

e-novičke

Winter 2014

Dear readers, please find attached the Winter edition of the online bulletin edited by the Slovenian Institute for Adult Education (SIAE), available also at http://www.acs.si/bulletin_e-novicke. 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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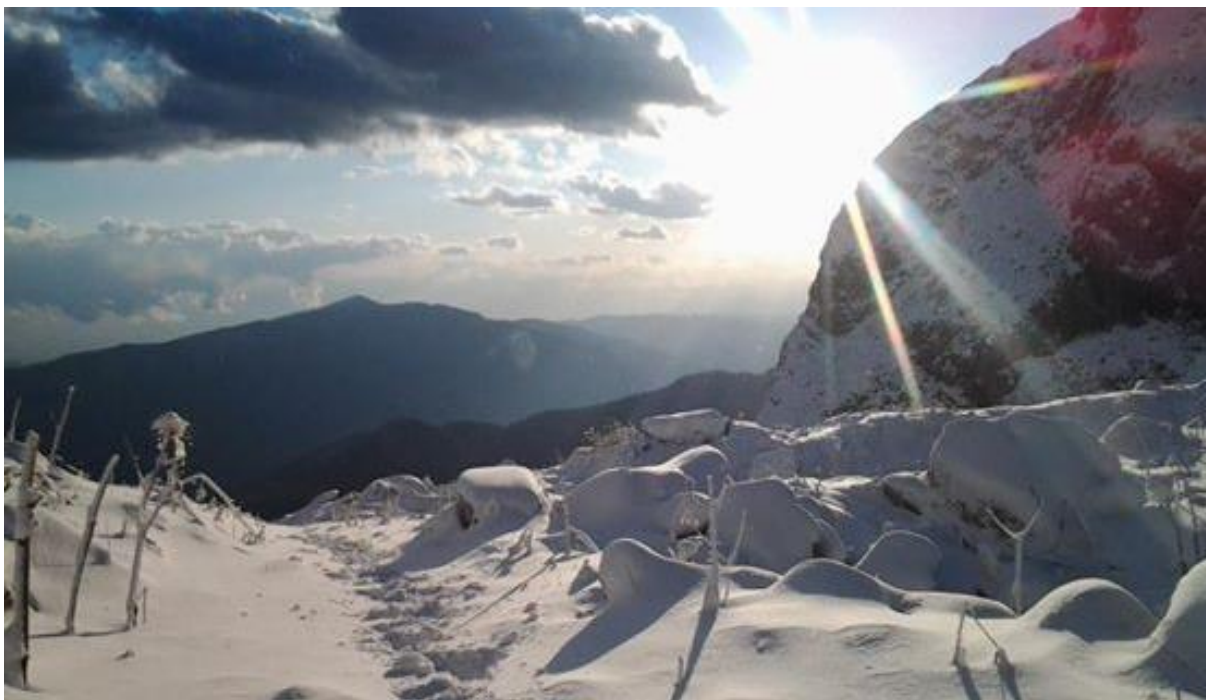
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CHRISTMAS GREETINGS

Christmas Greetings

A new year brings new expectations, new opportunities and new challenges. Read a good book, spend magical moments with those dearest to you, and don't forget to explore, browse and question!



(photo: Jure Kavčič)

A new year is neither a beginning nor an end, but a continuation of all the experience, knowledge and wisdom already gained and written into the book of our life. May each day bring new opportunities that will leave their mark on its empty pages. We wish you a happy and successful new year!

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

SIAE PROJECTS AND EVENTS

Zvonka Pangerc Pahernik, National Education Award Winner 2014

Among the eleven winners of this year's national education awards is *Zvonka Pangerc Pahernik*, head of the promotion and information centre at the SIAE. She received the award for outstanding achievements in the field of adult education. The award citation read as follows:

“Zvonka Pangerc Pahernik, who holds a bachelor's degree in economics and a master's degree in operational research, began her career in the human science field when she started work at the SIAE. There,



after a few years in other roles, she dedicated herself to planning and running Slovenian Lifelong Learning Week. As a starting point for the project, she studied Britain's Adult Learners' Week and then, together with her colleagues, adapted the model to conditions in Slovenia, developing original solutions suited to this country. The project has grown steadily in terms of quantity and quality indicators and complexity and has become a permanent project at the SIAE.

Through her leadership of the Lifelong Learning Week (LLW) project she intensively develops and promotes a culture of learning and puts the concept and strategy of lifelong learning into practice. Her work has won recognition both in Slovenia and abroad. In the last two years her Learning Parade - Days of Learning Communities project has attracted considerable interest in the local communities where it has been held and encourages innovative methods of learning in the community.

Since 2003 the award winner has been a member of the Standing Group on Indicators and Benchmarks at the European Commission, where she represents Slovenia in the preparation of the annual Education and Training Monitor. Her work at the SIAE also includes leading and directing promotional activities, cooperating with the media and organising national and international events.”



It is hard to put into words the full breadth of Zvonka's contribution. She inspires us with her contagious optimism to put into practice the high standards that she sets through her work. Full of new, colourful ideas, she advocates adult education in an environment that is predominantly committed to "school" education, since she is well aware that the people it is necessary to attract are precisely those with a negative experience of school.

Sincere congratulations to her from her colleagues at the SIAE!

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

10th Slovenian Guidance Centre Days 2014 – A great success!

The tenth edition of the Slovenian Guidance Centre Days took place between 24 and 26 September 2014. All the Adult Education Guidance Centres in Slovenia promoted learning and education through a range of events and activities. Events related both to the promotion of opportunities to enrol in formal and non-formal adult education programmes and to various aspects of non-formal learning and education.

Despite reduced financing for the work of the Adult Education Guidance Centres, 71 different events took place over the course of the three days (including some events before and after the official dates). The centres organised various events, including:

- knowledge stands in public places, where educational possibilities were promoted jointly with partners;
- free workshops and courses, aimed at various adult target groups;
- specialist events and consultations;
- contact broadcasts on local radio and television stations;
- open house days at guidance centres, etc.



The joint publication [*Info-ISIO 2014–2015*](#) (in Slovenian only) covered, in addition to new developments in formal and non-formal adult education, the following topics: guidance support and assistance for adults before and during education, opportunities for guidance to improve employability, and co-financing possibilities in education. Once again this year we had an opportunity to discover the stories of adult learners.



The centres report a very good response and attendance, with more than 1,900 participants attending the various events, suggesting that such joint events can help raise the profile of adult education guidance centres in local environments while at the same time promoting opportunities for education and learning aimed at various groups of adults.

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

The SIAE and its partners present themselves at the 14th Festival of the Third Age

This year's 14th Festival of the Third Age took place from 29 September to 1 October in Ljubljana. The SIAE and its partners presented projects and products relating to active ageing and intergenerational cooperation.



Our exhibition space offered a wide range of activities and attracted numerous visitors, among them the Festival's patron, President of Slovenia *Borut Pahor* (pictured), the Minister of Labour, Family, Social Affairs and Equal Opportunities *Dr Anja Kopač Mrak*, and some SIAE Award Winners. Passers-by were also addressed by some of our current learners, who were on hand to demonstrate their own experiences.



One stand showed video presentations of the SIAE Award Winners. Four SIAE Award Winners ([*Jasmina Levičar*](#), [*Marija Metlika*](#), [*Dušica Kunaver*](#), [*Lilijana Pahor*](#) – pictured) appeared in the role of ambassadors of learning. To the sounds of the zither, they mingled with young and old and provided an excellent example because they themselves are constantly learning, they have succeeded in crossing

the boundaries of the apparently impossible, they are an inspiration to others and they are well aware of the importance of lifelong learning.

We believe that through our conversations and the presentations of examples of good practice, we have successfully encouraged many of our visitors to take up learning of some kind. We are pleased that some visitors confided their own learning experiences to us by writing them down in our learning impressions book. It was satisfying to meet so many people interested in finding out where they could study or learn. We directed many of our older visitors to adult education guidance centres, adult education centres, third age universities, pensioners' associations and libraries and referred them to the online Overview of Adult Education Opportunities in Slovenia and other SIAE projects. We also used the Festival to present the [Lifelong Learning Week](#) (LLW) exhibition called *Celebration of Learning*.

A gallery of photographs from the festival is posted on the [SIAE Facebook page](#).

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

Expert External Evaluations in Adult Education



In September, as a part of the *Introduction of Expert External Evaluation in Support of Development of the Quality of Adult Education*, we carried out training for expert external evaluators, who then in October carried out expert external evaluations at those educational institutions that responded to this year's call for applications. The training covered new elements and changes in the field of quality in adult education. We also prepared for the visits to organisations (by reviewing criteria and indicators), discussed suitable responses by evaluators and signed a code of ethics for expert external evaluators.

The expert external evaluators visited the following educational organizations:

- CDI Univerzum Adult Education Centre,
- Institute for education and culture Črnomelj (ZIK Črnomelj),
- Zasavje Region Adult Education Centre, Trbovlje.

The purpose of the visit was to confirm correct understanding of the self-assessments of internal quality systems and support for participants in education prepared by the organisations. In discussions with employees, external staff and participants, the expert external evaluators obtained additional explanations and information with the help of which they were able to clarify the dilemmas and justifications included by the educational organisations in their self-assessments. The visits, which lasted a full day, were an important part of objective external quality assessment.

In November the evaluators prepared a final report on the expert external evaluation for each individual educational institution and in December met again with all the representatives of the organisations at an evaluation workshop (pictured below).



More information about Expert External Evaluation is available at [EEE website](#).

Aleksandra Radojc (aleksandra.radojc@acs.si), SIAE

The human dimension of adult education is stressed at the traditional Adult Education Conference



At the Annual Conference on Adult Education 2014, organised by the Ministry of Education, Science and Sport ([MESS](#)) and the SIAE, 326 adult education policymakers, professionals and practitioners came together on 26 November at the Grand Hotel Union in Ljubljana. This represents the new record for participation at an event of this kind and at the same time reveals the level of interest and desire to participate in an informed manner in the creation of a better tomorrow within the profession and in life in general.

The participants were addressed on behalf of the MESS by State Secretary *Dr Andreja Barle Lakota*, who underlined the importance of adult education. The State must not withdraw from this field of education, she said, if it does not wish to deepen social inequalities. In her view it is no longer possible to educate merely for the labour market: it is also necessary to include human dimensions. SIAE Director *Andrej Sotošek, MSc*, underlined the importance of equal educational opportunities for all. Among the key development achievements and challenges of the SIAE he mentioned the implementation of the international PIAAC survey in Slovenia (<http://piaac.acs.si>, in Slovenian only), which is coordinated by the SIAE and involves the participation of 5,000 adults. He also took the opportunity to present the [SIAE 2014 promotional brochure](#) (in Slovenian only). *Tanja Vertelj* of the MESS presented the priority measures of the ministry in the context of the new financial perspective up to 2020. These include measures in the fields of lifelong learning, vocational education and information and communications technology.

The three central themes of the consultation were the realisation of the *Resolution on the Master Plan for Adult Education in the Republic of Slovenia 2013–2020* from the point of view of all the sectors involved, changing regulations in adult education, and the dimensions of lifelong career orientation and guidance activities in adult education. Participants also focused on some of the achievements in 2014 such as the PIAAC survey, the [Learning Parade](#) and the activities of the Working Group on Adult Learning (WG AL) at the European Commission, and on new developments in 2015, including the [ePlatform for Adult Learning in](#)

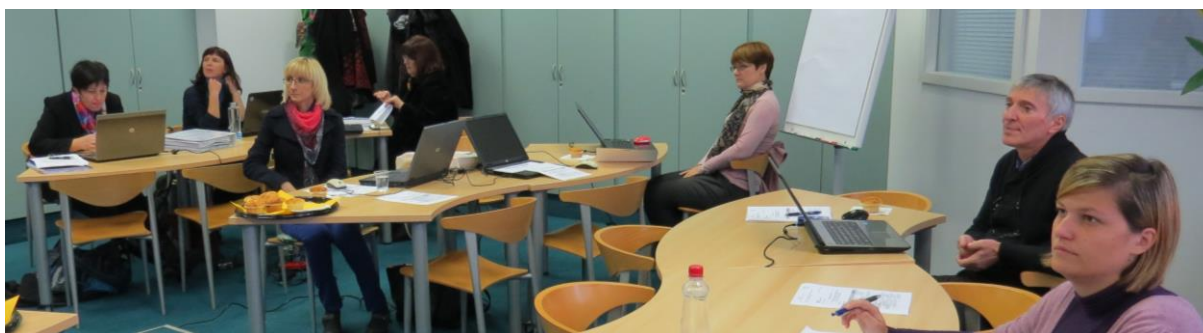
[Europe \(EPALE\)](#) and the [European Year for Development](#). Through plenary presentations and panel discussions chaired by *Katja Dovžak, MSc*, of the MESS, *Zvonka Pangerc Pahernik, MSc*, of the SIAE, *Boštjan Rozman Zgonc* of the MESS and *Miha Lovšin, MSc*, of the national Institute for Vocational Education and Training (CPI), we encouraged the participants of the conference to discuss and define common challenges. Expert-level exchanges and personal contacts further deepened the commitment to our field. There was also space for critical views, but the feeling has strengthened that it is only by working together that we will be able to get through the uncertain times that lie ahead.

Material and photographs from the consultation can be viewed on the [conference website](#).

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

November meeting of the quality counsellors network

Following the March workshop with *Ladeja Godina Košir*, at which they considered new ways of promoting adult education, the [quality counsellors](#) continued work in the quality counsellors network e-classroom, where all communication within the network and all key joint activities take place. In spring the [Starting Points for the Work of Quality Counsellors in Educational Organisations and in the National Quality Counsellors Network](#) (in Slovenian only) were adopted and quality counsellors were formally appointed to do this work in their own organisations. We also prepared a [competence scheme for quality counsellors in adult education](#). This year's joint campaign by the quality counsellors network was self-assessment and peer review in the fields of promotion of adult education and encouraging adults to enrol in education. The quality counsellors carried out self-evaluation in a selected field in their own organisations and peer review in another organisation and drew up a final report on the peer review.



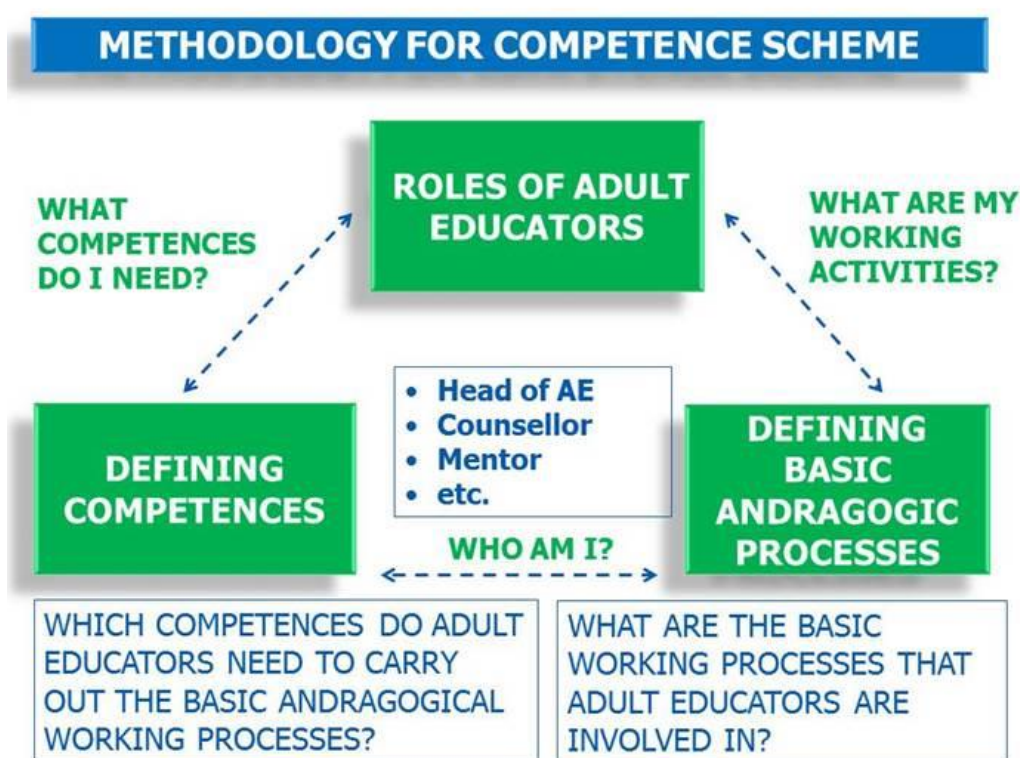
In late November 2014 we held this year's second workshop at the SIAE, at which we discussed this year's joint campaign with the quality counsellors – including the findings of self-evaluation in selected fields and the findings of peer reviews. With the help of a guided discussion, the quality counsellors gave their assessment of the peer review method used in this year's joint campaign. We also discussed the planning of campaign measures for the development of quality educational organisations on the basis of the findings. At the end of the workshop we also considered starting points for the network's joint campaign for next year and drew up a first set of proposals for the quality counsellors network joint campaign for 2015. The counsellors will give their views on the joint campaign in the e-classroom.

Jasmina Orešnik Cunja (jasmina.oresnik.cunja@acs.si), SIAE

Competence approach

The training programmes for adult educators we have developed and which are being implemented at the Slovenian Institute for Adult Education are based on a learning-targeted approach. In order to follow the development of the profession, we are gradually upgrading the learning-targeted planning with [the competence approach](#).

Competence approach in education planning is a professional quest for the answer to the question of how to develop and carry out education, which will train an individual to work effectively in the professional roles he or she performs. A competence scheme, **which is since the beginning of December also available in the English language**, includes **a structured record of working processes** carried out by adult educators and a description of **competences** they need to have for successful planning, management, implementation and evaluation of these processes.



We have prepared descriptions of activities and tasks carried out by adult educators in different roles and defined general and specific competences they need for quality performance of their role as a head, a teacher, a counsellor and a mentor in adult education. So far, we have prepared such competence scheme for the following roles of counsellors in adult education: counsellor in the adult education guidance centre, counsellor in self-directed learning and quality counsellor in adult education. Competence scheme for the roles of mentors in adult education has been developed for the following roles: a mentor in study circles, an e-mentor and for a mentor in the Project Learning for Young Adults programme.

An important aspect we had in mind when preparing competence schemes for different roles of adult educators that we have introduced into practice, is to make them more visible and in some way to contribute

to their promotion. We want you to use these descriptions of the individual roles of adult educators anywhere you can and also give us your feedback when you recognize they need some correction or completion.

We would also like feedback from abroad and your experience from the field of competence-based training for adult educators. Please contact our head of Quality and Education Department, Dr Tanja Možina (E: tanja.mozina@acs.si). We look forward to hearing from your experience!

English version of competence based approach is available at [Competence approach website](#).

Aleksandra Radojc (aleksandra.radojc@acs.si), SIAE

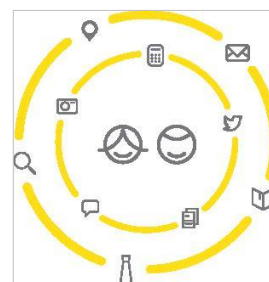
INTERNATIONAL COOPERATION

Some aspects of the PIAAC survey in Slovenia

Parallel with the *collection of data in the field* slowly coming to an end, we are intensively preparing thematic studies with the help of which we will study the PIAAC data. The central part of each study is the analysis of empirical data or comparative analysis of the situation in the field studied. As well as analysis of the situation in Slovenia, the studies will contain comparative analysis – both international and chronological. The former will show similarities and differences in the skills of adults in Slovenia in comparison to adults in other countries included in the first and second rounds of the survey; the latter will show whether differences in skills at two points in time – 1998 (when Slovenia was included in the International Adult Literacy Survey – IALS) and 2014 – are increasing, diminishing or remaining the same.

The composition of the Slovenian consortium allows the issues to be studied from the point of view of different disciplines in the following thematic categories:

- skills of adults in Slovenia for the labour market from the point of view of both supply and demand for skills,
- the impact of skills on social and economic achievements at the level of the individual, social subgroups and society as a whole,
- the extent to which the education system guarantees the acquisition of the skills to both young people and adults,
- skills of vulnerable groups of the population.



The thematic studies will be an important starting point from which to improve the evidence base for the formulation of policies aimed at developing adult skills, determining national indicators for monitoring the current situation and progress, and further developing education programmes. They will also be a basis for the development, preparation and implementation of training for educators in adult education and training in the use of modern forms and methods of learning and teaching. This also relates to the development of learning materials and aids for the implementation of these forms and methods.

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

The OECD is preparing the third round of the PIAAC survey

The third round of the adult skills survey is expected to take place between 2015 and 2018 for a new group of countries and individual countries from the first round who wish to repeat the survey.



participants).

As part of preparations for the commencement of implementation of the third round, a regional meeting of interested countries was held in Zagreb at the end of August. The event, which was organised by Croatia's National Centre for the Evaluation of Education ([NCVVO](#)) in conjunction with the European Commission (EC) and the Organisation for Economic Cooperation and Development (OECD), was attended by representatives of 11 countries, including all the countries of the former Yugoslavia (pictured: the meeting

On the first day representatives of the OECD explained the importance of the survey for economic development, the improvement of social cohesion and the quality of life of adults and illustrated the process of implementation of the survey. Representatives of the SIAE (*Andrej Sotošek, MSc*, director, *Dr Petra Javrh*, project manager, and *Estera Možina, MSc*, project coordinator) and a representative of the Greek education ministry shared their valuable experiences in the implementation of the project, in particular with regard to the use of financing from the European Social Fund (ESF). The second day was devoted to a review of opportunities and conditions for enrolment in study, a presentation of additional support measures and preparation of a programme of national and joint regional activities of participating countries. The two-day event concluded with a visit to the NCVVO and a presentation at which participants exchanged experiences and technical material.

Špela Lenič, (spela.lenic@acs.si), Katja Bider, (katja.bider@acs.si), Urša Pavlič, (urska.pavlic@acs.si), all SIAE

Our voice on the InfoNet site

The articles in [this year's fifth issue of the InfoNet Newsletter](#) cover a broad spectrum of adult education, although intergenerational learning is a common theme of several articles in this issue and there are two articles looking at two different ways of combining culture and education.

Highlighted articles are:

- [Urban Sketchers draw to analyse the world around them](#)
- [The powerful elements of lifelong learning Professionalism and ethics are important for quality counsellors](#) (by *Dr Tanja Možina* of the SIAE): *"I'm the one who provides an example and incentives and encourages others to pay attention to the quality of their work."* These



words from a Slovenian quality counsellor in adult education draw attention to the importance of identity, values and personal and professional responsibility, and the development of adult educators.

The [sixth issue](#) of the *InfoNet Newsletter* is a collaboration with *Lifelong Learning in Europe (LLinE)* and focuses on the topic of Millennium Development Goals (MDGs).



You can find out some basic facts about MDGs in this year's [third issue](#) of *LLinE*. Articles cover the educational aspect of MDGs and efforts to raise awareness of them through communication and education. Highlighted articles are:

- [Reading the MDGs \(and OWGs and UNTTs and HLPs\) – What do we get from this?;](#)
- [Target group: the world. The UN's post-2015 communications effort;](#)
- [Piloting Nordic sustainability education.](#)

Many other interesting articles appear on the InfoNet website, including one by the SIAE external associate *Dr Mateja Mahnič*, a lecturer at the University of the Third Age in Ljubljana (U3ŽO), entitled [Creative Writing – therapy, study or social event?](#).

You are also invited to visit the [InfoNet Facebook page](#).

Summarised by Mateja Pečar (mateja.pecar@acs.si), ACS

Article in LLinE – Slovenia in the second round of countries in the PIAAC survey

“Slovenia is one of the countries participating in the second round of PIAAC. Expectations are high, since education minister Dr Jernej Pikalo believes that the results of the survey will form the basis for a reform of the education system,” writes *Jasmina Mirčeva, MSc*, of the SIAE in an article entitled [Second round perspectives – Slovenia prepares for PIAAC](#) in the latest issue of *LLinE*.

The article discusses the expectations of Slovenian policymakers, educational institutions and experts. It asks whether it is an advantage or a disadvantage for Slovenia to be among the second round countries. Slovenian politicians emphasise that the survey is so important for the country that it has been ranked as a national project. The article also describes how the empirical component of the PIAAC survey is complemented by a range of thematic studies serving as the analytical component of the survey – something that is unique to Slovenia.



Source: webpage LLinE, [26 August 2014](#)

Summarised by Mateja Pečar (mateja.pecar@acs.si), ACS



Study visit by a delegation from Bosnia and Herzegovina

Representatives of the Zenica Education Institute and the Ministry of Education, Science, Culture and Sport of the Zenica-Doboj Canton visited Slovenia in early September. Their three-day study visit (from 10 to 12 September) was organised by the SIAE.

The five-member delegation from Bosnia and Herzegovina was interested in the following topics: the role of organisations in adult education in Slovenia (ministries, public educational institutions, elementary and secondary schools, vocational schools), laws and other regulations in adult education, documentation and records, syllabuses and training programmes, recognition of non-formal learning, examination and testing methods, and textbooks for adults.

On the first day, 10 September, we presented the activities of the SIAE to the members of the delegation ([programme](#)). As well as the SIAE, the delegation visited the MESS, the Ministry of Labour, Family, Social Affairs and Equal Opportunities, the Association of Slovenian Adult Education Centres (ZLUS), the Institute of Vocational Education and Training (CPI), CDI Univerzum Adult Education Centre, the PET Education Centre, the Celje Education Centre and the Velenje Adult Education Centre – in the photograph ([programme of the visit](#)).



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

Conference on European models of teacher training for adult education



The international conference *Obuka predavača za obrazovanje odraslih – evropski modeli* (Training of Trainers for Adult Education – European Models), which took place on 17 and 18 September 2014 in Sarajevo, was attended by more than 80 delegates from ten countries ([programme](#)).

On the first day delegates were addressed by: *Jens Wagner*, representing the German embassy in Bosnia and Herzegovina, *Thekla Kelbert*, representing DVV International, the international cooperation arm of the German Adult Education Association, based in Bonn, *Adnan Husić*, representing the Ministry of Civil Affairs of Bosnia and Herzegovina, *Mira Bera*, the director of the Adult Education Institute of the Republika Srpska, and *Damir Mašić*, the Federal Minister of Education and Science.

The introductory addresses were followed by presentations of three examples of good practices in system development and the implementation and recognition of training and advanced training for teachers in adult education:

- *Susanne Latke* (DIE) presented the current state of the system of teacher education and training in adult education in Germany and the development of programmes in this field;
- *Ruth Eckhardt* (SVEB) talked about a project involving the development of a three-stage modular system of teacher training, standards, programmes, quality control and certification;

- *Karin Reisinger* presented the Academy of Continuing Education, a project developed with EU assistance and co-financed by the European Social Fund.

The programme for the afternoon consisted of nine round-table discussions at which nine examples of good practices from Austria, Montenegro, Croatia, Kosovo, Macedonia, Germany, Slovenia, Serbia and Switzerland were presented. One of these presentations was devoted to Slovenia's system of undergraduate teacher training, the adult education and teacher training programme, the role and development of the sphere of training and advanced training for teachers and other adult education professionals at the SIAE and the development of a competence-based training model. Interest in this Slovenian example of good practice was considerable, with full attendance at all three presentations.

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

International SHAPE project on the exchange of good practices in adult education

In September 2014 the SIAE began its participation in the international project *Shared expertise in provision of adult education in five European countries (SHAPE)*. Five organisations are involved in the project: Keski-Uudenmaan koulutuskuntayhtymä – [KEUDA](#) (Finland), which is coordinating the project, [Tietgen](#) (Denmark), [GIP EFTLV](#) (France), [Istituto Formazione Operatori Aziendali](#) (Italy) and the SIAE. The project, which is due to end on 31 August 2016, is one of the actions within Key Action 2: Cooperation for innovation and the exchange of good practices.



The main purpose of the project is the exchange of knowledge, experience and good practices in adult education among partner countries. Each partner country will organise and hold a five-day workshop on continuing training or advanced training with six different topics: The first of these workshops, entitled *Training of adult educators – professional development of adult education staff*, was held at the SIAE from 1 to 5 December 2014.

Three workshops are planned in 2015:

- in Denmark: *Qualification labels for professionals in higher education, implications for the adult education sector*,
- in Italy: *Quality assurance in adult education provision*,
- in France: *Key competences and entrepreneurship*.

In early 2016 a further workshop will take place in Finland at which two topics will be presented: *Young adults and adults' upskilling programmes* and *Competence-based qualifications*.

All the workshops involve a combination of further training and advanced training. Special emphasis is placed on the development of new contents, various aspects of adult education (the provision of new methodologies, methods, tools and practices in vocational adult education) and introduction of the contents of the SHAPE project at the national level. Examples of good practices which are developed and implemented by partner organisations will be presented, along with possibilities for transferring knowledge and experience into their environments and practice.



On conclusion of the SHAPE project, an in-depth analytical document entitled *Best and next practices in vocational adult education provision in five European countries* will be drawn up.

Neda Đorđević (neda.dordevic@acs.si), SIAE

Getting them through the door – Finding the key elements for success in adult basic skills policies

The international workshop *Getting them through the door – Finding the key elements for success in adult basic skills policies*, which took place at the end of October in Stuttgart, was attended by around 30 members of the WG AL and other representatives from 12 countries. Representing Slovenia at the event were *Ema Perme*, a member of the Working Group, and *Estera Možina*, the author of the present article.



At the workshop we heard about successful policies and practices designed to raise the participation of adults in education and training. The basic purpose of the workshop was to exchange experiences and good practices in this field, learn about the key factors of successful policies and identify the common elements of good policies that could help countries create national policies, in particular in the field of motivating vulnerable groups of adults and including them in education and training.

Before the workshop, representatives of 14 EU countries prepared national reports on adult skills development policies in which we defined objectives, target groups, policy instruments, organisations and partners, the political context and evaluation. We particularly highlighted success factors and those areas in which national policies were not successful.

The workshop began with the presentation of reports from a number of international organisations and a summary of the findings of various studies concerning the development of adult basic skills and inclusion in education. The greatest part of the workshop was devoted to discussion of factors of successful policies for the development of adult basic skills and the promotion of adult participation in education and training. We classified these factors under three headings: policy planning, policy implementation and policy management and coordination. The workshop also included the presentation of an example of good practice from Slovenia and Slovenia's experience in including adults in literacy development programmes between 2003 and 2013.

The Stuttgart workshop was extremely valuable because it offered opportunities for reflection on and comparison of existing and future policies for the development of adult basic skills in all the participating countries. The report drawn up after the workshop will be discussed at a meeting of WG AL and published as a result of the work of the adult education group.

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

Initiative to establish a cross-sectoral group on lifelong learning at the European Parliament



This year representatives of the SIAE and the Slovenian Adult Education Society (SAES) responded for the second time to an initiative of the European Association for the Education of Adults ([EAEA](#)), namely, to enter into contact with MEPs and request their cooperation. This time the purpose of the campaign, in which a leading role is played by the European Civil Society Platform on Lifelong Learning ([EUCIS-LLL](#)), was the **establishment of a cross-sectoral group on lifelong learning at the EU level**.

The first to express support for the idea was the Finnish MEP *Sirpa Pietikäinen*. SIAE and SAES also invited Slovenian MEPs to support the initiative. We reminded them that lifelong learning is not only a question for the education and training sector but also concerns other fields, including employment, social affairs, health, culture, sustainable development and many others. The cross-sectoral group initiative is therefore based on the belief that alongside economic and social well-being, personal development and active citizenship are also important. This requires a humanistic and holistic approach to education which can only be achieved through the cooperation of as many sectors as possible.

Through our intervention the EAEA and EUCIS-LLL have to date collected the signatures of 30 MEPs from six political groups in 14 countries. We are pleased to note that they include MEPs from Slovenia. Those who have responded to our appeal are: *Romana Tomc* and *Milan Zver* (both SDS – Group of the European People's Party) and *Igor Šoltes* (Verjamem! Lista dr. Igorja Šoltesa – Group of the Greens/European Free Alliance). We thank them for their expression of support.

MEPs will also meet in their political groups and discuss the proposed list of cross-sectoral groups. The decision on what groups will actually be formed will be taken on 11 December. The above MEPs, along with Slovenia's other MEPs, can still vote for the proposed group on lifelong learning..

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

Films presenting examples of good practices shown in public libraries

In September and October we invited the public to round-table discussions and screenings of films from the *Examples of Good Practices* collection that were made as part of this successful project [Implementation of the Renewed European Agenda for Adult Learning \(EAAL\) 2012–2014 in Slovenia](#), better known as the *Learning Parade*.

The first of these events took place on 25 September in the public library in **Domžale**, where we showed all four films from the collection in morning and afternoon screenings. A number of those attending had found out about the event from the monthly What's On bulletin, the library website or the poster advertising the initiative. Others simply happened to be passing. One participant asked with surprise why more people had not come, given that we were talking about issues that ought to concern every unemployed person.



Although attendance was not particularly high, those who attended left the library satisfied.

At the **Miran Jarc Library in Novo Mesto** a different approach was tried. A round-table discussion was organised at which representatives of various institutions and Pavel Novak (whose story was explained in the film *Guidance for learning*) presented certain aspects that are important for jobseekers and others to whom information of this kind may be useful. The event resulted in an article entitled *Če ostaneš brez zaposlitve, ne ostani doma!* (If you lose your job don't stay at home!) by *Janja Gazvoda* (see below) and an [item for the TV programme *Brez panike*](#) (in Slovenian only) for the Vaš Kanal channel.

Interest in participation was also shown by the **Prežihov Voranc Library, part of the Ljubljana City Library**, which offered us its premises on 5 November. The films were only screened in the morning because unfortunately the evening event attracted no participants.

Video-publikacije:



Priložnosti so!
Programi usposabljanja
za brezposelne
[http://tvu.acs.si/
paradaucenja/video1](http://tvu.acs.si/paradaucenja/video1)



Stkane zgodbe
Podeželje kot priložnost za
razvoj pismenosti in
temeljnih zmožnosti
[http://tvu.acs.si/
paradaucenja/video2](http://tvu.acs.si/paradaucenja/video2)



Svetovanje za znanje
Svetovalna podpora odraslim
za izobraževanje in učenje
[http://tvu.acs.si/
paradaucenja/video3](http://tvu.acs.si/paradaucenja/video3)



Z roko v roki
Učenje v skupnosti za osebno
in skupno dobro
[http://tvu.acs.si/
paradaucenja/video4](http://tvu.acs.si/paradaucenja/video4)

Every public screening of the adult education films helps promote the sector. The films are a way of showing people the opportunities available to them. Following these events many people find it easier to contact the people and institutions that are able to help them in their particular circumstances – whether this is unemployment or simply a desire for personal growth.

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

If you become unemployed, don't become a couch potato!

In honour of the *Day of a Decent Day's work*, which is celebrated on 7 October, the Miran Jarc Public Library in Novo mesto hosted a discussion on the theme *When you become unemployed*. The event was organized in cooperation with SIAE, which published a collection of four films under the title *Examples of Good Practice*.

Visitors watched some interesting film segments, which were set in Lower Carniola and White Carniola, and discussed a range of topics with the hosts. The main aim of the gathering was to pass on specific information to unemployed people, and other people who are aware that knowledge like this is good to have at these times.

The local job centre, the Development Education Centre Novo mesto (RIC Novo mesto) and the ZIK Črnomelj presented a number of activities that can be offered to unemployed people. A wide variety of training courses, workshops, employment through public work, assistance and advice are available, and all that is required is to simply pay them a visit. If you become unemployed, you should not remain passive or stay at home alone. Instead, ask about the opportunities that are offered by the institutions, and get involved in activities that are of interest to you. Make use of the time to reflect and make solid plans for the future. Or, as Mr Pavel Novak said: *"I've always wanted to work in a bakery. So, one day I called the boss of the local bakery and invited him for a coffee. At first he found me strange, but then he got to know me a little better and invited me for a work-trial. "*



Even though the statistics for Lower Carniola and White Carniola reveal that, at the end of September 2014, the number of unemployed people registered was 4% less than the figure for a year ago, according to the director of the local job centre, *Ms Tatjana Muhič*, this does not go far enough. There are many guidelines as to how to get a job: there is the local job centre, which send us to the job itself, and the RIC Novo mesto and the ZIK Črnomelj, which provide further education, support, information and knowledge. All that is missing is an institution that actually creates jobs.

Janja Gazvoda (janja.gazvoda@nm.sik.si), The Public Library of Miran Jarc Novo mesto

The RENEWAL project

In 2014 the EAEA is running a project called *REgional NetWorking for Adult Learning in Europe – RENEWAL*, involving the cooperation of partner institutions from Slovakia and Portugal. Its purpose is to find out how implementation of the renewed EAAL is proceeding in two regions: Central and Eastern Europe (Bulgaria, Croatia, the Czech Republic, Hungary, Poland, Romania, Slovakia and Slovenia) and Southern Europe (Cyprus, France, Greece, Italy, Malta, Portugal, Spain and Turkey). The project participants carried out a survey of 129 stakeholders – politicians and adult educators – in the above countries. This was the basis for a **report** on activities conducted for implementation of the EAAL and the responses encountered among adult educators and representatives of civil society. The report also defined weaknesses and obstacles and proposals for measures to enable the (even more) effective realisation of the messages of EAAL in the two regions.



The report was presented and discussed at **two regional meetings** on 15–16 October in Bratislava and 23–24 October in Lisbon. The aim of these discussions was to gather even more opinions and suggestions. A **final report** will be drawn up before the end of the year and a concluding conference is scheduled for 11 December. The findings will undoubtedly be of interest to the sector of the European Commission responsible for adult education and implementation of the EAAL. Under the Juncker Commission this sector

is part of the Directorate-General (DG) for Employment, Social Affairs and Inclusion. The EAEA is also committed to further cooperation with the Directorate-General for Education and Culture, since the recommendations of the RENEWAL project will concern all the above sectors and many others besides.

Details about the project are available on the [website](#) and [Facebook page](#).

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

From the regional meeting of the RENEWAL project in Bratislava



Four representatives of Slovenia took part in the above survey on the implementation of the EAAL (two from the SIAE and one each from Socialna Akademija and the University of the Third Age of Slovenia), while the first three of these also attended the regional meeting in Bratislava. *Andrej Sotošek*, *Matej Cepin* and the author of the present article listened with interest to the presentation of the report on the situation in the region and the conclusions that the EAAL is a relatively little-known strategy, that the survey respondents in most cases do not know who the national coordinator is in an individual country, and that they are not involved in either the planning or the realisation of projects for the implementation of the EAAL. I myself, as the only representative of the network of national coordinators, had the opportunity to present the Slovenian project [Implementation of the Renewed European Agenda for Adult Learning \(EAAL\) 2012–2014 in Slovenia](#), which brought us the [Learning Parade \(LP\) 2013 & 2014](#), [four video publications](#) and a number of other results. I presented our plans for 2014–2015 and drew the attention of participants to the fact that in some countries national coordinators do not know what stakeholders are active in the field of adult education, and should therefore make more of an effort to get to know them.

Particular attention at the meeting was devoted to the role of civil society, which in most cases is not kept sufficiently informed or invited to cooperate with national coordinators. I attended a workshop dedicated to identifying how the non-governmental sector should organise itself in order to be recognised as a source of information for those responsible for policy and for the profession, and how it should mobilise citizens and give voice to their opinions on current topics such as consumer protection. The representative of the Socialna Akademija presented an example of training for advocacy, media appearances, the acquisition of social skills, etc., and I brought up the idea of a learners' forum, a project which was first mooted by the SIAE in 2005 but for which we were unable to secure financial coverage. The EAEA accepted our ideas and promised to submit a project that will enable their realisation. They also invited us to join the EUCIS-LLL, which is already striving for greater involvement of civil society in the promotion of lifelong learning.

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

Friday meeting with Dr Bryan Maddox

In mid-October the SIAE hosted a lecture by *Dr Bryan Maddox* on the subject of *Interaction in test situations – the unexplored side of large-sample testing*. Dr Bryan Maddox is a distinguished British researcher with whom the SIAE is collaborating on ethnographic research within the PIAAC project.



Research involving large samples such as PIAAC is based on standardised test instruments and procedures that ensure international comparability, reliability and applicability of results. There is, however, practically no research dealing with the "test situation" as such. The aim of the ethnographic research is to study the effect of the test situation on the results of testing. The test situation represents the contextual and interactive dimension of the effectiveness of testing. This overlooked field of research has recently attracted the attention of researchers in the field of linguistic anthropology and related disciplines.

We asked Dr Maddox to give us a presentation of his research method and invited him to answer a number of questions: Why does he base his research on the ethnographic method? In what way does the use or combination of the two methods – large-sample testing and ethnographic analysis of the test situation – enhance the research? What are the aims and expectations of the ethnographic research in Slovenia?

The lecture was attended by researchers from the SIAE and the Educational Research Institute and a representative of the MESS. As well as the above questions, we also touched on a number of linguistic aspects of the research methodology. Dr Maddox talked about some of his experiences in a similar ethnographic research study within UNESCO's Literacy Assessment and Monitoring Programme (LAMP) in Mongolia. Selected aspects of the ethnographic research in Slovenia will be presented at the closing conference of the PIAAC project in Slovenia in May 2015.

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

How to encourage men's learning in the community

On 28 October 2014 the SIAE hosted the world-famous expert on adult, community and vocational education *Dr Barry Golding* of the University of Ballarat (Australia). Professor Golding's recent research focus has been on the processes of men's learning in community settings.



With a lecture entitled *The men's shed movement: What does it mean for adult educators?* and the discussion that followed, Professor Golding considered possible new approaches to learning for men of different backgrounds in Slovenia, in particularly those without paid employment and those with negative experiences of formal education.



Launched in Australia a decade ago, the *men's shed movement* has become a very effective way to involve inactive older men from rural areas in learning. It has led to changes in the men themselves, and in their families and communities. The lecture included a discussion of the possible consequences and broader effects of this community model for the better involvement of men in community activities and ended with a reflection on the introduction of the model to a different culture, such as that of Slovenia.

For more information about the lecture and Professor Golding, visit this [website](#) (in Slovenian only).

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

The cross-border Study Circles project draws to a close

The closing conference, which took place on 10 December in Gorizia (Italy) and which we will cover in a future edition, summarised the key results and effects of the three-year project, notably:



- training programme for cross-border study circle mentors,
- new mentors, who are now qualified *cross-border study circle mentors*,
- a range of interesting and enterprise-focused study circles presented in a bilingual handbook called *Community Learning in the Cross-Border Area* (published October 2013) and a bilingual guide entitled *Guidelines for Crossborder Study-Circle System establishment* on setting up cross-border study circles (due out in December 2014).

Various **cooperation agreements** have also been prepared, including an agreement between the *Department of Education Science and Psychology at the University of Florence*, the *Department of Philosophy and Cultural Heritage at the University of Venice* and SIAE. These two university departments understand cultural and academic ties as an opportunity for the development of institutional functions in education and research and see the results of the project as an experiment in a regional system of lifelong learning. They are adding value to the common development up to this point by formalising ties even after the end of the project, with a commitment to establish cooperation on research and education projects, the aim of which will be to train innovative managers or non-formal education experts/mentors in various social and working environments. They are also interested in further cooperation with Slovenian project partners – the Soča Valley Development Centre, the Nova Gorica Adult Education Centre and the SIAE.

Dr Nevenka Bogataj (nevenka.bogataj@acs.si), SIAE

International conference Remembering for the Future in Sarajevo



The centenary of the start of the First World War seems an appropriate moment in which to reflect on our shared past and to look ahead, to our shared future, which will (perhaps) be an opportunity for a longer period of peace and interconnection. The

venue for the two-day international conference [Remembering for the Future](#), Sarajevo (and its city hall, the "Vijećnica" building), is a living witness to the subject of war and peace. The conference was an opportunity to present projects and cooperations in adult education designed to promote peace and resolve conflicts, to exchange opinions and experiences, and to further strengthen the network of educators and learners.

The conference was designed around keynote speeches, which were followed by workshops and presentations. The first speaker, *Sven Tetzlaff* (pictured), got the conference off to an excellent start. His speech (you can read it [here](#)) underlined the importance of non-formal education for the reconciliation of conflicting parties and indicated steps for its achievement. The conference continued with thematic round tables. Of the nine available, I chose [Speaking to One Another](#). The second part of the conference was begun by *Joke van der Leeuw-Roord*, Founding President of the European Association of History Educators ([EUROCLIO](#)) with a [keynote speech](#) entitled *Should we Remember for the Future?*. The afternoon was taken up with a presentation of adult education projects related to the theme of the conference. Adult education providers presented eight projects ([Nominees for the EAEA Grundtvig Award 2014](#)), from which the two best projects were chosen as the winners of the EAEA Grundtvig Award 2014. These were [The Book of Plans, Hopes and Dreams](#) and [Vygonoshchi Fortress](#).



Kicking off the second day of the conference was *Professor Ugo Vlasisavljević* of the University of Sarajevo with a keynote speech entitled *Conflicting Construction of Bosnian-Herzegovinian Collective Identities*. In my opinion this was the best speech of all, perhaps because, as a native of Sarajevo, Professor Vlasisavljević was the most emotionally involved in the subject. The last part of the conference consisted of workshops on the application of different methods in adult education. I attended a presentation of the project *European history crossroads as pathways to intercultural and media education* – [EHISTO](#), which analysed popular commercial historical publications and compared their coverage of a specific topic in several countries.

An excellent conference. I was particularly enthusiastic about the large selection of different projects and the opportunity to talk to education providers. Meeting our colleagues in the profession motivates us to broaden our horizons and apply examples of good practices at home. The friendliness of the people of Sarajevo – and the great food – remain at a level that no one else can touch.

Darijan Novak (darijan.novak@acs.si), SIAE

Implementation of the European Agenda for Adult Learning continues

In early December national coordinators (old and new) from the majority of Member States met in Brussels for a "kick-off meeting" at which information was provided on the substantive and financial starting points for the new project period. These are now defined by the *Erasmus+* programme, which fortunately brings a number of administrative simplifications. Our experience to date has also equipped us with knowledge that will make our work significantly easier.



The representative of the European Commission revealed, when reviewing the submitted projects, that many of us have addressed or are continuing to address the issue of raising awareness of the importance of adult



education, that our activities are aimed at those with poor levels of education/training and other deprived target groups, that we are promoting the development of essential skills and certain specific skills, encouraging the use of ICT, social networks and so on. Despite the satisfaction with the range of activities planned, we were encouraged to give some consideration in our working groups (and, later, in practice) to how we might forge even closer connections among stakeholders in adult education (bottom-up and vice versa), involve actors at the national level and increase the profile of adult education and the role of the national coordinator in its realisation. These are clearly the never fully achieved goals of our mission.

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

The Learning Parade continues with the addition of new elements

Slovenia's project within the context of the efforts mentioned above is focused on raising awareness and promoting the development of adult skills. It includes the 2015 edition of the *Learning Parade* (LP), which will begin on 15 May, at the national inauguration of LLW 2015 and will continue within the official calendar of the LLW until 24 May. The planned venues are: Ajdovščina, Celje, Črnomelj, Kranj, Krško, Ptuj and Trbovlje. At each venue a condensed programme of festival events will be supported by a specialist event/educational event on the theme of developing adult skills. The latter will also be run by the coordinators of the previous LPs, perhaps with other participants. Our final result will be 21 events of this kind aimed at different target groups (the elderly, young people who have left education early, the unemployed, immigrants, people living in rural areas, etc.). We will present our activities in a brief video and a manifesto on the theme of promoting adult skills. The aim of this is to present our existing efforts, which will need to be continued and consolidated in the light of the results of the PIAAC research.



We will support the implementation of the LP with approaches and tools that are by now well established. The new project will soon be up and running on the [website](#) dedicated to the process of implementation of the EAAL in Slovenia. Readers are invited to follow us there (and on the LLW) Facebook page). On 9 December we will be meeting with the planned coordinators of LP 2015, so that the sparks of creativity can start to fly and we can begin planning May's events.

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

Seminar on the potential of PIAAC research data for policy strategic planning



The seminar was held at the [MESS on Wednesday, 3 December 2014](#) (in Slovenian only) and was attended by representatives from the following institutions: the host ministry, the Ministry of Agriculture, Forestry and Food, the Ministry of Health, the Ministry of Culture,

the Ministry of the Interior, the Ministry of the Environment and Spatial Planning, the Ministry of Economic Development and Technology, the Ministry of Labour, Family, Social Affairs and Equal Opportunities and the Ministry of Public Administration. Representatives from the research group PIAAC Slovenia, the developmental institutes for each sector, the Statistical Office of the Republic of Slovenia and the Faculty of Economy of the University of Ljubljana were also present.

In her introductory address, the host, Minister *Dr Stanislava Setnikar Cankar*, emphasised the strategic goals of educational policy (evidence based policy orientation, changes to the curriculum and legislation). *“The research will put Slovenia on the map and give us opportunities to plan further measures in the field of education. In order to improve in terms of quality, it is vital to have strong evidence at our disposal, as this is how we will be able to best identify any weaknesses. As a result, any measures or changes required will therefore be easier to justify”* the Minister explained.

In the introduction to the seminar, the audience was greeted by the Minister responsible for Development, Strategic Projects and Cohesion, *Alenka Smerkolj*. The director of the Institute of Macroeconomic Analysis and Development of the Republic of Slovenia, *Boštjan Vasle*, MSc, presented the national strategic goals.

The activities were held with 60 participants present, with the focus on developmental and analytical aspects for the better use of the PIAAC research results. This was the first step towards bringing the different policies and sectors involved together, and identifying the areas for further analysis required for the various policies.

Ema Perme (ema.perme@gov.si), MESS

Working Group for Adult Learning in the period 2014–2015

At the EC level the following working groups received a mandate for work (with objectives and programme) at the start of 2014:

1. Working Group on Modernisation of Higher Education – WG HE,
2. Working Group on School Policy – WG SP,
3. Working Group on Transversal Skills – WG TS,
4. Working Group on Vocational Education and Training – WG VET,
5. Working Group on Adult Learning – WG AL.



The first working meeting of the WG AL took place in Brussels on **3 March** this year. The basic purpose of this meeting was to obtain a consensus content, the method of work and the mandate, and on the basis for the group's plan of work. The meeting was attended by almost 60 representatives of Member States and social partners at the European level for the adult education sector (trade unions, professional associations and networks such as EAEA, EBSN, IAEVG, etc.).

Below is a summary of the activities we have carried out under the planned programme:

1. **16–17 September 2014** – 3rd WG AL meeting in Brussels, focused on:
 - Inside the first policy challenge – *Policies addressing basic skills*

- Inside the second policy challenge – *Effectiveness and coherence of adult learning*
2. **10 September 2014 – Webinar** with three parts:
 - A general introduction to ICT-enhanced learning and OER;
 - The presentation of one or two examples of good practices;
 - Q&A session (for clarification purposes) and a brief professional, critical debate on selected issues.
 3. **26–29 October 2014** – a three day workshop in Stuttgart focused on basic skills policies, jointly organized by the Commission and the State Ministry for Education, Youth and Sport.
 4. **23–24 November 2014** - Brussels, in-depth seminar “Achieving a coherent adult learning policy – what impact does this have on the efficiency and effectiveness of adult learning policies?”, jointly organized by the Commission and the two Belgian ministries for education (French and Flemish).
 5. **25–26 November 2014** – 4th WG AL meeting in Brussels, which focuses on the following:
 - Presentation and adoption of the report of the in-depth country specific workshop on basic skills (Stuttgart, 26-29 October);
 - Reflection on the findings of the policy coherence seminar (Brussels, 23-24 November);
 - Discussions on the final design and functionalities of the policy assessment tool linked to the study ‘*Analysis of Adult Learning Policies and their Effectiveness in Europe*’, which will be deliverable;
 - Updates on the “Adult Learners in the Digital Environment” study;
 - Planning an in-depth country workshop on Digital tools and OER under the auspices of the WG AL.

WG AL continues in its work according to plan, and it is important to mention the new ideas that are emerging with the new team and the president of the Commission; these will probably affect the content of the WG AL, but I believe the changes will also have a broader effect. On 1 January 2015, the WG AL will be moved from the DG Education and Culture to the DG for Employment, Social Affairs and Inclusion.

Be optimistic.

Ema Perme (ema.perme@gov.si), MESS

SLOVENIAN ADULT EDUCATION SCENE

Study circles at the Korak Centre, Kranj in 2014

The Korak Centre for People with Acquired Brain Injuries has been cooperating with the SIAE since 2004 by providing study circles to its users. We perform 2-3 study circles of diverse content every year. Currently we have two active study circles: Healing Garden 2 and Cooking with a smile.





Healing Garden 2 represents the continued transformation of our 'green area' in front of the institute into a healing garden with the valued assistance of Dr Zora Vadnjal Gruden and the landscape architect, Breda Bernik. Our goal is to transform our green park into a healing garden where our service users and employees can achieve better rehabilitation results with nature's help. It is of great importance to us that our healing garden, which was established in 2012, stays alive, that it plays host to many cultural, sporting and rehabilitation activities, and that it develops and acquires new content, which is the only way it can fulfil its main purpose. In this study circle, we will try to learn how to make a mosaic, how to create a bird house and a rockery, how to plant some flowers and herbs, and we will visit the Garden of Senses in Ljubljana and we host some interesting guests.

The 'Cooking with a smile' study circle is much more than just learning how to cook; it also promotes social skills such as acceptance, mutual respect, cooperation, developing critical thinking, mutual support and, last but not least, social networking. As we usually strengthen our social network through informal gatherings over a cup of good coffee or tea, we decided that one of the guests in this study circle would be the leader of the No Art = No Fun Association experiment, Mr Matej Martel Režek, who gladly shared his great knowledge and myths about coffee with us. He showed us how to prepare different drinks with a coffee maker and the proper way to cook Turkish, Greek and Serbian coffee. At that study circle meeting, we were given some really good coffee to taste and were unable to stop at the first cut – it is nigh on impossible to resist a good coffee! The workshop has opened new perspectives, so it is only right that at this point we present an Arab proverb referring to coffee, which says: *'As preparing coffee is an art, it should be consumed as such.'*



Marjan Kalamar (marjan.kalamar@center-korak.si), Anja Snedic (delovna.terapija@center-korak.si), The Korak Centre

e-Roma Resource – Search, use, share and broaden horizons



RIC Novo mesto the lead partner in the e-RR project, the main aim of which is to promote, disseminate and exchange previous work on Roma inclusion from different sources. The project outcome will be an on-line educational and informational platform, targeted at a specific group of educators, project promoters, professionals, decisions makers, relevant stakeholders, Roma activists and Roma learners according to their specific needs. Through the e-RR

platform we seek to **influence awareness** of the importance of collaboration and the exchange of best practices for successful work in the field, to **enhance the use** of different pre-designed materials, project outputs, to **promote results** by collecting, presenting and promoting them through the online platform, and

to **present examples of good** educational and training **practices**, policies and other relevant documents in the field of education and training of Roma people.

In addition to RIC Novo mesto, there are also five other partners, from Slovakia, Poland, France, Croatia and Slovenia, involved in the project, and it is co-financed by the European Union's Lifelong Learning Programme.

We invite you to take part in follow-up activities and project development at our project website <http://project-err.splet.arnes.si>.

Ana Granda Jakše (ana.granda.jakse@ric-nm.si), RIC Novo mesto

Lady Cafe – for motivation

In September, the project titled [Lady café – motivating activities for women aged 45+](#) concluded at Ljubljana City Library (LCL), in which partners from eight countries exchanged experiences and developed learning activities for women aged 45+ within the framework of the two-year, EU-funded [Grundtvig learning partnership](#). The project was presented in the e-Novičke bulletin in the [summer of 2013](#).

A total of seven partner meetings were organised for the purpose of exchanging examples of best practice, one of which was hosted at LCL (see picture). A total of 13 working visits (mobilities) for LCL staff and 4 working visits for adult learners were performed in the other partner meetings for the participants in the learning activities at LCL. The partners developed and implemented various learning and motivation activities at their institutions for women aged 45 +, with an emphasis on computer literacy.



At LCL we devote special emphasis to promoting the following of our services: [Knowledge/Learning Exchange](#), [the Employment Information Service](#) and [the Autonomous Learning Centre](#). An important result of the cooperation in this project was a handbook titled [Lady cafe approaches](#). Some of the best practices for learning and motivation activities for women aged 45+ and general information about the project are included in the handbook, e.g. dissemination, evaluation, project aims, etc., that may be of assistance to other organisations through the process of applying or implementing similar project activities. Contributions made by experts from partners' organisations, including LCL, feature in the articles in the handbook. The prologue was written by *Dr Nevenka Bogataj* from the SIAE. We invite you to read

the handbook and make use of it. For LCL, this project was an important incentive for the development of our adult education program together with international partners, i.e. in the [Erasmus+](#) project. We present the handbook and other outcomes of the project for the purpose of encouraging other adult education institutions to also carry out these kinds of activities.

Simona Šinko (simona.sinko@mklj.si), Ljubljana City Library

International conference of the European Council for High Ability in Ljubljana



The theme of the 14th conference of the European Council for High Ability (ECHA), which took place in Ljubljana between 17 and 20 September, was *Giftedness in the Digital Age*. The conference participants talked about the opportunities and challenges that the digital age brings to the education of highly able people of all ages. The conference shed light on current trends in research and practice with regard to the best ways to support and cultivate giftedness today and in the future. Through formal and informal meetings it offered opportunities for further development of existing ties and the establishment of new connections and networks that will lead to greater understanding of giftedness in the digital age.

Various materials from the conference are available online [here](#).

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

EXP-ROM Final Conference

The final conference of the project titled 'Professional education of experts for a better future for intellectually disabled Roma people' (EXP-ROM) was held in Ljubljana on 16 October 2014. EXP-ROM is a Lifelong Learning Programme project, and is co-financed by the European Union. In addition to the Trebnje Centre for Education and Culture (CIK Trebnje), which took the role of project coordinator, the project partnership also included partners from Greece, Hungary, Lithuania and Slovenia.



The EXP-ROM project deals with the integration of Roma people with intellectual disabilities into education, their community, and the wider society, and combats discrimination which is based on intellectual disabilities by empowering experts and family members. Within the framework of the project, EXP-ROM curriculum and support materials were developed: a textbook for the training participants, a teacher's manual and a DVD. The training programme and materials were tested within the framework of a 50-hour training course, which took place in Slovenia in July 2014.



At the final conference, a number of speakers talked about the significance of lifelong learning and the social inclusion of vulnerable target: *Cveto Uršič, MSc*, a representative from the Directorate for Disabled People at the Ministry of Labour, Family, Social affairs and Equal Opportunities; *Stane Baluh, MSc*, the acting director of the Office for National Minorities; *Mateja De Reya*, a member of the Executive Committee of Inclusion Europe; and *Darko Rudaš*, the chairman of the Forum of Roma councillors. At

the final conference, an overview of the project results and achievements were presented, along with other examples of good practice from similar organisations in the field of lifelong learning for vulnerable target groups: Roma people with intellectual disabilities.

For more on the conference agenda and project results, go to the following website: <http://www.exp-rom.eu>.

Patricija Pavlič (patricija.pavlic@ciktrebnje.si), CIK Trebnje

For the true well-being of professionals and participants in adult education

The RIC Novo mesto involved in the Wellness – Skills for True Wellbeing European project. The partnership consists of seven partners from six EU countries and is led by the Romanian partner. The aim of the Wellness project is to empower professionals engaged in adult education and to give their learners the practical skills they need to allow them to handle daily challenges more effectively and to enhance their level of wellbeing in a sustainable way.

In the last six months of the two-year project, its activities focused on finalising the project's products, while disseminating the completed products and their results. The final project meeting for all the partners was held in Florence, Italy from 5-7 November 2014. One of the pivotal points of the meeting was the presentation of the design of the final version of the 5 day in-service seminar for professionals involved in adult education, which will be made available in six languages for wider dissemination. The project partners produced a video about the project and the design of the project's courses. The main purpose of the video was to detail the experiences of the partners and the dissemination of the project outcomes. It further explained the benefits of the courses from the perspectives of the target groups who have already participated. The production of the video serves as one of the project outputs and is now available on the [project's YouTube channel](#).



We kindly invite you to visit the project website (<http://www.wellnessllp.eu/en>), which is where all the results and materials for professionals and adult learners are available – or will be in the near future.



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Mentoring system for Roma teenage girls and women on their vocational and educational paths – the MS4ROW project

Roma people are a marginalized social group which encounters daily prejudice, discrimination and social exclusion. The situation is even more worrying with regard to Roma girls. They are excluded and often victims of double discrimination: not only because they are women, but also because they are Roma.



A mentoring system for Roma women on their vocational and educational path

[MS4ROW](#) is multilateral European project supported by the European Commission under the auspices of the Lifelong Learning Programme, which brings together five partner organizations from Slovenia, Hungary, Spain and Turkey, with the main aim being to combat discrimination based on gender inequality in education, access to employment, and to raise the acceptance of Roma women in their own society and in general.

The main goal of the project is to develop a comprehensive alternative method of teaching and mentoring that helps the participants attain their personal educational and vocational goals. It is a web-based mentoring system which, through workshops at first, facilitates the acquisition of educational content (to raise literacy and various competences) and, for the second stage, assists the mentors and participants with the planning and supervision of the Roma teenage girls' educational and vocational paths. The mentoring system will be tested in four partner countries over a 10-month pilot period.



One of the project's activities was a leader-mentor training session, which was held in Barcelona in October 2014. A total of 16 partners and future mentors from all four countries attended the 4-day long leader-mentor training session, where the structure and content of the mentoring system was adopted, approaches for quality work in counselling were decided upon, the participants were supervised, and training provided on how to use the MS4ROW web-application – a support tool which monitors the girls' educational activities and provides an e-learning environment with relevant supporting materials.

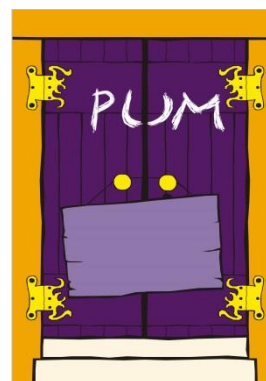
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The PLYA project story

The Project Learning for Young Adults (PLYA, in Slovenian PUM) as it is known in Slovenia, is a Slovenian non-formal educational programme with project learning used as the primary method of learning. An important part of day-to-day work is dedicated to the project selected by the participants according to their talents, skills and what they enjoy doing. Every year, the mentors can hardly wait for the next group of young people to arrive, and look forward to what will be the focus of another year's work.



In the Maribor PLYA, we are currently very involved in a project called PUMUS. The main concept is learning how to re-use materials, becoming acquainted with the barter system, and enjoying the creative processes together in a group format. We also hope to raise awareness among other people, as we work in exchange for food. It feels very liberating to come to the realisation that we don't have to spend a lot of money – not only to survive, but also to have fulfilling lives. The skills and experiences that young people have been gaining in these projects are manifold and at a variety of different levels. The value of the group meal that we provided and prepared together can be measured in terms of the pride we feel about what we are doing. Our willingness to reach out and work for the exchange of materials and food has been met with an extremely positive reaction, not least by the media.



We have managed to get some local institutions, companies and individuals involved in this sustainable development project. We are very grateful for their contributions, which have taken the form of materials, food and the exchange of knowledge.



We will celebrate the end of the project by putting all our products, such as holiday decorations and aprons made from old jeans, cushions made from shirts and old fabric, origami Christmas cards, etc., on sale at a Christmas fair in December. But there is a catch – we don't want your money. You can instead get some nice gifts for your friends and family by bringing articles of food and exchanging them for what you would like.

For more information follow [the PUMUS project Facebook profile](#).

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TIME@Net – Transnational Network Promoting Innovative Models in Education, Learning and Work Inclusion



TIME@Net project is a two-year project (30 September 2014 – 10 January 2016), the aim of which is to promote social and work inclusion, active citizenship and learning participation among a target group which is at high risk of social exclusion: **young people with intellectual disabilities**. The project consortium involves 8 EU countries where inclusion issues are of relevance, and includes both public and private institutions with significant skills and experience in the areas of education, social work, training, and research and work inclusion. One of these organization is our very own RIC Novo mesto.

The project's basic concept is that it is vital **to set up processes to develop training and work inclusion paths** for young people with intellectual disabilities by identifying and involving employer companies right from the outset of the work inclusion pathways: this is the main way in which the project is innovative.

The main purpose of the first meeting in Italy (November 2014) was to define the tasks and deadlines for the first activities of the project. We will commence with a survey on the employment of young people with intellectual disabilities. All partners will present the situation in their respective countries, which will then serve as the basis for all the project's further activities.

The implementation of the project also includes the organisation of a short training session for education and training staff who are directly involved in working with young people with intellectual disabilities, which will take place in January 2016 in Slovenia (at RIC Novo mesto). The event will be a pilot training course aimed at providing the selected staff with the strategic competences required for putting together work inclusion plans for young people with intellectual disabilities in an effective and successful manner.

The project is co-financed by the EU within the framework of the Erasmus+ programme (Strategic Partnerships).

More information about the project can be found at: <http://www.ric-nm.si/si/projekti/mednarodni/timenet> (in Slovenian only).

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