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Guidance and Counselling in Adult Education: Example of Slovenia, England and Ireland

Abstract: In most European countries career guidance is in the foreground (especially for the young); educational guidance and counselling to help adults in their education process is often perceived as a 'superstandard' activity and should as such be paid either by the adults themselves or their employers who will benefit from this education. We have ascertained that the offered possibilities for obtaining information or guidance do not ensure equal access to the various target groups. The overview of the counselling and guidance activities in adult education shows that this activity is predominantly oriented into informing and career guidance and that it functions hand in hand with the workforce market. Even though counselling and guidance activities in adult education are relatively well developed in Slovenia this still remains a marginalised area of (adult) education within the educational policy, for it remains systemically and financially unregulated. Numerous European countries (including Slovenia) have noticed a discrepancy between the political starting points as stated in various documents and the actual condition.

Key words: career guidance, educational guidance and counselling, adults.

Introduction

Within education and learning processes adults have different goals and decide to start these processes in all life periods, which means that there should be a diverse offer of various possibilities of guidance and counselling that would suit them all. In politics - in which institutions (such as for instance OECD, European Community and others) play an important role - the main attention is

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focused on career guidance. Do we also need 'independent' counselling and guidance for adults who need help in their education and learning process, accessible within their local environment, on a 'neutral' terrain (outside of the Job Centre, school and similar) to operate independently from the career guidance centres? For comparative reasons we will show how counselling and guidance is developed in certain European countries (Slovenia, England and Northern Ireland).

The importance of guidance and counselling at ensuring adult education and learning

Adult education can take place in institutions for adult and youth education as well as in many other locations and institutions that are not specifically oriented towards education, such as work places, voluntary organisations, libraries, associations, hospitals, various homes and elsewhere. This diversity derives from the various needs adults have in different periods of their lives and is based on their interests, linked to their everyday life and work, and derived from the need to solve problems and the way the individual functions within the community. In accordance to this adult education objectives also do not have a single meaning, but can be divided into at least four blocks.

1. Adult education should reduce the gap in the educational possibilities and obtained knowledge between the various generations and social groups. This can be helped by better access to guidance, prior to the inclusion into the educational process as well as during the process itself.
2. Adult education should increase the possibilities for active participation in the development of the society. This goal is becoming increasingly important as the power of the civil society is diminishing. Informal adult education, especially community and intergenerational education as well as any other education that is not linked to work and employment play an important role in its affirmation.
3. Adult education and training for work or a profession has currently found a new way in which it managed to become a key political factor in the development of the workforce and the economic movements in society. This process has importantly contributed to the fact that adult education has gained a significantly more recognisable role and position in the social, educational and economic policies (Illeris 2004).

4. Adult education should also fulfil the individual's need for knowledge that can result from a lack of primary education or from personal interests and curiosity.

Currently adult education is a highly favoured area in politics, which is reflected by the emphasising of its importance throughout various documents, strategies and political actions; of course the reality is different, for in most European countries adult education is facing the same problems, i.e. insufficient funding, abolishing support for research institutions and being forced to behave as a part of the market economy. With this the most important part within the field, i.e. informal and community education and empowering individuals and groups, is losing on importance. In European politics – in relation to the development of guidance activities – reducing the social exclusion of inhabitants is becoming an increasingly important goal; in this sense we can define social exclusion as the 'process of becoming detached from the organisations and communities of which the society is composed and from the rights and obligations that they embody' (Watts 2001, pg. 158). The concept is multi-dimensional; in its basis it deals with issues as to how could social integration, solidarity and social cohesion in developed industrial societies be influenced through education. These are issues that occupy the experts today and act as a counterweight to the influence of the neoliberal ideologies on the adult education objectives due to which the advisory activities are also becoming important for education, i.e. an important part of ensuring that the individual gets included into society.

The conflict between the utilitarianism advocated by neoliberalism and the ethics of social justice that was already traditionally present in the welfare state is reflected also in the development of guidance and counselling for adults, which favour the development of career and vocational guidance. Today educational activities are predominantly a tool used by the state in order to achieve more efficient employment, global competition and 'flexibility' (Illeris 2004; Olsen 2006). On the level of the needs of the individual an advantage is held by those who understand education as a possibility for their personal promotion and development. The contemporary states should be just to as many people as possible, i.e. the society as a whole, and not focus on the effects of any single group of individuals within the society (Olsen, Codd, O'Neill 2004, pg. 270)².

² This view can also be noticed in the development of the guidance activities in which priority is given to youth who are facing social exclusion.

Why do we need a varied offer of guidance and counselling in adult education?

As an important part in adult education guidance and counselling responds to the various demands and needs of individuals, groups or society as a whole. Thus guidance and counselling in adult education is not merely oriented towards a single narrow goal or purpose, but potentially includes and enables a number of guidance types offered to adults enrolled in an educational process. When specifying the intention we have to take a number of factors into consideration (Jelenc Krašovec, Jelenc 2003, pg. 73):

1. 1. *the various fields in which guidance and counselling in adult education is offered to the individual:*
 - education, learning;
 - work, career and professional path or the professional career of the individual;
 - personality and the personal life path or the personal career.
2. 2. *the goals of guidance and counselling in adult education* are linked to the basic goal, which is to help the individual to successfully bring to an end his education and learning process.
3. 3. *functions that enable efficient achievement of objectives*

Guidance and counselling in adult education, which is developing independently of the work and employment field, has a number of functions: it helps the individual learn about his/her personal characteristics, interests, capabilities, learning habits and motivation; informs him/her as regards the education offer; helps achieve objectives linked to education as well as personal and professional path; removes the various obstacles that appear during the education process (situational, institutional and dispositional obstacles); offers help when using learning and educational technologies and develops methods and techniques for efficient learning; helps at recognition of prior learning; follows the success of the adult as he/she pursues his/her goals.

Adults might need help when they are trying to begin with the education process, when they are organising their education or when they are already learning; adults might need help before they enrol into an educational programme, during the educational process, towards the end of the educational or learning process or even following its completion. The needs of adults for guidance and counselling are thus diversified, which means that the target groups are also diversified.

On the other hand, career and educational guidance and counselling is “profoundly political process” (Watts 1996, pg. 351). As Watts asserts, “it operates as the interface between individual and society, between self and opportunity, between aspiration and realism” (ibid, pg. 351) and influences the allocation of life chances. It means that it can reinforce such inequalities or reduce them. But socio-political focus of guidance and counselling is still not in the interest of the professional research and literature; this might be also the consequence of the fact, that the theoretical basis of professional guidance and counselling practices is more psychological (individual is in the centre) than sociological in nature. Watts continues that “guidance can be a form of social reform” but on the other side it can be “a form of social control” (Watts 1996, pg. 352). This should be the basis for rethinking guidance and counselling practice and its future development.

Legal definitions, concerning guidance and counselling in adult education in Slovenia

In Slovenia there are no sufficient researches from which we could conclude how much and what sort of help would the adults in the education and learning process need. A research on a representative sample of adults was performed in Slovenia in 1987 (Jelenc Z. 1989), and in it almost two thirds of the respondents who stated that they plan to participate in the education process in the future expressed the opinion that they would need help in this process. Most of them stated that they would need help at organising their education process (38%); the least stated they would need help at selecting the programme (17%). In the second Slovene research on the participation of Slovene inhabitants in the adult education process, which took place in 1998 (Mohorčič Špolar et al. 2001), half of the questioned adults expressed the need for help in their education and learning process (Jelenc Krašovec, Jelenc 2003, pg. 16-17). Mainly it is believed that guidance is needed by the young when they are planning their career and professional path; less people believe that adults also need guidance at their learning and education process, at most informing about learning possibilities.

By adopting various political documents Slovenia is obliged to fulfil certain measures that will encourage adult education and training for the needs of work as well as for the needs of personal development and active inclusion into society. Guidance and counselling in adult education is a field that is – in accordance to the adopted education and lifelong learning strategies – understood as an opportunity for increasing the possibility to fulfil the needs of adults for various types of education.

The Resolution on the National Adult Education Programme, adopted in 2004 (ReNPIO 2004), states that developing guidance and counselling for adults plays an important role in the process of motivating adults to learn and obtain education that will aid their professional and career development; it explicitly states that informing and counselling are a part of every educational or learning process. The attention should be focused on the field of labour and employment as well as the individual's personal, social and cultural development. ReNPIO, as passed by the Slovene government, states that education should become a basic value and activity - the effects of which would also be shown in the tolerance and understanding amongst people, the enrichment of tradition and culture, improved functioning of the family as well as the individual. This would also encourage various groups to actively participate in the social sense and not merely as an investment into the economic growth and greater competitiveness in the domestic and global market (Drofenik et al. 1999, pg. 335). At this the functioning and development of local communities or neighbourhoods - in which the appropriate educational offer should develop hand in hand with guidance and counselling activities in adult education - is of extreme importance. One of the activities defined in the *National Programme* as a necessity for the fulfilment of the priority objectives, is to emphasise the development of the guidance and counselling network which would link the providers of education, the workforce market and the representatives of other regional services and public institutions (in the field of agriculture, culture, health care, etc.) (Drofenik et al. 1999, pg. 341).

Article No. 67 of the *Organization and Financing of Education Act* (2003) only defines guidance services in public nursery, primary and secondary schools, at which their activities are aimed at children, apprentices, pupils, their parents and teachers; when performing career guidance it works in union with the Employment Service of Slovenia. Guidance and counselling in adult education is not mentioned by law and is thus left to the local community and the local legislation which is non-obligatory in these issues. Article No. 21 of the *Local Self-Government Act* (1993) merely stipulates that municipalities should encourage educational activities in their area, which is as specific as the act gets.

In the European Commission report entitled '*Adult Learning: it is Never too Late to Learn*' (2006) it was ascertained that within adult education the most neglected groups are adults with the lowest level of education, the elderly, people from rural areas and the disabled. The report also states that this is a consequence of access to good and timely information, as well as social and personal conditions, the influence of which can be reduced through good guidance. EU members state that the key challenge is to ensure equal division in the participation

within adult education, which could be achieved by encouraging and supporting those adults who are the least likely to play a role in the education process.

The overview of the national and international projects for guidance and counselling in lifelong learning and career development in Slovenia during the past ten years shows that the position of guidance and counselling in adult education is marginal (a single project took place within this field). Most projects were performed in the field of guidance and counselling as regards career choice (mostly aimed at pupils, students and youth in general), helping individuals enter the education and work processes (mainly the young, but also representatives of socially deprived groups, for instance refugees) and in the field of innovations in informational-communicational technology, with tendency to reduce the costs of informing and guidance through the use of information technology (Polak 2006). This shows a move away from the basic principles of ensuring a high quality guidance and counselling service for all adults who need help in their learning and education processes.

The development of guidance and counselling in adult education shown on the example of England, Northern Ireland and Slovenia

The development of guidance and counselling in adult education is relatively intense in Slovenia, however such belief can rise over zealous optimism and the feeling of self sufficiency. In order to shed some light on these statements we will briefly present the development of guidance activities in selected European countries.

At the turn of the 20th century the first career guidance services appeared in USA and Europe (Brewer 1942 in Watts, Kidd 2000, pg. 485). In Great Britain where career and educational guidance were first developed the first guidance services were aimed exclusively at the young. Today, Great Britain is host to intensive debates dealing with the gap between the policies and practice and the opposition between career guidance and education guidance and counselling. These debates are obviously dominant all across Europe, for they express the power struggle between politics and the scientific field that is endeavouring to ensure sufficient guidance and counselling possibilities for all adults in need of it.

In the United Kingdom no unified scheme for developing career guidance exists; the development of these services depends on diversified factors, also on the influence of the market within an individual country. The differences between countries as regards the development of guidance and counselling are merely deepening (Watts 2006). In England the emphasis lies on a horizontal integration of guidance services that are divided into those for adults and those for

youths, while in other countries in the United Kingdom (for instance in Northern Ireland and Wales) the emphasis is placed on the vertical integration of guidance services that operate on to the principle of 'different age groups'.

In England one can notice a constant gap between the guidance offer for youth and adults; the career guidance policy for the youth and adults is clearly separated. This gap was defined by the 1973 Employment and Training Act which demanded that the Local Educational Authorities (LEAs) in England and Wales ensure career guidance for youth. At the same time this Act allowed LEAs to offer career guidance also to adults, wherever possibilities permitted (but did not define or finance it). This dualism that distinguished between the obligatory guidance for the youth and the 'permitted' guidance for adults is still in existence today. Mulvey (2006, pg. 14) and Watts & Kidd (2000, pg. 485) estimate this duality to be merely another wrong move, one of the many that seem to be present in the English educational policy. Adult career guidance has – as there was no act that would govern it – developed gradually, with funds intended for various target groups. If it would have a unified and wholesome financing this would ensure an efficient offer for all adults. In the period governed by the 'new right' a clearer market discipline tendency was expressed (Watts 1991, pg. 233), the essence of which was mainly oriented towards efficiency and measurability. The funds for adult guidance were always short-term and dependent on the needs of the employers or the government. Mulvey ascertained that due to the lack of a national policy and the irregular and insecure financing, the structure and network of guidance services is weak; this influences the morals of the counsellors who work with adults. Counsellors have noticed a general lack of realisation as regards the importance of guidance and counselling in adult education, including the generally spread erroneous idea that guidance is only important for young people (Mulvey 2006, pg. 25).

In England guidance offers a whole array of oppositions. The first is the opposition between the young and adults; the second is the question whether the individual belongs into the selected target group that is currently interesting (this holds true for youth as well as for adults). The third opposition deals with inclusion – this is the opposition between those who are not included into education, are not employed and are not in training (regardless of age) and those who are in the education process, are employed and are in training, however their demands for guidance might not be known. Finally, there is the opposition between the politicians and experts (practitioners, researchers) – the first have power, the second the responsibility. Experts in England are of the opinion in order for guidance to be efficient it should be a wholesome activity and represent a connected field.

In Northern Ireland, which is an example of good practice in the fields of developing adult education and guidance activities for adults, the first official career guidance service was established as early as 1948 (McCarty, Millar 2006) and was intended only for the youth who completed their education. Later on these services started to reorganise themselves and were renamed into career centres. The Educational Guidance Service for Adults (EGSA), which appeared in 1967 as an experimental pilot project, was developing parallel to this. At first it was intended as an Adult Vocational Guidance Service and as such it was the first service of the kind (that ensured independent advice and counselling for adults) in the United Kingdom. Because it was discovered that many adults needed guidance and counselling for education more than vocational guidance these centres were renamed into Educational Guidance Service for Adults (EGSA). Today the Educational Guidance Service for Adults (EGSA) is an independent, non-profit organisation that operates in the voluntary sector. It is financed by the Department of Employment and learning as well as the Department of Education in Northern Ireland. They also get additional funds from the European Union. The service has recently developed immensely, which was enabled by adoption of Lifelong Learning strategy document, so that now the network is linked with various education providers, employers and community organisations.

It operates in various places, for instance in community centres, colleges and libraries, which enables to fulfil their mission, with the goal of reaching those adults who would otherwise not seek guidance. EGSA also encourages other organisations to develop their own guidance activities; thus the free telephone guidance 'Learndirect' developed, however this stopped operating after five years of operation (in 2005) when it was cut off from its finances. In Ireland they are also of the opinion that the greatest lack in the current offer of guidance and counselling is the lack of a wholesome policy and a development strategy for the field.

In 2000 Ireland adopted the White Paper on Adult Education in which the need for guidance and counselling in adult education was clearly exposed and firmly founded as one of the key support activities for adults who wish to continue with their education. Apart from career guidance, they also exposed the need for informing and deeper guidance and counselling for adults who need help in the personal and educational field as well as in the field of their careers. By placing the emphasis on the groups of adults who have a marginal position in the educational process the centres provide personal, educational and career guidance prior, during and after the education process.

A great interest in career guidance³ is also expressed by the Organisation for Economic Cooperation and Development (OECD), that has published the report 'Career Guidance and Public Policy: Bridging the Gap' (2004). The publication confirms that the OECD is dedicated to strengthening the workforce and capital market; already from the definition of the term 'career guidance' it is clear that it mainly focuses on helping the youth and those adults who might, due to the needs in their work, pursue further education. The problem is the lack of unbiased, independent agencies/centres for guidance that would not operate under the patronage of any interest groups (employers, educational institutions).

The comparison of the development of guidance in Great Britain shows that even guidance related to education is predominantly influenced by the workforce market, which also governs the educational policy in these countries. It seems that the understanding of education as a community and general human commodity is currently unrealistic and neglected - which is also shown in the development of such infrastructural activities as guidance and counselling services.

Situation in Slovenia

In Slovenia the activities at the disposal of adults who want to continue with their learning or education process are relatively well developed. The field has developed similarly as in most European countries; the best developed is guidance for work and employment. Career guidance (or as they call it 'career orientation'⁴) takes place at the Employment Service centres and the Career Guidance Centres (CIPS). From the year 2000 onwards a network of centres for informative and guidance activities for all adults in the local environment started developing (the ISIO project)⁵. Apart from these two – systematically developed and dispersed and state (co)funded and controlled forms of help – adults can also

³ The term 'career guidance' defines the activities that ensure that people of all ages and in various life periods can decide as regards education, training and work as well as plan their careers. On the basis of these activities they find it easier to understand the connections between the workforce market and the educational systems and consider their possibilities. Contemporary career guidance tries to teach the individual how to plan and perform his decisions connected to his work or learning. (Career guidance and ..., 2004, pg. 19).

⁴ Currently this term (career orientation/karierna orientacija) is used by the Employment Service and CIPs as the key term for defining career guidance. As such it substitutes all previous expressions, for instance career guidance, professional guidance, professional orientation and others. This terminology is problematic because it creates the belief that an individual enrolls into education programmes solely for the purpose of extending his career. In the phase career orientation the word 'orientation' is also problematic, for it functions as a directive. When we are dealing with guidance and counselling in adult education, it is important to use non-directive guidance, for in this way the key principles are taken into account, i.e. the principles of voluntariness, autonomy, personal activity and other principles that ensure the activities of adults.

⁵ The project carrier is the Slovenian Institute for Adult Learning, the centres are financed by the Ministry of Education and Sport, partially they are financed from the funds obtained from the European Social Fund.

obtain information and advice as regards enrolment possibilities and continuing their education in educational institutions, which they attend or are planning to attend. Amongst them one can find various institutions for adult education and other institutions that occasionally or permanently – alongside their main activity – also perform adult education activities (for instance various private educational institutions, universities, secondary schools, associations, health organisations, culture organisations, institutions and homes, etc.). This guidance and counselling is mainly intended for adults who are entering programmes offered by these institutions and once they have enrolled into trying to keep them in these programmes. This group lacks most of those adults who would need education the most and for which we believe that they would consequentially need different types of help in their learning and education processes.

There is important difference between career guidance in CIPS and educational guidance and counselling for adults at the ISIO centres. The first is intended almost exclusively to training and education for work and employment, and includes the discovery of interests, overcoming obstacles and encouraging motivation in the search for employment as well as concrete skills necessary when entering the workforce market. Career guidance ('career orientation') performed in the Employment Services and CIPs is mainly intended for the youth and the unemployed adults. The model is a combination of guidance and planning the job path and career of the unemployed, as well as employed individuals. In Slovenia such guidance can be performed also by the Chamber of Commerce and Industry, The National Centre for Vocational Educational Training and private enterprises (Šlibar 2006). The national CIPS (NCIPS), the tasks of which are expert development and merging the activities of CIPS throughout Slovenia, is a member of the European EUROGUIDANCE network, which operates under one of the European commissions. Currently a network of 25 CIPs is established in Slovenia. In seven towns CIPS has got only information spots in operation (more data can be accessed on <http://www.ess.gov.si/slo/Ncips/ncips.htm>). The centres for informing and career guidance therefore operate in all area centres of the Employment Service of the Republic of Slovenia.

The second form of help offered to adults in their learning and education process takes place at Public Universities⁶, has much broader goals and is closer to what we (in this paper) define as 'independent' guidance and counselling in adult education. Because we are mainly interested in this part we will take this opportunity to explain a few details.

⁶ These are Public institutions for education and training, meant for all adults, offering formal and nonformal education and training.

The Guidance and Counselling Centres for Adult Education (ISIO) are intended and equally accessible to all adults in the local environment in which the centre operates, and especially to those groups of adults who rarely participate in the education process – the lower educated individuals, those who have harder access and are in a tougher situation (Dobrovoljc, Vilič Klenovšek 2006). Between the years 2001 and 2005 a network of 14 guidance centres emerged (one in each educational district) within the Public Universities; those were rationally selected to carry this task, for according to the set measures they ensure sufficient quality of work within their institutions. However we still think that they might – regardless of their endeavours to work as objectively as possible – favour the education possibilities within the institution in which the ISIO centre operates. In order to avoid this danger it would be ideal if such ‘independent’ centres would not operate within the frame of educational institutions.

ISIOs are trying to ensure free, quality, expert and wholesome adult guidance and informing. At this they are trying to connect as many providers of educational and guidance services for adults on the local level as possible (Dobrovoljc, Vilič Klenovšek 2006). The last data on the operation of these centres (2007/08) shows that almost 18.000 individual services took place within this year, out of which almost one half were of a counselling nature (43%) and a slightly smaller share was of an informative nature (36%). Most informing and counselling (66%) took place prior to the inclusion into the education process, while a quarter took place during the education. The services mainly dealt with informing and counselling for raising the level of education and training for work, spare time and personal development. In relation to this especially dominating were the issues on financing and educational possibilities (Data on the Operation of the Network ..., 2008). In this year the centres were visited mainly by younger advice seekers (46% were under 30 years old, the remaining were older), who were in most cases employed (47%) and had finished secondary school or less. From the data we can see that the target group of adults who visit guidance centres for adult education, is very diverse, however younger adults with lower education dominate.

The analysis of the structure of people who attend the centres and their activities shows that greater attention will need to be paid to obtaining the less active target groups of adults (e.g. older adults, who currently represent a minority, immigrants, ethnic minorities, lesser educated inhabitants from rural areas, certain groups of the employed, etc.). Even though the emergence and development of the guidance centres for adult education provides an exceptionally beneficial possibility that offers a counterweight to career guidance (‘career orientation’) - which takes place in the Employment Services - the state should play a greater

role in its development. This is also a consequence of the fact that the guidance centres are located within the Public Universities, which today represent the local centres for adult education, however they are mainly frequented by active adults. The project is based on partnership cooperation and a local network that links various key institutions that are important for the adult education process. As such it enables adults to access information and guidance also from other locations⁷. It is extremely important that the informational activity develops also elsewhere in the local community, for instance in places where education does not take place. This is a part of the plan with which ISIO wishes to increase accessibility of the vulnerable groups of adults so that they would be subject to guidance and counselling and consequentially also to education. To a certain degree this is already being carried out with the aid of dislocated units that occasionally offer the possibility of informing and guidance (for instance libraries). However, the problem of financing a sufficient number of expert workers remains if the guidance and counselling centres are to run smoothly.

Conclusion

The overview of the development and offer of guidance and counselling in adult education in some European countries (including Slovenia) shows that the main state support is given to the field of information and guidance related to work and profession. The various development services in Slovenia that deal with this field⁸ agree that in the future of this field further connections will be necessary if various types of help are to be offered to adults during their education and learning process. Adults form a non-homogenous group that differs in age, social roles, educational, vocational and social status (to name just a few), so their needs for learning and education are extremely diverse. In accordance to that it is necessary to offer various possibilities of help that adults could obtain from various locations. The model offered by V. Riviš (1992) can be a starting point of the further development of guidance and counselling activities in Slovenia; it is based on three appearance forms of developing guidance and counselling activities, which each in their own way fulfil the various needs of adults for guidance: employment-oriented guidance, education-oriented guidance and 'independent' guidance.

⁷ According to the available data guidance centres had over 100 strategic and over 170 expert partners in 2008 (Data on the Operation of the Network ..., 2008)

⁸ Mainly the Employment Service of the Republic of Slovenia and NCIPS within its frame and the Slovenian Institute for Adult Education.

At the *employment-oriented guidance*, the economic goals are in the foreground; this guidance can be fees/voucher founded. It is performed by services for career development, private and other institutions. The economically active individuals are better supported than groups; there is less connections with other providers of guidance activities.

Looking at the development of the career guidance field in Slovenia (which has more state support than the development of ISIO adult educational guidance centres) we can ascertain that this is a priority field in Slovene politics. It is the same across Europe, where it mainly focuses on the youth and partially on the unemployed adults.

Education-oriented guidance is run by educational institutions for their own needs and is performed by the employees of these institutions. Priority is given to participants and future participants of the educational programmes; their achievements are important. The development of a network is less important, and less help is offered to groups. The achievements of the guidance work are evaluated and are subject to marketing, which leads to impartiality. In Slovenia such guidance work is performed by various educational institutions for their own needs. The 1998 research conducted by the Slovenian Institute for Adult Education (Vilič Klenovšek 1999) has shown that such informing and guidance is performed - for instance - by secondary schools who have a unit for adult education as well as private educational institutions.

Parallel to this the so-called *independent guidance* is supposed to have developed. This is a part of the activities within the voluntary sector and the local community. Such guidance should be financed by the local budget (municipality), as well as from the funds for training in companies or funds from other local organisations. This guidance activity fulfils various demands of the learners, supports various networks and cooperates with them. It is intended for the learning adults of all ages, especially the ones who are educationally marginalised; it actively develops all types of guidance and counselling in adult education. Independent guidance work is often on the margins of the official systems of education and training; it is endangered by political changes and the lack of financial means as well as the inconsistent financing.

For an efficient development of independent guidance and counselling in adult education we will need to increase the cohesion of the community and support the development of various communal activities. In order to increase the social inclusion of the marginal groups it is necessary to develop educational guidance and counselling that would be as close as possible to the location in which these adults live and work. The above described model was developed by V. Riviš already a while ago, however within the overview of the current possibilities

in various European countries we could ascertain that independent guidance for learning is still underdeveloped and neglected and that this is the part of the guidance activities for adults that would deserve special attention from the experts and the general public. In this way we would also come slightly closer to the promises and predictions that can be seen in various national and European political documents and strategies.

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Vođenje i savetovanje u obrazovanju odraslih: primer Slovenije, Engleske i Irske

Apstrakt: U većini evropskih zemalja karijerno vođenje (posebno za mlade) je u prvom planu; vođenje u obrazovanju i savetovanje kako pomoći odraslima i njihovim obrazovnim procesima često se ne vidi kao „standardna” aktivnost i da kao takvu treba da je plate sami odrasli ili njihovi poslodavci koji imaju korist od njihovog obrazovanja. Utvrdili smo da ponuđene mogućnosti za dobijanje informacija ili vođenje ne osiguravaju jednak pristup različitim ciljnim grupama. Pregled aktivnosti u oblasti savetovanja i vođenja u obrazovanju odraslih pokazuje da je ova aktivnost pretežno orijentisana na informisanje i karijerno vođenje i da funkcioniše u skladu sa zahtevima tržišta rada. Iako su savetovanje i vođenje u obrazovanju odraslih relativno dobro razvijeni u Sloveniji, ovo je i dalje marginalna oblast obrazovanja (odraslih) u okviru obrazovne politike jer nije sistemski ni finansijski regulisana. Brojne evropske zemlje (uključujući i Sloveniju) primetile su neslaganje između političkih polazišta koja su navedena u različitim dokumentima i stvarnog stanja.

Ključne reči: karijerno vođenje, obrazovno vođenje i savetovanje, odrasli.

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