

e-novičke

double issue 2010

Dear readers, please find attached a double issue of this year's English edition of the online bulletin edited by the Slovenian Institute for Adult Education (SIAE). The content briefly presented here is a result of our creative energy and momentum throughout the year. We wish you pleasant reading, Nevenka Kocijančič, executive editor, and Zvonka Pangerc Pahernik, MSc, editor-in-chief

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CHRISTMAS GREETINGS

Dear reader,

first of all we would like to thank you for your appreciation of our work in the field of adult education that many of you expressed in return to our inquiry regarding your submission to our bulletin (*e-*)*Novičke* sent out earlier this year. Based on your continuing interest and consent, we are now contacting you by sending this year's double issue of *e-Novičke*. The bulletin covers relevant achievements and events in Slovenian adult education as well as internationally, and we hope that it will serve you well in your endeavours.

The year 2010 is slowly gliding away, and we are all wondering what the coming one is going to bring us. It will doubtless be, in many respects, an exceptionally important milestone. Ahead of us are new challenges that will continue to make life attractive and will generate new, as yet unrealised ideas that will enrich us.

We are proud of the time we have spent with you, and we hope that our meetings and shared learning will continue in the year ahead.

We wish you many sunny and serene days in 2011, an abundance of small pleasures and pleasant little attentions.

Happy and successful New Year!

Andrej Sotošek, MSc (andrej.sotosek@acs.si), director of SIAE

SIAE PROJECTS AND EVENTS

European Social Fund projects

Lifelong learning is a priority area supported by the European Union through the European Social Fund (ESF). By drawing on these funds, Slovenia offers additional incentives for the development of lifelong learning and consequently adult education.



MINISTRSTVO ZA
ŠOLSTVO IN ŠPORT



Even in the 2004–2007 programme period, the SIAE successfully implemented various development projects in the area of adult education supported by ESF funding, while from 2009 to 2011 we are undertaking two major projects:

- ***Education and training of adult education professionals, 2009–2011*** – intended to broaden new knowledge and develop new competences in the network of adult educators, both those who plan and manage educational activities and those who directly transfer knowledge to others. The project is primarily aimed at professionals who provide adult education programmes and who develop and participate in adult education infrastructural activities. The project comprises the six subprojects: *Training for adult education work, Training in the operation of the Project Learning for Young Adults*



(PLYA) programme, *Training for staff in self-directed learning centres*, *Training in the operation of adult education guidance centres*, *Literacy development training* and *Training for self-evaluation in adult education*.

- ***Literacy development and assessing and certifying non-formal learning, 2009–2011*** – devoted to development work in the area of literacy and recognising prior knowledge. The project comprises two subprojects: *Assessing and recognizing non-formal learning* and *Literacy development*.

Nevenka Kocijančič (nevenka.kocijancic@acs.si), SIAE

InfO-mozaik – a new source of information on the SIAE website

InfO-mozaik, now in its second year on the SIAE website (<http://www.acs.si/InfO-mozaik>), contains information, indicators and detailed presentations of key areas of adult education and learning. It has proved to be a very useful source of information for professionals and policy-makers, particularly as regards promotion and information provision. The media frequently requires new, up-to-date and concise information; *InfO-mozaik* now enables it to obtain that information from one place.

The first information published relates to the main national and European strategic and operating documents, which contain the challenges and objectives whose achievement is addressed in the texts that follow. These present the national statistical indicators relating to adult education, the European indicators based on the annual *Reports on Progress towards the Lisbon Objectives in Education and Training*, and other results of studies and research in the area of adult education and lifelong learning. We have so far published 36 articles. Twelve are based on European indicators and 14 on domestic statistical information, while 10 present details of various projects and documents relating to adult education and learning.



We update the information in *InfO-mozaik* on a periodic basis by supplying new, up-to-date content.

Erika Brenk (erika.brenk@acs.si), SIAE

Indicators for the Monitoring of Education and Training of Employees

The *Indicators for the Monitoring of Education and Training of Employees* project has concluded at the Slovenian Institute for Adult Education. Its aim was to show the state and implementation of educational activities in companies in the light of existing European indicators in this area. Participation and the characteristics of educational inclusion and the duration and funding of educational activities were examined in relation to the specific features of companies, for example: branch to which it belongs, size of company, and the socio-demographic and employment characteristics of the employees. The *Continuing Vocational Training Survey* is the basic methodological foundation for the acquisition of data on the indicators in question.

The study also presented a number of other instruments, analyses and research works by the Statistical Office that facilitate the monitoring of education and training in companies, and explain the indicator values (e.g. statistical research for the monitoring of education in small and medium-sized companies, research on the



labour force, research on adult education, research on labour costs). In addition to Statistical Office data, information on the state of education and training among employees is also obtained by other institutions, mid-level associations, and companies and organisations themselves. Our analysis shows that their data is incomplete, gathered periodically and unsystematic. This warns us that macro parameters must be supplemented with specific, regionally and sectorally oriented data.

Jasmina Mirčeva, MSc (jasmina.mirceva@acs.si), SIAE

Early Integration of Migrants – education programme for migrants

The SIAE is involved in piloting a programme entitled *Early Integration of Migrants (EIM)*. The aim of the programme is to enable immigrants to integrate into Slovenian society. The 40-hour course provides low educated migrants with information to help them find or retain work. Participants have improved their knowledge of Slovenian, which is a precondition for successful integration. In the teaching of Slovenian, the EIM programme focuses in particular on work-related vocabulary.

The EIM was prepared by *Ester Možina, MSc, Dr Natalija Vrečer, Dr Ina Ferbežar and Dr Nataša Pirih Svetina*. The latter two were also responsible for implementing the programme. The pilot EIM programme took place in spring 2010 and was attended by 13 migrants from Bosnia-Herzegovina, Macedonia, Iran and Kosovo. The programme comprises four modules:

- labour market and workplace,
- health and social security,
- lifelong learning,
- family and home.

An evaluation of the EIM programme was also carried out, with the participants expressing their satisfaction with the way it had been organised and implemented, as well as with the programme content – they believe that the content is indispensable for successful integration into Slovenian society.

Training for providers of the EIM programme has been pencilled in for March 2011. Implementation of the programme in a number of Slovenian towns is planned for the second half of 2011.

Dr Natalija Vrečer (natalija.vrecer@acs.si), SIAE

Professional discussions to support quality in the adult education and learning system in 2010

In 2010 the SIAE held eight theme-based round tables in areas which the [*Action Plan on Adult Learning: It is Always a Good Time to Learn*](#) defines as areas requiring new development breakthroughs. The round tables created an opportunity for discussion between professionals, practitioners and representatives of social networks from a variety of fields, throwing light from various angles on the topics discussed. The aim of the round table meetings was to evaluate the level of development of adult education achieved and to formulate proposals and policies for further development.



The round table meetings covered the following themes:

- How do we ensure adult educators are trained in Slovenia? (19 March),
- Views on the renewal of adult vocational and professional education (21 April),
- Public network for adult education: knowledge between individual right and public interest (10 May),
- Do adult educators have enough education programmes for the unemployed? (28 May),
- Promotion of the culture of learning (5 October),
- Statistical monitoring of adult education (12 November),
- Recognition of non-formally and formally acquired knowledge of adults at the point of their re-entering formal education (13 December),
- Acquisition and validation of general knowledge and skills within the non-formal programme Project Learning for Young Adults – PLYA (21 December).

Nevenka Kocijančič (nevenka.kocijancic@acs.si), SIAE

Basic training for sustainable development – first impressions

Basic training for sustainable development is the first such training organised on the topic for adults in Slovenia. The training programme, lasting 28 hours, was prepared by the SIAE and carried out in spring in collaboration with a number of well-regarded professionals. Via the Association of Municipalities and Towns of Slovenia, we invited municipal leaders, their professional staff and those involved in adult education as teachers, mentors and organisers to the first training sessions. A total of 27 people took part in the programme; without exception, all of them expressed their satisfaction with it.



The expectations of the participants turned primarily on an understanding of the term ‘sustainability’ and harmonisation of the various aspects of sustainability and their practical application. They were also interested in indicators and concrete examples of sustainable behaviour. According to the participants themselves, the expectations were met. Through a mix of lectures and copious amounts of dialogue, in the lecture room as well as ‘in the field’, we managed to translate theory into practice and vice versa, and contributed our own cases and cases from our municipalities. There

was also a very illuminating day-long ramble around Cerknica Lake and through Rakov Škocjan, which were chosen for their teaching possibilities.

The SIAE will continue to develop the project and, at the same time insert it into the adult education system, collecting examples of sustainable conduct to present to the general public in the coming year so that ideas and proper examples will encourage the widest possible circle of people to behave sustainably.

Mateja Pečar (mateja.pecar@acs.si), SIAE



We studied the workings of the network of adult education providers from the aspect of the possibility of meeting the needs of priority groups

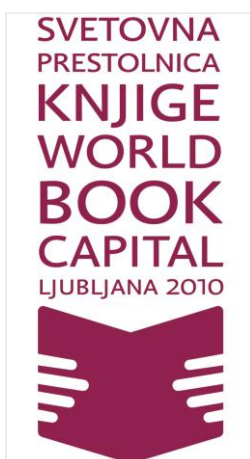
This year we completed the *Analysis of Network of Adult Education Providers from the Aspect of the Possibility of Meeting the Needs of Priority Groups* project. We looked at the range and implementation of programmes for adults, utilisation of the opportunity for education and learning, and the funding of education programmes, primarily in organisations that have in recent years received public funding for adult education. We tried to answer the questions of the extent to which the network of adult education providers is able to meet the education/training needs of priority groups in the area of general education and training (that which raises the education level and education for labour market needs), as well as the adequacy of the network for the implementation of programmes in the provision of which there is a special social interest. This is defined in both the [Resolution on the National Adult Education Programme in the Republic of Slovenia up to 2010 – ReNPIO](#) (in Slovenian language) and the national [Lifelong Learning Strategy](#) (in Slovenian language), as well as in the legislation that regulates the network of programmes and providers in the field of adult education.

The report presents international data on providers, comparatively considered, relating to the regulation of adult education; this data throws light on the situation in Slovenia. Certain examples of good practice regarding the institutional order in European Union countries are also given; these differ either in terms of a long tradition and successful implementation of adult education, or rapid progress or an above-average investment in this area.

The concluding part of the study formulates a proposal for indicators for the further development of the network of education service providers which, on the basis of the analysis outlined above, most correspond to the situation and to the satisfaction of education needs in the public interest.

Jasmina Mirčeva, MSc (jasmina.mirceva@acs.si), SIAE

Ljubljana, World Book Capital 2010



Between **23 April 2010 and 23 April 2011**, the capital of Slovenia is also the [World Book Capital](#). Ljubljana is the tenth city to have had this honorary title bestowed on it by Unesco. Ljubljana prepared thoroughly for this honour. A rich and varied programme of events is taking place at various sites around the city. The *Festival of World Literature: Fabula 2010* is particularly worthy of mention, having been attended by authors from all around the world, as is the *World Book Summit*, to which recognised professionals and researchers were invited. All the year round more than 500 events have taken place in the city aimed at promoting reading, developing reading culture, increasing access to books for all classes of society, and presenting various literary genres, illustrators and renowned authors and works of Slovenian and world literature. In the summer, the centre of the city, close by the town hall, played host to *Trubar's House of Literature*, with a rich array of good reading, book presentations, authors' talks and other events.

We supported the basic mission of the *Ljubljana, World Book Capital* project, which is to encourage a love for books and literary creation, raise awareness of literary creators of different nationalities and expand the culture of reading, at the 15th Lifelong Learning Week 2010. **Tuesday 18 May**, in the central festival week,



was devoted to the book, with events taking place under the slogan *Lifelong Learning and Reading Culture*. Some 925 events, or 17 % of the 5,374 LLW events, were devoted to this topic. We provide details of the cooperation between *Ljubljana, World Book Capital* and the Lifelong Learning Week on our website (<http://tvu.acs.si/tema/2010/BK/index.php?nid=812&id=200> – in Slovenian language only).

Slavica Borka Kucler (borka.kucler@acs.si), SIAE

The 15th Lifelong Learning Week (LLW)

This year's jubilee festival of learning (<http://llw.acs.si>) took place officially from 17 to 23 May, although there were 5,400 extremely varied educational, guidance, promotional and social events at LLW locations from 1 May to the end of June.

In cooperation with a network of around 800 organisers from across the country, we prepared quite a number of new events, including a travelling exhibition celebrating '15 Years of LLW' and a survey on recognition of the term 'lifelong learning', although our traditional approaches and events were also retained; these included the 14th *Adult Education Colloquium*, which we write about in a separate article, and the national opening of the LLW. Responsibility for these events at the local level was taken over by the Cultural, Tourist and Recreational Centre (KTRC Radeče), a regional LLW coordinator with a record of success. In the open air out in the countryside, several hundred people gathered with enthusiasm to listen, among other things, to the life stories of eight new recipients of SIAE awards. Three-minute video presentations on the recipients were also shown (<http://llw.acs.si/awards/winners>).



One special feature of this year's LLW was that, in addition to umbrella topics linked to the *European Year for Combating Poverty and Social Exclusion*, and in cooperation with organisers, we called for contributions to seven other main topics (<http://llw.acs.si/themes/>). Each received an excellent response, with over half of this year's events being linked thematically to biodiversity, reading culture, special needs learning, the link between education and the economy, the role of learning in non-governmental organisations or inter-generational learning.

LLW is a year-round project, with the first half of the year being devoted to preparing and holding the festival and the second half to evaluating it and planning the next event. The process of selecting the recipients of the 2010 SIAE Awards has just concluded, and we will hear their stories in May 2011.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

Survey on the profile of the term 'lifelong learning'

An awareness of the learning that takes place throughout one's life is no stranger to Slovenian cultural consciousness. We find it very clearly set out by the founder of the chair of education at Ljubljana Faculty of Arts, *Karl Ozvald*, who in his *Kulturna pedagogika* ('Cultural Pedagogy') from 1927 called the narrowing of learning to schooling '*fatal shortsightedness*'. The thoughts of *Karl Ozvald* also dictated the choice of name for the Slovenian festival of learning, which we have been organising since 1996: ***Lifelong Learning Week***.



Given the fact that the term *vseživljenjsko učenje* ('lifelong learning') began to become current precisely through the promotional effects of LLW, since the Dictionary of Standard Slovenian did not recognise it before this (i.e. before 2000), and that the term is still being used in very arbitrary connections, we believed that it be sensible to **investigate the use and understanding of the term among the general public and in selected target groups**. The results could provide a **basis for the future planning of promotional communications, measures and project planning** to introduce a higher-quality and more effective culture of learning, particularly lifelong learning.

We began our research by compiling a basic questionnaire that addresses the most general aspects of lifelong learning. We were primarily interested in what the term 'lifelong learning' meant to people, if they had already come across it and where, and which learning programmes they had taken part in in recent years.

The **survey** was carried out via the **network of LLW providers**. Eighteen Lifelong Learning Week coordinators and their sub-contractors took part, along with 12 other LLW providers. They sent a total of 2,392 completed surveys back to us; we still have to process the content and present the results. We acquainted **teachers** and **students** at education and adult education departments at Slovenian universities with the survey and with the role of LLW in raising the profile of lifelong learning, and encouraged them to produce seminar papers or undergraduate dissertations on a proposed topic (particularly with the possibility of processing data acquired from the survey).

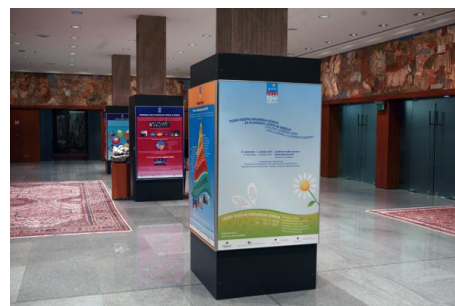
We also planned **collaboration with the media**, encouraging them to report on the survey and offer **radio** and **TV interviews** on the theme of the understanding of and participation in lifelong learning, but response was only very slight. The planned survey of **foreign experts** with whom we collaborate within the international learning festivals framework is in the process of being implemented.

Slavica Borka Kucler (borka.kucler@acs.si), SIAE

Holiday of learning – exhibition to mark the 15th Lifelong Learning Week

Among the various activities and campaigns we prepared to mark the 15th LLW 2010, coordinated nationally by the SIAE, was a travelling exhibition entitled *Lifelong Learning Week – For Slovenia, a Learning Country*.

The **aim of the exhibition** is to present the general, professional and policy-making public with details of the success of the LLW project which, over the last 15 years, has become the most visible promotional event in the area of education and learning in Slovenia. LLW has become established as an event for the entire country and one that brings together different types of education and learning provider and participants of all generations – from nursery- and school-age children to students, the working population and those in the 'third age of life'.



In addition to the main title panel, the exhibition features eight panels presenting:

- basic information on the LLW project
- indicators of success, broken down by year
- the network of LLW organisers promoting learning and education across the whole of the country



- SIAE awards for the promotion of learning and knowledge
- adult education conferences that make an important contribution to the adult education profession
- learning festivals around the world and LLW's international links
- LLW promotional and information material
- the cultural dimensions of lifelong learning.

With the help of project coordinators, the LLW exhibition was held at a number of towns across Slovenia; it was also held at the premises of the National Assembly (see photo), the Ministry of Labour, Family and Social Affairs, the Ministry of Culture and the Ministry of Education and Sport.

Erika Brenk (erika.brenk@acs.si), SIAE

14th Adult Education Colloquium at Slovenska Bistrica Adult Education Centre

The central specialist event at LLW 2010, the *Adult Education Colloquium*, was conceived by the SIAE in cooperation with Slovenska Bistrica Adult Education Centre. Moving the conference to the regions was one of the steps we took upon the 15th anniversary of LLW, in a desire to bring the event closer to people at the local level.



We took up the topic (*Education Tailored to the needs of Economy – Cooperation is Crucial*) with the aim of addressing the current social and economic situation, one that is also leaving its mark on education, which is being shunted aside in many environments as an ‘unnecessary expense’. On the other hand, the conviction is becoming stronger that it is precisely education that can operate as a driving force for overcoming crisis, leaving the importance of cooperation between adult education and the economy in no doubt. We were of the opinion that both those providing and those implementing education, as well as companies demanding these services, should think carefully about this. On the other hand, various ministries, particularly of education and labour, are involved, as are other national institutions whose measures help to create a culture in which the continuous upgrading of work skills alongside the acquisition of various other skills is something entirely normal, even unavoidable.

Forty-seven participants took part in the colloquium, and we were joined by four guests from the [Agency for Adult Education](#) in Zagreb. The papers are published on the [conference website](#) (in Slovenian language).

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

The OQEA green logo – an established and recognisable mark of quality

The SIAE has been developing the project *Offering Quality Education to Adults (OQEA)*, since 1999, with the first organisations becoming involved in 2001. The project is aimed at developing and promoting the development of quality in educational organisations. Educational organisations involved in OQEA acquire the right to use the OQEA green logo, spending two years assessing the quality of their adult education using a precisely defined methodology and introducing improvements on the basis of what they find. The quality logo tells the public that the educational organisation cares for quality in adult education. When an



organisation completes its two-year participation in the project, it is entitled to use the OQEA green logo for a further year. An organisation whose right to use the OQEA green logo expires may ask the SIAE for extension of the right of use.

30 educational organisations currently have the right to use the green quality logo: 8 secondary schools or school centres, 5 private educational organisations and 17 adult education centres and other institutions. After their right has terminated, educational organisations may submit an application for extension. We were delighted to see ten organisations submitting an application for extension in the first half of 2010. We were also very pleased to see, when examining the applications, that the documentation supplied was rich in content – proof of the fact that educational organisations are continuing to strive to develop and implement quality in a variety of areas, despite the fact that the project had completed for them a few years ago.



Petra Šmalcelj (petra.smalcelj@acs.si), SIAE

Academic Year of the Book 2010/2011

On 8 September, *International Literacy Day*, the Minister of Education and Sport, *Dr Igor Lukšič*, announced the *Academic Year of the Book 2010/2011*. This project is the ministry's contribution to UNESCO's *Ljubljana World Book Capital 2010* project, which is being run by the City of Ljubljana. By announcing the project, the ministry was keen to draw attention to and emphasise the importance of the book and reading culture in all schooling and educational institutions.

The project is the result of cooperation between the Ministry of Culture, the Slovene Reading Badge Society, the Slovenian Book Agency, the Association of Public Libraries, the Slovenian Writers' Society, the Reading Society of Slovenia and many other institutions with an interest in raising reading culture. A specially designed [website](#) (in Slovenian language) within the Ministry of Education and Sport's website brings together these institutions and is aimed at helping professional school staff, librarians and parents to select cultural and reading activities offered by these institutions.

The SIAE will join the project as part of *Lifelong Learning Week 2011*, devoting one day of the official festival, which runs from 16 to 22 May 2011, to the role of the book in lifelong learning.

Reading groups that form part of the network of current study groups, including the *Reading with Parents* reading group, are engaged in promoting a culture of reading throughout the year and as such, they will join the project as well.

At least two programmes are directly connected with the promotion of reading and learning aimed at educationally deprived groups of adults:

- The first programme, promoting reading through dialogic reading cycles, has been compiled for adults with fewer years of schooling who wish to enrich their lives through reading and who have not had sufficient opportunity to do so in the past. Through an innovative approach, the adults in the group read Slovenian and world literature, discovering images of life from the past and present. They are encouraged to express their personal opinion and engage with others.



- The second programme, for early development of literacy in the family, is an education programme for parents and pre-school children. The programme is aimed specifically at parents (or grandparents) of pre-school children, i.e. from 4 to 6 years of age, who for various reasons have not had a good opportunity to develop their own literacy skills.

Nevenka Kocijančič (nevenka.kocijancic@acs.si), SIAE

Survey of the Adult Education Offer 2010/2011

An analysis of the range of educational opportunities for adults, which is carried out every year at the SIAE, has highlighted the availability of adult education and training programmes with a wide variety of content – programmes that enable people to acquire higher formal educational qualifications, as well as programmes aimed at general and leisure-time learning, and training for work.



The *Survey of the Adult Education Offer 2010/2011 – Where to Go for Knowledge?*, which can be found on the SIAE [website in Slovenian language](http://pregled.acs.si), **presents the range of formal adult education programmes, as well as and in particular non-formal adult education programmes.** The survey publishes information on some 280 adult education providers offering a total of 4,594 education programmes. Entries of data are on voluntary basis. The survey is regularly updated with the latest developments.

An analysis of the range of adult education programmes has shown that private institutions and schools offering **formal and, in particular, non-formal adult education** make up the bulk of the providers. We have found that there are great differences between the 12 regions of the country in terms of the adult education they provide, with adult education opportunities being most modest in developmentally vulnerable regions with lower per-capita GDP, higher unemployment levels and lower employability on the part of the population.

The major part of the education programmes on offer is aimed at non-formal adult education for general needs and leisure time, as well as training and additional training for work-related needs (80 %). Formal education programmes are much less prominent (18 %), as are national vocational qualification programmes (2.6 %).

Looking at the distribution of programmes by content, we see that demand for foreign language learning continues to be substantial, with the range of programmes on offer from providers being greatest in the humanities, i.e. foreign language learning (31 %). English, German, Italian and French courses predominate, although there is significant provision of other languages as well. Foreign language learning is followed by educational programmes in the fields of business and management studies and computers; interest is continuing to rise in education for personal development, particularly basic communication skills and knowledge, personal and social relations, and health-related knowledge and skills.

Erika Brenk (erika.brenk@acs.si), SIAE



Slovenian Guidance Centres' Days 2010

From 22 to 24 September 2010, Slovenian adult education guidance centres and the SIAE did for the sixth year running organise *Slovenian Guidance Centres' Days*. Guidance Centres have been operating within Lifelong Learning Centres since 2008, with their activities funded by the Ministry of Education and Sport and the European Social Fund.

At the *Slovenian Guidance Centres' Days*, which we organised in the last week of September, all 14 guidance centres prepared with partner organisations numerous mediafriendly events on opportunities for formal and non-formal education and learning in the new school year. They presented details of their activities in various public areas so that the information would reach as many adults as possible. We promoted learning and education, attempting to motivate adults to become involved in formal and non-formal education programmes, through the more than 80 events that took place across the three days, as well as before and afterwards. We were also looking to increase public awareness of Guidance Centres in the local environment and to present people with a sense of the opportunities for guidance and support provided by the centres.

In order to bring learning and education even closer to various groups of adults, we again published the *Info ISIO bulletin* in Slovenian language (see photo) at the beginning of September. The newspaper, which continues to be free of charge and available at all adult education guidance centres, presents the various educational opportunities for adults, and pays special attention to new developments in the education system.



Andreja Dobrovoljc, MSc (andreja.dobrovoljc@acs.si), SIAE

INTERNATIONAL COOPERATION

The Role of Education in European Knowledge-Based Society

Last year we completed preparation of the international report *Role of Education in European Knowledge-Based Society* (Report 4) as part of the *Strategies for Inclusion and Social Cohesion in Europe from Education – INCLUD-ED* project (website: <http://www.ub.edu/includ-ed/>). The aim of the project is to research education strategies that help to remove inequality and accelerate social inclusion, and to identify those that generate social exclusion.



In the report we analysed the extent to which educational inclusion and exclusion affect different social fields – employment, housing, individuals' state of health and political participation, and how education can improve outcomes in these areas. Special attention was paid to vulnerable groups – young people, women, individuals with special needs, migrants and ethnic minorities.

The report is based on a qualitative method of analysis of the content of reports on specific areas drafted by partner organisations. The reports deal with academic papers published in periodicals on the general *ISI Web*



of Knowledge portal and analyse the material of the most prestigious and influential periodicals in these areas.

The report (in English) can be found on the website: http://arhiv.acs.si/porocila/INCLUD-ED_Report_4.pdf.

Jasmina Mirčeva, MSc (jasmina.mirceva@acs.si), SIAE

The voice of learners and CONFINTEA VI

The international learning movement has its origins in the international forum that took place within the *International Adult Learners' Week in Europe* (<http://llw.acs.si/international/>) project back in 2004. From that time, up until the *CONFINTEA VI conference* that took place in December 2009 and featured 1,500 participants from 150 countries, the participation of learners has been strengthened and they also appeared at this important event.



With the leading role being played by [NIACE](#) and the [Scotland's Learning Partnership](#), representatives from Belgium, Ethiopia, France, Canada, Kenya, Norway and the UK presented their life stories at a workshop in Belem attended by around 100 people, and discussed:

- the possible effects of national and regional learning forums on adult education policy
- learning festivals and promotional campaigns in which learners play an important role in encouraging greater participation in education
- the inclusion of learners in quality assurance processes for study and learning
- the involvement of learners in the management of educational institutions and services.

Examples of good practice were presented and ideas formed about how to spread and build on these examples in the future. A report on the workshop appears on the CONFINTEA VI website (<http://www.unesco.org/en/confinteavi/days-events/3rd-day/3rd-day-workshops/>).

The participants were delighted to be given the opportunity to express their opinions and to see that the needs of learners themselves would be taken into consideration in the *Belem Declaration*, which will be made available in two years' time. Until then, the task of learners (advocates) is to ensure that their voice is not lost amid the processes of political coordination of the document and that the recommendations of the Belem Action Plan are realised to the greatest possible extent and as soon as possible. One possibility in this respect is represented by the international advisory group established by the [Unesco Institute for Lifelong Learning in Hamburg](#).

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

The European Family Learning Network project comes to an end

Last December the SIAE concluded its participation in a three-year European project entitled *European Family Learning Network (EFLN)*, which has been co-financed by the European Commission via the *Grundtvig 4* programme. The work of the 11 participating countries was coordinated by the Campaign for Learning organisation, which is based in Birmingham, UK. The project was aimed at professionals and



practitioners involved in the development of programmes and projects across the widest range of family learning areas. It also promoted family learning in partner and other European countries via a variety of project-based activities.

Among the more important achievements of the project was the founding of the *European Family Learning Association* in September 2009, based in Brussels. The Association will continue the project's programme objectives; it was founded by the partner countries in the project, these countries thus becoming its founder members. Radu Szekely, who is a professor at and director of the higher adult education school in the Finnish town of Karjaa, was elected as the Association's first president. The organisational framework of the Association is only now being set up.



The SIAE took part in the project in the area of family literacy as one of the forms of family learning. We shared our experiences in implementing family literacy programmes and in teacher training with our partners in the project. We focused on the strong influence of positive incentives within the family on the subsequent development of literacy and on learning within the family as a strong motivating factor for adult learning and education. We believe that our participation in the project was beneficial:

- We learned that the world is waking up to the fact that family learning has an extremely positive effect on the development and achievements of children.
- We confirmed our conviction that family learning encourages adults who have no other opportunities for learning to become more active and thus break the magic circle that sees non-activity transferred from generation to generation.
- We became acquainted with various research studies that show that the active involvement of parents in their children's learning has a positive impact on the child's success at school – in primary school as well as secondary school, contributing to higher academic achievement, greater cognitive abilities, better mastery of problem-solving procedures, increased school attendance and greater satisfaction with school, and reducing the possibility of behavioural problems at school.

In Slovenia there are quite a few research studies that have demonstrated the effect of the family on children's achievements (e.g. adult literacy research, PIRLS, PISA), although there has been a lack of research into the actual effects of different education programmes in Slovenia aimed at encouraging family-based learning.

Estera Možina, MSc (ester.mozina@acs.si), SIAE

Actions for Success in Schools in Europe and the European Policy Brief

As part of the international Strategies for Inclusion and Social Cohesion in Europe from Education (INCLUD-ED), a translation of the [European Policy Brief](#) was published containing the preliminary results of the project, which define the main guidelines for improving education systems.




INCLUD-ED is a research project involving the SIAE and 13 other partners from various European countries. The project is coordinated by CREA (University of Barcelona). The objective of the project is to analyse education strategies that cause social exclusion and those that strengthen social cohesion. Those involved in the project are attempting to improve education strategies.



As part of the INCLUD-ED project, a Slovenian translation of the [Actions for Success in Schools in Europe](#) study was also published. It contains the results of international research studies and analyses of good practice in education in various European countries. Tracking (the placing of children into different schools according to ability) and streaming (the placing of children into different groups according to ability within a school) were presented as negative practices. In the opinion of the authors of the study, the consequences of streaming are particularly visible in the unequal access of pupils to teaching content. Streaming in particular increases the differences between children of less educated parents and those from vulnerable groups (e.g. migrants, Roma, children with special needs, etc.) and children of more highly educated parents from the majority population. Streaming therefore deepens social and cultural divides. Inclusionary actions such as heterogeneous ability classrooms with reallocation of human resources, inclusive split classes, inclusive individualised curricula, extending the learning time and inclusive choice are presented as examples of good practice. The participation of families and community members in the education process is also presented as a successful action.

Dr Natalija Vrečer (natalija.vrecer@acs.si), SIAE

European conference on adult education in Cordoba

 A European conference took place between **21 and 23 April 2010** in Córdoba, Spain aimed at the exchange of examples of good practice in lifelong learning, with the emphasis on adult education. The official title of the conference was *Co-ordination of Lifelong Learning Resources in European Countries*. Spain hosted the conference during its Presidency of the EU, which gave it extra importance.

The objectives of the conference were:

- to highlight the objectives of the Action Plan on Adult Learning: It is Always a Good Time to Learn,
- to present the conclusions of the Sixth International Unesco Conference on Adult Education (CONFINTEA VI) and point up its importance for the development of adult education in European Union countries,
- to present examples of good practice in Europe in four areas of adult education: provision of information and guidance within the context of lifelong learning; the evaluation and recognition of skills; the role of various civil society networks in the development of adult education; and the Grundtvig projects (marking the 10th anniversary of the Grundtvig programme).

Slovenian adult education guidance centres were chosen as an example of good practice. The experiences gained from the operation of the Guidance Centres and Slovenian development in this area have attracted participants from a number of countries, since the provision of adult-education-related information and guidance is becoming more and more important in the majority of European countries. This area has also been given special emphasis in the Spanish strategy for the development of adult education to 2020. They see it as an important support activity for achievement of the set objectives, a particularly ambitious one being the doubling of adult participation in education by 2020 (to 20 % from the current 10 %).

Tanja Vilič Klenovšek, MSc (tanja.vilic.klenovsek@acs.si), SIAE



Examples of good practice in Slovenia presented at a Vienna seminar

Between 19 and 21 May 2010 the *Seminar on Critical Factors for the Implementation of Lifelong Learning Strategies and Policies*, which presented examples of good practice, including examples from Slovenia, took place in Vienna. It was organised by the European Commission and the Austrian Ministry of Education, Arts and Culture.

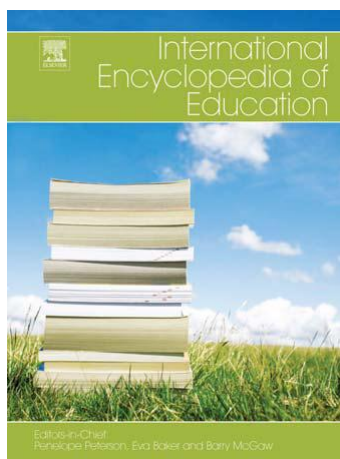
This peer-learning seminar was attended by 44 representatives from ministries, local communities and regions, social partners, European and stakeholder national organisations and non-governmental organisations and researchers from 18 countries, as well as representatives from the European Commission. Slovenia was represented by *Dr Slavica Černoša* from the Ministry of Education and Sport. The participants discussed examples of good practice in various countries and systems and how certain levers supported or hindered the implementation of lifelong learning strategies and policies. They also identified elements of successful approaches to promoting lifelong learning, its quality and its recognition within national, regional, local and institutional policies. The seminar turned finally to support for international political learning between participants and to a new view of and ideas on resolving the decisive factors for the implementation of lifelong learning.

Two cases from Slovenia formed part of the presentation of good practices: the Slovenian adult education guidance centres and the family literacy programme.

A [full report of the seminar](#) is available at the Commission website.

Ajda Turk (ajda.turk@acs.si), external associate

Slovenia's contribution to non-formal learning in the International Encyclopedia of Education



In the [International Encyclopedia of Education](#) (Elsevier Ltd., 2010), *Dr Sigvart Tøsse* published a paper on the general (popular) education of adults. *Dr Sigvart Tøsse* is head of the Lifelong Learning Research Centre at the [Norwegian University of Science and Technology \(NTNU\)](#) in Trondheim, to which a unit of VOX, the Norwegian agency for lifelong learning, has been transferred. The Slovenian Institute of Adult Education has already collaborated with the Norwegian [VOX](#), a unit of the Ministry of Education and Research, on a number of different projects. The paper describes the development of the concept of general (popular) adult education – one of the key education concepts we are developing in Slovenia and one of the founding principles of the SIAE. Its educational objectives, ideas, approaches and activities are presented, along with various practices around Europe and the rest of the world. It cannot be described by means of a single general definition but should be understood as an open process of constant adjustment to specific local needs. The objective of this approach is to encourage people towards an active life and continuous learning, and for a variety of purposes (democratisation of relations, quality of life, etc.). The paper describes the various roles and the historically conditioned traditions of general education. It sets out in more detail certain Nordic, Latin American and North American practices; we also become acquainted with current incentives and development trends. The conclusion sets out the general dimensions of general or popular adult education.



The publication also contains a reference to *Dr Nevenka Bogataj*, a SIAE collaborator, as the co-author of one of the cited papers (Gougoulakis, P. Bogataj, N. (2007). *Study circles in Sweden and Slovenia – learning for civic participation*. In Adam, F. (ed.) *Social Capital and Governance: Old and New Members of EU in Comparison*, pp 203–236. Munster: Lit Verlag). Slovenian practice and researchers rarely appear in international encyclopedias, which is why we are proud of the reference, despite its brief nature – and regard it as a continuation of the exemplary cooperation between Slovenia and Norway in the area of adult education, as a breakthrough of a practice that is only now becoming current in European education and not least as a recognition of the professional credibility of the SIAE's research work, which was formally abolished after its reorganisation.

Mateja Pečar (mateja.pecar@acs.si), SIAE

European education indicators



During Spain's Presidency of the EU, the Spanish Ministry of Education organised a conference entitled *Indicators, Objectives and Education Policy*. Around 150 experts from EU Member States gathered in Madrid on **24 May 2010**, with

the heaviest participation coming from the Spanish Education Council, which is made up of representatives from the regions of the country.

The purpose of the conference was to stimulate thinking about education targets (European as well as national), the design and use of indicators for evaluating the achievement of these targets, and whether indicators indeed actually contributed to the progress of education systems.

Anders Hingel, then head of the *Standing Group on Indicators and Benchmarks* at the European Commission, gave a comprehensive presentation of the development of European education indicators. As members of the *Standing Group* we listened to a number of interesting speakers from the Spanish ministry, the OECD and other international experts. The day after, we convened the 29th working meeting of the group and discussed the planned *Report on Progress Towards the Lisbon Objectives in Education and Training 2010*, the formulation of a basic indicator for vocational education and training and for the professional development of teachers, the monitoring of the educational achievements of migrants, revision of the ISCED classification, the state of research aimed at obtaining new indicators (foreign languages, learning to learn, creativity, abilities of adults, civic skills, ICT skills), and the development of European benchmarks in the areas of student mobility and employability.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

Slovenia hosted a Council of Europe conference of education ministers

The 23rd Council of Europe Standing Conference of Ministers of Education was held on **4 and 5 June 2010** at the Congress Centre at Brdo pri Kranju. The conference was organised jointly by the Slovenian Ministry of Education and Sport and the Council of Europe Education Directorate. Ministers from 50 signatory countries to the European Cultural Convention took part in the conference, along with representatives of observer countries and key intergovernmental and non-governmental organisations. Over 200 people attended the conference.



The conference, which was led by Minister of Education and Sport *Dr Igor Lukšič*, was opened by Deputy Secretary General of the Council of Europe *Maud de Boer-Buquicchio* ([speech](#)). Addresses were also given by *Nikola Todorov*, Macedonian Minister of Education and Science ([address](#)), *Andreja Rihter*, representative of the Parliamentary Assembly of the Council of Europe and *Günter Krug*, Vice-President of the Congress of Local and Regional Authorities at the Council of Europe.



The main topic of the conference was *Education for Sustainable Democratic Societies: the Role of Teachers*. Lectures were given at the plenary session by Slovenian President *Dr Danilo Türk* and by *Dr Pavel Zgaga*, renowned professor at the Faculty of Education of the University of Ljubljana. Both speakers stressed the universal importance of education in today's society, with *Dr Zgaga* adding that we now found ourselves before a shift in thinking, with the education process moving away from elite to mass education.

The education ministers discussed the role of education in depth, and particularly that of teachers, in helping to form modern societies. They addressed three sub-topics (group-based discussion): teaching skills for a diverse democratic society; partnerships in education and professional development networks; and the social recognition of teachers.

The conference's key message for the wider public was that education is an important investment, both for individuals and for society as a whole. The conference ended with the adoption of a [declaration](#). Further details on the conference can be found at: <http://www.coe.int/t/DG4/EDUCATION/STANDINGCONF>.

Nevenka Kocijančič (nevenka.kocijancic@acs.si), SIAE

Participation at the international Forum on the Future of Adult Education 2010



In **June 2010** the Association of Austrian Adult Education Centres ([VÖV](#)), with the support of the International Institute of the German Adult Education Association, [dvv international](#)) and the European Association for the Education of Adults, [EAEA](#)), organised the *Forum on the Future of Adult Education*. The event took place at the Tower of Knowledge in Linz (Wissensturm Linz) as a regular meeting of representatives of Austrian adult education centres, which used to be under the auspices of the *Salzburg Seminars* (1958–2007). Experts from eight other countries were invited to take part in the seminar.

The first day of the seminar was devoted to papers by Austrian and German representatives on new developments in adult education in Austria, the role of the Association and its members, and on last year's Forum and the plans for the future. Work then proceeded within three groups: the first addressed the **policy and funding of adult education**, the second examined the target group of **young adults**, which adult education centres would like to attract to a greater extent than at present, and the third looked at **methods of defining and reaching different target groups**, the importance of networking and partnerships between different entities, as well as learners' voices and the incentivising role of their life stories.



I took part in one of the **panel discussions** as the author of an article and report on efforts to improve adult participation in education and learning. I presented the National Adult Education Programme, the role of the SIAE and four projects whose purpose is to encourage people to participate and to offer the appropriate support: network of adult education guidance centres, network of lifelong learning centres and the promotional campaigns *Lifelong Learning Week* and *Role Models Attract*.

The presentations and other material are published on the website: <http://www.vhs.or.at/374>. The next Forum will take place in Vienna from 6 to 8 July 2011.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

Anniversary of the Grundtvig adult education programme

Between **22 and 24 September 2010** a conference took place in Copenhagen to mark the 10th anniversary of the *Grundtvig* adult education programme. The programme helps adults to improve their professional knowledge and increase their employability by financially supporting training and learning mobility. In the opinion of the Commission, which was represented at the events by *Androulla Vassiliou*, Commissioner for Education, Culture, Multilingualism and Youth, this support is needed now more than ever, to overcome the crisis and release Europe-wide potential for growth, and to enable those who have not had the opportunity in the past to be successful in the future. Over the last decade, the programme has invested EUR 379 million in the adult education sector, made 17,000 grants for organisations involving an estimated half a million participants.



The conference was attended by over 180 adult educators from 32 countries, including four representatives from Slovenia. SIAE associate *Tanja Vilič Klenovšek* pointed out that the three-day conference really did proceed in the spirit of Grundtvig's ideas – ideas about education for all regardless of class, for the requirements of work, for personal human development and for the development of democracy. Today, at a time of economic crisis, when the need for and contents of education and training for work are coming to the fore, the need for *general adult education* has also been given particular emphasis; such general education brings integrity to the development of each of us and added value to working, social and cultural capital. And when, as an adult educator, one hears these thoughts in the heart of Denmark, first at the conference and then during a visit to one of the 'folkehojskole', one cannot help but believe that the integrity of general and vocational education brings proper progress and quality of life.

It was therefore no wonder that new initiatives were born. Let us mention just two:

- the Grundtvig programme should be receiving more than the 4 % of all European lifelong learning programme funds;
- the objectives of further development of adult education in Europe should be more oriented towards the balanced development of 'vocational' and 'general' adult education.

More details on the event itself can be found in the [press release](#).

Ajda Turk (ajda.turk@acs.si), external associate and
Tanja Vilič Klenovšek, MSc (tanja.vilic.klenovsek@acs.si), SIAE



Participation at an international conference in Bosnia-Herzegovina

Ten years ago the Bonn-based organisation *dvv international* opened offices in South-Eastern Europe, including one in [Bosnia-Herzegovina](#), with the aim of encouraging the development of adult education in these environments. This year the Sarajevo office celebrated its 10th anniversary. On **24 September 2010**, to mark the event, an international conference was organised in the Bosnian capital entitled *Adult Education in Bosnia-Herzegovina and South-Eastern Europe – Contribution to Peace and Development*.



The conference was attended by 141 representatives from eight countries, primarily the former Yugoslav republics of Bosnia-Herzegovina, Montenegro, Croatia, Macedonia, Slovenia and Serbia, along with Germany and Switzerland. The Slovenian delegation comprised *Irena Kuntarič Hribar* (Ministry of Labour, Family and Social Affairs), *Teja Dolgan* (Ministry of Education and Sport), *Andrej Sotošek, MSc* and *Zvonka Pangerc Pahernik, MSc* (both SIAE). The event confirmed the role and achievements of the *dvv international* office in Sarajevo. In the professional discussions that took place, we set out the current situation and challenges in the area of adult education in the region.

Details of the conference can be obtained from [the report](#).

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

‘Trans-Regional Cooperation in LLL Among Education Stakeholders’ conference in Cyprus

The conference took place in Cyprus on **4 October 2010** and was organised by the European Trade Union Committee for Education (ETUCE), the Federation of Education Employers (FEE) and the Organising Bureau of European School Student Unions (OBESSU). Around 60 representatives from almost 20 European countries took part. The aim of the conference was to harmonise views on the factors impeding implementation of the objectives defined in the *Lisbon Development Strategy*, and to shape guidelines for more successful operationalisation of national lifelong learning strategies.

The welcome speeches from the conference organisers and Cypriot hosts were followed by **three** papers presenting the features of vocational education (VET), the concept of key skills in the EU, and Cyprus’s approach to and experiences of the adoption and implementation of national lifelong learning strategies.

The papers were followed by the ‘world café’, where participants, divided into three groups, discussed the three questions posed in advance: which competencies (skills) should teachers have so that they can enable and provide learners with lifelong learning; how should learners prepare for lifelong learning; and how can school education and the wider social environment become more interconnected? Moderators reported to the plenary session on the discussions, in which by far the largest contribution came from learners’ representatives.

In the panel discussion, representatives of all three organisations addressed the link between key competencies, schools and lifelong learning, throwing light on the role of these three factors in the schools sector.



At the final plenary discussion, participants gave their proposals for the formulation of guidelines for the promotion and implementation of national lifelong learning strategies. In response to the overwhelming dominance of the 'school part' of lifelong learning, I proposed the inclusion of two themes relating to adult education:

- the right to free formal education to a certain level (e.g. four-year secondary school), which should apply to the whole of one's life;
- promotion of adult learning that is not linked to training for work through a division of the costs of absence from work.

We will see in the next publication whether one or both of the above will be included in the guidelines.

Peter Beltram, MSc (peter.beltram@acs.si), SIAE

First project meeting within the SLS project



The Sowing the Learning Seeds (SLS) project, which is part of the Grundtvig Learning Partnership, brings together partners from Estonia, France, Ireland, Hungary, the Netherlands, Slovenia and Turkey. The general aim of the project is, through an efficient network and effective promotional campaigns or learning festivals, to increase participation in adult education. The conference of experts and learners will therefore enable the exchange of examples of good practice, the establishment and strengthening of networks, and the more productive involvement of learners in promotional, animation and advocacy activities.

The first working meeting took place in **October 2010** at the French partner institution, Foyer Jean Thibierge, in Reims. The aim of the meeting was to firm up the programme of work up to August 2012 and to reach agreement on further steps to implement it. The opening presentation of partners showed us that there are representatives of five countries (Estonia, Ireland, Hungary, the Netherlands and Slovenia) with experience of learning festivals. The representatives from France and Turkey are involved in learning in institutions for adults with special needs and have no experience of such festivals.

For a more precise determination of meetings, we have restricted ourselves to 2011. We will meet for the first time at the end of February in Ireland, the second time in May in Slovenia (as part of LLW 2011), and the third time in Estonia in October. We have set out a joint platform of meetings and main topics: in Ireland the theme will be the role of voluntary work in the organisation of learning festivals, in Slovenia it will be the increased involvement of the media in learning festivals and the use of new media, and in Estonia it will be the increased involvement of learners in the promotion of learning. Collaboration in the project promises us an opportunity to get to know different cultures so that, in addition to professional knowledge, we will be enriched by numerous impressions and personal understanding.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE



30th Meeting of the Standing Group on Indicators and Benchmarks (SGIB)

SGIB members met in **October 2010** in Brussels at the invitation of the Flemish Ministry of Education and Training and as part of Belgium's Presidency of the EU. Representatives of Unit EAC A-4 of the European Commission, headed since the summer by Denis Crowley, provided us with details of the *Europe 2020* strategic document, which is to replace the *Lisbon Strategy*, and of several flagship initiatives, including *Youth on the Move*.



In the new strategy, the role of education and training is defined to an even greater degree as being crucial to the overcoming of the crisis and the achievement of economic growth and social sustainability. This is also proved by the fact that one of the five umbrella objectives is devoted to this area, with two sub-objectives: at the EU level, to have less than 10 % of young people (18–24 years) leaving education and training early, and at least 40 % of young people (30–34 years) completing higher education.

Another central theme of the meeting was the Progress Report 2010, which will come out later than it did last year (planned for January 2011). In its preparation, the European Commission is attempting to follow as closely as possible the logic of the *Europe 2020 strategy*; greater attention will therefore be paid to the two above-mentioned indicators.

We also became acquainted with the progress made in the development of new indicators for measuring language abilities (ESLC research), learning to learn and be creative, adults' skills (PIAAC research), computer and information technology skills (ICILS research), the professional development of teachers (TALIS 2 research), mobility and employability.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE

RELEVANT PUBLICATIONS

Statistical Portrait of Slovenia in the EU 2010



The Statistical Office of the Republic of Slovenia has issued the seventh [*Statistical Portrait of Slovenia in the EU 2010*](#), updated with the latest statistical information and indicators from all 27 Member States.

The publication contains general indicators, statistical information and indicators for the areas of population, education, the labour market, labour costs, social security, healthcare, living standards, GDP, foreign trade, agriculture, industry, construction, energy, transport, the information society, tourism and the environment.

Here are just a few extracts from the information provided:

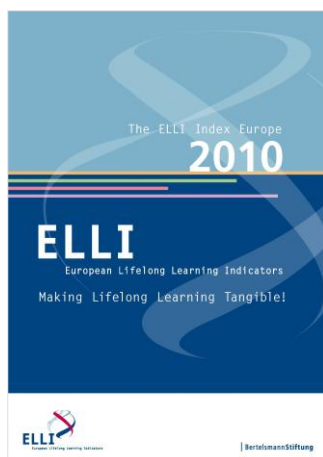


- In 2009 almost half a billion people were living in the European Union (499.2 million), with almost a third (29.3 %) living in two countries: Germany (82 million) and France (64.4 million). Slovenia's population of 2 million represents 0.4 % of the population of the European Union.
- At the start of 2009 almost a third (32.8 %) of EU residents were age-dependent (i.e. below 15 or over 64 years of age). The situation was similar in Slovenia: the age-dependent accounted for almost a third of the population.
- In the EU in 2009, every seventh inhabitant aged between 18 and 24 who had completed primary school education (i.e. the lowest education level) was not continuing with their education or training in that year. In Slovenia this figure in 2009 was only every 20th inhabitant aged between 18 and 24. In Malta, Spain and Portugal, it was every third inhabitant.
- Almost two-thirds of EU households had internet access in 2009. Slovenia is at the EU average for this indicator. The highest proportion was in Holland (nine in ten) and the lowest in Bulgaria (three in ten).

The *Statistical Portrait of Slovenia in the EU 2010* is available from the [Statistical Office of the Republic of Slovenia](http://stat.si) website.

Ajda Turk (ajda.turk@acs.si), external associate

Publication of the European Lifelong Learning Indicators (ELLI)



The Bertelsmann Stiftung foundation published the [*ELLI Index Europe 2010. ELLI European Lifelong Learning Indicators. Making Lifelong Learning Tangible*](#). This is a presentation of a consolidated indicator (index) for lifelong learning formed with reference to 36 indicators in use at the European level and concerning the four pillars of lifelong learning as defined in *Jacques Delor's* book *Learning: The Treasure Within* (1996): learning to know, to do, to live together, to be.

With a total ELLI index value of 47.62, Slovenia was ranked 11th in the European Union, which still constitutes an above-average placing and means that Slovenia continues to be the best of the new Member States in this regard.

The indices for each of the four pillars of lifelong learning are as follows:

- learning to do: 58.73 (6th in the EU)
- learning to know: 53.09 (7th in the EU)
- learning to be: 47.70 (11th in the EU)
- learning to live together: 35.48 (17th in the EU)

We are aware of the weaknesses of the consolidated indicator, since the interconnection between its constructs is questionable; behind of each of them lies questions of the adequacy of the data sources, whether they are up to date and a number of other issues. Despite this, the publication will serve us well in Slovenia in research and development as well as promotional work, since, particularly as a result of the Lifelong Learning Week starting in 1996, we have focused on life-long and life-wide learning and on the importance of Delor's four pillars; we now have quantitative arguments to support these efforts.

Zvonka Pangerc Pahernik, MSc (zvonka.pangerc@acs.si), SIAE



Twenty successful years of DOBA – a school that goes beyond

The development of DOBA's recognition and reputation over the last twenty years, both in Slovenia and abroad, is one of our greatest achievements. The development of new programmes – 47 in total – and the development of the unique distance study/e-study method have contributed to the majority of Slovenians being familiar with DOBA. We have achieved this level of recognition with the help of 33 excellent employees and over 200 professors. We are a well-versed team, focused on designing and developing an innovative teaching and educational institution.

Twenty years of DOBA (<http://www.eng.doba.si/>):

- We provide over 100 education and training programmes.
- We have developed 47 of our own education and training programmes.
- We carry out around 76,000 hours of teaching annually.
- We have implemented over 32 major development, national and international projects.
- We have issued 10 manuals and 76 textbooks for the DOBA Vocational College and the DOBA Faculty.
- The DOBA Library holds 10,539 units of book materials.



Over the past twenty years, DOBA has implemented verified language programmes for both children and adults. During the financial crisis of the 1990s, which struck Maribor particularly hard, we offered a number of training programmes for the unemployed, adult education programmes and secondary school programmes. At the tail-end of the 1990s, we developed the Business Secretary programme at the vocational college and continued implementing other short-cycle higher education programmes. We have enriched the range of five first-cycle higher professional study programmes on offer at the Doba Maribor College of Business – which morphed into the DOBA Faculty – with three second-cycle Master's programmes.

The well-being of our participants and students has always been DOBA's main priority. Our mission is to transform challenges into opportunities through contemporary study programmes. Together with our students and participants, we fulfil our vision of *DOBA, a school that goes beyond*.

To commemorate our twentieth anniversary, we have organised a number of celebratory events throughout the year.

Polona Baloh (polona.baloh@doba.si), DOBA

You cannot put anything and everything into intergenerational learning

A lecture attended by different generations might be called intergenerational, but is it truly intergenerational? The terms *intergenerational learning* and *intergenerational education* can be associated with:

- one generation learning about another generation;
- two or more generations learning about each other; and/or
- different generations learning, cooperating and working together in various planned educational processes.



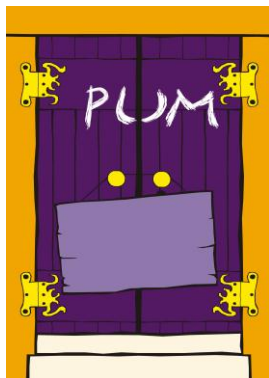
Intergenerational learning in the eyes and practice of the Slovenian Third Age University

In hyper-organised, mobile, and above all ageing societies, there should be many different actors of intergenerational education. The Slovenian Third Age University has been opening up to intergenerational learning and education. Consequently, generational similarities and dissimilarities have been researched as to identify common educational needs and interests of different generations and to programme the contents of a common intergenerational educational programme. What we wanted was to enable different generations to learn about a topic and to create intergenerational bonds at the same time. Planned educational processes for different generations were set up. To conclude, an intergenerational public event was staged called *We hear, we see, we read... together* (when a reader reads and understands a text a reader uses all his senses) within the programme named *Ljubljana, the World Book Capital*. Students of andragogy, together with students from the Third Age University (specialising in story telling) and their grandchildren established the project – studying scientific literature, conducting their own research, programming the event, and launching a public campaign. The inhabitants of Ljubljana were invited to the final event. They were invited to participate in the shared loud reading of a Slovenian writer's text and to attend a video exhibition held in the Town Library demonstrating various situations where people read.

Dr Dušana Findeisen (dusana.findeisen@guest.arnes.si), Slovenian Third Age University

PLYA programme recognised as an example of a successful attempt to tackle drop-out from education

As part of the *Mutual Learning Programme* (MLP), the European Commission organised a seminar entitled *Thematic Review Seminar on the Way Forward – Exit Strategies for Crisis-Related Measures with Regard to the Europe 2020 Strategy* in Brussels on 29 June 2010.



The Slovenian *Project Learning for Young Adults* (PLYA) programme was presented as an example of good practice. A presentation of the project was given by Mateja Rozman Amon from Radovljica Adult Education Centre and Magda Zupančič from the Ministry of Labour, Family and Social Affairs. Radovljica Adult Education Centre has been implementing the PLYA programme for over ten years. In this time, some 300 young people have taken part in the programme. PLYA arose in 1993 as a response to the labour market crisis that followed Slovenia's independence. It is therefore a programme that has already gone through one economic crisis and has proved itself to be not only a successful programme but one with lasting results.

Owing to its multi-layered nature, it operates towards the social integration of young people, which is a precondition for all subsequent steps taken by young people, whether in education or on the labour market. The programme has a 90 % success rate, with 70 % of participants completing formal education (the main aim of the programme), 20 % finding employment and 10 % becoming active jobseekers.

Warnings from the EU and OECD on the fact that young people are the most vulnerable group on the labour market are being borne out in Slovenia as well – the number of PLYA participants is growing (a rise of 50 % between 2008 and 2009). In the current crisis conditions, the programme is certainly tailor-made for drop-outs and the NEET (no education, employment, training) generation – therefore, young people without education, work or possibilities of furthering their education. Given Slovenia's comparatively positive results in the area of education – at 5.1 %, it has the lowest drop-out rate in the EU, compared to Spain (over 32 %),



with over 90 % of students successfully completing secondary school (a mere 60 % in Spain) – it would make sense to upgrade the programme towards finding employment and to ensure permanent funding after expiry of European Social Fund contributions after 2013.

Mateja Rozman Amon (mateja.rozman-amon@lu-r.si), Radovljica Adult Education Centre

Vida A. Mohorčič Špolar – recipient of a 2010 National Education Award

5 October is *World Teachers' Day*. It was started by UNESCO in 1993 with the aim of bringing people closer to the mission of teachers and to achievements in the area of schooling and education. Slovenia marks the day by holding the National Education Awards. This year's gala ceremony was held at the Grand Hotel Union. The awards were handed out by Minister of Education and Sport, *Dr Igor Lukšič*, and the President of the National Education Awards Committee, *Dr Pavel Zgaga*. The speaker of honour at this year's event was the President of the National Assembly, *Dr Pavel Gantar*.



Among the twelve recipients was long-serving SIAE directress *Dr Vida A. Mohorčič Špolar*, active in research and professionally both nationally and internationally. *Dr Špolar* received the award for outstanding educational, innovative and organisational work in adult education. The citation included the following: '*[Dr Mohorčič Špolar] has made an important contribution to forming the bases for the further accelerated development of adult education on lifelong learning principles, laying the foundations for the national adult education programme to 2010 and making adult education part of other national strategic documents. She has also helped to ensure that access to adult education has increased for deprived target groups and promoted active citizenship. Among her numerous other activities, one should make special mention at least of her contribution to the inclusion of adult education in European research and development projects.*'

Slavica Borka Kucler (borka.kucler@acs.si), SIAE

Annual Adult Education Conference 2010

Traditionally, the Slovenian Ministry of Education and Sport is in charge of annual meetings of stakeholders in the field of adult education and learning. This year they engaged SIAE to coordinate and organise the event. As a result, on **30 November** and **1 December 2010** around 230 participants met in the town of Maribor to discuss development guidelines and challenges of adult education at national and EU level. At this point in time, strategies that had been designed many years ago at both levels are coming to an end and new ones are being conceptualised and put into practice. On the other hand, society as a whole as well as individuals are still striving with the overall crisis, consequently, the role of adult education and training is becoming more and more recognized and of key importance for creating new, better circumstances.



At the conference, representatives of adult education centres, secondary schools and private institutions offering adult education, as well as many other stakeholders met with policy makers coming from both ministries in charge of adult education, i.e. the Ministry of Education and Sport, and the Ministry of Family, Labour and Social Affairs. Participants got acquainted with the updated Adult Education National Programme until 2015, the consequential financing scheme carried out via Annual Adult Education Programmes, and the changes foreseen in (adult) education legislation. Public institutions in the field of education, i.e. the Slovenian Institute for Adult Education, the Center for Vocational Training, and the Centre for Mobility and European Educational and Training Programmes presented their action plans for 2011 and 2012 as well as aspects of their cooperation. Special attention was paid to the representative of the European Commission, Ms Martina Ní Cheallaigh, who presented achievements of the Action Plan on Adult Learning (2007-2010) and future perspectives with regard to the *Europe 2020* strategy.

Slovenia is currently in the process of renewing its *White Paper on Education* (first edition in 1995) therefore, some aspects regarding the role of adult education in this strategic document were introduced. A short insight into results of one of the strands of the EU *Lifelong Learning 2010 Project* covering formal adult education and the participants' satisfaction was given as well. There were also three working groups which covered topical issues in adult education, namely:

- Connecting non-formal and formal education via recognition and validation of non-formally acquired knowledge;
- Educational institutions as carriers of the development of adult education supply at the local level;
- The introduction of renovated programmes of vocational and professional education into adult education institutions.

The conference offered excellent opportunities for the exchange of information, opinions and examples of good practice but also for the enrichment of personal and professional contacts therefore we are all looking forward to the gathering in 2011. Detailed information on the Adult Education Conference 2010 is available at http://www.acs.si/letni_posvet_2010 (in Slovenian language).

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