

LLW

Novičke

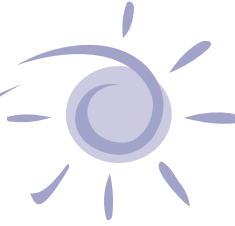
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LIFELONG LEARNING WEEK

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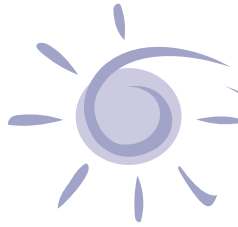
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preparatory, basic, accompanying and final activities of the Week, to encourage and  
coordinate the cooperator of the Week and to enable the exchange of their experiences.



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## Lifelong Learning Week 2009 – a success despite the crisis!

Although 2009 has been marked in all aspects by the economic and financial crisis, and LLW 2009 had to endure quite a few limitations, we were once again delighted by the record number of participants, with as many as 747 event organisers! The network of LLW friends is therefore growing from year to year, and compared to 1996 it showed exactly a tenfold increase this year, while the growth in festival events also comes close to this achievement (from 500 in 1996 to more than 4,800 in 2009). From these indicators alone we may conclude that LLW has become an indispensable promotional campaign in Slovenia, and by no means just in educational circles. Meanwhile we can regard the flourishing of this year's festival as just one more argument in favour of a paradigm shift away from the fear that education and lifelong learning might be suffering as a consequence of the crisis, and towards the recognition that they are (possibly) one of the key mechanisms for overcoming it.



14 YEARS  
1996 - 2009

We may learn a great deal more about the success of LLW 2009 from the questionnaires sent in to us after the festival closed by event organisers, who frequently embellished their responses with snippets from visitors. This information will be condensed in the annual report, which will be published towards the end of the year on the website <http://llw.acs.si/about/>. One of the saving measures hinted at earlier is the fact that we are limiting the amount of printed matter, and increasingly our LLW content is published on the website. This does run the risk of not getting information to as many people, but on the other hand we trust that word about LLW will be spread 'by word of mouth' with the help of you, the readers of LLW-Novičke and visitors to the LLW (TVU) website. Below we therefore give you a picture of just the most outstanding aspects of this year's festival of learning.

### ★ National coordination of LLW

The Slovenian Institute for Adult Education (SIAE) acted once again in the role of **national coordinator** to implement conceptual and developmental tasks, some quite well established yet nevertheless in a fresh guise. Of these

tasks we should mention the meeting of the National Committee and of the network of coordinators and providers, and the year-long cooperation with the managing authority of the *European Year of Creativity and Innovation* and other actors on the national level. Permanent contact with the LLW network, the common visual and media promotion of the festival, solid IT support for all stages of the project and cooperation in the international festivals of learning movement are further aspects of national LLW coordination that have occupied the SIAE all year.

Here we enjoyed excellent support again this year from the **network of LLW coordinators**. This network was first formally established in 2001, and then through joint recommendations for coordination and numerous opportunities for exchanging experiences and views we simply enhanced it. Its role has therefore been consolidated from year to year and has had a decisive influence in expanding the network of LLW friends. In 2009 the driving and coordinating role was assumed by 26 coordinators, of which 24 are territorial and 2 thematic, and around 90% of the providers and organisers of LLW 2009 fall under their wing. Most outstanding among them was RIC Novo mesto, which supported this year's national opening with an extraordinarily broad network of participants (more than 80 providers) and together with them provided over 500 events from May to the end of June. Operating with a similar number of partners was Vitra, the Cerknica-based Centre for Balanced Development, and the Črnomelj Institute for Education and Culture.

The educational, promotional, informational and advisory, cultural, social, sports and other LLW 2009 events revolved around **three main themes**:

- In the *European Year of Creativity and Innovation (EYCI)* the role of lifelong learning in strengthening **creativity and innovation** for personal, social and economic development was highlighted by as many as 1,205 (25%) events;
- events on the topic of **education of older adults** emphasised the need and possibility for the inclusion of older people in lifelong learning, while some events also promoted intergenerational learning; this theme was highlighted in 734 (15%) events;
- the slogan **Learning – a sure way out of the crisis!** brought together some 517 (around 11%) events, which emphasised the necessity to be tuned in to current needs, and to respond to them with high-quality educational content and with fresh, rapidly adaptable approaches. Events related to successful learning, job-seeking, overcoming hardship on losing a job or to developing various skills, which mean not just training for learning and work, but also for harmonised personal development and creative coexistence in various circles.

- 4 Other events did not relate to the recommended three themes, but their content was based on the current needs of the environments in which they were provided.

The efforts of participants were supported substantially this year through funding from the **Public tender for co-financing adult education** for 2009, with a record EUR 100,000 (last year EUR 42,000) being allocated for the coordination of LLW and for events on the local level. All those that applied in the tender received support, but unfortunately only 58.55% of the available funds were allocated. There are various reasons for this: since as much as 87% of event organisers were operating through coordinators, they were perhaps insufficiently familiar with the tender or lacked faith in the possibility of succeeding in it. An even more likely explanation is that they did not attain the threshold of criteria (10 or more events). Another point worth considering is that after several years of uncertain, withdrawn and once even cancelled funding, the LLW network has lost faith in the successful financial support of the project. This most certainly backs up the argument that co-financing of LLW from the Annual Programme of Adult Education should be defined in advance in terms of timing and quantity, and in particular it should be consistent from year to year.

This year's **international cooperation** in the area of festivals of learning kicked off with the April conference in Edinburgh, where 125 representatives of the profession, of politics and learners from all over the world gathered together. The meeting was organised by Scotland's Learning Partnership in cooperation with the Scottish government, and it had the character of a preparatory event for *UNESCO's 6th International Conference on Adult Education, CONFINTEA VI*. Participants debated the content of the Adult Learners Charter (see the draft on the website <http://tvu.acs.si/mednarodno> – in Slovenian only). This is intended in five areas – politics, access and participation, guidance and support, quality and innovation – to provide harmonised initiatives for the participants of the conference in Brazil. The other result of cooperation in Edinburgh was the first steps towards creating a global advocacy network for learners. These events will most certainly map out the future of the profession, so we are delighted to have been actively involved.

Another event on the international level was the presentation of 14 years of achievements and experiences with LLW at the introductory staging for the *Croatian Lifelong Learning Week* at the end of September in Zagreb, which is perhaps the first step towards more substantial cross-border cooperation in the future.

In November we have been invited to the seminar *Networks and partnership for promotion of adult education* in Estonia to talk about our years of experience with the network of LLW co-ordinators.

### ★ LLW 2009 events on the national level

In organising the **national opening of LLW 2009** the SIAE this year supported the efforts of the Novo mesto Development and Education Centre (RIC), the long-time and experienced LLW coordinator in the Dolenjska region. At the event, which attracted around 350 visitors and was enhanced by a range of speakers representing various



generations, the audience was addressed by the Minister of Education and Sport, *Dr Igor Lukšič*, the State Secretary at the Ministry of Labour, Family and Social Affairs, *Dr Anja Kopač Mrak*, the Mayor of the City of Novo mesto, *Alojzij Muhič*, and *Andrej Sotošek, MA*, director of the Slovenian Institute for Adult Education. The main part of the event, which was held on 8 May 2009 at Grm Novo mesto – the centre for biotechnology and tourism was devoted to presenting 15 new SIAE awards for exceptional achievements in adult education. The atmosphere at this exceptional event, which once again confirmed the rightness of the decision to hold the national opening of LLW on the regional level (as we have done since 2006), is best depicted in the photographs published on the website <http://tvu.acs.si/odprtje/index.php?nid=700&id=166>.

We write below about the efforts in the area of presenting **SIAE awards for exceptional learning and professional achievements**. At this point we would just like to point out that this year we completed the 12-year lifetime of these awards, which will be marked by a publication presenting all 156 recipients to date, and this will be published towards the end of the year. Another important achievement this year was the possibility of registering candidates for awards via the LLW website. This was used to great advantage during the autumn in the procedure for registering nominations for the 2009 SIAE awards.

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The subject discussed by 20 experts from various backgrounds on 20 May 2009 at the City Hotel in Ljubljana for the **14th Adult Education Colloquium**, was *the education of older adults in the year of creativity and innovation*. The diverse range of speakers, together with around 80 people attending, ensured an exchange of wide-ranging views, and the written papers have been published on the website <http://tvu.acs.si/ak/2009/index.php?nid=610&id=169> (in Slovenian only).



We should also mention that the activities of the Slovenian Institute for Adult Education for the LLW project were supported by the Ministry of Labour, Family and Social Affairs, which also financed the national opening and the Adult Education Colloquium.

Mag. Zvonka Pangerc Pahernik ([zvonka.pangerc@acs.si](mailto:zvonka.pangerc@acs.si)), ACS

### ★ **Speech at the opening ceremony of LLW 2009**

Those present at the opening ceremony for Lifelong Learning Week 2009 in Novo mesto were treated to an address on education in a new era by the keynote speaker, Slovenian Minister of Education and Sport *Dr Igor Lukšič*:

*"Madam Principal, Madam Director of the Developmental Education Centre, Mayor, Ladies and Gentlemen, I am delighted to be able to be here with you today, since right here in this municipality, which was once even bigger and numbered the most settlements in Yugoslavia, I was able to complete all my education up to university level, which I had to pursue outside the municipality. I am delighted that we are assembled here in such numbers for an event that heralds one commitment here in this municipality and in Slovenia to learning and education.*

*It is right that a week devoted to lifelong learning should extend beyond seven days. It should last a month, a whole year. The debate over the crisis touches all areas. Yet it has still not reached a key area, which is an issue of socialisation, an issue of reproducing the fundamental patterns of behaviour developed by Western civilisation. And this is the issue of education, schooling and learning.*

*In the first wave, when it seemed that the crisis was primarily a crisis for the financial institutions, education was mentioned purely as that section from which additional resources could be drawn so that the banking system could receive a new financial injection. This story is gradually coming to a close. Even in the core of the crisis in the United States of America it is being seen, first and foremost by the president, that the key issue is finding a new way of organising society. And the answer can be sought only in innovations in the area of education and in socialisation. If we do not know how to reach the right diagnosis, then every treatment will be wrong. A new assessment*



*points out that what is happening to us is the final reminder that the industrial age is over. Education for the conveyor belts is finished. And treating people as things only leads to an intensification of the crisis between people. This is a crisis in the relations between people. We had the good fortune to be able to experience this crisis as a change in the political and social ownership system, and we can therefore feel it more in terms of what it really involves. For some this change has been going on for centuries, and several generations have come and gone in the interim.*

*What constitutes learning in the modern age is the issue of engaging the biopotential people have as individuals. The issue of engaging our brains not merely in the dimension of logic and rationality, but the potential we have so with it we can live through others and with others and in this way enhance our own potential. In other words, how we can link pedagogical science into all social sciences through biological science and then through all these IT and communication technologies we now have at our disposal. This is the issue that faces us, that ultimately faces those in office and also this government. Education repeated from book to book, seminar assignments from seminar assignments to the presentation of these seminars – that is something of a bygone era. That is a part of the industrial society. We must begin to measure the results of education and learning by the traces they leave on us individually, on the releasing of this biopotential, the cerebral potential and of course by what kind of results this leaves on others. We cannot have as the ultimate measure how many factories or walls we have built, or how many cars, houses and so forth an individual owns. That story is over. A new era is beginning, and a new era is beginning with all those involved in education and resituation. Learning should be a lifelong process that will serve all of us, educational workers, humankind, Slovenians and this world.”*

## ★ Lifelong Learning Week 2010 to mark special anniversary!

The 15th LLW will be held in **the third week of May 2010** (17 to 23 May), and the expanded timetable will again stretch from the beginning of May to the end of June. The LLW working group will draw up the preliminary annual plan of LLW and an overview of all the important dates by the end of this year. Once again it will be crucially important to visit the LLW website regularly in order to stay fully informed.

In the *European Year for Combating Poverty and Social Exclusion*, one of the recommendations to participants will be to link their events to this complex topic, and in view of last year's positive experiences we will define additional major topics and slogans. Registration to participate will run from 15 March 2010 on.



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## **Main theme: Presentation of Slovenian Institute for Adult Education awards for exceptional learning and professional achievements in adult education in Slovenia for 2008**

### ★ Revised rules for allocation of SIAE awards

Since 1997 the Slovenian Institute for Adult Education has presented awards to adult learners and innovative teachers, mentors, professional groups, institutions, companies and local communities that have shown distinction in developing the culture of lifelong learning.

Up until this year, in other words 12 years, we have presented up to 15 SIAE Awards each year for special achievements in adult learning in Slovenia, so a total of 156 awards have now been made in three categories: 39 awards have been received by exceptional learning individuals, 34 were given to excellent learning groups, 83 to innovative, imaginative and unstinting adult educators, including to as many as 41 individuals (mentors, teachers, experts), 14

were given to professional groups, 18 to educational and other institutions, 4 to companies and 6 to local communities. Since over the last decade education policy and practices have focused increasingly on the lifelong aspect of learning, and since we would like to expand the view of learning and educational achievement and highlight spreading the word about good examples, we decided to radically revise the rules and thereby the criteria for making awards.

Since September 2009, therefore, a new set of Rules on SIAE awards to promote learning and knowledge has governed the presentation of awards. A **maximum of 10 awards** can now be given each year in three categories:

- **to individuals** for special achievements in lifelong learning (**up to 4 awards**),
- **to groups** for special achievements in lifelong learning (**up to 3 awards**) and
- **to institutions, companies and local communities** for special professional or promotional achievements and for achievements in enhancing both one's own knowledge and that of others (**up to 3 awards**).

This year's call for award nominations, which was open from 15 September to 14 October 2009, was conducted for the first time in line with the revised Rules. Award recipients for 2008, who actually received their awards in May at the opening ceremony for LLW 2009, were selected through the criteria set by the old rules.

### ★ SIAE award recipients for 2008

For 2008 a total of 15 SIAE Awards were given in three categories. In the first category awards were received by four individual learners, in the second category three learning groups (one study circle and two learning groups from universities of the third age), while in the third group eight awards were presented (three to individuals, two to professional groups, two to institutes and one to a company).

★ **SIAE awards given to individuals for outstanding learning success and enriching their own knowledge**

★ **Mladen Dudek** from Ljubljana, engineer of traffic technology

Proposer: Karin Elena Sánchez



*Mladen Dudek is one of those people who testifies to the fact that through curiosity, openness to change and desire for personal development one can overcome all manner of obstacles in life, gain an adequate education and in so doing encourage other to achieve their goals through similar steps.*

After successfully finishing vocational school (car mechanic), he had to chart his own path to higher education and new vocational qualifications (professional driver and fork lift driver). He was assisted in this mainly by his own desire for knowledge and independence in learning, and he found motivation in the realisation that even the richest vocational experience would not help him towards a better job without adequate formal education. So at the age of 38 he sat at a school desk once again and in two years passed the vocational matura (baccalaureate) exam with distinction, thereby earning himself the title of transportation engineer. Despite his modest income and employment for a certain time, he bought the computer equipment that was essential for his education, and alongside his work (he was still employed as a professional driver) he enrolled at the Faculty of Maritime Navigation and Transport in Portorož, in the transport technology course. Here, too, his perseverance and focus on the objective soon paid off; he advanced in the regular way from year to year, and after three years acquired his fifth professional title – bachelor engineer of transport technology.

Mladen's *"learning path did not end, however, when he finished his course"*. In recent years he has enhanced his knowledge by learning English and computing, and he participated in a one-year intensive, internationally recognised and certified education course in communication and personal growth – Commercial Practitioner of Neurolinguistic Programming – and the workshop Power of Communication – Selection of Personal Virtues. His learning path therefore comprises not just formal education, which through the qualifications he has

gained has enabled him to seek appropriate employment, but also non-formal education, the goal that offers him what he desires most – personal development. Judging from the words of the proposer, his learning path does not end here: *“Mladen is a student who is still learning out of a genuine human desire to understand new things and to overcome one’s own obstacles. When he grasps something, he realises that he is then missing something else. And he wants even more... He deals with barriers boldly and systematically, smiling and cheerful. He is also thankful that after so many years he still has the possibility to learn. And that it works for him. That he can help others. He is proud of himself and his achievements, and he will also tell you this confidently.”*

Yet *Mladen Dudek* has still not had the last word – at the faculty he gained a range of additional theoretical knowledge, which owing to his wealth of practical experience he has grasped deeply. The fact is, Mladen knew why he was studying: not just to gain a degree, but also to learn something that he could use in practice. He went to the faculty primarily for knowledge. Currently the most important thing for him is to change his job, so he can finally demonstrate what he knows. It is for that reason that he studied. Without doubt he will succeed.

✦ **Nuša Ilovar** from Žalec, poet

Proposer: Žalec Intermunicipal General Library, Andreja Hutinski



The life story of *Nuša Ilovar* provides a role model for many people (especially those with special needs) as to how they can overcome the hardest obstacles and achieve a higher quality of life. Since cerebral palsy has confined her to a wheelchair, she had to spend most of her childhood in hospitals and at the Centre for Training Disabled Children. Owing to her physical slowness and incomprehensible speech, she had no chance of continuing her education (she completed primary

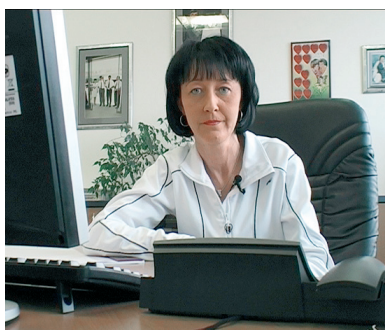
school with an adapted programme). Yet these and other obstacles (in spoken communication she needs a translator) did not put her off a love of life, which she displays at every step.

12 Nuša's perseverance and independence in learning are particularly evident in her writing, which helps her overcome any pessimism. She discovered the great joy of writing when she was spending most of the day on her own. At that time she took recourse in reading, and in this way recognised her own desire and need to write about her feelings. The fruit of her work includes a published novel and collection of poems, publication in the literary magazines *Vpogled*, *Vsesledje*, *Apokalipsa*, *Mentor* and *Cool*, publication in the web literary magazine *Locutio* and on the poetry portal *Pesem.si* (<http://www.pesem.si/> – in Slovenian only). Her activities have also gained attention in the wider environment, and in 2000 in the campaign conducted by the magazine *Jana* she was nominated for Slovenian woman of the year. For her rich creativity in the literary field she received a Savin prize in 2005.

Nuša Ilovar has been enhancing her literary abilities as a member of the Celje Literary Society, and she also attends literary workshops, camps and similar. Most importantly, her mind is never still; she is always pursuing new goals and her excited mood infects everything she encounters. She teaches the people around her that no one is self-sufficient, or as the proposer Andreja Hutinski put it, that interpersonal ties are an added value that must be created and nurtured.

★ **Zlatka Kolman** from Pišce, entrepreneur

Proposer: Brežice Economic and Commercial School, Alenka Pečnik Kranjec



We can find an answer to the question, what does lifelong learning mean, in the life story of *Zlatka Kolman*. The now successful businesswoman cut short her education when she was young owing to her family moving abroad. Later on, since she became increasingly aware in managing a company of the need for formal education, despite the burdens in her career and family life she decided to continue her education. In this way

she gained new knowledge, which throughout the period of her education she has linked to her professional experiences and practical knowledge. At the same time this has made it easier for her to manage her own company.

*"Zlatka found her motivation to involve herself in adult education by recognising the role of formal education in the hierarchical relations in the company."*

For this reason in her forties she enrolled first in a commercial trader course, and then in a course for economic technicians – both of which alongside her vocational matura exam she completed with excellent grades. *“Yet Zlatka did not simply acquire qualifications, but also self-confidence, which has helped her relations with employees and leaseholders.”* Moreover she has also demonstrated a great variety of abilities and skills.

Since she is aware of the importance of new knowledge, she is also encouraging her relatives and all the employees in her company to learn. Even during the period of her education she acted as a promoter and linchpin for the group of adults. *“Through her example Zlatka has shown how important lifelong learning is, that you need to find time for it and invest some of your own effort in it, and this will in the end always yield interest.”* For herself she has gained an adequate education, improved the relations with employees in her company and at the same time successfully coordinated the time devoted to her family.

✦ **Marina Brezar** from Črnomelj, president of the Roma Association Vešoro

Proposer: Institute of Education and Culture of Črnomelj, Nada Žagar MA



The award recipient, *Marina Brezar*, is distinguished by achi-vements in the area of basic formal education and also in the area concerning enrichment of the knowledge of others. As a Roma woman she grew up in an environment not conducive to learning, and all learning materials were available only in the distant Centre for Self-directed Learning, since she had no access to online study materials. Nevertheless she developed a distinct creative, linking and active lifestyle, which serves as a model and incentive for many – especially those in the Roma community.

She encountered formal education upon enrolling in a Primary Education for Adults course. After successfully completing this she enrolled in the year before last in a course of vocational education in order to qualify as a sales person. Moreover she has been constantly acquiring new knowledge and disseminating this in the Roma society Vešoro, which she also helped to found. Her role as a promoter in enriching other people’s knowledge can be seen in many other areas. She works as a mentor for the Roma language

in the course of Basic Roma for Professional Workers, she collaborated in preparing the reference book *Professional Information and Advice for Roma* and in producing the *Reflections* on research findings, published in *Sprejemanje različnosti – korak do pravične družbe* (Accepting difference – a step towards a just society). She collaborated on a compilation of Bela Krajina and Roma fairy tales, headed a national bilingual event on the conclusion of the *European Year of Equal Opportunities for all 2007* and prepared material for a Roma-Slovenian Dictionary, which was published at the end of last year.

*“Marina is active in the musical (singing, playing instruments) and literary fields (writing, translating, teaching), and this contributes significantly to preserving the Roma culture, language, habits and customs.”* Through her linking role and dissemination of knowledge about the Roma language and culture she is contributing a great deal to mutual understanding between the minority and majority population, overcoming fear and moving beyond entrenched perceptions of Roma people.

✦ **SIAE awards given to groups for outstanding learning success and enriching the knowledge of others**

✦ **Mala Gora Study Circle** from Kamenj, mentor: Kristina Valič

Proposer: Ajdovščina Intermunicipal Society of Friends of Youth, Urška Štrancar



From the very beginning the members of the *Mala Gora Study Circle* have known what they want to do and achieve together. The objectives they set have led them to ultimate successes which they have also presented to the public. They have met with approval and respect from local people and also from

their wider surroundings. None of this would have succeeded for them, however, if they had not been constantly guided by the desire to improve the existing state of affairs, i.e. to maintain the folk tradition and hand it down to current and future generations, and if the group had not been so all-embracing and committed to doing its work well, even though this required the acquisition of new knowledge.

At times the mentor found some of the initiatives of the group, which is quite heterogeneous in age and education, hard to follow. One truly major obsta-

cle that they had to overcome together was coordinating time among circle members. Yet they succeeded. By studying literature they pursued the established goals, enhanced their knowledge of the Mala Gora plateau as a special feature of the Vipava Valley and presented their findings and products to local people and the wider public. Their published work could be followed in various media, they arranged exhibitions of farm implements, old photographs, they organised an *Easter walk up Mala Gora*, printed a compilation, postcards and other publications, made a music CD and exhibited handicrafts on their stands. Through its activities the study circle thus made a major contribution to expanding the learning and cultural options in their local setting.

The initial help from experts and independent learning by means of literature enabled circle members to acquire a range of new knowledge – mainly in the areas of photography, making postcards and familiarisation with the process of making a compilation book, brochures and similar. At the same time they all made personal progress and gained new experiences, which was also noticed in the local environment, which accepted and respected the work of the circle each year with greater enthusiasm.

✦ **Voluntary cultural mediators in Loka Museum, Škofja Loka**  
University of the Third Age, head of group: Borjana Koželj

Proposer: Loka Museum in Škofja Loka, Mira Kalan



*Borjana Koželj* heads a group of pensioners who have discovered the meaning of active ageing, love of voluntary work and learning. In doing so they have recognised the effectiveness of learning for older adults, which benefits not just them, but is also a benefit for others, in this case visitors to Loka Museum.

*The voluntary cultural mediators of Loka Museum* – like members of the University of the Third Age – first had to take part in a special education course in order to gain the title of mediator. After overcoming the initial obstacles associated with age, the 11 members of the group became involved in third age programmes (*art history, Škofja Loka – my town, language study circles and the study circles The Impressionists and About the Museum Collections*). They acquired the knowledge for the tasks of mediator at lectures and through self-

education using literature and by visiting museums and galleries. They became familiarised with the tasks of cultural mediators, the special features of the museum, the ethnological features of the collections, the development of painting from the Gothic period to modernism, and the special features of teaching and adult education activities in the museum. As qualified cultural mediators they then spread the knowledge they had acquired through voluntary work among museum visitors. In addition to this they assumed responsibility for the exhibition *Loška krajina, v podobah zapisana* (*The Loka region recorded in images*) and for the renovated Škopar House.

Through their work the members of the group are awakening in the older generation a feeling for voluntary work and a determination to be active in ageing. At the same time they are contributing positively to validating older people in the local environment and consequently to changing the stereotypes associated with the generation of retired people. The proposer *Mira Kalan* wrote the following thought about the Loka cultural mediators: *"The mediators are convinced that despite their age, they can still contribute a great deal to society, and they are especially pleased that their work at the museum is appreciated."*

★ **The Art of Storytelling group**, University of the Third Age in Ljubljana, head of group: Helena Ogorelec, expert mentor Asst. Prof. Dr. Tomaž Gubenšek

Proposer: Society for Education for the Third Age – University of the Third Age (UTA), Asst. Prof. Dr. Dušana Findeisen



The fact that life in the third age can be interesting and full of joyful learning moments that bring additional satisfaction is something we can learn from members of the group *The Art of Storytelling*. The group members,

who are of different ages, education levels and professions, started off by attending the University of the Third Age in Ljubljana, and soon discovered the joy of storytelling and reading. This drew them into UTA courses, where at first they started learning independently, and then they began transferring their knowledge to people of all generations.

The group would not now be able to list its achievements, however, if the members had not succeeded in overcoming certain obstacles they encountered on their common path (there was fear of public performance, facing the truth, and copyrights needed to be respected), and especially if they had not persevered in learning. Indeed they are incessantly learning while listening to speakers, actors and others, and they are attentive to body language and voice modulation, they are learning from one another when they analyse their performances with the help of the mentor, they are interpreting artistic texts and strengthening their memory through learning by heart.

*"The Art of Storytelling group is joyfully using its knowledge for the good of others."* The group is in fact performing voluntary work in schools, hospitals, companies and elsewhere, it is collaborating with students of adult education, is reading to partially-sighted persons and those with chronic illness (especially those who are immobile) and so forth. Through its activities it is contributing to the development of the profession and intergenerational cooperation (it has appeared twice at the *Festival of the Third Age*, and was featured in the newspaper *Center Evropa*), and is also participating in campaigns to raise awareness among young people about the destructive consequences of addiction. The work of the group is especially important, since it pursues not just its own satisfaction and motivation for learning among the group members, but also helps to overcome prejudices and fear of old age, and is building bridges between generations.

✦ **SIAE awards given to individuals, groups, societies, institutions, companies and local communities for outstanding professional or promotional achievements in enriching the knowledge of others**

✦ **Marta Kopun Košuta** from Kontovel near Trieste, researcher needlework and folk costumes in the Trieste area

Proposer: Ivan Grbec Cultural Society – Škedenj pri Trstu, Luisa Primossi Primožič

*Marta Kopun Košuta* first encountered the traditional women's clothing worn by women in the Trieste area as a child. This mapped out her educational path and her work in the area of researching folk costume culture right up to the present day. She had the invaluable opportunity of becoming personally acquainted with some of the owners of original garments, which helped her to understand the importance and significance of the symbols in folk needlework. Yet this was just the beginning.



She graduated from the specialised needlework and lacemaking technical school. After teacher training school, she continued her studies of specialised education, and up until her retirement she worked in a Slovenian primary school. Despite a different kind of regular work, she continuously researched folk customs, beliefs and stories, and wrote them down. She also studied the special features of folk costume in the various places around the Trieste area, in the

Slovenian Karst and Slovenian Istria, and learned how they were made. She enhanced her knowledge by studying literature and by participating in international expert courses, while she also continuously shared her knowledge with others, preferably in the Slovenian societies in the Trieste area.

*"Marta has also shared her knowledge through television documentaries and thematic broadcasts (some she designed and hosted herself), exhibitions, organising performances associated with ethno-cultural programmes, through printed publications (she has published three independent publications about folk costume), in thematic publications and also at traditional public events (such as the Kraška ohcet folk wedding)." Today she still works as a mentor in Slovenian societies and certain study circles, and she gives classes in tailoring and garment making. Her educational work is especially valued among the Slovenians living outside the country in the Trieste area, since her activities are strengthening national consciousness, reinforcing self-image and stimulating the desire to identify with one's own roots, which is motivating people towards lifelong learning in this area. At the same time she is also focused on the inclusion of people with special needs in life. In this way she demonstrates her expertise, her openness to people and dedication to lifelong learning.*

✦ **Marjetka Popovski** from Izola, singer, conductor, author of rehabilitation programs through music

Proposer: Špela Pahor

A qualified physiotherapist, *Marjetka Popovski* is extremely busy – both in her private life and in her social environment. People of all generations, whether they are from Izola, in neighbouring countries or elsewhere in the world, can be grateful for her efforts.



Through her activities *Marjetka* is enriching her own knowledge as well as that of others as an active member of the study circle *Beseda slovenske Istre (Language of Slovenian Istria)*. She is an extraordinary organiser and animator in the musical field, she has authored numerous compositions and poems published in literary magazines, she organises and conducts literary evenings, she heads the project to revive Tartini Street in Izola and so forth. She has the distinct abilities of an organiser and animator. She works out of a love of music and singing, and also because she wants to help people in their third

age. Her wish is primarily to maintain and stimulate the capacities of older people, such as memory and speech and musical skills, and thereby to raise their quality of life and to facilitate their connection with the society around them. To this end, more than a decade ago in a pensioners home she set up a singing and musical group, which is still performing today at the home and elsewhere, and has become the main factor for connection and inclusion in the local environment. In addition to this she heads two women's choral groups, in Izola and Škedenj, and she links their activities, thereby contributing to the creation of a unified Slovenian cultural space. Various media have reported on her contributions.

The creativity that marks her work is evident primarily in her cultural activities. Through the activities she prepares and conducts, she contributes to spreading knowledge of the cultural, ethnographic, social and other features of the environment in which she works. In this there is an especially strong desire to preserve knowledge of the Slovenian language and to reawaken the motivation to recognise and preserve the cultural heritage of the Slovenians in the Trieste area and among emigrant communities.

✦ **Špela Pahor** from Piran, ethnologist, publicist, mentored study circles

Proposers: Marina Hrs and Darja Kromar

The award recipient, *Špela Pahor*, is a fine example of how knowledge can be shared unselfishly with others, how others can be helped to recognise their own qualities and how they can be continuously encouraged in this. She directs her activities towards children and also adults of all ages, and this also includes people with special needs, to whom she devotes particular attention.



As a lover of books and writing, she devotes much of her time to this. At the library she collects and arranges material on local history, she produces fascinating articles on every event for the local newspaper and other mass media, she publishes books, familiarises people with the past through story telling, to which she invites others from the local community,

and she also organises exhibitions of cultural heritage items. She organises travel writing lectures (the series *Through other cultures we get to know ourselves*) and thereby acquaints people with other cultures. For the youngest listeners, she tell fairy tales, which she also collects and translates. Yet her important role in enriching other people's knowledge does not end here. Indeed to date she has led a range of successful and locally much appreciated study circles, she has arranged exhibitions providing opportunities to collectors, creators and artists to present their work through collections or individual works, and she makes up lists of recommended literature for reading, which indicates that her knowledge in these areas is very broad. She was also awarded a prize for the successful UNICEF project *Getting to know children of the world*.

*Through her work Špela Pahor makes an important contribution to the recognition of her home institution – Izola Municipal Library – and to increasing the number of visitors it has. She has an invaluable openness to people of all generations, and this is especially evident in the programmes she herself prepares for them (for instance education about books for preschool and primary school children and travel writing lectures in the pensioners home). Ultimately she also contributes to social cohesion between the majority and minority (Italian) communities on the coast.*

★ **For Life! working group project**, consists of a medical students, University of Maribor, head of group: Jani Breznik

Proposer: Centre for Emergency Medical Assistance and Ambulance Transport, Maribor, consultant Asst. Prof. Dr Štefek Grmec, MD (specialised)

Nowadays knowledge quickly 'ages' – including in the area of providing first aid. Obstacles arise, such as unfamiliarity (wrong opinion), fears and taboos, which prevent us from being able to provide first aid rapidly and effectively.

Overcoming these obstacles is the primary task of the *Za življenje! (For Life!)* working group project, which in planning its activities relies on broadly established campaigns of awareness-raising, practical testing and non-formal education by means of publications, courses, promotional campaigns and similar.



The members of the *For Life!* project, who come from the Maribor Society of Medical Students, wish through their work primarily to raise the awareness and refresh the knowledge of the largest possible number of people (aged between 20 and 60 years), so they might be able to intervene and help an injured or suddenly ill person. At the same time they also wish to educate primary school pupils to become responsible people and to present first aid as an individual's ethical, moral and civic duty. They wish to extend the existing network of automatic defibrillators in Slovenia. They disseminate knowledge and skills by organising individual or group courses (they also provide courses adapted for young people at primary schools), they plan and carry out promotions of knowledge of first aid in the most remote areas around Slovenia, and they act as mediators in purchases of automatic defibrillators and in educating executive personnel. Their work is of course very welcome and important for the general public.

Members of the working group are aware of the need for constant, lifelong refreshing, consolidating and enhancement of knowledge and skills in first aid. Through several years of cooperation with the Centre for Emergency Medical Assistance and Ambulance Transport in Maribor, they are enjoying considerable success. People are thus enhancing their knowledge of first aid, so they might be able later on to use it effectively in practice. This is also the purpose of the *For Life!* project: to have the confidence and knowledge to help those who urgently need first aid.

✦ **Štajerska Tourist Association**, Maribor, president: Jože Protner, MA

Proposer: Slovenian Tourist Board

The fact that education contributes to the development of tourism is something that the *Štajerska Tourist Association* members realise full well. They di-

rect their activities at kindergarten children, youth and adults, and they seek to establish principles of tourism, in which special place is given to protecting the natural and other heritage and promoting occupations in tourism. They link up with their locality and social partners that are important for the development of tourism, and they promote education and campaigns for a well kept environment.



In cooperation with the Committee for Youth and Education at the Slovenian Tourist Board they hold competitions aimed at children in kindergarten and primary school (*I drew my tree, My tree communicates with me* and so forth), thereby promoting the idea of sustainable development in tourism. The best submissions for competitions are presented in exhibitions, and publication in the public media is also provided. In this way non-formal learning can also be shared among the general public, while young people gain self-confidence and an idea of the possibilities of employment in tourism. The

commitment of the *Štajerska Tourist Association* can also be seen in the fact that it is the first regional tourist association in Slovenia to have opted for public promotion of vocations in tourism and hospitality. It also intends to continue with this in the future.

The activities of the Association are also highly diverse for adults, especially for members of tourist societies. In planning programmes, they start with the needs of the societies, for which reason they are also able to offer a wide variety of educational programmes (such as photography, training as tourist guides to Štajerska and society accounting), specifically in the form of lectures, courses and seminars. Through its work the *Štajerska Tourist Association* is encouraging a richer range of tourist services, familiarisation with locations in its area and also cooperation and networking. It enables the members and participants in its projects and tourism campaigns to socialise, to exchange knowledge and good practices, and awards commendations for the best-kept places.

Proposer: VITRA Centre for Balanced Development, Cerknica, Bojan Žnidaršič

»ORON, Institute for Information, Research, Organising and Planning is a fine example of how the medium of television can be used to disseminate a very broad range of educational content and thereby motivate viewers towards life-long learning.«



From its beginnings in 1998, in addition to regional information, the Institute has regularly produced substantively enhanced broadcasts aimed at various target viewer groups. Residents of the rural villages and hamlets of the Notranjska region regularly watch general educational broadcasts concerning

social sciences, natural sciences, health, social welfare, family, law, environmental protection, managing energy, the natural heritage, culture and art, sport and recreation, religious events in Notranjska and more. In the preparation and actual broadcasting of programmes, citizens themselves can also participate (they set questions and provide initiatives relating to the proposed content). This makes the viewers even more active and the effects of the broadcasts are of course better. They also invite non-governmental organisations, state institutions, companies, regional and local communities, experts and interested civil society circles to prepare broadcasts (these are recorded on professional studio equipment, which enables high-quality transmission and an educational effect).

The producers of the educational programmes at the *ORON institute* are aware of the importance of spreading knowledge, so for a number of years they have also included in their programming content related to the Lifelong Learning Week. They also share the fruits of their work unselfishly with other institutions and regional television stations. This in turn leads to exchanges between them and at the same time to an expansion of knowledge elsewhere in Slovenia. At the same time awareness is spread about the importance of lifelong learning for personal and social, and especially nature-friendly development, which at the same time encourages faster progress of the less developed Notranjska-Karst region.

★ **Zarja Institute for Care and Rehabilitation Following Head Injuries,**  
Ljubljana, director: Irena Reberšak

Proposer: Mateja Korošec

»Learning is the best therapy for grief, goes the saying, and this is pursued by the Zarja Institute for Care and Rehabilitation Following Head Injuries.« Their aim is to promote learning, which signifies a new opportunity for the clients of the Institute, who have suffered brain injuries, as far as possible to regain something like the quality of life they had prior to their injuries.



At the *Zarja Institute* they are well aware of the particular needs of each individual, as well as the characteristics of persons with special needs in general. To this end the employees have developed an adapted model of providing study circles, which is now also provided in other programmes and institutions involving persons who have suffered brain injuries. At the *Zarja Institute* a full 44 study circles have been

carried out to date, and these have been aimed at Institute clients as well as employees, and this has served to enrich communal learning. The members themselves determine the themes in various fields (familiarisation with animals or places in Slovenia, handicrafts, sports and so forth) and are involved in study planning. In this way they learn the right strategies, orientation in space and time, reading and writing, and they tackle activities for developing logical thought and improving the memory and concentration. In this way together, but at the same time each according to his abilities, they pursue the fundamental goals of socialisation – they learn communication and cooperation, managing crisis situations, limiting inappropriate behaviour and many other things.

The role of the mentors and all employees at the *Zarja Institute* is invaluable. By disseminating knowledge and offering assistance they facilitate for people with head injuries and those close to them a higher quality of life and gradual inclusion (return) in society.

The concession they have acquired enables the *Zarja Institute* to provide high-quality management, care and employment under special conditions and institutional care for young persons following head injuries. It means in particular that clients of the Institute at the same time can develop personally, and slowly but surely make progress.

✦ **Mercator d. d.**, Ljubljana, member of the board for general, legal and personnel matters: Vera Aljančič Falež

Proposer: Slovenian Tourist Board

This year's recipients of awards for exceptional professional and promotional achievements in enriching the knowledge of others include the *Mercator d.d. business group*. The largest retail company in Slovenia, it has shown how knowledge is an important factor both in ensuring the commercial success of the company and in the satisfaction of the employees and general public.



*"Mercator plans and aims its educational activities primarily at its employees, since it abides by the principle that the satisfaction and professionalism of employees are reflected in the quality of services and satisfaction of customers."* The company has devised and implemented several original solutions that are important for a culture of learning and advancement within its own ranks, and here we would like to mention especially

the network of internal teachers, the e-library where all internal literature is available, and the programme of education at the workplace. In exceptions they also enable enhancement outside the company. Through training at the Mercator Commercial Academy they educate their promising personnel. They reimburse employees for the costs of education and facilitate occasional training abroad, since they need to be familiar with global trends.

Alongside training for employees, *Mercator* also provides important support for educational activities in the city, in schools, libraries, Mercator centres and elsewhere. *Mercator* has also been helping to revive the vocation of sales assistant. In 2008 the majority of managers from across Slovenia enrolled in

their management school. They present their activities, achievements and challenges to various target groups, such as students at faculties, unions, schools and others. They also cooperate with institutions and other providers of education programmes, which they support as sponsors or donors. In recent years there has been especially precious cooperation with the Committee for Youth and Education at the Slovenian Tourist Board. They enabled its festival *Your Own Head Helps Tourism* to present the fruits of labour of the new generation of tourism workers in schools, as well as the originality of the first tourist steps in kindergartens, at Mercator centres throughout Slovenia. Mercator's role in promoting the culture of learning is therefore all-embracing and for that reason invaluable for the general public.

### ★ Donors of book prizes to recipients of SIAE Awards for 2008

The award ceremony for 2008 in Novo mesto was enhanced by distinguished Slovenian publishers and their publications. Donors of book prizes were: Mladinska knjiga založba, d.d., Mohorjeva družba and Društvo MD Celje, Založba Sidarta, Založba Didakta and Založba Nova revija. As in all previous years, the publications presented as gifts included professional literature from the Slovenian Institute for Adult Education.

We would like to thank most sincerely all the donors for their contribution to the ceremony.

Slavica Borka Kucler ([borka.kucler@acs.si](mailto:borka.kucler@acs.si)), ACS



### Promotional campaign *Role models attract*

#### ★ LLW sub-project based on video promotion

From the very beginning, the Slovenian Institute for Adult Education has been aware of the power of video, so we include it both in educational (training study circle mentors, raising the literacy level) and in promotional projects (promotion of examples of best practices by means of video or TV presentations of award recipients). Especially in the context of the festival of learning, LLW, the medium of video has become rapidly established in supporting the culture of learning. To begin with we used documentary video primarily to present the achievements of award winners. We started presenting awards for special achievements in adult education in 1997, and

two years later, in 1999, we first presented recipients in video portraits. In 2001 we offered video for transmission to the first cable television stations in Slovenia (now we have more than 20 regional and cable TV stations in the cooperating network!), then later the use of video became a regular feature among LLW providers, although more as accompanying events, and we did not notice any more rational use for promotional and educational purposes, so in 2007 we decided on a new project intended to address selected target groups, to train festival of learning providers and others for the targeted use of video products and through their messages to break into new areas that have thus far been closed to us.

### ✦ **Role models attract**

In ten years of recording video portraits, our archive has accumulated an invaluable collection of examples of best practices. Many messages, despite being framed as documentary material a number of years ago, are still invaluable and topical. We have decided to link them together thematically and to build upon them professionally, to add useful printed material and offer this to LLW providers, especially to advisers at employment service offices, guidance centres, self-directed learning centres and at lifelong learning centres, to teachers and other potential users and through them to address those who are unmotivated, who pursue no learning activity and the members of vulnerable groups in the population (disabled persons, the sick, persons with learning difficulties, drop-outs, the unemployed, the elderly, members of minorities and so forth) and to show them that through learning they can still do a lot of good for themselves, for those close to them and for the wider community. In selecting target groups we coordinated our approach with the requirements of sectoral ministries and with the messages of each “European Year” (2007 – *European Year of Equal Opportunities for All*, 2008 – *European Year of Intercultural Dialogue*). We designed a promotional campaign, and because it was based on the personal examples of award recipients, we named it *Role models attract*.

### ✦ **A look at the achievements, dimensions and development of the project**

We designed promotional materials and published them in 2007 and 2008. This year (2009) we evaluated the reach of the campaign and used the findings to form a plan to develop the campaign in future years. Below we offer a brief overview of what has been achieved and the basis for developing the project in a condensed summary.

28 The promotional campaign *Role models attract* comprises promotional measures on several levels, supported by a variety of promotional material, through appearances in selected target groups/environments and through training sessions (workshops).

The campaign *Role models attract* is aimed at promotion on the domestic and international level. We prepare the material in Slovenian, while material that may be of interest for international promotion is published bilingually or in two language versions (the publications *Role models attract 7a* and *8*; promotional leaflets in Slovenian and English).

All video material is designed in such a way that it can be broadcast as stand-alone TV programmes or video events, but it can also be incorporated as an accompanying/supplementary dimension for broader educational, festival and cultural events. **The video presentations** are intended both for national promotion within the network of cable TV stations and also for work with individuals (guidance, animation by means of good role models) or with groups (at workshops, open days, LLW events, in the classroom, at consultations and conferences). The **promotional leaflets** are intended for the animation of individuals. Individuals are of course also addressed by the TV and other video presentations of examples of best practices. **Thematic workshops** are intended for animation and training of professional workers (teachers, mentors, advisers) in closed groups.



To date we have issued nine video and multimedia publications and seven promotional leaflets in Slovenian and English. Evaluation has shown that the leaflets are welcome as small promotional material, including for promotion outside the festival of learning, so we are planning the preparation of thematic leaflets that will address selected target groups and will promote selected content that is important for national promotion.

This year (2009) we designed a package of promotional materials and activities with which in the 2010–2012 period we will promote active ageing, while

in the coming year we plan to design promotional measures to animate local communities that are not active in learning. We already have a wealth of experience in producing video and multimedia material, but what is lacking (as we found in the evaluation) is effective use of promotional material and activating target audiences. In order to fill these gaps we decided to bring the representatives of target audiences into **focus groups**, where we will pool our resources to set out frameworks, paths and measures for more effective outreach to those addressed by the promotional messages in the campaign *Role models attract*. In the focus groups we will be able to detect more easily the lacking or necessary new knowledge that will help towards the more effective use of video, multimedia and other material we record. In this way we would also be able to plan more comprehensively and appropriately the training for users of the material. In the coming year we will therefore (taking into account the findings of the focus groups) also set about enhancing the planned workshops and pilot user training.

To date we have designed three video workshops, two of which have already been carried out successfully (a workshop aimed at training for intercultural coexistence / intercultural competence and a workshop with a presentation and possibilities for use of multimedia material in the *Role models attract* collection), both at home and at international professional meetings. The response of workshop participants was good, and participants made a number of useful observations for enhancement of the quality and structure of the workshops.

### ✦ **Video and multimedia publications issued in the *Role models attract* collection**

#### ✦ ***Role models attract* 1–3**

In the *European Year of Equal Opportunities for All 2007* we used the medium of video to address those among us who owing to their difference can only become equally included in society by fighting for it. The video was broadcast in the accompanying programme to LLW 2007, at consultations of head teachers, in schools (no collective data) and at SIAE workshops (five lectures). This publication has been published in 140 copies, and 136 copies have been distributed (to 81 users).

### ★ **Role models attract 4–6 (teaching package)**

The teaching package, which was titled by the author *Towards your goals I-III (Early career period, Middle career period, Mature career period)* addresses those who are not active in learning, in order for them to improve the quality of their lives and their position in the jobs market through education. Users include employment service offices, adult education providers, development agencies and schools (no collective data on the number of lectures).

The total publication run was 420 copies; a total of 395 publications were distributed to 60 users (44 individual copies and 117 sets).



### ★ **Role models attract 7 (thematic package for the EYID 2008)**

This publication (*Richness in diversity, Learning for high-quality coexistence in a multicultural environment*), harmonised with the messages of the European Year of Intercultural Dialogue, presents SIAE award recipients setting out the possibilities for a better quality of coexistence in an ethnically and culturally diverse environment.

This publication has been published in 150 copies, and 131 copies have been distributed to 61 users. Lectures given at three workshops on *Developing intercultural competences*, the *opening of LLW 2008*, 21 lectures on 13 TV channels (regional and cable TV), a large number of lectures as part of the LLW 2008 events.

### ★ **Role models attract 7A (bilingual package for the EYID 2008)**

A publication named *Richness in Diversity* intended for promotion in international environments. Lectures given: seven presentations at professional and other international events.

This publication has been published in 50 copies, and 43 copies have been distributed to 21 users.

### ★ **Role models attract 8**

A collection (*Učenje – vrata v svet novih priložnosti / Learning – doorway to the world of new opportunities*) of 12 English-subtitled video portraits of selected award recipients from the period 2000–2007, this contains examples of best practices in various fields. It is possible to make up any combination of the

content to suit selected target groups in domestic and international environments.

This publication has been published in 50 copies, and 45 copies have been distributed to 23 users. Lectures given: at the international conference *Jobs for Youth – Prosperity for All* (23 to 25 April 2008) and at the *Festival of Slovenian Education – creativity and innovation in learning* (21 to 23 May 2008), at the *International Agricultural and Food Fair* in Gornja Radgona (29 August to 5 September 2009).

All the publications in the collection, which are also presented on the website [http://tvu.acs.si/zgledi\\_vlecejo/](http://tvu.acs.si/zgledi_vlecejo/) (in Slovenian only), are available to users for **free**. The condition for receiving a copy is an assurance that a brief annual report will be given on lectures, the form of execution and the response of participants to the content and form of communication.

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