

# e-novičke

Summer 2017

**Dear readers,** please find attached the Summer edition of the online bulletin edited by the Slovenian Institute for Adult Education (SIAE), available also at [http://www.acs.si/bulletin\\_e-novicke](http://www.acs.si/bulletin_e-novicke). The content briefly presented here is a result of our creative energy and momentum in the first half of the year 2017. We wish you pleasant reading, Simona Kavčič, editor, and Zvonka Pangerc Pahernik, MSc, editor-in-chief.

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## Abbreviations

**AE:** Adult Education

**AEC:** Adult Education Centre

**EAAL:** European Agenda for Adult Learning

**EPAL:** ePlatform for Adult Learning in Europe

**GOAL:** Guidance and Orientation for Adult Learners

**LLW:** Lifelong Learning Week

**LP:** Learning Parade

**MESS:** Ministry of Education, Science and Sport

**PIAAC:** Programme for the International Assessment of Adult Competences

**SIAE:** Slovenian Institute for Adult Education



<http://www.SIAE.si/index.cgi?lang=4>



<https://www.facebook.com/AndragoskiCenterSlovenije>

<https://www.facebook.com/TedenVseživljenjskegaUcenja>

<https://www.facebook.com/SIAE.knjiznica>



<http://twitter.com/TVUslo>



### We analyzed the educational offer for adults 2016/2017

The development of human resources is becoming increasingly important for the further development of modern societies, therefore the need for education, training and updating acquired knowledge is growing. Rapidly changing conditions in various areas of human activity require suitable responsiveness also in the field of educational offers.

The analysis of the educational offer for adults, which is performed at the SIAE, provides the annual monitoring of the educational offer based on the regional distribution within the country, the structure of the educators, the programme and content diversity, and the education offers targeted at specific groups. The analysis includes providers offering adult education, which presented their educational offer on the website [Where to get knowledge](http://pregled.acs.si) by the end of 2016 (200 providers and 3,463 educational programmes).



In recent years we noticed a slight decline in educational offers, which is also the result of the unfavourable economic situation in the country and thus lower participation of adults in education. The decline of the participation of adults (25–64 years) in lifelong learning programmes in Slovenia since 2010 is also confirmed by the EU data (2010: 16.2%, 2015: 11.9%). The educational offer for adults is unevenly distributed across the 12 Slovene regions, especially notable is the Central Slovenia region with the most educational offers for adults and the Posavje region with the least offers. This unfavorable ratio between the regions is slightly adjusted if we consider their respective adult population size.



The uneven distribution of offers can also be seen among municipalities. Among the 54 analyzed municipalities, Ljubljana stands out with the biggest educational offer for adults. High schools, which offer education for adults, private educational institutions and people's universities are among the most common providers of education for adults. The larger portion of the educational offer (72%) consists of general non-formal education and learning as well as work-related education. In the offer of formal adult education, the programmes offering secondary technical, professional and general education as well as programmes offering vocational education are the most common. In the educational offer, foreign language learning programmes are most prevalent and also in the highest demand, as are programmes covering the areas of fundamental communication skills, business and administrative sciences, computing and personal development. Education programmes are intended for different target groups, from the widest public to more specific target groups, such as the unemployed, older people and the elderly, entrepreneurs, employed people, people with special needs, people with a lower education, foreigners, various ethnic groups and other.

The website 'Where to get knowledge' provides information about the offer of educational opportunities for adults and other useful sources, related to the education of adults. Slovenia is one of the few countries in the EU with such an overview of the adult education offer. A similarly designed website [as an example of good practice in realizing the renewed European Agenda for Adult Learning](#) (EAAL), was also introduced in Spain. You can view it [here](#).

You can read more about the results of the analysis of adult education offers 2016/2017 in [the final report](#).

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## Training and education in the Republic of Slovenia 2016/17

The national network unit for information exchange about the education system – [Eurydice Slovenia](#) has again this year prepared a publication titled [Training and education in the Republic of Slovenia 2016/17](#), published by the [MESS](#).

In the 72-page brochure, which offers a lot of content about the education and training system in Slovenia, we can also find content about the education of adults. On four pages (51–55), after the introductory paragraph, the article lists the objectives of adult education, presents the formal education programmes and special education programmes, it also includes a record of the Review of the adult education offer in Slovenia and summarizes the process of validating informally acquired knowledge.



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## Educating older men in the community

"Old Guys Say Yes to Community" is an Erasmus+ project, which started in 2016 with the aim to promote the learning of older men (over 60) and their participation and integration into the local community. The objective is to positively affect their welfare, health, social life and to improve their knowledge and skills.

Studies carried out in various countries indicate that the proportion of older people participating in education programmes is quite low. Men, especially those who are less educated and more socially disadvantaged, are often not very active in local communities and they also don't attend educational activities. Findings from previous projects show that older men often need and want different types of activities in the local community, because their motivations for participation is different and their goals are more practically oriented. They also usually avoid organized educational activities.



The starting point of the project is therefore the recognition that older adults in education are often the “forgotten minority” that did not receive any special attention from the research community for a long time and consequently there is not much information about their learning and educational needs. Especially when talking about the educational (learning) needs of older men.

We believe that it is essential to examine the needs of older men and the various learning opportunities, which already exist or could develop in the local environment. The project focuses on the exchange of good practices between partner countries and the preparation of recommendations and strategies, with which it would be possible to increase the active participation of older men in the local community. This project activity will include an increase in strategic cooperation between the providers of adult education and the local/regional authorities, development of an information website supported by educational materials, etc.

You can read the entire article and more about the project in the EPAL web log, which is available in [Slovene](#) and [English](#). More can be found on the [website of the project](#) and its [Facebook page](#).

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### And what was the last thing you learned?

This year I learned from the [recipients](#) of the SIAE awards who had infective passion for the community. The first interviews already inspired me, as they do each year, and this “fuel” then keeps me going until the next open call to tender, which will be in September, when I will meet with the new award winners. This year’s portraits were produced in cooperation with the Strup multimedia production company. Tomaž and Nejc from Strup were always available to us and helped us add the key component. Their stories were premiered at the opening of this year’s LLW (Lifelong Learning Week) on 12 May in Trbovlje and now you can watch them by clicking on the links below.

[Zlatan Čordić – Zlatko](#), a rap artist from Ljubljana...

“... some of the songs I don’t perform anymore and sometimes, when I hear them, I notice how much my views, depth and the themes I sing about changed from when I started. This is a quite normal, because I rap about life and if my life goes on and changes, so do I, and the same is happening with my work.”

[Vinko Hlebš](#), a self-taught painter from Tržič...

“... I had the luck of working as a plasterer, because I really liked working with plaster and when I came home, I went inside this studio, started painting and really enjoyed it – this is my holy place. I always wanted to broaden my knowledge and I had the luck to meet all these painters who helped me...”

[Janja Urbiha](#), an economist from Kozarišče...





“... when I first lost my job it was very difficult, because the environment does not offer any new jobs, especially not for a mother with several children. This is the obstacle that everyone notices first. I took this as a challenge and started looking for other job opportunities and didn't throw in the towel...”

[Young sowers of knowledge – The Cheerful Ones \(Dobrovoljci\)](#) (Tina Centa, Petra Klančičar, Tjaša Klančičar, Špela Paš, Maša Topole, Maruša Troha in Luka Turk), a group of volunteers active in the Intergenerational Centre of the Youth Centre Zagorje ob Savi...

“... you can't really make any money by volunteering, in the sense that you would have an hourly wage, but you can make new friends, new acquaintances, maybe an opportunity opens up somewhere where you would not expect it. You acquire different competences, a lot of knowledge, a lot of everything... if I went from the university straight to a job, I would have had no idea of what to do”.

[House of Experiments](#), an institution from Ljubljana...

“... our vision is a mature democracy where the vast majority of people are capable of thinking critically and acting actively. A mature country is a country where learning is everyone's hobby. Do we really want a society of bleating sheep that only know how to give milk and wool, and if they can't do that any more, they get slaughtered?”



Therefore we invite you to watch this year's portraits of the [winners](#) and which will surely impress you!

\* For the title I borrowed the first question from our [introduction to the portraits of the award recipients](#) of the SIAE 2016 award.

You can read the entire article about this year's winners in our blog EPALE [here](#).

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### **ESF project information, consultation, identification and evaluation of informally acquired knowledge of employees**

Within the ESF project *Professional Support of information advisory activities and the evaluation informally acquired knowledge 2016–2021*, the SIAE offers [providers from all over Slovenia](#), selected in a *Public call to tender for financing the activities of informing and consulting and for the identification and evaluation of informally acquired knowledge from 2016 to 2022*. They have been carrying out their activities since June 2016 and focusing on less educated employees and companies. During the project they will include at least 20,000 employees in the consultations.

Within the activities, according to the public tender, employees can receive free support in planning their personal and career path by choosing a suitable education or training, determine their already acquired knowledge, monitor their progress throughout the education and support at the end of it.

Using the online application, which was developed at the SIAE for the purpose of monitoring activities of the providers, we can monitor their activities, but we are also able to access the statistics on participants and the content of the consultations. Within a year of the implementation of this activity, the providers recorded 4,457 participants with the application (63% women and 59.2% older than 45 years), for which 6,687 services were provided (6,113 advisory proceedings and 574 proceedings of evaluating informally acquired knowledge).

The consultants help employees explore their interests and options, they make them aware of their knowledge, skills and competences, which they already possess, and create a (electronic) portfolio about their achievements which helps them become more motivated for participating in further education and training or career change or upgrade.

The results of the 3,618 completed consultations are shown below, and as we can see most of them (69.5%) resulted in the inclusion of participants in programmes for the acquisition of general and professional competences, followed by the inclusion into publicly recognized programmes for the acquisition of general (17.5%) competences.

By the end of 2017 we expect to include at least another 1,500 employees and we will monitor with great interest whether there will be any changes to which educational programmes the employees will participate in. During further monitoring we will also analyze other results and effects that consultations may have for employees.

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### LLW 2017 attracted young and old once again

This year's [Lifelong Learning Week](#), already the 22nd in a row, opened on 12 May at a local level and was organized by the People's University of the Zasavje Region ([PUZ](#)) and their partners from across the region. Around 370 participants were thrilled about the great organization and content of the event. It showed once again that meeting at a local level at such an occasion is the right thing to do, since many of the cultural and other contributions of the hosts were invaluable. Of course we were also impressed by the [recipients of the awards](#) (Caution: add portraits of the new recipients of the award with English subtitles!). On video and in person they radiated strength and joy, which they experienced by participating in the learning programme and generously spread throughout their surroundings. "They are really something", was repeatedly heard among visitors.



From 12 May to 30 June nearly 1,700 organizers jointly organized over 9,200 events at a local level. 45 regional and thematic LLW coordinators – institutions, which have traditionally been animators of lifelong

learning and promoters of being active in the community – played a key role – not just during the LLW, but throughout the whole year. This year we were connected through seven jointly organized LLW events: *The Power and Joy of Learning* – organized by SIAE; *Erasmus+ Is Not a Must, but Surely Helps!* – organized by CMEPIUS; *The Learning Parade (LP) – The Learning Communities Day* (17 May) – organized by the coordinators of the LP; *Learning and Culture Hand in Hand* – organized by the Public Fund for Cultural Activities RS (JSKD) and SIAE; *The Day of the Elderly – Vital, Healthy, Informed and Active* – organized by ZDUS in collaboration with SIAE, *We Enjoy Writing by Hand* – organized by the company Grafologika; and *Healthy through Learning* – organized by the LLW team. More about the jointly organized events: <http://tvu.SIAE.si/sl/akcija/2017> (in Slovene).

The aforementioned slogan *The Power and Joy of Learning* has connected us with the European Association for the Education of Adults ([EAEA](http://eaea.eu)). In the beginning of February the Association declared 2017 the Year of Adult Education in



Europe and invited its members from all over Europe to fit the events into our shared [events calendar](#). The conceptual background of this wide campaign are messages from the [Manifesto for Adult Learning in the 21st Century](#).

Employees at the SIAE regularly attended the events of this year's LLW, worked together with the hosts and the media, and supported the organization of the event in various other ways. We were collecting impressions and acknowledgements which we shared with the LLW network in this year's bulletin and in other publications and especially at the meeting about the development of the LLW. The latter is planned to be organized in early autumn with the intention to enrich this traditional event with a surge of new development pulses.

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### **We have completed the workshop, which was a part of the international project “RESHAPE the future”**

In the [December issue of the e-newsletter](#) we have already written about the beginning of the international project *RESHAPE the future – Education and training for migrants and refugees* and the first workshop, which was conducted under the auspices of the Danish [Tietgen Kompetencecenter](#). At the end of March (27–31 March 2017) we at SIAE, as project partners, organized a 5-day international workshop titled *Competence and continuous training of adult educators and counsellors working with migrants and refugees*.





Together with the colleagues from the Peace Institute, the Knowledge Institute (Zavod Znanje) – the People's University of Postojna, the Multigenerational Centre Planet of Generations Postojna, the Slovene Philanthropy, the Andragogic Institute – People's University of Velenje, the UPI People's University of Žalec we presented the situation in Slovenia, examples and experience from working with refugees and immigrants as well as training and upskilling programmes for professional workers, who work with this target group.

The 20-year-old Ahmed from Iraq, who is currently performing voluntary work at the Slovene Philanthropy, and Lolit from the Philippines, who lives and works in Postojna, shared their life's story and their experience. Vahida, who was once a refugee from Bosnia and now works as a development associate at the Slovene Philanthropy, pointed out the shortcomings in the field of integration of refugees into education, since school plays an important role in the integrating process of refugee children into the local environment.

Our partners in the project, FINSKA FOLKHÖGSKOLAN from Sweden, KEUDA from Finland, TIETGEN from Denmark, IFOA from Italy and ALFA COLLEGE from the Netherlands, presented the work and experience of the teachers involved in the project. Ahmad, a migrant from Syria and an English teacher at the Alfa College in the Netherlands, compared the role of teachers in Syria and in the Netherlands.

We started the last conference day by working in groups – in 5 work groups where we discussed the challenges educators of adults face, the required competencies for working with immigrants and refugees, and good solutions, methods and suggestions, which could be incorporated into their training programmes.



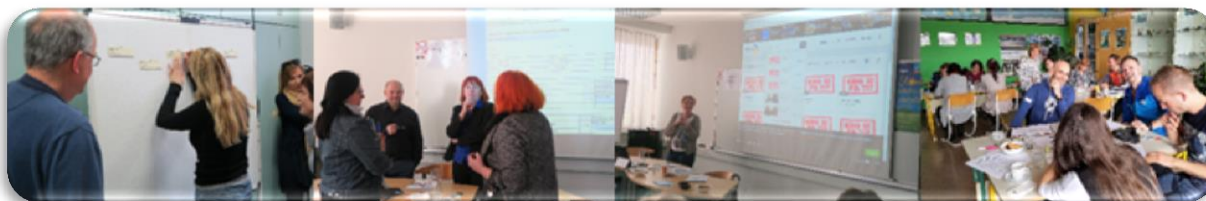
More detailed publications are available on the [SIAE Facebook page](#).

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### **Realized andragogic training and upskilling in the first half of 2017**

Within the framework of the ESF project “[Strengthening the competences of professional workers in the field of leading an innovative educational institute in the years 2016–2018](#)” we continue with the education activities of professional workers, which have already been carried out within the previous ESF projects from 2009 to 2011 and from 2011 to 2014.

In 2017, we plan to carry out 18 andragogic training and upskilling programmes with an estimated 341 participants.



From January to June we carried out 14 training and upskilling programmes for professional workers in the field of adult education, namely, Skills of convincingly presenting oneself and effective learning in adult education II; Modern approaches to learning and teaching with respect to the characteristics of adult education I; Basic training programmes for mentors of study groups; A personal education plan for a better integration of immigrants into education, training and society II; Coaching in adult education I; Professional identity development of adult educators I; Basic training programme for managers and consultants in advisory centres ISO; Upskilling for evaluation consultants I; Upskilling for evaluation consultants II; Basic training programme for adult education quality consultants; Upskilling for adult education quality consultants I; Upskilling of professional workers in independent learning centres I; Preparation of an interactive training I and Training for providers of programmes for adolescents – applicants for international protection II.



In the first half of 2017, 261 participants enrolled into the andragogic training and upskilling programmes.

Until the end of 2017 we plan to carry out 4 more programmes, namely two upskilling programmes for consultants at the ISIO centres, Andragogic counselling work in support of education and learning of adults and Upskilling of consultants for quality in adult education.

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## GOAL – Guidance and Orientation for Adult Learners

In February 2017, the project Erasmus+ KA3 GOAL – Guidance and Orientation for Adult Learners entered the last year of the 3-year development and testing process of new approaches for counselling less-educated adults involved in education programmes. The fundamental objective was to increase the involvement of adults in lifelong learning



through a more effective and quality counselling. The emphasis is on the competence development of consultants, partnerships at a local and national level, the outreach approach and the appropriate use of counselling techniques – with the common goal of achieving a more effective and high-quality counselling for vulnerable adult groups. Slovenia is also among the six participating countries (the project is led by the Flemish Ministry of Education and Training – Belgium, the other project partners are the Czech Republic, Iceland, Lithuania and the Netherlands, Turkey is a silent partner). In Slovenia the new approaches have been tested in two regions, in four selected educational organizations: two school centres – adult education units: the Biotechnical Educational Centre Ljubljana (BIC) and the School Centre Velenje (SC), and in two advisory centres for adult education – ISIO centres: ISIO Ljubljana and ISIO Velenje. Under the GOAL project, 160 adults participated in the pilot counselling and in an extensive and comprehensive evaluation, which was conducted in two cycles (the first one in spring 2016 and the second in spring 2017), we analysed

the factors which affect the quality of counselling, as well as the achieved results and effects at several levels:

- At the level of the person seeking counselling;
- At the level of counselling activities;
- At the level of consultants and partners in the local environment;
- At the level of stakeholders and counselling policy-makers in the field of adult education.

The methodological support for the evaluation under the GOAL project is provided by the Institute of Education (IoE) from London. The national reports of all 6 countries as well as the joint (cross-country) report will be published in autumn 2017 on the project-website: [www.projectgoal.eu](http://www.projectgoal.eu). On the website you can already access the national and joint reports of the first evaluation cycle (November 2016). The National Conference of the GOAL Project, where we will present the project results and proposals for further integration of counselling activities into adult education, will be organized in December 2017. The final project conference will be held on the 17 and 18 January 2018 in Brussels. More information can be found on the website of the project.

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### Consultation on current challenges in adult education



The range of [annual consultations on adult education](#) (ANoAE) in the SIAE is missing consultations for the year 2016, which is why this year there are (will be) two available opportunities for the traditional professional meeting. The first one, [Consultation on current challenges in adult education](#), was held on 29 March in Ljubljana, and the second one will be held in November 2017.

The latest consultation as part of the ESF project “Strengthening the competences of professional workers in the field of leading an innovative educational institute in the years 2016–2018” was exceptionally held by the [School for headteachers](#) contracted by the MESS and in cooperation with the SIAE. Priority was given to the discussion about the proposed text of the new Adult Education Act (ZIO). This took place in the afternoon and in smaller groups, and before that the participants, amounting to almost 180, listened with excitement to the interesting plenary speakers.



The auditorium was initially addressed by Maja Makovec Brenčič, PhD, Minister of Education, Science and Sport. She [presented](#) the strategic orientations of the MESS, among which are developing capabilities for life and work, integration of migrants, digitizing, sustainable development and the longevity of society. These policies are closely related to the priority normative tasks of the MESS, including the amendment to the Adult Education Act, but the minister stressed: “We live in times where the manner of execution is more important than the manner of standardization.”

That is why she invited the participants to help develop good solutions and create innovative learning environments for the 21<sup>st</sup> century and to strengthen cooperation with various stakeholders.

“A long-term strategy can only be created by a nation itself!” warned Franc Matjaž – Tičo Zupančič, state secretary from the Government Office of Slovenia for Development and European Cohesion Policy. Together with Timotej Šooš, project manager of the project Slovenia’s Development Strategy until 2030, [they pointed out](#), that learning for and throughout life is one of the five central pillars of [Slovenian Visions 2050](#). They openly talked about the entrapment of Slovene society in a negative loop of frustration, mistrust, fear and so on, stressing that they want to use the Vision as a means to contribute to social resilience and flexibility – ultimately also by establishing a culture of lifelong learning. The vision was also presented in short with a [video](#).



In her [presentation](#) about developing skills and responsibilities towards adults in Slovenia, Petra Javrh, PhD, from the SIAE also briefly mentioned the demographic, technological and conceptual changes and issues. “These questions demand answers, namely at the individual, state and professional level,” she said and urged the participants to listen and hear themselves in discussions and to proceed dialogically. She appealed to our professional responsibility to appropriately define public interest, the roles of informal adult learning, as well as the minimal set of knowledge and skills needed to be independent in a modern society. Her engaging presentation, which left nobody indifferent, was based on the results of the [PIAAC study](#).

The representatives of the expert team responsible for drafting the renewed Adult Education Act (ZIO), Katja Dovžak, MA, from MESS and Peter Beltram, MA, from the SIAE, stated the arguments which influenced the proposed normative solution to be adopted. Beltram explained: “The work of the expert team was led by the desire to eliminate the shortcomings of the current ZIO”. So from their [presentation](#) we can deduct that the proposal has brought some new solutions, including the definition of the public network, regulation of the section about elementary schools for adults, definition of the roles and obligations of the local community, they also called for the development of quality, professional personnel training, etc. Katja Dovžak pointed out that using the correct terminology, in the process of defining the fundamental concepts, was a bit problematic. In her presentation she did not only refer to the proposed text, but also to the comments and proposals the ministry obtained in meetings with key stakeholders and through the public online discussion.



In the afternoon part of the event, the participants discussed public interest, the public service and public network, informal adult education, advisory activities, the informal evaluation of the acquired knowledge and other support activities, quality, funding, etc. – to name only the most hot topics. Unfortunately, only a third of the participants attended this part.

We concluded the consultation with a relatively unified expression of support, but at the same time made a determined request that the authors of the Act should consider the expressed doubts and suggestions to the greatest extent possible. We will soon be able to see if they are successful.

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## INTERNATIONAL COOPERATION

### There is a lot going on in the EAAL1 project

Last year we organized [seven Promoting Adult Skills \(PAS\) events](#) within the framework of the EAAL project, which were meant to demonstrate the existing efforts for the development of basic capabilities and key competencies of adults, present the achievements and define the opportunities and challenges. In this way we identified the examples of good practice, which were also designed to improve the employability of poorly qualified adults. At the local and national level we have been spreading information about these practices and gained stakeholder opinions about, how these could be further developed and implemented. The findings and recommendations were presented by the organizers of the event [at the closing meeting](#) or annual conference of the European Basic Skills Network in Ljubljana.



This year the seven new events were again organized at a local level, but stakeholders and providers of related practices from all over Slovenia have also been invited. This time the thematic emphasis was on the active inclusion into learning communities. The events addressed the issues of immigrants (Jesenice, 23 May), young adults on their path to entrepreneurship (Črnomelj, 25 May), rural population (Žiri, 6 June), employees in the economy (Ajdovščina, 9 June), young people in transition between school and employment (Maribor, 14 June), employers and employees and unemployed people with a lower education (Velenje, 26 June) and older adults (Slovenj Gradec, 29 June). The events are presented on the [website](#) and include event programmes, the EPAL blog and a findings and recommendations manifesto.

This year's final EAAL event will coincide with the 21st Andragogic Colloquium, which will be held on the 3rd and 4th of October in Ajdovščina. The central theme of the meeting will be the non-formal education and learning of adults. We will discuss the described examples and other practices used in Slovenia, but we also plan to include contributions from foreign experts. More about this in the next issue of e-news in English.

The EAAL project will be concluded in October this year and in addition to the described study trip to Ireland and the Promoting Adult Skills (PAS) events we will also focus on creating a comprehensive strategy on raising the awareness about the importance of lifelong learning and the opportunities for it as well as on the preparation of three action plans (about the increased role of the four ministerial portfolios in the processes of raising awareness, about the more active role of people included in the learning and about effective media and visual promotion). We are also preparing video publications about the developments and findings of the two-year project work. All of the above will be available in the late autumn on the [project website](#).

<sup>1</sup> The "National coordination of the European Agenda for Adult Learning (EAAL) 2017–2019 in Slovenia" project

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### **The EAAL project is also being carried out in Italy**

In June, the representatives of the Italian EAAL coordinator for the implementation of the project paid us a visit. They are from the National Institute for Public Policy Analysis ([INAPP](#)). After the introductory presentations of our EAAL project at the SIAE and on the Slovene approach to the evaluation of previously acquired knowledge and skills, they visited AC PU Velenje and learnt about how these processes are being implemented in practice. They also met with Aferdito Preshtreshi, a participant of the education programme and the consultation and evaluation processes. The latter one opened her one door, but with her set of competencies she is now proudly entering different fields of work and many other doors are beginning to open, she told us confidently. Her [story](#) was recorded at the EAAL project two years ago. Now she is much richer, since Aferdito is giving the community back all the help and support she received at the AC PU, and by doing so, she is enriching herself.

Our guest Claudio M. Vitali said at this occasion that beside evaluation, his studies also focus on the functioning of the local networks for the education of adults (their members, their way of work and what challenges they face) as well as the lack of interest of employers for participating in the creation of educational programmes for adults. These are also two of the topics about which we could exchange our views and experiences on the next years events.

Beside Slovenia, the Italian representatives also visited Belgium, Germany, Latvia and 10 Italian regions. Based on their impressions they will prepare a written and a video report – both are being anticipated with great interest.

Zvonka Pangerc Pahernik, MSc, ([zvonka.pangerc@SIAE.si](mailto:zvonka.pangerc@SIAE.si)), SIAE

### **We went to Ireland – to experience their festival of adult learning!**

Members of the [EAAL](#) (European Agenda for Adult Learning) workgroup together with the SIAE, our two external partners, recipients of the award for the promotion of adult learning and knowledge, and two representatives from [MESS](#) and the [Learning Forum](#) paid a visit to Ireland between 6–10 March.

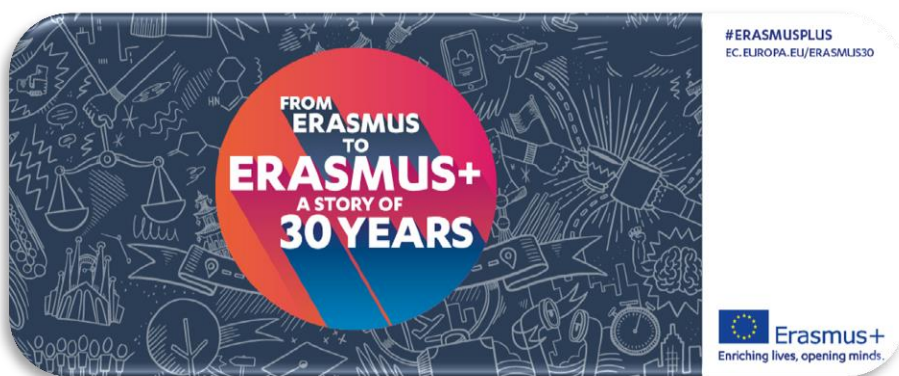
*Who?* 12 proponents of lifelong learning: Darijan, Erika, Mateja, Nevenka, Simona and Zvonka; Franci and Neja; Janja and Zlatko; Teja; Suzana.



*What and why?* In short, we could say that the purpose of this study visit to Ireland – within the framework of the [AONTAS Adult Learners' Festival](#) – was the exchange of experience and knowledge related to the EAAL project. We, as well as our hosts, [AONTAS](#), function as national coordinators for the realization of the EAAL. We wanted to know how they tackle the media and visual promotions, how they prepare their attractive publications, e.g. *[I'm an Adult Learner 2016](#)*, how they successfully inform and attract people via Twitter and Facebook and also how to work together with the politicians. We will try to implement the newly acquired knowledge and experience into our work. Read more about our visit on our [EPALE](#) blog, where we write about the whys, whos, wheres, whens, etc. of the study trip.

Simona Kavčič ([simona.kavcic@SIAE.si](mailto:simona.kavcic@SIAE.si)), SIAE

### The year 2017 will be marked by the anniversary of the Erasmus+ programme



This year the [Erasmus+](#) programme will celebrate its 30th anniversary, a remarkable feat. Throughout all these years, the programme has offered an opportunity to many young people and professionals in the field of education, so that they could travel abroad, study and gain

new skills and experience.

Throughout the entire year of 2017 the anniversary will be marked through many events which will be organized across Europe. The events will include conferences, forums, dialogues, celebrations as well as discussions and exhibitions.

Especially for this the European Commission has created a special website where you can find out how you can help promote the anniversary and at the same time subscribe to the Erasmus+ newsletter, if you are interested.

Subscribers of the newsletter will receive information about:

- Tenders, news and events,
- advice and hints about Erasmus+,
- other life experiences that you can acquire through Erasmus+,
- the impact and benefits of Erasmus+.

If you are interested in the projects of the strategic partnerships and the mobility of the professional staff within the Erasmus+ programme, we invite you to attend the seminars and consultations for potential applicants, which will be held soon in Koper, Maribor and Ljubljana. You can read more about the events, consultation dates and signing-up by clicking [here](#). Give your programmes a European dimension!

In [this article](#), written by a colleague at the Development and Education Centre ([RIC](#)) Novo Mesto, you can read what the organizations can learn through involvement in international projects and what these projects mean for their local environment and the (professional) development of the participants.

Maruša Bajt ([marusa.bajt@cmeplus.si](mailto:marusa.bajt@cmeplus.si)), CMEPIUS

## EPALE

### Highlights from the study visit in the EPALE blogs

We daily shared the highlights in our EPALE blogs. And what did we write about?

The first day of our study visit was marked by the opening of the **Adult Learners' Festival 2017** and the related presentation of the 2017 AONTAS STAR Awards. *Like us, they also emphasize the importance of the learning individual and they also reward it. "Even if you don't win, never mind. Congratulations for all the things that you do every day. And keep doing them."* You can find the highlights of [day 1](#) on our blog.



The second day we moved from the national level to the local level and entered yet another sphere of adult education – community learning. *Most people here carry the sun in their hearts and in their eyes, their kindness shines and*

*glows like stars in the night sky. I'm glad that I'm not the only lonely lunatic who is happy to meet new faces and friendly people. Even though we speak a different language, one can quickly notice that our stories are very similar and they remind me of Slovenia.* You can find the highlights of [day 2](#) on our blog.



On the third day we went to Dublin and it was marked by the International Women's Day, which is very much in the foreground these days in Ireland because of the efforts to give more rights to women. *What a day! First the meeting at the VCC, where we could hardly leave – we had so much to tell each other –, then the visit of the AONTAS, where we had problems holding up with the schedule, since we were constantly looking for parallels to our activities ...* And there we (the women) were touched by one of

*Zlatko's songs written about 8 March – the International Women's Day. And at the end of the day – the Celtic Nights!* You can find the highlights of [day 3](#) on our blog.

We spent day four in the company of different educators of adults and learned more about their work. *For me, one of the key questions when working with other people is, how to offer them help or something that you*



think is good for them, without changing their fundamental beliefs or even make them move away from their roots. So, how to help and support people in achieving equal access to the things that positively affect their all-round development, while at the same time respect everything that makes them different and unique? You can find the highlight of [day 4](#) on our blog.

We spent the fifth and last day on the final event of the festival, i.e. on the EU seminar titled [The European Union: Solidarity in a Time of Uncertainty](#), hosted by AONTAS. Many speakers and participants of the panel discussion, among which was also our Zvonka, emphasized, **how very important it is to hear the voice of learning adults**. We can even say that this was the common thread of the whole week – involve the learners, listen to their needs and desires and actively involve them in the planning process ... You can find the highlight of [day 5](#) on our blog.



So many impressions from the visit! And we would be happy to share them all with you when the opportunity arises – just tug at our sleeve and ask us! We spent five wonderful days in Ireland in which we shared knowledge, experience and opinions, between each other as well as with our hosts. We have found that we face similar problems

and strive to achieve similar objectives in the field of adult education: get as many adults as possible involved in education, while taking into consideration their wishes, listen to their voice and jointly shape this area, which will contribute to a better life and consequently to a better world – as Una, one of the learners, replied to the question, if the world is a better place because of education: “Yeah, the world is a better place because of education, because education makes my world a better place!” And as we know, one should always begin with oneself ...

Edited by: Simona Kavčič ([simona.kavcic@SIAE.si](mailto:simona.kavcic@SIAE.si)) and Zvonka Pangerc Pahernik, MSc, ([zvonka.pangerc@SIAE.si](mailto:zvonka.pangerc@SIAE.si)), SIAE

## RELEVANT PUBLICATIONS

### About the new book from Zoran Jelenc, PhD: Lifelong Learning and the Education of Adults

*Lifelong Learning and the Education of Adults*, a book by Zoran Jelenc, PhD, which was published towards the end of December 2016 by Educa from Nova Gorica, is topical, since it was published at a time when Slovenia is in the process of updating the applicable laws in the field of training and education, and the, for this debate particularly important, Adult Education Act and the umbrella Organization and funding of Upbringing and Education Act. The book provides a meaningful reference framework for evaluating and

making decisions in this area. It can be described as a fundamental theoretical work on lifelong learning and the education of adults in Slovenia.

The title already brings to our attention that the education of adults and lifelong learning are not identical concepts. The education of adults represents the most comprehensive and diverse part of lifelong learning. It explains in detail and makes a clear distinction between other related key concepts, critically analyzes their occurrence and how they are dealt with in practice, especially in terms of the political and normative regulation of the field and manner of its management. But it doesn't stop there – the book suggests solutions and models, which lead to the realization of the concept of lifelong learning – as a common good, which enables a learning society to become more directed towards sustainability and reciprocity. His views are supported with a series of domestic and international documents that promote lifelong learning, but also uses theoretical arguments of domestic and foreign experts.



Zoran Jelenc, PhD, dedicated a major part of his career to the promotion of the concept of lifelong learning, not only as an established theorist, but also as an initiator and partner in several applied activities, which enabled progress and placed adult education into a field of systematic training and education, while he was the director of the SIAE. But this situation is far from being set in stone. This also why the latest work from Jelenc is a valuable contribution to the common goal of realizing the concept of lifelong learning. In this sense we can conclude with a commonly cited quote from Bertolt Brecht: “Reach for the book – it is a weapon!”

You can read the rest in this [longer article](#).

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### On the way to 2020 – A new edition of the Cedefop report



Cedefop gathered 36 selected statistical indicators, which quantitatively define key aspects of vocational education and training and further training. These are presented in the report *On the way to 2020: Data for vocational education and training policies* ([country statistical overviews – 2016 update](#)).

The report enables the comparison of European countries in the area in question. The indicators were selected based on their importance for the education and training policy as well as their importance for achieving the objectives set in the Europe 2020 strategy.

The review contains the indicators of all EU member states, the Former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey. You can read more about it [here](#).

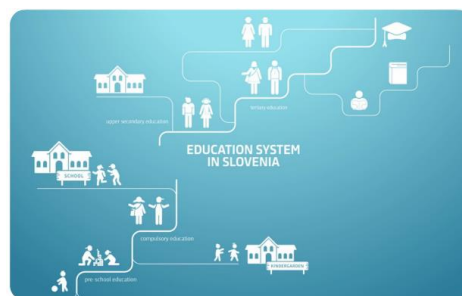
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Edited by: Simona Kavčič ([simona.kavcic@SIAE.si](mailto:simona.kavcic@SIAE.si)), SIAE

## A series of short videos about the education and training system in Slovenia

We have a new communication tool that enables us to address different audiences from abroad – education experts, teachers, students, immigrants, students and others. This is a series of short videos in English called [The education and training system in Slovenia](#).

The series presents the fundamental facts and data relating to education and to the training and education system in Slovenia. [Eurydice Slovenia](#) prepared eight short videos. The videos can be viewed as a whole, as stand alone videos or in any combination.



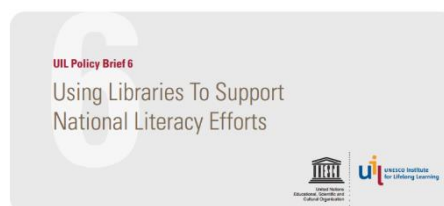
Titles of the videos: *Introduction, Investment in education, Stages of the education system, Preschool education, Compulsory education – Basic school, Upper secondary education, Tertiary education in Trends in educational attainment and student achievement.*

Edited by: Simona Kavčič ([simona.kavcic@SIAE.si](mailto:simona.kavcic@SIAE.si)), SIAE

## Libraries can help promote the development of literacy!

Have you ever really thought about how important the role of libraries is in our lives? What treasures actually lie and are hidden on and behind the book shelves?

By providing various activities and resources (either in print or online) for all age groups and all levels of literacy, libraries can substantially contribute to the development of a reading culture and supporting the development of literacy in the population.



This was also confirmed by the UNESCO Institute for Lifelong Learning (UIL). The institute issued a [report](#) about how libraries can help promote the development of literacy at a national level as well. It also includes recommendations for policy makers:

- Integrate libraries into the political dialogue of literacy development and ensure that libraries become an integral part of the strategy and efforts for the development of literacy on a local and national level.
- Enable libraries to create a literacy-rich environment, which encourages the development, strengthening and maintaining a high level of literacy within the lifelong learning framework.
- Make sure that the libraries are inclusive and that they possess the knowledge and resources to ensure appropriate materials in a pleasant environment for marginalized, vulnerable and minority language groups.
- Institutionalize the professionalization and investment into an ongoing training of the library staff.
- Use the data provided by libraries to ensure that the policy makers are well informed and to coordinate the efforts to increase the levels of literacy for different stakeholders.

Libraries can be great partners in raising awareness about the important role played by the individual as well as their immediate and wider environment in developing literacy in children and adults. They offer sources for young people and adults of all levels of literacy and also support adults with less developed skills.

And if you have never asked yourself what else can you find in a library besides the many books, it is time to ask and find out what else your library can offer you.

Simona Kavčič ([simona.kavcic@SIAE.si](mailto:simona.kavcic@SIAE.si)), SIAE

## SLOVENIAN ADULT EDUCATION SCENE

### Professional conference *United in Building a Community*

The indicator of adult (25–64 years) participation in lifelong learning is the basis for one of seven target values the EU has set to achieve by 2020 within the strategic framework Education and Training 2020. The average participation level of the EU population, aged 25–64 years, in lifelong learning should supposedly increase to at least 15% this year. Although the participation level in Slovenia is relatively high, the fact that Slovenia is one of the countries in which a decline in participation can be seen is concerning; the data showing that the involvement of vulnerable target groups is significantly lower is especially alarming. Low levels of education, incomplete education, cultural diversity, unreliable and low-paid employment and severe material deprivation are important risk factors for poor health, the descent into poverty, social exclusion and other inequalities.



A quick look on the websites of the members of the Association of training and advisory centres of Slovenia ([ZiSS](http://ZiSS.si)) shows that the educational activities intended for the social integration of vulnerable target groups are one of their most important activities. It should also be noted that for over 15 years ZiSS members have been organizing the a programme called Information and consultancy about adult education, where we managed to develop numerous good practices, new approaches and tools in the field of vulnerable target groups.

That is why we at ZiSS devoted this year's professional conference *United in Building a Community* to the exchange of best practices and information about education needs, which contributes to an increased social integration of vulnerable target groups and prevents them from slipping into social exclusion.



On the two-day professional conference, which took place in Rimske terme on 6–7 June and was funded by the MESS, we held a discussion with adult educators, representatives of vulnerable target groups, ministries and professional institutions the further development of education, intended for the social integration of vulnerable target groups, the unemployed, immigrants, young adults, older people and adults with special needs.

With the professional conference we wanted to highlight the actual effects of education of vulnerable target groups. That is why on the first day of the conference the participants, who increased their social inclusion through our programmes, presented their experiences and mostly results.

The second day was devoted to a professional debate and the preparation of basis for new educational programmes, intended to increase social inclusion of the mentioned vulnerable target groups.

110 participants from different organizations participated in the conference, such as people's universities, primary schools, kindergartens, centres for social work, NGOs, the employment service, ministries, etc.

At the conference, which was very successful according to participants, we came to the conclusion that investment in education of vulnerable target groups brings good and concrete results, and that positive effects can be achieved only by combining various stakeholders on both a local and national level. Only “united can we build a community”.

Maja Radinovič Hajdič, MA ([majarh@lu-jesenice.net](mailto:majarh@lu-jesenice.net)), PU Jesenice, president of ZiSS

### **Conference of Association of People's Universities of Slovenia (ZLUS): “Are you aware that employees have the potential to become your best investment?”**

The main purpose was to share experience, good practices and needs between the providers of the programme *Competence Centres for Human Resource Development* and the providers of employee training programmes, which are co-funded by the Ministry of Education, Science and Sport. The event was co-funded by the Republic of Slovenia and the European Union from the European Social Fund.

After the opening remarks (Bojan Hajdinjak, MA, president of ZLUS, Aleš Vidmar, MA, from the Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia, Katya Dovžak, MA, from MESS, Polona Šega from the Ministry of Labour, Family and Social Affairs examples of good practices from competence centres were presented by different companies (Martina Krajnc, head of the Law, Human Resources and General Affairs Sector at Snaga Maribor; Peter Furlan Dodič, head of the Personnel and General Affairs Sector at Intereuropa; Vanja Budna Evačič, head of the Education and Training sector at Helios) and educators (Eve Mermolja from the People's University of Ajdovščina; Maja Radinovič Hajdič, MA, from the People's University of Jesenice; Maja Rotar and Cene Štupar – CILJ).



In the second part of the conference, the organizers and participants actively tried to uncover the pitfalls and suggest solutions for an effective development of human resources in companies. Through constructive conversation, participants wrote recommendations to ministries about the preparation of new measures and came to new conclusions.

Here are just some of them:

- The business representatives were positively surprised by the scope, diversity and quality of the work of the people's universities and other adult educators.
- Strengthen those competencies of individuals that benefit both (the employer and the employee). Upskill profession-specific competencies, knowledge of languages as well as soft and ICT skills.
- The economy prefers shorter and personalized programmes, which take into consideration the wishes and demands of employees, and require less administrative work.
- Education should be extended to other target groups of employees.
- Investing in innovation and young people (to prevent a brain drain).
- End ineffective programmes.
- The development of competencies for the circular economy (what we need, instead of what we want).
- The promotion of occupations in demand among young people and the systemic management of enrolments into secondary schools and "popular" studies.
- Competence centres should be strengthened, while taking into account the aspects of companies.

The main conclusion is that the development of human resources and the improvement of the business process are inevitably linked to each other. You can find a more comprehensive conference report on the website [zlus.si](http://zlus.si).

Bojan Hajdinjak, MA, ([bojan.hajdinjak@cene-stupar.si](mailto:bojan.hajdinjak@cene-stupar.si)), predsednik ZLUS

### **We established a network of fifteen multigenerational centres**

The Ministry of Labor, Family and Social Affairs ([MDDSZ](http://MDDSZ)) has ended the open call for tenders for the co-financing of projects of multigenerational centres and has already signed contracts with the selected providers for these centres. The objective of the open call to tender was to establish a network of 15 multigenerational centres where the five-year preventive programmes will be carried out, which are intended to help socially integrate vulnerable social groups and prevent them from slipping into social exclusion.



Funding for the projects is provided from the budget and partly by the EU from the European Social Fund.

We wish the [project providers](#) and their partners, including the members of the Association of People's Universities in Slovenia ([ZLUS](http://ZLUS)) and the Association of training and advisory centres of Slovenia ([ZiSS Slovenije](http://ZiSS Slovenije)), a successful realization of the projects.

Source: MDDSZ

Edited by: Mateja Pečar ([mateja.pecar@SIAE.si](mailto:mateja.pecar@SIAE.si)), SIAE

### 30th anniversary of the University for the Third Age in Velenje

The [Andragogic Society University for the Third Age \(U3A\) in Velenje](#), as the second oldest in Slovenia, is celebrating 30 years of being active in the field of education, creation and voluntarism. Countless older, disabled and unemployed people with different skills, experience and personalities have attended the university over the years. All these years the university has been adapting to the changes in the environment, the people, which helped shape it, and the development trends it has faced.



Today there are 37 mentors in 54 classes educating 678 participants with an average age of 65. Around 20% of the participants are men, the youngest participant is 21, the oldest 86, and 18 participants are older than 80. Participants

evaluation is conducted through public cultural events organized by the university or by external institutions. In the past year there have been 70 exhibitions, public rehearsals, performances, festivals and more. The older generation has found its active place in the community. Its activities are supported through the voluntary work of the participants connected by mutual respect and friendship. With self-realization, by searching for their own hidden talents, creativity, supported with lifelong learning, older people are proving that they can lead a healthy and high-quality life by themselves. Through the intergenerational cooperation with kindergartens and retirement homes, they are sending a message to other generations that old age can also be creative, rich and beautiful.



To mark our 30<sup>th</sup> anniversary we published a book with the title *30 years of the University for the Third Age in Velenje*, which describes the role the university play in the community, the andragogic discoveries about adult education of Ana Krajnc, PhD, and Nena Mijoč, PhD, the university's history through different periods, thoughts and feelings of mentors and participants about their work at the university and certain classes throughout the years. The book summarizes the effort, which, in the 30 years of existence of the university, was invested by many volunteers, mentors, animators, university

management and the local community into adult education and with it into the quality of life in the third life period.

The anniversary of the university and the publication of the book was celebrated at the event marking the 30<sup>th</sup> anniversary of U3A on 25 February 2017 at the Home of Culture in Velenje.

Marija Vrtačnik, U3A Velenje

## Double silver at the Skills Plus competition in the Netherlands

On 16 March 2017 the first Skills Plus competition was held in Amsterdam. It is intended for disabled workers, people with limited skills and those with less opportunities on the labour market. The pilot competition is the result of the [Paraskills](#) project, the purpose of which is to put emphasis on the talents and skills of those with fewer opportunities. The competition was organized by WorldSkills Netherlands and the Dutch partner in the Paraskills Pro Work project. The Slovene partner in this project is the [Andragogic Centre – People's University of Velenje](#) (AC – PUV). In the Netherlands, Slovenia was represented by two



teams: the School for Service Activities of SC Velenje in the field of gastronomy and a team consisting of the three best candidates of the pre-selection at the People's University of Velenje in the field of computer science. Altogether 13 teams from the Netherlands, Bulgaria, Germany, the Czech Republic, Italy and Slovenia competed in the Netherlands. Both Slovene teams did a great job and received silver medals.

“The Skills Plus competitions and the European competition in the Netherlands emphasize the importance of an inclusive

society. The competition does not only contribute to a better self-image of the contestants, but mostly emphasizes their achievements and acquired knowledge,” says Jos de Goey, director of WorldSkills Netherlands and member of the Dutch organizational committee. “The team competition emphasizes inclusion and cooperation and demonstrates that everyone, even those with limitations, can contribute to society in the best way possible.”

“We recommend everyone to take part in the Skills Plus competition who wants to get additional experience. This competition is an upgrade of all the knowledge that you have been acquiring throughout the years. You get to know new people, new environments in which you compete, and the best part is when you fly with a plane high above the clouds. For me personally, the contest represents an important and excellent experience, which I definitely want to do again sometime. I got to see the city of Amsterdam, which was my longtime dream. I saw a lot of people with disabilities and I must admit that I'm doing fine and I know that I will make it. You simply have to experience it, to believe it,” says Tanja Kos, one of the Slovene contestants.

The Paraskills project is carried out under the Erasmus+ programme and lasts 3 years. The project ends this year in August, but there are already arrangements being made for the competitions to remain a part of the regular Skills competitions in the future.

Alenka Mokotar ([alenka.mokotar@lu-velenje.si](mailto:alenka.mokotar@lu-velenje.si)), AC – PUV



## A wide range of support for immigrants at the RIC Novo mesto

[RIC \(Development and Education Centre\) Novo mesto](#) offers immigrants multiple programmes and activities in which they can participate.

The [Talking](#) international project deals with the education of immigrants and the improvement of competences of all immigrants that decide to participate. The purpose of the project is to improve the effectiveness of the learning process using an innovative method (transaction analysis). We are currently in the phase of determining the needs for teacher training, which will be the basis for the preparation of the international training and the design of a platform. The website of the project, which is co-funded by the EU through the Erasmus+ programme and KA2 strategic partnerships, will also be available soon.

The empowerment of immigrants is carried out within the [I CAN DO IT \(ZMOREM\)](#) programme, our two-year project that is funded by the Ministry of Labor, Family and Social Affairs (MDDSZ) and within which a programme for psychosocial support for children, adolescents and their families is being implemented. Using activities in the programme we will influence their empowerment, the development of social skills and increase their sensibility to identify domestic violence in the family and the environment. In 2016 we have already held 4 workshops for various target groups, including a workshop for immigrants. Activities will continue this year.



Co-funded by the Erasmus+  
Programme of the European Union

Each year at least 10% of the customers of the [Advisory Center Novo mesto](#) are immigrants, whom we offer help in different ways, especially by obtaining job-searching skills and by promoting the participation in shorter educational programmes. At the same time we also offer comprehensive support for employed immigrants with the project [Consultation for employees](#) (2016–2022), where we try to encourage them to participate in different education programmes (learning the Slovene language, acquiring key competences) and support in obtaining certificate from the Slovene language certificate. The activities are being funded by the MESS and the ESF.

All our customers can also get support at our Centre for independent learning. Starting this year our [Multigenerational Centre](#) will be up and running and which will also offer numerous opportunities for vocational and personal development. You can find more information on our website [www.ric-nm.si](http://www.ric-nm.si)

Tina Strnad ([tina.strnad@ric-nm.si](mailto:tina.strnad@ric-nm.si)), RIC Novo mesto

## We issued the first certificates in the Penal institution of Maribor

On 29 March 2017 we issued the first four NVQ certificates for web designers in the Penal institution of Maribor (ZPKZ Maribor). The certificates were handed out by the prison director, Robert Šilc, who was accompanied by Marina Veselič, head of the education department of ZPKZ Maribor, and two colleagues from the [Andragogic Institute of Maribor – People's University](#) (ACM PU), who coordinated the implementation of the programme.

The programme was implemented within the project “The Implementation of Educational Programmes of the National Vocational Qualifications (NVQ) and work therapies for prisoners (2016–2019)”, which is co-funded by the Republic of Slovenia and the European Union. In the first part of the seminar we prepared a



90-hour training programme in the facility for detainees of ZPKZ Maribor as preparation for the NVQ testing and certification for web designers. It was held in the period from November 2016 to January 2017. After we finished with the 90 hours of training, we also organized 15 hours for the in-depth preparation for the exam. Seven convicts participated in the training, which, with the exception of two of them, had no knowledge or experience from the field of web design. Two participants were actually retired and were coming from the open prison section Rogoza of the ZPKZ Maribor to attend the training. The testing and certification, which took place on the premises of the ZPKZ Maribor on 24/02/2017, was supervised by a three-member committee, which evaluated that four out of the seven candidates possess the necessary level of knowledge required to acquire the certificate.



We want to emphasize that all seven candidates independently designed two dynamic websites, which, considering the entry conditions and the difficult situation in which the training took place, represents a major success.

ACM PU is a provider and coordinator of six sub-providers at the same time, with whom we work together on the implementation of the programmes in ZPKZ Maribor.

In agreement with the ZPKZ Maribor, we also offer the opportunity to obtain certificates for other national vocational qualifications. The available NVQs are: assistant chef, bookkeeper, accountant for smaller companies, institutions and independent entrepreneurs, storekeeper, assistant housekeeper, cleaner, diet chef, janitor, forklift driver, MIG/MAG welder and TIG welder. Additionally the work therapy programme is still being carried out.

The investment is co-funded by the European Union from the ESF and the Republic of Slovenia. The programme “Development of competences of prisoners” is being implemented under the operational programme for the implementation of the European cohesion policy in the 2014–2020 period, the Priority axis 9 “Social inclusion and reduction of the risk of poverty”, Priority investment 9.1 “Active inclusion, including the promotion of equal opportunities and active cooperation and improved employability”.

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