



EU Project: Professionalization of Literacy and Basic Education – Basic Modules for Teacher Training: TRAIN

PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

Country report Slovenia Summary

1. General description of the situation regarding professionalisation of basic skills teachers	
<p>Slovenia took part in the International Adult Literacy Survey in 1998, where the <i>representative</i> sample of population was tested. This was also the first national survey on adult literacy ever. The survey revealed devastating results of literacy levels of adult population: 77% of adults performed below international average on the literacy test used in the survey. Based on the IALS survey and a few more in-depth researches, the national Strategy for literacy development of children, youth and adults was proposed by an Expert group in 2004, which recommended that quality assurance processes to be introduced across all organizations involved in the provision of literacy teaching, tuition and support.</p>	
2. National professionalisation policy / program	
Description	<p>Initial adult literacy teacher training is a 112-132 hours long programme which as carried out as a part of continuous training of teachers. The training provides teachers with an understanding of the concept of literacy, literacy related problems, characteristics and needs of the target groups, methods of motivating and supporting participants to join and stay in the programme, understanding the aims of the programmes, teaching methods for reaching the programme's goals, the importance of networking, the significance of psychological and social background for the development of basic skills, the advantages and aims of project work, how to plan, supervise and evaluate teaching sessions, individual or group learning and participants' accomplishments.</p> <p>Teachers' trainers are researchers into adult literacy, university teachers and reflective practitioners who develop research and work in areas, related to the target group. Teachers successfully pass the training if they have (at least) 80 percent attendance, get a positive opinion on the level of their participation throughout the training and get a pass mark for essay.</p> <p>SIAE is also responsible for on going professional development of literacy teachers. The basis of this development is evaluation carried out through supervision of teacher's work, attendance at realisations of the programmes and reporting.</p>
Priorities / Aims / goals	<p>Quality assurance processes to be introduced across all organizations involved in the provision of literacy teaching, tuition and support; to establish the competent network of professional teachers and other experts that will support the processes of raising literacy in Slovenia; to accredit the initial training for literacy teachers and other education in this field to become an equivalent part of national education system.</p>

Target group(s)	Primary: experienced adult educators but also primary and secondary school teachers. Secondary: counsellors and other experts in the fields that are working with low educated adults.
time span	The whole training lasts for 112 - 132 hours and it is usually carried out over a three month period in the form of lectures and workshops in which the participants take an active part.
financial resources	Adult literacy teacher training is fully supported by the Ministry of Education and Sport (in the last 4 years national funds are combined by ESF) and free of charge for participants. In the first period (2004-2007) the government allocated almost 4 million EURO has been allocated for raising literacy levels of adults in all. Unfortunately due to very strict administrative regulations in Slovenia it is estimated that only around 30% of those funds were used. Raising literacy has been a priority also in the next period 2007-2013 and at the moment a new action plan for this period is being negotiated by different partners.

3. Current situation for literacy trainers / practitioners

Adult literacy teachers in Slovenia hold university degree, approximately half of them are employed in adult education institutions, the other half of them are primary or secondary school teachers and work as a literacy teachers part time.

4. Description of Best Practice / literacy teacher course

Working together with teachers and learners for new literacy programme(s)	All new literacy projects/programmes has been implemented in Slovenia according to the principles of andragogical cycle, which means that after the research of the problem and the needs of the learners, the project/programme is being created and experimentally implemented (pilot teacher's training is part of this phase). After the evaluation of the pilot phase (with all parties involved teachers, learners, providers), the programme is being implemented. On going monitoring and evaluation is the final phase of the cycle which generates new knowledge and challenges for the further development and changes needed in the programme.
Annual literacy teachers workshop on organisational issues and evaluation of work in literacy field	Evaluation workshop are organised once a year. This is an opportunity for teachers to share examples of good practises, e.g. present the good learning projects, explain about the difficulties they experience with realization of the programmes, reflect on their current practice in relation to theoretical backgrounds of the provision, and anything else they feel is important to share and discuss with other teachers and literacy experts.

5. Competences – Framework

The competences that are required for adult literacy teachers in Slovenia are as follow: understanding of adult literacy subject in Slovenia (theoretical, conceptual understandings, development, structure, statistics, policy and strategies); ability to demonstrate a broad understanding of good practice in adult literacy provision; ability to demonstrate a good knowledge and understanding of a range of teaching strategies for reading, writing, numeracy, social participation; appreciation of the community education approach to adult literacy; ability to make initial investigation within the local environment to find out the potential opportunities, networks, obstructions, weaknesses and strengths for the literacy learning; ability to adopt a learner-centered approach with adult learners; Understanding how adults learn and what motivates adults to learn; ability to demonstrate an understanding of project learning and team working processes and approaches; ability to understand the role and responsibilities of the adult literacy teacher; possess excellent inter-personal skills and the ability to be able to relate to wide range of adult learners who might belong to different culture, or learn with different learning style; understanding of critical learning, reflective learning and evaluation; ability to build relationships with adult literacy learners; aptitude to be able to develop and use a wide variety of materials when working with adult literacy's learners; ability to use a range of learning activities with adult literacy learners; ability to demonstrate an understanding of ICT and its role in learning activities for adults; ability to guide learner through his personal learning plan and help him to prepare and present his portfolio; ability to understand

and to act properly according the learning group dynamic; ability to organise and moderate learning projects/other projects; ability to support the concept of the reflective learner; ability to manage stress and chaotic situations.

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