look how far back they had done it because Slovenian educational system has undergone some remarkable changes since 1996. This would mean that some additional or preparatory programmes would have been necessary for those enrolling in upper secondary education (ISCED 3 and 4).

Graph 8 shows the percentage of those who finished their studies prior to year 2000 and had taken a preparatory programme.



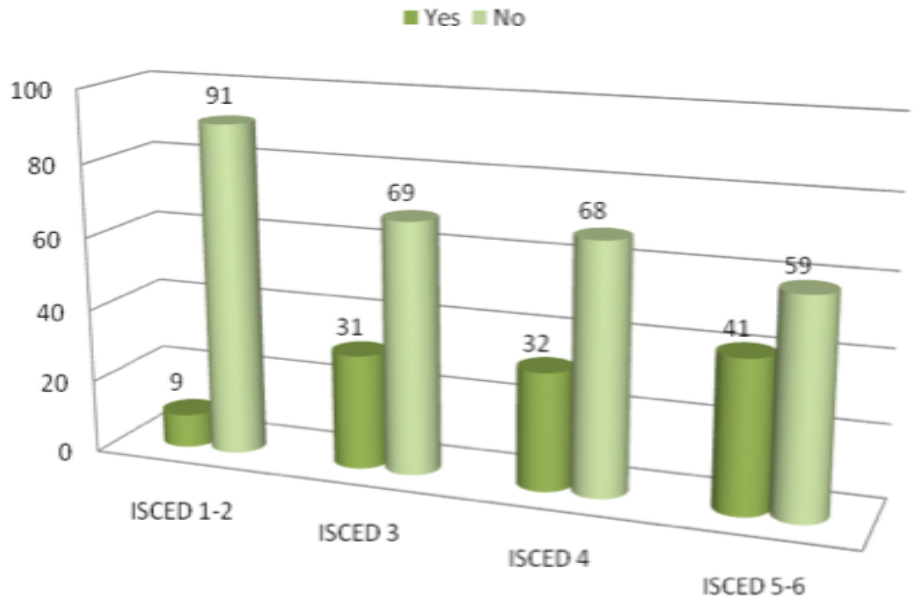
Graph 8: Percentage of students by ISCED level finishing their studies prior to year 2000 enrolled in preparatory programmes

Data shows that the majority of participants did not take any preparatory programmes even if they finished their full-time education prior to the year 2000. Those who enrolled in ISCED level 5 have reported in 97 % that they have not taken a preparatory programme prior to the enrolment. The same has been done by students attending programmes at ISCED 3 and 4. Approximately 7 % have resorted to the preparation before entering the study. It is surprising that not one participants in ISCED level 2 was included in a preparatory course.

Apart from analysing how many students have taken preparatory programmes prior to re-entering the education graph 8 shows that, the majority of students at all ISCED levels are 'proper adults' who have decided to return to education. On average, more than 78 %, at all levels, have finished their full-time education before year 2000. The percentage of those who have finished later is small ranging from 1.2 % (ISCED 3) to 5.2 % (ISCED 4).

When asked why they left full-time education the majority answered that they had financial problems (39.4 %), which is an answer one would not expect. The second reason was the wish to start working (35.9 %) and the third – an increased workload. All these reasons are usually more present in adult education than in full-time daytime education, which is free of charge. The main reason for leaving full-time education, i.e. attaining the qualification one wanted, has been given by 10.6 % respondents.

The graph below shows the majority of students did not participate in a course at a higher level. However, some did. At every educational level, there were students who had participated in a more demanding programme at a higher educational level and had abandoned it. The share varies from level to level. The majority of those who abandoned a course at a higher level are at ISCED 5-6 level. Such a case is not unusual for Slovenia. Many students worked while studying, then found employment and abandoned study. Thirty percents of participants at levels 3 and 4 had also abandoned an educational course. This percentage roughly corresponds to the share of dropouts from upper secondary education before reform in 1996. Reasons for abandoning the programme are shown in the graph below.



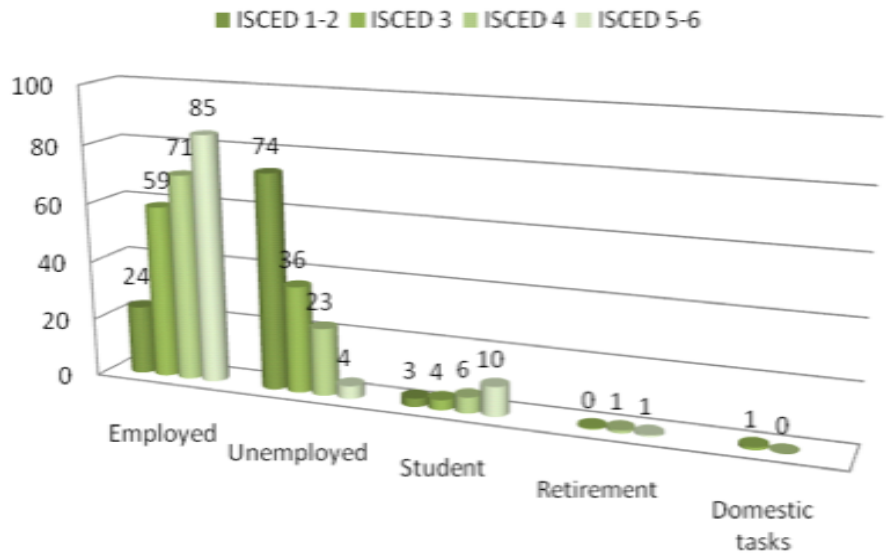
Graph 9: Percentage of students by ISCED level that abandoned a course at a higher educational level

Looking more closely at the reasons for dropping out of the educational system four reasons are given at ISCED 1-2 for such an act (more answers were possible) - financial problems, no interest in the training, irrelevancy of it and personal and/or emotional problems. Reasons for abandoning study at a higher level are at ISCED level 3 more varied though four main reasons are prevailing: financial problems (46.8 %), wish to start working (34.1 %), as in ISCED 1-2 lack of interest for training (28.3 %), not liking the learning environment and increased workload (25 % both). Financial problems were the predominant reason for abandoning the programme at ISCED 4 (38.5 %), followed by an increased workload (34.6 %) and wish for economic independence (23.1 %). As at ISCED 4, ISCED 5-6 students also give as prevailing reasons for abandoning study – financial ones (36.3 %) followed by the same reasons as at ISCED 4 –wish for economic independence (33.1 %) and increased workload

(32.8 %). There are many other reasons for abandoning study at ISCED levels 3-6 but their shares are not as high as those described here.

3.5.4 Labour market situation of the adult learners

As shown in the graph below the majority of participants come from two large groups: employed and unemployed. Other statuses appear to a lesser degree.



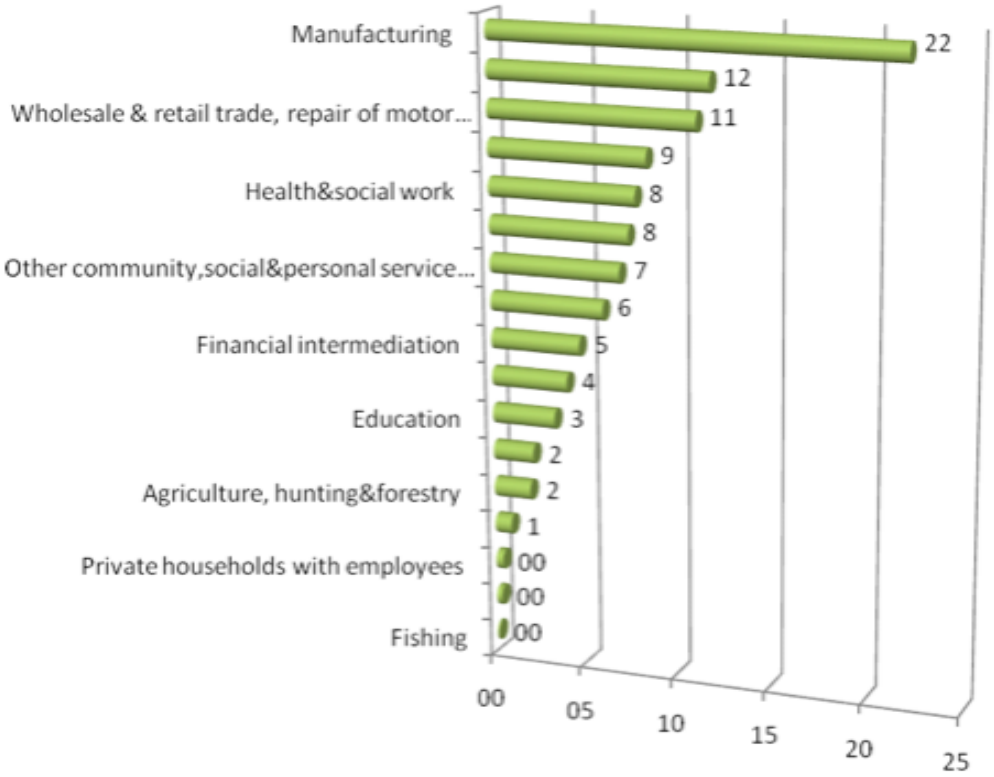
Graph 10: Number of students by ISCED level and main current activity

The largest share of the unemployed is to be found in primary education (ISCED 1-2) while at other levels the percentage of the employed is prevailing. Enrolment of the unemployed in various ISCED levels, especially ISCED 3 and 4, is the consequence of the Resolution on the National Programme of Adult Education (see chapter 3.1 and 3.2), Active employment policy (Programme 10000+) and Single Programming Document. Participation at ISCED 5-6 could be attributed to the career development of the employed (paid either by themselves or their employers) and in case of the unemployed probably to the measures within Active employment policy. Retired persons are rarely found in formal education though there are some, usually at ISCED level 5-6, as in this research.

As for the main occupational status, the majority of participants in formal education at all levels are employees (Table 3.17 in the appendix). This same was found in previous research (Mohorcic at al. 2005, 2005b). The largest group of employees are enrolled in programmes at ISCED 5-6 level though their share is considerable also at other levels. Self-employed with employees participate in programmes at all levels, but mostly at ISCED 3. The share and numbers of self-employed without employees are low as are those of family workers.

In general students mainly come from manufacturing field. Next, but smaller activity groups are construction and wholesale and retail sector.

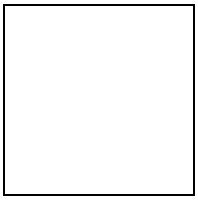
Looking at students' main activity by ISCED level of the programme we can see that it is evenly spread at ISCED level 1-2 (see also table 3.18 in the appendix). Nine are, in equal shares, coming from the following sectors: agriculture, hunting and forestry; fishing; manufacturing; wholesale retail trade, repair of motor vehicles and household goods; hotels and restaurants; transport, storage and communications; education; health and social work and other community, social and personal service activities.



Graph 11: Students' main current activity

At ISCED level 3 there are three relatively large groups of students coming from hotels and restaurants (27.5 %), health and social work (20 %) and electricity, gas and water supply (17.5 %). There are also three somewhat larger groups at ISCED level 4 though in percentage not as big as at ISCED 3. These are: wholesale retail trade, repair of motor vehicles and household goods (18.55), manufacturing – almost 17 % and hotels and restaurants (12.3 %). Students at ISCED 5-6 are coming from the field of manufacturing (almost one quarter of them – 23.5 %), construction (14.2 %) and wholesale retail trade, repair of motor vehicles and household goods (10.7 %). From the previous research there is no discernible pattern concerning enrolment practices from various sectors of activities.

Distribution of personal monthly income is shown in Graph 12. Distribution at ISCED level 1-2 covers mainly the first two quintiles with 80 % of adults in the 1st one (up to 400 Euros). As students progress towards more demanding programmes the situation changes.



Graph 12: Number of students by ISCED level and personal monthly income

At ISCED 3 there are still more than 50 % in the first quintile while at ISCED 4 in the second one (up to 800 Euros) and some in the third one (up to 1,200 Euros). The majority of students at ISCED 5-6 fall in the second quintile (46.9 %) but some are found at first (15.2 %) and some in the third one (31.7 %). There is a negligible share of students at all level with earnings in the 4th or 5th quintile.

3.5.5 CONCLUSIONS

The majority of adult learners in Slovenia are, according to the research, women (51.7 %) though there are differences at various ISCED levels. Major group (42.5 %) of learners is between 28 and 37 years of age and are, by nationality - Slovenians (96.1 %). Most learners were born in Slovenia (94.6 %) and in 92.9 % cases their first language is Slovenian. More than half of them (57.7 %) are married and enrolled in institutions of post-secondary non-university education (50.4 %). Almost half of students (47.3 %) are studying in programmes of social sciences, business and law.

Within this field, the prevailing discipline for adults is business. A large share of them is participating in only one course of formal education (86.5 %). Adults decided to study for personal, non-job related reasons (72.9 %). The organisation of their studies is mainly the standard study year (82 %). The highest level of education the majority (83.9 %) attained is ISCED 3. They left day-time education prior to the year 2000. Most of them (62.4 %) were not enrolled in any programme of higher educational level prior to their current enrolment. Three quarters of adult learners (76.6 %) are employed (employees – 81.5 %) and work in manufacturing (21.8 %) earning a net monthly salary up to 800 Euros (44.8 % in the second quintile).

4

DESCRIPTIVE ANALYSIS

4.1 COMPARISON OF LEARNERS' EXPERIENCES AND PERSPECTIVES BY ISCED LEVELS

4.1.1 ATTITUDES: How do adult learners feel about LLL?

In exploring adults' attitudes towards learning several indexes were calculated. As we can see from the tables below adults with higher level of education tend to have more positive attitudes toward lifelong learning than those with lower levels.

Table 0.1 Attitude towards LLL and Enjoyment of learning indexes

	ISCED 1/2	ISCED 3	ISCED 4	ISCED 5/6	F
Attitude towards LLL	1.85 (1.32)	2.17 (1.06)	2.25 (1.11)	2.48 (0.91)	11.55***
Enjoyment of learning index	0.83 (1.21)	0.99 (1.08)	0.92 (1.10)	0.95 (1.10)	0.34

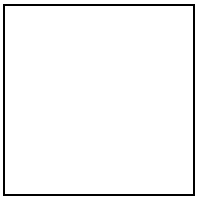
*** $p < 0.001$. *Note:* data in brackets = SD

There are no statistically significant differences in enjoyment of learning among persons on different ISCED levels.

Looking at the overall LLL attitudes distribution (Table 4.2 in the appendix), we can see that in general adults manifest positive attitudes toward lifelong learning. In Slovenian case more than 70 % of adults stated 5 or more attitudes.

4.1.2 MOTIVES: Why do adults participate in formal learning?

Although differences between ISCED and motives to participate in formal learning are not statistically relevant, we can see that the main reasons to participate in formal adult education are mainly personal decisions. This data is easier to understand if we know the financial aspect of participation in formal learning. In Slovenia employers are more motivated to support non-formal education that has immediate result on the quality or quantity of the work an individual does. On the other hand government mainly support education of adults with no or low level of education. The consequence of that is that enrolment in formal education is in many cases a personal decision with motives of advancing someone's career, or wanting to have other jobs, or better position.



Graph 13: Main reason for participation by ISCED level

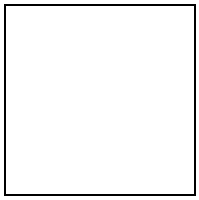
Graph 14 representing personal motives for participation, shows us that the most important motive for participating in the course is "to obtain certificate". This is understandable, since we are asking adults that are enrolled in formal education. This motive is the most important one for adults in secondary education with 2 or 3-year secondary school, and they must gain 4-year secondary school (for more detailed comparison with ISCED level see Table 4.2 in the appendix). As the research in SP4 shows people feel that finished upper secondary education is the accepted standard in Slovenia now and persons not having it are in a less favourable position regarding employment or job retention.

Second most important motive for enrolling in formal learning course is "to do my job better". This is also an important reason why adults want to learn, and is usually connected to their working life concerning job retention, career development and also better payment as a result of improved level of education. Differences in evaluating this motive are also highly significant. This motive is most important for adults at ISCED 5 and 6 levels.

Third highly statistically significant motive is "to earn more". This is also a career motive, and is more characteristic for adults with higher levels of education. We think that the reason for that in case of adults with lower education the main aspiration is to gain more and better opportunities to get a job. This is also evident in differences in choosing "To get a job" motive. 72 % of adults in ISCED 1 and 2 programmes chose this motive in contrast to only 22 % of those in ISCED 5 and 6 programmes.

The only two motives that were in general selected by more than 70 % of all participants were the more personal ones. The first one is "To learn knowledge or skills useful in my daily life". The second one is linked to personal fulfilment - "To gain awareness of myself and other". This one is more characteristic for adults with higher level of education, although the differences are statistically not very important.

The least important motives according to our study are the "boredom" motives: "Because I was bored" and "To get a break from the routine of home and work". Differences among ISCED levels are significant in both motives. For both it is evident that these reasons are more important for adult in ISCED level 1 and 2 programs.



Graph 14: Personal motives for participation in education

For the next analysis motives were grouped in "Controlled motives index" and "Autonomous motives index". Comparison of these two indexes with ISCED levels of the programmes that adults are involved in shows no statistical significance. In general, though, we could say that adults with lower education more strongly express motives that we could label as controlled motives, while adults with higher levels of education tend to choose more autonomous motives.

Furthermore, motives were grouped into four groups, which are:

- Social control motives
- Human capital motives
- Social capital motives and
- Personal fulfilment motives.

Differences among those four motives indexes among ISCED levels are always statistically significant or at least near to that. Observing social control motives, we can see that differences are most important ($p < .001$). The mean of social control motive index at ISCED level 1 and 2 twice surpasses means of all other ISCED levels.

While differences on other motive groups are not so linear, there is an evident tendency of connection between Personal fulfilment motives with ISCED level.

Table 0.2 Motive indexes by ISCED level

	ISCED 1+2	ISCED 3	ISCED 4	ISCED 5+6
Controlled motives	3.49	3.46	3.24	3.26
Autonomous motives	4.29	4.06	3.91	4.35
Social control	0.76***	0.44***	0.38***	0.34***
Human capital	3.27*	3.46*	3.12*	3.2*
Social capital	1.92	1.59	1.69	1.84
Personal fulfilment	1.99**	2.04**	1.93**	2.21**

Note: *$p < 0.05$; **$p < 0.01$; ***$p < 0.001$

Additionally, we ran factor analysis to see if the results would confirm the theoretical dimensions of motives scale.

The 18 items of Reasons for Starting to Study scale were subjected to a principal components (PCA) analysis with a varimax rotation. The Kaiser-Meyer-Olkin value was .81, which exceeds the

recommended value of .6 (Kaiser, 1970, 1974), and the Bartlett's Test of Sphericity (Bartlett, 1954) reached statistical significance, supporting the factorability of the correlation matrix.

Principal components analysis more or less confirmed the presence of four theoretical components, explaining 20.0 %, 9.5 %, 7.3 % and 6.3 % of the variance respectively.

The initial solution showed six factors with eigenvalues greater than 1.0. These factors explained 52.6 % of the variance. For further analysis we forced a 4 factor solution since we wanted to confirm the control vs autonomous motives dimensions used in participants' questionnaire. Table 4.1.3 shows the component structure for each of the items. All items for interpretation had structure/pattern coefficients of .40 or greater (Comrey & Lee, 1992).

Table 0.3. Summary of component loadings for the "Reasons for Starting this Study Scale"

	Components Loading			
Item	1	2	3	4
to contribute more to my community	.726			
to gain awareness of myself and others	.666			
to contribute more as a citizen	.654			
to participate in group activities	.640			
to meet new people	.624			
to learn more on a subject that interests me	.595			
to do my job better	.525			.411
to learn knowledge/skills useful in my daily life	.511			
because my employer required me to enrol		.720		
to be less likely to lose my current job		.677		
because I was obliged to do it		.581		
because someone advised me to do it		.441		
to get a job			.689	
to start up my own business			.654	
to earn more				.534
because I was bored				-.515
to get a break from the routine of home and work				-.508
to obtain certificate				
% of the variance explained	20.07	9.53	7.31	6.04

The rotated solution revealed a structure with the 1st component being the strongest one, with the majority variables loading substantially on this component.

The interpretation of those components is in some way consistent with the theoretical expectation, although the structure is not so clean and balanced.

The 1st component is the strongest one and is loaded with eight items that could be interpreted as the social capital dimension. Component 2 is mostly correlated with variables that indicate social

capital. Two items that are loading the 3rd that represent person's human capital. Component 4 could be interpreted as human capital dimension, although it is related to social capital item as well.

4.1.3 CONFIDENCE: How confident adults feel about finishing their studies?

In investigation of adults' confidence in successful completion of their studies it is evident that participants are in general fairly confident that they will successfully complete their studies. There is also clearly visible linear correlation between ISCED level and confidence (Table 4.4 in the appendix). Adults with higher education are significantly more confident that they will successfully achieve their goal than adults on ISCED level 1-3 (Chi-Square=27,22; p< .001).

Differences related to the number of problems related to participation in adult education are on the boundary of statistical significance (Table 4.5 in the appendix). The majority of participants mentioned 1-3 problems. Only a few adults (2.4 %) encountered more than seven problems. In general, greater share of adults with ISCED 1 and 2 stated that they had no problems with participation, and there is also a positive correlation between ISCED level and those who had 1-3 problems.

4.1.4 SATISFACTION: How satisfied adults are with the learning?

Satisfaction is one of the key predictor of person's future motivation and willingness for continuing to participate in adult education (Keller, 1987).

In our study participants were answering on 5-point satisfaction scale that ranged from "strongly dissatisfied" to "strongly satisfied". For the purposes of this analysis it was recoded in three levels.
We examined satisfaction with:

- Progress of the entire study programme.
- Learning climate in educational institution.
- Practical organisation of educational institution.
- What was learned so far in the course.
- Perspectives after completion of this course.

Chi-square analysis resulted in only one significant difference: in satisfaction with what they have learned in the course so far. Adults in ISCED 1and 2 programmes are more satisfied with their learning results than adults in other ISCED levels.

We can see although that in overall adults were satisfied with the learning in their educational institution. Satisfaction with more or less everything by students at ISCED level 1 and 2 could be attributed to institutions (peoples' universities) where they usually apply the principles taught by

Knowles, Galbraith and Nottingham School of Education, to name but a few, concerning adult learners.

For further analysis items of the "satisfaction" scale were grouped into two groups:

- Satisfaction with learning process
- Satisfaction with outcome

Results of ANOVA analysis (Table 4.7 in the appendix) show that adult learners enrolled in ISCED 3 programmes are generally the most satisfied by their education. They are more satisfied with the learning process (NS), as well as with learning outcomes ($p < .05$).

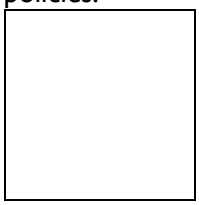
4.2

COMPARISON OF FORMAL LEARNING INSTITUTIONS BY ISCED LEVELS

4.2.1 Learning institutions

Graph 15 shows the intensity of certain institutional indexes calculated in SP3. Since indexes are not composed from the same number of variables, we re-calculated them into scale that ranges from 0-100. With this recalculation we are able to compare the presence of different aspects in different educational institutions more accurately.

According to the results Slovenian institutions give a lot of attention to outreach strategies and LLL policies.



Graph 15: Mean frequencies of chosen items for five cumulative indexes (max. = 100)

Institutional support is also quite strong in Slovenian educational institutions. It looks that, in future, Slovenian institutions should be more focused on developing simplified access to education, since this index is the weakest one of all five indexes.

In table 4.7 (in the appendix) we compare differences in indexes among different ISCED levels of the programmes. All ANOVA's are statistically significant on $p < .001$ level. Results indicate that institutions at ISCED level 5-6 are friendlier to adults judging from the cumulative LLL policy index than institutions at other ISCED levels. They all have (100 %) a written Mission Statement concerning adult education (see Table 3.3 in the appendix) in 94.4 % they pay the in-service training of their staff. This also means that the majority of staff is permanently employed. ISCED 5-6 covers all higher education (university and non-university) and within the sample there are some vibrant, new institution of higher education, also private ones, which were established mainly because adults needed their programmes. In the first years of establishment, either private or public, the enrolment had been – adults only. These institutions conduct individual performance reviews of teachers once a year or more than that in 78.2 % of cases. What is missing is a more frequent external quality control (in 66.2 % the reports stated to have it every 5 or more years) but this is the problem in more or less all higher education institutions. According to the law, there is a national committee on quality control, but the ones established in the institutions themselves, are those that obviously matter. Apart from LLL policy index these institutions obviously offer learning at a pace, which is flexible enough. They offer part-time and full-time studies. Though the study year is standard year it seems to

fit adults well enough. Nevertheless within standard year there might be variation as to the number of contact hours, e-learning etc.

Institutions at ISCED 4 level have, according to the research, the best outreach strategy covering more than 95.45 % of the population. They are actively recruiting disadvantaged groups ($p < .001$) through different means, e.g. reducing cost, awarding special student grants, organising remedial classes and organising extra workshops on specific skills. Besides they also have good support for their learners providing adult learners, apart from library and services for study advice, also with internet access. This share is one of the highest (70.9 %) among all ISCED levels surpassed only by institutions of higher education. Moreover, these institutions offer career and placement services (in 95.4 % of cases) although the latter matter more to the young students while the former appeal to adults, especially those re-entering study after a longer period.

As expected institutions at ISCED level 1-2 are 'user friendly' regarding simplified access index. In formal education they provide primary education for adults, which does not require any specific entrance conditions besides the age, which is usually above 16 years. With 15 years of age persons are expected to have finished primary education or to have completed the required 8 years of compulsory attendance, as was the case before 9-year primary education was introduced.

4.2.2

Teachers and learning process

In the continuation we will observe some indicators that describe the perceptions of participants' learning environment. For this purpose Darkenwald and Valentine's (1986) *"Adult Classroom Environment Scale"* was used.

Adult learners' perceptions were measured over seven dimensions: (1) affiliation, (2) active involvement, (3) learner-centred approach level, (4) teacher support, (5) level of task orientation, (6) clear and well organised activities and (7) personal goal attainment. As we can see from the table 4.9 (see table in the appendix), the majority of students feel strong affiliation with each other. There are no obvious differences between learners at different ISCED levels.

As seen from the active involvement scale there are no linear trends describing participants' perception of involvement in the learning process. The most obvious exception is the evaluation of the greatest involvement. Adult learners at ISCED levels 1+2 feel significantly more involved in the learning process than others (Chi-Square=14.84; $p < .05$).

Next, we will observe the differences in perception of learner-centred approach (L-C) in the teaching process by adult learners (Table 4.9 in the appendix). Differences in this dimension are highly significant (Chi-Square=52.24; $p < .001$). Most adults recognize one or two aspects of L-C approach in their classroom. Most participants at ISCED level 1+2 education see three aspects of L-C approach.

The following comparisons do not demonstrate statistically significant differences, although there are some obvious distinctions or tendencies:

With reference to the level of teacher support in the learning process, we can see that the majority of students irrespective of ISCED level of their programme perceive high levels of teacher support. This is maybe the most obvious for students on ISCED levels 1 and 2. Concerning the level of task orientation participants assess them on the medium level. Again, students in primary adult education gave the highest rating on these items.

Another aspect of learning environment perceptions is organisation of learning activities. More than half of participants on all ISCED levels see learning activities as clear and well organised. On the subject of personal goal attainment within the education that adult are involved in, when can see that students mostly feel that at least one of their personal goals was recognized within the learning process.

4.3

CONCLUSIONS

Though differences between ISCED levels and motives to participate in formal learning are not statistically relevant, main reasons to participate in formal adult education are predominantly personal decisions. Employers in Slovenia are more motivated to support non-formal education that has immediate results on the quality or quantity of work. On the other hand government mainly supports education of adults with no or low level of education which is in accordance with National Plan on Adult Education. The consequence of that is that enrolment in formal education is in many cases a personal decision with motives of advancing someone's career, or wanting to have other jobs, or better position. Nevertheless, the analysis of motives relating to social control motives, human capital motives, social capital motives and personal fulfilment motives has shown that in the Slovenian case the social capital motive is the strongest, which is consistent with the findings of SP1.

Adults in Slovenia are confident to finish their formal education successfully. The level of confidence arises with the level of educational attainment. Students at ISCED levels 1 and 2 are more satisfied with what they had learnt than students at other ISCED levels, which could be explained by the fact that primary education does give person knowledge and skills, which make difference in his/her daily life.

Analysis of institutional data has shown that a lot of attention is given to outreach strategies and LLL policies while access (simplified access index) should be given more attention. As expected institutions at ISCED level 1 and 2 are more 'user friendly' in this respect than those at other ISCED levels.

Looking at the level of teacher support in the learning process the majority of students irrespective of ISCED level of their programme perceive high levels of teacher support, maybe the most so at ISCED levels 1 and 2. Concerning the level of task orientation participants assess them on the medium level with students in primary adult education giving the highest rating on these items.

5

EXPERIENCES AND PERSPECTIVES OF ADULTS IN FORMAL LEARNING

This chapter examines which variables will best predict person's attitudes, motives, confidence and satisfaction. In total 12 dependent variables are examined:

y_1 = attitudes towards learning index
y_2 = enjoyment of learning index
y_3 = controlled motives index
y_4 = autonomous motives index
y_5 = social control index
y_6 = human capital index
y_7 = social capital index
y_8 = personal fulfilment index
y_9 = confidence in finishing the course successfully
y_{10} = problems index
y_{11} = satisfaction with process index
y_{12} = satisfaction with outcomes index

Data will be analysed by using multiple regression analysis. Hierarchical analysis consisted of multiple regressions using block method. The dependent variables were students' attitudes toward LLL in general and Enjoyment of learning. Predictor variables were entered into five blocks:

MODEL 1: socio-demographic background
x_1 = gender (0 = female / 1 = male)
x_2 = age (xx = age at the time of survey)
x_3 = nationality (0 = other nationality / 1 = dominant nationality)

MODEL 2: + socio-economic background

x_4 = skill level

x_5 = income (0 = income quintiles 2-5 / 1 = income quintile 1)

x_6 = educational level of the mother (xx = ISCED level)

x_7 = educational level of the father (xx = ISCED level)

x_8 = employment status (0 = not employed / 1 = employed)

x_9 = employment contract (0 = other / 1 = fixed or without contract)

x_{10} = self-employment (0 = other / 1 = self-employed)

MODEL 3: + immediate social environment

x_{11} = marital status (0 = other / 1 = never married)

x_{12} = household composition (0 = other / 1 = lives alone)

x_{13} = support of friends (0 = no support / 1 = support)

x_{14} = support of family (0 = no support / 1 = support)

x_{15} = support of employer (0 = no support / 1 = support)

x_{16} = social involvement (0 = no involvement / 1 = involvement)

x_{17} = cultural involvement (0 = no involvement / 1 = involvement)

x_{18} = political involvement (0 = no involvement / 1 = involvement)

MODEL 4: + previous formal learning experiences

x_{19} = highest level of completed education (xx = ISCED level)

x_{20} = year of leaving fulltime daytime education (xxxx = year of leaving)

x_{21} = higher studies failed in the past (0 = no / 1 = yes)

x_{22} = reasons abandoning studies in the past (0 = other reasons / 1 = financial problems)

MODEL 5: + educational level of the current course

x_{23} = level of current course (xx = ISCED level)

5.1

WHO HAS A MORE POSITIVE/MORE NEGATIVE ATTITUDE TOWARDS LIFELONG LEARNING?

5.1.1 Attitudes towards LLL in general.

In this chapter we will examine the characteristics of participants' attitudes toward lifelong learning. In order to do that we calculated two indexes — one represents some general attitudes, and the other enjoyment of learning. The indexes are mean values of all variables included in a certain index. (min. =1, max. = 5). Scales was also recalculated, so "1" means "strongly disagree", and "5" means "strongly agree".

Firstly, we carried out a hierarchical regression (see results in Table 5.1 in the appendix). Regression revealed modest fit, but the best result from all five models with the value of adjusted R^2 = .125. Overall this model was significant on level $p < 0.05$.

Two coefficients were statistically significant predictors of person's attitudes toward LLL: age and support coming from employer. Both variables positively predict attitudes toward LLL and are significant at level $p < .05$. In table 5.2 (in the appendix) we illustrate this results with more descriptive ANOVA. Results show relatively linear correlation between increasing of age and LLL attitudes. It is expected that older learners have more positive attitudes by the results of previous studies. We think that employer's support can positively influence person's attitudes toward LLL, because it recognizes and validates the need for further education. It my also be partly true that this measure correlates with age, since the results of previous studies show that employer is more interested in investment of middle-age and more skilled employees than the younger ones (Radovan in: Mohorcic Ðpolar et al., 2005, 2005b).

5.1.2 Enjoyment of learning

ANOVA results show that all models were statistically significant in case of "Enjoyment of learning" The final model showed the best fit and explained 17 % of the variance ($p < 0.05$). The variables that can help us understand the "Enjoyment of Learning" attitudes are in our case: gender ($p < .001$), skills ($p < .05$), income ($p < .05$), and housing status ($p < .05$). All coefficients are negatively correlated to dependent variable, which means that there is greater possibility that women have more positive attitudes and enjoy learning more, as it is more likely for people with lower income and those who live alone (for more detailed results see Table 5.3 in the appendix).

Results from the Analysis of variance (Table 5.4 in the appendix) show that women feel more enjoyment in learning than men ($p < .001$). It also looks that adults involved in more skilled work have more positive attitudes, than other adults ($p < .05$). This is also reflected in more income. We

have registered no statistically significant differences between adults' housing status, although regression analysis indicates that single adults do not enjoy learning as much as others do. Further analysis would explain the reasons for that.

5.2 WHO HAS CONTROLLED MOTIVES FOR PARTICIPATION IN FORMAL EDUCATION RATHER THAN AUTONOMOUS MOTIVES?

Before going into deeper analysis of participants' motives structure, let us examine the main reasons for entering education.

5.2.1 What explains having mainly job-related reasons in starting current studies

Reasons for entering educational programme were measured with dichotomous variable that varied form "mainly job-related reasons" to "mainly personal reasons". Only the last two regression models were statistically significant, both at $p < .05$ level. We chose the final model that also reveals most variance of the two. With our 23 predictor variables, we were able to explain only 13.8 % of the variance within the job-related reasons for starting current formal course (Table 5.5 in the appendix).

Regression analysis shows that age has a negative relation to job-related reasons to participate in formal education ($p < .001$). This can be easily interpreted as employer's lack of interest in investing in younger adults to educate. Slovenian and other studies (Mohorcic et al. 2005;) repeatedly confirm that young and low educated people are not on the employer's "priority list", so their participation in formal education is primarily left to their personal decisions and ambitions.

Negatively directed predictive variables are also involvement in cultural activities ($p < .05$), and the time that participant left his/her full-time education ($p < .001$). Now, that we have confirmed that age is the main factor that explains the tendency to job-related motives, we can also interpret these two results in the same light. Cultural activities are often connected to person's age and the socio-economic status that this person possesses (Mohorcic et al. 2005; Mohorcic et al, 2001) Time of leaving full-time education is directly connected to age of participants – the older they are, the earlier they left education. No further explanation is needed here.

The only positive predictor of job-related motives in Slovenian case is the level of father's education. Results show that father's education influences these motives on the level of $p < .05$. Studies on participation often show positive correlation between education of children and parents. This is consistent with results of Second International Adult Literacy Survey in Slovenia. Higher education of parents brought higher levels of literacy (Mozina in: Literacy, Participation and Knowledge Society, 2000). Therefore we can assume that father's education reflects respondents education, and his or

her job position. As confirmed by other studies, job position is one of the most important determinants of persons possibilities to get support for education from employer.

5.2.2 What explains having controlled motives and autonomous motives

In this section we try to examine what are the predictors of certain motive orientation.

WHAT EXPLAINS HAVING CONTROLLED MOTIVES?

First regression is related to predicting "controlled motives" orientation. Our analyses show significant F-values for 4 models (first one is not significant), the fifth one in the regression analysis can explain 29,3 % of the variance ($p < .001$). Several factors are important for understanding of theoretical controlled motives dimension (Tables 5.5 and 5.6 in the appendix).

From demographic variables, gender and age are both significant predictors. The results suggest that men and older participants have more external motives than women ($p < .05$). This finding is not new. Several Slovenian researches showed that men's reasons for participation are more external that women's (Mohorcic et al. 2005; Mohorcic et al, 2001). This result is also congruent with previous results on "enjoyment for learning". With reference to age it looks like older participants are more externally motivated than younger ($p < .05$). This somehow contradicts general findings about the motivations of adults. In this case the reason for that could be the fact that a lot of younger adult learners are not yet employed, or are still ambitious enough to develop their career by themselves. Of course the flip side of this fact is the awareness that employers usually invest in employees that are in managerial positions, hence not the youngest ones. This is also reflected in the result that employed adults are more motivated by controlled motives, that other employment groups on the level $p < .05$. From socio-economic group of variables, father's education is also statistically significant ($p < .05$). Correlation is positive.

Among the most important are variables embedded in the social environment of the individual. Those who feel more support from friends tend to have less controlled motives than those who are supported by employer or family. These results seem to be congruent with previous results, and support our thesis, that educational path of younger adults is more likely to be left to their own decisions, than to the (lack of) support from other social factors. Friends' support is also more important in younger age.

Regarding previous formal learning experiences the more time elapsed since their previous fulltime education, the more are their motives external ($p < .05$). This result is correlated to the age reasons for less controlled motives.

WHAT EXPLAINS HAVING AUTONOMOUS MOTIVES?

Regarding autonomous motive index, the third regression model had most predictive power (Table 5.8 in the appendix). This model can explain 13.8 % of the variance on $p < .05$ significance level. Predictive power is weak, and so is the number of significant predictors. Only one predictor is significant, other did not reach the limit of .05 significance level. Result shows that adults that are involved in political activities are motivated with less autonomous motives, than other ($p < .05$). To explain this result further analysis should be needed.

5.3 ARE ADULT LEARNERS CONFIDENT IN THEIR ABILITY TO SUCCESSFULLY COMPLETE THE SELECTED COURSE IN FORMAL EDUCATION? WHO IS MORE LIKELY TO BE CONFIDENT?

5.3.1 What explains having confidence in successfully completing current studies

Our statistical analysis has not delivered results in line with our expectations. No regression analysis was statistically significant. Variables in the model were not best predictors of Slovenian adults' confidence in successful completion of their current course.

Nevertheless some comparisons were calculated using chi-square analysis (Table 5.9 in the appendix) where differences by gender, age, ISCED and type of institution are compared. As we can see all differences are significant on $p < .001$ level, except gender.

Comparison with age of adult learners shows linear increasing of confidence with age. This characteristic could maybe be attributed to general maturity and confidence in own abilities that are increasing with years.

Regarding ISCED level of the participants there is no obvious trend. In our sample students with 3rd ISCED level display most confidence. This may be due to the nature of their training, since many of them are continuing their secondary education (e.g. 1 or 2-year secondary school) in more demanding upper secondary level programmes (4 or 5 year upper secondary school).

As with post-secondary education the reason might lie in the very nature of the educational programmes they are enrolled in. Most of them are enrolled in non-university courses that are quite

adapted to adult learners' needs, and are, in many instances privately held. It is quite possible that learners know what the demands to finish schooling are and feel more confident to do so.

Previous assumption gets partly confirmed with results for type of institution. As we can see in table 5.9 (appendix) participants coming from private schools are most confident, together with those from universities, and post-secondary non-university institutions. It has to be said that Slovenia has a number of private institutions that offer and carry out post-secondary programmes.

5.4 ARE ADULT LEARNERS SATISFIED WITH THE PROCESS AND THE OUTCOMES OF PARTICIPATING IN FORMAL EDUCATION? WHO IS MORE SATISFIED?

5.4.1 What explains being satisfied with the process and the outcomes of participating in formal education

In case of "satisfaction with the process" the first, fourth, and fifth model were statistically significant. The last model has the most predictive power. It reveals 16 % of the variance, and is statistically significant on $p < .05$ level (Table 5.10 in the appendix). As we can see previous learning experiences add significant "push" to the predictive value of the regression model.

Four coefficients show statistical importance: age, time of leaving full-time education, failing of higher studies in the past and ISCED level of the current course. All coefficients are significant on level ($p < .05$). Satisfaction with the process of learning increases with age (for more descriptive analysis see Table 5.11 in the appendix). Older adult learners are more satisfied than younger. We assume that their expectations were more accurate, and also, that they can see the value of learned material more than younger learners. Time of leaving full-time education is surely correlated with the age of adult learner, therefore it predicts satisfaction with the process in a positive way.
Positive predictor is also failing the previous participation in higher education. The reason is difficult to explain and requires a more thorough examination.

Final significant independent variable is ISCED of the programme. It is negatively correlated to satisfaction with the process of education. This means that adults in lower educational programmes (ISCED 1-2) are more satisfied with their process of learning than in other programmes. We would explain this with more learner-centred tuition in these kinds of programmes, and bigger sensitivity to learners' needs. These adults are considered as "vulnerable" groups and special attentions is given to organisation and carrying out tuition. On the other hand adult learners in higher level of education, especially at the university level are not receivers of such attention. Often they are attending classes

together with full-time students, and tuition is not adapted to their needs (e.g. obligatory attendance of, at least, 80 %, absence of study materials etc.).

5.5 CONCLUSIONS

This chapter examines experiences of adults in formal learning. The used regression models explained, on average, from 12 to 17 % of variance in chosen dependent variables. Best model fit was found in predicting controlled motives. This one revealed almost 30 % of the variance. The least successful for regression models was for predicting autonomous motives, confidence in successful completion of the course and satisfaction with outcomes. In the first model only one predictor was statistically significant, the two latter ones were not significant as a whole. Therefore, no valuable information about confidence and outcome satisfaction was gained.

Correlations of predictor variables were consistent among different models, and in most cases theoretically and empirically expected. In Slovenian case age, educational level and job-position tend to be the most important predictors of our dependent variables.

These variables help us understand the context in which different kind of motives were formed in the individual. They are all linked to adult learners' appraisal of the situation in which his/her decision to participate in education was formed. Questions such as "Is it necessary for me to participate in education?", "Do I have employer's support?, "How will I pay for education?" etc. were all important in forming of attitudes and motives for education.

The second finding concerning predictor variable is connected to the degree to which educational institutions adapt their educational process (tuition), communication, and organisation to their "clients" (participants). It will surely be confirmed in chapter's 6 "meso" analysis, but already in the analysis of "micro" variables we can see how these institutional factors reflect in individual's attitudes and satisfaction. Therefore it is not so surprising that sometimes adults in educational programmes on lower ISCED level express more positive attitudes, greater confidence and satisfaction than adults in programmes on higher ISCED level, although literature suggest opposite conclusion.

6

THE ROLE OF THE FORMAL EDUCATION SYSTEM IN STIMULATING PARTICIPATION AND REDUCING INDIVIDUAL INEQUALITIES IN PARTICIPATION

In this chapter the role of educational institutions, and specific learning processes in stimulating participation and individual differences in participation will be examined.

The same dependent variables will be used as in the previous chapter. Some additional independent variables will be added to our analyses. In the first part we will examine different characteristic of educational institutions, and in the second part we will include, characteristics of the learning process.

In chapter 6.1, we include 5 independent variables :

- x_{23} = cumulative policy index
- x_{24} = cumulative outreach strategy index
- x_{25} = cumulative simplified access index
- x_{26} = cumulative institutional support index
- x_{27} = cumulative flexible studies index

In chapter 6.2, we use 7 independent variables :

- x_{28} = affiliation between the students
- x_{29} = active involvement of the students
- x_{30} = learner-centred approach
- x_{31} = level of teacher support
- x_{32} = level of task orientation
- x_{33} = clear organization
- x_{34} = personal goal attainment

First, we will describe how certain characteristics of educational institution influence confidence and satisfaction.

6.1

FORMAL LEARNING INSTITUTIONS

6.1.1 Role of institutions in stimulating participation in lifelong learning

A) DO ADULT LEARNERS IN CERTAIN EDUCATIONAL INSTITUTIONS HAVE HIGHER CONFIDENCE IN COMPLETING THEIR CURRENT STUDIES

Regression model that tries to explain confidence in ending study programme successfully can explain only 5 % of the variance. The Analysis of Variance is statistically significant though on level $p < .001$ (Table 6.1 in the appendix).

Prediction of confidence in ending the programme can be, in our model, attributed to two coefficients:

- Simplified access index ($p < .05$)
- ISCED level ($p < .001$)

Both variables are positively directed. The connection between confidence and ISCED level is well established in the theory of motivation and learning of adults. Adults on higher ISCED levels generally have better learning skills, and are more self-aware of their abilities. This is often the reason that they feel more confident to be able to finish their schooling.

In Slovenian case it is also characteristic that there are more confident adults in institutions that are more accessible to them. More detailed analysis of simplified access index (Table 5.2 in the appendix) shows that those institutions charge no enrolment fee ($r = -.14$, $p < .001$). It is hard to interpret financial benefits as the only factor that influences on person's confidence. We assume that also other aspects of simplified access are important, nevertheless they seem to be not significant in our case.

Since the overall prediction strength is very weak, there must be other factors, outside the researched ones, which have far greater impact to person's confidence.

Regression model on number of problems is not significant.

B) ARE ADULT LEARNERS IN CERTAIN EDUCATIONAL INSTITUTIONS MORE SATISFIED WITH THE PROCESS AND OUTCOMES OF LEARNING?

Concerning the satisfaction, we carried out two regression analyses. The first one focuses on satisfaction with the process of learning, the second one with the outcomes of learning.

All outcomes of regression analysis in which we try to understand "Satisfaction with process" is even weaker than the previous one (Table 6.3 in the appendix). First model predicts 2,7 % and the second only 3 %. Significance level of both models is $p < .05$. The summary of regression analysis shows that satisfaction with the process of learning is mostly under influence of institutional support ($p < .05$) and outreach strategies ($p < .05$). Although coefficients for institutional support in the second model are not significant, their p value is very near statistical significance (p = .071).

Institutional support plays an important part in the satisfaction with the process, probably because of the possibilities of internet support offered in various shares by all institutions and at all ISCED levels. Libraries and services concerning advice on study are important but it is also more than obvious that other factors influence the satisfaction with the process much more, e.g. teachers, organisation of the study and possibly some other factors, outside of the institutions themselves, which are not controlled. Further analysis reveals statistically important connection with social services and sport accommodations (both $p < .05$). On simplified access side the only important correlation is with providing a place for disadvantaged persons (Table 6.4 in the appendix).

Regression model where we examine "Satisfaction with outcomes of learning", explains 2% of the variance of outcome satisfaction ($p < .05$). In this case, LLL policy index ($p < .05$) and simplified access index ($p < .05$) are significant coefficients. They both have negative influence on outcome satisfaction. Single correlations show the importance of teacher training (Table 6.4 in the appendix). Participants from institutions that train teacher tend to be more satisfied with outcomes, than other ($r = 14$, $p < .001$).

6.1.2 Role of formal educational institutions in reducing inequalities in participation

We tried to define the role of formal educational institutions in reducing inequalities in participation with two analyses. The first one analyses predictors of overall satisfaction with learning. This dependent variable includes both process and outcome satisfaction variables.

The second one is related to confidence of successful completion of the course. Unfortunately these analyses did not produce any significant results. The probable reasons were already described in previous chapters.

On the other hand, regression model predicting overall satisfaction with learning appeared to be one of the strongest in our report (see Table 6.5 in the appendix). Two models were constructed, one with inclusion of "micro" variables, and one with "meso" variables. First model can predict 27.3 % ($p < .05$), and the second 53.5 % ($p < .001$) of the variance. Institutional influence on adult learner's general satisfaction seems to be big.

Overall six coefficients were statistically significant determinants of adult learners' overall satisfaction: adult learner's age ($p < .01$), employment status ($p < .01$), level of education ($p < .05$), LLL policy index ($p < .01$), simplified access index ($p < .001$), and flexible studies index ($p < .05$). All coefficients except age and study flexibility are negatively related to person's overall satisfaction.

Results of detailed analysis with significant institutional variables in Table 6.6 (in the appendix) indicate that (again) teachers' training ($p < .001$) and the possibility to attend tuition on weekends ($p < .001$) are positively correlated to satisfaction. On the other hand adults in institutions that allow exemptions on the basis of accreditation of prior learning or skills ($p < .05$) or offer distance education are not ($p < .001$). It is very surprising that these two options that generally stimulate person's motivation and satisfaction have negative impact on them. We assume that these two variables are co-variates with other variables that actually influence this result.

6.2

LEARNING PROCESS

6.2.1 Role of the learning process organisation in stimulating participation in lifelong learning

A) DOES CERTAIN KIND OF LEARNING PROCESS INDUCE HIGHER CONFIDENCE IN COMPLETING CURRENT STUDIES AND LESS PROBLEMS RELATED TO PARTICIPATION IN ADULT EDUCATION?

In this part, we present the results of regression analysis first, aiming to predict confidence level with learning environment variables (Table 6.7 in the appendix). Regression power is weak (adjusted R^2 = .07), and slightly stronger than the first model. ISCED ads 1,5 % to he explained variance. Nevertheless, both models are highly significant ($p < .001$).

There are four significant predictors, and they are all positively correlated. Most important are program's ISCED level, and the quality of organisation of learning activities. Both are significant on $p < .001$ level. The relation of satisfaction to ISCED level was discussed elsewhere so we will focus more on dimensions of perceived learning environment dimension. A series of correlation analyses was carried out to examine the connection of dependent variable with variables that constitute certain learning environment dimension (Table 6.8 in the appendix). As mentioned before among most important coefficients in our analysis are clear and well organised learning activities. Both variables that constitute this dimension ("programme is well organized" and "programmes has clear sense of direction") are highly significant with confidence variable ($p < .001$). Perceived programme's sense of direction is the most important one of these two.

The level of teacher support also positively influences participant's confidence. This is without a doubt a very important factor especially for participants at lower ISCED levels of education. The effort of teachers to help student and respectful relations with them are both positively correlated to their confidence.

There is more variation in learner-centred dimension. The most important activity that influences confidence is the possibility of adult learner to share his/her experiences, and discuss them with other students. This characteristic is also related to teacher's respect of students as individual, so it is logical that there is also correlation to confidence.

In the next analysis we included variables that are meant to help us understand the amount of problems during studies (Table 6.9 in the appendix). Again, variables in the regression model do not fit very well to explain problems that participants are facing during education. Both models reveal the same amount of the phenomena - only 3,1 % ($p < .001$).

Two learning environment characteristics seem to influence the amount of problems that students face during learning: "learner-centred approach" ($p < .001$), and "level of teacher support" ($p < .001$). The first one's influence is positive, and the second one' is negative.

Descriptive analysis (Table 6.10 in the appendix) between variables that constitute "problem index" variable and "teacher support" show that learners who perceive a lack of teacher's effort to help student succeed also have difficulties competing with younger students ($p < .001$), lack of preparation for the study programme ($p < .01$), no time for studying ($p < .001$), and think that studies are scheduled at an inconvenient time ($p < .001$). Students with the same problems also feel no teacher's respect to them (all correlations are significant on level $p < .001$). On the learner-centred side of perceived number of problems we find weak correlations between the lack of possibilities of discussion about real-life examples ($p < .001$) and positive correlation of teacher-directed learning process ($p < .05$).

B) Are adult learners in educational institutions with certain kind of learning process more satisfied with the process and outcomes of learning?

From our data it seems that learning environment variables are the most powerful in predicting satisfaction with the process of learning. This and previous regression models show great predictive power of learners' satisfaction. In the "satisfaction with the process" analysis we find all models as highly significant. The last one explains more variance than all others – 29.5 % - and significant on level $p < .001$.

Table 6.11 (in the appendix) shows that five dimensions of learning environment positively correlate with satisfaction with the process of learning:

- Affiliation between the students ($p < .001$)
- Active involvement of students ($p < .001$)
- Level of teacher support ($p < .001$)
- Clear and well organised activities ($p < .001$)
- Personal goal attainment + $p < .05$

The same dimensions of learning environment are significant also for "satisfaction with outcomes" dependent variable, with addition to "level of task orientation" ($p < .01$) and ISCED level ($p < .001$).

This model is valid on level $p < .001$, with 17.4 % of explained variance. Since these two satisfaction measures are correlated to each other, we will interpret the results together.

Satisfaction with the process can be successfully predicted with the most environmental dimensions. According to the results the two most important are the level of teacher support, and active involvement in learning activities ($p < .001$). Among teacher support variables the highest is the correlation with the effort that teacher invests in helping students succeed ($r = .44$, $p < .001$).
Regarding active involvement, especially "Most students enjoy the study programme" has high correlation with the process satisfaction ($r = .51$, $p < .001$). Another two predictors are the level of affiliation between students and how well are learning activities organised ($p < .001$). It is understandable that satisfaction with the process is positively affected by the level of which students can select assignments that interest them ($r = .26$, $p < .001$), and how their personal goals are achieved during the study ($r = .28$, $p < .001$).

The nature of correlation of before-mentioned predictors with **satisfaction with outcomes** is the same, but generally lower. Although they are not very high – they vary from $r = .14$ to $r = .29$ – they are all significant on $p < .001$ level.

Learning process characteristics that are unique for satisfaction with outcomes dependent variable are "task orientation" and ISCED level. ISCED level is negatively directed. As with some previous results we assume that learning institutions that deal with low-educated adults put more effort to adjust their learning programmes to these adults' needs and expectations.
As for task orientation the variable "getting work done is very important in the programme" is important for adult learner's satisfaction with learning outcomes ($r = .30$, $p < .001$).

6.2.2

Role of learning process organisation in reducing inequalities in participation in participation – do institutions matter

Examining the role of learning institutions for reducing inequalities we ran four regression models with two dependent variables: satisfaction, and confidence. As previously no model with confidence was statistically significant, so no results are presented.

In custom regression analysis we entered six blocks of independent variables:

- Socio-demographic variables
- Socio-economic background
- Social environment variables
- Formal learning experiences
- Learning process
- Level of current course

With this regression analysis we want to predict overall satisfaction level and the specific influence of learning process variables on satisfaction of adult learners. All regression models except 2nd and 3rd were statistically significant.

Predictive power of models with only micro variables ranges from 3.7 % ($p < .05$) to 9.7 % ($p < .05$) of explained variance. With the inclusion of learning environment variables in models 5 and 6 its descriptive power increases drastically. Fourth model explains 46.5 % ($p < .001$), fifth on the other hand a little less 46.3 % ($p < .001$). Inclusion of current course's ISCED level diminished the predictive power of the regression model.

Most important determinant for participants' satisfaction with the programme is the level of task orientation, especially "getting work done"($r = .39$, $p < .001$). Among characteristics of learning processes level of teacher support also has a positive coefficient in predicting their satisfaction ($p < .05$). Correlation is especially high with the level of teacher's effort to help students with their learning ($r = .48$, $p < .001$).

Among social-demographic characteristics there are, to a lesser degree of statistically significance, but important coefficients: age and level of education. They are both significant on level $p < .01$. While the first one is positive, ISCED level is negative. We can interpret this fact that students in higher levels of education are more demanding one, maybe also this kind of studies tends to be more abstract and do not give that "instant gratification" of new learned skills.

6.3 CONCLUSIONS REGARDING THE ROLE OF INSTITUTIONS AND TEACHERS: DO INSTITUTIONS MATTER

In this chapter of report, we analysed the impact of meso level variables on confidence and satisfaction. In general we can conclude that the predictive power of regression analysis, with few exceptions was very low. This means that the selected meso level variables are not as important predictors of dependent variables as we thought, e.g. the worst model prediction was in case of confidence. Only one model appeared to be statistically significant. All others were not valid. For the Slovenian case, we conclude that meso variables have more influence on satisfaction of individuals, and less on their confidence. It looks that more specific processes that are going on during learning influence adult learners' confidence in successful completion of the course. Maybe more detailed analysis of this dimension and further refinement of confidence scale would result in "better" results concerning correlations between confidence and meso level variables.

7

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8

APPENDIX

TABLE OF CONTENTS FOR APPENDIX

8.1

TABLES TO CHAPTER 1

Table 1.1 Adults in upper secondary education, ISCED 3-4 by fields of study at the end of school year 2004/2005 (%)

	All	**Women**
Agriculture	5.70	6.32
Forestry	0.16	0.00
Textile	0.30	0.53
Chemistry, pharmacy, rubber processing and non-metals	0.40	0.40
Wood processing	1.47	0.33
Construction	1.37	0.10
Catering and Tourism	9.39	8.70
Economics	46.25	58.81
Paper and Printing	0.06	0.05
Electrotechnics and Computer Sciences	6.04	0.23
Metallurgy and Mechanical Engineering	10.10	0.85
Transport and Communication	4.16	0.74
Mining	0.12	0.00
Health Care	6.57	11.17
Teacher Training	3.91	7.33
Social Sciences	0.13	0.23
Culture	0.68	0.75
General Education	2.83	2.84
Personal Services	0.36	0.61
TOTAL	**100.00**	**100.00**

Table 1.2 Adults in post- secondary and tertiary education. ISCED 5-6 by fields of study at the end of school year 2004/2005 (All; %)

Education	5.95
Humanities and Arts	0.85
Social Sciences, Business and Law	63.66
Science, Mathematics and Computing	1.46
Engineering, Manufacturing and Construction	11.60
Agriculture and Veterinary	1.12
Health and Welfare	5.21
Services	10.14
TOTAL	**100.00**

Table 1.3 Adults in education in the academic year 2004/2005 by ISCED levels and gender (%)

Level of education	All	Women	Women within level
ISCED 1-2	3.45	2.44	29.8
ISCED 3-4	30.26	35.98	50.1
ISCED 5 non-university	45.96	16.55	15.2
ISCED 5-6 university	20.33	45.03	93.3
Total	100.00	100.00	42.1

8.2

TABLES TO CHAPTER 2

Table 2.1 Public funds earmarked for the realisation of the National Programme of Adult Education

Priority field	%
I general adult education and learning	27.19
II raising the level of educational attainment	39.19
III education and training for the labour market	17.43
Infrastructure	16.19
Total	100.00

Source: Resolution on the National Programme of Adult Education. 2004.

Table 2.2 Continuing education institutions, educational programmes, realised hours and participants

	Number of providers (institutions)	Number of programmes (seminars, Courses, etc.)	Number of realised hours on programmes (seminars, courses. etc.)	Participants		
				enrolled	finished programmes with a certificate or a document	
					total	women
Total	357	19703	680867	301790	105943	55724
Peoples' universities	34	2423	122248	30546	15632	9864
Other specialised institutions	130	7508	265868	79441	34243	17362
Units in schools	49	936	56922	15809	10543	3686
Centres in enterprises	36	5379	152067	113143	32132	17763
Training centres at Chambers	2	240	2870	9647	3991	2382
Professional associations	11	533	31664	9304	1144	932
Driving schools	75	1612	38552	20216	7847	3425
Other providers	20	1072	10676	23684	411	310

Source: Statistiène informacije, ðt. 73/2007. (Rapid Reports No 73/2007).

Table 2.3 Adults in formal education by age, gender and level of education, academic year 2004/2005

Age	Primary education	Upper secondary		Tertiary education		Post-graduate studies	
	total	total	women	total	women	total	women
	2127	18942	9538	25671	15411	6631	3545
15-19	871	2253	990	979	607	…	…
20-24	420	5748	2913	8781	5290	494	290
25-29	293	4579	2314	6324	3606	3181	1796
30-34	228	3084	1600	3907	2297	1250	634
35-39	149	1999	1048	2938	1835	714	346
40+	166	1279	673	2742	1776	992	479

Source: Statistical Office of Slovenia, special request.
Notes:
1) There is no data on gender in primary education by age. In total there were 639 women.
2) Data for upper secondary education is for the beginning of the academic year, the rest for the end.

Table 2.4 Adults in formal education by gender and age (% of the enrolled learners)

Age	Primary education	Upper secondary		Tertiary education		Post-graduate studies	
	% of total	% of total	% of women	% of total	% of women	% of total	% of women
	100	100	100	100	100	100	100
15-19	41	12	10	4	4	…	…
20-24	20	30	31	34	34	7	8
25-29	14	24	24	25	23	48	51
30-34	11	16	17	15	15	19	18
35-39	7	11	11	11	12	11	10
40+	7	7	7	11	12	15	13

Source: Statistical Office of Slovenia, special request.
Notes: The percentage of women in the population of primary education is 30. No data by age available.

Table 2.5 Adults in formal and non-formal education by socio-economic characteristics (%), SIAE 2004

	formal	non-formal	non-participants
Men	7.4	34.8	61.6
Women	8.3	25.8	65.4
16-24	16.4	21.2	60.9
25-39	14.3	40.6	53.7
40-49	5.4	38.7	58.4
50-65	0.8	20.1	79.4
Unfinished primary	9.6	9.6	85.6
Primary	2.7	16.5	81.5
2-year voc.	6.5	16.7	78.7
3-year voc.	3.9	23.3	73.6
Upper sec.	12.1	40.5	53.3
HE	13.1	54.9	39.9
HE+	14	66	29.1
Employed	10.2	38.8	54.6
Self-employed	7.9	51.3	43.5
Farmers	0	57.4	42.6
Retired	0.8	11.6	87.9
Unemployed	10.1	19.2	72
Housewives	0	20.4	79.6
Other	12.5	12.5	75

Source: Ivancic in: Mohorcic et al., 2005b

Table 2.6 Participation of the employed in formal and non-formal education by sectors (%), SIAE 2004

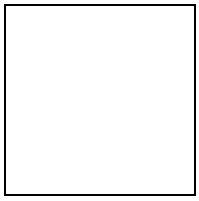
	Formal	Non-formal	Non-participants
Agriculture, forestry, hunting and fishery	11.5	44	48
Mining and manufacture	6.4	27	70.3
Production and distribution of electricity, gas and water supply	10	66.7	33.3
Construction	5.9	33	63.1
Retail	15.2	34.8	50
Transport et al.	6.5	41.5	49.3
Finances et.	13.8	47.7	47.7
Public administration	13.4	48.5	44

Source: Ivancic in: Mohorcic et al., 2005b

Table 2.7 Participation in formal and non-formal education by occupations, SIAE 2004 (%)

Occupation			
	Formal	Non-formal	Non-participants
Armed forces	20	50	37.5
Legislators, senior officials, managers	11.4	68.5	29.2
Professionals	18.5	65.7	27.8
Technicians and related	14.1	48.8	46.3
Clerks	14.7	29.8	61.8
Service workers, shop and market…	8.1	40.5	53.3
Skilled agricultural and fisher workers	10	77.8	22.1
Craft and related	6	27.8	66.7
Plant and machine operators	3	16.3	83.3
Elementary occupations	2.3	9.2	88.5

Source: Ivancic in: Mohorcic et al., 2005b



Source: Ivancic in: Mohorcic et al., 2005b.

8.3

TABLES TO CHAPTER 3

Table 3.1 Average time of completion within each ISCED level

	N	M	SD
ISCED 1+2	138	0:51	0:21
ISCED 3	236	0:30	0:13
ISCED 4	246	0:29	0:11
ISCED 5+6	489	0:26	0:08
TOTAL	1109	0:31	0:14

Table 3.2 Discipline, number of staff number, and number of students by ISCED level

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL
First discipline in the institution					
General programmes	100				4
Teacher training and education science				0.9	0.6
Social sciences. business and law		53.7	53.1	46.1	46.5
Engineering. manuf. and construction		7	32.3	39.4	30.7
Agriculture and veterinary		3.5	1.5		0.8
Health and welfare		17.1	10.8		4.5
Services		18.7	2.3	13.6	12.9
Number of staff					
24 or less	3.8	6.9	2.6		1.9
25-49	30.8	20.4	8.5	18.6	18.5
50-74	32.7	20	15.4	38.5	32.1
75-99	11.5	38.8	30.8	24.3	27.5
100-199	21.2	13.8	42.7	2.2	9.4
200 or more	0	0	0	16.4	10.6
Number of staff at the local unit					
24 or less	0	7.7	20.2	6.4	7.4
25-49	60.5	40.5	17.9	24.1	28.1
50-74	28.9	19.8	10.7	53.1	42.6
75-99	10.5	30.6	39.3	16.4	20.7
100-199	0	1.4	11.9	0	1.2
200 or more					
Number of all students					
100 or less	11.3	24.3	4.3		6.1
101-250	5.7	6.2	9.4	14.1	11.6
251-500	9.4	14.7	3.4	22	18.1
501-1000	13.2	18.9	32.5	39.4	33.2
1000 or more	60.4	35.9	50.4	24.5	31
Number of adult students					
100 or less	15.4	29.1	32.2	9	16
101-250	1.9	13.4	22.6		5.2
251-500	13.5	18.1	6.1	34.3	27.1
501-1000	48.1	14.6	5.2	48	36.5
1000 or more	21.2	24.8	33.9	8.6	15.2

Table 3.3 Mode of study, mission statement, training, performance review, and quality control BY ISCED

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL
Mode of study programmes					
Only full-time	/	/	/	/	/
Only part-time	78.8	91.1	61.5	59.4	68.8
Both	21.2	8.9	38.5	40.6	31.2
Written mission statement					
Yes	100	100	85.3	100	98.6
No	/	/	14.7	/	1.4
No answer					
Paid in-service training for teachers					
Yes	98.1	96.9	88.9	94.4	94.6
No	1.9	3.1	11.1	5.6	5.4
Individual performance review					
No	1.9	8.9	30.5	5.6	8.6
Less than once year	26.4	39.9	11.9	22.8	25.5
Once a year	45.3	39.9	38.1	42.2	35
More than once a year	26.4	11.2	19.5	39.4	30.9
External quality control					
Every year	22.2	32.5	52.2	12.6	20.1
Every 2 years	50	23	4.5	4.9	9.2
Every 3 years	/	3.2	3	16.2	12.3
Every 4 years	/	11.9	9	/	2.9
Every 5 or more years	27.8	29.4	31.3	66.2	55.5

Table 3.4 Number of students by ISCED level and gender

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Male	21	52.5	68	28.3	52	46.0	436	54.4	577	48.3
Female	19	47.5	172	71.7	61	54.0	365	45.6	617	51.7
TOTAL	40	100.0	240	100.0	113	100.0	801	100.0	1194	100.0

Table 3.5 Number of students by ISCED level and year of birth

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
1950-1959	2	5.1	7	3.0	2	1.8	30	3.8	41	3.5
1960-1969	7	17.9	50	21.3	20	18.2	199	25.5	276	23.7
1970-1979	10	25.6	104	44.3	51	46.4	330	42.3	495	42.5
1980-1990	19	48.7	74	31.5	37	33.6	221	28.3	351	30.2
> 1991	1	2.6							1	0.1
TOTAL	39	100.0	235	100.0	110	100.0	780	100.0	1164	100.0

Table 3.6 Number of students by ISCED level and first language

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Slovene	19	51.4	195	85.9	95	91.3	757	97.2	1066	92.9
Croatian	1	2.7	8	3.5	2	1.9	8	1.0	19	1.7
Hungarian							2	0.3	2	.2
Russian			2	0.9					2	.2
Turkish							2	0.3	2	.2
Bosnian	1	2.7	6	2.6	2	1.9	3	0.4	12	1.0
Serbian	1	2.7	14	6.2	5	4.8	7	0.9	27	2.4
Other	15	40.5	2	0.9					17	1.5
TOTAL	37	100.0	227	100.0	104	100.0	779	100.0	1147	100.0

Table 3.7 Number of students by ISCED level and marital status

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Unmarried	17	43.6	91	38.7	44	40.0	300	37.2	452	38.0
Married	20	51.3	124	52.8	62	56.4	481	59.7	687	57.7
Widowed			2	0.9			5	0.6	7	0.6
Divorced	2	5.1	18	7.7	4	3.6	20	2.5	44	3.7
TOTAL	39	100.0	235	100.0	110	100.0	806	100.0	1190	100.0

Table 3.8 Number of students by ISCED level and type of institution

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
People's universities	52	100.0	208	82.5	71	58.2	42	5.1	373	30.0
Private schools			6	2.4	1	0.9	84	10.3	91	7.3
Upper-secondary schools			38	15.1	50	41.0			88	7.1
Post-secondary non-university							628	76.7	628	50.4
University							65	7.9	65	5.2
TOTAL	52	100.0	252	100.0	122	100.0	819	100.0	1221	100.0

Table 3.9 Number of students by ISCED level and study discipline

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
General programmes	42	100.0							42	3.4
Teacher training and educational sciences							8	1.0	8	0.7
Humanities, languages, art										
Social sciences, business, law			131	53.9	60	51.7	385	47.1	576	47.3
Science, math.. computing										
Engineering. manuf., construction			16	6.6	38	32.8	313	38.3	367	30.1
Agriculture, veterinary			8	3.3	2	1.7			10	0.8
Health, welfare			42	17.3	13	11.2			55	4.5
Services			46	18.9	3	2.6	112	13.7	161	13.2
TOTAL	42	100.0	243	100.0	116	100.0	818	100.0	1219	100.0

Table 3.10 Number of students by ISCED level and highest level of education

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL %	TOTAL N
ISCED 1-2	100.0	45.6	7.0	0.2	13.6	174
ISCED 3	/	54.4	93.0	96.0	83.9	1074
ISCED 5-6	/	/	/	3.8	2.5	32
TOTAL	100.0	100.0	100.0	100.0	100.0	1280

Table 3.11 Number of students leaving full-time education prior to year 2000 by ISCED level and enrolment in preparatory course

ISCED of the programme	Yes		No	
	N	%	N	%
ISCED 2			15	2.0
ISCED 3	10	27.8	136	17.9
ISCED 4	6	16.7	68	8.9
ISCED 5-6	20	55.6	541	71.2
TOTAL	36	100.0	760	100.0

Table 3.12 Students by ISCED level and reasons for abandoning education at a higher level

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6
I got the qualification I needed.		7.0	4.0	9.9
I wanted to start working.		34.1	23.1	33.1
I had to take care for children or others.		21.7	15.4	13.3
I became pregnant.		15.6	11.5	6.5
I became ill.		6.8	4.0	4.0
I had financial problems.	50.0	46.8	38.5	36.3
I lacked interest in the training.	100.0	28.3	12.0	12.1
The training was too difficult for me.	50.0	18.2	8.0	22.4
I did not like the learning environment.		25.0	8.0	22.8
The training was irrelevant to my needs.	50.0	17.8	0.0	15.7
I had personal / emotional problems.	50.0	17.4	12.0	10.4
I experienced family pressures.		9.1	0	1.6
Due to migration.		15.9	4.0	9.5
My workload increased.		25.0	34.6	32.8
Total N	2	44	26	134
Total	100.0	100.0	100.0	100.0

Table 3.13 Number of students by ISCED level and participation in other formal courses

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL %	TOTAL N
0	91.2	86.1	82.1	87.0	86.5	1033
1	8.8	12.2	17.0	11.7	12.2	146
2+		1.7	0.9	1.3	1.2	15
TOTAL	100.0	100.0	100.0	100.0	100.0	1194

Table 3.14 Number of students by ISCED level and course organisation

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Module	1	2.7	5	2.3	5	4.9	119	15.0	130	11.3
Standard year	30	81.1	196	89.1	87	84.5	633	79.7	946	82.0
Other	6	16.2	19	8.6	11	10.7	43	5.3	78	6.8
TOTAL	45	100.0	234	100.0	114	100.0	817	100.0	1210	100.0

Table 3.15 Number of students by ISCED level that abandoned a course at a higher educational level

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Yes	3	9.1	72	31.3	36	32.1	332	41.3	443	37.6
No	30	90.9	158	68.7	76	67.9	472	58.7	736	62.4
TOTAL	33	100.0	230	100.0	112	100.0	804	100.0	1179	100.0

Table 3.16 Number of students by ISCED level and main current activity

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Employed	8	23.5	135	59.0	77	70.6	672	84.7	892	76.6
Unemployed	25	73.5	83	36.2	25	22.9	34	4.3	167	14.3
Student	1	2.9	8	3.5	6	5.5	80	10.1	95	8.2
Retirement			1	0.4	1	0.9	5	0.6	7	0.6
Disabled/sick							2	0.3	2	0.2
Military service										
Domestic tasks			2	0.9		0.0			2	0.2
TOTAL	34	100.0	229	100.0	109	100.0	793	100.0	1165	100.0

Table 3.17 Number of students by ISCED level and main occupational status

	ISCED 1-2	ISCED 3	ISCED 4	ISCED 5-6	TOTAL %	TOTAL N
Self-empl. with employees	20.0	24.1	17.5	13.6	15.6	117
Self-empl. without employees		3.4	1.6	1.4	1.7	13
Employee	80.0	70.7	77.8	84.1	81.5	612
Family worker		1.7	3.2	0.9	1.2	9
TOTAL	100.0	100.0	100.0	100.0	100.0	751

Table 3.18 Number of students by ISCED level and main current activity

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Agriculture. hunting & forestry	1	11.1	2	1.7	4	6.2	8	1.4	15	2.0
Fishing	1	11.1							1	0.1
Mining & quarrying							7	1.2	7	0.9
Manufacturing	1	11.1	21	17.5	11	16.9	132	23.5	165	21.8
Electricity, gas & water supply			3	2.5	6	9.2	22	3.9	31	4.1
Construction			4	3.3	5	7.7	80	14.2	89	11.8
Wholesale & retail trade, repair of motor vehicles & household goods	1	11.1	11	9.2	12	18.5	60	10.7	84	11.1
Hotels and restaurants	1	11.1	33	27.5	8	12.3	15	2.7	57	7.5
Transport, storage and communication	1	11.1	4	3.3	4	6.2	37	6.6	46	6.1
Financial intermediation			3	2.5	1	1.5	32	5.7	36	4.8
Real estate, renting & business activities							17	3.0	17	2.2
Public administration & defence, compulsory social security			7	5.8	3		54	9.6	64	8.5
Education	1	11.1			3	4.6	22	3.9	26	3.4
Health & social work	1	11.1	24	20.0	5	7.7	30	5.3	60	7.9
Other community, social & personal service activities	1	11.1	7	5.8	3	4.6	42	7.5	53	7.0
Private households with employees			1	0.8			2	0.4	3	0.4
Extra-territorial organisations & bodies							2	0.4	2	0.3

TOTAL	9	100.0	120	100.0	65	100.0	562	100.0	756	100.0

Table 3.19 Number of students by ISCED level and personal monthly income

	ISCED 1-2		ISCED 3		ISCED 4		ISCED 5-6		TOTAL	
	N	%	N	%	N	%	N	%	N	%
quintile 1	16	80.0	103	54.8	32	36.4	114	15.2	265	25.3
quintile 2	3	15.0	68	36.2	46	52.3	352	46.9	469	44.8
quintile 3		.0	13	6.9	10	11.4	238	31.7	261	25.0
quintile 4		.0	1	.5		.0	23	3.1	24	2.3
quintile 5	1	5.0	3	1.6		.0	23	3.1	27	2.6
TOTAL	20	100.0	188	100.0	88	100.0	750	100.0	1046	100.0

8.4

TABLES TO CHAPTER 4

Table 4.1 Frequencies by overall LLL attitude index (recoded)

	N	%
-9 to -2	22	1.9
-1 to 1	92	7.8
2 to 4	188	16.0
5 to 7	421	35.8
8 to 9	452	38.5
Total	1175	100

Table 4.2 Main reason for participation by ISCED level

	mainly job related		mainly personal		Total	
ISCED 1+2	15	32.6	31	67.4	46	100.0
ISCED 3	65	26.0	185	74.0	250	100.0
ISCED 4	30	24.6	92	75.4	122	100.0
ISCED 5+6	209	25.3	616	74.7	825	100.0

Table 4.3 Personal motives for participation by ISCED levels (%)

	ISCED 1/2	ISCED 3	ISCED 4	ISCED 5/6
To obtain certificate	68.2***	90.8***	86.4***	89.2***
To do my job better	56.8***	67.8***	64.8***	84.8***
To earn more	52.3***	63.8***	67.7***	77.9***
To learn knowledge/skills useful in my daily life	62.8*	75.3*	64.3*	73.7*
To gain awareness of myself and others	58.1*	65*	68.5*	73.7*
To learn more on a subject that interests me	46.5***	45.3***	48.4***	64.5***
To meet new people	61.4*	49.6*	49.6*	57.8*
To contribute more to my community	46.5	45.6	52.4	54.3
To contribute more as a citizen	59.1	41.9	48	46.1
To get a job	72.0***	53.7***	43.7***	21.7***
To start up my own business	43.9***	42.7***	28.8***	27.1***
To participate in group activities	31	24.1	19.4	26.3
To be less likely to lose my current job	32.6**	30.7**	24.2**	20.2**
because someone advised me to do it	34.9*	24.1*	19.4*	18.7*
Because my employer required me to enrol	20	13.1	13.7	10.4
Because I was obliged to do it	31.8***	8.6***	5.6***	6.0***
Because I was bored	14.3	8.3	4.9	5.9
To get a break from the routine	18.2***	9.6***	8.0***	4.2***

Note: *$p < 0.05$; **$p < 0.01$; ***$p < 0.001$

Table 4.4 Confident to complete the study programme by ISCED level (%)

	Not confident	Not having opinion	Confident	Total %	Total N
ISCED 1+2	6.3	6.3	87.5	100.0	48
ISCED 3	2.0	5.7	92.3	100.0	246
ISCED 4	1.6	5.6	92.9	100.0	126
ISCED 5+6	0.4	2.6	97.0	100.0	836

Pearson Chi-Square=27.219; p < .001

Table 4.5 Number of problems related to participation in adult education by ISCED level (%)

	No problems	1-3 problems	4-6 problems	+7 problems	Total %	Total N
ISCED 1+2	24.4	53.7	19.5	2.4	100.0	41
ISCED 3	14.2	62.9	21.1	1.7	100.0	232
ISCED 4	16.0	65.5	18.5	0.0	100.0	119
ISCED 5+6	15.2	68.2	16.4	0.2	100.0	818

Pearson Chi-Square=27.219; p < .05

Table 4.6 Satisfaction with the programme by ISCED level (%)

	ISCED 1/2	ISCED 3	ISCED 4	ISCED 5/6
Progress of the entire study programme.	67.4	72.3	69.4	68.1
Learning climate in educational institution.	77.8	71.5	68.3	71.6
Practical organisation of educational institution.	76.6	69.1	63.7	68.3
What was learned so far in the course.	82.6*	84.7*	82.1*	76.0*
Perspectives after completion of this course.	82.6	81.5	80.6	76.4

*p < 0.05; **p < 0.01; ***p < .001

Table 4.7 Satisfaction with the learning process and outcome indexes by ISCED levels.

	Satisfaction with process		Satisfaction with outcomes	
	M	SD	M	SD
ISCED 1+2	1.86	1.81	1.48	1.14
ISCED 3	1.94	1.57	1.62	0.76
ISCED 4	1.84	1.59	1.58	0.80
ISCED 5+6	1.89	1.56	1.44	0.94
	F=.13		F=2.94*	

*p < .05

Table 4.8 Means, Standard Deviations, and Analysis of Variance for institutional indexes by ISCED

	ISCED 1/2		ISCED 3		ISCED 4		ISCED 5/6		ANOVA
	M	SD	M	SD	M	SD	M	SD	F
LLL policy index	4.83	0.38	4.16	0.70	4.29	0.62	4.33	0.77	11.27***
Outreach strategy index	4.91	1.13	3.74	1.58	2.72	2.02	4.87	1.33	70.89***
Simplified access index	1.92	1.14	1.31	0.59	1.41	0.87	1.00	0.71	31.21***
Institutional support index	7.32	1.64	6.73	1.91	6.12	1.95	8.97	1.84	103.76***
Flexible studies index	3.19	1.04	3.24	1.44	3.21	1.36	5.40	2.05	70.99***

***p < .001

Table 4.9 Elements of the learning process by ISCED level

	ISCED 1/2	ISCED 3	ISCED 4	ISCED 5/6	chi2
Affiliation between the students					**16.36***
No affiliation	12.8	14.9	10.6	7.2	
Some affiliation	34.0	38.4	44.7	40.1	
Strong affiliation	53.2	46.7	44.7	52.7	
Active involvement of students					**14.84***
No active involvement	13.3	19.4	22.3	14.8	
Partly actively involved	20.0	37.6	32.2	38.5	
Very actively involved	66.7	43.0	45.5	46.7	
Learner-centred approach					**52.24*****
No L-C approach	22.7	21.5	25.4	10.3	
One aspect of L-C approach	22.7	40.5	36.1	35.3	
Two aspects of L-C approach	29.5	24.9	30.3	38.3	
Three aspects of L-C approach	25.0	13.1	8.2	16.1	
Level of teacher support					**2.42**
No teacher support	15.2	20.0	19.4	18.4	
Medium level of teacher support	19.6	22.5	25.8	25.2	
High level of teacher support	65.2	57.5	54.8	56.4	
Level of task orientation					**5.62**
No task orientation	22.7	30.4	30.6	26.2	
Medium level of task orientation	38.6	44.6	44.6	46.9	
High level of task orientation	38.6	25.0	24.8	26.8	
Clear and well organised activities					**7.10**
Activities are not clear and well organised	19.1	22.8	20.7	17.5	
Some activities are clear and well org.	19.1	23.7	27.3	29.3	
Activities are clear and well organised	61.7	53.5	52.1	53.2	
Personal goal attainment					**9.90**
No personal goal attainment	30.4	29.3	35.0	29.2	
One aspect of personal goal attainment	50.0	49.6	50.4	44.8	
Two aspects of personal goal attainment	19.6	21.1	14.6	26.0	

*$p < 0.05$; **$p < 0.01$; ***$p < .001$

8.5

TABLES TO CHAPTER 5

Table 5.1 Summary of regression analysis for variables predicting Attitudes to LLL index

	MODEL 1	MODEL 2	MODEL 3	MODEL 4	MODEL 5
Gender					
Age	.245**	.211**	.283**		
Nationality					
High-skilled white-collars					
Lowest income quintile					
Not employed					
Fixed or without contract					
Never married					
Lives alone					
Friend's support					
Family support					
Employer support			.250**	.264**	.264**
Social activities					
Cultural activities					
Political activities					
Level of education (ISCED)					
Time of leaving full-time daytime education					
Started studies at higher educational level					
Financial problems					
Current studies ISCED 1+2					
F-value	3.081	1.904	2.116	1.778	1.674
Adjusted R^2	.051	.051	.125*	.112*	.104*

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.2 Differences between selected variables and general attitudes to LLL index

	M	SD
Age		
until 20 year old	1.71*	1.28
21-30 year old	2.24*	1.06
31-40 year old	2.55*	0.81
41+ year old	2.46*	0.96
Employer support		
Employer did not support	2.35**	.97
Employer supported	2.51**	.91

Note: *p < 0.05; **p < 0.01; ***p < 0.001.

Table 5.3 Summary of regression analysis for variables predicting Enjoyment of learning index

	MODEL 1	MODEL 2	MODEL 3	MODEL 4	MODEL 5
Gender	.194**	-.335***	-.333***	-.331***	-.337***
Age	-.146*	.219*	.233NS	.529NS	.618NS
Nationality			-.183*	-.167NS	-.143
High-skilled white-collars				.202*	.217*
Lowest income quintile				-.198*	-.235*
Mother's education (highest)					
Father's education (highest)					
Not employed					
Fixed or without contract					
Never married					
Lives alone			-.237*	-.280*	-.283*
Friend's support					
Family support					
Employer support			.191*	.156NS	.166NS
Social activities					
Cultural activities					
Political activities					
Level of education (ISCED)					
Time of leaving full-time daytime education					
Started studies at higher educational level					
Financial problems					
Current studies ISCED 1+2					
Adjusted R^2	.117	.127	.169	.168	.170
F-value	6.061***	2.854**	2.374**	2.099**	2.068**

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.4 Differences between selected variables and Enjoyment of Learning index (ANOVA)

	M	SD
Gender		
Male	.83***	1.15
Female	1.06***	1.05
High-skilled white-collars vs other groups		
Other	.96*	1.10
High-skilled white-collar	1.13*	.93
Lowest income quintile vs other		
Quintile 1	.99*	1.10
Quintile 2	.90*	1.12
Quintile 3	1.06*	1.00
Quintile 4	.79*	1.21
Quintile 5	1.01*	1.18
Lives alone vs others		
Other	.96	1.10
Lives alone	.88	1.18

*p < 0.05; **p < 0.01; ***p < 0.001.

Table 5.5 Summary of regression analysis for variables predicting job-related reasons for participation

	MODEL 1	MODEL 2	MODEL 3	MODEL 4	MODEL 5
Gender					
Age				-1.104**	-1.235***
Nationality					
High-skilled white-collars vs all other groups					
Lowest income quintile vs other					
Mother's highest level of education					
Father's highest level of education				.285*	.280*
Not employed		.205*	.213*	.179NS	.192NS
Employed with fixed or without contract					
Never married					
Lives alone					
Family support					
Friend's support					
Employer support					
Social activity					
Cultural activity			-.281*	-.261*	-.262*
Political activity					
Level of education (ISCED)					
When did you first leave full-time daytime education				-1.022**	-1.186**
Has ever started studies at higher educational level					
Financial reasons					
ISCED					
Adjusted R^2	-.022	.000	.041	.122	.138
F-value	.184	.999	1.286	1.746*	1.822*

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.6 Summary of regression analysis for variables predicting Controlled motives index

Model	1	2	3	4	5
Gender		-.204*	-.240*	-.205*	-.199*
Age		-.068	-.057	-.879**	-.937**
Nationality					
High-skilled white-collars vs all other groups					
Lowest income quintile vs other					
Mother's highest level of education					
Father's highest level of education		.248*	.252*	.275*	.272*
Not employed					
Employed with fixed or without contract		.088NS	.174NS	.254**	.250*
Never married					
Lives alone					
Family support			-.140*	-.202*	-.201NS
Friend's support			.220*	.213*	.191NS
Employer support			.213*	.259*	.252*
Social activity			.226*	.228*	.217*
Cultural activity					
Political activity					
Level of education (ISCED)					
When did you first leave full-time daytime education				-.894**	-.965**
Has ever started studies at higher educational level				.234*	.227*
Financial reasons					
ISCED					
Adjusted R^2	.000	.094	.176	.296	.293
F-value	1.000	2.292*	2.408**	3.244***	3.111***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.7 Differences between selected variables in controlled motives

	M	SD
Gender		
Female	3.35	1.38
Male	3.28	1.29
Age		
until 20 year old	3.05	1.49
21-30 year old	3.30	1.34
31-40 year old	3.33	1.29
41+ year old	3.48	1.35
Father's education		
ISCED 1	3.52	1.38
ISCED 2	3.27	1.15
ISCED 3	3.28	1.31
ISCED 5	3.27	1.33
ISCED 6	3.47	1.17
Employed with fixed or without contract		
Other	3.37	1.46
Employed with fixed or without contract	3.34	1.31
Friends support		
Friends did not supported	3.49***	1.28
Friends supported	3.04***	1.36
Family support		
Family did not support	3.16*	1.23
Family supported	3.39*	1.36
Employer support		
Employer did not support	3.13***	1.25
Employer supported	3.55***	1.39
Social activities		
Not involved in social activities	3.28	1.37
Involved in social activities	3.35	1.23
Time of leaving education		
Left up to 5 years ago	3.16*	1.37
Left more than 5 years ago	3.35*	1.31
Started studies at higher educational level		
Yes	3.38	1.22
No	3.27	1.40

*$p < 0.05$; **$p < 0.01$; ***$p < 0.001$.

Table 5.8 Summary of regression analysis for variables Autonomous motives index

	1	2	3	4	5
Gender					
Age					
Nationality					
High-skilled white-collars vs all other groups					
Lowest income quintile vs other					
Mother's highest level of education					
Father's highest level of education					
Not employed					
Employed with fixed or without contract					
Never married					
Lives alone					
Family support					
Friend's support					
Employer support					
Social activity					
Cultural activity					
Political activity			-.222*	-.185NS	-.185NS
Level of education (ISCED)					
When did you first leave full-time daytime education					
Has ever started studies at higher educational level					
Financial reasons					
ISCED					
Adjusted R^2	-.017	.008	.138	.131	.121
F-value	.410	1.093	2.020*	1.780*	1.680*

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.9 Differences between selected variables and confidence

	Not confident	Not having opinion	Confident	Total
Gender				
Male	.7	4.4	94.9	100.0
Female	1.6	3.0	95.4	100.0
Age				
Until 20 years old	4.4***	20.0***	75.6***	100.0
21-30 years old	.6***	4.6***	94.8***	100.0
31-40 years old	1.3***	1.9***	96.9***	100.0
41+ years old	1.0***	2.6***	96.4***	100.0
ISCED level				
ISCED 2	3.0***	7.8***	89.2***	100.0
ISCED 3	.8***	2.9***	96.4***	100.0
ISCED 5		9.7***	90.3***	100.0
Type of institution				
Peoples' universities	2.8***	4.2***	93.0***	100.0
Private school	.8***	.8***	98.3***	100.0
Upper-secondary school	.0***	9.4***	90.6***	100.0
Post-secondary non-university	.4***	3.6***	96.0***	100.0
University		3.0***	97.0***	100.0

*$p < 0.05$; **$p < 0.01$; ***$p < 0.001$.

Table 5.10 Summary of regression analysis for variables predicting satisfaction with the process of participating

	1	2	3	4	5
Gender					
Age	.234*	.209*	.160NS	.782*	.942*
Nationality					
High-skilled white-collars vs all other groups					
Lowest income quintile vs other					
Mother's highest level of education					
Father's highest level of education		.218*	.191NS	.115NS	.123NS
Not employed					
Employed with fixed or without contract					
Never married					
Lives alone					
Family support					
Friend's support					
Employer support					
Social activity					
Cultural activity					
Political activity					
Level of education (ISCED)				-.247*	-.146NS
When did you first leave full-time daytime education				.634	.829*
Has ever started studies at higher educational level				.252*	.272*
Financial reasons					
ISCED					-.247*
Adjusted R^2	.045	.065	.050	.135	.160
F-value	2.786*	1.884	1.359	1.852*	1.992*

*p < 0.05; **p < 0.01; ***p < 0.001. NS = not significant

Table 5.11 Differences between selected variables and satisfaction with the process

	M	SD	F
Age			10.99***
until 20 years old	10.56	2.26	
21-30 years old	10.86	2.13	
31-40 years old	11.37	1.97	
41+ years old	11.68	1.78	
First time left education			17.49***
Left up to 5 years ago	10.70	2.07	
Left more than 5 years ago	11.33	1.93	
Started studies at higher level			NS
Yes	11.24	1.98	
No	11.14	2.06	
ISCED of the programme			NS
ISCED2	11.20	2.81	
ISCED3	11.33	2.11	
ISCED4	10.56	2.26	

ISCED5	10.86	2.13	

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

8.6 TABLES TO CHAPTER 6

Table 6.1 Summary of regression analysis for predicting confidence

	MODEL 1	MODEL 2
Institution indexes		
Policy Index		-.037
Outreach Strategy Index		-.189
Simplified Access Index		.139*
Institutional Support Index	.294*	.126 NS
Flexible Studies Index		-.089
ISCED of the programme		.338***
Adjusted R^2	.016	.054
F-value	2.181*	4.479***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.2 Correlation analysis of simplified access variables and confidence

	Confidence
Admission requirements for adult learners	
Enrolment: certificate of diploma	
Enrolment: interview	
Enrolment: admission tests	
Enrolment: age limit	
Enrolment: preparatory	
APEL and/or APL	
Preparatory programme for adults	
Enrolment fee	-.140***

*p < 0.05; **p < 0.01; ***p < 0.001.

Table 6.3 Problem index

	MODEL 1	MODEL 2
Institution indexes		
Policy Index		
Outreach Strategy Index		
Simplified Access Index		
Institutional Support Index		
Flexible Studies Index	.149*	.142 NS
ISCED of the programme		
Adjusted R^2	.015	.012

F-value	2.094 NS	1.746 NS

*p < 0.05 ; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.3 Summary of regression analysis for predicting satisfaction with process

	MODEL 1	MODEL 2
Institution indexes		
Policy Index	-.143*	-.134NS
Outreach Strategy Index	-.291*	-.316**
Simplified Access Index		
Institutional Support Index	.326**	.249NS
Flexible Studies Index		
ISCED (programme)		
Adjusted R^2	.024	.030
F-value	2.765*	2.874*

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.4 Correlation analysis of significant institutional indexes with satisfaction with process

	Satisfaction with process
Institutional support	
Childcare	.004
Organised transport	
Cafeteria	.019
Internet access	.019
Library	
Service for study advice	
Career service, placement service	-.011
Service for study advice	.081*
Legal services	.017
Medical services	
Dormitory	-.014
Sports accommodation	.061*
Outreach strategies	
Actively recruiting disadvantaged groups	-.031
Reducing enrolment fee	-.021
Reducing other costs	.016
Grants or loans	-.037
Remedial classes	.058
Extra workshops	.123**
Place for disadvantaged	-.071*
Access service	-.017

*p < 0.05; **p < 0.01; ***p < 0.001.

Table 6.3 Summary of regression analysis for predicting satisfaction with outcomes

	MODEL 1	MODEL 2
Institution indexes		
LLL Policy Index	-.178*	-.179*
Outreach Strategy Index	-.142	-.140
Simplified Access Index	-.137*	-.142*
Institutional Support Index	.190	.196
Flexible Studies Index	.072	.076
ISCED of the programme		-.011
Adjusted R^2	.020	.018
F-value	2.518*	2.095 NS

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.4 Correlation analysis of significant institutional indexes with satisfaction with outcomes

	Satisfaction with outcomes
LLL Policy variables	
Written Mission Statement concerning adult education	-.022
Plans to broaden participation of vulnerable groups	.010
Teaching staff participate in further training paid by the educational institution	.136***
Individual performance reviews with the teaching staff	
External quality control	.020
Simplified access variables	
Admission requirements for adult learners	-.034
Enrolment: certificate of diploma	
Enrolment: interview	.026
Enrolment: admission tests	
Enrolment: age limit	.062
Enrolment: preparatory	-.011
APEL and/or APL	-.054
Preparatory programme for adults	-.017
Enrolment fee	-.022

*p < 0.05; **p < 0.01; ***p < 0.001.

Table 6.5 Summary of regression analysis for predicting overall satisfaction

	MODEL 1	MODEL 2
Social-cultural variables		
Age	.376*	.447**
High-skilled white-collars	.130	.278
Lowest income	.238	.320
Not employed	-.434*	-.448**
Friend's support	.173	-.106
Family support	-.018	.030
Employer support	-.095	-.139
Social activities	-.040	.016
Cultural activities	.131	.237
ISCED (participant)	-.372*	-.299*
Institution indexes		
LLL Policy Index		-.725**
Outreach Strategy Index		-.007
Simplified Access Index		-.705***
Institutional Support Index		.201
Flexible Studies Index		.531*
Adjusted R^2	.273	.535
F-value	2.458*	3.979***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.6 Correlation analysis of significant institutional indexes with overall satisfaction

	Satisfaction index
Policy	
Written Mission Statement concerning adult education	.007
Plans to broaden participation of vulnerable groups	-.004
Teaching staff participate in further training paid by the educational institution	.153***
Individual performance reviews with the teaching staff	
External quality control	.013
Access	
Admission requirements for adult learners	-.028
Enrolment: certificate of diploma	
Enrolment: interview	.020
Enrolment: admission tests	
Enrolment: age limit	.044
Enrolment: preparatory	-.024
APEL and/or APL	-.066*
Preparatory programme for adults	-.030
Enrolment fee	-.009
Flexible	
Flexible programme	-.014
Full-time and part-time programs?	
School at daytime	-.029
School at evenings	-.013
School at weekends	.098***
One-to-one teaching	.043
E-learning	-.041
Distance education (written)	-.136***
Small groups	-.027

*$p < 0.05$; **$p < 0.01$; ***$p < 0.001$.

Table 6.7 Summary of regression analysis for predicting confidence

	MODEL 1	MODEL 2
Learning process		
Affiliation between the students		
Active involvement of students		
Learner-centred approach	.073*	.059*
Level of teacher support	.102**	.107**
Level of task orientation		
Clear and well organised activities	.114***	.120***
Personal goal attainment		
Education of programme		
ISCED		.126***
Adjusted R^2	.058	.073
F-value	11.199***	12.402***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.8 Correlation analysis of learning process variables with overall confidence, problems and satisfaction

	1	2	3	4	5
Opportunities for making new friends	.19***	-.05	.23***	.14***	.29***
Students enjoy working together	.12***	-.09**	.29***	.24***	.38***
Students often ask the teacher questions	.15***	-.03	.19***	.14***	.24***
Most students enjoy the study programme	.16***	-.16***	.51***	.39***	.56***
The teacher insists that you do things his or her way	.05*	.07*	.00	.00	.00
Students feel free to question study programme requirements	.07*	.09*	-.06*	-.01	-.04
Discussing real-life examples based on personal experience	.21***	-.12***	.29***	.24***	.35***
The teacher makes every effort to help students succeed	.19***	-.13***	.44***	.29***	.48***
The teacher respects students as individuals	.19***	-.14***	.34***	.29***	.43***
Activities not related to programme ob. are kept to a minimum	.07*	-.05	.24***	.15***	.26***
Getting work done is very important in the study programme	.15***	-.04	.34***	.30***	.39***
The study programme is well organized	.16***	-.10***	.37***	.26***	.42***
The study programme has a clear sense of direction	.19***	-.10***	.29***	.22***	.33***
Students can select assignments that interest them	.11***	-.07*	.26***	.17***	.28***
Most students achieve their personal learning goals	.20v	-.10***	.28***	.26***	.34***

*p < 0.05; **p < 0.01; ***p < 0.001.
Note: 1=Confidence; 2=Number of problems; 3=Process satisfaction; 4=Outcomes satisfaction; 5=General satisfaction

Table 6.9 Summary of regression analysis for predicting number of problems

	MODEL 1	MODEL 2
Learning process		
Affiliation between the students		
Active involvement of students		
Learner-centred approach	.095**	.098**
Level of teacher support	-.105**	-.106**
Level of task orientation		
Clear and well organised activities		
Personal goal attainment		
Education of programme		
ISCED		
Adjusted R^2	.031	.031
F-value	6.093***	5.405***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.10 Correlation analysis of learning process variables with number of problems during studies

	LEARNER-CENTRED			TEACHER SUPPORT	
	1	2	3	4	5
Transportation problems	.05	.04	-.06*	.00	-.08**
Troubles with childcare	-.03	.02	-.01	.05	.01
Financial problems	.04	.05	-.03	-.04	-.02
Studies scheduled at an inconvenient moment	.04	.08**	-.08**	-.20***	-.16**
Too little time for studying	.05	.04	-.10***	-.12***	-.09**
Lack of preparation for the study programme	.08**	.06*	-.03	-.08**	-.11***
Difficulties competing with younger students	.07*	.03	-.15***	-.11***	-.15***
Family problems	.04	.02	-.04	-.06*	-.04

*p < 0.05; **p < 0.01; ***p < 0.001.
Note: 1 - The teacher insists that you do things his or her way; 2 - Students feel free to question study programme requirements; 3 - Participants discuss real-life examples based on personal experience; 4 - The teacher makes every effort to help students succeed; 5 - The teacher respects students as individuals.

Table 6.11 Summary of regression analysis for predicting number of satisfaction with process

	MODEL 1	MODEL 2
Learning process		
Affiliation between the students	.121***	.121***
Active involvement of students	.203***	.203***
Learner-centred approach	-.031	-.031
Level of teacher support	.222***	.222***
Level of task orientation	.045	.045
Clear and well organised activities	.118***	.117***
Personal goal attainment	.060*	.060*
Education of programme		
ISCED		-.002
Adjusted R^2	.295	.295
F-value	69.826***	61.046***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.12 Summary of regression analysis for predicting number of satisfaction with outcomes

	MODEL 1	MODEL 2
Learning process		
Affiliation between the students	.089**	.094**
Active involvement of students	.151***	.151***
Learner-centred approach	-.014	-.004
Level of teacher support	.132***	.129***
Level of task orientation	.095**	.093**
Clear and well organised activities	.072*	.069*
Personal goal attainment	.057	.060*
Education of programme		
ISCED		-.087***
Adjusted R^2	.167	.174
F-value	34.003***	31.288***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance

Table 6.13 Summary of regression analysis for predicting number of overall satisfaction

	MODEL 1	MODEL 2	MODEL 3	MODEL 4	MODEL 5	MODEL 6
Socio-demographic variables						
Age	.212*	.193*	.197*	.177NS	.104	.101
Socio-economic background						
High skilled		.026	.032	.050	.059	.066
Lowest income quintile		.043	.070	.048	.128	.111
Mother's highest level of education		.115	.033	.045	-.108	-.110
Father's highest level of education		.122	.133	.141	.130	.136
Not employed		-.177	-.188*	-.174NS	-.095	-.098
Fixed or without contract		-.060	-.106	-.103	-.100	-.101
Social environment variables						
Family support			.136	.147	.071	.071
Friend's support			-.057	-.093	-.033	-.029
Employer support			.152	.136	.130	.139
Social activity			-.020	-.006	.000	.012
Cultural activity			.078	.077	.228**	.227**
Political activity			.083	.106	.031	.013
Formal learning experiences						
Level of education (ISCED)				-.230*	-.159*	-.123
Financial reasons				.013	.104	.108
Learning process						
Affiliation between the students					.049	.048
Active involvement of students					.087	.089
Learner-centred approach					-.028	-.011
Level of teacher support					.188	.179
Level of task orientation					.278**	.280**
Clear and well organised activities					.220*	.223*
Personal goal attainment					.050	.041
Level of current course						
ISCED						-.071
Adjusted R2	.037	.051	.057	.097	.465	.463
F-value	5.704*	1.937	1.569	1.878*	5.815***	5.561***

*p < 0.05; **p < 0.01; ***p < 0.001. NS = no significance