

# e-novičke

Spring 2012

**Dear readers,** please find attached the first 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. We wish you pleasant reading, Nevenka Kocijančič, executive editor, and Zvonka Pangerc Pahernik, MSc, editor-in-chief

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### FOR an independent SIAE

SIAE is in our perception a lighthouse, which serves as a best practice example for many other countries. Together, we were in various European projects and networks, including the Future Forum, aimed at building ties between countries with similar AE tradition.



Uwe Gartenschläger  
dvv international

In recent weeks, colleagues at the Slovenian Institute for Adult Education (SIAE) have been thinking even more than usual – in this jubilee 20th anniversary year for the Institute – about our role, achievements and challenges. All three are closely tied to socio-economic conditions – back then, when we were founded, during the 20 years of efforts towards a high-quality, flexible and responsive system of adult education, and now – during a period of serious general crisis. We believe that we have always been attentive to these circumstances and have contributed as much as we can – FOR educated, aware and active inhabitants of our young country, FOR linking generations and government departments and FOR a balancing of the economic, humanist and social roles of the individual and society.

Our current thinking and functioning are heavily influenced by Government predictions that systems which were once dismantled with the aim of achieving greater professionalism and business efficiency will once again be consolidated into a whole. What this will look like, whether the calculations indicate its rationality, something we are now pushing for in all areas, what will be saved and what will be thrown out/discarded – at the moment we have no answers, since the plans for this re-linking have not yet been shown to us.

As for us, this is our thinking: 20 years of systematic work have led us to a deep understanding of the field and have shaped our distinct profile. We are a core of motivated and highly specialised people involved effectively and with dedication in the field of adult education, covering this field from various expert angles in a holistic way. We are an indispensable partner in the adult education network in Slovenia, and an equal associate to related institutions as well as those in charge of policy both at home and abroad, especially in the EU. To date we have adapted in various ways to the recession, and through even more dedicated work – while also making savings – we have contributed to finding a way out of it.

We believe that we can contribute even more to finding solutions! Yet only if we preserve our professional and organisational independence, our own identity and flexibility.

Editorial

For Learn for Life, Dutch platform for international adult education, SIAE is an important and stimulating reference point for many topics in adult learning. We are afraid that the loss of independence might lead to a loss of experience and expertise.



Lidwien Vos de Wael  
Learn for Life

## Education on offer for adults 2011/2012

Data on the education on offer for adults for the year 2011/2012, which we published in the online [Review of adult education on offer](#) (in Slovenian language), have been analysed, and the results of this analysis are set out in the annual report. We summarise some of the main findings of the analysis in this article.

The analysis covered 259 providers and their courses for adults (4,804) presented in the Review up until the end of 2011. The Review on the web did not cover all providers in Slovenia, but included the great majority working in adult education. Courses offered by driving schools are excluded.

Analysis of this year's education on offer has shown that there are ample opportunities for adult education in Slovenia. We have found once again that the courses on offer are very unevenly distributed across the country. There are more courses chiefly in those regions where the educational level of the adult population is higher, and there is thereby greater demand.

Adult education is provided in a wide range of institutions, including educational establishments and those where education is not the primary activity (societies and associations, public institutes, museums, galleries, libraries, chambers of commerce and other institutions). Adult education providers are predominantly private organisations and private schools, which have the richest variety of courses on offer, followed by secondary schools, which provide education for adults in addition to young persons, adult education units at secondary schools and adult education centres.

The subject fields in this year's courses remain roughly the same as in the previous year. First place is taken by foreign language courses, followed by education programmes in basic communication skills, personal development, business and administrative studies and computing.

Courses are aimed at a variety of target groups, including those wishing to train and acquire extra skills for occupational reasons and those seeking courses for general needs and leisure. A large portion of the education on offer is aimed at older people, entrepreneurs and the unemployed, and the majority of courses are intended for all adults.

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## Pilot implementation of expert external evaluation in adult education

In 2012 the SIAE is initiating a pilot project that represents an enhancement of the awards presented for developing quality in adult education. This involves the implementation of expert external evaluations, which will supplement the processes of internal assessment of quality in educational organisations (self-evaluation). Educational organisations that decide to participate in such expert evaluation will in this way be able to obtain external feedback on the quality of their work in specific areas, as well as recommendations for further development.

In 2011, based on the evaluation of the existing concept of presenting awards for quality, a concept for implementation of expert external evaluations was designed. Now this incentive for educational organisations to invest in quality will no longer include just rewarding of investment in quality, but also an assessment of quality in those areas that will be the subject of every public call for participation. In drawing up the new concept, we considered the social conditions currently prevailing. On the one hand these conditions demand rationalisations in the field of adult education, while on the other hand they demand greater responsibility for ensuring quality in adult education provision in practice and in the results and effects of such education.

In March we published two public calls for participation in external expert evaluations: a call to educational organisations for voluntary participation in expert external evaluation and a call to experts in the field of adult education to participate in the pilot project in the role of expert external evaluators. We selected three educational organisations that will participate in pilot expert external evaluations, and six experts in the field of adult education, who will act as expert external evaluators. We will draw up a special training programme for them in order to prepare and implement expert external evaluations.

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## National LLW 2012 opening in Murska Sobota

On Friday 11 May 2012 the official national opening of *Lifelong Learning Week 2012* was held in Murska Sobota. While this year's LLW was now the 17th in succession, the main event – the official opening of the festival of learning with the presentation of awards from the SIAE for exceptional achievements in adult education – was organised for the seventh time in succession on the local level. The SIAE, the national LLW coordinator, pooled its resources with the regional LLW coordinator, the Murska Sobota Adult Education Centre, which for a number of years now has very successfully linked together numerous educational and other actors in its area, and it is involved in providing educational and other opportunities for adults not just during the festival of learning but throughout the year.

The 300 or so participants at the opening were impressed by the condensed video portraits [of nine new SIAE award recipients](#) (in the photo). They were also able to see the recipients in person, when they were presented with their awards. Some recipients spoke of the learning path they had taken, they expressed gratitude for the help they had received in the form of committed advice or in their actual courses, and they underlined the importance of their awards for themselves and also for the people who are around them and support them.



Elsewhere in Slovenia institutions, groups and individuals linked by their commitment to lifelong learning opened up their doors. Events were concentrated in the week of 14 to 20 May, and at the wishes of the organisers and through a decision of the National LLW Committee there is also an officially expanded duration of the festival from 1 May to 30 June 2012.



Around 1,100 event organisers are involved in LLW 2012, including educational establishments (kindergartens, primary and secondary schools), adult education centres, private educational organisations, universities of the third age, societies, special interest groups, libraries, bookshops, music schools, museums, pensioner centres, departments and offices of the Employment Service of Slovenia, companies and many others. The path to understanding and implementing the culture of lifelong learning is being blazed through more than 7,500 educational, promotional, informative, advisory, cultural and other events that have been brought together either under the umbrella theme of the European Year for Active Ageing and Solidarity between Generations, focusing on one of the other five linking themes: International Year of Cooperatives, International Year of Sustainable Energy for All, Preserving the Cultural and Natural Heritage, Employment and Entrepreneurship, Reading, Learning and Modern Methods of Communication, or they are simply a response to the characteristics and needs of the environment in which the organisers live and work.

The [internet calendar of 2012 LLW events](#) is available in Slovenian.

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## Note

Since May 2012 access to the English SIAE website is no longer available via the domain <http://www.siae.si> but via <http://www.acs.si> menu option ENG only.

## INTERNATIONAL COOPERATION

### Participation in the international project Study Circles



A public call of European programmes [under the INTERREG inter-regional cooperation](#) served to confirm the project *Study Circles – Laboratory for cross-border human resources development and cooperation networks for the evaluation of knowledge and resources in the area* (October 2011 – October 2014). The project is cofinanced under the *Cross-border Cooperation Programme Italy-Slovenia 2007-2013*, with part of the funds coming from the Slovenian Government Regional Development Office and the Ministry of Education and Sports.

The lead partner, the Regional Committee of the National Council for Vocational Training (Ente nazionale formazione addestramento professionale – ENFAP) of the Region of Friuli-Venezia Giulia ([Comitato regionale dell'ENFAP del FVG](#)) based in Gorizia (Italy), together with the Slovenian partner, [Soča Valley Development Centre](#) (Posoški razvojni center), invited the cooperation of two other Slovenian partners – [the Nova Gorica Adult Education Centre](#) and [the Slovenian Institute for](#)



[Adult Education](#). The project links together into a partnership institutions involved in adult education, local development agencies and institutions for implementing elements of the EDA document.

The project envisages implementation of a pilot model of integrated education for the development of human resources in the mainly rural area of the Eastern Veneto, Torre and Natisone Valleys, Collio and Carso on the Italian side, and in the Upper Posočje, the municipalities of Kanal, Goriška Brda and the hilly areas of the Urban Municipality of Nova Gorica on the Slovenian side.

The adaptability of non-formal education systems is a key factor here, and we are seeking to draw first and foremost into education of less included, and those educationally deprived, particularly in the remote areas. A new model of cross border education will be developed regarding bilinguality and the link with the entrepreneurship in an area from which many have migrated to urban centres owing to the lack of employment prospects during last decades. This way the project supports processes of cooperation and active citizenship, and promotes lifelong learning networks. A training of mentors will be provided on the basis of analysis of the local needs. A pilot set of study circles will be run and evaluated, hopefully as the first step of cooperation between the neighbouring states.

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### **Closing conference of the international project INCLUD-ED**

As part of the project *Education as a factor of social inclusion and cohesion – INCLUD-ED*, the final international conference entitled *Successful actions overcoming social exclusion in Europe* was held on 6 December 2011 at the European Parliament in Brussels.

The conference started with a welcome address by the main researcher for the project, *Dr Ramón Flecha*. Two representatives of the European Commission also spoke. In the first session of presentations, speakers emphasised that in the education system the same funds can be used to achieve better results if we implement certain best practices that have already become established in some European schools. Experience with such



practices was shared by a researcher, a kindergarten teacher and a 10-year-old pupil from Spain. The emphasis in the session that followed was on presenting how these best practices in education can help eliminate social exclusion. Alongside researchers, talks were also given by representatives of parents associations, non-

governmental organisations and the Catalan parliament. In the session devoted to integrative best practices, speakers showcased examples from other social fields (not just education). There was a presentation of the [Mondragon Corporation](#), in which the workers are co-owners of the company and share the profits. The final session focused on vulnerable groups. Talks were given by numerous representatives of vulnerable groups, who were very touched that their voices had reached the European Parliament.

The INCLUD-ED project was concluded on 31 December last year. Researchers are currently preparing its continuation.

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## Working meeting of partners in the international project Eur-Alpha

The project *Eur-Alpha* represents the European Network for Adult Literacy and Numeracy, which was set up in 2009. Its main purpose is to support development and exchange examples of best practices in the area of literacy in Europe. This network enables an exchange of experiences among teachers, participants, researchers, practitioners and planners of education policy.



The project involves 17 partners from 13 different countries, including since March 2011 the SIAE. The *Eur-Alpha* project is cofinanced with funds from the *Lifelong Learning* programme, the *Grundtvig* sub-programme and through national funds from partner countries.

At the beginning of December 2011 a working meeting of *Eur-Alpha* project partners took place in Lisbon. This meeting involved the representatives of three groups: the *Partners Consortium* (involving primarily the aspect of project administration), the scientific *Learners Participation Committee* and the scientific *Trainers Training Committee*. The working meeting was intended chiefly to review the results to date of efforts, and to plan ahead: activities that will need to be pursued before the project conclusion, preparations for the closing conference and a discussion on the future of the network once the project is concluded.

The project also involved the creation of a [project website](#) for exchanging examples of best practices in the area of literacy, and a *Tutor/Teacher Training Charter*. To date five issues of the [e-newsletter](#) have been published, and work is progressing on the final publication and the Manifesto for participants. By autumn 2012, when the project is concluded, two more working meetings of partners will be held, plus the final conference.

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## Meeting of Central European network for adult education

We reported on participation at last year's third international Future Forum on adult education, which is based at the Association of Austrian Adult Education Centres (VÖV), in e-Novičke [Winter 2011](#). Back then we agreed on a meeting at which we should discuss preparations for the Forum 2012 and formulate an action plan for a network of adult education formed by the representatives of certain Central European countries.



The meeting, which we held on 12 and 13 January 2012 in Salzburg, involved the participation of representatives from Austria, Italy, Hungary, Germany and Slovenia. We agreed with the theme of [Forum 2012](#) (*Society without a middle class? Consequences and challenges for adult education*), which will be held from 9 and 11 July in the monastery of Seeon in Bavaria, and is set to draw experts from Austria, Germany and other European countries. The plenary speakers will include *Sergio Bologna* from Milan, who will present the topic from the sociological and

global aspect, and we have been looking for a speaker who might link global knowledge with adult education practices here and now.

In the second part of the meeting we identified the topic for the project cooperation of our network (*Successful forms of transferring knowledge in the practice of adult education of participating countries*) and agreed on the procedure for preparing applications for the Lifelong Learning programme, the Grundtvig sub-programme and the activity Multilateral Projects. We will discuss the wording of the application at the aforementioned Forum.

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## Implementation of the renewed European Agenda on Adult Learning 2012-2014

Last November we witnessed the adoption of the [\*EU Council Resolution on a renewed European agenda for adult learning\*](#), planned in line with two broader strategies, *Europe 2020* and *Education and Training 2020*. The *Resolution* envisages Member States appointing their own national coordinators, who will plan the contributions of individual countries towards fulfilling the agenda. Having been appointed by the Ministry of Education, Science, Culture and Sport, the author of this article will represent Slovenia.



On 27 February 2012 the European Commission invited national coordinators to a meeting in Brussels, at which they presented the substantive and financial basis for our work. We met with European associations and non-governmental organisations working in adult education, and participated in the opening conference, organised with the aim of the European Commission guiding and encouraging us through the presented examples of best practices. Participants were first addressed by the education commissioner, *Androulla Vassiliou*, who described the *Resolution* as a new impulse for further development of the field, which is important owing to its potential for overcoming the crisis and demographic trends, and for maintaining the balance between economic and human development. She labelled adult education as the “weakest link in the chain of lifelong learning”.

The conference papers, which were presented in three groups –

- Promoting the benefits of adult learning for literacy,
- Raising visibility of education policy in the media and
- Promoting adult learning – the role of policy makers –

are available on the website <http://adultlearning-brussels.teamwork.fr>. The first and second groups focused on the stories of learners, their involvement in promotional campaigns, the key role of the media and the use of original, innovative approaches.



The conference served to confirm for the Slovenian representatives that our promotional activities (especially *Slovenian Lifelong Learning Week (LLW)* and the *Power of Example campaign*) are in no way lagging behind the presented trends, while of course we welcome any chance to encounter and learn about different, novel approaches.

In May the national coordinators applied in a European Commission restricted call for implementation of the *Resolution*. The planned Slovenian activities will merely enhance our activities to spread awareness about the importance and universal presence of adult education, with special emphasis on the target groups of less educated persons and those who are educationally deprived.

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### Italian and Bulgarian experts in SIAE

A delegation of colleagues from Italy and Bulgaria came on a visit to Slovenia. A five-day visit ([Programme](#)) was organised within the Leonardo da Vinci Mobility (N. E. T. Work 2 Project) by MSc Darja Štarkl from the National Institute for Vocational Education and Training (NIVET), included visits to the NIVET, the National Examinations Centre, Biotechnical Centre Naklo, Vocational School for Catering and Tourism Celje, the Institute for Business Education of the Chamber of Commerce and Industry of Slovenia, the SIAE and the Permanent Education Center Cene Štupar.

On the eight of March, we hosted a group in the SIAE. When preparing the program ([Programme](#)) we have taken into account their wishes and prepared three presentations: Andrej Sotošek, MSc, SIAE director, presented general information of the Institute, Peter Beltram, MSc, offered an insight into Slovenian adult education system, Neda Đorđević, presented the Role of SIAE in Adult Education in Slovenia. After the presentations, we have spent some time for Q & A session and discussion.



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### Fifth SLS project meeting in Turkey



[Sowing the Learning Seeds](#) (SLS) project partners from Estonia, Ireland, Hungary, the Netherlands, Slovenia and Turkey (representatives of France were not present) met in Kahramanmaraş, a city in south-eastern Turkey, from 12 to 15 March. Our eight-member delegation, including four learner representatives, shared our experiences with fourteen delegates from other countries in a workshop entitled How to reach different target groups. We focused on three issues: definition of key target groups, presentation of successful approaches to reaching these target groups in partner countries, and formation of

recommendations to increase success. Delegates from Turkey dominated the Adult Education - Yesterday, Today, Tomorrow conference, but we also briefly presented adult education in other participating countries.

Our host, the Kahramanmaraş Guidance and Research Centre, organised numerous visits to centres and schools for children and adults with special needs. Two of our delegates, Alenka Golob and Irena Reberšak, who work in related fields, had most to discuss with our hosts, and gained many impressions and new findings. Our other delegates were Natalija Planinc ([SIAE award winner](#)), Andreja Jelen Mernik (LLW theme coordinator), Franci Lajovic (co-author of the project website), Erika Brenk and Nevenka Kocijančič (members of the LLW working group at SIAE) and the author of this paper. Below we describe our impressions on meeting our extremely friendly hosts and experiencing different approaches and cultures.

Part of the project meeting was given over to a meeting of project coordinators. During the meeting, we planned the final project meeting, to be held in the Netherlands from 31 May to 3 June. We will evaluate mobility achieved, agree on presenting the results, and begin to prepare a final report. The Dutch partner promises to introduce some of their partners in informal adult education, and so the final Slovenian delegation will also include one or two practitioners.

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### Thoughts from the study visit to Turkey

Throughout the visit, I had an undefinable sense of collision. In what is still clearly predominantly a man's world, women appear here and there. In this context I am thinking of women in the institutions we visited. The first to stick in my mind was the principal of a private education and guidance institution for children with special needs (in the photo with the Slovenian delegation). Such beauty can usually only be seen in photographs taken by professionals. Her figure was more than perfect. Her face reveals little emotion, but the perfection of her features left a strong impression. Some man stood behind her at all times, and I asked myself whether it was for support or for supervision. Her office was luxuriously fitted out with upholstered furniture, like the offices of other senior staff. On the other hand, the offices where they met children were more modest - worn table, simple wooden chairs. Later, in other institutions, when we saw modest classrooms and luxurious offices, our host Ibrahim explained that parents expect this, as luxury offices given them a sense of security. One institution was a relatively new school for children with special needs. Externally an impressive building, internally it was the same: modest classrooms, luxurious principal's office, a whole bunch of teachers, men of course, with only one woman, a special educator, friendly, smiling, very communicative but - due to her poor grasp of English - largely non-verbal. And then again the duality, which was very surprising: teachers generally in two-piece suits with ties, strict formality, but the relationships with pupils was extremely warm, full of hugs, friendliness and the sense, of which there was no doubt, that they love each other very much. It was like this wherever we went, in public and private institutions.



At the national learning centre, staff tried to explain their future plans for education and learning. They assured us that they aim to achieve equal gender representation in employment - half men, half women. I recalled a film about Kahramanmaraş, a mass of male officials, each with one or two bosses, an English teacher who allowed Ibrahim to at least catch his breath from endless translating, and optimistic, rich and diverse plans to improve knowledge and education in this area.

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Turkey, a wonderful country of friendly people. A little mysterious and a little different, far away and not well known. The trip was therefore even more valuable, as we had the opportunity to learn about the operation of their education system, which we are unfamiliar with.

For the first two days, our Turkish hosts organised visits to educational institutions providing various education programmes. We found that we had much in common, with a similar education policy. We were



pleasantly surprised by the relatively high level of education standards, and particularly by the favourable norms that allow a quality, more individual approach. Everywhere we went, the commitment and dedication of all staff was evident. Adult education is well developed in Turkey, and their ability to attract target groups who are hard to reach and motivate is particularly impressive. The next two days were given over to active participation in the conference and workshop (in the photo), where all delegates described their experience and examples of good practice. I am convinced that, by presenting the work of the members of our Slovenian team, we provided new ideas for our Turkish colleagues and other project participants that they can use in their own work.

Our Turkish hosts also mentioned their nationwide campaign to promote reading. Through all media outlets, they promote everyday reading in families. It was this campaign that made the greatest impression on us, since we will need to find a lever to raise the reading culture in Slovenia, and the Turkish model could be a suitable solution.

Another good idea we encountered entailed education corners in cultural centres, which host free workshops and other forms of informal adult education. This is also a good example for us as to how cultural institutions, which are sadly often underused, can open up, revive and move closer to a wider range of people.

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The penultimate meeting of the SLS project was dedicated to discussion and exchange of views among partners regarding reaching different target groups of adults, while our Turkish hosts presented the work and education of children and adults with special needs. We visited institutions that organise additional learning

support for children who are integrated into regular schools, and institutions providing training and education of children with developmental difficulties. It was heart-warming to meet these children, and it was also interesting to meet teachers, therapists and counsellors in these institutions. I got the impression that the professional staff, attentive, warm and friendly, are devoted to those in their care, which is also reflected in the joyful, smiling children. The children were very excited by our visit, and were keen to show us their work and what they had made.



We also visited a vocational school, where we were shown the progress of training and education for various vocations, and the possibilities for transition to employment. We were told that their system of vocational training is similar to the German education system, and that all education and training - for young people and adults alike - is free of charge. We were surprised by the large number of young people in Turkey, with some 70% of the population under 30 years old, the complete opposite of our demographic indicators - low fertility and ageing population.

I am pleased that I had the opportunity to visit Turkey, learn about their education system and work and education for people with special needs. All of these impressions and new understandings confirmed my previous work in adult education, and gave me new impetus for future work. I was fascinated by the richness of Turkish culture, and I was very pleasantly surprised by the warmth and friendliness of local people. I hope to return to Turkey some day.

Erika Brenk ([erika.brenk@acs.si](mailto:erika.brenk@acs.si)), SIAE

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Taking part in the project meeting in Turkey gave me the opportunity to see their system and organisation of education of children with special needs. The planned changes, which reflect the readiness to join the European Union, are interesting. One interesting fact is that 70% of the population of Turkey are under 30 years old, which is also reflected in the organisation of education. We were shown some practical training workshops for people with special needs which lead to transitions to companies.

The approach to learners is extremely friendly. It expresses professionalism and good cooperation. Buildings, including newly built ones, are very simple and functional. Work and learning programmes for adults with special needs are organised in the basement of the school. Rehabilitation and additional learning support for children integrated into regular schools is well organised, in the form of small centres with organised transport. The well organised child assessment centres assess the progress and changes for every child at least once a year. Comparing the Turkish and Slovenian systems based on what I saw and was shown, I would conclude that we have a better, well developed system of support and lifelong learning for





adults with special needs. There are no organised opportunities for inclusion of people with acquired brain injuries after hospitality's rehabilitation. However, they have a well-placed system for children, with strong external professional support for individual children and schools. This is still in development in Slovenia.

I am delighted to have had the opportunity to extend my knowledge and gain insights into the organisation of a system for people with special needs in a different cultural environment.

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We are increasingly aware of the importance and role of lifelong learning. Every year we have an opportunity to learn about the efforts at home - the wealth of supply - in LLW. It is particularly important to look beyond the fence, sow the seeds and learn about examples of good practice in other countries. An exceptionally well organised and diverse programme of institutional visits offered an insight into efforts to educate the most diverse groups. By making it free of charge for participants, the Turkish state contributes substantially to inclusion in education. During our visits, I was most pleasantly surprised by the extremely warm relations between employees and users, which was particularly obvious in working with children. I was delighted that the organisers enabled us to attend certificate presentation ceremonies at the end of women's education (in the photo). I recognised similarities with some of our study circles.

The study visit absolutely contributed to connections among participants, all of whom gained from the exchange of a wealth of experience.

Natalija Planinc ([natalija@planinc.si](mailto:natalija@planinc.si)), Piran

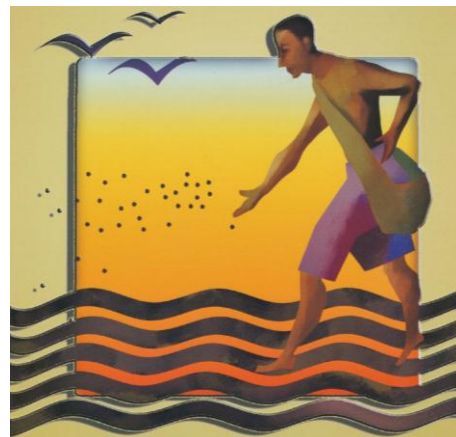
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While it was a pleasant 20° C in Slovenia, in Karamanmaraş it was almost wintry. The town, densely built up, lies at the foot of the 1800 m high Mount Taurus, which was still covered in snow. We were delighted by every ray of sun that broke through the clouds. Despite the depressing weather, the atmosphere was relaxed, at times even boisterous, as befits such a partner meeting. The impressions are still fresh, and it is hard to take in all that we experienced. As my fellow travellers have already touched upon many things, I will mention only a few details.

- **The Turkish language** is very difficult, as it has few similarities with English, Estonian, Hungarian, Dutch and Slovenian (perhaps only the word *çay* – pronounced the same as the Slovene word *čaj* (tea) – which they drink a lot of in this part of Turkey). The first words I remembered were *merhaba* (hello) and *güle güle* (goodbye), but my vocabulary gradually increased as required: *bay* (Mr)/*erkek* (man), *bayan* (woman). In some of the forms we were shown, I found *baba* (father) and *anne* (mother), and on napkins *küçük ev* (little house). In fact I regret only remembering a few words, although our hosts Ibrahim and Ahmed tried really hard.



- Turks love **music** and especially **dancing**. As soon as they heard just a few beats of their traditional music, the children in the institutions we visited immediately perked up and began to dance. It was exactly the same with Ibrahim and Ahmed, who tried to teach us a few basic moves. Compared to them, we really were “stiff”.
- The locals prepared **promotional material**: they prepared a laminated board to welcome us at the entrance to the host institution, [Kahramanmaraş RAM](#), and a poster, folder and conference programme. Grohar’s Seedsman, who adorns the [project web site](#), was joined by another (in the photo).
- I was surprised that **programmes are free**, whether it be programmes aimed at children and adults with developmental difficulties, or literacy programmes (of which there are still very many in Turkey), other courses (languages, handicrafts etc.) and other forms of training.



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## Peer review of quality in Finland



As part of the Leonardo da Vinci project *European Peer Review in Guidance and Counselling in Adult Vocational Education – EuroPeerGuid*, in which the SIAE is involved, a colleague-based assessment of quality took place from 12 to 16 March this year in Finland.

The quality review of guidance in adult education in Finland involved the participation of SIAE staff members *Dr Tanja Možina* and *Tanja Vilič Klenovšek, MA*, in the role of international “peers”. This peer review of quality involved three projects in the area of guidance in adult education that are being run by three Finnish education organisations ([Keuda](#), [Edupoli](#), [Luksia](#)). The quality assessment was carried out in accordance with expert guidelines drawn up in previous Leonardo da Vinci projects intended for the development of the peer review method.

In Finland the SIAE peers assessed:

- use of the method of peer review of quality in guidance activity in adult education,
- the proposed area of quality and
- the pertaining indicators of quality for guidance activity in adult education drawn up under the leadership of the SIAE staff and by a group of experts from four countries (Finland, France, Portugal and Slovenia).



In line with these three goals of “peer review visits”, from 7 to 10 May a peer review visits were also undertaken in Slovenia. This involved three selected adult education guidance centres (Ljubljana, Murska

Sobota and Žalec). In the role of international peers were our Finnish colleagues from Keuda Vocational College, *Marjo Liette* and *Ulla-Riitta Kara*.

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## Meeting of the Standing group on indicators and benchmarks at the European Commission



After a pause of several months, the representatives of EU Member States have once again met up to review progress in the area of monitoring education and training systems in line with the strategy of Education and Training 2020. The meeting took place as part of

the Danish Presidency of the EU, so two representatives of the competent ministry presented the Danish education system and the initiative launched by the new government, *New Nordic School*, a vision to create “bottom-up” change through which they are seeking to improve results in primary education. The meeting was also attended by the new head of the Directorate for Lifelong learning: horizontal policy issues and 2020 strategy at DG EAC, *Pierre Mairesse*, who pointed out that education will once again be one of the key elements in this year’s recommendations to Member States, while the emphasis will continue to be on measures to overcome youth unemployment.

The greatest attention was aroused by the decision of DG EAC to partly replace the long-established system of indicators and target values with the Joint Assessment Framework (JAF) methodology developed at the Employment Directorate. The new method for two umbrella values, that is young people who drop out of education early, and those graduating from tertiary education, envisages a series of breakdowns by target groups and presentations of sub-indicators with which they are not causally related. The results of using the JAF methodology in education will already be in use politically this year, and in the future the Commission will provide a similar treatment of a further five target values, including the level of adult participation in lifelong learning. We discussed the structure and content of the new publication Education and Training Monitor 2012, which will replace the current Progress Reports.



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## Final meeting Sowing the Learning Seeds Project

From 31 May to 2 June the Netherlands played host to the national coordinators for the project [Sowing the Learning Seeds](#) – SLS, who came from seven participating countries, representatives of learners and the hosts – in all 35 participants. The meeting differed from previous ones in that the main objective was to prepare a final report on our two-year cooperation in the Grundtvig Learning Partnership and to agree on other concluding activities. Nevertheless the hosts – the Dutch platform Learn for Life (successor to the Dutch association of adult education centres) – organised a diverse programme in which participants from other countries presented examples of best practices (the author of this article spoke about Study Circles and

showed portraits from the SIAE Awards 2011 for the Promotion of Learning and Knowledge), while the Dutch presented the *Seniorweb Network*, the mentor project *Attract and retain*, an example of good networking on the local level in the small town of Dronten, partnerships of institutions and users at work with persons with special needs and an evaluation and recognition of volunteer work. Our meetings were hosted in two general libraries, in the cities of Zoetermeer and Amsterdam.



We are delighted that this year the Dutch will revive the festival of learning, which is undoubtedly a consequence of our coming together and sharing. In the evaluation part of the meeting, others of us also found that we had acquired plenty of ideas for coordinating festivals of learning on the national and local levels. The stories from participants of all the visits will be published on the project website, where the other results of our work will also be available by the end of September.

The meeting in the Netherlands was also attended by *Igor Kotnik* of the Association of Slovenian Adult Education Centres, and throughout the period we carried out 28 mobilities (24 planned), of which 17 learners and 11 experts went on tours of partner countries.

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## RELEVANT PUBLICATIONS

### New book on adult education in Slovenia

In September last year the Education Institute produced a collection of papers entitled *Izobraževanje odraslih v Sloveniji – stanje in izzivi* / *Adult education in Slovenia – situation and challenges* (in Slovenian language).

The book's 210 pages feature essays by six authors on the following topics:

- Adult education as a factor in creating citizens' welfare (*Sabina Jelenc Krašovec*),
- The educational structure of the adult population (*Tanja Čelebič*),
- Participation in adult education (*Tanja Čelebič*),
- Financing adult education (*Olga Drofenik*),
- Access to adult education in Slovenia – the characteristics of the providers' network (*Angelca Ivančič*),
- The analysis of the financial position of adult education centres (*Olga Drofenik* and *Eva Zver*),
- Teachers in adult education (*Vida A. Mohorčič Špolar*) and
- Intergenerational learning in the politics and practice of the EU and Slovenia (*Angelca Ivančič*).



Summarised by Peter Monetti ([peter.monetti@acs.si](mailto:peter.monetti@acs.si)), SIAE

## New handbook Guidance in adult education

In the past ten years, guidance activity in adult education has gained strength in Slovenia. Its role is evolving as independent guidance activity that supports adults in deciding on education and in the selection of courses and learning, and also as an activity that bolsters the educational or learning process of the adult. The work of counsellors in adult education is especially important, since it promotes and opens up access to education for what are called vulnerable groups of adults, who owing to various barriers are deprived in their access to education. With a view to higher-quality guidance work, new approaches have been developed, and these respond more effectively to the needs of adults, while also keeping up more systematically and comprehensively with the characteristics and needs of adults for education and guidance. New tools are also being developed, such as guidance tools IT-supported databases, web portals, expert materials for counsellors, informational and promotional materials for adults and so on. All these are topics covered in the handbook.

The handbook entitled *Svetovalna dejavnost v izobraževanju odraslih* (Guidance in adult education), drawn up by *Tanja Vilič Klenovšek, MA, Jerca Rupert* and *Dr Sabina Jelenc Krašovec*, is intended for adult educators, other expert staff in organisations that are indirectly or directly involved with adult educators, and other partners such as libraries, social work centres and regional development agencies.



Some of the text of the handbook was generated as part of the ESS project *Education and Training of Adult Educators for the Period 2009–2011*. The preparation and publication of this handbook were cofinanced by the European Union and the European Social Fund, as well as the Slovenian Ministry of Education and Sports as part of that project.

Summarised by Nevenka Kocijančič ([nevenka.kocijancic@acs.si](mailto:nevenka.kocijancic@acs.si)), SIAE

## National Report on fulfilment of the Belém action plan CONFITEA VI

*Follow-up of CONFITEA VI: Reporting template for National progress reports in preparation of the Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy Decade (UNLD):* [The National progress report submitted by the Government of Slovenia](#) presents the basic orientations in the area of adult education in Slovenia, specifically in politics, administration, financing, inclusion and quality of education. It highlights the achievements following the conference in Belém, in the period 2009-2011.

The central topic of this year's report was the issue of literacy – systemic provisions, studying achievements in the area of literacy, development of literacy programmes and planning future development. The authors of the text attempted to provide a critical and objective assessment and presentation of the situation in adult education, and problems related to literacy in the Slovenia. Alongside a group of authors from the SIAE, the final text involved contributions from some members of the Expert Council for Adult Education, the Adult Education Society of Slovenia, the Department of Education and Adult Education at the Faculty of Arts of



the University of Ljubljana and staff in educational and other institutions, whom we wish to thank here for their cooperation.

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## SLOVENIAN ADULT EDUCATION SCENE

### Coordination working meeting

The group for coordinating competent bodies and procedures in the area of validation and recognition of non-formal and informal knowledge of adults (the Coordination) worked in 2009-2011 within the ESS project *Literacy development and assessing and recognizing non-formal learning 2009-2011*. It is made up of representatives of the Slovenian Institute of Adult Education, the national Expert Council for Adult Education, the Vocational Education Expert Council of Republic of Slovenia, the Centre of the Republic of Slovenia for Vocational Education and Training, the National Education Institute of the Republic of Slovenia, the National Examinations Centre, Employment Service of Slovenia, Ministry of Education and Sports and the Ministry of Labour, Family and Social Affairs.

The primary aim of the Coordination, which worked in three core working groups, was to exchange experiences and seek expert answers to challenges posed by the formulation and implementation of a system of recognition. The results of work undertaken by the core groups yielded the material *Expert basis of systemic provisions for validating and recognising non-formal and informal knowledge in adult education*, which members discussed at a meeting of the Coordination on 14 February 2012. The document includes proposals for regulating the area of validation and recognition in adult education. These proposals look at principles of validating and recognising non-formal and informal knowledge, the basic aims of validation and recognition, regulation of this area, competent bodies at the national level, the procedure (implementation) of validating and recognising prior learning, skills and competence and those carrying out the procedures of validation on the practical level.

In an identical composition, the Coordination will continue its work in a new project, *Literacy development and assessment and recognition of non-formal learning 2011-2014*. The primary aim will be to exchange experiences and continue monitoring activities in this field.

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### The proportion of adults involved in secondary education has risen slightly

The Statistical Office of the Republic of Slovenia (SORS) has published final data on secondary education for young people and adults in Slovenia (end of the 2010/2011 academic year and start of the 2011/2012 academic year).



In the 2010/2011 academic year, programmes to obtain secondary education were attended by 15,518 adults, representing 1.3% of the population in the 25–64 age group. The proportion of adults attending course was slightly lower than in 2006/2007, when it was 1.5%, but compared to the previous year it rose by 0.1 percentage points. In the observed academic year, 4,685 adults completed their education. Of these, the largest proportion (71%) completed secondary and other professional education, while 25% completed secondary vocational education.

Type of educational institution	Enrolment			Completed education		
	all	female	male	all	female	male
<b>Total</b>	<b>15,518</b>	<b>8,053</b>	<b>7,465</b>	<b>4,685</b>	<b>2,652</b>	<b>2,033</b>
Adult education centres	4,431	2,907	1,524	1,462	1,108	354
Other specialised adult education organisations	2,434	1,328	1,106	811	491	320
Company education centre (unit)	137	7	130	47	5	42
Adult education unit at schools	8,221	3,664	4,557	2,170	960	1,210
Education centre at chamber of commerce or crafts	-	-	-	93	35	58
Other	295	147	148	102	53	49

Adults involved in secondary education and adults who have completed education, by educational institution, Slovenia, end of 2010/2011 academic year

Of the institutions providing adult education for obtaining specific qualifications, the largest number are those units providing adult education at schools, which provide courses for 53% of adults enrolled in secondary school education. Approximately 30% of the education for adults is generally provided by adult education centres, and a significantly lower proportion (16%) is provided by specialised adult education organisations, which provide the predominant portion of non-formal education.

Source: news SORS, [26 April 2012](#)

Summarised by Nevenka Kocijančič ([nevenka.kocijancic@acs.si](mailto:nevenka.kocijancic@acs.si)), SIAE

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